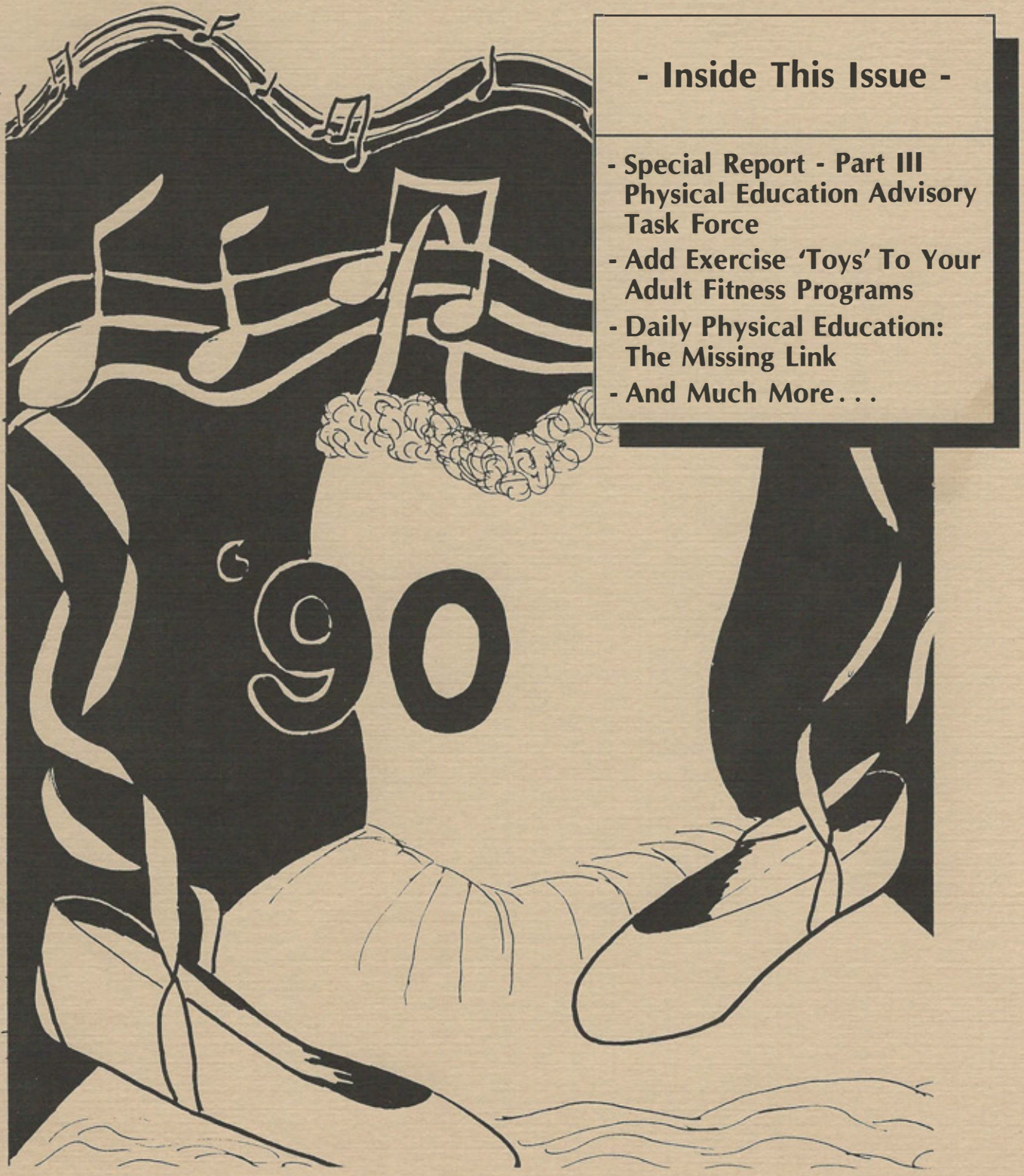
The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 20, Number 1 WINTER ISSUE 1991



1990 POSTER WINNER
by AMY HERB, Grade 7, Otter Creek Junior High School, Terre Haute, IN

- Inside This Issue -

Indiana AHPERD Journal

Volume 20, Number 1 **WINTER ISSUE** **Winter, 1991**

Indiana Association for
Health, Physical Education, Recreation and Dance

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The **Journal** is published three times a year (Fall, Winter, Spring) by the Indiana Association for Health, Physical Education, Recreation and Dance. Third class postage paid at Indianapolis, Indiana.

The Indiana Association for Health, Physical Education, Recreation and Dance is a professional organization serving education in these four and related fields at the elementary, secondary, college, and community levels. Membership in IAHPERD is open to any person interested in the educational fields listed above. Professional members pay annual dues of $20.00. Students pay $10.00. Make checks payable to IAHPERD Treasurer, c/o IUPUI, School of Physical Education, Indianapolis, Indiana 46223.

CHANGE OF ADDRESS

In order to receive the **IAHPERD Journal**, your change of address must be mailed to P. Nicholas Kellum, 901 West New York Street, Indianapolis, Indiana 46223. A change of address sent to the Post Office is not adequate since **Journals** are ***not*** forwarded.

When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request includes funds in the amount of $5.00 to cover postage.

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Message from the President . . .

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WORKING TOGETHER IS SUCCESS!

On behalf of the entire membership of IAHPERD I want to thank our former Past President, Betty Evenbeck, for her leadership in the "production" of our 79th Annual Conference. The Program Council put together a wide variety of outstanding sessions. What a great opportunity for professional development! Learning, sharing, and working together can energize each and every one of us.

I also want to thank Past President Daymon Brodhacker for the work he has done in leading IAHPERD into the 1990's. It may be difficult to follow in his footsteps. Daymon's leadership in initiating the Applied Strategic Plan is a legacy for all future IAHPERD Presidents to follow.

The IAHPERD Representative Assembly elected Thomas Sawyer, Indiana State University, as President-Elect of the Board of Directors. The following people were named Vice-President-Elects of their respective areas: Carol Cunningham, Purdue University, Dance; Janelle Davis, Ball State University, General; Kathy Dean, Wayne Township Schools, Health; Kelly Leatherman, Crawfordsville High School, Sports and Athletics; Doreen St. Clair, Franklin College, Physical Education; and Sylvia Fleck, Park Tudor School, Indianapolis, Recreation. Welcome aboard!

The following people accepted the position of Section Chair-Elect during the fall conference and will be helping in planning conference programs: Jay Ettl, Yorktown High School, Aquatics; Michael Ferrara, Ball State University, Research; Xandra Hamilton, Butler University, Higher Education; Bill Howarth, Fremont Elementary School, Elementary Physical Education; Elise Smith, Sunman Elementary School, Adapted; and Melissa Wiley, IUPUI, Student Action Council.

"WORKING TOGETHER IS SUCCESS..." is my theme for my term of presidency. Only by working together can we truly make a difference in the 1990's. Personnel in our disciplines in universities, public and private schools, plus professional affiliates and state-level organizations must work together for quality education for students of all ages in Indiana.

The coming year is unique for IAHPERD. We will not be holding our annual fall convention because we will be hosting the National AAHPERD Convention in Indianapolis in April 1992. (Membership in the American Alliance is a prerequisite for registration.) In place of our fall convention you will be able to attend district workshops throughout the state. Be sure to keep your membership current during the coming year to continue receiving the *Journal* and newsletters. IAHPERD members will also receive lower workshop registration rates.

The coming year is challenging for IAHPERD. My major goal is to get the Applied Strategic Plan off the ground! The objectives and timelines for IAHPERD leaders to follow have been established. A copy of the IAHPERD Applied Strategic Plan and Timeline can be obtained by writing to P. Nicholas Kellum, Executive Director, at the address listed on the back of this *Journal*.

During IAHPERD board and/or committee discussions we often refer to the importance of reaching out to and involving the "grassroots" in decisions and leadership roles. As you read of possible structural changes in IAHPERD, I urge you to share your ideas or concerns with any District Officer or Board Member. I want to encourage you to take an active role in IAHPERD.

Another area of focus for me this year will be our membership process. The membership committee will be working to streamline the recordkeeping process and improve the quality of services to our members. I am always amazed at the number of people who do not understand the value of membership in their professional association. As an elementary physical educator in Southwest Allen County Schools, what I read in professional journals and what I learn at conferences/workshops enables me to continually improve the curriculum.

I am looking forward to the challenge of being President of IAHPERD this year, and I hope that I can live up to your expectations as well as my own. There is much happening within our organization and much to be accomplished. Through a quality collective effort by the leadership and the membership, we shall strive for continued progress and growth. Working together is success!

New Publication Now Available . . .

Water Exercise, Aquatic Council of the American Alliance for Health, Physical Education, Recreation, and Dance, 1st ed., 1989, 265 pp., $25.50.

This major reference for water exercise teachers is the official syllabus for the Aquatic Council Courses Teacher and Master Teacher of Water Exercise. The syllabus includes a collection of articles not previously found in a single volume, such as teaching and legal considerations, research, field tests of physical fitness, credentialing of teachers. Extensive bibliography and teacher resource sections are included.

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A. Welcome To Waterobics: Personal Progress Chart; Resting Target And Recovery Heart Rate; Recovery Difference Indication
B. Participant Profile: Personal Data; Emergency Contact Person; Physician's Information; Medical Information/ Personal Release; Physician's Consent
C. Personal Fitness Assessment: Entry Fitness Level; Target Heart Rate (THR) At 65% and 75%; Computing Your THR AT Three Levels; Participant Progress Chart
D. Aqua-Fitness Form: Personal Data; Specific Problems/Conditions; Recommendation For Medical Consultation; Exercise Experience Identified; Personal Goals
E. Fitness Progress Chart: Measurements, such as Girth, Skinfolds, Flexibility

THE SYLLABUS ALSO INCLUDES:

—a collection of articles not previously found in a single volune, such as: Directions For Selected Field Tests Of Physical Fitness; Disability Guidelines; Pool Safety Inspection Checklist; The Borg/McWaters Scale, Ratings Of Perceived Exertion; Tort Reform, Implications For Recreation And Acquatic Managers
—an extensive bibliography

TO ORDER: complete the section below. Mail this form to: Virginia Reister
Immediate Past Chair, Aquatic Council
708 W. Maple St.
Johnson City, TN 37604

Name *(please print)* _____ Telephone (_____) _____

Street Address _____

City, State, Zip Code _____

☐ Check box at left and enclose your check in the amount of $25.50
(includes syllabus, $23.00; plus $2.50 posting and handling)

EDITORIAL NOTIONS

TOM SAWYER
EDITOR

(812) 237-2442

(812) 894-2113

INTERSCHOLASTIC COACHING EDUCATION: IT HAS ARRIVED IN INDIANA!

Indiana interscholastic sports have a nagging problem that affects thousands of **kids** daily throughout the academic year. The problem is found within the interscholastic athletic program at the middle school, junior high school, and senior high school levels, and relates to the coaching personnel.

There is a critical coaching problem nationwide and the picture drawn for the nation is very similar to the Indiana picture. No one is immune to coaching problem(s). As I see it, there are two very critical problems facing school corporations and athletic directors in Indiana. The first, and probably the most frustrating, is **recruiting qualified coaches** to coach the many sports at the various levels. Many times the athletic directors are desperately looking for a warm body to fill the position. I have been sorely tempted, on many occasions, to open up a new franchise business—**SAWYER'S RENT A COACH.** The business slogan would be **"Have Coach, Will Travel."**

The second most critical problem is **educating** the coaches that are on staff, and not just the non-teacher coaches either. Coaches are teachers, in a very real sense, and they, like teachers, need an education designed to assist them in their daily tasks. Unlike teachers, coaches are one of the least educated groups of professionals. Yet, they can and do make the **GREATEST** impact on **kids**. I ask you, do we dare to continue allowing inadequately educated coaches to influence Indiana's kids? My answer is a resounding **NO!!!**

Another concern relating to **coaching education** goes beyond merely education and focuses on safety for **kids**, and the increased litigation against coaches and school corporations nationwide. This increased litigation began in 1980, after the Seattle School Corporation lost a $6.5 million lawsuit that found their coaches, athletic administrator and other administrators, and the board negligent, and Riddell innocent of product liability. The celebrated **Chris Thompson case** against the Seattle School District marked a change from product liability litigation in athletic cases to negligence of coaches and sport administrators. The Thompson case opened the flood gates to public school athletic litigation across the nation with very interesting findings . . .

- **FAILURE TO INSTRUCT**
  - Coaches failed to utilize written warnings, illustrative charts, and safety films;
  - Coaches did not use effective drills, nor sufficient variety of instructional methods, to teach players how to run safely with the ball, and to ensure that they would not lower their heads;
  - Players were not sufficiently warned, chastised, or penalized if they lowered their heads when making contact with another player; and
  - Coaches did not inform the players about the Points of Emphasis, contained in the 1975 National Federation Football Rule Handbook.

- **FAILURE TO WARN**
  - Players were not adquately warned of dangers in lowering their heads and making primary contact with the top of the helmet;
  - Players were never specifically warned of possible neck injuries when making impact with the top of the helmet;
  - Players' parents were never warned of the specifics of injuries their sons could encounter; and
  - Players were never warned of specific anatomical damage which could occur to the neck if the head was used as a primary point of contact.

- **NEGLIGENCE OF THE SEATTLE SCHOOL DISTRICT**
  - The district failed to certify coaches;
  - Coaches were not required to attend clinics/workshops, and the district did not pay for their voluntary participation;
  - The district failed to provide coaches enough current information and data regarding injuries;
  - The district failed to maintain and evaluate district-wide injury reports;
  - The district failed to properly monitor injury rates and their causes and solutions;
  - No person within the school or district was specifically assigned responsibility as a safety officer for athletics;
  - The district had few written safety regulations or guidelines;
  - Coaches were not required to utilize standardized instructional techniques or materials;
  - The district provided no safety manual to coaches;
  - There was no formal evaluation of coches; and

- Coaching activities were inadequately supervised and monitored.

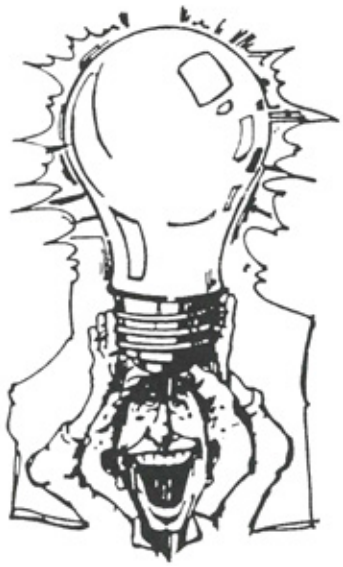
The implications of the Seattle decision, while very frightening and perhaps even threatening to the continuation of athletic programs, is positive in many respects. The case has created a renewed emphasis on the safety and welfare of **kids** in sports. Other implications and recommendations include . . .

- Districts should give consideration to adopting written guidelines or policies concerning the following:
  - **MINIMUM** qualifications for the selection of coaches;
  - **CONTINUING EDUCATION** for **all** coaches should be **REQUIRED.** Paying for coaches' fees and expenses at clinics, workshops, and seminars should be **ASSUMED** by school districts;
  - General safety guidelines and procedures;
  - Instructional guides and materials for each sport;
  - Sports library and audio-visual materials;
  - Coaches should be required to develop daily practice schedules; and
  - Coaches should be **REQUIRED** to maintain current certification in First Aid and C.P.R.
- Parents and students should sign an "Assumption of Risk" form.
- Parents should be required to sign a "Consent to Release" form.
- Coaches must be closely screened and evaluated by qualified personnel regarding their qualifications and performance.
- Coaches should be provided with current informational, instructional, and illustrative materials dealing with physical conditioning, training, and sports safety.

The purpose of this editorial is to solicit your support in promoting **COACHING EDUCATION** in your school corporation. I am NOT asking for nor promoting coaching certification in Indiana. What I am requesting is that **ALL** coaches in school corporations receive **ADEQUATE, APPROPRIATE, AND TIMELY INSERVICE EDUCATION**. (Indiana State University's **Center for Coaching Education** has joined forces with the **IHSAA** to deliver a **statewide coaching education program** called **INDIANA PACE** beginning in April 1991.)

Now that there is a statewide coaching education program available, school corporations need to seriously consider getting their coaches involved at all levels. If a coach were sued for negligence in a catastrophic injury case and a school corproation had not provided an **adequate, appropriate, and timely inservice education program**, especially when a statewide coaching education program was available, the results WOULD NOT be favorable for the school corporation. However, if the corporation had provided such a program, the court would look more favorably upon them as a reasonable and prudent organization with the safety of kids in mind.

The **IHSAA and The Center for Coaching Education** at Indiana State University are here to assist school corporations in providing an **adequate, appropriate, and timely inservice coaching education program.** I will be more than happy to establish a program format based on your corporation's needs. Coaching education should not be a luxury; but, rather a necessity for all coaches on a regular basis.



Got a Bright Idea?

Share it with the IAHPERD Journal readers.

DON'T JUST SAY PHYSICAL EDUCATION IS GOOD FOR KIDS. . . PROVE IT WITH STATISTICS. IMPROVE YOUR OWN CURRICULUM. DON'T LET THE LEGISLATORS CHANGE IT FOR YOU!

En Pointe . . .

Marthann B. Markle
Assistant Professor of Physical Education
Indiana State University, Terre Haute, IN 47809
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BALLROOM DANCE: PART II

In the last issue, we covered my choice for an easy to learn ice-breaker, the Hully Gully, which has proved popular over many years and remains an easy method of getting wallflowers to participate. In this issue we will feature the Lindy, also known as the Swing or the Jitterbug, which traditionally has been the most popular dance for nearly three decades (probably due to its connection to the 50's and the long-running TV program, "Happy Days," though those who participated in the 30's and 40's don't understand how the 50's got all the credit).

When I ask my students, young and old, preteen to seniors, what dances they would like to learn, they invariable include this dance. Most often they cite how "fun" they think it looks, and after developing some skills, they will tell me that the reason they like it is because it **is** so much fun.

Let us begin with class management as the logistics sometimes create problems if certain steps are not taken. To begin with, this is taught very much like we teach the line dances, only the room is divided by sex. The men are taught by the instructor, simply because men require an authority figure to help them overcome their self-consciousness. The women generally will get by with an assistant, even a student assistant who did well in learning the ice-breakers and who probably is not familiar wih this dance. But if you will work for a couple of minutes teaching one before the class takes up, you will have a fine assistant. Depending on the size of the group, one or two lines of each sex would be aligned with their backs towards the other group.

Remember, the men need tender loving care to ensure that their confidence and accomplishment will not be lost when they pair up with the women. Generally, we start very slow and drill to achieve that feeling of confidence. After they begin to show signs of achievement, I then put on a slow record ("Surfing Safari" from the *American Graffiti Sound Track Album* works best for me). Once the men begin to accomplish some success, we then keep the men in their lines but turn the groups towards one another and continue the drill to the music. Generally two or three minutes are all the time needed to determine if they have it. Then and only then do I allow them to pair off.

As a couple it is necessary for them to learn to do the basic in the open position before any additional steps are taught. Open position is accomplished by the men placing their hands palms up with elbows bent at 90° with elbows close to their sides. The girls place their hands over the mens' and they both crook their fingers to hold hands. This is open position. The closed position, which resembles that position in other forms of ballroom including the Foxtrot and the Waltz, will be taught later as it generally is used only with the more advanced steps in this dance.

Now that we have them together, we should review the basic without music. Remember, always align them so that the men are facing the instructor and always count the men's steps, but make sure the women know that their steps are the same, only opposite. After drilling them as many as eight or ten times emphasizing the fifth and sixth count, it is time to put them with the music. Good luck! If your teaching has been successful, they will be right on with the music and be ready to learn their first combination.

Following is the six-count basic. This version, one of three, is the easiest to learn and only later do we expose them to the more difficult basic steps.

These are the gentlemen's steps: Beginning with the left foot, the call is toe[1], heel[2], toe[3], heel[4], back[5]-step[6]. This is accomplished on the count of one, shifting weight to the right foot, while simultaneously placing the ball of your left foot on the floor and beginning to shift weight to the left side of the body. Count two has the heel touching the floor and this is accomplished as the weight shift is completed to the right side. Count three has us stepping in place with the right ball of the foot as the weight begins to shift to the right side of the body, and is completed on count four as the heel of the right foot comes to the floor. Count five sees a simultaneous backstep with the left foot as the weight is shifted to the ball of the left foot. Count six is accomplished as rocking forward onto the right foot, preparing to begin the first count over again. Toe[1], heel[2], toe[3], heel[4], back[5]-step[6].

Special Report

Indiana AHPERD Physical Education Advisory Task Force

Project Data Base

ANALYSIS AND DISCUSSION SERIES

PART III

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Professor of Physical Education
Indiana State University, Terre Haute, IN 47809
(812) 237-2442

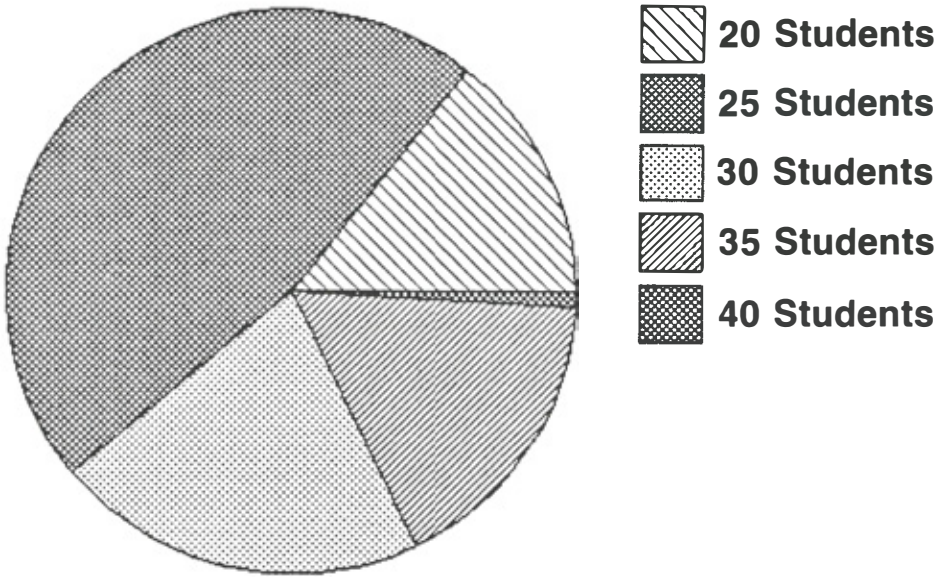
The first article in this series (*Indiana Journal,* Fall 1990) developed a mini profile of the public and private school physical educator, and the second article (*Indiana Newsletter,* October 1990) discussed the level of professional involvement of public and private school physical educators. This current article will reveal facts relating to school enrollment, average class size, frequency of class meetings, available facilities, personnel, grading, and computer usage. Part IV, that will appear in the spring *Newsletter*, will discuss physical fitness in Indiana public and private schools.

In 1989 (fall), Project Data Base was developed by the Physical Education Advisory Task Force to survey over 4,000 public and private school physical educators (K-12) throughout Indiana. There were 1,584 respondents to the 152-item questionnaire, or a 38% response rate. There were 903 elementary physical educators (57%), 363 junior high/middle school (23%), and 317 high school (20%) responding to the survey. The information gathered will be used as a benchmark to further evaluate physical education in the public and private schools periodically. The next survey will be in the fall of 1994.

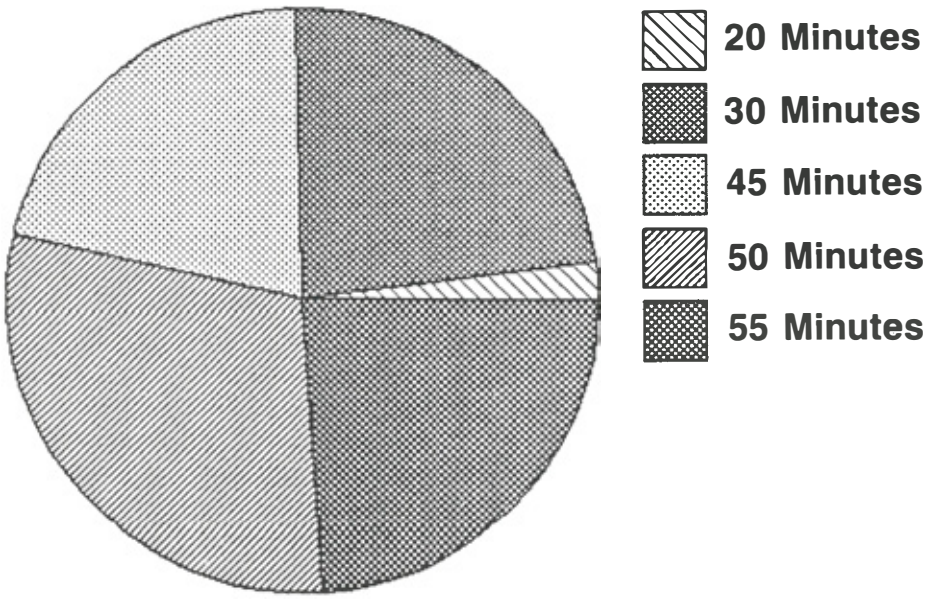
SCHOOL ENROLLMENT AND CLASS DATA

The bulk of the respondents worked in schools with an enrollment of 401-600 (37%). The next highest group of physical educators responding were involved with schools with 601-800 (23%), followed by 801-1000 (16%), 0-200 (14%), and 201-400 (10%). The data revealed that most elementary schools had enrollments under 600 students with the average number being

Average Class Size



Class Length



closer to 450, while high schools more frequently had enrollments closer to 1000.

The most frequent class size reported was 25 (47%), followed by 30 (21%), 35 (17%), 20 (14%), and 40 (1%). The elementary class sizes averaged 30, while the secondary schools tended to be larger—40 or more.

The average number of class meetings per week was three. The secondary schools meet more frequently, most often daily, while the elementary schools met less frequently—twice a week.

Interestingly, the average class meeting time was 45 minutes. Not surprising, since the high school students had longer class periods (55-60 minutes) than elementary (25-30 minutes)

SCHOOL FACILITIES

Less ther. 30% of the reporting schools had swimming pools, which is not surprising, since 57% of the responding professionals were elementary physical educators. The vast majority of elementary schools responding had a combination cafeteria/theater/gymnasium. However, the majority of middle/junior high schools and high schools had separate gymnasiums. Further, many of the secondary schools had multipurpose rooms. Very few of the elementary schools provided locker rooms. Yet nearly all the secondary schools did.

CO-EDUCATIONAL CLASSES

The response to this question could have been easily predicted. Over 85% of the responding professionals indicated their classes were co-educational. If this same question was asked 20 years ago, a much different answer would have appeared. We have made great strides in providing equal opportunities to young ladies in our profession, but our work is not yet complete.

PERSONNEL

Nearly 70% of the respondents indicated they did not have a teaching

assistant. Those that did were found in the high schools. Elementary classes were not team taught, but much team teaching takes place in the middle/junior high schools and high schools.

GRADING POLICIES

Over 55% of the physical educators establish their own grading policies. Interestingly, 24% have grading policies developed by the school corporation, and 16% developed by a committee. The vast majority (75%) use a letter grade to report their grades. Less than 10% use pass/fail, 17% use O/S/U, and 4% provide written explanations of progress.

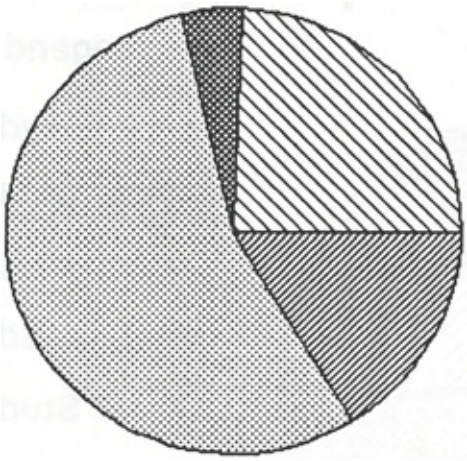
COMPUTER USAGE

Nearly 65% of the responding physical educators use computers. They use the computers most frequently for recordkeeping, word processing, and scheduling. Less than 25% reported feeling uncomfortable with computers. Thirty-two percent felt comfortable, 13% felt very comfortable, and 29% felt somewhat comfortable.

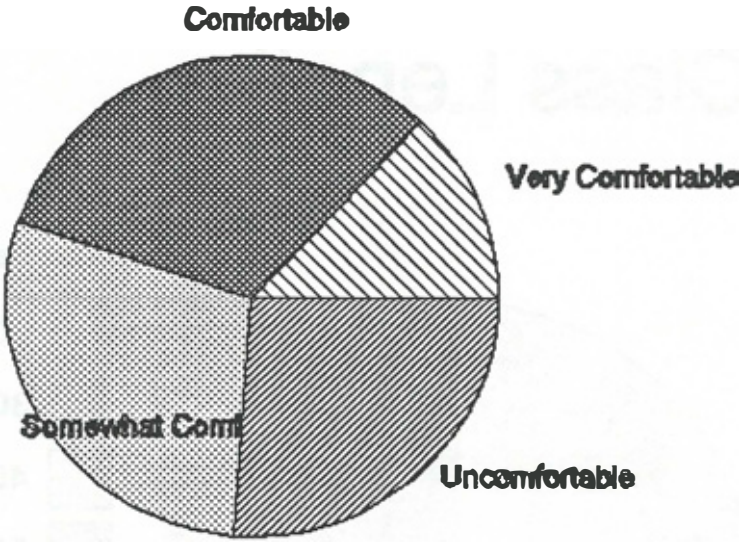
CONCLUSIONS

- Most physical educators responding work in schools with 600 or more students, have 25-30 students per class, and meet their classes three times per week.
- The majority of elementary schools have a combination gymnasium/cafeteria/theater and no swimming pool, whereas the secondary schools had separate gymnasiums, multi-purpose areas, and a swimming pool.
- The vast majority of classes at all levels are co-educational.
- Very few teaching assistants are used by physical eudcators, but team teaching is a fairly common method of teaching at the secondary level.
- The majority of physical educators determine their grading policies and most use letter grades to report students' progress.
- Many physical educators use computers in their work and are fairly comfortable with them.

Grading Policy



Computer Comfort Level



Share your ideas in the next issue!

Opportunities For Professional Service

The IAHPERD is always open to professionals that are seeking new challenges and goals. If you or somebody you know are/is seeking those new challenges and goals, a dynamic opportunity for you exists with leadership opportunities in the IAHPERD.

In order to develop a slate of committed candidates for the 1991-92 Board of Directors, the Nominating Committee of the IAHPERD is asking for your assistance. The election will take place on October 30, 1991.

Please make suggestions of possible candidates for the offices listed below.

President-Elect
Name _____
Address _____
_____ Phone _____

Vice-President-Elect:
Dance
Name _____
Address _____
_____ Phone _____

Vice-President-Elect:
General Division
Name _____
Address _____
_____ Phone _____

Vice-President-Elect:
Health & Safety
Name _____
Address _____
_____ Phone _____

Vice-President-Elect:
Physical Education
Name _____
Address _____
_____ Phone _____

Vice-President-Elect:
Recreation
Name _____
Address _____
_____ Phone _____

Vice-President-Elect:
Sports & Athletics
Name _____
Address _____
_____ Phone _____

Secretary:
Name _____
Address _____
_____ Phone _____

Please return this form by May 1, 1991, to:

Dr. Mildred Lemen
Chair, IAHPERD Nominating Committee
Department of Physical Education
Indiana State University, Terre Haute, IN 47809
(812) 237-4053

State of the State . . .

Barb Ettl
Division of Program Development
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-9118

NEW DIVISION, NEW TELEPHONE, NEW ADDRESS

My position as physical education consultant with the Indiana Department of Education has been moved from the Student Services Unit to the Division of Program Development. The division was formerly the Division of Curriculum.

This positive move places physical education with the other content areas under the excellent leadership of Dr. Robert Fallon. As part of the Division of Program Development, physical education is already receiving increased administrative support. I am delighted to be part of this team.

GUN SAFETY

Each week we read about or hear of another unnecessary accident involving a child and a gun. The National Rifle Association, with the help of classroom teachers, has developed a Gun Safety Unit. The purpose is to promote the protection and safety of children, not to teach whether guns are good or bad. A complete packet is available for grades K-2 @ $20.00 and for grades 3-6 @ $12.00.

For more information, contact:
National Rifle Association
P.O. Box 96031
Washington, D.C. 20090-6031

I will mail a complimentary copy to the first 50 individuals who request such in writing to me at the address shown above.

FIT-TRAIL— BUILDING COMMUNITY FITNESS

Are you looking for a way to increase support for your school and physical education program? Fit-Trail combines scientifically designed exercises with walking or jogging to provide a well-balanced physical fitness routine for the entire body. Individual stations with exercise apparatus are spaced along a walking or jogging path. Participants proceed from one exercise station to the next and perform the exercises illustrated at each station.

Fit-Trail is recognized by the President's Council on Physical Fitness and Sports as "an ideal resource for communities and agencies dedicated to improving the health and fitness of Americans."

Funding for this trail can be secured through co-sponsorships, special event fundraising, or community projects.

For more information contact:
Fit-Trail
Martha Ferrell
4700 Westinghouse Blvd.
P.O. Box 410888
Charlotte, NC 28241-0888

1991 SPRING WORKSHOPS

The Department of Education will again be sponsoring regional spring workshops for those individuals teaching physical education. The agenda will include training on implementing the "Feelin' Good" youth fitness program followed by activity sharing and concluding with a special topic session to be identified at a later date. All activities involve active participation.

At some locations the workshops will be co-sponsored with the IAHPERD District Officers. In other locations, the workshop may be hosted by a school and/or individual. If you are interested in hosting a site, please contact me as soon as possible. Host sites will be responsible for the facilities and arrangements. Host sites will not be responsible for costs associated with the workshop.

All elementary schools will receive a mailing with details of the workshop and registration information in February. The sites scheduled to date are: Evansville on April 22 and Plymouth on April 30.

HELP WANTED

If you have an elementary, junior high, or high school physical education curriculum, will you please send me a copy. In addition, if your school offers Advanced Physical Education at the secondary level will you please send me the course name and an outline of the course content.

The reason I am asking for this information is I am continually receiving requests from schools for curriculum materials to review. The sharing of your materials will assist your colleagues in their curriculum development process.

(more on page 11)

WINNING PHYSICAL EDUCATION IDEAS BOOK

In the spring of 1991, the Department of Education in cooperation with the IAHPERD will disseminate the first *Winning Physical Education Ideas Book* to all physical education teachers in Indiana. The book will indentify activities and games by grade level and the proficiency addressed through the activity.

What is a proficiency? Ask your superintendent, principal, or curriculum coordinator for a copy of the Indiana *Physical Education Proficiency Guide*. This publication provides a framework for your physical education curriculum. The focus of the guide is to help schools utilize physical education to help students develop the skills and attitudes necessary for living a healthy, active life. If your school does not have a copy, please write to me and I will send you one.

KUDOS

I want to thank the 90-plus individuals who submitted over 120 games and activities for the *Winning Physical Education Ideas Book*.

Special thanks is also extended to Tom Sawyer, Ed Schilling, Harry Mosher, Kathy Dean, Judy Campbell, and Noel Bewley for the many hours proofing and editing the submissions for the idea book.

Council On Physical Education For Children

The Council on Physical Education for Children (COPEC) is continuing in its pursuit for quality physical education programs. COPEC works towards improving the quality of children's physical education through its many duties and responsibilities associated with the national headquarters in Reston. The National Elementary Teacher of the Year Award, for exmaple, is conducted by the council in a belief that excellent teachers should be identified and recognized for their accomplishments. The council is also responsible each year for organizing those program sessions for the national convention which evolve around the early childhood and elementary physical education curricula and instruction areas. In addition, COPEC serves as a review board for materials sent to AAHPERD relating to children's movement.

COPEC strives to make information available which will assist the wide range of individuals who are interacting with children in the movement environment. One means through which COPEC accomplishes this is with the undertaking of projects which produce written or audio-video materials, such as the recently developed manual entitled, *Professional Preparation of the Specialist Teaching Physical Education to Children*. COPEC also sponsors and/or endorses regional and national conferences. The highly successfuly early childhood learning conference held last December was well received and is an excellent example of this type of endeavor.

One project which COPEC is currently investigating is the solicitation, accumulation, and subsequent dissemination of materials appropriate for early childhood education. An increasing number of elementary schools are beginning to educate "pre-kindergarten" students. Physical education and classroom teachers in these schools have a right to be able to provide developmentally appropriate movement activities for this population, and COPEC believes that it can provide leadership in this area. If you have materials related to the physical education of the young child, please feel free to contact the executive committee member from your district or contact Margie Hanson at the American Alliance headquarters in Reston, Virginia. Margis is AAHPERD's Consultant for Children, and works closely with COPEC and provides valuable guidance and assistance in many of the council's activities. Because of her many years of dedication and service to our profession, you will find Margie to be an excellent resource for all aspects of children movement.

In yet another area, COPEC is investigating the possibility of sponsoring a national conference for teachers of children's physical education. Although the actualization of this project may be a few years away, COPEC would like to receive input from you regarding the need of a conference of this nature and possible topic areas which should be addressed. Any feedback which you can give us will be greatly appreciated. Comments may again be sent to either Margie Hanson or the COPEC executive committee member from your district.

COPEC is our nation's single largest advocate for quality movement programs for children. We must continue to not only support this organization but to also communicate our needs and concerns to it. As a current board member on COPEC, I encourage you to contact me when you have questions, ideas, or concerns regarding physical education for children. COPEC is always interested in learning of innovated, creative approaches to quality programs. If you have some information to share with COPEC in working with children, please do so via letter, videotape, or even by submitting a convention session proposal form found in the Alliance's newsletter *Update*.

In closing, the Council on Physical Education for Children would like to solicit not only your ideas and concerns but also your support during the next year. COPEC is a component ofthe NASPE structure in AAHPERD which works for you, with you, but most importantly, because of you.

Indiana State University
Sports Management MS/MA Program Revised

Thomas H. Sawyer, Ed.D.
Director: The Graduate Sports Management Program

The Department of Physical Education, after two years of development, has revised the former Sports Administration MS/MA program to reflect the national recommendations developed by National Association for Sport and Physical Education. The revised program will be called **Sports Management**, and was approved by the School of Graduate Studies in late Summer 1990. It will become effective as of August 1991.

The **admission requirements** for the graduate program in Sports Management will include:

1. Undergraduate degree from a regionally-accredited institution in education, physical education, sports management, business, marketing, or other appropriate major;
2. Students must meet all requirements of the School of Graduate Studies;
3. Minimum GPA: 2.75 on a 4.0 scale, or student with GPA's of less than 2.75 on a 4.0 scale must take the Graduate Record Examination General Test, and score no lower than one standard error or measurement from the mean on the verbal, quantitative, and analytical tests;
4. Student must have at least 12 hours of physical education coursework in the area of coaching education, including such courses as. . .
   Treatment of Athletic Injuries,
   Foundations of Physical Conditioning,
   Scientific Aspects of Coaching,
   Principles of Coaching,
   Sports Officiating,
   Psychology of Coaching, or
   Coaching Specific Courses;
5. Letter of application;
6. Three letters of recommendation; and
7. Resume and other supporting documents.

The **graduate curriculum** in Sports Management is at least 36 semester hours. The curriculum includes:

1. REQUIRED CORE (9 hours):
   a. P.E. 601 (3) Research in HPER
   b. P.E. 665 (3) Sport in American Society
   c. One of the following. . .
      P.E. 660 (3) Motor Learning and Human Performance,
      P.E. 680 (3) Advanced Physiology of Exercise,
      P.E. 681 (3) Seminar in Exercise Physiology, or
      P.E. 685 (3) Biomechanics of Sport Techniques.
2. RESEARCH CORE (6 hours):
   a. P.E. 605 (3) Quantitative Analysis in the Exercise and Sport Sciences
   b. P.E. 602 (3) Independent Research, or
      P.E. 669 (6) Thesis.
3. BASIC PROFESSIONAL CORE (12 hours):
   a. P.E. 621 (3) Principles and Problems in Sports Management
   b. P.E. 622 (3) Resource Development in Sports
   c. P.E. 623 (3) Legal Issues in Sport
   d. P.E. 624 (3) Sports Promotion.
4. APPROVED ELECTIVES (6 hours):
   See optional emphasis areas for examples.
5. CULIMINATING EXPERIENCE (3 hours):
   P.E. 629 (3) Internship
   The internship is an actual work experience in a sports management setting under the direct supervision of a practicing professional. All arrangements for the internship are to be completed by the Internship Coordinator for the Sports Management Specialization. The internship will last at least 24 weeks in a full-time capacity (40 hours per week). No one will be allowed to do the internship until they have completed at least 24 graduate hours.
6. EXIT COMPETENCIES:
   Those students entering the Sports Management program who do not have an undergraduate major or minor in business will be required to complete the following exit competencies in the business area. . .
      Accounting (equivalent of one year),
      Economics (equivalent of one year),
      Finance,
      Marketing,
      Public Relations.
   All students must provide evidence of computer literacy.
7. OPTIONAL EMPHASIS AREAS (6-9 hours):
   a. AQUATIC/SPORT FACILITY DESIGN AND MANAGEMENT (9):
      P.E. 620 (3) Design of Sport Facilities
      P.E. 625 (3) Design of Aquatic Facilities
      P.E. 626 (3) Management of Aquatic and Sport Facilities
   b. PROFESSIONAL EDUCATION (9 hours):
      P.E. 631 or Sec. Ed. 660/662
      F.M.T. 605/607/608
      F.M.T. 611 or Ed. Psy. 521/522/625
   c. EXERCISE SCIENCE (9 hours):
      P.E. 660
      P.E. 680
      P.E. 685

In January 1989, Dr. Hopkins appointed Dr. Sawyer to direct the graduate Sports Management program. Currently there are three students enrolled in the revised program and 14 in the original. There are three graduate assistantships available in the Sports Management program. Each is assigned to work with the athletic directors at West Vigo and Terre Haute South and North Vigo High Schools.

Those interested in the Sports Management MS/MA program should contact. . .

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Implementing The Practical Experience For The Graduate Sport Management Student

Darlene Young
Western Illinois University

Reprinted from Illinois Journal of Health, Physical Education, Recreation, and Dance

Providing graduate students with opportunities to apply principles and theories through practical experiences in their coursework can be extremely effective in strengthening the students' awareness of realistic sport situations. As a result of these experiences, the students became more knowledgeable and should be able to successfully handle similar tasks in their internships or employment. The purpose of this article is to describe this professor's guidelines for implementing two practical experiences: a promotion project and a newsletter.

The two projects described in this article are incorporated into this professor's Public Relations class at Western Illinois University (WIU). These projects, an identified promotion for the WIU Athletic Department and the *WIU Sport Management Newsletter,* are two of the choices from a list provided by the professor. The groups for these practical experiences are formed by the students selecting the project of their choice. The group size ranges from three to five students, dependent on the number in the class. The group members select a group leader to coordinate the work. The grade earned by each student is determined through both individual and group evaluation. The evaluation process will be explained further in the article. This group project generally is 20% of the course grade.

PROMOTION PROJECT

For the promotion project to be a learning experience for the students, several steps must occur. Prior to developing the course syllabus, seek approval from the appropriate athletic administrator to use the promotion project as an assignment. This professor meets with the assistant athletic directors at WIU to identify a specific promotion as well as what assistance is needed to implement the promotion. As professor, you must establish guidelines for the project and discuss these in detail with the athletic administrator. This ensures a clear understanding that your expectations for the students' experience can be met. Once the group is determined for this project, the students will work directly with the athletic administrator and the professor becomes an observer.

It is important to require the group to provide a task timetable (deadlines and responsibilities) to give the group direction and to monitor their work throughout the semester. These requirements should be specified in the guidelines for the group project. In addition, problems can be minimized by periodically speaking with the athletic administrator and group members. The majority of the group planning for the promotion should be held outside of class. However, group meetings can be held in class in order to determine the progress of the project and to ensure that work is being completed. It is important to have frequent contact with the group leader, especially if you do not provide class time for group meetings.

An example of one promotional project completed by a group in the Fall 1989 semester was the "Dash for Cash" at a women's volleyball match. "Dash for Cash" is a popular promotion at sporting events today and involves spectators picking up cash that has been scattered in the playing area of the sport. This project was completed with permission and cooperation of the assistant athletic director for women's athletics. In this particular promotion, the athletic administrator had identified the "Dash for Cash" for a specific volleyball match and the sponsor for the event. However, the administrator wanted the group to develop and manage all other aspects of the promotion. The graduate students developed the guidelines for the promotion such as the procedures for selecting the contestants and the method for scattering the money on the playing court. In addition to establishing the rules for the event, the students were responsible for advertising and promoting the event as well as managing it the night of the match. Feedback from the students and the athletic administrator after this promotion was extremely positive.

Grading of the promotion project was completed using five tools. As professor, it is important for you to receive feedback from the athletic administrator either formally or informally. Developing a form for a formal evaluation could

also be beneficial. A second evaluation tool is the written self-evaluation form completed by each individual in the group after the promotion is over. The students must respond to the following questions:

1. Did each member of the group meet the deadlines in completing the work?
2. Did each member of the group contribute ideas toward the project?
3. Were the meetings attended by all members regularly?
4. Were all of the members receptive to the group ideas and cooperative with the group during the planning as well as the work stages of the project?
5. In rank order list the individuals who contributed the most time and effort to the group project? What percentage of the work did each individual complete? If everyone contributed equally, indicate so.
   (For questions 1-4, if you did not answer "yes," please explain the reason why and identify the individuals who did not meet the criteria.)

Only the professor will read these evaluations. Generally at the graduate level the students will respond honestly, so this type of evaluation will have a tendency to discourage those individuals who do not want to complete their fair share of work. The feedback from the athletic administrator usually confirms the responses in these evaluations.

A third evaluation tool used for the promotion is the group's assessment of the promotion. Questions that the group must address include the following:

1. How effective was the promotion in relation to previous promotions at this event? at the same date? with the same opponent? without a promotion? Use the athletic administrator as a resource for this information.
2. What was the attendance figure? How did it compare with other contests this season or last year, and with the season's average?
3. How effective were the pre-event promotional tools (flyers, posters, radio spots, newspaper ads, etc.)?
4. Did the promotion receive much publicity?
5. Did the budget restrict the implementation of the promotion in any way? Why or why not? Explain.
6. Was the timeframe to plan and implement the promotion adequate?
7. Discuss: (a) ways to improve the promotion and its planning process, and (b) positive or negative aspects faced in completing the promotion.
8. Was the promotion a success, and would it be worthwhile to use again?

This evaluation is valuable for three reasons. First, it provides an opportunity for assessing the success of the promotion, which is necessary as a sport manager in any organization. A second value is that it indicates the amount of time and effort devoted by the students. The final value of this tool is that it provides the professor with feedback about the experience and aspects that could be changed to improve the assignment.

The fourth evaluation tool for this project is the group's written report presented to the professor. This report should include a description of the total process (from the group's initial meeting to the final evaluation of the project, as previously described). This report should be so detailed that an individual could repeat the promotion following the process outlined in the report without asking any questions. This is a requirement of the project and must be submitted to the professor upon completion of the promotion.

The fifth and final evaluation of the promotion is observation by the professor of the actual promotion. This provides an opportunity to observe the individual group members performing their responsibilities at the event. It also enables the professor to have a greater understanding of the students' evaluation of the success of the promotion.

The promotion project does not have to be organized within your own university; however, it does provide a service to your university and establishes good public relations between your department and athletics. Because WIU is not located relatively close to other universities, professional sport teams, or other sport organizations, it is most convenient to arrange the project at the university. This type of project could be successfully implemented with other types of organizations. Also the promotional theme does not have to be established by the athletic department. The students could be responsible for creating the total concept.

NEWSLETTER

The second project outlined in this article is the *WIU Sport Management Newsletter.* Prior to incorporating this project into this professor's course syllabus, financial support was secured through the department and a Faculty Development Grant. Obtaining financial support should be seriously considered because the opportunity to have the newsletter printed professionally provides incentive for the students to complete first-class work. Expenses include the printing and mailing costs.

The newsletter provides an opportunity for the students to create a written public relations tool. This newsletter is distributed to current WIU sport management students and alumni of the WIU sport management program. It is also used in the recruitment process where a copy is included in the information mailed to students expressing interest in the WIU sport management program.

The goal of the students in this group is to complete an issue of the *WIU Sport Management Newsletter.* This involves preparing a final copy of a newsletter ready for printing, including proofed features and articles, photographs with appropriate identification, and the layout and design. The students are also responsible for assisting in the proofing of the final printer's copy. The group must secure an up-to-date list of the alumni addresses and have labels printed through

the alumni office. The students must prepare thee newsletters for bulk mailing.

After the group is formed and the leader is selected, the content of the newsletter must be determined. Previous issues of the newsletter are provided as examples. Next, the task timetable must be developed. It is important for the professor to provide realistic time for completion of the final project prior to the end of the semester. This task timetable provides the students direction as discussed previously with the other project. As the written pieces are completed, this professor edits each one. Any piece requiring correction is returned to the writer for revision. This step may be repeated several times before the final copy is approved. Because the newsletter is a reflection of the department and university, the professor should take ultimate responsibility for the final product. This aspect of the project is extremely time-consuming, but is necessary in order to ensure quality results. During the editing process, the professor works closely with the group leader. Since the department financially supports our newsletter, this professor also provides the department chair with an opportunity for any feedback prior to submitting the copy to the printer.

In the credits of the newsletter, the leader of the group is identified as editor and the other group members are referred to as contributing writers. As professor of record, you should be included in the credits as well. The students providing the photographs are also credited. Each indivdual receives the appropriate byline thoughout the newsletter. At the completion of the semester, the students in this group have a professional public relations tool that provides proof of their involvement in developing printed material.

Two excellent issues of the *WIU Sport Management Newsletter* have been produced from two different sections of the Public Relations course. After each issue positive feedback was received from faculty as well as alumni. The issues have focused on a variety of topics selected and written by the students. Some of these include the history of the WIU sport management program, the importance of the master's degree, interviews from alumni, updates on the status of alumni, internship opportunities, and activities completed by the sport management club such as trips and guest speakers. The group should be encouraged to quickly identify the photographer for the newsletter. This allows time for the appropriate pictures to be taken throughout the semester and developed to meet the deadline.

Grading of the newsletter was completed using three tools. The first one is the written self-evaluation form completed by each individual in the group after the newsletter is completed. This is the identical form used in the promotions project previously described in the article. The second evaluation tool is the group assessment of the newsletter. Questions that the group respond to in written form include the following:

1. Was the timeframe adequate to plan and complete the newsletter?
2. Was the size of the group appropriate to the amount of work required by this project?
3. Any suggestions for eliminating the final last-minute proofing and editing by the editor and professor?
4. (a) Was the sport management newsletter a success and a valuable project for PE 561? (b) Would it be worthwhile to use again as an assignment?
5. Discuss: (a) ways to improve the planning and work process of the newsletter, and (b) positive or negative aspects faced in completing the newsletter.

The final evaluation is the informal and subjective evaluation of the total process of the newsletter by the professor based on observation and contact with the students. This starts from the initial development of the timetable to the completion of the final copy. The self-evaluation forms by the students usually confirms this professor's evaluation of the students.

Several final considerations for the newsletter process need to be mentioned. It is important to become familiar with your printing office on campus and the university regulations regarding printing jobs. Because the financial support for the printing of the newsletter was from the department and a WIU grant, it was necessary to receive an estimate from the campus printing service. However, the printing of the newsletter could be completed by an off-campus business for approximately the same cost as on-campus. Both of our newsletters were printed off-campus due to the inability of the campus printing service to meet the semester timetable.

An additional consideration is the use of software that will eliminate the cost of typesetting by the printer. For the second issue of the newsletter, one of the students in the group had access to software which had the capability of formatting the newsletter. As a result, the most expensive cost from the printer was eliminated. A recommendation regarding this would be to determine whether an office on campus has the appropriate software and whether this could be used to minimize the printing cost.

In conclusion, the following recommendations were outlined for those implementing practical experiences within a course:

1. Complete the necessary groundwork to ensure that the projects are both feasible and financially sound within your department and university structure.
2. Provide project guidelines for the students to ensure that your expectations are understood by the students.
3. Provide realistic opportunities that allow for creativity on the part of the students.
4. Require the group to complete a task timetable in order for you as professor to monitor the progress of the project.
5. Develop tools to evaluate the students.
6. Create projects that will provide positive, but challenging experiences for the students.

The projects described in this article are meant to be examples and are not an exclusive list of experiences. However, these guidelines can be applied to other opportunities for students as well. Using the suggested guidelines can assist in providing students with a valuable 'hands-on'' experience.

The author wishes to thank Bruce Roloff from WIU and Connie Fox from NIU for sharing ideas and syllabi from similar courses they teach.

Add Exercise "Toys" To Your Adult Fitness Programs

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(317) 235-3206 or 842-5036

A question often asked by fitness directors and instructors is: How can I avoid boredom and dropout among participants in my fitness classes? Answer: Add equipment and lots of it! Equipment mania has hit the fitness industry full force in the past five years. An investment in the latest exercise "toys" can keep participants challenged and motivated in their workouts and motivated to repeatedly register for classes at your facility. There is a variety of effective and affordable equipment to enhance your current programs or develop new programs. The overload afforded by a variety of equipment can stimulate participants mentally and physically in their workouts.

Handheld weights are nothing new to fitness classes. Consider providing weights in a variety of pound increments to offer new challenges. Two-, three-, and five-pound weights can accommodate various levels of fitness plus offer the opportunity for individual progression. Handheld weights obviously are used in upper body strength work but can also be incorporated in lower body strength work. The average cost of these weights is $1.00 per pound, and they are virtually maintenance free. Check your local yellow pages under "Exercise Equipment" for a distributor in your area. Along with the purchase of weights, update your fitness programs to include principles of weight training and safe, effective exercises.

Resistive exercise equipment in the form of bands and tubing can stimulate motivational levels as well as muscles. Xercise Bands and Xertubing can be used to work every major muscle group in the body in an efficient and effective workout *(pictures 2 and 3)*. Participants enjoy the challenge of working with resistive equipment, and this equipment can easily accommodate large classes. Xercise Bands cost around 75¢ each depending on the quantity and the size band you purchase. The bands come in various widths offering different degrees of resistance. Xertubing can be bought with or without handles; however, the tubing with handles at $4.00 each is your best investment and offers the widest variety of usage.

Both of these types of exercise equipment are easily stored and transported. Maintenance involves periodically checking bands for tears or weak spots (tubing rarely break) and replacing your inventory. Xercise Bands and Xertubes can be ordered from SPRI Products, Inc. Call 1-800-222-7774 to receive a brochure and price list. Along with your order you will receive an introductory guideline of exercises. Purchase a book or video on the proper usage of this equipment or send staff to a workshop on resistive exercise equipment to ensure safe, effective instruction. Another resistive equipment manufacturer is Dynaband; their distributor is Fitness Wholesale. Their bands run about $1.75 and can be ordered by calling 1-800-537-5512.

A very inexpensive piece of equipment you can easily add to your programs is the 2"x4" board. These boards, 30" in length, can be purchased from a lumber or hardware store for less than $1.00 per board. The uses of these boards are simple but offer a variety of options. Some uses include:

- place the board under the toes for heel raises, working the calves,
- place the board under the heels for squat work,
- place the board under the shoulder blades for a fuller range of motion, working chest and back, or
- place hands on board for push-ups and tricep dips.

These boards require no maintenance, and when stacked up require a relatively small storage area.

Another simple, inexpensive equipment "toy" to add to your group fitness class is the jump rope. Jumping rope can add variety to the cardiovascular component of a fitness class as well as be incorporated into the warm-up and cool-down stretching and the muscular endurance work. Ropes can be purchased for about $1.00 per rope, or consider cutting your own from rope purchased at your local hardware store. Maintenance, storage, and transportation do not present a problem with this piece of exercise equipment.

The best investment to revive your programs and your

HAVE YOU EXERCISED YOUR BODY TODAY?

participants is to purchase step benches. Bench classes or step training is sweeping the nation full force. Facilities offering this "new" workout have full classes and waiting lists to get into class. The bench offers the most advanced training program to hit the fitness industry. Used for both cardiovascular and strength work, the bench class is effective with broad audience appeal. Classes are bursting with revived, cheering participants, both male and female. Three bench options are available to date:

- The Step by Reebok at $75.00 per bench (1-800-SAY STEP)
- Bench Step 2000 by Bench Aerobix, Inc., at $45.00 per bench (1-800-25 BENCH)
- Hand-constructed particle board benches

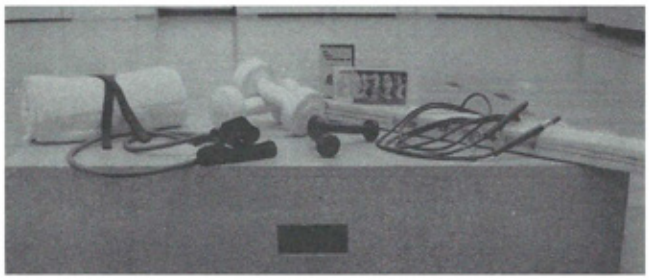
All three types of benches are used in the same manner; however, the particle board bench offers a slight advantage in variety of uses as well as cost. If you choose this option, the bench measurements (using ¾" particle board), are:

- 14" long
- 40" long
- 6", 8", 10", or 12" high (8" or 10" are the most popular).

Limitations of this piece of equipment are storage and transportation. However, it is well worth overcoming these problems to bring this workout into your facility. Training on the bench is imperative. It is important for instructors to know the proper use, the biomechanics involved, the proper leadership, and the risks involved in teaching step or bench classes. It is well worth the money to send staff to a bench workshop or to bring a trainer into your facility

Never underestimate the motivational effect music can have on a class. Music sets the mood and the energy. Instructors and participants get tired of hearing the same music over and over. Continually update the music used in your fitness programs. Consider purchasing mixed tapes from sources such as Power Mix (1-800-777-BEAT) or Muscle Mixed (1-800-526-4937). These tapes are upbeat, well-mixed, and progress nicely in bpm. The cost per tape is about $25.00. Another option worth looking into is to contact a local disc jockey (dance club d.j. the best) to put together your tapes. They already have the music supply and the recording equipment and are usually very reasonable.

Give your tired YMCA fitness programs a facelift or start up some new classes. Add a wide variety of equipment "toys" to pump up motivation as well as muscles and keep your classes full of cheering participants.



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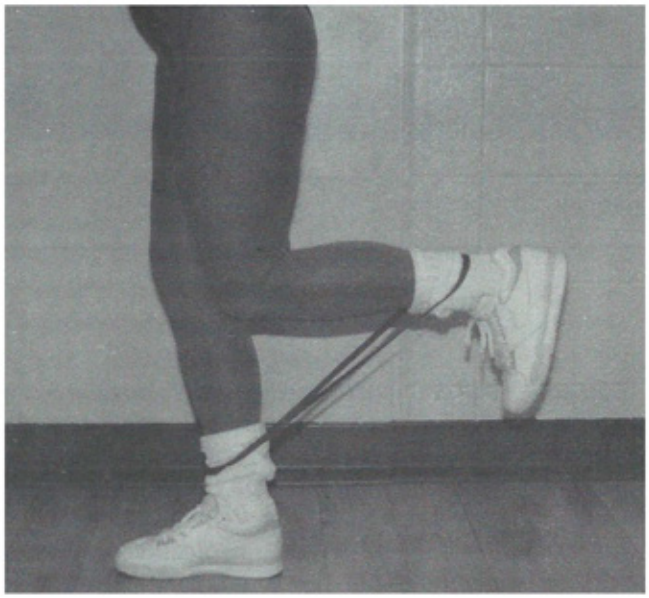

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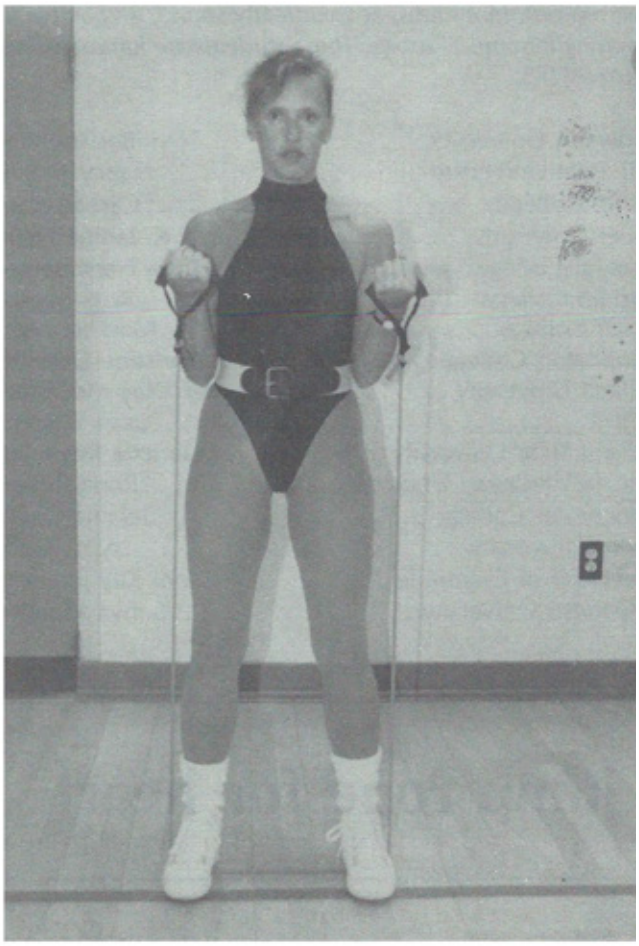


#3

Left to right: Nancy Maple, Rona Roffey, Delaine Davis, Carl Stopper, Hope Hershberger, Christine Dawson, Mary Kay McGinnis, Jennifer Lochner.

Catherine Wolf Award

Catherine Wolf was a dedicated physical educator in the South Bend area for years. She was presented with the IAHPERD Honor Award in 1958 and was elected President of the IAHPERD in 1961. At one time Catherine Wolf was one of the top ten women tennis players in the United States.

In memory of Catherine Wolf's dedication to her profession, we are proud to present awards to students majoring in our disciplines. These students are active leaders in their major/minor clubs, academically sound, and active in coaching/intramural sports. These students are future leaders in IAHPERD.

Anderson University . . . . . Jennifer Lochner
Ball State University . . . . . Nancy Maple
Bethel Collegey . . . . . Carl Stopper
Butler University . . . . . K. Janine Nelis
Franklin College . . . . . Hope Hershberger
Goshen College . . . . . Ross Martin
Grace College . . . . . Mike Johnson
Huntington College . . . . . Christine Dawson
Indiana University . . . . . Mary Kay McGinnis
IUPUI . . . . . Susan Vincent
Indiana State University . . . . . Donetta Reynolds
Indiana Wesleyan University . . . . . Rona Roffey
Manchester College . . . . . Delaine Davis
Taylor University . . . . . Alan Muia
University of Evansville . . . . . Joni Kay Johnson
Valparaiso University . . . . . Sonya Mueller

jump rope for heart

Jean Lee/Jeff Marvin Award

The Jean Lee/Jeff Marvin Scholarship was started in the 1970's. Jean Harter Marvin's interest in sports began with her father's sporting goods business in Goshen. Hundreds of coaches, physical educators, and sports enthusiasts purchased their supplies at "Dad Harter's Place." Jean grew up to continue in the sporting goods field. Jean and her husband, Jeff Marvin, maintained a strong interest in IAHPERD over the years.

The 1990 IAHPERD Jean Lee/Jeff Marvin Collegiate Scholarship is awarded to Todd Jones, an outstanding physical education major at Anderson University. Todd has been described as a "blue chip model" for younger students, maintaining a strong academic record while assuming leadership roles in many areas. Areas of leadership include: financial coordinator and inservice coordinator of the sports medicine staff, Special Olympics committee chair, triathlon organizational chair, lab instructor for Advanced Athletic Training, instructor/assistant for the lifeguarding and Red Cross First Aid classes, as well as serving as an officer for the Sports Medicine "Trends" group.

Dr. Richard Young, Chair of the Physical Education Department, writes: "Besides being a very active student, Todd is a very good person whose character is above reproach. He is a highly motivated person who you can depend on to do a job well and on time. Most students tend to see how little they can do and still meet the standards. Todd is more interested in what he can learn and/or what he can do for others. The minimum is not enough for him." Todd's philosophy indicates that he has already learned something that some "experienced" teachers have never recognized . . . that teaching methods should be adapted to each student as opposed to squeezing the students into the same mold. Todd's motivation and enthusiasm for teaching will carry over to his students, making physical education a joyful learning experience.

We are proud to present the Jean Lee/Jeff Marvin Collegiate Scholarship to Mr. Todd Jones.

Dance Educator Of The Year Award

We are pleased to add to our cadre of awards a new award initiated by the National Dance Association . . . the Dance Educator of the Year Award.

Our 1990 recipient teaches Dance in the Performing and Visual Arts Magnet Program at Shortridge Junior High. She received her early dance training from Jordan College of Music in Indianapolis. Additionally, she has studied at Indiana University and Butler University, receiving training in ballet, modern dance, jazz, character dance, theatre dance, and body alignment.

She has served the Indianapolis Public Elementary Schools assisting with the Footworks Modern Dance Company. She has worked with disadvantaged youth at Broadway United Methodist Church, and has choreographed programs for a variety of social and civic organizations including the "500 Fitness Festival for Children." In her teaching she has developed a curriculum which fosters both an understanding and discipline of dance and also the development of self-awareness and self-esteem through the performance art of dance.

She has served as a Vice-President for the Indiana Alliance for Arts Education, and currently is Vice-President for Dance for our association.

It is with pleasure that we present the 1990 Dance Educator of the Year Award to Sandra Read Reiberg.

Outstanding Dance Student Of The Year Award

This is our inaugural year for presenting the Outstanding Dance Student of the Year Award. It will soon be obvious to you why we have chosen the recipient we have for 1990.

Our recipient hails from Indianapolis. She did her undergraduate work at IU-Bloomington and additional studies at IU-Indianapolis. Additionally, she has trained at the Jordan Academy of Dance, American School of Ballet, Susan Apples Dance Academy, and Virginia Pauls School of Dance.

Our recipient also has an extensive background in gymnastics. She attended Class I Senior Training Camp at the U.S. Olympic Training Center in Marquette, Michigan. She works with independent gymnastics coach Irina Vdovets, Circle City Rhythmics Gymastics Team, and Coach Bobbi Samples, IU Gymnastics Club and West Lafayette High School varsity team.

She has had extensive dance performance experience performing with Dan Ethrick of Indianapolis, Dance Enterprises Unlimited, and IUPU-I Moving Company. Finally, she has coached a number of gymnastic clubs including Circle City Rhythmics and Baxter YMCA classes.

It is our pleasure to present the 1990 Dance Student of the Year Award to . . . Laura Davis.

Young Professional Award

The Young Professional Award is presented to a member of our association who is under 35 years of age and has rendered outstanding service to the profession.

Our recipient is a dance specialist. She is an assistant professor of dance at Ball State University where she conducts general physical education classes in Beginning Modern Dance, Beginning Tap Dance, Beginning Modern Jazz Dance, and Rhythmic Aerobics.

She did her undergraduate work at Rutgers University where she was Founder and Director of the Minority Student Dance Ensemble, was President of the Rutgers Modern Dance Club, and a member of the Rutgers University Danceworks. While there she received the Mason Gross School of Arts Artistic Scholarship and the New Jersey Federation of Women's Club Scholarship. She did her masters work at UCLA where she was a member of the UCLA Dance Company.

Now at Ball State, our recipient has choreographed a wide range of programs including Muncie Central's production of "Sweet Charity," the Miss Black Ball State Scholarship Pageant, Ebony Suburbanites Cotillion, and New Brunswick High School Vocal Dynamics. She has been the principal dancer in the UCLA Dance Company, and has danced in the Springfield Ballet Company.

She has received both an Outstanding Service Award and an Outstanding Advisor Award at Ball State in her efforts to support minority students.

She currently serves our association as Vice-President-Elect for Dance.

It is our pleasure to present to you our 1990 Outstanding Young Professional Award winner...Terry M. Whitt.

Outstanding Student Award

This year's recipient of the Outstanding Student Award packs a lot into one day. He is a physical education major with emphasis in athletic training.

His college activities show a wide range of interest and service. His involvements include such things as: intramural basketball official; lifeguard; trainer for soccer, volleyball, and softball; event coordinator of Anderson University triathlon, and various committee chairs for the Sports Medicine Club.

He has his certification in CPR, lifesaving, WSI, First Aid, and emergency training. He is a member of the NATA. He was named Outstanding Trainer of the Semester. In his recommendation for this award, his advisor described him as a rare individual who wants to be involved in everything. "Truly remarkable individual."

He has worked at the pool, the YWCA, the training room, and on top of that is married. He is a former Catherine Wolf Scholarship winner, and this year is the Jean Lee/Jeff Marvin Scholarship winner.

The 1990 Outstanding Student Award goes to . . . Todd Jones of Anderson University.

pepi
Physical Education Public Information

Secondary Physical Educator Of The Year Award

With the impetus coming from the National Association for Sport and Physical Education, in 1983 IAHPERD added the Secondary Physical Educator of the Year Award to its roster of award categories. We are pleased to continue the tradition and announce the 1990 winner to be Lee Ann Reed of Ft. Wayne Northside High School.

Lee Ann was individually responsible for designing, writing, implementing, and annually revising the physical education curriculum for Northside High School. She is Assistant Department Chair, has developed an intramural program for grades 5-6, and has choreographed a Gym Show for parents and the community.

She is an outstanding tennis player and coach. Lee Ann has been a tennis instructor at Northside, has coached the Northern Indiana Tennis Association Federation Cup, and has taught at Orchard Ridge Country Club and for the Ft. Wayne Parks and Recreation Department.

As a player she has been ranked No. 1 in singles in Northern Indiana in 1974, 1979, 1984, and 1986. She has been in the Ft. Wayne City single, doubles, and mixed doubles at least seven years from 1972 to the present.

In 1989 she was initiated into the Ft. Wayne Tennis Hall of Fame, and in 1986 was All-Area Coach of the Year.

We are pleased to present the award to Lee Ann Reed.

Elementary Physical Educator Of The Year

This year's recipient has been an elementary physical educator for 13 years, teaching two years in the Indianapolis Public School System and 11 years in the Wayne Township School System at Garden City Elementary.

She has distinguished herself as an expert in the field of integrating academics and physical education. In this regard she has authored a text entitled, "Grasping Academics Through Physical Movement." She has done many presentations at the district, state, and midwest levels. She was a featured speaker at the PACE III and at the Alpha Delta Kappa Sorority.

She has served on committees to organize the Children's Folk Dance Festival, Wayne Township, and the Arts Alive Festival.

In our association she has served as a District Chair and Elementary Section Chair. She was awarded the Wayne Township Extra Mile Award. She has been praised and lauded by her nominators across the board. Her principal, Edward Bowes, says; "Teachers affect eternity and never know where their influence stops." Our recipient clearly demonstrates her love of teaching and effectiveness in her field.

It is with pleasure that we present the 1990 Elementary Physical Educator of the Year Award to Mary Weitzel.

SORRY... YOUR EDITOR LOST THIS ONE!

High School Scholarships

IAHPERD awards two scholarships to promising high school seniors who intend to pursue a college degree in one of our disciplines. Selection is based upon scholastic achievement, high school activities, leadership qualities, and recommendations of school administrative or teaching personnel.

Miss Carrie Sumney is currently a physical education major at Taylor University. As a student at Northrop High School, Fort Wayne, Carrie was in the most challenging curriculum. Her counselor described her as having a warm and assertive personality, possessing an honorable and well-intentioned character. Carrie's physical education teacher described her as the best cadet teacher that she had ever had, having the ability to analyze what a student is doing wrong in a sport skill and then give suggestions to help the student improve. Carrie displayed patience with the students and made them feel comfortable when they needed help.

In stating why she wanted to become a teacher, Miss Sumney wrote: "...to contribute to our world and to our future by giving our future leaders a solid education, not only by teaching knowledge from books, but also by teaching them how to communicate with others and to believe in themselves."

We are proud to present this award to Miss Carrie Sumney.

Miss Angela Bossung is currently a Health Education Major at St. Joseph's College. While a student at North White Jr. Sr. High School, Angie was in the top one-fourth of her class. One of her teachers described her as very outgoing, possessing a wonderful sense of humor, and always having something positive to say. Angie's ability to master difficult classes while being extremely active in sports and community activities speaks well of her work ethics.

In her scholarship statement Miss Bossung wrote: "Education is not something to prepare you for life, but rather it is a continuous part of life. Through participating in scholastic and community activities, I have learned that one must work hard to achieve one's goals. The influence of athletics has also helped me prepare to pursue my career as a Health teacher and/or coach and trainer."

We are proud to present this award to Miss Angela Bossung.

Special Contributions Award

The Special Contributions Award is presented to a person outside our profession who has made outstanding contributions to our discipline.

Our award winner for this year is Sandra Fenstermaker of Indianapolis. We have honored her for her involvement in coaching. As a mother of five, she got involved with her children's sports activity—that was swimming. One thing led to another and she became an instructor and coach. Later she became a coach for softball and golf where she won Coach of the Year honors.

She has been a board member and President of the Indianapolis Scarborough Games.

We are pleased to present the Special Contributions Award to a great woman... Sandra Fenstermaker.

The 79th Annual Conven

TODAY'S LEADERSHIP

GOODBYE, BETTY . . . THANK YOU!

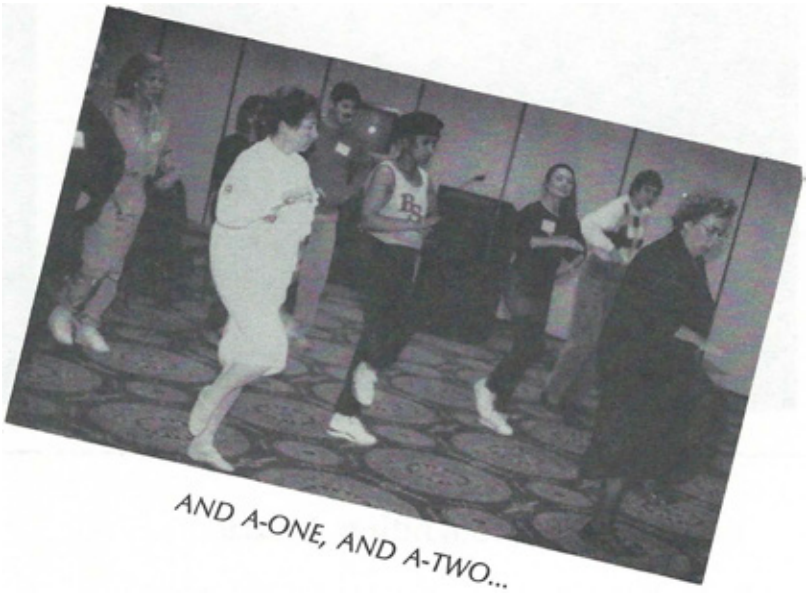
HONORING INDIANA LEADERS

HELLO, DOLORES...AM I GLAD TO SEE YOU!

POSTER CONTEST WINNERS

DR. CAMPBELL SAYS—
"CURRICULUM IS THE PROGRAM FOUNDATION!"

tion In A Pictorial Review



AND A-ONE, AND A-TWO...

LOOK OUT, HERE I COME!

JUMPING ROPE IS A GROUP AFFAIR

ALRIGHT, I CAN DO IT!

BOY, DON'T I HAVE GREAT CONTROL!?

Leadership Recognition Award

The Leadership Recognition Award is given for outstanding contributions for Program Development in a given discipline which has advanced the profession. This year's recipient has been instrumental in the development of Adapted Physical Education programs, particularly working with programming and training for wheelchair athletes.

He is currently an Assistant Professor at Ball State University, teaching physical education classes in Adapted PE, teaching the physically handicapped, neurophysiology, bowling, racquetball, weight training, and badminton. He has given over 29 presentations and workshops including Mainstreaming, training for wheelchair athletes, foundations for special education, and coaching disabled in sports. He has been awarded over 14 grants ranging from wheelchair propulsion to computer application in PE for the handicapped.

Additionally, he has authored many articles regarding disabled athletes. He has served as Adapted Section Chair for Midwest and Indiana.

It is our pleasure to present the 1990 Leadership Recognition Award to Ron Davis.

Honor Award

The Honor Award is the highest recognition given to a member of our State Association. It symbolizes outstanding service and represents the greatest values of professionalism in Health Physical Education, Recreation, and Dance. This year's recipient personifies the ideals of our profession in the highest order.

She has served our Association first through her area of expertise which is Health. As a Vice-President for Health she has secured programs for state conferences, district activities, and clinics. She has served the public through the Indianapolis Alliance for Health Promotion, chairing the School Health Task Force, Steering Committee, and the Strategic Planning Committee. Additionally, she has served the American Heart Association as a School Site Committee Chair, and the Hoosier for Seat Belt Safety Campaign as School Task Force Chair.

Within the association our recipient has served as Awards Chair, Strategic Planning Committee member, Conference Program Chair, and President. She has served as a delegate to the AAHPERD Delegate Assembly, has been on the Steering Committee for the U.S. Olympic Academy XI, and has authored several health-related articles including health promotion, "A Task Force At Work."

On her own campus she serves on a wide range of university committees from the Faculty Council on Budgetary Affairs to the Task Force for the Capstone Experience. She is currently Associate Dean and Chairperson of the Department of Physical Education at IUPUI.

It is indeed our pleasure to introduce you to the Indiana Association for Health, Physical Education, Recreation, and Dance 1990 Honor Award winner. . . Sue Barrett.

PHYSICAL Best

SUPPORT YOUR JOURNAL

It Has Been A Pleasure!

By
Tim McCoy
Past President, SAC

At the 1988 IAHPERD Convention at Muncie, Indiana, I was elected the Student Action Council President-Elect. Little did I know at the time how special that day would turn out to be for me.

After one year of serving as President-Elect under Susan Rischel, I became the President of the Student Action Council at the convention in Merrillville, Indiana. This, as it turned out to be, was one of the most memorable years in my life.

In November of last year, I had the honor to attend the first National Student Leadership Conference at Texas A&M, College Station, Texas. With most of the funding coming from IAHPERD, I was able to attend. Attending the conference were about 150 students representing 26 states of our nation.

In March of this year, with much of the funding again coming from IAHPERD, I was privileged to attend the AAHPERD Conference in New Orleans. It was exciting meeting up with many of those individuals which attended the N.S.L.C. in Texas.

Needless to say, in both Texas and Louisiana I met some wonderful individuals, attended many sessions that will indeed help me as a professional, and gained some life-long memories.

Serving as the SAC President also allowed me to serve on the Board of Directors, Representative Assembly, and Planning Committee for this year's successful convention in Indianapolis.

The past two years have allowed me to participate in many activities in which I would not have been able to and will never again have the chance of repeating. For this, I wanted to take the opportunity to thank Daymon Brodhacker and the rest of the Board of Directors of IAHPERD, the students, Dr. Evenbeck and Mr. Schilling for their guidance, Susan Rischel (SAC Past-President) and Jeanine Gunn (current SAC President) for all their help, and most of all I thank God for allowing me to be in the position to take advantage of what has been a wonderful experience.

I encourage all of you to actively participate in IAHPERD. You will gain knowledge which will help you as a professional, and most of all have a great time!

Thank you all again, and it has indeed been a pleasure. God bless and I hope your future shines bright!

Sincerely yours,

Timothy L. McCoy

Tim McCoy and Daymon Brodhacker. Thanks, Tim, for a good year!

Jeanine Gunn, President SAC; Tim McCoy, Past-President SAC; and Melissa Wiley, President-Elect SAC.

PHANTOM OF THE OPERA
Choreography: Sherray Minick and Kirk Hagerman
Music: Andrew Lloyd Weber
Dancers: Sherray Minick and Kirk Hagerman

Kirk and Sherray are students in Northside's Advanced Dance Class, and are in a release program with Fort Wayne Ballet Company. They attend classes there three days per week during the school day, and are members of the company.

PEASANT PAS from GISELLE, ACT I
Choreography: After the original, from the Kirov
Music: Adolphe Adam
Dancer: Laura Davis, IUPUI Moving Company

WHAT DO I TAKE IN MY COFFEE, DEAR?
Choreography: Carol Cunningham and Donald Strikeleather
Music: J.S. Bach, Cantata No. 78, Aria (Duet)
Dancers: Carol Cunningham and Donald Strikeleather, Purdue University Dance Department Faculty

METAMORPHOSIS (excerpts)
Choreography: Iris Rosa
Music: "Sunrise" and "Street Level" by Yani
Dancers: Entire Company, Afro-American Dance Company, Indiana University. Director: Iris Rosa.

CASE 1990

THE FLIGHT OF THE STORK
Choreography: Mary Maitland Kimball
Music and Lyrics: Serah and C.H. Stewart and Friedemann

Serah and C.H. Stewart collaborated with artists from five countries to produce "The Flight of the Stork." It involved music, poetry, aquatint etching, and rare book design. Two of the ten poems are presented on this program (see "Riding"). In the title work, the stork speaks of "The dream in my breast for the whole human race, to show them the world from a higher view. . . . ." This is the artistic and conceptual theme of the entire work.

Europeans: Catherine Crawford, William Fogle, Ray Garcelon, Dawn Kline, Gina Moss, Susan Vincent
Storks: Laura Davis, Jo Olsen
Flamingos: Wendy Hammons, Stephanie Lovell, Angel Martin, Maria Mirasol, Shawna Weiss

SPLET SRPSKIH IGARA
Choreography: Miodrag "Ciga" Despotovic

The dance is a medley of seven traditional Serbian dances done to traditional Serbian folk music.

Dancers: David Acamovic, Lou Ann Barth, Dawn Dyson, Kristi Engleking, Michelle Ford, Heather Harmon, Jerri Lynn Kihl, Andre Megerdichian, Paula Merrill, Stephanie Reinking, Jennifer Snyder, Cathy Sparks, Elaine Truax, Laura Wakeland, Bob Walls, Joka Ljuboja
Banevolks, Ball State University. Director: Greg Lund. Asst. Director: Mindi Kuhn.

Hoosiers "Pump Up With Arnold!" President's Council On Physical Fitness And Sports Meets In Indianapolis

Hoosier school children from throughout the state enthusiastically welcomed Arnold Schwarzenegger to Indiana and the Fitness Farm located at the home of Beurt and Dr. Cory SerVaas to "Pump Up With Arnold!" The event was sponsored by Dr. SerVaas, Editor of *The Saturday Evening Post*, Director of the Children's Better Health Institute, and Council member, with assistance from the National Institute for Fitness and Sports, the Governor's Council on Fitness and Sports, the U.S. Army, the Boy Scouts, and the Indiana Association for Health, Physical Education, Recreation, and Dance.

Mr. Schwarzenegger was in Indianapolis in his role as Chairman of the President's Council on Physical Fitness and Sports to chair a Council meeting and to promote physical fitness and education.

In keeping his commitment expressed to the AAHPERD in New Orleans, Mr. Schwarzenegger met with state leaders who can and do affect the quality of Hoosier lives by their actions. Some of these leaders included Governor Evan Bayh (who also bestowed upon Arnold one of Indiana's most prestigious awards, Sagamore of the Wabash); the State Superintendent of Public Instruction and the State Physical Education Consultant, Dr. H. Dean Evans and Ms. Barb Ettl; Indiana State Senator Virginia Blankenbaker and other legislative leaders; Indiana's PTA President, Mrs. Jill Robertson; Indiana's Governor's Council on Physical Fitness and Sports Chairperson, Dr. Norma Jean Johnson; and Indiana AHPERD President, Daymon Brodhacker. In this meeting, Arnold stressed the need to communicate and work with each other in a unified effort to create quality, daily physical education programs in our schools K-12. The IAHPERD has taken the lead in this effort by sponsoring a "Now Here's Where We Go From Here" luncheon at our annual Fall Conference for the members of the group that met with Arnold and our own Physical Education Task Force, so that they can know us and our cause better and we know them.

The IAHPERD's Physical Education Task Force has been operational since the summer of 1987, and has published and distributed our position statement on Quality, Daily Physical Education in Indiana Schools K-12 to every Indiana lesgislative body member and other children advocates. We are excited to be leading the tidal wave of efforts that we believe will one day lead to the inclusion of Quality, Daily Physical Education in all Indiana schools, K-12.

Daymon Brodhacker, President IAHPERD, and Arnold Schwarzenegger, President's Council on Physical Fitness and Sport.

IAHPERD Leads The Way For Quality, Daily Physical Education In Indiana Schools K-12

The IAHPERD continued to demonstrate its leadership and commitment to Quality, Daily Physical Education in Indiana Schools K-12 by hosting at its 79th Annual Fall Conference a luncheon for leaders in complementary organizations throughout the state. Invited to discuss how each could contribute to this worthy and needed effort were the Governor and his representatives, legislative leaders, members of the President's Council on Physical Fitness and Sports, members of the Governor's Council on Physical Fitness and Sports, the Superintendent of Public Instruction and his Physical Education Consultant, the State PTA President, representatives from the National Institute for Fitness and Sports, IAHPERD's Physical Education Advisory Task Force, and the executive leadership of the IAHPERD. Dr. Hal Morris, AAHPERD President-Elect, Dr. George Stroia, MD, AAHPERD President, and Dr. Charles Kuntzleman were special guests of President Daymon Brodhacker, who served as host for the event.

After a presentation by IAHPERD's Chairman of the Physical Education Advisory Task Force and newly-elected President-Elect Dr. Thomas Sawyer on the history of the IAHPERD's commitment to Quality, Daily Physical Education, networking was the major agenda item for the event that was titled, "Now Where Do We Go From Here?" The idea for the luncheon grew from the Indianapolis visit of Arnold Schwarzenegger. In a luncheon with many of the people mentioned above, Mr. Schwarzenegger stressed the need for state leaders to communicate and work together to improve the fitness of youth in our state and the nation. He said, as the Alliance and the IAHPERD have been saying for years, that a key avenue for the improvement of youth fitness is the inclusion of Quality, Daily Physical Education in our schools in all grades.

The luncheon, which lasted just over an hour, resulted in a renewed commitment by the IAHPERD to continue its leadership role in the effort to cause Quality, Daily Physical Education to happen in our schools in all grades. We believe that we have assisted many other state leaders in coming to this cause by our effort to share with them what we have been doing and to enlist their support and help to ensure that Quality, Daily Physical Education for all school children in all grades becomes a reality in Indiana.

Daily Physical Education: The Missing Link

Sharon Seidenberg
Exercise Specialist, American College of Sports Medicine
Director of Physical Education, University School
Terre Haute, Indiana

Brian, a usually bright eleven-year-old, has not "aced" a math test all year. True, he has not been studying much, but neither have most of his friends. They all seem lethargic, bored, and not interested in much of anything. It was not long ago that Brian excelled in school and enjoyed play. Of course, that was before budget cuts removed physical education and fitness from the school's priority list. Could it be that he did better in school when he was more physically active?

Although a direct cause-and-effect relationship between increased physical activity and improved academic performance has not yet been found, the American Academy of Pediatrics (AAP) states that "healthy children learn better." Paul Dyment, Chief of Pediatrics at the Maine Medical Center in Portland, states "that it is self-evident that physical fitness contributes to health." (Olsen, 1990)

Vern Seefeldt, Director for the Youth Sports Institute at Michigan State University in East Lansing, relates an indirect "adjunctive" connection between motor and cognitive development. As kids learn to listen carefully and give maximum effort in P.E., they find that if they try, they are successful. Once this concept is understood, their newly-developed confidence carries over into the classroom. The physical activity becomes a link in which kids can enhance academic performance through improved physical ability. In a 20-year ongoing study of motor development in early childhood (ages 2.5 to 5.5), Seefeldt (1984) has concluded that children who are physically adept are the best adjusted and social individuals in any group. A child's social development occurs largely via the vehicle of motor skills. The acquisition of skills gives a big boost to a child's self-image. It is important to have a chance to peform well. Children need to be taught the basic skills that are required for any physical activity (Olsen, 1990). Daily physical education programs provide children with an opportunity for a complete education. Schools which concentrate on academic subjects, and require that children be **physically** fit and educated are concerned about the total development of chidlren. Some educators believe that to ensure children receive adequate physical education on a daily basis means intellectual, social, and physical development. For many children, the social lessons of regular physical activity may be the most important benefit. Seefeldt contends that most of a child's social development is learned through movement, and a child who does not move well is likely to be a social outcast (Seefeldt, 1984).

The need for physical activity in promoting a happier and healthier life is well-documented (Wilmore, 1982). Most states have had basic physical education requirements in their schools for years. Still, only about one-third of children and adolescents in the age group 10-17 participate in daily P.E. programs. According to the U.S. Public Health Service, only 36% of America's first through fourth graders receive "adequate" P.E. in school—some required every day. Of the rest, 40% have two, one, or even no P.E. sessions a week (Olsen, 1990). Many times, calls for more physical education in the schools fall on deaf ears. In this era of budget cutting and back-to-basics school reform, P.E. is among the first programs to go. If we omit P.E., reason some belt-tighteners, that leaves more time for the three R's.

Because we are competing economically in a world with top nations such as Japan, many educators feel that our children need more quality time devoted to academics. Ironically, Japanese children spend 57% more time in physical education than American children do. Statistics reveal a link between the learning of both math and writing skills and psychomotor development. Roy Shepard, Director of the School of Physical and Health Education at the University of Toronto, and Hugues Lavallee, Chairman of the University of Quebec's Department of Health Sciences, studied 542 school children in Quebec over six years. One group remained on a regular P.E. program that consisted of one 40-minute session per week taught by classroom teachers. The other group had one hour per day of P.E. taught by pro-

fessional physical educators. The more active group did better in academic ratings when they graduated, and they were also more physically fit (Olsen, 1990).

In support of a child's basic need for physical activity, Bailey (1976) concluded that physical activity is necessary to support normal growth in children. He also suggested that inactivity during youth can have a bearing on the functioning capacity of a mature adult and may relate directly to a number of adult health problems, such as high blood pressure, low back pain, and heart disease. Further, he stated that motivation toward activity should be developed at an early age to ensure adult participation in activity, and that learning in the classroom may be enhanced and supported by activities outside of the classrooom. However, most sports programs do not, in and of themselves, provide all the necessary elements of a balance program to improve health and increase fitness. In essence, it is generally advisable to get in shape to play sports rather than to play sports to get in shape. A daily physical education program which provides cardiovascular endurance, flexibility, and strength-improvement activities will better prepare youth for the physical demands of any sport activity.

Physical inactivity is a lifestyle habit that has a direct tie to coronary disease (CHD), mortality, and morbidity, and seems to contribute to the development of other CHD risk factors (Corbin, 1987). There is strong evidence that the onset and rapid development of CHD can begin during youth and may eventually become irreversible. Obesity is associated with many risk factors of CHD, diabetes, and stroke. The adult onset of obesity appears to be strongly related to poor physical activity patterns. Obese young people tend to be less active than their peers who are not obese. Physical inactivity can also contribute to the risk factors that promote back problems. In an emergency, an individual's ability to apply force with his/her upper body can mean the difference between a serious injury and escaping harm (AAHPERD, 1988).

The AAP advises teaching aerobic "lifetime" activities in schools. These are activities which can be done through adulthood, such as bicycling, swimming, running, fast walking, and aerobic dance. There is clear evidence that the plaque that clogs the arteries of adults, causing heart attacks, strokes, and a variety of other life-threatening illnesses, can begin to form in childhood. A shocking 40% of our nation's five- to eight-year-old school children exhibit at least one risk factor for coronary heart disease, such as physical inactivity, high blood pressure, or high cholesterol, according to the AAP. Furthermore, it is estimated that 80% of those children will carry it into adulthood. A recently-released 10-year study by Indiana University's School of Health, Physical Education, and Recreation, reveals children have increased muscle strength but have gained weight and lost cardiovascular endurance since 1980 (Vejnoska, 1990). Aerobic activities will help lower these risk factors (Olsen, 1990). Daily P.E. offers an opportunity for a physical educator to expose children to a variety of "lifetime" activities which may otherwise never be considered. The wider the options, the greater the chance that each child will find activities to suit individual needs and abilities. Dyment (1990) purports that schools should stop emphasizing sport skills, and concentrate on lifetime sports that children can continue through adulthood. However, Seefeldt (1990) believes skills come first; children need these skills to play the games that help them become fit and stay fit throughout their lives. The priority should be on teaching children fundamental motor skills and then working on their cardiovascular fitness.

A positive attitude about fitness must be nurtured at a young age to encourage children to have a desire to maintain fitness for life. Fitness testing should be done twice a year (Fall and Spring) utilizing a standardized testing method to assess muscular endurance, flexibility, muscular strength, body composition (fat-to-muscle ratio), and cardiovascular endurance. This data provides information to set individual fitness goals. It further helps determine whether the school is meeting the goal of improving youth fitness. Participation in fitness testing should begin in the first grade and continue through grade 12. Classtime should not be less than 30 minutes, and at least five days during a week should be provided to improve not only cardiovascular endurance but muscle fitness and flexibility.

In conclusion, increased physical fitness improves heart/lung function, reduces body fat, and decreases the risk of diseases associated with unhealthy lifestyles. Other benefits may include improved self-esteem, increased learning readiness, and enhance academic performance. When children improve their fitness levels, the documented benefits include better school morale, improved class behavior, and reduced anxiety and tension. Physical activity and sports are positive, healthy influences that, if groomed from a young age, may carry over into later life. While not all of these benefits may occur with children, the evidence is that the earlier positive health behaviors begin, the greater the probability of one's interest in maintaining healthy lifestyle patterns.

According to the American Association of Health, Physical Education, Recreation, and Dance (1988), daily physical education can offer the following:

PHYSICAL BENEFITS

1. Reduces the risk of heart disease. Physical education can counteract the four major risk factors of coronary heart disease: obesity, inactivity, high blood pressure, and high cholesterol levels.
2. Improves physical fitness. A good program improves children's muscular strength, flexibility, muscular endurance, body composition (fat-to-muscle ratio), and cardiovascular endurance.
3. Makes bones stronger. Regular physical activity increases body density to create stronger bones and reduce the risk of osteoporosis, improving posture.
4. Helps in weight regulation. A good program can help children regulate their weight by burning calories, ton-

ing their bodies, and improving their overall body composition.

5. Promotes healthy, active lifestyles. Physical education develops motor skills and sports skills to promote health and fitness throughout life.

MENTAL BENEFITS:

1. Improves academic performance. Studies have shown that when IQ's are the same, children who have daily physical education classes tend to get higher grades than children who do not.
2. Increases interest in learning. Regular physical activity makes children more alert and more receptive to learning new things.
3. Improves judgment. Physical education helps children develop the capacity to solve problems. They learn to accept responsibility for their classmates' safety and assume leadership in team decisions. They accept moral responsibility for actions toward their teammates, and develop a sense of fair play.
4. Promotes self-discipline. A good program teaches children that they are responsible for their own health and fitness. They learn to take control of their lives.
5. Encourages goal-setting. Physical education gives children the time and encouragement they need to set, and strive for, personal, achievable goals.

PSYCHOLOGICAL/SOCIAL BENEFITS:

1. Improves self-confidence and self-esteem. Physical education instills a stronger sense of self-worth in children. They become more evident, assertive, emotionally stable, independent, and self-controlled.
2. Provides an outlet for stress. Physical activity becomes an outlet for releasing tension and anxiety, instead of acting out delinquent behavior.
3. Strengthens their peer relationships. Physical education can be a major force in helping children socialize with others more successfully during late childhood and adolescence. Being able to participate in dances, games, and sports is an important part of socialization. Children learn the basic skills they will need in P.E., which makes new ones easier to learn.
4. Reduces the risk of depression. A good program makes children less prone to depression and generally more optimistic about their lives.
5. Promotes healthier lifestyles. Physical education helps children make a habit of an active lifestyle. They adopt a lifelong concern for their personal health that makes them more productive adults.

Regardless of the above stated benefits, the fact remains that two-thirds of American children do not participate in daily P.E. programs. Perhaps quality, daily P.E. programs would provide a link between increased physical activity and improved academic performance.

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PACE* V

Conference On Developmental Physical Education for Children

*(Positive Approaches to Children's Education)

MIDWEST DISTRICT AAHPERD PRE-CONVENTION WORKSHOP

February 14-15, 1991

Hyatt Regency
Milwaukee, Wisconsin

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Effects Of A Competency-Based Instructional Program On First-Grade Children's Gross Motor Development

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ABSTRACT

The purpose of this study was to examine the effects of a competency-based instructional program taught by upper-level physical education majors on children's gross motor development. Participants were 44 first-grade students (two intact classes) from two elementary schools. Physical education programs were identical at both schools and were taught by the same physical education specialist. The Test of Gross Motor Development (Ulrich, 1985) was used for assessment and instruction. Following training in motor skill analysis and evaluation, 12 university students provided a ten-week competency-based instructional program for the treatment group using the criteria identified in the TGMD. A 2(gender) X 2(group) X 2(test) repeated measures ANOVA produced a significant Group X Test effect. Post-hoc analysis revealed a significant difference between pre- and post-test scores for the treatment group only. Results sugggested that young girls may benefit more than young boys from competency-based instruction.

An important component of every preschool and elementary school program is gross motor development. It is during these early school years that a child's motor ability begins to emerge (Ulrich, 1985). Fundamental movement patterns are generally classified into three categories: locomotor skills, manipulative skills, and stability skills (Gallahue, 1989). Complex skills that are characteristic of most games and sports are comprised of these fundamental movement patterns. When these basic movement patterns are not mastered, children are faced with a proficiency barrier that reduces their potential for learning more advanced sport skills (Seefeldt and Haubenstricker, 1982).

Failure to master gross motor skills may also have an adverse effect on self-concept and social skill development (Gallahue, 1989; Williams, 1983). Movement is of critical importance in early self-concept development because it plays a dominant role in children's lives. Much evidence indicates that both girls and boys perceive competence in physical activities as extremely valuable, which suggests that there is a strong link between skill level and social status in children (Harter, 1982; Weiss, 1987).

According to Lever (1976, 1978), children develop many social skills through their play experiences. As a result of the complexity found in team games and sports, participants have opportunities to intereact in both cooperative and competitive ways with diverse group members, to practice problem-solving and strategic thinking, to assume a variety of roles, to experience leadership, and to practice self-control and sportsmanship.

Evidence suggests also that participation in team sports and games substantially contributes to cognitive development. Emmot (1985) proposed that team sports and games (masculine stereotyped play activities) promote the development of visual-spatial abilities and field-independence. Since field-independence correlates highly with performance in mathematics and physics, it appears that participation in team sports and games may indirectly influence subsequent academic performance.

Although several environmental and biological factors contribute to motor skill development, it appears that teachers may have the greatest impact during the early elementary school years (Greendorfer, 1980). In light of this evidence, it seems appropriate to address the problems and challenges currently confronting elementary physical educators.

Two common problems are insufficient instructional time and inadequate assessment. With only 30-60 minutes/week, the physical education specialist rarely has the opportunity to preassess the skill level of her/his students. Consequently, the highly-skilled students and the very poorly-skilled students are often the only ones identified. Those 15-20 children who fall somewhere in between often show very little progress in the area of motor skill development.

Ulrich (1985) noted that most available motor development tests measure

the product of motor performance in terms of time, distance, or accuracy. Consequently, the results of the test provide little valuable information for the instructor regarding which aspects of the movement are defective. In contrast, a competency-based test accurately measures mastery or non-mastery of specific behavioral components within each skill. The transformation of test results into instructional programming, therefore, is accomplished by designing activities that will assist the student in gaining competence in performance criteria not yet mastered.

In light of the program reductions currently facing several physical education programs nationwide, the issue of accountability is of critical importance. A competency-based assessment and instructional program is needed, therefore, to both identify problem areas and design strategies to alleviate them. The purpose of this study was to examine the effects of a competency-based instructional program taught by upper-level physical education majors on children's gross motor development.

METHOD

Participants

Participants for the study were 44 first-grade students (two intact classes) from two elementary schools and 12 upper-level physical education majors attending a large midwestern university. The two elementary schools were within two miles of each other and received 60 minutes of physical education/week from the same physical education specialist. The physical education program was identical for both first-grade classes. The teachers for the instructional program were 12 upper-level physical education majors who were enrolled in a motor development class. All students had prior experience in motor skill analysis and evaluation.

Procedure

During the first three weeks of the semester, the teachers received practical experience in motor skill assessment through videotapes and working with preschool children. In addition, each student assessed approximately 20 children and young adults using the Test of Gross Motor Development (Ulrich, 1985). This test was chosen because of its usefulness in studying the effects of various instructional paradigms on the gross motor development of children. Each of 12 gross motor skills includes three or four behavioral components that are representative of a mature pattern. The TGMD provides four different scores: raw scores, percentiles, subtest standard scores, and a Gross Motor Development Quotient (GMDQ).

Figure 1

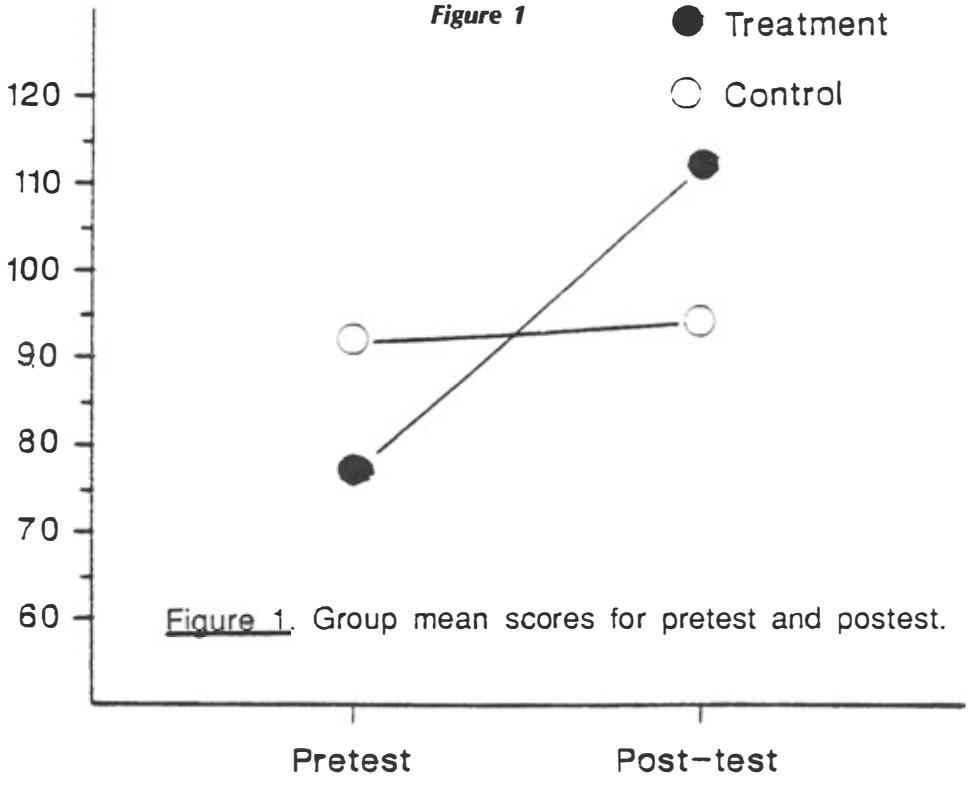

Figure 1. Group mean scores for pretest and postest.

The investigator assessed all children one week prior to the instructional program using the TGMD. During the following ten weeks, the treatment group received instruction on the 12 skills included in the TGMD (seven locomotor, five manipulative). Students were transported to the elementary school every Monday by university vehicle. The teacher/student ratio was approximately 1:3. The teachers cued the students using the specific performance criteria identified in the TGMD test manual. Primary goals of the instructional program were to achieve 80% time-on-task and to provide specific feedback following every other trial.

Following the ten weeks of instruction (six hours total instructional time) for the treatment group, the investigator again tested the two groups to examine the effects of the instructional program. Both norm- and criterion-referenced scores were calculated for each participant, and results were provided for both the physical education specialist and the parents of the participants. The GMDQ, which has a mean of 100 and a standard deviation of 15, was used as the dependent variable in the analysis. A 2(gender) X 2(group) X 2(pre-post) ANOVA with repeated measures on the last factor was used to analyze the data.

RESULTS AND DISCUSSION

An inspection of means indicated that the treatment group showed considerable improvement following the ten-week instructional program, while the control group showed relatively little change *(Figure 1)*. Results of the 2X2X2 ANOVA comparing groups from pre-test and post-test produced a significant Group X Test effect: $F(1,40) = 198.84$, $p = .0001$. Post-hoc t-tests comparing

pre-post test means were conducted separately for the treatment and control groups. The analysis releaved the post-test scores were significantly higher than pre-test scores for the treatment group, while pre- and post-test scores for the control group were not significantly different.

Table 1 provides mean scores by group and gender. Gender differences in pre-post scores approached but did not reach significance $F(1,40) = 3.93$, $p = .0543$. As the means indicate, girls in the treatment group showed greater improvement than boys in the same group. Although not as pronounced, the same pattern was evident in the control group also.

Table 1

Mean Gross Motor Development Quotient (GMDQ) Scores by Group and Gender

Group	n	Pretest M	Pretest SD	Post-test M	Post-test SD
Control					
Girls	(9)	84.67	14.34	87.33	10.04
Boys	(12)	97.50	13.28	99.00	14.60
Girls & Boys	(21)	92.00	14.89	94.00	13.88
Treatment					
Girls	(12)	75.75	10.51	114.25	9.92
Boys	(11)	80.91	9.61	111.45	9.93
Girls & Boys	(23)	78.22	10.20	112.91	9.80

The most significant finding was that participants receiving the ten-week instructional program showed considerable improvement in gross motor skills as measured by the TGMD. In fact, mean scores for the treatment group showed a 35% increase from pre-test to post-test. In contrast, the control group showed an increase of only 2 points.

Several factors may have contributed to these findings. First, the teachers received a minimum of seven hours of training in analyzing the 12 skills that were taught, which enhanced their ability to analyze and correct performance. In addition, the 3:1 student/teacher ratio allowed the teachers to provide high time on task activities and frequent individual feedback. It is possible also that conditions outside the school environment may have contributed to the improvement evidenced by the treatment group. However, since the two schools were similar in size and socioeconomic status, and employed the same physical education teacher, this possibility seems unlikely.

Results of this study suggest that first grade girls benefit more than boys from a competency-based instructional program. Although this gender difference did not reach significance ($p = .0543$), the mean increase for girls was 8 points higher than that for boys. Sociocultural factors may have contributed to this finding. It is possible that the boys in this study had more prior experience and instruction in the manipulative skills and therefore were closer to a ceiling effect prior to the training.

In summary, the results of this study suggest that a competency-based instructional program taught by upper-level physical education students can produce significant gains in the motor skill performance of first-grade students. It appears also that young girls benefit more than young boys from competency-based instruction and that this population group may be an appropriate target for future investigation. Although further investigation is needed to support these preliminary findings, the results indicate that a competency-based assessment and instructional program based on the Test of Gross Motor Development provides valuable benefits for both undergraduate teacher preparation programs and elementary school physical education programs.

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Anabolic Steroid Use By Athletes

Part I

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In the summer of 1988, Canada's Ben Johnson became known as the world's fastest human. Within hours after winning the 100 meter dash at the Summer Olympics in Seoul, Ben Johnson was stripped of his gold medal due to the detection of anabolic steroids in his body. That incident has focused national and international attention on the use and misuse of anabolic steroids by athletes. Recently various United States professional and amateur athletic organizations have developed position stands, testing procedures, and punishment guidelines in an effort to deal with the increased use of anabolic steroids. The Canadian Athletic Association has even held international hearings to examine the growing incidence of anabolic steroid use by Canadian and other world class athletes.

Since the summer of 1988 the media has deluged the public with various stories of anabolic steroid use by athletes. For example, *Sports Illustrated* magazine has featured two full-length articles dealing with the adverse effects of anabolic steroids on athletes. In a recent autobiography by Brian Bosworth, who was once suspended by the NCAA for using steroids, the prevalance of anabolic steroid use by athletes at the University of Oklahoma was depicted as commonplace. In fact, in the past two years there have been very few weeks that stories of anabolic steroid use by athletes have stayed out of the news.

With the recent furor over anabolic steroid use, many people have come to assume that these chemical components have only been recently developed. On the contrary, anabolic steroids have been around for at least the last 50 years. The first reported use of anabolic steroids by athletes was at the 1954 World Weightlifting Championships (Wilson, 1988). Since that time there have been numerous unconfirmed reports and rumors that steroid use by athletes in weightlifting, track and field, and other strength and power-oriented sports.

The controversy surrounding anabolic steroid use by athletes centers on the male hormone testosterone. The actions of testosterone can be separated into androgenic and anabolic effects. The androgenic properties of testosterone result in the development of the primary and secondary sexual characteristics. The anabolic actions of testosterone result in the development of skeletal muscle, bone and red blood cells, and the enhancement of neural conduction (Guyton, 1986). Anabolic steroids are simply the synthetic derivatives of testosterone. The steroids have been made snythetically in an effort to minimize the androgenic actions of testosterone, while potentiating the anabolic actions. Additionally, the synthetic steroids have been chemically altered in an effort to increase the length of time the steroids remain in the general circulation before being metabolized by the liver.

BENEFITS OF STEROID USE

The suggested physiological and psychological basis for the use of anabolic steroids by athletes are listed in **Table 1** (Wright & Stone, 1988). The physiological changes which occur with steriod use are basically a result of increased protein synthesis within the cells. As a result of this increased

Table 1. Basis For Steroid Use By Athletes

1. Increase body weight.
2. Alter body composition.
3. Increase muscle size.
4. Increase muscle strength.
5. Increase red blood cell number.
6. Increase hemoglobin concentration.
7. Anti-catabolic state of metabolism.
8. Decrease recovery time between workouts.
9. Therapeutic rehabilitation for tissue injury.
10. Increased mental aggressiveness and competitiveness.

protein synthesis, there are anabolic changes which occur mainly in the skeletal muscle. The increase in skeletal muscle protein content will result in an increase in the size of the muscle, the weight of the muscle, and possibly the strength of the muscle. Changes in these factors may result in alterations in body composition within the athlete. These physiological changes are most desired by athletes who wish to participate in sports requiring high levels of strength and power.

The use of anabolic steroids has also been shown to result in an increase in the number of red blood cells in the body as well as increasing the hemoglobin concentration. Both of these physiological changes can result in an increase in the oxygen-carrying ability of the blood. This may be of benefit to those athletes wishing to participate in endurance type activities. Another physiological benefit of steroid use may be that anabolic steroids place the athlete in an anti-catabolic state. When an athlete is in an anti-catabolic state they are either maintaining existing or developing new protein tissue. When an athlete enters into a catabolic state they are breaking down and metabolizing skeletal muscle protein. Athletes of all types of sports do not want to be in a catabolic state and the use of steroids may prevent them from entering into one.

Athletes also take anabolic steroids in an effort to therapeutically rehabilitate hard and soft tissue injuries. Due to the ability of anabolic steroids to increase protein synthesis, they have been given to athletes to help speed up the recovery process following an injury. If you remember, Ben Johnson's original defense for using steroids was that a personal physician administered them to him in order to rehabilitate a hamstring injury.

Some of the more recent research into anabolic steroid use suggests that there may be psychological as well as physiological changes within users. It appears that anabolic steroid use may increase mental aggressiveness and competitiveness during training. This change may allow athletes to endure more difficult workouts during training, as well as decrease the needed recovery time between workouts.

SIDE EFFECTS OF ANABOLIC STEROID USE

Researchers are now just beginning to fully understand all the potential side effects associated with anabolic steroid use. Some of the harmful side effects associated with steroid use are listed in **Table 2** (Wilson, 1988). Probably the most potentially dangerous side effect of steroid use is associated with the liver. In response to anabolic steroid use there is an increase in the levels of certain liver enzymes. An increase in these enzymes is associated with a decrease in liver function. There is also the suggestion of an increased incidence of liver cancer among those individuals using anabolic steroids.

Another response to steroid use appears to be an increase in the levels of cholesterol and triglycerides, and an accompanying decrease in HDL cholesterol. An elevation in resting and exercise blood pressure levels have also been linked to anabolic steroid use. The importance of these changes are such that they are all related to an increased risk of cardiovascular disease.

Table 2. Side Effects Associated With Anabolic Steroid Use

1. Increased levels of liver enzymes and decreased liver function.
2. Possible development of liver cancer.
3. Elevated blood pressure.
4. Increased levels of cholesterol, trigycerides, and decreased levels of HDL - cholesterol.
5. Depressed spermatogenesis and testosterone production.
6. Masculinization in women.
7. Deepening of voice in women and children.
8. Increase in facial and body hair.
9. Increase in nervous tension and aggressiveness.
10. Increased dizziness, nose bleeds, muscle cramps and spasms.

Other side effects of steroid use include a depressed level of sperm production and a lowered level of testosterone in the body. It is currently believed that these functions return to normal with cessation of steroid use. There is also an increase in facial and body acene, and an increase in nervous tension and aggressiveness. Minor side effects of steroid use seem to include an increase in dizziness, nose bleeds, and muscle spasms.

Females who use steroids are particularly susceptible to the androgenic side effects of anabolic steroids. There is an overall masculinization in women, with specific effects including a deepening of the voice as well as an increase in facial and body hair.

WHY DO ATHLETES USE STEROIDS

After observing the deleterious side effects of anabolic steroid use, the question becomes ''Why do athletes still insist on using these drugs?'' There is obviously great risk associated with steroid use. Besides the potential for serious health effects, there is always the problem with possible sanctions imposed by the governing sports body the athlete is participating in. **Table 3** proposes five reasons why athletes might take anabolic steroids. Singularly or in combination, any of these reasons could contribute to an athlete using steroids. The intense desire to be successful in athletic competition may be partially responsible for the use of steroids by athletes. Athletes by nature are very competitive and will often pursue any means by which to succeed. Quite frequently the avenue to success is viewed through anabolic steroid use. Another factor influencing athletes to use steroids may come in response to the pressure society places on

Table 3. Reasons Athletes Use Anabolic Steroids

1. Intense desire to succeed.
2. Pressure of society to win at all costs.
3. Paranoia that other athletes are using steroids.
4. Self-enhancement of physical attributes.
5. Monetary benefits from professional contracts.

athletes to win. Our society's "win at all cost" mentality has forced athletes to do whatever is necessary to be successful, even if this includes the use of steroids.

When athletes are questioned about why they use steroids, one of the most common responses is so that they can be competitive with other athletes. This paranoia is manifested because athletes believe their competition is using steroids and therefore they also must use them in order to compete on the same level as their opponents. Some athletes also use steroids for self-enhancement. The increases in muscle size and alterations in body composition are desirable to many athletes, and hence they turn to anabolic steroid use for these changes. Finally, it is impossible to ignore the idea that athletes may use steroids to enhance their athletic performance and provide themselves with the opportunity for the monetary benefits that come with professionals ports contracts. With today's professional contracts worth millions of dollars per year, it is not surprising that athletes may resort to steroid use in an effort to increase their chances for participation in professional sports.

WHAT CAN BE DONE

In an effort to deter anabolic steroid use, various sports agencies have initiated random drug testing procedures. However, this is not a logical course of action at all levels of sport. Random testing is costly and time-consuming and not possible for all groups of athletes. Therefore, other procedures to stop steroid use must be implemented. Initially, there must be an increased education of athletes so that they are fully aware of the potential health risks of steroid use. In addition, athletes must be made aware of the unethical use of steroids to prepare for athletic competition. Finally, increased sanctions in the form of federal and state laws must be imposed on those individuals who distribute, sell, and use anabolic steroids.

Anabolic steroid use provides an unfair advantage to the user and may also place them at great health risk. It is imperative that an attempt is made to eliminate the use of steroids by all athletes and individuals participating in sports. Only with the elimination of these drugs can we ensure the integrity of sports and the safety of the athletes.

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Statewide Coaching Education Becomes A Reality

by
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The Department of Physical Education in November 1988 established **The Center For Coaching Education** to ensure that Indiana youth receive optimal experiences in their organized sport programs in public and non-public schools, non-profit agencies, and other youth sport organizations. Further, the Center will endeavor to provide educational opportunities, evaluation, and certification of coaches for youth sports programs throughout Indiana. Finally, the Center will engage in meaningful research pertaining to youth sports in Indiana.

The Center For Coaching Education has received letters of support and endorsement from the following organizations that represent statewide professionals . . .

Department of Education,
Indiana School Boards Association,
Indiana Association of Public School Superintendents,
Indiana Secondary School Athletic Association,
Indiana Interscholastic Athletic Administrators' Association,

Indiana Association for Health, Physical Education, Recreation, and Dance.

In December 1989, Dr. Sawyer (Founder and Director of the Center) met with the Indiana High School Athletic Association's (IHSAA) Executive board requesting the following . . .

1. to strike a **partnership** with The Center For Coaching Education at Indiana State University to deliver a statewide coaching education program to the coaches (veteran and new) within the secondary schools of Indiana;
2. to **invest** staff time and association dollars in a statewide coaching education program for secondary schools; and
3. to **strongly endorse**, not require, the statewide coaching education program for secondary schools.

In August 1990, the IHSAA's Board of Directors decided to strike a partnership with The Center For Coaching Ecucation. Dr. Sawyer, in September 1990, began in earnest to develop the coaching education statewide delivery system. The first workshops will begin in April 1991.

The state has been divided into six training areas (see map) and a coordinator for each has been selected. They are:

Dist. 1 . . . . Purdue-Calumet, John Friend, North/West
Dist. 2 . . . Grace College, Darrell Johnson, North/East
Dist. 3 . . . . . ISU, Tom Sawyer, West/Central
Dist. 3A . . . . . IUPU-I, Ed Schilling, Indianapolis
Dist. 4 . . . . . Ball State, Jerry Rushton, East/Central
Dist. 5 . . . Castle High School, Tony Inzerello, South

Each Training Center Coordinator will establish five coaching education workshops between April 1991 and December 1992 within their respective districts. This will allow for 30 workshops statewide during 1991-92. Further, each Training Center Coordinator will select (two) five-person teams to provide the instruction for the workshops. Initially, Dr. Sawyer will train all the insturctors, after he returns from a four-day intensive coaching education workshop at the Youth Sports Institute at Michigan State University.

The instructors will be selected based on their level of interest in coaching education and kids, educational background, ability to communicate with others, coaching experience, and current employment experience. It is hoped that the instructor cadre will be composed of interscholastic coaches and athletic directors, intercollegiate coaches, college and university instructors, and sports medicine personnel (i.e., athletic trainers, physical theraphists, and physicians).

The workshop content is divided into (five) three-hour lectures. The contents of each lecture is as follows:

1. PHILOSOPHY
   - Code of Conduct for Indiana coaches
   - Role of the Indiana interscholastic coach
   - Philosophy for Indiana public school athletics
   - Interpersonal relations with teachers, students, parents, administrators, other coaches, and officials
   - Sportsmanship
   - Concept of winning and losing
2. PHYSIOLOGICAL ASPECTS
   - Growth and development of children
   - Principles of conditioning and weight training
   - Nutrition for athletes
   - Chemical health education
3. SPORTS MEDICINE
   - Prevention of common sports injuries
   - Care of common sports injuries
   - Rehabilitation of common sports injuries
   - Contraindicated exercises and drills
   - Pre-participation physical examinations
   - Essential medical records
4. PSYCHOLOGY
   - Personal and social skills
   - Effective communication
   - Planning effective instruction
   - Evaluating coaching effectiveness
   - Maintaining discipline
   - Motivating young athletes
   - Positive coaching
   - Awards and rewards
5. SPORTS MANAGEMENT
   - Planning for the season
   - Scheduling practices and games
   - Policies on use of facilities for practices and games
   - Policies regarding transportation
   - Budget management and purchase
   - Litigation
   - Insurance
   - IHSAA Guidelines

The cost of the course for each participant at a workshop site will be $100. Each participant will receive the Indiana PACE Manual (approximately 500 pages), 15 hours of instruction, and a certificate of attendance. This cost can be reduced if school corporations would like special workshop offerings for all or most of their coaches. A special workshop can be offered for as little as $60 per participant depending on the total number of coaches enrolled.

The regular workshops will be scheduled over a five-week period. There will be one class offered per week for three hours. For example, a workshop might be scheduled on a Monday evening from 7-10:00 p.m. for five weeks. The workshops will be located at high schools geographically located to reduce the travel for participants within a district.

The coaching education program to be delivered by The Center For Coaching Education will be called **Indiana PACE**. It is an adaptation of the PACE program developed by the Youth Sports Institute at Michigan State University. It was pilot-tested in Michigan during the 1987-88 academic year with excellent results. It has been ten years in development

and has 27 contributors. During the 1989-90 school year, over 1,000 coaches were educated in Michigan, and an estimated 4,000 will go through the program during the 1990-91 year. Indiana is not the only state to adopt the PACE program. The following states adopted the PACE program:

1. Michigan
2. Indiana
3. Hawaii
4. Kansas.

The Center For Coaching Education will begin delivering the Indiana PACE program throughout the state of Indiana as of April 1991. If you have any questions about the Indiana PACE program or The Center For Coaching Education, please feel free to contact:

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Health: The Fourth "R"?

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"Readin', writin', health, and 'rithmetic, taught to the tune of a hickory stick." Sound familiar? Definitely not! And yet, from conception to death, nothing touches a human life more than health.

Pregnant women are told to eat a healthy diet, exercise, and take care of their bodies. In the delivery room when the doctor announces, "It's a boy" or "It's a girl," the mother invariably asks, "Is he or she healthy?" The response is not, "Can he or she read, write, or do arithmetic?" Granted, these soon become important. But, to focus, at least for the first couple of years, is on the child's health in terms of growth and maturation. Does the child cry too much? eat enough? sleep enough? gain enough weight? sit up, crawl, and walk at the "correct" age? . . . The list goes on and on, as many a harried parent knows.

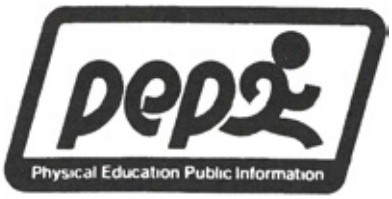
As children reach school age, we know "unhealthy" children can't think and learn well. And yet, in Indiana in grades one, two, and three, only 105 minutes per week is required for both motor skills development and health and safety education. In grades four, five, and six, 75 minutes per week is to be devoted to health education. However, if the sixth grade is a part of a middle school, the time is increased to 100 minutes per week, the same as required for grades seven and eight. To obtain a high school diploma, one semester of health is required. So **little** time for such an **all-important** subject.

So why does it appear that health education is on the back burner (sometimes without the fire even being turned on)? Could one answer be that we as health educators have not pushed for a stronger, more inclusive health curriculum? Many seem content to sit back and allow society and its problems to dictate both direction and emphasis of health instruction. When drugs became a major national focus, schools jumped in and began strong anti-drug education campaigns. The worldwide AIDS scare prompted us to add a strong AIDS education program in grades one through twelve. So, what's next: cholesterol? teen-age pregnancy? environmental health? stress? steroids? teen-age suicide???

Come on, health educators, let's take charge and lead—don't simply teach from crisis to crisis. Be willing to move health education from the back burner, turn up the heat, and get going with a health curriculum that will truly lead to a healthier population.

Remember: GOOD HEALTH—you can't really enjoy life without it!

Should you choose to respond or have developed a strong health curriculum that you would be willing to share, please contact the author at McCulloch Middle School, 3528 So. Washington St., Marion, IN 46953.



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The Indiana Governor's Council for Physical Fitness and Sports and the Indiana State Board of Health are joining forces with the Indiana Association for Health, Physical Education, Recreation, and Dance to sponsor Indiana's first Statewide Fitness Festival! The event will be held at the University of Indianapolis on May 4, 1991. The theme of this first event is "Be A Health Nut-Exercise."

The Statewide Fitness Festival idea was sparked by an article in the *Teaching Elementary Physical Education* magazine published by Human Kinetics. The article was written by Dan Sullivan, Physical Education Consultant for the Hawaii State Department of Education and member of the Hawaii Governor's Council for Physical Fitness and Sport. Hawaii claimed to host the only statewide fitness festival in the nation. Dan Sullivan received a call from the Indiana PEPI Coordinator for more information. A networking relationship then developed.

Hawaii's fitness festival is a competitive event from schoolsite to state finals with the President's Council testing as the basis of fitness competition. School winners are sent to district, regional, semi-state, and state competition. The competition is by grade and sex. Winners receive the gold, bronze, and silver awards based on first, second, and third place finish.

The idea of competition as the foundation for a statewide event is an interesting concept for Indiana. The goal of the Indiana event is not to circumvent the Indiana Proficiencies for Physical Education as adopted by the Department of Education, but rather to showcase the Indiana proficiencies. The Indiana proficiencies are a general outline of expected outcomes upon completion of each school year in the physical education curriculum. Physical educators' awareness of the written proficiencies is scant, but hopefully this effort will change this situation. The various methods and means to attaining those proficiencies are many. The Indiana Statewide Fitness Festival is to be a convention without speakers or lectures that will demonstrate methods and means of attaining various proficiencies within the curricular guide.

The steering committee for Indiana's first festival is comprised of Governor's Council members and Indiana State Board of Health personnel, as well as IAHPERD members. The networking of these three influential organizations has the potential of influencing thousands of youth across the state in meaningful participatory experiences. Governor's Council members are: Norma Jean Johnson, Leroy Getchell, Wilber Peck, Joseph Wynns, Marge Albohm, Kelly Nebel, Carole Surratt, Peggy Kiser, and Thomas Whitehead. IAHPERD members are: Jan Mock, Delilah Sneed, Pat Wenning, Dave Hoffa, Kathy Dean, Sylvia Fleck, Peggy Kiser, Kelly Nebel, and Dolores Wilson. Sue Foxx and Roger McClain are Indiana State Board of Health officials.

Stewart DeVain, Physical Education Chair at the University of Indianapolis, is excited about hosting the maiden statewide event on his campus. Dr. DeVain and his faculty are aiding the set-up and functioning of the day's events. The university has two large gymnasiums, outdoor and indoor tracks, indoor swimming pool, four racquetball rooms, a mat room, and lots of space for participatory exhibits.

Every school in Indiana which houses grades six, seven, and eight will receive information by mail concerning the festival. These three grades have been targeted for the first hosting of the Statewide Fitness Festival. A limit of 1000 students has been set for this 1991 event. It is with all expectations that this festival will become an annual event which will include all grades in the future. Each school will be eligible to send with the physical educator, one boy and one girl from each grade.

The participatory/convention approach to the fitness festival will be split between a half-day of

activities that will be taught and a half-day of participatory exhibits. Activities that will be taught will include race walking, juggling, swimnastics, dance, gym games, and aerobics. Each instructor will provide handouts and experiences which will enhance a proficiency awareness. Each student will get to participate in two of the 45-minute activity stations that begin at 10:00 a.m.

The exhibits will include new games such as Takraw, Pickle Ball, and Walleyball. Other participatory exhibits will include trying Schwinn cycles, Nordic Tracks, indoor golf, hula hoops, yo-yos, bowling, basketball, and indoor skates. Students will have an opportunity to get body fat assessed, blood pressure taken, and get their coordination tested. Handouts will be available at each station. The exhibits will be approached by the students as a scavenger hunt. Each student that completes the scavenger hunt form is eligible for prizes at the conclusion of the day's events.

Lunch, t-shirts, prizes, and certificates will be given to students at the festival. Students and teachers together will experience a day filled with various activities that can be taken back to the physical education setting. The goal is to enhance the present curriculum and hit the Indiana proficiencies with exciting movement experiences. Teachers will receive a copy of the Indiana proficiencies as well as handouts from all the activity stations. They may contact individuals that will present a convocation at their school and do a workshop.

Hawaii and Dan Sullivan deserve credit for initiating the movement in Indiana for a statewide fitness festival. The Indiana Governor's Council for Physical Fitness and Sports, the Indiana State Board of Health, and the IAHPERD are to be commended for producing this first prestigious convention of ideas for students and educators in the area of physical education proficiencies!

The month of May was chosen to highlight physical education within the month of two nationally-recognized awarenesses. May is National Physical Education and Sport Month as well as National Physical Fitness Month. Physical education can take the spotlight on May 4, 1991 with this maiden Statewide Fitness Festival!

LEE H. HAMILTON
9TH DISTRICT, INDIANA

COMMITTEES:

FOREIGN AFFAIRS

JOINT ECONOMIC

SCIENCE, SPACE, AND TECHNOLOGY

Congress of the United States
House of Representatives
Washington, DC 20515
July 9, 1990

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BUILDING 66
1201 EAST 10TH STREET
JEFFERSONVILLE, IN 47130
TELEPHONE: (812) 288-3999

CALL TOLL FREE
(800) 892-3232

Shoot

Dr. Thomas Sawyer
Indiana State University
Department of Physical Education
Terre Haute, Indiana 47809

Dear Dr. Sawyer:

I want to commend the Indiana Association for Health, Physical Education, Recreation and Dance (IAHPERD) for its continued commitment to improving the health and physical fitness of Hoosier youth.

I am impressed by IAHPERD's dedication to Hoosier students. Physical fitness is a vital part of a healthy lifestyle, and IAHPERD performs an important service by bringing together professionals who are interested in promoting physical education and fitness in our schools and communities. I encourage IAHPERD to continue its excellent work in promoting innovative and effective physical education programs.

If I can ever be helpful to you, please do not hesitate to let me know.

Sincerely,

LEE H. HAMILTON, M.C.

Governor's Council For Physical Fitness And Sports Medicine

Indiana State Board of Health
Kathy Nebel, Health Consultant
P.O. Box 1964, Indianapolis, IN 46206-1964
(317) 633-0299

PHYSICAL EDUCATORS AND STUDENTS IN GRADES 6-8

YOU'RE INVITED!

The first Indiana Statewide Youth Fitness Festival will be held on **May 4, 1991** at the **University of Indianapolis.** Students and teachers are invited to come make new friends and share ideas on fun, innovative activities.

FITNESS IS FUN!

INDIANA EMPLOYEE HEALTH AND FITNESS DAY

Can Your Company "FIT" Us In On May 15, 1991?

District Roundup . . .

Karen Howell, District Coordinator
Precious Blood School
1529 Barthold Street
Fort Wayne, IN 46808
(219) 424-4832

It was great to see so many at the state convention this year. The conference was a big success thanks to Betty Evenbeck. There were lots of exhibitors as well as a variety of presenters.

For the first time we held a district rally. Twelve districts were represented. We were able to fill a few positions in the districts, but not all. If anyone is interested please contact me or your district chairperson.

Everyone needs to be watching for information in the mail on spring workshops. District 7 will hold a workshop on April 10 at Indiana State University, and District 11 will hold one on April 22 at the University of Evansville. District 6 held a workshop in December featuring Peg Kiser and the PHATS program.

Remember, we will not be having a state convention next fall, but all districts will be holding fall workshops in 1991. In the spring we will be hosting the national convention in Indianapolis.

I would like to thank everyone that helped with the district rally and the people who attended. This made for a successful first rally.

Jump Rope For Heart . . .

Jim Zeiger, Coordinator
2557 Lafayette
Columbus, IN 47201
(812) 379-4921

Over 70 students from Most Precious Blood School skipped, hopped, and jumped ropes for two hours in the school gym to benefit the American Heart Association. The students, ages 9-13, set a pledge goal of $1,000, according to gym teacher Karen Howell.

IAHPERD Membership

THE PROFESSIONAL ORGANIZATION

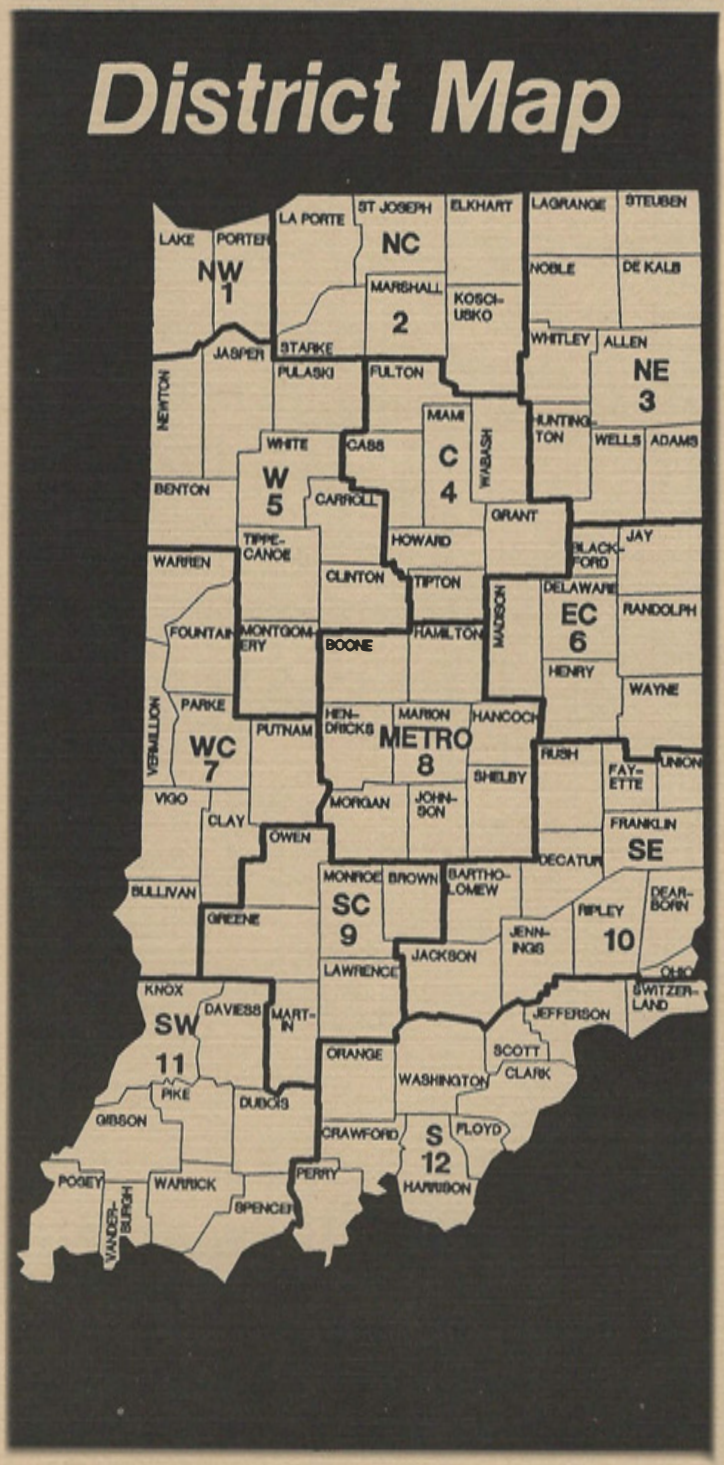
The Indiana Association for Health, Physical Education, Recreation and Dance is a voluntary professional organization dedicated to improving and promoting the quality of life in Indiana through school and community programs of health education, physical education, recreation, and dance.

The purposes of IAHPERD are as follows:

Research and Demonstration
To employ the necessary means to foster, advance, and promote the kind of research, studies, and demonstrations necessary to advance the fields of health, physical education, recreation, and dance.

Education and Training
To hold meetings and disseminate relevant educational information to members and to encourage training for the advancement of health, physical education, recreation, and dance.

Scholarships
To provide scholarships to deserving students preparing for careers in health, physical education, recreation, and dance.



IAHPERD MEMBERSHIP BLANK

Professional Membership _____ **$20.00**
Student Membership _____ **$10.00**

New Member _____
Renewal _____

District/County Code _____ (See Map) (No./Letter)
Date Rec'd (Mo.) _____ (Yr.) _____
Home Phone _____
Expiration Date: _____ (Office Use Only)

Mr.
Mrs.
Dr. (Print) Last First Middle/Maiden

Permanent/Mailing Address _____
(Print) Street City State Zip

MEMBERSHIP EXPIRES 1 YEAR FROM DATE DUES PAYMENT IS RECEIVED.

OPPORTUNITY FOR INVOLVEMENT

Involvement is the key word to making a contribution to your professional association. The IAHPERD provides an opportunity for involvement through the choices below and we encourage each of you to become active participants by serving on a committee or by holding an office. Please check any position listed below that interests you.

HELP NEEDED:
Would you be willing to become involved?
_____ District Level
_____ State Level
_____ Committee Involvement
_____ State Office
_____ District Leadership

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Share your ideas in the next issue!