

# The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 21, Number 1

WINTER ISSUE

1992

*Hal & Tom invite you to  
INDIANAPOLIS  
APRIL 7-11, 1992  
for the  
107th AAHPERD  
National Convention!*

- Inside This Issue -

- !A-FIRM-A-TIVE ACTION!
- Elementary Corner
- Fitness/Wellness Requirement at BSU
- Teach Us How to Teach
- and much more . . .



**DR. HAL "The Energizer" MORRIS**  
*President AAHPERD 1991-92*

# Indiana Journal

## for Health, Physical Education, Recreation and Dance

Volume 21, Number 1

Indiana Association for  
Health, Physical Education, Recreation and Dance

Winter, 1992

### Indiana AHPERD 1991-92 BOARD OF DIRECTORS

#### ELECTED OFFICERS

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 President-Elect\* ..... Pat Zezula  
 Past President\* ..... Dolores Wilson  
 Secretary\* ..... Karen Hatch

#### ELECTED DIRECTORS

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 Recreation .....  
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 Executive Director\* ..... Nick Kellum  
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 PEPI Coordinator ..... Peg Kiser  
 SAC Faculty Representative ..... Ed Schilling  
 State Department of Education ..... Barb Ettl, ex officio  
 State Department of Health ..... Kelly Nebel, ex officio

\*Executive Committee

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#### CHANGE OF ADDRESS

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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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(812) 894-2113 (home)

## Quality Through Professionalism . . .

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**Quality** is defined as a degree or grade of excellence.

**Profession** is defined as an occupation or vocation requiring training in the liberal arts or sciences and advanced study in a specialized field; the body of qualified persons of one specific occupation or field.

**Professional** is defined as a person practicing in a profession; or worthy of the high standards of a profession.

**Professionalism** is defined as professional status, methods, character, or standards.

If one used the above definitions he/she might translate *Quality Through Professionalism* to mean . . . a person engaged in an occupation or vocation requiring training in a specialized field, and worthy of excellence as judged by the high standards of his/her profession.

### PROFESSIONALIZATION

The process of **professionalization** causes one to gain professional qualities and/or status. **Professionalization** provides many benefits for the *individual* with specialized skills and competencies, the *profession*, and *society*. **Professionalism** enhances the likelihood that the individual practitioner, academic, and/or researcher will perform well the services needed by individuals, professional organizations, and groups in the society. Further, it increases the likelihood that the individual with specialized expertise will derive selected benefits, including a good standard of living, personal and professional respect, pride in one's own skills and competencies, and collegiality with fellow practitioners, academics, and researchers. Yet, **professionalism** depends upon a combination of individuals, organizations, and social institutions collaborating in the establishment and maintenance of high standards of practice.

### WHOSE RESPONSIBILITY IS IT TO DEVELOP PROFESSIONALS?

The responsibility of **professionalization** falls on the shoulders of four entities—*individuals* who aspire to be **professionals**, *higher education* that has the duty to challenge the minds of future **professionals**, *professional societies* that have the responsibility to assure that the **professional** maintains high levels of skill and competence, and *government agencies* who are charged to protect society and assure that **professionals** are indeed what they say they are.

**INDIVIDUALS** . . . who aspire to be **professional** and seek to assist society and obtain the advantages commonly accorded **professionals**, have the responsibility to crave high levels of skill and competence. They can acquire the levels of skill and competence desired by attending institutions of higher education that offer recognized professional preparation curricula; participating in student teaching, internships or cooperative education experiences; engaging in continuing professional development such as joining professional organizations, attending professional meetings, etc.; reading current professional literature; and exchanging formally or informally information that provides insights about new applications.

**HIGHER EDUCATION** . . . faculty within institutions of higher education have the responsibility to assure that professional preparation program(s) develop the skills and competencies needed by the professionals. They must maintain curricula that stress both sound fundamentals and contemporary wisdom; recruit promising students and stimulate their curiosity, unsettle their minds, widen their horizons, influence their intellects, allow them to *create freely*, and teach them to think logically; maintain their high levels of

skill and competence; and submit their program(s) regularly for review by professional credentialing agencies and governing boards responsible for protecting consumer interests.

**PROFESSIONAL SOCIETIES** . . . like the **Indiana AHPERD**, have the responsibility to guarantee that the individual professional maintains high levels of skill and competence. The **Indiana AHPERD** must strive to accomplish the following six tasks in an attempt to implement its responsibility in the quadrangular partnership between individuals, higher education, and government agencies to develop competent professionals:

- define the role(s) of our members;
- establish codes of ethics;
- maintain standards of practice;
- support agencies that provide quality assurance services, including credentialing of individuals and programs;
- develop position statements relating to a particular stance on an issue(s); and
- prepare applied strategic plans for each sub-discipline with accompanying five year plans.

**GOVERNMENT AGENCIES** . . . have a major interest in professionalism. They are obligated to protect the consumer from fraudulence and other misrepresentations. State agencies operate licensing programs for some professional practices (teachers) and provide funding and governance for many professional preparation programs (teachers, social workers, dental assistants, etc.). Both state and federal governments operate judicial systems which provide forums to settle legal questions related to professionalism.

**Professionalism** is strong in the United States because most individuals, institutions of higher education, professional societies, and governmental agencies recognize their critical roles in the shared responsibility for professionalism, and make sincere efforts to perform them fully. However, all parties must be continually cognizant of their roles and willing to remind others to do likewise in meeting the responsibility for professionalism.

The **Indiana AHPERD** must strive to complete its share

of the shared responsibility to professionalism by establishing and maintaining *all six tasks*, outlined earlier, within the next five years. If we do not, then the **Association** has *failed* to complete its share of the shared responsibility to the professions and professionals it represents.

## QUALITY THROUGH PROFESSIONALISM!

The time could be no more critical than it is now for this Association to come to grips with its role in society. The Association is a critical component in the development of strong, skillful, and competent professionals. The professions represented by the Indiana AHPERD need strong, skillful, competent professionals to lead their members through these troubled times at state, district, and national levels. The Indiana AHPERD *can and must* be held accountable for the development of professionals who are leaders. As professionals we should strive to do no less than this.

We, as members of a professional society, should strive to develop leaders within our profession who can and will do the following *right* things:

- treat everyone with respect and dignity;
- set the example for others to follow;
- be an active coach;
- maintain the highest standards of honesty and integrity;
- insist on excellence and hold others accountable;
- build group cohesiveness and pride;
- show confidence in others;
- maintain a strong sense of urgency;
- be available and visible;
- develop oneself to his/her highest potential; and
- above all, set a course and encourage others to follow, but not blindly, accepting the notion that modifications may be helpful course corrections in order to reach the final destination.

I am confident that the Indiana AHPERD leadership and membership can and will complete its share in the shared responsibility of developing professionals.

Share your ideas in  
the next issue!

# Message from the President-Elect . . .



Pat Zezula, Ed.D.  
Chair, Department of Physical Education  
Huntington, College  
Huntington, IN 46750  
(219) 356-6000, Ext. 2014 (office)  
(219) 672-2802 (home)

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Thank you for your vote of confidence at the October RA Meeting. I look forward to serving as President-Elect, and working with you as IAHPERD moves through the 1990s and we look to the year 2000!

The Indiana Association for Health, Physical Education, Recreation and Dance continues to serve the membership of Indiana. I encourage each of you to support your profession and to become actively involved in IAHPERD.

Two IAHPERD scholarships are described in this issue of the *Journal*. Please read the announcements and give the information to someone you know that would be deserving of the award. YOUR input is important.

My hope is that as the 1990s evolve, YOU will become even more involved and committed to IAHPERD. So, LET'S MAKE BETTER USE OF IAHPERD . . .

IAHPERD exists to provide YOU with the opportunity to become a better professional.

IAHPERD needs to hear from YOU. What can IAHPERD do to help you?

IAHPERD is made up of people who have volunteered their time to work together, and they are ready and willing to help YOU.

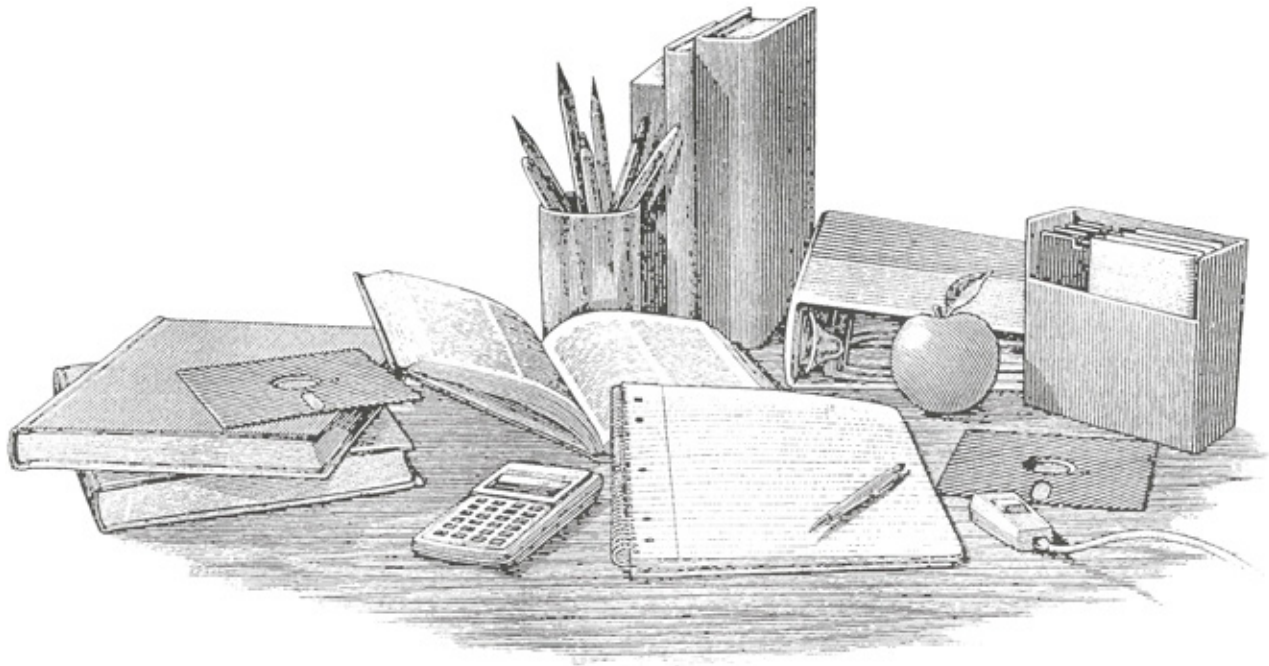
LET'S WORK TOGETHER to be the best that IAHPERD can be.

Pat and Tom request your presence in

**INDIANAPOLIS, April 7-11, 1992**

to celebrate our profession, meet new friends, and enjoy old ones while attending the national AAHPERD Convention. We encourage you to bring a colleague and have a GREAT educational experience.

Remember if you are a member of both Indiana AHPERD and AAHPERD your registration fee is reduced.



## NOTIONS from the Editor

(812) 237-2442

THOMAS "Tom" H. SAWYER, EDITOR  
Professor of Physical Education  
Indiana State University

(812) 894-2113

*This editorial is printed with permission from the JOPERD (Journal of Physical Education, Recreation and Dance), January 1992, p. 7-8. JOPERD is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia 22091.*

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# The Physically Illiterate Physical Educator: What Can Be Done?

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As the physical education profession enters the final years of the 20th century, a dark threatening cloud of uncertainty is emerging over the horizon. I believe there are two basic problems causing this uncertainty. The first is the continuing trend to diversify the profession into more and more specialized areas, and the second is the "physical illiteracy" of many of the younger practicing physical educators in public schools as well as those preparing to enter the teaching field. This editorial will be concerned about the latter problem—"physical illiteracy" of physical educators.

The entry level physical educator today is virtually "physically illiterate" and inadequately prepared to market and promote a "quality" physical education program to the public he/she serves! Everyone for years has worried about the functionally illiterate high school graduate (who cannot read, write, nor do simple mathematical calculations), and the nation has spent billions of dollars on the problem with little immediate success. Yet no one, not even the physical education professorate, has been overly concerned about the lack of physically educated physical education majors who



enter physical education teacher preparation programs across the nation.

It is appalling how physically inept these students are when they enter, and even more disturbing is their low skill level when they graduate. Many physical education teacher preparation programs have set academic standards (2.5 GPA) for successful completion of the curriculum. Yet few have set standards for physical skill ability. Nor have the programs established what skills are most important for future generations to learn to be a physically educated person. Even though NASPE has stated what a physically educated person is (1989) and developed program guidelines for NCATE accreditation (1986, 1991), very few programs or state departments of education have translated this information into curricular changes or certification requirements.

Thirty years ago, entering students were not only screened for academic ability but also for skill aptitude and fitness. If they failed to meet minimum standards they were not accepted into the program. However, if a student were borderline, he/she was accepted conditionally and placed into non-credit remedial classes until they met the standards. Further, students had to pass a fitness examination annually or be placed into a remedial class. The students prior to graduation had taken over 30 activity classes and maintained a 3.0 skill GPA or higher.

Today, students are not pre-tested for skill aptitude or fitness, nor do they have to pass an annual fitness test. They do not have to earn a specific skill GPA, nor do they take nearly as many skills (less than 12). Many students take fewer than six skills courses and few take more than 12. Very few programs require swimming (water safety instructor, lifeguard, or lifeguard instructor), multiple courses in gymnastics, dance, diving, and field sports such as lacrosse and field hockey.

The physical education teacher preparation curriculum of 30 years ago had a science component consisting of nine or less semester hours (17% of the total curriculum) and a skill component of 16 hours (31%). Today, curriculums contain at least 21 hours of science (40%) and a skill component of eight hours or less (15%). The increase in the science components within curriculums has reduced dramatically (50% or more) the emphasis on skill-related courses. Has the increase in science requirements improved the quality of graduating physical education teachers? Many students feel they have gained very little practical useful information that can be applied to teaching situations from these courses.

It appears that much of the science taught in physical education teacher preparation curriculums is not application-based but rather research-oriented. Most students have not learned how to apply the basic concepts to the classroom. They do not understand the scientific concepts; therefore, they cannot bridge the gap from raw research to application in the real world of teaching children.

It is time the profession seriously began to look at the physical education teacher product being produced throughout the United States. The NCATE/NASPE guidelines are

a start but not the total solution. It might be useful for the physical education professorate to consider the following changes in standards and curriculum emphasis for future public school physical educators.

#### STANDARDS:

- Each entering physical education teacher education student must be able to pass a health-related physical fitness test and a sport-related aptitude test.

These tests and standards should be developed by a national committee and monitored by NASPE for uniformity.

- Each student should be required to pass annually a health-related physical fitness test. Those that fail would be placed into a remedial non-credit class until they can meet the standard.
- Each student should be required to meet a specific skill GPA for courses taken, such as 3.0.

#### THE PROFESSORATE:

- The physical education teacher education professorate should be composed of only those professionals who have taught for a minimum number of years (3-5) physical education in the public schools and have a B.S. in physical education teacher education.
- The current physical education teacher education professorate should be required to return to the public schools for brief periods once every 3-5 years.
- The professors who teach the required science courses should be required to spend time in the public schools teaching children, so they can better understand how to teach future teachers how to apply the scientific principles they understand so well. Currently many of these professors teaching the scientific aspects have not earned bachelor degrees in physical education, nor taught in the public schools.
- Teaching *skill courses* has become a second-class function in the physical education professorate today. This must change if the profession is to survive. Make no mistake about it: **physical** education is a performance-based field, which always has movement processes and outcomes at its heart. HPERD administrators must not berate physical activity courses by rewarding their best faculty members by promising them they will "never again have to see another physical education class." We must not forget that the *physical* in physical education is what we are all about. All members of the physical education professorate should teach physical activity courses, and not have these classes assigned to graduate assistants.

#### CURRICULAR CONCERNS:

- The physical education teacher preparation curriculum should contain more basic skill courses in order to improve the future physical educator's skill aptitude level and meet the definition of a physically educated person.

- Each student should be required to join the state and national AHPERD and attend at least one conference per year at any level of their choice.
- The science core requirement should be reviewed in relation to content and instructional emphasis. The goal of these courses should be to prepare students to bridge the gap between raw research and practical application in the public school classroom.
- Each student should be required to complete a course designed to teach them how to market and promote the public school physical education program.

The future of public school physical education is dependent upon those who design preparation programs and teach within them. If physical educators are not prepared properly through physical education teacher preparation programs by an experienced, competent, and “*physically literate*” physical education professorate, the future of physical education at all levels will be in great peril. Physical educators are in the business of teaching “*physical*” skills to students of all ages, and they must possess a very high level of “*skill*” aptitude in a wide variety of “*physical*” activities. The profession cannot continue to accept the “*physical illiterate*” if it wants to survive the 20th century.

The professional commitment should be to produce quality physical educators for public schools with a high level of “*physical*” skill aptitude, who can market and promote their quality physical education programs within their communities. If the profession is successful in preparing quality physical educators who are “*physically*” literate, “*physically*” fit, and are able to market and promote their well-defined health-related public school programs, it will not become a target when financial austerity hits states. Strong health-related public school programs led by competent physical educators will survive tough times and prosper during good ones.

The physical education professorate must make teaching “*physical*” activities a first-class function and a high-curricular priority. This action, and this action alone, will once again produce a “*physically literate*” entry-level physical educator who will be able to design a quality physical education, and will be able to make and promote that program within his/her community.

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## Quality Begins With Professionalism

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**WE** CAN MAKE A DIFFERENCE



### FRIENDSHIP IS A MATTER OF TIME

Friendship is really a matter of time . . .

The time that it takes to be kind,  
The time that it takes just to listen and talk,  
To help someone find peace of mind.

Friendship is really a matter of time . . .

The time that it takes to do a thoughtful and generous favor

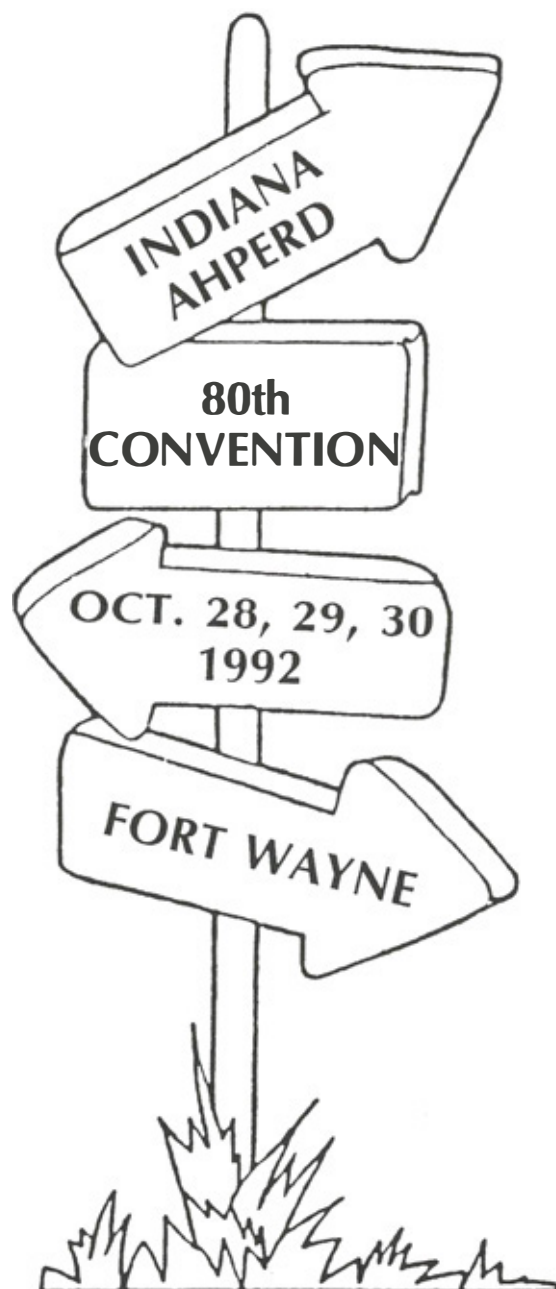
That wasn't expected of you,

The time that it takes just to answer a call . . .  
To let someone know that you're there.

Friendship is really a matter of time . . .

The time that you take when you care.

*God's love is at the heart of so many things you do—it's really a special blessing to have a friend like you!*  
—Amanda Bradley





# CALL FOR SCHOLARSHIP APPLICATIONS

## 1992 Jean Lee/Jeff Martin Collegiate Scholarship

IAHPERD will award a \$500 tuition scholarship for the 1992-93 academic year to a college junior or senior majoring in health, physical education, recreation or dance at an Indiana school. The scholarship is based on collegiate activities, professional competencies, potential as a HPERD professional, academic record, and financial need. The winner will be announced June 1, 1992.

**APPLICATION DEADLINE:** May 1, 1992. All materials must be postmarked by the deadline to receive Committee consideration.

### APPLICATION PROCEDURES:

1. Biographical information.
2. Official transcript.
3. List of collegiate activities, including but not limited to honors, awards, clubs, sports, committees, offices held.
4. Statement, to include (1) philosophy regarding your choice of major, (b) career plans, and (c) need for financial assistance
5. A letter of recommendation from two faculty members who are IAHPERD members. Faculty may send letters directly to the Committee.

### SEND MATERIALS TO:

Patricia Zezula  
President Elect/IAHPERD, Scholarship Chair  
Huntington College  
2303 College Avenue  
Huntington, IN 46750  
(219) 356-6000, Ext. 2014

## ATTENTION: 1992 High School Seniors

IAHPERD annually awards two \$400 scholarships to students graduating from Indiana high schools who plan to pursue a degree in health, physical education, recreation or dance at an Indiana college or university. (Other disciplines such as biology, nursing, pre-nursing, pre-medicine, and so forth do not receive priority consideration.) The award is based on scholastic record (academic and extra-curricular), demonstrated interest and professional promise in a HPERD-related discipline, and financial need. The award is applicable to tuition.

**APPLICATION DEADLINE:** April 1, 1992. Consideration cannot be given to applications which are incomplete or postmarked after the deadline.

### APPLICATION PROCEDURES:

1. Request a copy of application guidelines from your high school guidance counselor, or from the IAHPERD Scholarship Chair (address below). IAHPERD will mail application forms to Guidance Counselors on February 1, 1992. Applicants will submit biographical information, listing of high school activities, copy of transcript, two letters of recommendation, name of college, statements regarding career plans and financial need, and a letter from the high school principal.
2. Submit all application materials by the deadline to:  
Patricia Zezula  
President Elect/IAHPERD, Scholarship Chair  
Huntington College  
2303 College Avenue  
Huntington, IN 46750  
(219) 356-6000, Ext. 2014
3. Announcement of awards will be mailed to all applicants on April 29, 1992.



BE ONE OF  
TOMORROW'S LEADERS

# OPPORTUNITIES FOR SERVICE ON IAHPERD BOARD

The Nominating Committee of the Indiana Association for Health, Physical Education, Recreation and Dance requests suggestions for nominations for Board of Director positions listed below. A slate of candidates will be developed, and the election of officers will take place at the October 1992 IAHPERD Conference in Fort Wayne. Self-nominations are welcomed. Submit nominations **by May 1, 1992** to:

Dr. Tom Sawyer, President/IAHPERD  
Chairman, Nominating Committee  
Department of Physical Education  
Indiana State University  
Terre Haute, IN 47809 (812) 237-2442

## PRESIDENT-ELECT

Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Address \_\_\_\_\_

## VICE PRESIDENT-ELECT/DANCE

Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Address \_\_\_\_\_

## VICE PRESIDENT-ELECT/GENERAL DIVISION

Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Address \_\_\_\_\_

## VICE PRESIDENT-ELECT/HEALTH & SAFETY

Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Address \_\_\_\_\_

## VICE PRESIDENT-ELECT/PHYSICAL EDUCATION

Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Address \_\_\_\_\_

## VICE PRESIDENT-ELECT/RECREATION

Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Address \_\_\_\_\_

## VICE PRESIDENT-ELECT/SPORTS & ATHLETICS

Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Address \_\_\_\_\_

## SECRETARY

Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Address \_\_\_\_\_

# IAHPERD Awards

**DEADLINE: May 1, 1992**

The Indiana Association for Health, Physical Education, Recreation and Dance annually recognizes excellence among our professional colleagues through the Association Awards. Members of the IAHPERD are encouraged to nominate worthy recipients. The awards will be presented at the 1992 Fall IAHPERD Conference. Please send your nominations on this form to:

Daymon L. Brodhacker  
Chairman, Awards Committee  
6402 West 11th Street  
Indianapolis, Indiana 46214

III. **Association Honor Award.** The highest recognition for outstanding service to the Association.

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A. Eligibility of candidates for the Honor Award depends on these qualifications:

- 1) Must be a member of the IAHPERD and AAHPERD when nominated.
- 2) Must be at least 30 years of age.
- 3) Should have a minimum of five years experience as a teacher or supervisor, or combination of the same in health, physical education, recreation, or dance.

B. In addition to meeting each of the above requirements, the candidate must satisfy at least five of the following conditions:

- 1) Rendered contributions through the Association in the nature of "plus" services.
- 2) Rendered contributions through meritorious service to the profession.
- 3) Rendered contributions through distinctive leadership in one of three fields.
- 4) Presented ten or more addresses, lectures, and/or demonstrations before groups promoting health, physical education, recreation, and/or dance.
- 5) Published articles for handbooks, newspapers, or magazines.
- 6) Engaged in systematic research which has advanced the profession.
- 7) Authored or co-authored one or more books in health, physical education, or dance.
- 8) Held office, IAHPERD.
- 9) Served as chairperson of a section in the state or district association.
- 10) Contributed something original to the profession by virtue of fulfillment of the teaching assignment.

III. **Leadership Recognition Award.** For outstanding contributions in a given discipline in terms of program development which advanced the profession.

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- A. Disciplines such as: health, education, safety education, physical education, recreation, and dance.
- B. School or college teachers, supervisors, or administrators.

III. **Special Contribution Award.** To be made to persons outside our fields who have made outstanding contributions to one or more disciplines in our combined fields.

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- A. Examples are: school administrators, physicians, nurses, teachers in other disciplines, community service leaders, dentists, community leaders, mass media leaders, specialized agency personnel, and military personnel.

IV. **Young Professional Award.** Recognition for outstanding service to the profession.

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- A. Eligibility of candidates for the award depends on:
  - 1) Active member of IAHPERD for a minimum of two years.
  - 2) Less than 35 years of age when nominated.
  - 3) Currently serving in a professional role in health, physical education, recreation, athletics, and/or dance.

B. In addition to meeting each of the above requirements, the candidate must satisfy at least three of the following criteria:

- 1) Contributed through the Association in the nature of "plus" services.
- 2) Contributed through meritorious service to the profession.
- 3) Contributed distinctive leadership in one of five fields.
- 4) Delivered two or more addresses before groups promoting health, physical education, recreation, or dance.



# NASPE AWARDS

DEADLINE: MAY 1, 1992

These awards are initiated at the state level. The State winner is eligible for the Midwest award. The Midwest winner becomes eligible for the National award.

## 1. SECONDARY PHYSICAL EDUCATOR OF THE YEAR AWARD

The candidate must be a secondary school physical education teacher (grades 7-12) with a minimum of three years' experience.

- Criteria:**
1. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students;
  2. Utilizes various teaching methodologies and plans innovative learning experiences;
  3. Conducts a balanced and sequential curriculum;
  4. Assumes responsibility for his/her professional growth; and
  5. Evidences professional commitment through membership and involvement in local, state, and national physical education organizations.

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

RETURN TO: Daymon L. Brodhacker  
Chair, Awards Committee  
6402 West 11th Street  
Indianapolis, IN 46214

## 2. ELEMENTARY SCHOOL PHYSICAL EDUCATOR OF THE YEAR

The candidate must be an individual who has major responsibility for teaching physical education in grades K-6 for a specific school or school system.

- Criteria:**
1. Has had a minimum of six years' teaching experience at the elementary school physical education level and is presently employed as a teacher;
  2. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students;
  3. Utilizes various teaching methodologies and plans innovative learning experiences to meet individual student needs;
  4. Conducts a balanced and sequential curriculum that reflects an understanding of child growth and development;
  5. Assumes responsibility for his/her professional growth; and
  6. Evidences commitment to the education professions by having served on state/regional/national committees and/or having presented workshops or programs at these levels.

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

RETURN TO: Daymon L. Brodhacker  
Chair, Awards Committee  
6402 West 11th Street  
Indianapolis, IN 46214

# STRATEGIES

A JOURNAL FOR PHYSICAL AND SPORT EDUCATORS

# NDA AWARD

## K-12 DANCE EDUCATOR OF THE YEAR

DEADLINE: MAY 1, 1992

This award is initiated at the State level. The State winner becomes eligible for the Midwest award. The Midwest winner becomes eligible for the National award.

**Criteria:** For the purpose of this award, a dance educator is defined as an individual who has major responsibility for teaching dance in grades K-12 (aerobic dance will be omitted from consideration).

The candidate must be an elementary, middle school, junior high, or senior high teacher with a minimum of three (3) years teaching experience.

In addition, the teacher must show evidence of effective teaching in the following ways:

1. Teaching creatively and using various methodologies.
2. Promoting an understanding of dance as a creative art through the discussion of aesthetics of students' own works and/or the works of others.
3. Emphasizing the significance of dance as an integral cultural component that enables students to understand their own cultural heritage as well as others.
4. Presenting a balanced and sequential curriculum based on developmental, social, and psychological needs of the students.
5. Encouraging an appreciation of dance as a performing art through viewing the live and/or filmed works by professional dance companies.
6. Providing opportunities for students to share their creative works with appropriate audiences.
7. Showing professional commitment through membership and active participation in local, state, and/or national dance organizations.
8. Serving as a positive role model for students.

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

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Chair, Awards Committee  
6402 West 11th Street  
Indianapolis, IN 46214

***MARK YOUR CALENDAR TODAY!***  
***80th Indiana AHPERD Convention***  
***FORT WAYNE***  
***OCTOBER 28-29-30, 1992***

# IAHPERD AWARD

## OUTSTANDING STUDENT AWARD

DEADLINE: MAY 1, 1992

To be presented for outstanding service to the profession by a student member of the Association who is currently enrolled in an Indiana institution of higher learning.

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

RETURN TO: Daymon Brodhacker  
Chair, Awards Committee  
6402 West 11th Street  
Indianapolis, IN 46214

- A.** Eligibility of candidates depends upon these qualifications:
1. Must be a student member of the IAHPERD when nominated.
  2. Must be currently enrolled in an Indiana college or university at the time nominated.
  3. Must be a major or minor in health, physical education, recreation, or dance.
- B.** In addition to the above requirements candidate must satisfy at least three (3) of the following criteria:
1. Rendered contributions through meritorious service to the profession.
  2. Rendered contributions through distinctive leadership to the profession.
  3. Held office on the IAHPERD Student Action Council.
  4. Shown evidence of contributions to candidate's own professional growth.
  5. Conducted systematic research which has helped advance the profession.
  6. Participated in state, district, or national Association programs, workshops, clinics, or demonstrations of an educational nature.

---

*The following is dedicated to every little boy and girl we have ever taught, do teach, and will teach. . . kids are NUMBER 1...what would we do without them?*

### MUFFIN'S SMILE

There have been a lot of people I have met in my life,  
But there's a girl that I know who stands out in my mind.  
I think of her and I think of all that she means to me  
But there's just one thing that I know, one thing especially.  
When I think of all the times I've needed her to hear,  
She always listened with her heart, she always held me near.  
How I wish that I could give her what she gave to me.  
How I love Muffin's smile, Muffin's smile. . .  
A smile that seems to warm my heart in the midst of trials. . .  
A smile that I just can't forget even through the miles. . .  
A smile that always tells me that she really cares.  
And even though she won't be here, my heart she'll always share,  
'Cause I love Muffin's smile, Muffin's smile, Muffin's smile.  
I love you. . . so, Muffin, smile.



# To Your Health . . .

## **!A-Firm-A-Tive Action! ISU's Le Club: An Unequaled Student Health Opportunity**

Kelly Koerner, M.A., ACSM  
Indiana State University  
Student Health Promotion  
Terre Haute, IN  
(812) 237-3933

by

Jerome Kotecki, M.S., CHES  
Indiana University  
Department of Applied Health Science  
Bloomington, IN  
(812) 335-3627

### **INTRODUCTION**

Student health promotion programs are generating enthusiasm and interest among university students and administrations on campuses across the nation. A predominant reason is that the college years offer a unique opportunity for influencing young people. The environment alone provides a setting in which formerly-held attitudes, values, and beliefs can be challenged and modified. The university setting also provides many opportunities for both frequent and repeat involvement.

To meet the needs of students at Indiana State University, the Department of Student Health Promotion (SHP) was established in 1987 for the provision of proactive health care within the Student Health Center. One component of the Student Health Promotion department is the Lifestyle Enhance-

ment—or Le Club (LEC)—program. While the philosophical focus of SHP is similar to that of many wellness programs (i.e., holistic well-being), the Le Club program provides a unique means by which to foster adherence to health-enhancing behaviors.

The purpose of this article is to provide a detailed description of the Lifestyle Enhancement program, as each LEC satellite site has become not only a focal point of student interaction, but stands as a visible symbol of ISU's concern for and commitment to student wellness.

### **WHAT IS Le CLUB?**

The Le Club program is a cooperative effort between Student Health Promotion, Residential Life, and Student Life. This program serves to complement those services provided



*Students enjoy using computerized equipment in Le Club.*

by the Division of Student Affairs, as well as those by the Department of Recreational Sports (located within the School of Health, Physical Education, and Recreation). Yet, the Le Club program provides a distinct campus milieu.

It has been demonstrated that lifestyle changes can best be facilitated through a combination of efforts which seek to (a) enhance awareness, (b) change behavior, and (c) create supportive environments. Of these, supportive environments may have the greatest potential for producing lasting change (O'Donnell, 1989). Research has shown that behaviors which are not well-established or consistently maintained are often-times short-lived.

For this reason, the Le Club program attempts to reinforce healthy lifestyle behaviors, in addition to enhancing awareness and changing behavior. It seeks to provide students with an environment that is conducive to participation on a regular and continuing basis.

### FOSTERING COMMITMENT

The philosophy of the Lifestyle Enhancement program is one of "self-responsibility for individual well-being." As pointed out by Travis (1981), "wellness is the right and privilege of everyone. . . [furthermore,] the wellness paradigm calls for options, individuality, and choices freely made."



*Students from all over campus find Le Club a nice place to interact while exercising.*

For this reason, ISU students are not required to join Le Club, but are given a choice, as there are other programs and facilities available on campus which offer both fitness

and wellness activities. Those who elect to participate in the LEC program, however, are charged a minimal membership fee. This fee serves to not only fund program expansion, but to foster each member's sense of commitment to the program. As reported by O'Donnell & Ainsworth (1984), participants tend to value more highly their investment in a program when membership fees are charged than when they are not.

Le Club membership privileges also allow for unrestricted use of all three facilities. Each center is open an average of 46 hours per week, which facilitates regular and continued participation. In addition, the hours of operation for each facility have been varied so as to cater to the diverse needs of members. Lastly, members can attend any program offered by Student Health Promotion as often as they like.

### AN AESTHETIC AND SUPPORTIVE ENVIRONMENT

Each LEC satellite site was primarily selected on the basis of student accessibility. Two of the facilities are situated in what were formal lounge areas of two residential halls. The third facility is located in a newly renovated Student Union. Collectively, these facilities provide for over 15,000 square feet of student interaction, and yet each is unique in terms of its facility design, programming, and equipment. A conscious effort was made to facilitate student interaction by providing members with a variety of settings. In this way, commuter student and inter-residence hall participation has been enhanced.

Aesthetically, the Le Clubs promote a sense of spaciousness and are inviting to the user. Special attention has been paid to such environmental factors as lighting, ventilation, and traffic flow. For example, studies have indicated that lighting can influence mood. Depending on the quality of its design, lighting can enhance performance or discourage participation (O'Donnell & Ainsworthy, 1984). In the Le Clubs, soft lighting has been used in the Relaxation/Stress Management rooms, whereas track lighting has been installed in the fitness areas.

Light color tones, high ceilings, and glass walls extending 20 feet in height serve to create a sense of openness. Bold carpet and upholstery colors accentuate those of the surroundings. Brick fireplaces, foliage, and artistic paintings also provide a finishing touch.

Lastly, student Monitors help to maintain an atmosphere conducive to social interaction, rather than threatening or intimidating to new participants. At all times, these individuals actively assist and support LEC members in the attainment of their lifestyle goals by (a) sharing their knowledge of the program, (b) providing words of encouragement, and (c) enforcing safety regulations.

### QUALIFIED STAFFING

The Assistant Director/Fitness Coordinator of SHP oversees full operation of Le Club, its programs, and its staff. Minimal requirements for the position include a masters degree from some health-related field and certification by the American College of Sports Medicine. In addition, a graduate student from the School of HPER is hired by the Division of Student Affairs to assist the Director of Le Club. This individual serves as Le Club Manager and provides direct



supervision to approximately 35 undergraduate students who are employed as both Monitors and Aerobic Instructors.

Staff training and development is also considered essential to running this quality program; thus, Le Club personnel are required to maintain current certification in CPR and to participate in a 10-hour training program. Both lecture and role-playing exercises are incorporated in this training program to provide employees with both the skills and information necessary for fulfilling job expectations in a competent, consistent, and timely manner. Finally, all personnel must successfully pass a comprehensive examination, which is based upon materials contained in the program training manual.

Throughout the year, additional staff development programs and team building exercises (i.e., field trips to other corporate and community fitness facilities), are offered. Furthermore, student personnel receive both mid-semester and end-of-semester performance evaluations. These are conducted in order to evaluate the long-term effectiveness of training seminars and to identify any areas of weakness which might need to be addressed at future workshops. Lastly, performance evaluations, spot checks, attendance and punctuality are all considered—in addition to peer review—for the selection of a “Monitor-of-the-Year” recipient.

#### STATE-OF-THE-ART EQUIPMENT

The Le Club facilities have been designed to promote activity among all students. For this reason, exercise equipment that is user-friendly and non-intimidating in appearance has been installed. To ensure a well-balanced, total-body workout, the following pieces of equipment were purchased over a five-year time span:

- 20 pieces of resistance machines
- 20 free weight stations
- 8 computerized bikes
- 14 stationary bikes
- 6 rowing machines
- 4 computerized stair climbers
- 1 computerized rower
- 1 computerized treadmill
- 3 large screen TVs.

#### ENHANCING AWARENESS

All new members are required to complete a comprehensive health assessment prior to engaging in any program-related activity. This assessment, which is conducted in and by the department of Student Health Promotion, serves three primary purposes; it serves to (1) provide students with baseline information against which they can measure future progress, (2) motivate students by helping them establish reasonable and attainable wellness goals, and (3) educate students about wellness-related concepts (ACSM Guidelines, 1991).

The LEC Health Assessment involves:

##### Physiological Testing

- Height and weight
- Blood pressure
- Cholesterol screening
- Body composition
- Cardiorespiratory endurance
- Muscular strength

- Muscular endurance
- Flexibility

##### Paper and Pencil Instruments

- Strain response questionnaire
- Physical activity readiness questionnaire (PAR-Q)
- Health risk appraisal (healthier person)
- Alcohol and other drug usage survey (confidential)
- Nutrition checklist
- Waiver of liability

Following the Health Assessment, all members must attend an Orientation Session to (a) receive the results of their health assessment, (b) observe a demonstration of the equipment, and (c) learn about the various programs and services which are available through SHP. Individualized health assessment results are presented in the form of a six-page computerized printout which contains standardized guidelines for both the modification of health-risky behaviors and the improvement of health-enhancing ones.

Changes in participant health status are measured via follow-up reassessments. This service is free of charge and may be obtained by LEC members at any time throughout the year. Other educational programs are also available and include:

- Aerobic Dance (15 classes offered per week, including bench aerobics; VCRs and aerobic dance/exercise tapes for individual use)
- Weight Control and Nutrition/Eating Disorders
- Body Sculpting (for personalized exercise prescription)
- Sexuality Programs (addresses STDs, HIV/AIDS, and contraception; referral services)
- Alcohol and Other Drugs

#### FUNDING SOURCES AND UNIVERSITY SUPPORT

A program of this magnitude demands that an integrated working relationship exists among different departments within the Division of Student Affairs, as well as a willingness to share funding responsibilities.

An example of such inter-departmental cohesiveness is exhibited in Figure 1 (see next page). As demonstrated, a multitude of sources have committed monies for the purchase of LEC equipment. Similarly, other LEC financial obligations have been met by these funding sources, although to varying degrees (i.e., for programming, personnel, assessment materials, utilities, marketing and promotion).

#### PROGRAM EVALUATION

To date, the following methods have been used to evaluate the LEC program: membership summary reports, daily usage patterns, and End-of-the-Year Member Evaluations.

As revealed by Membership Summary Reports, Le Club membership has increased an average of 33% during each of the past five years (see Fig. 2, next page), although during this period enrollment at ISU has remained fairly constant.

Daily usage data has been used to describe participant demographics, as well as to identify those programs of primary interest and peak hours of usage. Thus, this information has proven particularly beneficial to the determination of Le Club's hours of operation and future program offerings.



## Funding Sources Equipment for Le Clubs

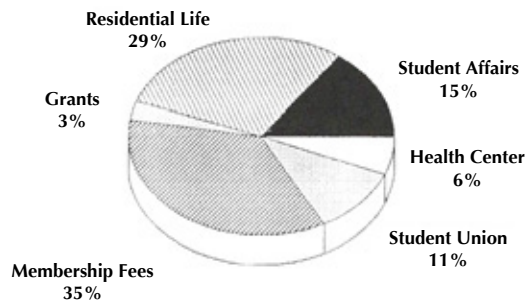


Figure 1 (Purchases over 5 year period)

Membership surveys are conducted annually with the following results being most notable: (a) over 85% of the members feel that the LEC program has had a positive impact upon lifestyle behaviors; (b) over 90% of Le Club members perceive the health assessment/orientation process to be beneficial, that is both educational and motivational

## Le Club Membership

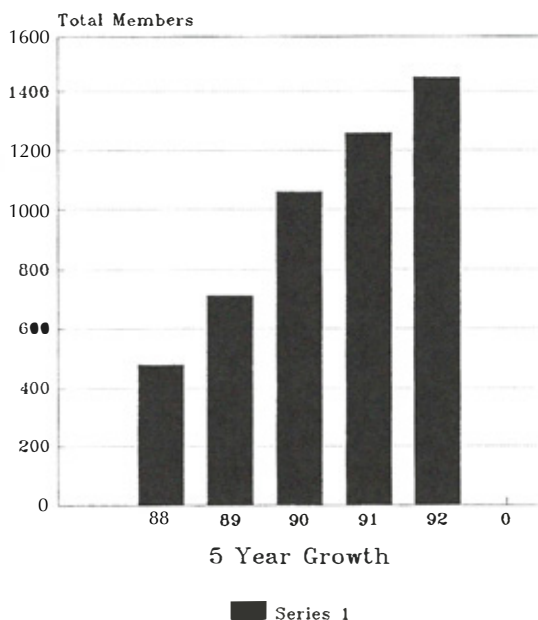


Figure 2

in nature; and (c) over 85% of the members feel the initial health assessment should be required of students in order to join Le Club.

Collectively, this information has provided upper administration with the justification necessary for continued program support, as well as evidence that students are adhering to the program. In the future, an investigation into the various relationships existing between Le Club participation and such factors as retention, academic achievement, disciplinary infractions, and long-term health status will be conducted.

### SUMMARY

These structures have shown great utility, and there is little doubt that the LEC program has played an important role in influencing both students' attitudes toward and knowledge of health-enhancing behaviors; it is anticipated that the knowledge and skills acquired by participants will enable them to make better informed lifestyle decisions both now and in the future.

The establishment of a program which actively and consistently promotes healthy behaviors greatly enhances a university's chances that wellness objectives will be met. At Indiana State University, Le Club facilities have become a focal point for healthy student interaction, as well as an important means by which to promote the wellness ideal throughout campus.

### REFERENCES

- O'Donnell, M. (1989). "Definition of Health Promotion, Part III: Expanding the Definition," *American Journal of Health Promotion*, 3(3), 5.
- O'Donnell, M., and Ainsworth, T. (1984). *Health Promotion in the Workplace*. New York: John Wiley and Sons.
- Ryan, S.R., and Travis, J.T. (1981). *Wellness Workbook*. Berkeley: Ten Speed Press.
- Guidelines for Exercising Testing and Prescription*. (1991). American College of Sports Medicine, 4th ed. Lea and Febiger.

### THOUGHT FOR THE MONTH . . .

#### DON'T QUIT!

When things go wrong as they sometimes will,  
 When the road you're trudging seems all uphill,  
 When the funds are low and the debts are high,  
 And you want to smile, but you have to sigh,  
 When care is pressing you down a bit,  
 Rest if you must, but don't you quit!  
 Life is queer with its twists and turns,  
 As everyone of us sometimes learns,  
 And many a failure turns about  
 When he might have won had he stuck it out.  
 Don't give up though the pace seems slow—  
 You may succeed with another blow.  
 Success is failure turned inside out,  
 The silver tint of the clouds of doubt,  
 And you can never tell just how close you are,  
 It may be near when it seems so far—  
 So stick to the fight when you're hardest hit.  
 It's when things seem worst that you must  
 not quit!

# CALL FOR PROGRAM PROPOSALS, Fort Wayne, IN IAHPERD STATE CONFERENCE, OCTOBER 28-30, 1992

Instructions: Type or print all information listed below. Provide "final draft" information. Submit only one presentation per form. Final decisions for program assignments rest with Program Council Chair.

1. This proposal is being submitted to: \_\_\_\_\_  
Division Section

2. Program Description: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Type of Program: (Circle) Lecture Panel Demonstration Workshop  
 Other (describe) \_\_\_\_\_

4. Program Title: \_\_\_\_\_

5. Attach a brief description fo the program which includes: a) the purpose of the program; b) the intended audience; c) method of presentation

Length of Program: Indicate the categories into which you feel your presentation would best fit  
 \_\_\_\_\_ 45-minutes (morning wakeup)  
 \_\_\_\_\_ 50-minute (regular session) \_\_\_\_\_ 1 hr. 50 min. mini-workshop  
 \_\_\_\_\_ 3-1/2 hr workshop

6. Submitted by: \_\_\_\_\_

MAIL TO:

Name: \_\_\_\_\_

DOLORES WILSON

Address: \_\_\_\_\_

PROGRAM COUNCIL CHAIR

City, State, Fax \_\_\_\_\_

4611 W - 100 N

Work Phone: \_\_\_\_\_

BLUFFTON, IN 46714

(219) 434-2460

Home Phone: \_\_\_\_\_

(219) 694-6238

7. Describe your background and qualifications to present this program. (Attach additional sheet if necessary.) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. Presenter Acknowledgement: I understand that if my proposal is accepted for presentation at the 1992 state conference that I will be required to register for the convention at the registration fees.

Signature: \_\_\_\_\_

**\*\*PROPOSALS MUST BE POSTMARKED BY APRIL 1, 1992.\*\***

# State of the Profession . . .



Barbara A. Passmore, Ph.D.  
Associate Dean  
School of Health, Physical Education and Recreation  
Indiana State University  
Terre Haute, IN 47809  
(812) 237-3113

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Over the last three years, presentations on the "State of the State Teacher Education" have occurred at the IAHPERD Conference. Last October, participants at the Indianapolis presentation overwhelmingly supported a future conference to discuss curricula in regards to current state standards, NASPE/NCATE standards, etc. In December the IAHPERD Board of Directors approved sponsorship for a 1½ day conference at Turkey Run in February. Representatives from 20 physical education teacher education programs attended.

As a result of that meeting, recommendations were developed for revision of the Indiana Teacher Education Certification Standards. These recommendations, listing suggestions for change in teacher preparation coursework, were submitted to the Indiana State Department of Education.

Under the direction of Warren Garner, D.O.E. Senior Officer of the Center for Professional Development; Joan Rose, D.O.E. Director of Teacher Education; and Barb Ettl, D.O.E. Physical Education Consultant, a committee composed of higher education personnel, public education physical education teachers, and related administrators was convened. During this initial meeting, the group indicated interest in examining and reviving the Indiana physical education teacher licensing pattern. (It is important to note that this process has been completed for the principals and that physical education will be the first curricular area to be examined.)

During phase one, the committee developed physical education teacher education proficiencies using the new NASPE/NCATE guidelines as a reference. These proficiencies have now been revised and are currently being finalized.

In phase two, the higher education individuals on the committee met on November 15 to determine (1) if the licensing patterns should be changed, and (2) what coursework will be required for the major and minor degrees.

In phase three, recommendations will be made to the Indiana State Board of Education to amend the Administrative Code. If the recommendations to the Board of Education are accepted, the colleges and universities will have the teacher proficiencies as a reference in determining whether they are meeting the state's expectations for the education of teachers. This in turn will make higher institutions more accountable.

As information is available on these certification changes and other issues in regards to our profession, such as trends, loss of programs, and new certification standards in the HPERD fields, this column will attempt to keep you advised. If you have concerns or items which you are interested in presenting, please feel free to contact me about their publication.



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**SCHOOL OF PHYSICAL EDUCATION**

**INDIANA UNIVERSITY - PURDUE UNIVERSITY AT INDIANAPOLIS**

**GRADUATE ASSISTANTSHIPS**

---

**DEGREE:** Applicants may obtain a Master of Science in Physical Education

**OPPORTUNITIES:** Assistantships are available for individuals well-qualified to teach in the Physical Education Elective Program.

**REQUIREMENTS:** The candidate must be accepted by the Indiana University School of Health, Physical Education and Recreation. Applications for Graduate Study may be obtained by writing:

James J. Belisle  
Assistant Dean and Director of Student Services  
HPER Building, Room 111  
Indiana University  
Bloomington, Indiana 47405  
(812) 855-6720

**STIPENDS:** Stipends for Graduate Assistants include:  
Tuition remission for Fall and Spring semesters  
Salary for ten months

**NATURE OF APPOINTMENTS:** Appointments normally start on or about August 15 and are for one academic year. Assistantships are renewable for one additional year based upon evidence of quality teaching and academic performance.

**APPLICATIONS:** Applicants are urged to apply as early as possible. Application deadline is March 30, 1992 and personal interviews will be held in April, 1992.

Applications for the Graduate Assistantships at the School of Physical Education, IUPUI may be obtained by writing:

Associate Dean S. Sue Barrett  
School of Physical Education  
Indiana University-Purdue University  
at Indianapolis  
901 W. New York Street  
Indianapolis, IN 46202-5193  
Telephone: (317) 274-2248

# Honor Award 1991



Ruth Lester, left, and President Wilson.

The Honor Award is the highest recognition that can be bestowed upon a member of our Association. It is awarded for consistently outstanding service to the professions through our Association.

Our recipient this year has been an educator for 40 years at the secondary and collegiate level. Her highest earned degree comes from Indiana University, where in 1975 she earned her Physical Education Directorate Degree. Further, she holds a Master Instructor Rating from the Leighton-Barta National Tennis School for Teachers, is certified as a First Aid and Water Safety Instructor by the American Red Cross, and earned the Certificate of Completion in Supervision for Women at the National NAIA Convention in Kansas City.

She has held and holds membership in professional organizations that include AAHPERD, IAHPERD, Phi Kappa Epsilon, the National Education Association, the Kentucky Education Association, the Pennsylvania State Education Association, the American Association of University Women, the National Intramural Sports Council, the Midwest Association of Physical Education for College Women, the American Association of University Professors, Xi Eta Chapter of Kappa Delta Pi, and the Epsilon Chapter of the Delta Kappa Gamma Society International. She has also been a nationally-recognized official in basketball, field hockey, archery, and tennis.

Spanning a career of 40 years, you know that our recipient has had many professional responsibilities. According to contributors to her nomination for this award, each of her contributions has always been accomplished in an outstanding fashion. I personally vouch for her contributions, because as a 10 year member of the IAHPERD I have witnessed and been a recipient of her consistent and outstanding contributions.

As you might imagine, our recipient has been honored often. In addition to her receipt of certificates of service from IAHPERD, she has received the 20 Year Service Award from the American Red Cross, the Holland Scholarship Award from Delta Kappa Gamma, the Notable Americans Award, placement in Volume X of Who's Who of American Women and World Who's Who of Women in Education.

It is a high honor for me to present to you the recipient of the 1991 Honor Award, from Depauw University. . . Ms. Ruth Lester.

# 1991 Indiana Dance Educator of the Year



Left to right: President Wilson, Past-President Brodhacker, and Terry Whitt-Bailey.

The recipient of the 1991 IAHPERD Dance Educator of the Year Award received her Bachelor of Arts degree from Rutgers University/Douglass College in 1986 where she was the founder and director of the Minority Student Dance Ensemble, president of the Modern Dance Club, a member of the Rutgers University Danceworks, chair of the Minority Student Advisory Council, member of the Red Pine Honor Society, a counselor for the Douglass Emerging Leaders Program, and a Big Sister in the Douglass Big Sister/Little Sister Program. While at Rutgers/Douglass, she was the recipient of the Helen J. Creveling Academic Scholarship, the New Jersey Federation of Women Clubs Academic Scholarship, the Mason Gross School of the Arts Artistic Scholarship, the Madame C.J. Walker Academic Scholarship, the Paul Robeson Leadership and Academic Scholarship, and the Jewel Cobb Senior Recognition Award. She earned her Master of Arts degree in Dance Education/Dance History from UCLA in 1989 where she was an Aerobics Instructor for the UCLA Graduate Students Fitness Program, a member of the African Diaspora Club, the African-American Graduate Students Association, the UCLA Dance Company, the the UC Dance Theatre. She also was awarded a two-year graduate Opportunity Fellowship and two UCLA Summer Research Travel Grants.

She is an author, researcher, and presenter in her field. She has choreographed and been the principal dancer in many productions across the nation.

In her professional activity and service, she has served as Vice-President of the Dance Division for the IAHPERD, is a member of the International Dance Exercise Association Foundation, a member of the Excellence in Exercise Association, a member of Delta Sigma Theta Sorority, a member of the National Dance Association, and a member of the AAHPERD.

Her talents and abilities have been recognized by her receipt of the Outstanding Advisory Award, Outstanding Faculty Award, and IAHPERD's Outstanding Young Professional Award.

She is an Assistant Professor of Fitness and Dance at Ball State University, and is also the Dance Specialist for the Gifted and Talented Dance Program at Burriss Laboratory School.

It is certainly a high honor to present to you the 1991 IAHPERD Dance Educator of the Year Award recipient. . . Terry Whitt-Bailey.

# 1991 Elementary Physical Educator of the Year



Left to right: President Wilson,  
Past-President Brodhacker, and Noel Bewley.

The recipient of the 1991 IAHPERD Award for Elementary Physical Educator of the Year received his undergraduate degree from Franklin College and his masters degree from Indiana University. He has long held professional memberships in the IAHPERD and AAHPERD, and has served on various committees. He currently serves the Midwest AAHPERD as District Chairperson of the Elementary Division.

Our award recipient is a distinguished author and presenter in the field of elementary physical education. He has published "Winning Field Day Ideas" in the *IAHPERD Journal* and "Action Tag Games" in our *Newsletter*. He has provided presentations at workshops in IAHPERD Districts 1, 4, and 7, past IAHPERD and Midwest Conferences, and at the first ever Indiana Youth Fitness Festival this past spring.

In 1988, our honoree received the Indianapolis Public Schools Male Elementary Physical Education Teacher of the Year Award, and in 1989 that district's Above and Beyond the Call of Duty Award.

It is a distinct honor then to award the Elementary Physical Educator of the Year Award to . . . Noel Bewley of the Indianapolis Public Schools.

Share your ideas in  
the next issue!

# 1991 Secondary Physical Educator of the Year



President Wilson, left, and Peg Kiser.

Our honoree for this award has been a longstanding member of the IAHPERD. She also holds membership in AAHPERD and the American Health Association. She serves our state as a member of the Governor's Council on Physical Fitness and Sports, and is currently the PEPI Coordinator for the IAHPERD. She has also served as special events coordinator for the Governor's Council and AHA.

Her contributions to the field include numerous published articles and presentations at the local and national level. Her articles have appeared in the *IAHPERD Journal*, and her presentations have been at the Schwinn National Fitness School, the International Congress on Fitness, Nutrition, and Sport for All, district workshops for IAHPERD, state conventions for the IAHPERD and the Indiana Middle School Association, state conferences in Ohio for the Department of Education and Health, and at the National Convention for the Middle School Association.

Her undergraduate and graduate degrees were earned at Ball State University. She has progressed in her professional career to Department Coordinator for Physical Education at her school. Her professional growth led to the co-development of the immensely popular program, Physically Healthy and Technically Sound.

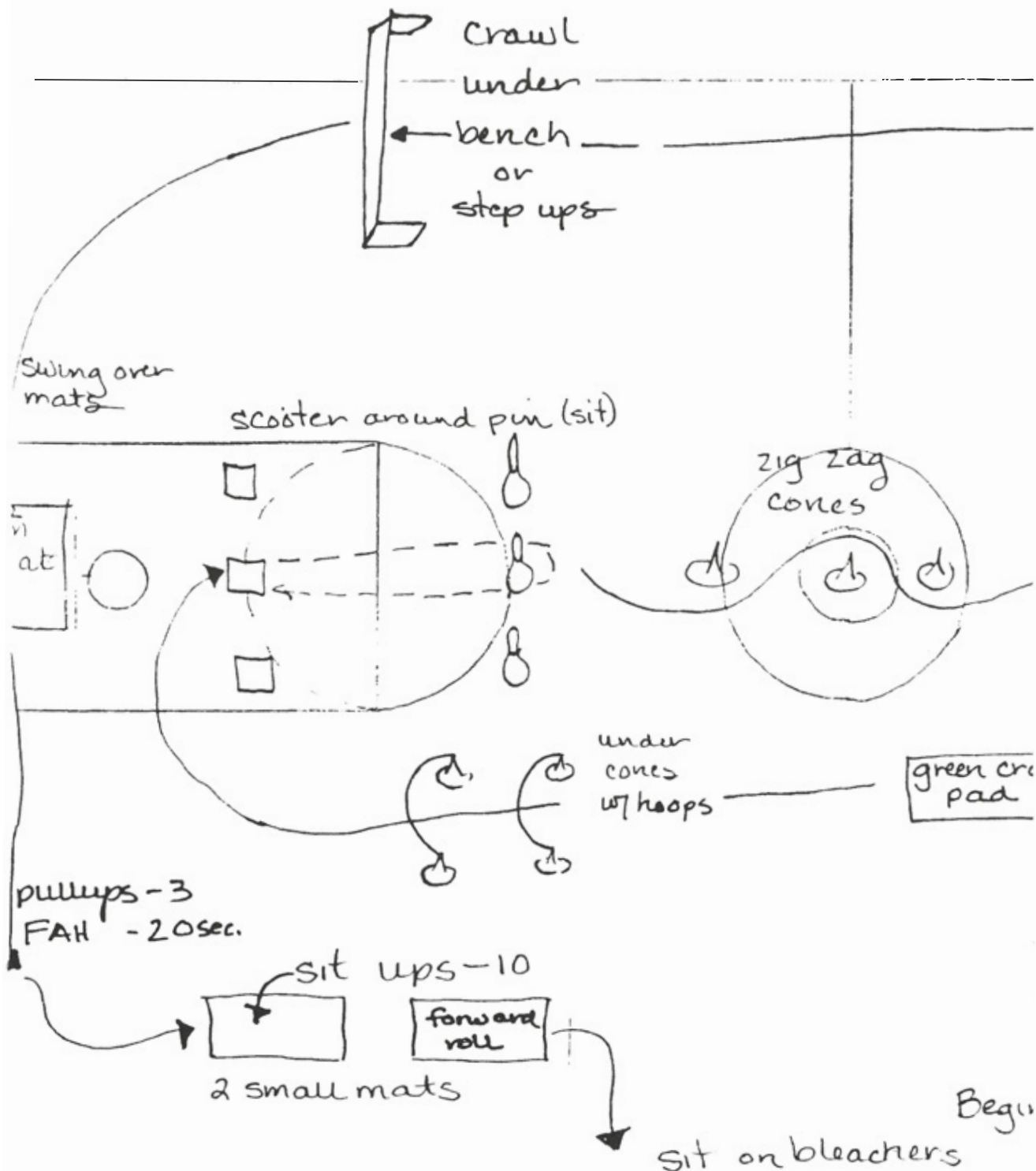
You can easily see that because of the contributions of this individual to her profession, the IAHPERD is proud to present its 1991 Secondary Physical Educator of the Year Award to . . . Peg Kiser of Driver Middle School.

Share your games  
in the next issue!





# Elementary

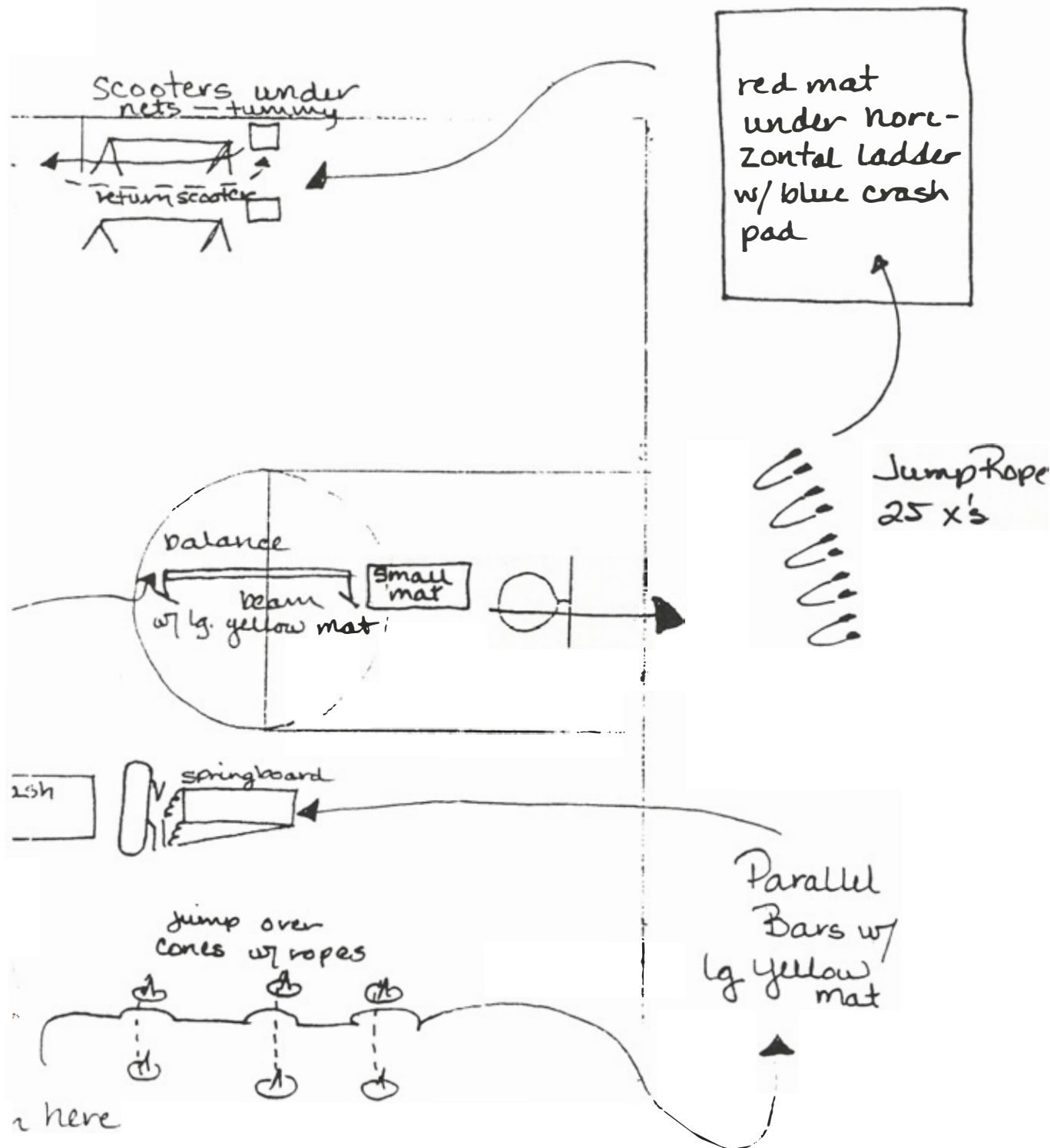


1. Jump over rope hurdles.
2. Cross bars without touching feet.
3. Vault the buck—hands must touch the top.
4. Slide under hoods.
5. Sit on scooter, circle pin.
6. Run/zig-zag cones.
7. Walk balance beam.
8. Cartwheels or forward rolls on red mat.

# Corner

by Ms. Gandolph  
Maple Grove Elementary

(You could be next! Send me your games.)



9. Jump rope 25 times.
10. Tummy on scooter, roll under mat; return scooter.
11. Five step-ups, starting with right; then five with left or crawl-under.
12. Swing on rope over blue mat.

13. Three pull-ups or 20 seconds of flexed arm hangs.
14. Ten sit-ups; arms crossed on chest. Then, forward roll.
15. Sit on bleachers, wait your turn.
16. When person ahead of you finishes parallel bars, you can go.

# News from . . .



## National Association for Sport & Physical Education

An Association of the American Alliance for Health, Physical Education, Recreation and Dance

Compiled by Sandy Gallemore, NASPE Cabinet Member-at-Large

### FIT TO ACHIEVE TRAINING SESSION

An AAHPERD half-day workshop is planned for the Indianapolis convention in April. Entitled, "Is There Life After Arnold? A Training Workshop for Implementing a Fit To Achieve Through Quality, Daily Physical Education Campaign in the Local Community," this program will divide the workshop time between short formal presentations and round-table workshop time for making local plans. Facilitators who attended the Youth Fitness Summit will be available to assist the participants with local plans. States and local school systems are encouraged to have representatives at this April 7 workshop.

### YOUTH FITNESS SUMMIT FOLLOW-UP

States have been asked to direct efforts to implementing plans made at the May 1991 Summit for increasing quality physical education programs. A sharing session is planned for the AAHPERD Indianapolis convention. In addition, the Fit To Achieve Committee is collecting information about the progress of the states in implementing their plans. Check with your state AHPERD president about the status of the plans in your state.

### POSITION PAPERS/ OPINION STATEMENTS NEEDED

NASPE continues to develop official papers and statements on specific topics of interest and importance to its membership. NASPE is in the process of identi-

### WILLING WORKERS NEEDED

NASPE is developing a list of individuals interested in providing time and energy to NASPE projects. If you are interested, please complete the form below and return it to: Sandy Gallemore, NASPE PR Coordinator, LB 8076-Georgia Southern University, Statesboro, GA 30460-8076.

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Please check employment area and grade level:

#### Physical Education

#### Sport

_____	Elementary School	_____
_____	Middle Grades	_____
_____	Secondary School	_____
_____	College/University	_____
_____	Non-School	_____

Areas of interest for serving NASPE:

- planning and implementing public relations activities
- promoting legislative action at state level
- promoting membership in NASPE, with focus on increasing minority membership
- serving as contact person in state to supply NASPE with information about state association

Return form to: Sandy Gallemore, LB 8076-Georgia State University, Statesboro, GA 30460-8076.



fying individuals to serve on committees to develop papers or statements in the following areas: (1) commercialism in interscholastic sports, (2) safety in sports participation for children and youth, (3) the student teaching experience in physical education, and (4) guidelines for children's sports. NASPE members interested in serving on one of these committees should send a letter to that effect to the NASPE President: Dr. Vern Seefeldt, 213 I.M. Sport Circle, Michigan State University, East Lansing, MI 48824.

## HERSHEY TRACK AND FIELD PROGRAM

NASPE's cooperative project with Hersey to promote track and field instruction involved approximately 800,000 students in grades 4-9 being exposed to track and field through the distribution of track and field resource materials developed by NASPE. For further information about the project, contact: Dr. Judy Young, NASPE Offices, 1900 Association Drive, Reston, VA 22091.

## NASPE/NCATE ACCREDITATION

NCATE Guidelines for Physical Education Programs are available from the NASPE Office. Those interested in being trained as readers should contact NASPE.

## NOTES ABOUT NASPE

NASPE continues to grow. With membership exceeding 28,000, an increase of approximately 1500 over last year, NASPE includes 22 structures, two task forces, and numerous committees. Professional relationships exist with several other important groups, including such organizations as the National Association of Secondary School Principals, the American Association of School Administrators, the American Academy of Pediatrics, the American Council on Education, the President's Council on Physical Fitness and Sports, and several corporations.

## OUTSTANDING MAJOR OF THE YEAR

Colleges and universities offering majors in physical education/sports-related disciplines are reminded to select a major student who can be recognized at the annual convention. Students so recognized receive a certificate awarded at a special function during the AAHPERD convention, membership for three years in NASPE's Elite Corps, and recognition in *NASPE News*. Application/nomination forms may be obtained from: NASPE, 1900 Association Drive, Reston, VA 22091.

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**JOG, SWIM,  
and/or WALK  
JUST FOR THE  
HEALTH OF IT!**

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## Indiana AHPERD 1991 Election Results



*Left to right: Sharon Seidenberg, Vice President-Elect, Health and Safety; Mark Hageman, Vice President-Elect, Sports and Athletics; William Ruppel, Vice President-Elect, Physical Education; Pat Zezula, President-Elect; Jerome Stieger, Vice President, Recreation; Karen Hatch, Secretary; Jeff Potteiger, Vice President-Elect, General; Denay Trykowski, Vice President-Elect Dance.*

# Spotlight on Higher Education Curriculum . . .

## The Fitness/Wellness Requirement at BSU

by

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According to the Ball State University undergraduate catalog, a central purpose of general education is "to enable men and women to live rich and satisfying lives...." Since 1985, physical education has been included as part of the required general studies core for all undergraduate students at Ball State. Serving a student population of approximately 20,000, the physical education component of the current requirement is two semester hours. This requirement consists of a two-hour Physical Education Fitness/Wellness

The PEFWL course uses a two-fold approach: (1) a series of classroom lectures that cover a variety of wellness topics, and (2) laboratory activity sessions where progress is made toward achieving physical fitness through a specific aerobic activity. One 50-minute class per week is spent in a large lecture (90-125 students). Two times per week the student attends his/her activity lab with the 20-30 other students who selected that same aerobic activity. Each student enrolls in PEFWL according to the desired aerobic activity.



*PEFWL RHYTHMIC AEROBICS ACTIVITY LABORATORY*

Course (hereafter referred to as PEFWL) that combines physical fitness activity and integrated lecture topics related to wellness. This physical education requirement is coordinated by a faculty program director who receives assigned time to supervise the program.

The PEFWL course requirement evolved in 1988 from a previously required course which was basically fitness. Following a national trend, Ball State at that time integrated fitness activity and the wellness lifestyle into a single course. Ball State views the PEFWL requirement as a springboard toward a total university commitment to fitness and wellness. In addition to this course, the commitment includes offering wellness-oriented residence halls; an Institute for Wellness; wellness programming for faculty, staff, and students; and a multitude of opportunities to explore the six dimensions of wellness (spiritual, social, emotional, physical, occupational, and intellectual).

The selections include:

- PEFWL 100 . . . . . Physical Conditioning
- PEFWL 103 . . . . . Fitness Walking
- PEFWL 104 . . . . . Jogging
- PEFWL 117 . . . . . Swimmastics
- PEFWL 130 . . . . . Bicycling
- PEFWL 148 . . . . . Rhythmic Aerobics
- PEFWL 217 . . . . . Fitness Swimming

With this design, the student completes the 16-week semester acquiring proficiency, guidance, and self-confidence in a specific aerobic activity. The activity lab also allows the student to assess personal fitness levels and needs, develop other health-related fitness components, and gain an appreciation of the impact physical fitness has in the pursuit of wellness. Seeing and feeling the benefits of a regular aerobic program is the real motivator in the lab!



## PEFWL COURSE OBJECTIVES:

- To present information concerning the span of the wellness lifestyle.
- To present information concerning nutrition, obesity, cancer, sexually transmitted diseases, physical fitness, stress, coronary heart disease, alcohol and drug use, and self-care as they affect lifestyle choices.
- To aid the student in making positive lifestyle choices.
- To promote the concept of self-responsibility for well-being.
- To prepare the students to be informed wellness consumers.
- To allow the student to participate in a consistent aerobic exercise program for an entire semester in order to begin seeing and feeling the benefits of aerobic activity.
- To provide guidance in performing exercise correctly and safely.
- To help the student assess his/her personal fitness levels and needs.
- To aid the student in planning his/her own lifetime fitness program.
- To allow the student to gain appreciation of the value and impact physical fitness has in the pursuit of wellness.

Lectures are designed to provide the core of information that will help the student make intelligent decisions throughout life regarding health and well-being. Lecture topics allow the student to examine his/her personal lifestyle and aid the student in making positive lifestyle choices. The intention is to promote the concept of self-management.

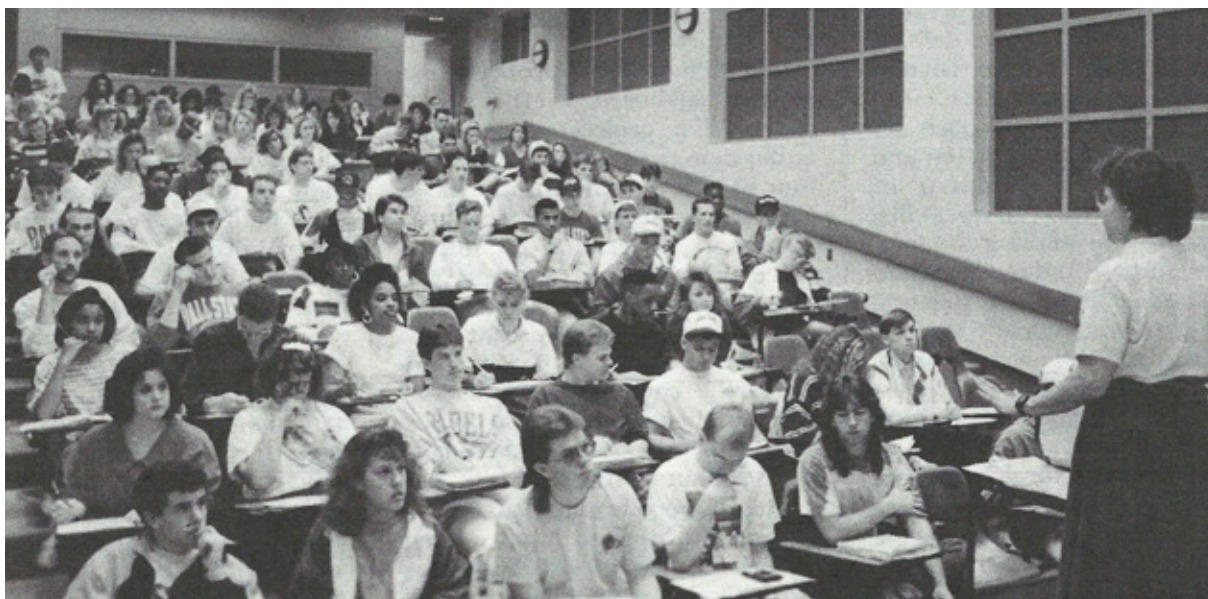
## PEFWL LECTURE TOPICS

1. Introduction to Wellness
2. Self-Responsibility and Self-Management
3. Physical Fitness
4. Fitness Assessment
5. Common Injuries and Care of the Lower Back

6. Heart Health
7. Nutrition
8. Weight Management
9. Special Exercise Considerations
10. Alcohol and Other Drugs
11. Other Lifestyle Choices Affecting Wellness
12. Stress
13. Direction for the Future

Faculty teaching the seven PEFWL courses perceived that the courses were making a positive impact on the lives of students. Although this assumption was common among these dedicated faculty, this hypothesis had never been tested. As the program evolved, many other pertinent questions arose: Were these courses having any effects on students' lives? Are the students acquiring fitness/wellness knowledge? Do cardiorespiratory endurance levels and flexibility improve? How are resting heart rates and blood pressures affected? Does body weight or body composition change? In short, are we doing what we say we are doing? During spring semester 1989, a project team was assembled to assess the PEFWL courses and address these questions. Although the assessment project was a massive undertaking, the outcomes have been valuable to both students and faculty. Faculty have been assured that their efforts are having a positive impact on the present and, hopefully, future lives of their students.

The investigators of this assessment project are convinced a course of this design, where students focus on one specific aerobic activity per semester, is superior to other fitness/wellness courses that offer a smorgasbord approach (i.e., two weeks of one activity, followed by two weeks of another, etc.). We believe students enrolled for the semester in one fitness activity develop expertise not gained in a sampling of various activities. Finally, this is a fitness/wellness course where students develop an understanding of the "gain without pain" concept, and discover that exercise can be enjoyable, and social. Ball State students learn that aerobic exercise is a lifetime activity and, when intertwined with other wellness habits, helps them pursue maximal potential.





# TEACH US HOW TO TEACH

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*This article is printed with permission from the JOPERD (Journal of Physical Education, Recreation and Dance), September 1987, p. 22-24. JOPERD is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia 22091.*

**M**any institutions of higher education require their instructors and professors to teach full loads, which may range from nine to 14 semester hours of instruction. Less experienced instructors are also more likely to carry full instructional loads. Clearly then, it appears that relative newcomers to the ranks of higher education have an important role as teacher. Can the individual who holds a new doctorate in physical education provide effective instruction for the professional preparation program?

The answer to this question by and large is no! Doctoral candidates in physical education usually have had no formal instruction during their educational experience in preparing for and delivering classroom, lecture format teaching. According to Cashin (1985), the lecture approach requires significant preparation and organization, development of presentation and clarity skills, methods for promoting stimulation and interest, and feedback and interaction strategies. Any practical teaching experiences during this time of final educational preparation takes the form of skills and fitness teaching in basic physical education instructional programs, the type of teaching many doctoral candidates have done for several years in public or private schools. What does the doctoral student know about improving the cognitive performance

of physical education majors? Does even the most promising exercise physiologist or biomechanist understand the concepts of academic learning time, with-it-ness, overlapping, signal continuity, or group alerting and accountability? For example, will the prospective doctorate in physical education be able to increase students' time on task, be able to manage more than one classroom teaching function at a time, use effective guided discovery techniques with students, or develop questioning techniques that make all students come to class better prepared to respond when questioned?

Do these prospective teaching professors understand how various instructional media might enhance the quality of instruction? This would include the appropriate use of the chalkboard, overhead projection, slide projection, loop film/audio tape presentations, VCR, 16 mm film presentations, or charts. Will these prospective teaching professors understand the importance of establishing "set" and "closure" for every session? For example, can an introductory scenario be provided that appropriately introduces the content of the lesson? And can the professor close the session in such a way that salient concepts are summarized?

These are questions that have continually come to mind during my brief seven and one-half years of instruction at the instructor and

professorial ranks. One needs only to browse through a journal devoted to pedagogy to determine that good teaching should not be left to chance. Surviving in the classroom instructional arena has not been easy. Any classroom lecture successes during the early years can be traced back to a trial and error use of the various delivery systems of the professors I was exposed to during college. In my perception, some professors' methods were better than others. Those professors were the ones imitated the most during my first two years of university teaching. Even though my own style has emerged, I feel deprived of something valuable. My doctoral professors knew more than I did about planning, organizing, and delivering instruction. They taught in professional preparation programs and were sending me out to do the same thing, but they forgot to teach me how to teach! Learning to teach may be a relatively slow developmental process. Cashin (1985) suggested that lecturing is a craft, therefore, a learnable skill. Some would argue that it would be difficult for the institution to contribute significantly to this process. But it seems apparent that any scientific basis for better teaching, or personal, undocumented claims of success should be disseminated to future teaching professors or lecturers in our profession. Doctoral programs in physical education

have the final obligation in the preparation of college and university teachers.

Physical education doctoral professors greatly enhanced my professional development. Persevering the rigors of a doctoral program and receiving exposure to the philosophical and scientific foundations of many sub-disciplines have helped me develop a sense of value for our profession. But the question of teaching pedagogy still remains. Prospective physical educators that are assigned to teach at the university level must learn not only what to teach, but how to teach. How to teach concerns the strategies of organizing and directing classroom instruction/lecture in order to effectively communicate information to students. Perhaps competency in what and how to teach should be demonstrated on doctoral comprehensive examinations?

It is clear that teacher effectiveness is a concern of some professionals in our field. The relatively new *Journal of Teaching Physical Education* is dedicated to this topic of teacher effectiveness. The research published in this journal focuses on the practitioner in the field, not on how to become a more effective professor of higher education. It is time for administrators and graduate faculty committees in universities that prepare doctors in physical education to address this issue. There is no need for new assistant professors to use a trial and error or intuitive approach to classroom teaching, especially as many are being scrutinized for holding a tenure track position. This chore of teacher development may be even more perplexing when the new faculty member has to survive in a public or perish institution. Schuster (1986, p. 278, p. 281) indicated that an increasing number of institutions insist on publication "as a prerequisite for retention, promotion, and tenure," and that colleges and universities do not take significant steps "to enrich the teaching/learning process." The latest Carnegie Report called on colleges and

universities to prize good teaching and get away from the publish-or-perish syndrome ("Universities Receive," 1986).

Solving the "teacher effectiveness in professional preparation" problem will not be easy. Research designs that have been used to empirically search for relationships between teacher behavior and

tional act.

- Each doctoral candidate to have at least one or more classroom instruction episodes videotaped and critiqued by a "master" professor and by other doctoral students in class. The importance of periodically taping teaching performance should be stressed as an essential strategy for improv-

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teacher effectiveness in our schools will probably be adapted for use in higher education. While we are waiting for development of a scientific foundation for teacher effectiveness in higher education, I suggest that doctoral programs in physical education hasten to implement the following strategies. These programs should develop a required two-three credit hour course that requires:

- Each student to develop a comprehensive course syllabus (for any area of concentration) which includes objectives defined in behavioral terms, grading and evaluation standards, a comprehensive content outline, a course project, a reading list, and a daily class calendar.
- Discussion and demonstration concerning the effective use of audio and visual aids such as chalkboard, overhead projection, use of videotapes/films, etc.; discussion and demonstration about the preparation of handout materials; discussion and demonstration about classroom management concerns; and an analysis of the instruc-

ing instruction. Wisniewski (1986) suggested that professors who teach and do not regularly assess their teaching mock the title "professor."

- Each doctoral candidate to spend one semester observing and assisting a regular faculty member in the instruction of an undergraduate professional preparation lecture-type class. During this experience the student would be charged with recording teacher behaviors (of the professor), handling some classroom management responsibilities, and delivering limited, supervised instruction.
- Each doctoral candidate to be introduced to publications that might aid their understanding of the teaching/learning process. Such publications might include: *The University Teacher As Artist* (Axelrod, 1976); *Tips: A Guidebook for the Beginning Teacher* (McKeachie, 1978); *Aspects of Lecturing* (Brock, 1977); *The Lecture Methods: Guides for Improvement of Instruction in Higher Education* (Davis and Alexander, 1977); and *The Craft of Teaching* (Eble,

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1976).

- The development of lecturing skills through presentations of conferences and workshops (though perhaps not in the realm of a single doctoral preparation course). The faculties of doctoral programs should encourage students to take advantage of such opportunities.

In higher education it appears there are three major responsibilities: to provide scholarly efforts in the form of research, publications or presentations; to provide departmental, university and outside professional service; and to provide instruction in professional preparation programs. The responsibility of communicating concepts and theories through formal classroom instruction appears to be a problem in physical education professional preparation programs. An important step in mitigating this problem is to per-

suade doctoral program administrators throughout this nation to realize such a problem exists, and to implement strategies for better teacher preparation of their doctoral candidates. Some possible strategies have been suggested in this article. Higher educators and administrators of doctoral programs must take the lead. If they do not, they will continue to hear the cry, "teach us how to teach."

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## Book Review

### HANDBOOK OF ENVIRONMENTAL HEALTH AND SAFETY: PRINCIPLES AND PRACTICE Second Edition Volume I

Environmental health, as defined by Koren, is the art and science of the protection of good health, the promotion of aesthetic values, and the prevention of disease and injury through the control of positive environmental factors and the reduction of potential hazards—physical, biological, chemical, and radiological. Many teachers in public schools and colleges and universities, in particular those who teach courses in the fields of science, health, physical education, and home economics, devote time to the study of environmental health issues. Further, they prepare and deliver numerous lectures relating to environmental health issues. This book is a great reference tool for public school educators, and an excellent text for environmental health related courses in higher education.

Further, this book and its companion will be very useful to science teaching centers around the country as a reference and possible text for future science teachers in public schools. It will be very helpful in developing in-service education programs for cafeteria and custodial personnel in any business, hospital, or educational setting.

*The Handbook of Environmental Health and Safety: Principles and Practice, Second Edition, Volume I*, is a must for the reference library in public libraries, public school libraries, college and university libraries, and anyone with environmental concerns. The manuscript is written by an expert in the field and co-published by the National Environmental Health Association. The details found within the pages make this book a major information resource on environmental issues in the 1990s.

Volume I of the handbook is designed to provide a comprehensive, concise discussion of environmental health areas, including the relationship of the environment and humans, food protection, food technology, insect control, rodent control, pesticides, indoor environment, institutional environment, recreational environment, and occupational environment. This volume will prove to be a very valuable resource asset for food processing and service personnel (chapters 2-4), chemists and biologists (chapters 2-5), housing management professionals (chapters 1,7,8), custodians (chapters 4-7,8,10), recreation management professionals (chapters 1,9), safety



and environmental management personnel (chapters 1,10), and insurance risk management personnel (chapter 1) to name a few.

The book offers a broad spectrum of topics presented in a logical progression starting with an introductory chapter outlining the relationship of the environment to humans, and carries the reader through concerns in the workplace. It also describes "how-to" deal with environmental health concerns. The extensive bibliography and comprehensive index provide invaluable guidance to all utilizing its contents. Though each chapter has a degree of independence, there is a common thread relating one to another.

A neat and unique aspect of this book is that the current environmental health laws that relate to the specific subject matter can be found. This enables the reader to better understand his/her legal responsibilities relating to environmental health. It also eliminates many hours of tedious legal research.

Another positive quality is the uniform and consistent format design in the manuscript. Each chapter is outlined in the following way:

- Background and Status
- Scientific, Technological, and General Information
- Problem(s)
- Potential for Intervention
- Resource(s)
- Standards, Practices, and Techniques
- Modes of Surveillance and Evaluation
- Control(s)
- Summary
- Research Needs

This book is neither an engineering text nor a comprehensive text in each area of study. The purpose of this

book is to provide a solid working knowledge of each environmental health area with sufficient detail for practitioners as well as students.

As a text, this book is suitable for basic courses in environmental health, environmental pollution, ecology, the environment and humans, and introduction to sanitary science.

This is a much-needed update on current environmental health issues and regulations presented in a thorough, concise, and systematic manner. It is, by far, the most practical and useable work on environmental health issues currently available.

Herman Koren is Professor of Health and Safety, Director of the Environmental Health Science Program, and Director of the Supervision and Management Program I & II at Indiana State University in Terre Haute, IN. Previous publications include *Environmental Health and Safety* (1974) and *Basic Supervision and Basic Management, Parts I & II* (1987). He has been an outstanding researcher, teacher, consultant, and practitioner in the environmental health field, and in the occupational health, hospital, medical care, and safety fields.

**PUBLISHED BY** Lewis Publishers, Inc., 2000 Corporate Blvd., N.W., Boca Raton, FL 33431. Cost \$69.95

**REVIEWED BY** Thomas H. Sawyer, Professor of Physical Education, Director of the Center for Coaching Education, and Director of the Graduate Sports Management Program, Indiana State University. He is the Editor of the *Indiana AHPERD Journal and Newsletter*, and a member of the Editorial Board for *JOPERD*, the American Alliance for Health, Physical Education, Recreation, and Dance flagship journal.

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## HOOSIERS IN THE NEWS

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### LOCAL HEALTH EDUCATOR SELECTED TO REPRESENT STATE AT NATIONAL CONFERENCE

RESTON, VA—Indianapolis area resident Maribeth Ransel, Department of Education, Student Services, has been nominated by the state's Department of Education Superintendent H. Dean Evans to represent Indiana at a

Indiana AHPERD Journal

national health education conference in Orlando, FL, October 23-25, 1992.

At "The Healthy Networks: Models for Success" conference, educators from around the country will share components essential for successful school health education programs and learn ways to establish networks for implementing new programs.

Sponsored by the Metropolitan Life foundation and administered by the Association for the Advancement of Health Education (AAHE), the conference will feature a special presentation about technological advances in health education at MetLife's Wonders of Life Pavilion in Epcot Center. Barry Braverman from Walt Disney's Imagineering will discuss attractions and exhibits used at Wonders of Life to teach the public about good health.



Following the conference, Ransel and her other team members, Sally Goss, Indiana State Board of Health; Dr. Marlene Tappe, Purdue University; and Phyllis Solova, State Parent-Teacher Association, will produce a state action plan for improving Indiana's health education programs. Well-planned and successful health education programs today must rely upon networking and partnerships between schools and both private and public community organizations. Through these networking efforts, resources of the community are combined to support the school health education program.

"Schools offer great potential for helping students learn the importance of making healthy, lifelong lifestyle decisions," said Sibyl Jacobson, president, Metropolitan Life Foundation. "That is why the foundation provides teachers with resources and materials to help improve their health education programs."

Last year the Metropolitan Life Foundation brought ideas for new techniques and technologies to school health educators throughout the country by sponsoring a series of teacher workshops called, "Strengthening Health Education for the 1990s." The foundation is also offering free to middle school teachers across the country a series of six "trigger films"—six-minute dramatic, open-ended video depictions of real-life situations—and an accompanying leader's guide to help teachers to stimulate group discussion about each videotape's content.

To help educate teenagers about AIDS, the foundation recently made a \$100,000 grant to help fund the broadcast of "In the Shadow of Love: A Teen AIDS Story," produced by WGBH-TV, Boston.

Established in 1976 by the Metropolitan Life Insurance Company, the foundation has contributed nearly \$75 million to support health and education activities, as well as civic and cultural affairs throughout the United States.

The mission of the Association for the Advancement of Health Education (AAHE) is to advance health by encouraging, supporting, and assisting health professionals concerned with health promotion through education and other systematic strategies. A professional membership organization representing 10,000 health educators and health promotion specialists, AAHE is an organization of the American Alliance for Health, Physical Education, Recreation and Dance, headquartered in Reston, VA.

## **TWO IU EDUCATORS HONORED BY NATIONAL JAYCEES FOR SERVICE**

BLOOMINGTON, IN—Two Indiana University professors from the School of Health, Physical Education and Recreation have been named 1991 Healthy American Fitness Leaders by the U.S. Junior Chamber of Commerce (Jaycees).

Wynn F. Updyke, associate dean for academic affairs at

the School of HPER, and Leroy (Bud) Getchell, professor of kinesiology and former executive director of the National Institute for Fitness and Sport in Indianapolis, were two of 10 receiving the annual designation.

They join a list of past HAFL honorees that include former President Ronald Reagan, Apollo astronaut James Lovell Jr., U.S. Olympic gold medalist Billy Mills, Indiana Sen. Richard Lugar, and George Allen, four-time NFL Coach-of-the-Year.

The awards were presented last month at the 10th Annual HAFL Awards Congress in Arlington, VA. The program is sponsored by Allstate Life Insurance Co., and conducted in cooperation with the President's Council on Physical Fitness and Sports.

Updyke, as director of the National Chrysler Fund-Amateur Athletic Union Physical Fitness Testing program, headquartered on the IU Bloomington campus, guided research that provided a 10-year data profile of fitness trends among American children, released in 1989.

His current research activities include a longitudinal study of the relationships among physical fitness, self-esteem, and academic achievement in inner-city elementary school children.

Updyke joined the IU faculty in 1977 and was formerly chairman of the Department of Professional Physical Education at the University of Florida. He is the co-author of three books and was the co-winner of the first Distinguished Administrator Award, presented by the National Association for Physical Education in Higher Education in January.

Getchell joined the IU faculty in 1985 and under a grant to the university from the National Institute for Fitness and Sport in Indianapolis, served as the institute's founding executive director from 1985 to this past September, when he returned to full-time teaching duties at the School of HPER in Bloomington. His role in designing the institute and initiating an innovative national and local fitness, health, and sport program were cited by the Jaycees.

Before joining the IU faculty in 1985, Getchell was a member of the Ball State University physical education faculty for 23 years, where he initiated the school's Human Performance Laboratory and served as head basketball coach from 1968-72.

A community adult fitness program created by Getchell that included chemical-dependency and cardiac-rehabilitation patients has served as a model for other educational institutions. His *Physical Fitness: A Way of Life* (1983) has been a leading text in the college market.

"We are extremely pleased that two members of our faculty were able to receive this prestigious award," said HPER Dean Tony Mobley. "Wynn Updyke and Bud Getchell have both made valuable contributions to the fostering of fitness and healthy attitudes in this country.

"I think we can take a great deal of pride and satisfaction in knowing that two of the 10 awards that were given in 1991 went to Indiana University."

# PHYSICAL EDUCATION PUBLIC INFORMATION (PEPI)



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Physical Education Public Information (PEPI) deserves a bit of space for historical perspective. The first draft for PEPI was completed in 1981 and was organized under the National Association for Sport and Physical Education (NASPE) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The purpose of the PEPI structure was to provide internal and external public relations and to promote quality physical education and sport programming. The intent of PEPI is to network and disseminate information to physical educators and to the public promoting physical activity.

Each state appoints a PEPI coordinator that networks regionally, nationally, and provides statewide structure. I am Indiana's coordinator. PEPI has hosted booths at the IAHPERD convention, disseminated information to district chairs pertaining to state events, and co-sponsored Indiana's first Youth Statewide Fitness Festival. PEPI has networked with the Indiana Governor's Council for Physical Education and Sport, the Indiana State Medical Association, Indiana State Board of Health, and the Department of Education.

Tom Sawyer has challenged the PEPI structure to activate the Public Relations Committee (PRC). Included in that assignment is the development of an Indiana PEPI network, media stories, and to explore the value of a PSA video.

A network does not formally exist in Indiana. Media stories pertaining to health, physical education, recreation, and dance have not been made accessible to the public through IAHPERD. Public service announcements are few.

PEPI could become a powerful tool with the potential of tapping into the goals of the PEPI PRC charge. In Indiana there are just over 300 school corporations. These corporations must be challenged by IAHPERD to include within their school structure an organization named PEPI that will be directed by the physical education, health, recreation, or dance personnel within the school.

The PEPI organization will muster within a school, those students with an interest in health, physical education, recreation, and dance for future endeavors. PEPI will become a club that will embrace those principles that will enhance awareness within the physical education parameters.

From the school PEPI organization, a networking begins within Indiana. Schools communicate and organize local, regional, and statewide gatherings to further the interest of health, physical education, recreation, and dance. Media exposure will become statewide through the efforts of each PEPI organization in a school district. The future of developing the ranks of interested persons in health, physical education, recreation, and dance will become a focus of the IAHPERD's PEPI. The challenge to network, disseminate, and provide public service announcements pertaining to our field will thus become a shared responsibility. Each corporation within Indiana will be host to their own PEPI. This local control will inspire growth and development within each school setting. Media exposure will enhance the local goals and aspirations of PEPI while garnering support from parents and community.

My task, then, is to entice physical educators, health educators, dance instructors, and recreational directors to take the challenge to begin the PEPI club at their local level. This will be attempted through the district chairs and personal contact. The second challenge is to organize a statewide PEPI conference for these students. The organization of such an event is already underway! The first student state conference is scheduled for October 1992 in Fort Wayne. The goal of the student conference is to support the interest in our area. The conference will be an exchange of ideas as well as a stimulus for students to pursue as a vocation some aspect of health, physical education, recreation, and dance.

Let's enhance the value of PEPI and bring applicability to the organization that has potential of showcasing our emphasis within our local arenas! Contact your district chair or phone me personally for more information at the above phone numbers.

## The Second Annual Majors Superstar Competition

The Student Action Council (SAC) will be hosting the Second Annual Majors Superstar Competition at the 1992 AAHPERD Convention in Indianapolis, Indiana, April 9th & 10th. The Superstar Competition was developed for the participation of undergraduate students in the fields of HPERD and related areas (sports management, exercise physiology, fitness, etc.) to promote collegiality, improve fitness, and offer friendly competition among HPERD (and related) major and minor students.

Students from around the country are invited to compete in the Second Annual Majors Superstar Competition being held during the 1992 AAHPERD National Convention in Indianapolis on Thursday and Friday, April 9-10, 8:30 - 10:30 a.m. on both days. In order to make participation available to all student conventioners, individuals or teams may compete on either Thursday or Friday, so long as they complete all of their events in one day. The Superstar Competition promises to be a major success which will bring together the top HPERD and related area majors from throughout the country.

Students will compete in a test battery consisting of four events: Two Hand Medicine Ball Put, Paper Putt, Frisbee Toss and Ultimate Obstacle Course. Participants may register in one of four categories: 1) Individual Male, 2) Individual Female, 3) Two to four Member Male Team, or 4) Two to four Member Female Team. **THERE IS NO EXTRA OR SPECIAL FEE FOR MAJORS SUPERSTAR COMPETITION.** However, participants must register for the convention and be a member of AAHPERD as a student conventioner and wear his/her badge at all times.

In addition to each participant receiving a free T-shirt courtesy of GOPHER (GOPHER will be a sponsor for the Superstar Competition), awards will be presented to the winners in each of the following categories:

- I. Males
  - a) One male doing all four events
  - b) Two - four males forming a team, with one team member (maximum) performing each event
- II. Females
  - a) One female doing all four events
  - b) Two - four females forming a team, with one team member (maximum) performing each event

Certificates will also be given to the top three finishers in each of the four testing categories. All awards will be presented at the Student Social, Friday, April 10th, 5:30 - 7:00 p.m.

Get together with your majors club and form teams. There is no limit on the number of individuals or teams a university/college may enter. If a University department does not enter a team, one or more of its students may form a team with someone from another university which is not entering a team.

SAC is encouraging all students to take an active role in their career development. How can the Superstar Competition help you in your career? Through this competition new contacts will be made with the SAC Chairperson, Chairperson-elect, Advisory Committee Members, other professionals in the fields of HPERD and fellow students such as yourself. The event promises to be exciting, as well as a lot of fun for all involved. Friendships established by students at such events have a significant impact on their professional/personal growth.

Take advantage of this opportunity and get involved! For more information and entry applications contact Dr. Ed Dugas, P.O. Box 43755, University of Southwestern Louisiana, Lafayette, LA 70504 or phone (318) 231-6282. ★



# DIST. 8 WORKSHOP

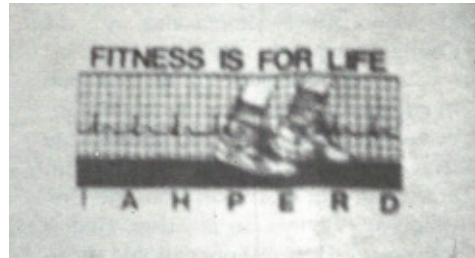


*Wow! Aren't these neat!*

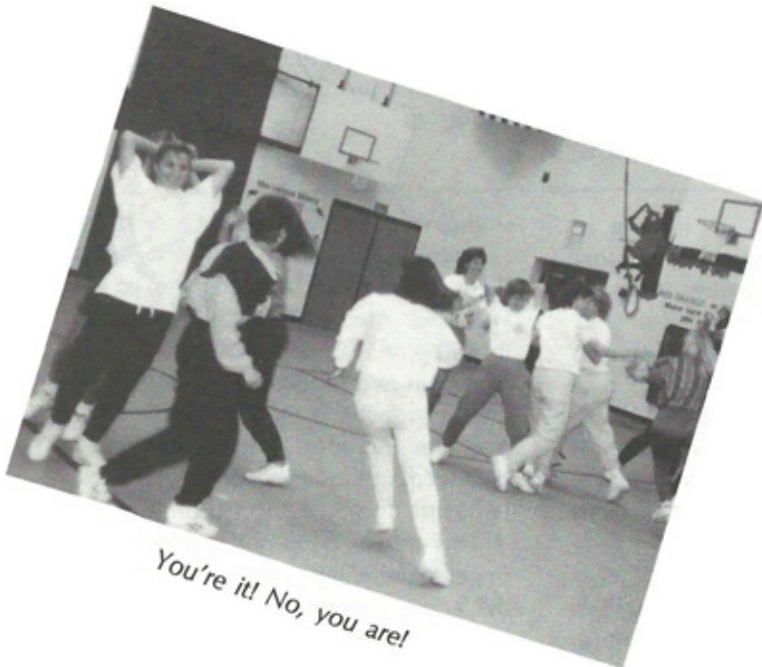


*Boy, I love to dance!*

On Tuesday, October 15, District 8 of IAHPERD hosted a workshop at Adams Elementary School in Franklin Township. The morning session began with Karen Pappas reviewing the correct way to exercise without contributing to possible injury. Karen presented alternatives to outdated exercises. The afternoon session started with Royal Pin Bowling, presenting their in-school pro-



gram. Many teachers signed up for this opportunity to include bowling in their curriculum. The remainder of the day consisted of networking. Each participant was asked to share an activity or idea and have this available on a handout. A variety of games and ideas made the day practical and rewarding. The 30 participants enjoy a boxed lunch, novelty note pads, and T-shirts.



*You're it! No, you are!*



*OK, follow me!*





# News Release

## DIETING MAY BE HAZARDOUS TO YOUR HEALTH

RESTON, VA—Cigarettes, aspirin, seat belts, hair dryers, toasters—all come with warning labels required by the federal government. If authors Eileen M. Emery, Robert J. McDermott, and Gwendolyn P. Ritter had their way you might see similar labels affixed to the scale at the diet center you pay to register your weekly weigh-in and printed on that package of microwavable french toast you purchased as part of your diet program. Their article in the May/June 1991 issue of the *Journal of Health Education*, "Toward a Policy on Regulation of the Weight Control Industry," argues that the dieter may be endangered by lack of federal regulations of the commercial weight control industry in the U.S.

The authors state that food products sold by diet clinics, required by many as part of their programs, have not been proven either safe or effective. In fact, such products may be harmful. One Florida law firm had filed 75 suits on behalf of clients who claimed diet food caused gall bladder problems. They believe the Food and Drug Administration should test all diet products before these products reach the public instead of allowing dieters to serve as guinea pigs for the industry. The Federal Trade Commission, they argue, should also become more involved. It should closely scrutinize claims made by diet programs that promise dramatic weight loss.

Why the concern? The weight control industry cashed in on an overweight, yet weight-conscious America with profits of \$33 billion in 1989. That figure is expected to double by 1996. This indicates that many of the more than 25%

## Rebecca Hutton Named NDA Executive Director

**R**ebecca W. Hutton has been named the new executive director of the National Dance Association (NDA). Hutton, a private consultant to nonprofit organizations in the areas of education, philanthropy, and arts management, was previously with the National School Public Relations Association as director of association development and with the Charles Stewart Mott Foundation.

Hutton brings to NDA a background in education, music, and dance. She received her M.A. from Morehead State University in music and her Ed.D. in education administration from the University of Virginia. In addition, Hutton founded the Horizon Foundation in Michigan for charitable grantmaking in performing arts. She is currently a member of the Dance Resource Panel of the Alexandria, Virginia, Commission for the Arts.

Speaking of the critical issues facing the National Dance Association, Hutton stated, "In the field of education, curriculum is what established standards; and in the world of art, it is standards that help establish excellence." With this in mind,

Hutton would like to see NDA work closely with other arts and education groups to establish a base of skills needed by all teachers to incorporate dance into their programs regardless of their subject area or grade level.

Additionally, Hutton sees a role for NDA in providing examples of model programs that integrate dance into other areas of education. These programs would be developed together with other national arts and education organizations.

In speaking of Hutton's appointment, NDA President Mary Maitland Kimball stated, "Dr. Hutton brings expertise to NDA that is critical to our continued development."

The National Dance Association represents 4,000 active members, including educators, artists, performers, recreational leaders, studio teachers, dance science professionals, and therapists. It takes a strong stance in promoting the arts, including dance, as essential to all in a productive and culturally enriched society. ■

overweight Americans are turning in desperation to expensive weight loss programs. Yet clients are often unaware of the potentially severe health risks inherent in the very low calorie regimes may diet clinics promote—risks such as gall bladder problems, dehydration, neurological problems, arthritic conditions, depression, electrolyte imbalance, dizziness, intestinal distress, and even cardiac arrhythmias.

Moreover, the 44-year-old New Yorker holding up trousers four sizes too big does not substitute for scientific

studies that examine the success of these programs, both short- and long-term. Before and after pictures aren't taken two years after. Medical experts have testified that 90% of all dieters gain back all their weight in two years. The most effective diet is in fact the most conventional—one that includes aerobic exercise, a balanced, reduced-calorie diet, and behavior modification techniques.

This article does not just point the finger at the weight control industry and the federal government. The commercial weight loss industry is responding, if

inappropriately, to a need ignored by health professionals. Emery and her colleagues believe health professionals must become more involved in this major health problem through offering scientifically sound programs of their own.

The *Journal of Health Education* is published under the auspices of the Association for the Advancement of Health Education (AAHE), which is an association of the American Alliance for Health, Physical Education, Recreation and Dance. AAHE, with over 10,000 members, is the nation's largest association for professional health educators.

For a copy of this four-page report, send a SASE to *Health Education*, Dept. WCI, AAHPERD, 1900 Association Drive, Reston, VA 22091.



**Got a Bright Idea?**  
Share it with the IAHPERD  
Journal readers.

## TITLE IX TOOLBOX

Reston, VA—The National Association for Girls and Women in Sport (NAGWS) will be presenting a special in-depth workshop entitled, "Title IX Toolbox" on April 7, 1992, at the annual convention of the AAHPERD.

Most of us are aware of Title IX and its effects on quality of opportunity for girls' and women's sports programs. However, based upon the number of phone calls that we receive at NAGWS, we have found that many people are unsure about the implications of this 20-year-old legislation as it applies to their particular situations.

Designed to help and inform those who may find themselves on either side of a Title IX complaint, the "Toolbox" workshop will feature presentations from three attorneys with extensive expertise in this particular area. Linda Jean Carpenter, professor of Physical Education at Brooklyn College; Ellen J. Vargyas from the National Women's Law Center; and Myra Sheehan, an attorney from Nevada, will present a variety of topics, ranging from methods for reviewing compliance to media relations during an investigation.

A practical manual containing valuable information and resources on Title IX will be available at the workshop. Some of the easy-to-understand chapters will include the regional addresses for the Office of Civil Rights, techniques for self-evaluation, a listing of additional resources such as books and articles, and methods to decide whether a Title IX investigation is necessary.

The workshop is free to those who are registered for the AAHPERD convention, and others wanting to attend only the "Toolbox" session may register on the day of the workshop (April 7). Single-day registration prices range from \$25 for undergraduate students who are national and/or Indiana AHPERD members to \$150 for non-members. For more info on the workshop, contact NAGWS at (703) 476-3450.

**SEE YOU IN  
INDY  
APRIL 7-11, 1992**

## AAHPERD Journals Rated Highest by University Professors

In an independent study conducted by researchers at the University of Rhode Island and the State University of New York (SUNY), two AAHPERD journals—*JOPERD* (*Journal of Physical Education Recreation and Dance*) and *Research Quarterly for Exercise and Sport* (*RQES*)—ranked highest of 45 exercise science journals surveyed.

Responding to the survey were 508 professors of physical education at colleges in 34 states. They were asked to rate 45 journals related to physical education, athletics, and sport according to five criteria: overall importance, timeliness, relevance to student needs, relevance to faculty needs, and reputation.

Conducting the study were Michael A. Miranda, Reference Librarian at the Feinberg Library at SUNY-Plattsburgh, and Deborah Mongeau, the Government Documents Librarian for University Library at the University of Rhode Island. "The ratings provide an important evaluation of these journals and can be useful as a selection guide," said Miranda.

Ranked highest overall, *JOPERD* topped all 45 journals in the areas of timeliness and relevance to student needs. *RQES*, which ranked second only to *JOPERD* overall, was rated highest for reputation, by a 38-point lead.

### The Top 10 Journals in Exercise Science

1. *JOPERD*
2. *Research Quarterly for Exercise and Sport*
3. *American Journal of Sports Medicine*
4. *Journal of Teaching in Physical Education*
5. *Medicine and Science in Sports and Exercise*
6. *The Physician and Sports Medicine*
7. *Journal of Sport and Exercise Psychology*
8. *Sports Medicine*
9. *JMB: Journal of Motor Behavior*
10. *Journal of Human Movement Studies*

Based on the study conducted by Michael Miranda (SUNY-Plattsburgh) and Deborah Mongeau (University of Rhode Island).

Both *JOPERD* and *RQES* are published by AAHPERD, which offers its members a wide variety of journals, newsletters, and books. ■

# Fundamentals of Athletic Taping



Edited by Ray Baggett  
 NATA Certified Trainer  
 Indiana State University  
 Terre Haute, IN 47809  
 (812) 237-4067

Illustrations by Jim Cerney

Reprinted with permission Parker Publishing Company, Inc.  
 From *Complete Book of Athletic Taping Techniques*, 1972

## Glossary of Terminology in Flexible Casting

In using adhesive tape for the care and prevention of athletic injuries one should know by name the segments of a *flexible cast* and identify them as such. Just as you can't know the players without a score card, you can't identify the parts of a *flexible cast* until they are defined.

So to simplify the teaching, and the learning, of bandaging techniques and *flexible casting*, I devised a glossary and illustrations. In presenting them to my students I indicated that we were dealing in human engineering, that by creating a pliant but restrictive environment with *anchors*, *bridges*, *spanners*, *lock straps*, etc., we were purposefully and with pre-meditated intent creating a mechanical device. How the various segments of a *flexible cast* are applied is indicated in the following glossary.

### ANCHORS (Figure 1)



An "anchor" is that initial strap placed distal to a lesion to which all "saddles," "lockstraps," "stirrups," "obliques," or "vertical stabilizers" are fixed in creating traction or support.

Figure 1

### BASELINE (Figure 2)



A "baseline" is the foundation strap from which other adhesive tape segments begin in their upward journey on the anatomy. (Not to be termed an "anchor.")

Figure 2

### BISECTORS or OBLIQUES (Figure 3)



A "bisector" or "oblique" is any supplementary device or adhesive strap that angles diagonally across a vertical or horizontal strap at its midpoint. These straps are never perpendicular or horizontal to a "baseline" or "anchor" strap but are usually at a 45° angle to these planes. Their primary function is to lend added support, create additional compression, and act as "guy wires" to help stabilize and balance the structure.

Figure 3

### BRIDGE (Figure 4)



A "bridge" is any strap that runs from "anchor" to "anchor" to help maintain tractional or tension support.

Figure 4

### BUTTRESS (Figure 5)



"Buttresses" are any finish-straps designed not only to cover the free ends of basic straps to keep them from curling but also to absorb some of the stress that occurs to a "tape job" at these particular points.

Figure 5





# 1991 Health Promotion Essay Contest

There were 93 secondary school entrants in the 1991 Health Promotion Essay Contest sponsored by the Indiana AHPERD. The entrants represented five Indiana AHPERD Districts. The winners were Jodi Sager, Penn High School, St. Joseph County (District 2); Rachel Dillion, Woodrow Wilson Junior High School, Vigo County (District 7); Justin Barrett, Arlington High School, Marion County (District 8); Michelle Waldo, Bloomfield High School, Greene County (District 9); and Chad Higgins, North Daviess High School, Daviess County (District 11). Each winner was provided a T-shirt. Each winner's essay will be printed in the *Journal*.

This will be an annual activity. The 1991 challenge to the students was . . . **GOOD HEALTH**. . . you can't really enjoy life without it!!! From birth to death, nothing affects us as constantly as the state of our health. As the future leaders of both our country and the world, you hold the world's health in your hands. How will you handle the responsibility?

Thus was the challenge handed to all Indiana students in grades 9-12 in the first annual Indiana AHPERD Essay Contest. The topic for the first contest was: **What do you believe will be the world's major health crisis in the year 2000?**

The 1992 topic is related to a recent study by the Environmental Protection Agency that found Indiana was the fifth worst state for the release of toxic chemicals by its industrial plants into the air, water, and land. **As future leaders of our state, what do you believe can be done in the next five years to ensure that the release of these toxic chemicals is greatly reduced?**

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## SKIN CANCER

Jodi Sager  
Penn High School  
St. Joseph County, District 2

The depletion of the ozone layer is something that people all over the world have been concerned about for years. There are many problems that can occur from the breaking down of the ozone layer. Skin cancer is just one of the many problems that, I believe, will be one of the world's major health problems by the year 2000. This essay is designed to help you understand just how much of a problem skin cancer will be to the people of the world as the year 2000 rolls around.

Skin cancer is defined as a growth or mole that ulcerates or changes in size or texture on the surface of the skin. If this type of growth or mole arises on your skin you should have it investigated for possible malignancies. The most common and most curable of malignancies, skin cancer usually affects areas of skin exposed to the sun. Other contributing factors include: x-ray radiation, contact with industrial chemicals, chronic irritation, and just too much sunlight.

The prevention of skin cancer, as of any disease, depends on the knowledge available about its causes and natural history. The majority of human skin cancer, perhaps 80 or even 90 percent, is related to the environment, and thus, identification and elimination or control of these environmental factors would seem to be the most logical approach to cancer prevention.

Sunlight is likely to be the most common cause of human cancer, that of the skin, but because of the high rate of cure of skin cancer, serious preventive efforts have been made only relatively recently. Such efforts have been directed particularly toward treating malignant melanoma, a rare form of sunlight-induced skin cancer that is difficult to cure.

The ozone layer is slowly but surely depleting as the years progress. The ozone layer is a protective layer of the earth that prevents the sun's ultra-violet rays from entering the environment of our world. The more the ozone layer breaks down, the more ultra-violet rays come down and into contact with the people of our earth. By the time the year 2000 rolls around, I believe, the ozone layer will be broken down by at least 50 percent. This will be very tragic for all people, because skin cancer will be easier to get and more people will be infected by this disease.

We, the people of earth, can help prevent further depletion of the ozone layer by not using man-made products that release fluorocarbons that destroy the ozone layer. One single chlorine atom released from the earth can destroy 100,000 atoms of the ozone layer. We are the people that can prevent this disease of skin cancer because the environment depends on us. I do not think that people realize just how important the ozone layer is to the environment.

Skin cancer can also be prevented by using sun screen while exposed to the sun's ultra-violet rays. A person is exposed to these rays anytime he/she is out in the sun. There are many different kinds of sun screens on the market now. A person can buy a sun proof that totally blocks all rays from penetrating the skin; obviously this product will prevent the person who uses it from getting the disease. There are also other sun screens that have partial sun proofs in them. These sun screens will help protect a person from the sun but will not guarantee total prevention of the disease. These products are on the market to help protect people from the sun. As the ozone layer becomes thinner over the years, scientists are going to have to invent better products that keep up with that depletion.

The year 2000 seems to be a very promising year, but our health problems become worse as the years progress. I do not believe that the world can be free from skin cancer unless the people of earth do something to prevent further depletion of the ozone layer. Thus, this disease of skin cancer is going to be the world's most serious health problem by the year 2000.

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## **POLLUTION**

Rachel Dillion

Woodrow Wilson Junior High School

Vigo County, District 7

I feel that in the year 2000 the major health crisis of the world will be pollution. Pollution is one of the most serious problems facing the world today. Air, water, and soil—all harmed by pollution—are necessary for us to live. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Polluted soil limits the amount of land used to grow food.

Everyone wants to reduce pollution. Earth Day proved that. But pollution is as complicated as it is serious. It is complicated because a lot of things that cause pollution benefit people. For example, exhaust from cars causes a large percentage of air pollution, but cars provide transportation for a lot of people. Factories put out too much of the material that pollutes air and water, but factories provide jobs for people. Too much fertilizer or pesticide causes soil pollution, but both are important for growing crops.

That means, in order to end or greatly reduce pollution immediately, people would have to stop using many things that benefit them.

There are many forms of pollution. One of them is air pollution. Air pollution turns clear, odorless air into hazy, smelly air that harms peoples' health, kills plants, and damages property. People cause air pollution by pouring hundreds of millions of tons of gases into the atmosphere each year. One of the most common forms of air pollution is smog.

Weather can bring down the amount of pollution in the air. Wind scatters pollution. Rain and snow wash it into the ground. In many areas, pollutants are put into the air faster than weather conditions can dispose of them. In crowded cities, for example, thousands of cars, factories, and furnaces may add tons of pollutants to a small area of atmosphere each day.

Another form of pollution is soil pollution. Soil pollution is caused by a number of possible elements. Chemical fertilizers that farmers use can harm the soil. They contain large amounts of nutrients called phosphates and nitrogen. These help crops grow. But, putting too much fertilizer on the soil can be harmful.

Sprays used to kill weeds and insects might harm crops. These sprays contain poisonous chemicals. Too much of these sprays could harm the soil. Some insect sprays, for example, kill the bacteria that live in the soil. These bacteria help keep the soil fertile. For these reasons, scientists are looking for better ways to control weeds and bugs. One way is to use bugs that do not harm crops and plants. These bugs eat other bugs and weeds that can destroy crops.

One of the worst threats to soil in some areas today is pollution caused by harmful industrial chemicals. Harmful chemicals can get into the soil in a number of ways. They may be dumped onto the land as wastes from factories or they may come from garbage dumps. Once these chemicals get into the soil, they are very hard to get out. Plants take up these harmful chemicals through their roots. In soil that has been heavily polluted with poisonous chemicals, no plants will grow. That could cause a lot of trouble with countries that depend on farming as a major source of food.

Another form of pollution is water pollution. Water pollution reduces the amount of pure, fresh water that is available for such necessities as drinking and cleaning, and for such activities as swimming and fishing. The pollutants that affect water come mainly from industries, farms, and sewage systems. Industries dump huge amounts of waste products into bodies of water each year.

We have a lot of problems with pollution in this world. Many of them I have talked about in this report. There is one thing that could save us though, and that is recycling. Recycling is the reprocessing of waste products for reuse. Many kinds of wastes can be recycled. Some, including cans and newspapers, can be used over and over again for the same purposes. Cans can be melted down to make new cans. Old newspapers can be turned into pulp to be made into clean newsprint. Other materials, such as glass bottles and car tires, can also be reused. Ground-up glass can serve as an ingredient in road building materials. Old tires can be melted down in a special process so that they give off valuable chemicals, such as oil and gas.

At the rate we are going, the world will be an unhealthy, not to mention ugly, place to live. Things that make life easier for us are terrible for the earth and atmosphere. The way I look at it, we could learn to live without those things or not live at all. It's our choice. What will you decide?



# Jump Rope for Heart . . .

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

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There are currently seven Jump Rope for Heart Demonstration Teams located in Indiana. I have listed these teams below with contact names, addresses, and phone numbers for your convenience. Further, I have noted when they are available for demonstrations at your schools. There is no greater promoter of Jump Rope for Heart activities than a demonstration from a demonstration team. So, why don't you take advantage of these teams and set up a Jump Rope for Heart event. If you are interested in forming a demonstration team, please feel free to contact me at your leisure. Eventually I would like to see a demonstration team in each of the 12 Indiana AHPERD Districts.

Dolores Wilson  
Haverhill Elementary  
4725 Weatherside Run  
Fort Wayne, IN 46804  
Home: (219) 694-6238  
School: (219) 434-2460  
Available: November 8-March 25

Linda Ireland  
Maple Elementary  
13013 West Rockville Road  
Indianapolis, IN 46234  
Home (317) 272-2712  
School: (317) 272-7709  
Available: First two weeks December and March

Lori Mickley  
Deer Ridge Elementary  
1515 South Scott Road  
Fort Wayne, IN 46804  
Home: (219) 436-3652  
School: (219) 434-2510  
Available: January, February - M,T,W

Jim Zeiger  
Francis Smith Elementary  
4505 Waycross  
Columbus, IN 47203  
Home: (812) 379-4921  
School: (812) 376-4317  
Available: November, December - M,F

Ken Folk  
Roanoke Elementary  
P.O. Box 346, 512 North Seminary  
Roanoke, IN 46783  
Home: (219) 672-3478  
School: (219) 672-2806  
Available: November - March, No Mondays

Nikki Glover  
Arlington Elementary  
5814 South Arlington Avenue  
Indianapolis, IN 46237  
Home: (317) 787-8748  
School: (317) 782-4274  
Available: Open

Lee Steinbarger  
Garrison Elementary  
4138 Niewoehner Road  
Richmond, IN 47374  
Home: (317) 966-8498  
School: (317) 973-3434  
Available: Open

# ***Tear me out . . . send me to the paper!***

## **Sample News Release**

**FOR IMMEDIATE RELEASE: (DATE), 1992**

### **(ORGANIZATION) Representative Speaks On Need For More, Better Physical Education At (DATE) PTA Meeting (OR OTHER MEETING)**

#### **Time to Stop Shortchanging Children, (HE/SHE) Says**

(YOUR CITY, STATE)—(YOUR AMERICAN ALLIANCE AFFILIATE) representative, (FULL NAME OF SPEAKER), recommended at a (PTA OR OTHER MEETING) meeting today that parents and policy makers examine the physical education programs in local public schools to ensure that children are receiving a complete education. The meeting was held (TIME, DATE, PLACE).

(LAST NAME) said children should have a complete education, of both mind and body. (HE/SHE) said while school curricula do well in mandating academic subjects, they all too often fail to require that children be physically educated as well.

According to (HIM/HER), physical education is often forgotten or overlooked, or not given adequate funding to be able to support quality programs on a daily basis.

(LAST NAME) said that (YOUR STATE'S) requirements for physical education were (BRIEFLY DESCRIBE STATE REQUIREMENTS HERE). (THEN, BRIEFLY DESCRIBE YOUR LOCAL SCHOOL'S PROGRAMS, INDICATING WHETHER THEY FALL SHORT OF, MEET, OR EXCEED STATE REQUIREMENTS).

The lack of daily programs is having a pronounced effect on our children, (HE/SHE) said. (LAST NAME) cited a number of recent studies that showed most children aren't physically fit or healthy.

In addition, (HE/SHE) illustrated how children are missing out on the other important benefits physical education has been proven to provide: better academic performance, more self-confidence and self-discipline, better judgment, and healthier lifestyles.

"We need to stop shortchanging our children," (LAST NAME) said. "They're missing out on all the physical, mental, psychological, and social benefits physical education can bring."

(HE/SHE) urged concerned parents to join with physical education teachers and work together to ensure that children are not deprived of the clear-cut benefits that daily physical education provides.

(LAST NAME) distributed a free brochure entitled, "It's Time to Stop Shortchanging Our Children" to attendees. Copies of this brochure are available free by writing to (YOUR AMERICAN ALLIANCE AFFILIATE'S ADDRESS).

\* \* \* \* \*

**Contact: (YOUR NAME, ORGANIZATION, AND PHONE NUMBER)**

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## Referred Articles: Guidelines for Authors

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The following information should be used when submitting a manuscript to the **IAHPERD Journal**. Many types of original manuscripts are suitable—theoretical, practical, technical, historical, philosophical, creative, controversial.

Write for the **Journal's** readership and be sure to spell out the implications of the article for the discipline. Use a simple, clear, and direct writing style, avoiding the use of first person pronouns and repeated references to one's institution.

Philosophical and historical backgrounds are not usually necessary unless these are the primary purposes of the manuscript. References are not compulsory, but writing ethics dictate that quoted material as well as historical sources be cited in bibliographical style.

When reporting research results, try to maintain non-technical language and to avoid complex tables which are not directly related to the text. Avoid extensive discussion of methodologies and statistical techniques unless they are clearly unique. Concentrate on theoretical framework, reasons for conducting the research, discussion, and applications to the field.

The IAHPERD accepts submitted materials for the **Journal** as "professional contributions" and no remuneration can be offered. Authors receive one complimentary copy of the issue containing their article.

### TECHNICAL SUGGESTIONS

**Style.** Material should be presented consistently throughout the manuscript. Preferred style is that of the American Psychological Association (APA) Publication Manual.

**Length.** Maximum preferred length is ten double-spaced pages. Smaller manuscripts will be considered but will receive lower priority for inclusion in the **Journal**.

**Cover Page.** Type title of manuscript about three inches from top of page, followed by author name(s) as it/they should appear

in the published piece. Drop down a few spaces and type complete name, address and phone number of author with whom editor should correspond. Also, state number of words in manuscript (rounded to nearest hundred). Author name(s) should appear *only* on this page, since the editing process is conducted as "blind review."

**The Text.** Full title should appear again at top of page one. Double space, indent paragraphs, use one side of paper only. Use only white 8½x11" paper and dark typewriter ribbon. Margins on all sides should be at least one inch. Pages should be numbered consecutively in the upper right hand corner and carry a running head (partial title) just below the page number. Long quotations should be single spaced and given extra indentation of five spaces to make them stand out. All copies should be "letter perfect"—free from inaccuracies in grammar, spelling, and punctuation.

**Photos.** Photographs which complement a manuscript are encouraged. Preferred photos are black and white glossy, 5x7". Photos will not be returned.

**Illustrations.** Must be in black ink on white paper, camera-ready.

**Tables, Charts, Graphs.** Use where appropriate; don't duplicate material in the narrative; be *accurate*.

**Bibliography.** Keep to a minimum. List only if cited in the text presentation.

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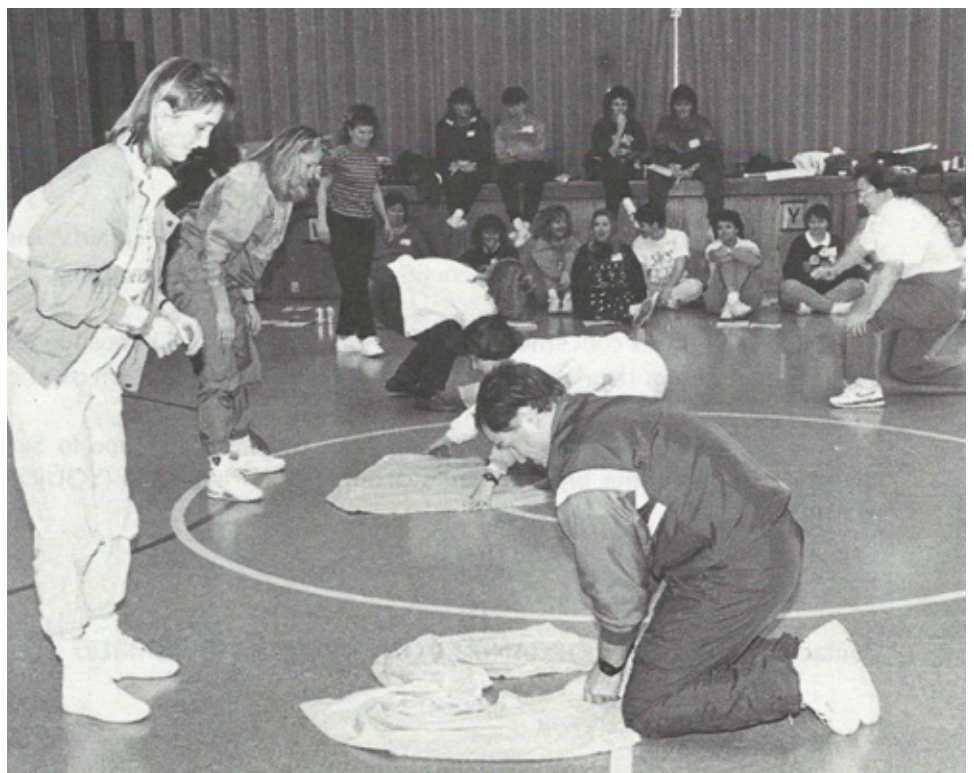
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## PARTING SHOT

Maybe I can be of  
some assistance?  
Or maybe not?





# 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.

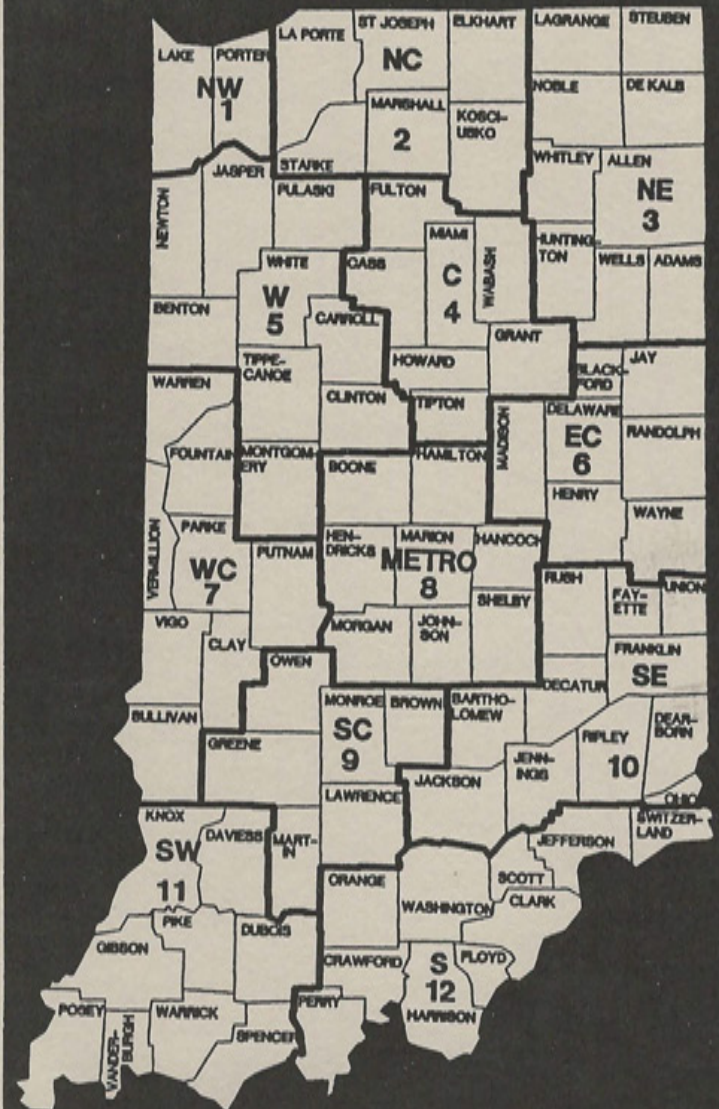
### Education and Training

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.

## District Map



- Would you be willing to become involved?
- District Level
- State Level
- Committee Involvement
- State Office
- District Leadership

### HELP NEEDED:

**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.

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 Student Membership \_\_\_\_\_ \$10.00  
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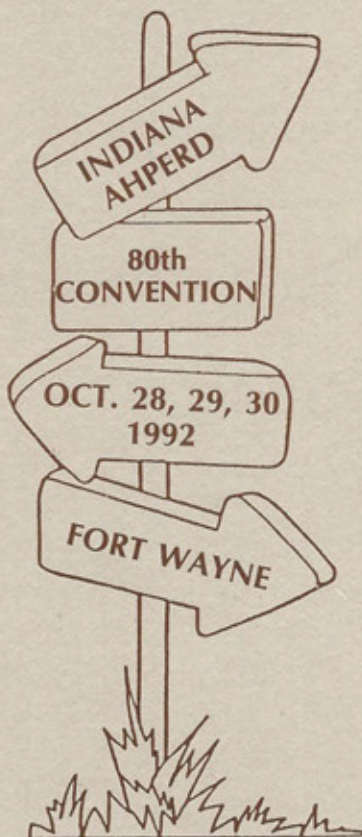
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to the  
Future



&  
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Calendar

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