

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

Volume 21, Number 3

CONVENTION ISSUE

Fall 1992

## - Inside This Issue -

- Convention Preview
- Mentoring P.E. Student Teachers
- President's Youth Fitness Program
- Tearout Editorial
- And Much More!

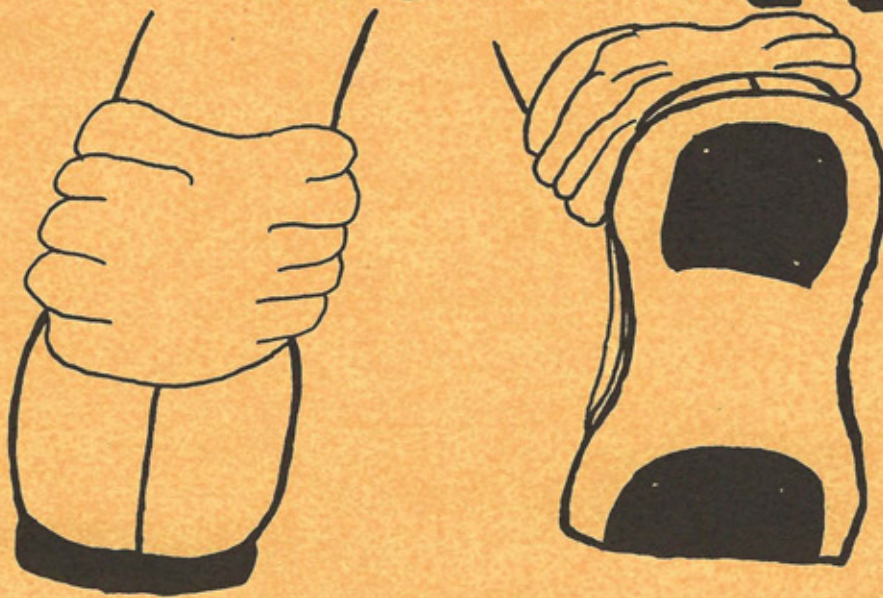
1991-92

Poster Contest First Place Winner

**MENDY BEAVERS**

7th Grade, Medora School, Jackson County

# Do The Tappin



# With The Rappin

# Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 21, Number 3

Indiana Association for  
Health, Physical Education, Recreation and Dance

Fall 1992

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\*Executive Committee

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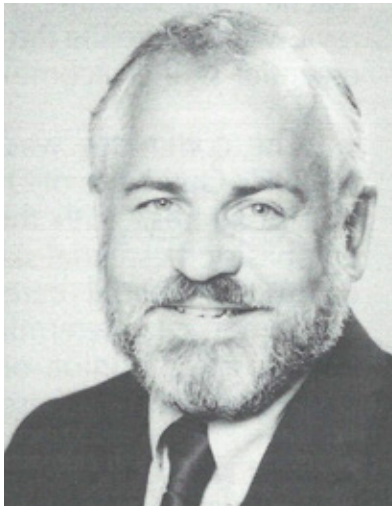
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When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request includes funds in the amount of \$5.00 to cover postage.

# Message from the President . . .



Thomas "Tom" H. Sawyer, Ed.D.  
Professor of Physical Education  
Indiana State University  
Terre Haute, IN 47809  
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(812) 894-2113 (home)

## Quality Through Professionalism . . .

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### A Potpourri of Thoughts . . .

*It has been an interesting year at the helm. As presidents before me, I was not able to accomplish all I had planned, but much was started and will be finished before the end of 1993. This final message as your President will review what has happened in the past 10 months.*

#### **POSITION PAPERS**

In October I initiated a challenge to the Vice-Presidents of the divisions to draft and have accepted by October 1993 a position paper for each of their respective disciplines. Presently I have received draft copies of position papers on (a) adapted physical education, (b) health and safety, (c) coaching education, (d) physical education, and (e) physical fitness. By the Fort Wayne convention I should have copies of the draft proposals from dance and recreation.

Thank you for your time, patience, and efforts to date: Elsie Smith and her committee (adapted physical education), Kathy Dean and her committee (health and safety), Kelly (Leatherman) Johnson and her committee (coaching education), Doreen St. Clair and her committee (physical education), Dave Hopkins

and his committee (physical fitness), Jerome Steiger and his committee (recreation), and Carol Cunningham and her committee (dance).

#### **NATIONAL CONVENTION**

It is over and it was great. I have been to over 20 national conventions, and I rated this one in the Top 5. Nick and his committee worked very hard to make this a great success for Indiana, and it was! Thank you, Nick, and all of those who volunteered their time to make this a great event.

Pre-registration for the convention was a record, but overall attendance was less than expected. National had estimated a larger overall attendance based on the great pre-registration, but it did not materialize. Therefore, National experienced a loss on this year's convention. This can easily be attributed

to the economy. National was pleased with the positive responses from convention attendees and exhibitors. We are in the hunt for 1997 with Milwaukee and Cincinnati.

### **RULE 511 UPDATE**

In the past six months I have been in attendance at four State Board of Education meetings, and spoken during two of the meetings. The first presentation was to outline the Association's position in regard to the proposed changes in Rule 511, and the second was to describe the need to include physical education in the Performance-Based Accreditation (PBA) process.

In late May (26-28) there were eight public hearings. I was able to attend three of the eight meetings and found them very interesting. The Association's stance is a minority one when compared to the other specialty areas (art, home economics, industrial arts, and music), but one that is respected by the Board. I will go out on a limb and predict that the revised rule will, without modification, become effective July 1, 1993 (see page 4 of the April 1992 *Newsletter* for specifics).

### **PHYSICAL EDUCATION PROFICIENCY GUIDE UPDATE AND ESSENTIAL SKILL COMMITTEE**

In April Barb Ettl (Consultant for Physical Education—DOE) appointed a committee composed of the following 13 professionals: Sue Barrett, Arlene Corson, David Gallahue, Bud Getchell, Lana Groombridge, Della Hall, Patti Howard, Mary Lawler, Lolitta Madison, Gene Nesbit, Rita Nugent, Barb Passmore, and Tom Sawyer.

### **COMMITTEE CHARGE**

*The Indiana Physical Education Guide* was published and disseminated to all schools in 1987. The purpose of the guide is to assist schools in the development of local physical education curriculum, and to serve as a guideline for program review by the DOE Division of Performance-Based Accreditation (PBA).

Since 1987 the field of physical education has changed as well as the expectations for teachers and students. Therefore, it is time to review/update/refine the proficiencies and add essential skill (outcome) benchmarks.

The committee was provided a copy of NASPE's Outcomes of Quality Physical Education programs. With the National and State emphasis on essential skills, it was felt that the committee should carefully examine these benchmarks to determine if Indiana should incorporate a portion or all of them into the revised proficiencies/essential skills document.

Ettl said, "The time has come when the State Board of Education needs to place a greater emphasis on physical education. If minute requirements are to be eliminated, and if we are to assure that schools are offering the required 'balanced curriculum' which will replace the minutes, then the results of this committee work will be instrumental in establishing guidelines for schools, teachers, and PBA."

### **RESTRUCTURING**

The October RA can be the beginning of a new direction for the Association we all respect and want to prosper. Change will be necessary for us to survive the new century. I am looking forward to an interesting and exciting RA meeting. If all goes well the new streamlined Association may very well be the model of other State associations. We are on the cutting edge and are being watched by other states in the Midwest.

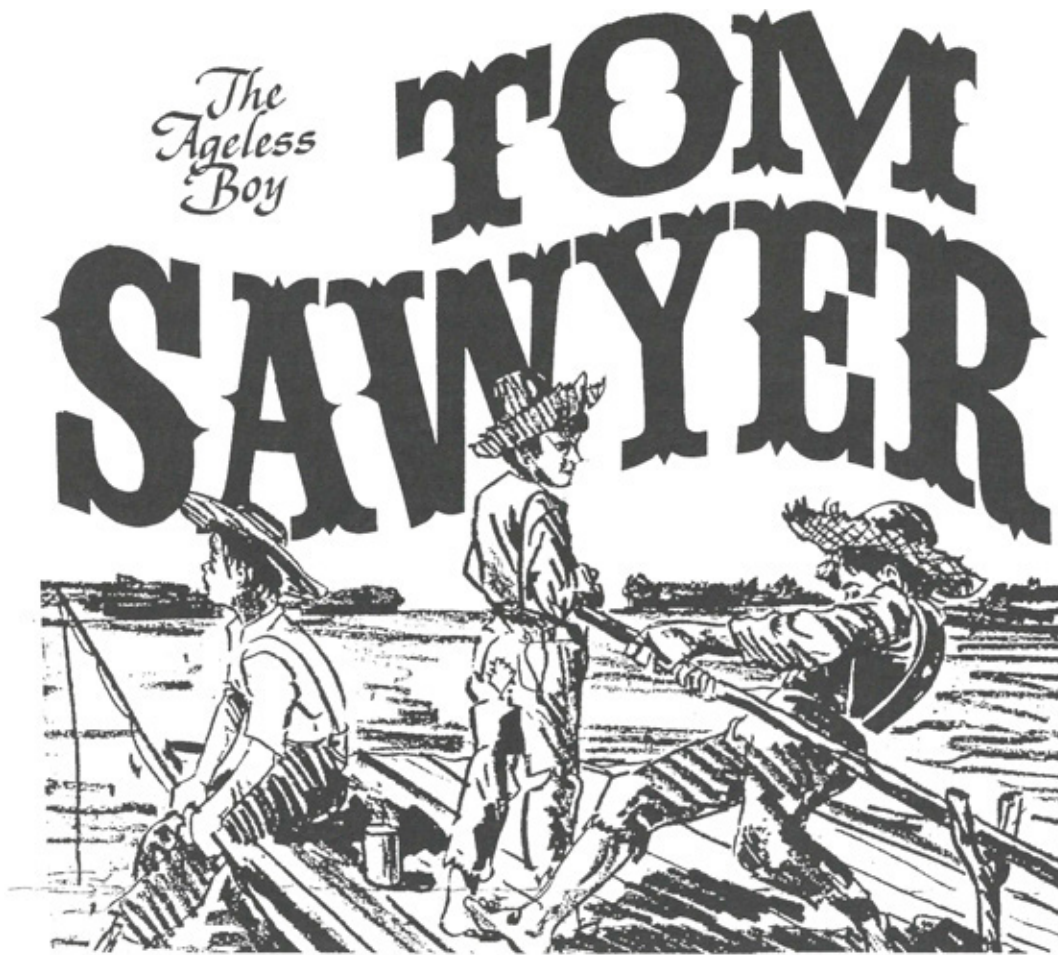
### **IN CLOSING**

Thank you for a very interesting and challenging year and the opportunity to serve the Association during a very dynamic time in its history.

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**Dolores and Tom invite you to  
THE 80TH INDIANA  
AHPERD CONVENTION  
in Fort Wayne, Oct. 28-30, 1992.**

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## NOTIONS from the Editor

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Professor of Physical Education  
Indiana State University

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### The Reviewer (Referee) — A Gatekeeper

This paper has been designed to assist reviewers/referees to understand their important role in the publication process. Their role is not to edit but rather review. The editor's role is to edit. Editing is the process of preparing an author's work for publication by suggesting revisions to improve its accuracy and readability. The reviewer's/referee's task is to review the manuscript. Reviewing is the process of examining the manuscript to see if (a) the subject is new or old; (b) treatment of the subject is new or old; (c) content is accurate; (d) the subject and treatment are appropriate for the readership; (e) the manuscript contributes significantly to the body of knowledge; (f) the manuscript is of practical use; (g) the tables, diagrams, and figures add to, rather than duplicate, information in the narrative; (h) the manuscript conforms to the appropriate style used by the journal; and (i) the research and research findings are applicable to the professionals in the field. As can be seen from this discourse there is a distinct difference between a reviewer/referee and an editor.

#### ARE REVIEWERS/REFEREES REALLY NECESSARY?

There are a number of authors and/or scientists who fear the peer review process. There are others who regard all reviewers/referees and editors as biased adversaries whose objectives are solely to reject, delay, or scoop all papers submitted to them. Yet there are many authors and/or scientists who appreciate the work done by reviewers/referees and editors because it makes their end product stronger after going through the process.

The constraints on professional publication are not new. They began with the very first journals. Publication was limited to those reports that were read at a meeting of a learned society or submitted by a member. As the various professional and scientific fields grew, those limits became too narrow to accommodate all the worthwhile papers. Editors then began to consult colleagues and members of their societies about the interest and accuracy of papers that were submitted. Thus began the system of reviewers/referees, anonymous experts who are called upon to advise editors on the suitability of papers for publication. The role of reviewers/referees is more quarrelsome than any other aspect of professional/scientific publication, but alternatives are not easy to find. If there is agreement that some form of monitoring is essential, and the case for that seems overwhelming, then who is capable of doing it other than experts in the subject matter of the paper.

Whether or not the system is liked, the system does work! All editors, and most authors, will affirm that there is hardly a paper published that has not been improved, often substantially, by the revisions suggested by reviewers/referees. The same editors will state that examples of intentional delay, biased reports, or unethical behavior are extremely rare.

The golden rule in reviewing is . . . "review/referee papers as you would wish others to review/referee yours." The entire process is, or at least should be, designed to assist the editor in determining the value of the manuscript, and the author in strengthening the paper before it is published for his/her peers to read. Therefore, the reviewer/referee should be honest to a fault and willing to provide corrective unbiased criticism to strengthen the document for the author.

## **ANONYMITY OF REVIEWERS/REFEREES**

Despite the proven usefulness of anonymous reviewing/refereeing, this issue remains controversial. Reviewers/referees are sometimes accused of using the cloak of anonymity to conceal personal biases, unethical behavior, and incompetence. People who review/referee are authors as well, and the balance between these two functions suppresses unreasonable behavior. A reviewer's/referee's viewpoint may well differ from an author's in controversial areas, but that is professional or scientific rather than a personal bias.

Every editor, including myself, can cite instances in which authors have complained about the choice of reviewers/referees, accusing them of being incompe-

tent or even idiotic, when in fact the reviewers/referees in question were suggested as experts in the field by the authors themselves. Ask yourself this question . . . Would those same reviewers/referees (or yourself) have given the same reports if they knew that their identities would be revealed to the authors? Probably not, and that is the prime reason for maintaining anonymity of referees; editors need to know what reviewers/referees really think.

Given the vagaries and complexities of the human condition in our society today, reviewers/referees must be free from the possibilities of repercussions if they are to be expected to report with candor and honesty. Young professionals/scientists would fear to criticize papers whose authors might subsequently be reviewing their grant proposals or applications for tenure. Others do not want to jeopardize friendships or collaborations by the uncertain reception that might be given to an identified and critical review. Finally, in the increasingly litigious atmospheres currently in our society, there is even the possibility of referees being sued.

The critics of the anonymous reviewing/refereeing system overlook a critical point, and that is reviewers/referees advise editors, not authors. Editors may or may not follow that advice. It is true that editors may use referee's reports in whole or in part to help authors improve their papers or support a decision or rejection. Good editors will make clear what points in the reports they consider important and how they reached their decision.

Authors should deal directly with editors not reviewers/referees. Therefore to make sound decisions in this day of complex, highly specialized professions and scientific fields, editors need unrestricted access to the best advice available. Those conditions are best met by the anonymous reviewing/refereeing system. Although editors should make every effort to preserve anonymous refereeing, there will be some referees who want to identify themselves to authors.

## **IMPORTANCE OF SELECTION**

The choice of reviewers/referees for a paper is the single, most important decision that editors make in dealing with submitted manuscripts. The following list includes, but is not limited to, a number of traits that might be considered in selecting reviewers/referees for a paper that has been submitted to a journal for possible future publication.

- topic/subject reviewer
- practitioner reviewer
- research design/methodology reviewer

- statistics reviewer
- areas of expertise
- an author/writer
- respected in the field
- current in area of expertise
- understands the purpose of the journal
- understands the needs of the readership
- dependable
- punctual
- helpful with suggestions for revision

## THE REVIEWER'S/REFEREE'S GUIDE

Editors should provide a form of guidance to you as a reviewer/referee. This may come in the form of (a) a guide to reviewer/referee, (b) a checklist for reviewers/referees, (c) a form for the reviewer's/referee's report to the editor, and (d) a form for the reviewer's/referee's comments to the author(s). Below you will find examples of guides for your review.

There are three points that should be covered with the reviewer/referee at a minimum. They include (a) the traditional constraints on the publication, (b) a few questions about the presentation, and (c) one or two reminders about the ethics of reviewing/refereeing.

### *An Example Of A Reviewer's/Referee's Checklist*

The following checklist is intended as a guide for reviewers/referees. It would be helpful if you would comment **specifically**, in your report, on any points in which you consider the paper to be deficient.

#### *Traditional Constraints*

1. Does this paper report specific, identifiable, advance in knowledge?
2. Is the subject new or old, and is the treatment new or old?
3. Are conclusions justified, soundly based, and logically consistent with the support data?
4. Are the procedures and methods employed sufficiently clear that the work could be repeated?
5. Is the information accurate?
6. Are the statistics computed accurately and appropriately?
7. Are all references to prior work pertinent, cited in the body of the paper, and complete?
8. Is the paper relevant?
9. Does the paper have any practical information or use?
10. Does the article adequately assess conflicting studies and data?

#### *Presentation*

1. Is the manuscript concise?
2. Is the paper readable?

3. Is the work consistent with clarity?
4. Is the subject appropriate for journal's audience?
5. Is the paper presented in a logical manner?
6. Does the manuscript conform to the journal style?
7. Is there an introduction that states the purpose of the article?
8. Is there an abstract and is it descriptive of the contents?
9. Are all figures and tables relevant and properly prepared?
10. Do the tables, diagrams, and figures add to, rather than duplicate, information in the narrative?
11. Is the title descriptive of the contents?
12. Is the manuscript excessive in length?
13. Would this manuscript work better in another journal, if so, what journal(s)?
14. You are a reviewer, not an editor, so do not worry about grammar and sentence structure.

#### *Ethics*

1. The paper under review is a confidential document that should not be discussed or shown to others without the express permission of the editor(s).
2. As your detailed report may be relayed to the authors as a guide for reviewing their paper, we request that you avoid harsh or abrasive statements.
3. Comments specifically for the editors should be written in a separate letter accompanying the report.
4. Your anonymity as a referee will be preserved and you are asked not to identify yourself to the authors without the express permission of the editor.
5. Be honest and fair in your appraisal. Remember the golden rule . . . "review/referee papers as you would wish others to review/referee yours."
6. Please return your report within the specified time limit.

Finally, the reviewer/referee must tell the editor whether or not the manuscript should be rejected or resubmitted after revisions are completed. If the latter is the case, do you want to see it again?

## HOW TO KEEP REVIEWERS/REFEREES HAPPY

Some journal editors work hard at keeping reviewers/referees happy and involved. The key elements in keeping reviewers/referees happy are . . .

- do not overload them with excessive demands
- provide feedback in the form of information about the consequences of their report
- furnish copies of the results from other reviewers/referees who reviewed the same manuscript
- show appreciation.



## **New Accessibility Center At IU To Provide Expertise To Parks, Recreation Industry**

BLOOMINGTON, IN—Research and training opportunities for the parks, recreation and tourism industries in providing equal access to persons with disabilities will be undertaken at a new center located at Indiana University's Bradford Woods.

The National Center on Accessibility is a Congressionally-funded program through the U.S. National Parks Service. The project was sponsored by Rep. John Myers (R-Ind.).

Among the center's first projects: a beach accessibility study which will test new products, including a sand-navigable wheelchair, toward expanding opportunities for access to the nation's shoreline recreational facilities.

"We've been very heavily involved in working with people with disabilities for 40 years," explained Bradford Woods director Gary Robb. Each summer campers with different ability levels and many with mobility impairments make their way to the 2,400-acre camp, located near Martinsville, where they have access to cabins, nature and craft centers, beaches and the pool on their own power. Robb also will direct center activities.

"The Americans with Disabilities Act (ADA), which was passed in July 1990, sent federal, state, local and private agencies scurrying around trying to figure out what they had to do to make their programs and facilities accessible to everyone," he said.

Bradford Woods has been providing accessibility training for federal employees and others for the last three years, Robb said, and when the Congressman was looking for a project to sponsored related to recreation, Bradford Woods and the expertise available through the university was a natural departure point from which to promote resource development and research.

The center has committed research funds to support inclusion of an assessment of people with disabilities in a study called the Nationwide Survey on Recreation and the Environment. Conducted every decade, this will be the first time the views of the disabled concerning outdoor recreation activities have been recorded.

"The results will tell the U.S. Parks Service and the U.S. Forest Service, private recreation providers and others interested in outdoor recreation what they need to know to set priorities about how people with disabilities can and should be included in their services," Robb said.

Beach access is a major problem for people with disabilities, he said. "We're talking about access to state park beaches, all the shoreline of the United States—any place that has water that isn't a swimming pool." Five companies will be providing test materials. In addition to the wheelchair prototype, "spray surfacing materials" that harden the sand for temporary periods will be among the products tested.

Another area the center will be involved with is public policy formation regarding use of designated wilderness areas by the disabled. On one hand the areas are meant to be kept in their most pristine state, naturalists argue. On the other, citizens with mobility impairments may require modifications in order to have equal access.

Following the release of a study mandated by the ADA, the center plans to convene a conference that will include environmental groups, those with disabilities who have used the wilderness area system, and outfitters who take people into those areas.

**MARK YOUR CALENDAR TODAY!  
80th Indiana AHPERD Convention  
FORT WAYNE  
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# PRESIDENT'S YOUTH FITNESS PROGRAM

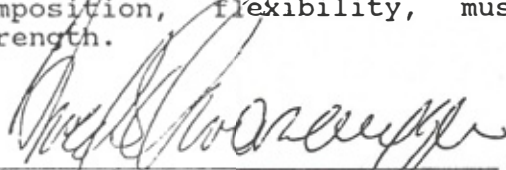
## President's Youth Fitness Program

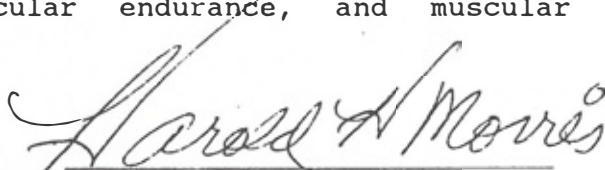
The American Alliance for Health, Physical Education, Recreation and Dance and the President's Council on Physical Fitness and Sports are pleased to announce the initiation of a cooperative and coordinative effort for one national physical fitness assessment and education program, which will be entitled the **President's Youth Fitness Program**. This joint effort will assist in the achievement of the objectives of the Physical Activity and Fitness priority of Healthy People 2000 and to advance the cause of youth fitness and health.

The President's Youth Fitness Program will feature the Physical Best test items and educational materials and the President's Challenge award system adapted to criterion-referenced assessment standards. Normative data will be included in the proposed program, without compromising health-related fitness testing and assessment.

The first year will be a time of transition. During this time frame -- the 1992-1993 school year -- educators are encouraged to use the program of their choice: either the President's Challenge or Physical Best.

It is the intent that by the school year 1993-1994, beginning September 1, 1993, the transition period will be completed, and the President's Youth Fitness Program will incorporate the President's Challenge and Physical Best Programs. This new, unified fitness assessment and education program will include the test items and educational materials of Physical Best and the awards program of the President's Challenge. The President's Youth Fitness Program will include education and assessment of aerobic endurance, body composition, flexibility, muscular endurance, and muscular strength.

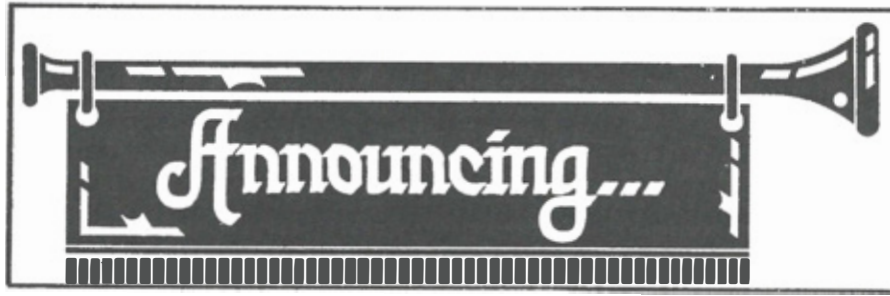
  
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**DANCE RESOURCE GUIDE** (1990) A compilation of resources for dance including music, recording companies, books, journals, multicultural resources, dance organizations and much more! Compiled with data from the National Arts Education Research Center at the University of Illinois, Urbana/Champaign.

**DANCE CURRICULA GUIDELINES FOR K-12** (1988) Provides a resource guide for curriculum planners in dance education at state and local levels. It is composed of broad guidelines and selected examples to enable state and local planners to develop curricula and courses of study. An annotated bibliography of state dance curriculum guidelines is included.

**GUIDE TO CREATIVE DANCE FOR THE YOUNG CHILD** (1990) A guide to developmentally appropriate content, structure, environment and assessment of creative dance for ages three through eight. Includes sample assessment descriptors and additional resources.

**ADVENTURES IN CREATIVE MOVEMENT ACTIVITIES: A GUIDE TO TEACHING** (1990) by Dr. Marcia Lloyd. Designed for teachers of all age groups who wish to use creative movement activities in the classroom, gymnasium, or on the playground. Originally written for extensive use in Malaysia, its principles and practical information are a valuable resource in any setting.

**NDA DANCE SCHOLARSHIP GUIDE** (1991) A listing of dance scholarships available from studios, company schools, colleges/universities and organizations. Contains over \$1,250,000 worth of scholarships!

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

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tor, or whether you work with youngsters, students or adults, men or women, aspiring professionals or those just trying to keep fit, there's an AAHPERD association that serves your area of professional expertise.

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Your AAHPERD membership entitles you to receive one professional journal free. Journal articles help you evaluate a wide variety of recreation, sports, and fitness programs. They report the latest research. Describe progress in AAHPERD-supported programs. Summarize current issues and developments. Other journals (including our new bi-monthly *Strategies*) are available at modest cost to AAHPERD members.

**The Journal of Physical Education, Recreation and Dance.** Published nine times annually, the *Journal* covers the latest developments in these three fields. A recent issue featured articles on measurement and evaluation; girls and women in

sports; professional ethics; outdoor recreation; dance education; aquatics; coaching education . . . and more. And, there are Teaching Tips, Book & Film Reviews, and New Product Evaluations in each issue.



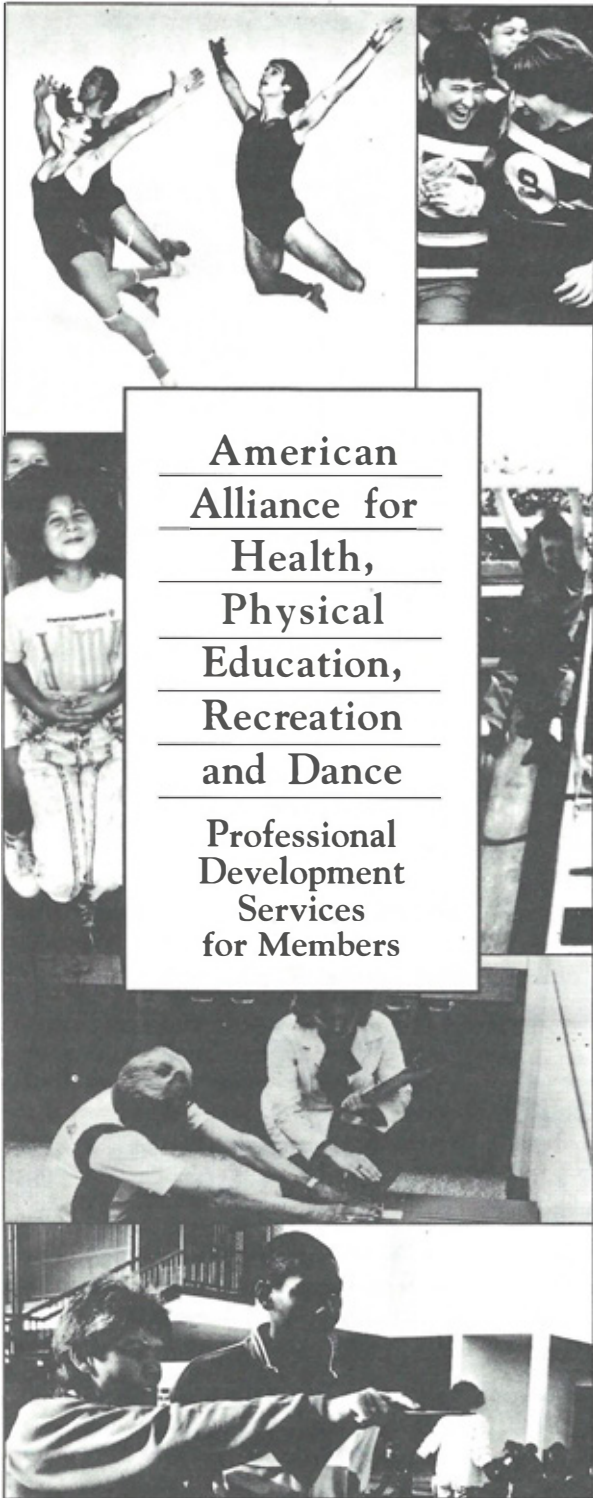
**Health Education** is published every other month for health educators in the classroom, community and corporation. It reports developments and find-

ings on health issues, not skirting controversial ones. Recent articles covered sex education, tobacco use by juvenile athletes, worksite health strategies, and teacher education.

**Research Quarterly for Exercise and Sport.** Do athletes live longer? How reliable are certain physical fitness tests? How do student-athletes select a university? If your interests include careful, probing, documented answers to serious questions about physical fitness and sport, the **Research Quarterly** is for you.



**Strategies** helps physical and sport educators meet the challenges they face in daily practice, and gives them the winning edge. Recent topics: coaching strategies for young athletes, player and spectator vio-



**American Alliance for Health, Physical Education, Recreation and Dance**

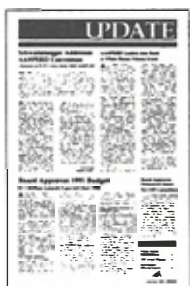
**Professional Development Services for Members**

lence, racquetball's "killshot," getting parents to help, how to set goals.

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AAHPERD's **Update** arrives eight times a year to keep you posted on Alliance-sponsored activities.

ties.

It's here, for example, you'll learn about training sessions and upcoming promotion campaigns for two of AAHPERD's most important programs, **Physical Best™** and **Jump Rope for Heart™**. National and regional conferences and meetings are listed too, well in advance, so you can fit them into your busy schedule.

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**Join any 2 of these national associations with your AAHPERD membership.**

**American Association for Leisure and Recreation (AALR):** Promotes school, community and national programs of leisure services and recreation education.



**National Association for Sport and Physical Education (NASPE):**



Provides national leadership and influences physical education and sports policies in programs for teachers, coaches, athletic administrators, athletic trainers, intramural directors and scholars at all educational levels.

**National Association for Girls and Women in Sport (NAGWS):** Fosters quality and equality in sports for girls and women. Serves those



who teach, coach, train and administer all sports (including club sports and intramurals) at elementary, secondary and college levels.

**Association for the Advancement of Health Education (AAHE):** Preserves and improves health through education. Promotes both the process of health education and specific health education programs.



**Association for Research, Administration, Professional Councils, and Societies (ARAPCS):** Coordi-

nates activities of the following special interest groups:

- Adapted Physical Activities
- City and county directors
- Measurement and evaluation
- Aging and adult development
- Ethnic minorities
- Outdoor education
- Aquatics
- Facilities and equipment
- Physical fitness
- College and university administrators
- International relations
- Safety
- Student action.



**National Dance Association (NDA):** Promotes sound policies for dance education, through conferences, conventions, special projects,

publications and cooperation with other dance and performing arts groups.

The American Alliance for Health, Physical Education, Recreation and Dance is the world's leading association for those who teach, administer or research in the areas of physical education, recreation, health, sport, and dance.

### Dues

Your dues are based on the professional publications you elect to receive. All members receive one periodical free.

Journal Preferences	Annual Dues
One professional journal	\$85
One journal + Strategies	\$95
Two professional journals	\$105
Two journals + Strategies	\$115
Three professional journals	\$125
Three journals + Strategies	\$135

For more information write or call The American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia 22091. Phone (703) 476-3400.

# Membership Application



American Alliance for  
Health, Physical Education,  
Recreation and Dance

1900 Association Drive • Reston, VA 22091 • (703) 476-3400

## Yes, I want to join AAHPERD.

New  Renew

ID # \_\_\_\_\_

Name (Mr.) (Ms.) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone: Home (     ) \_\_\_\_\_

Office (     ) \_\_\_\_\_

**I select membership in the following association(s) of AAHPERD.** (Check two boxes, indicating your first and second choices. You may select one association twice. Each association that you select receives a portion of your dues.)

See Reverse Side for Description of Assn. Interest Areas.

- American Association for Leisure and Recreation (AALR)
- National Dance Association (NDA)
- Association for the Advancement of Health Education (AAHE)
- Association for Research, Administration, Professional Councils and Societies (ARAPCS)
- National Association for Girls and Women in Sport (NAGWS)
- National Association for Sport and Physical Education (NASPE)
- Research Consortium - for those interested in research.

(A check here does not affect your Association affiliation)

**In addition to UPDATE, AAHPERD's monthly newsletter (an automatic benefit of membership), I wish to receive the following periodicals:**

- Update* (An automatic benefit of membership)
- Journal of Physical Education, Recreation and Dance*
- Journal of Health Education*
- Research Quarterly for Exercise and Sport*
- In addition I wish to receive *Strategies: A Journal for Physical and Sport Educators*  
(Add \$10.00/year to your membership dues.  
Foreign members add \$15.00/year)

**I select the following membership option, based on my professional status and my choice of periodicals:**

**Professional**

	One-year membership	Two-year membership	Three-year membership
--	------------------------	------------------------	--------------------------

**Update Plus:**

- Any one periodical\*  \$85.00  \$150.00  \$200.00
- Any two periodicals\*  \$105.00  \$190.00  \$260.00
- Any three periodicals\*  \$125.00  \$230.00  \$320.00

**Retiree** (Rates based on 10 consecutive years of membership)  
Retiree

**Update Plus:**

- Any one periodical\*  \$30.00
- Any two periodicals\*  \$50.00
- Any three periodicals\*  \$70.00

**Student** (Student rates apply only to full-time students.)  
Graduate Undergraduate

**Update Plus:**

- Any one periodical\*  \$30.00  \$28.00
- Any two periodicals\*  \$50.00  \$48.00
- Any three periodicals\*  \$70.00  \$68.00

**Life Membership** - \$1500 - available in 3 payments

\*Add \$5.00/year for each periodical mailed outside the U.S. or Canada.

All payments must be in U.S. dollars. Check must be drawn on a U.S. bank. Unesco coupons not accepted.

## I am remitting my dues

- by enclosed check, payable to AAHPERD
- by VISA (13 or 16 numbers)
- by MASTERCARD (16 numbers)

Card #

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Expiration Date \_\_\_\_\_  
(Please read and write numbers carefully)

Signature \_\_\_\_\_

Four dollars of your dues are allocated to *Update*, and twenty dollars per each selected periodical.

Please indicate amount paid	
\$	

--

Return this form with payment to:

AAHPERD  
P.O. Box 10406  
Fairfax, VA 22031-8006

## For Office Use Only

DT: \_\_\_\_\_

Ck: \_\_\_\_\_

Amt: \_\_\_\_\_

# 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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## Academic Preparation and the Academic Consumer

Recently, AAHPERD's College and University Administrator's Council (CUAC) conducted a study on the status of teaching among Physical Education collegiate faculty. The purpose of the study was to ascertain the extent that Physical Education Administrators **need and can find** appropriate faculty skilled in teaching a variety of courses.

Interest in conducting this survey was generated by publications such as Ernest Boyer's *Scholarship Revisited*, Jerry Thomas' "Realities of the Job Market: The Needs of the Hiring College" in *Chronicle of Physical Education in Higher Education*, and cries from administrators complaining about the inadequate quality of teaching and the limited range of subject matter taught by new hires

The study was divided into three parts. One part determined the student's preparation in specialty areas by reviewing institutional requirements for doctoral degrees. Additionally, current job market analysis was determined by reviewing position announcements in the *Chronicle of Higher Education*. Another part of the study looked at job requirements specified by our consumers of faculty positions (the departments at both comprehensive and research institutions).

The final part of the study, directed toward Graduate Directors and doctoral students, produced some revealing parts. This portion attempted to determine what emphasis is placed on Teaching, Job Expectations, and Specializations during a doctoral education. Answers to two major survey questions, "Has your faculty advisor/mentor/professor addressed what expectations a university has or new faculty members" and "Does your doctoral program encourage competence in areas outside

your specialization?" hold promising results for institutions who are hiring these people. (Over 66% of the student respondents answered yes.) Results of survey questions directed at the study of teaching and required teaching experience during doctoral level education, however, revealed **minimum emphasis** in this area by our doctoral degree granting institutions.

Most higher education institutions do not require or encourage their students who plan on entering higher education to teach or study teaching during their education years. Students who have assistantships and fellowships generally do teach, but predominantly in activity courses. Very few doctoral students have experience teaching undergraduate theory classes and **no** students have experience teaching graduate classes.

It seems safe to say that most of today's newly-graduated doctoral students appear ill-prepared to enter today's job market as experienced educators, yet most comprehensive institutions expect just that. Quality teaching in both graduate and theory classes is what those new PH.D.s are being hired to do.

All of the above information is certainly not new and many institutions have been complaining about the situations for a long time. This summer at the annual CUAC meeting in Brainard, MN, recommended action will be presented. Those recommendations if accepted by that group will be published and a campaign to begin to rectify the situation will be set in place.

As this situation develops, I will keep you informed both of the recommendations and the results. By the National convention in Washington, D.C. next spring some solutions to the problem should be initiated.

# 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



# Elementary

## OBSTACLE GOLF

### BACKGROUND INFORMATION

In trying to find appropriate activities for my moderately handicapped class, I came across golf. The physical therapist has encouraged me to use crossing the midline activities for my special education classes. Research shows that crossing the midline in activities such as batting, golfing, throwing, and many more help in right/left brain integration and visual tracking. I know if my moderately handicapped class could benefit from these activities, regular kids could benefit also. Since golf is a great lifetime sport, it entered my curriculum for the first time.

### INTRODUCTION TO GOLF

The basics of beginning golf were introduced: proper grip, stance, aim, swing, and follow-through. Softball-size whiffle balls with hockey sticks were used for the primary children. The intermediate grades used regular junior clubs with their choice of softball- or golfball-size whiffle balls. Safety factors were a must.

1. Stay in your own area.
2. Check immediate area for anyone before swinging.
3. Treat clubs with care.

While learning the basics of golf, I used golf as a station so I could give the children more individual help. After everyone had the general idea of how to hit the ball with somewhat proper technique, we moved on to "obstacle golf."

### OBSTACLE GOLF

Creativity is the key to this activity. Since many of you are more creative than myself, I'm sure this idea will only be a beginning for you.

Obstacle Golf is similar to miniature golf, just not as elaborate. I set up an obstacle course for the children to hit around and go through. The biggest problem being, getting the equipment outside and setting up. The extra effort was worthwhile when I saw how much the children enjoyed the activity.

I tried to set up three different courses so we could all play. This put about seven or eight on each course with very little waiting time. When the child finished one course, they were free to choose another one. The younger children went through the courses for fun without keeping score. The older children kept track of their strokes and could challenge each other. Debbie Summers' article in TEPE suggested using the par concept with older children, which would be great.

On the following page are two courses that I have used. Regular golfballs may also be used in Obstacle Golf. Your creativity will carry you as far as you want to go. Have fun!



# Corner

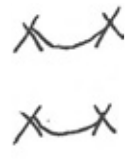
by Martha Haynes  
Harris/Lincoln Park Elementary

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

Tee-off



Tunnel of hoops



Weave cones



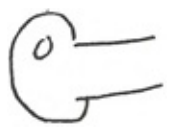
Through barrel



Mat set up to go up and over.



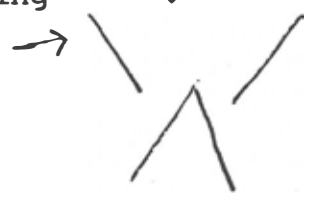
Putting green



Tee-off

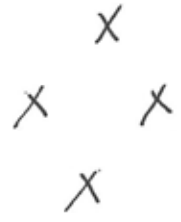


Tinkling poles



Tunnel made out of mats.

Indian clubs or bowling pins to go through



Under chair



Spring board into a bucket



# Teacher education issues . . .

## A REPRINTED ARTICLE

---

### The Development, Implementation and Evaluation of a Mentoring Program for Physical Education Student Teachers

by  
William J. Meadors  
Western Kentucky University

*This article is printed with permission from the KAHPERD Journal, Fall 1991, pages 16-20. KAHPERD Journal is a publication of the Kentucky Association for Health, Physical Education, Recreation and Dance, Department of Physical Education, Western Kentucky University, Bowling Green, KY 42101.*

There is a pervasive concern in this country that the quality of instruction in our schools is far less than desirable. The numerous educational studies that have been conducted over the past decade would, by and large, support this notion (e.g., Carnegie, 1986; Holmes, 1986).

These reports are an indictment of inservice professional educators and challenge the quality of the teacher preparation programs that train these teachers. If this situation is to be reversed, a logical starting point is the preservice teaching preparation experience.

If one accepts the notion that "quality instruction" results in greater student outcomes, there is an abundance of research data to support the contention that student outcomes in the classroom are directly related to specific teacher and student behaviors (Florida State Department of Education, 1983). In her extensive review of the teaching behavior research literature, Sharpe (1986) also identifies teacher and student behaviors that lead to greater student outcomes in the physical education setting. Thus, it seems that pre-service teacher trainees must develop some very specific teaching skills if they are to become effective inservice professionals.

In 1985, Kentucky implemented an internship program for beginning teachers and adopted the Florida Performance Measurement System (FPMS) as a process-product model for that program. The FPMS identifies teacher behaviors, based upon the teacher/student behavior research, that effective teachers demonstrate (Florida State Department of Education, 1983). These same behaviors were incorporated into all of the undergraduate teacher preparation program components at Western Kentucky University except for the student-teaching experience.

Conversations with student-teaching supervisors at Western Kentucky University revealed that the primary reason these teaching behaviors were not incorporated into the student-teaching experiences was that the cooperating teachers did not have a reasonable level of knowledge and skill in identifying and analyzing effective teacher and student behaviors. Thus, a critical experience in the undergraduate teacher preparation program—student-teaching—was being short-changed.

The likelihood that the student-teaching experience is not reinforcing the teaching behaviors established in on-campus teaching education

experiences is not unique to Western Kentucky University. In an extensive descriptive study of a variety of student-teaching situations, Griffin (1983) found that the supervision process is dominated by the teaching style of the cooperating teacher, and that conferences between the cooperating teacher and student teacher focused on the specific events in the local classroom. The conferences rarely focused on alternate teaching strategies and research-based procedures that are taught to teacher trainees in pre-student teaching experiences.

To bring the student-teaching experiences in line with other preservice coursework, the Western Kentucky University Mentoring Program for Student Teachers was developed by a consortium of staff members from the Department of Teacher Education at Western, Simpson County School District, Warren County School District, and Bowling Green Independent School District. The first experimental mentoring program was implemented during the Spring semester of 1989, and has since become a viable component of the University's Center of Excellence in Teacher Education and Professional Development Program.

## PURPOSE OF THE PROJECT

The Physical Education Teacher Education Program (PETEP) at Western Kentucky University is a field-based curriculum model with numerous laboratory experiences extending across the four years of undergraduate preparation. The weak link, however, in this preservice training process was the inservice physical education teacher who supervised the student-teaching experiences. These teachers did not have the necessary knowledge and skills to identify and reinforce teacher behaviors taught by the PETEP staff. Nor did they possess an understanding of mentoring, which includes a variety of observational, supervisory, and interpersonal skills.

Therefore, the purpose of this project was threefold:

1. to design a mentoring program for cooperating teachers in physical education that would include training in Western's research-based instructional model, observation and analysis of student-teacher behaviors, a diagnostic/prescriptive model of supervision, and techniques of conferencing and coaching;

2. to implement the mentoring program with nine cooperating physical education teachers in Simpson County, Warren County, and Bowling Green school districts; and

3. to evaluate the effectiveness of the mentoring program by comparing the behaviors of student teachers trained in the mentoring program with the behaviors of student-teachers trained previously without the mentoring program.

## PROJECT DESIGN

The training project had five phases:

Spring 1989	Planning the training program and development of materials
Summer 1989	Selection of cooperating teachers

Fall 1989	Training of participants
Spring 1990	Implementation of cooperating teachers/student-teacher program
May/June 1990	Data analysis and program evaluation

These five phases were initiated over an 18-month period to assure that quality was built into the program.

## PLANNING

In the Spring of 1989, the Physical Education Mentoring Program for Student Teachers was designed along with the program utilized to provide training for the participating inservice physical education teachers. The mentoring training program was an adaptation of the mentoring program for elementary and secondary student-teachers developed during the 1987-88 school year at Western Kentucky University. That program addressed the topics of (a) the role of the mentor, (b) expected competencies of student-teachers, (c) a system for observation and analysis, (d) conferencing for supervision, (e) coaching for improvement, and (f) mentor/mentee relationships.

## SELECTION OF PARTICIPANTS

Prior to the close of school in the spring of 1989, physical education teachers in Bowling Green, Warren County, and Simpson County were given information about the program and urged to apply. Selection criteria were made public and included such areas as experience, performance, and interest in becoming a cooperating teacher/mentor. Three elementary school, three middle school, and three high school physical education teachers were selected for the project.

The selected project trainees were awarded a \$400 stipend, received credit for two inservice days by their

respective school districts, and were given adjunct faculty status at Western Kentucky University for participating in the cooperating teacher/mentor training project.

## TRAINING PARTICIPANTS

Project trainees were required to complete a 20-hour workshop designed to develop mentoring skills. The workshop met 2½ hours one evening each week for eight weeks during the Fall semester of 1989. Graduate credit was available for those trainees who needed college credit for an advanced degree or a certification program. The project trainees were required to: (a) demonstrate an acceptable level of knowledge regarding the teacher effectiveness research and an understanding of the instructional model based upon this research; (b) demonstrate an understanding of the concept of systematically observing, collecting, and analyzing data involving teacher/student behavior; (c) demonstrate acceptable observer reliability using the Kentucky DOE classroom observation instrument (COI) and an instrument widely used by the physical education community, Academic Learning Time-Physical Education (ALT-P.E.); (d) demonstrate the ability to plan appropriate intervention teaching strategies based upon data generated using systematic observation techniques; (e) demonstrate an understanding of the traditional relationship between the inservice teacher, university supervisor, and student-teacher; and (f) demonstrate the conferencing skills needed to optimize the student-teaching experience.

The following was the workshop training agenda:

### Session 1: Developing a Research-Informed Instructional Model

- a. Teacher Effectiveness Literature in Education
- b. Teacher Effectiveness Literature in Physical Education

## **Session 2: Systematical Assessment of Teacher/Student Behaviors**

- a. Identifying Positive and Negative Teacher/Student Behaviors
- b. Basic Coding Techniques

## **Session 3: Assessing Classroom Management Skills**

- a. Data Collecting Instrument—Academic Learning Time—Physical Education (ALT-P.E.)
- b. Developing Intervention Strategies

## **Session 4: Developing ALT-P.E. Coding Skills**

## **Session 5: Assessing Content Presentation and Development Skills**

- a. Data Collecting Instrument—Kentucky State Department of Education Classroom Observation Instrument (COI)
- b. Developing Intervention Strategies

## **Session 6: Developing COI Coding Skills**

## **Session 7: Assessment of Planning and Evaluation Skills**

## **Session 8: Conferencing Skills**

- a. The Cooperating Physical Education Teacher as a Mentor
- b. Triadic Relationship of the Mentor, University Supervisor, and the Student-Teacher

Weekly meetings provided the trainees with the time necessary to gain a working understanding of the Western Kentucky University Mentoring Program for Physical Education Student-Teachers, and to develop the degree of coder reliability required to effectively use the observation instruments.

## **INSTRUMENT**

During the spring semester of 1990, student-teachers in physical education from Western Kentucky University were assigned to three of

the newly-trained cooperating teachers/mentors for 12 weeks. They used the COI and ALT-P.E. observation systems to collect weekly data on their student-teachers for the last 10 weeks of the student-teaching experience. Data was used to conference with their student-teacher and to plan appropriate intervention strategies for improving their teaching performance.

The university supervisor met with the cooperating teacher/mentor and the student-teacher every two weeks throughout the student-teaching assignment, and also collected data via the COI and ALT-P.E. observation instruments. Both sets of data were shared with the student-teacher; their progress was assessed and specific intervention strategies were proposed. The student teachers' planning and evaluation skills were also evaluated during these conferences, and suggestions for improvement were shared with the student-teacher.

The remaining student-teachers were placed with a cooperating teacher of their preference who had met Western Kentucky University Department of Teacher Education's previous requirements for supervising student-teachers. In future assignments, however, only those cooperating teachers who have completed the mentoring program in physical education will be permitted to supervise student-teachers.

## **EVALUATION**

The evaluation of the PETEP mentoring training project consisted of three components. First, the mentoring and observation skills training of the cooperating teachers was formatively evaluated to assure that the training received was effective and that the cooperating teachers developed the intended knowledge and skills. This was accomplished during the training process via internal progress checks as determined by the training objectives. Further evaluation of the mentoring training

program was reflected by the demonstrated observation criteria reliabilities of the cooperating teachers relative to the established coding standards.

The second evaluation component of the mentoring training project consisted of the coded observations of each student-teacher by the university supervisor, a trained and certified observer in both COI and ALT-P.E. These observations provided evidence regarding the effects of the mentoring they received from their cooperating teacher/mentor and whether or not they effectively used the mentoring skills presented in the training program.

The third evaluation component of the mentoring training project consisted of comparisons of the teaching behaviors of student-teachers against baseline student-teacher performances. Specifically, student-teachers who had received mentoring from cooperating teachers who had mentoring training were compared to students who had received assistance from cooperating teachers who had not received mentoring training.

For the past eight years, the project coordinator has videotaped physical education student-teachers during the final weeks of their student-teaching experiences. Data generated via the coding of these tapes using the COI and ALT-P.E. observation instruments were used as a baseline for comparing the student-teaching performance, based on COI and ALT-P.E. data, of physical education student-teachers supervised by the mentoring trainees.

Because only three student teachers were assigned to cooperating teachers who had received the mentoring training, the project coordinator will continue to collect data until the number of subjects is sufficient to analyze in a statistically valid manner (i.e., December 1991).

## **CONCLUSION**

The new mentoring program has

*CONTINUED ON PAGE 27*

# 1992 IAHPERD CONFERENCE—YOUR TICKET TO EXCELLENCE!

**IAHPERD: QUALITY! PROFESSIONALISM! ACCOUNTABILITY! LEADERSHIP! COOPERATION! NETWORKING!**

**OCTOBER 28, 1992 — PRECONFERENCE WORKSHOPS**

**OCTOBER 29-30, 1992 — IAHPERD CONFERENCE**

**Grand Wayne Center and Fort Wayne Hilton at the Convention Center  
120 West Jefferson, Fort Wayne**

*The Fort Wayne Hilton is under the same roof as the Grand Wayne Center, and connected by skywalk to a public parking garage.*

*The Central Branch YMCA, a SHORT walk from the Grand Wayne/Hilton Complex, will be the site of many participation sessions. Park in garage mentioned above.*

## **CONVENTION OVERVIEW**

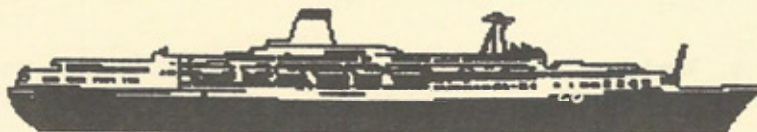
The convention features 81 program sessions with many presentations new to our IAHPERD conference, two pre-convention workshops on Wednesday, October 28 ("Feelin' Good" and Adapted Physical Education), late afternoon workout sessions, awards breakfast, all-conference social, and much more! Among our speakers will be Steve Alford, former IU basketball star; Don Hellison, University of Illinois, Chicago; David Toothaker, Kent State University; Dr. Thomas Edison, University of Akron, Ohio; and Arnie Ball, Athletic Director, Indiana-Purdue, Fort Wayne, Coach of the IPFW Mastodons.

**ATTEND BOTH THE THURSDAY GENERAL SESSION AND THE FRIDAY AWARDS BREAKFAST TO BE ELIGIBLE TO WIN A CRUISE! Additional prize drawings will be held in the Exhibit Hall, Ballroom A, throughout the conference.**

## **QUESTIONS?**

### **GENERAL CONVENTION QUESTIONS**

Dolores Wilson  
1992 IAHPERD Convention Chair  
Haverhill Elementary  
Southwest Allen County Schools  
4725 Weatherside Run  
Fort Wayne, IN 46804  
School: 219-434-2460  
Home: 219-694-6238



### **ABOUT REGISTRATION QUESTIONS — CALL**

Nick Kellum  
IAHPERD Executive Director  
School of Physical Education  
Indiana University—Purdue University at Indianapolis  
901 West New York Street  
Indianapolis, IN 46202-5193  
317-274-2248

### **ABOUT ADAPTED PRECONVENTION WORKSHOP — CALL**

Elise Smith  
Adapted Physical Education Chair  
School: Sunman Elementary  
812-623-2235  
Home: 812-926-2545

### **ABOUT "FEELIN' GOOD" PRECONVENTION WORKSHOP — CALL**

Doreen St. Clair  
Vice President/Physical Education  
School: Franklin College  
317-738-8309  
Home: 812-988-6766

## **PRECONVENTION WORKSHOPS**

### **“FEELIN’ GOOD”**

Wednesday, October 28, 1992

10:00 a.m. - 3:30 p.m.

Central Branch YMCA, Fort Wayne, small gym  
(SHORT walk from Grand Wayne/Hilton Complex)

#### **REGISTRATION**

Fee: \$35 (includes hand-outs and refreshments)

Register by using IAHPERD Conference Registration Form

Preregistration preferred (50 participants maximum, 10 minimum)

On-site registration possible, pending preregistration totals, at the YMCA

#### **WORKSHOP OVERVIEW**

Conducted by Charles Kuntzleman, Ed.D., Founder of “Feelin’ Good”

Discussion and activity sessions—dress for activity

Lots of “hands-on” time so you learn to use the program materials

Hand-outs provided; lunchtime *light* refreshments included in the fee

“Feelin’ Good” books and support materials available for purchase at the convention

#### **WHAT IS “FEELIN’ GOOD”?**

This innovative, top quality heart/health fitness curriculum is geared for grades K-9. Designed by children’s fitness leader Dr. Charles Kuntzleman, the program emphasizes development of responsible heart health through physical education, aerobic physical activity, a series of Feelin’ Good books and support material. The American Alliance for Health, Physical Education, Recreation and Dance includes “Feelin’ Good” as part of its national fitness education initiative package.

### **ADAPTED PHYSICAL EDUCATION WORKSHOP**

Wednesday, October 28, 1992

6:00 p.m., Sign-in

6:30 - 9:15 p.m., Workshop sessions

Hamilton Hall, Hilton Hotel

#### **REGISTRATION**

Fee: \$15 (includes hand-outs, refreshments)

Register by using IAHPERD Conference Registration Form included in this issue

Preregistration preferred, on-site registration possible

#### **TOPICS**

Appropriate Program Placement, Severe/Profound in the Mainstream? - Dr. Paul Surburg, Indiana University  
Demonstration/Programming Ideas for Disabled Students/Motor and Fitness Activities, K-12 Physical Education -  
Tim Davis, Instructor, Ball State University

Resources in Adapted Physical Education: Where Can I Get Help? - Dr. Ron Davis, Ball State University

Legal Issues Surrounding Adapted Physical Education: Chapter 7 - Kevin McDowell, Legal Counsel,  
State Department of Education

**BRING A COLLEAGUE TO  
FORT WAYNE  
AND ENJOY A PROFESSIONAL EXPERIENCE!**

## CONFERENCE SCHEDULE/PRESENTATIONS (as of July 1, 1992)

### WEDNESDAY, OCTOBER 28, 1992

10:00 a.m. - 3:30 p.m. "Feelin' Good" Workshop, Central Branch YMCA  
6:30 p.m. - 9:00 p.m. Adapted Physical Education Workshop, Hamilton Hall, Hilton Hotel  
3:00 p.m. - 7:00 p.m. IAHPERD Conference Registration  
5:00 p.m. \*\*Executive Committee, Grand Wayne, Board Room\*\*  
7:00 p.m. \*\*Board Meeting, Grand Wayne, Board Room\*\*  
9:00 p.m. - 10:30 p.m. President's Reception, Gallery Area outside Board Room, open to ALL attendees

### THURSDAY, OCTOBER 29, 1992

7:00 a.m. - 4:00 p.m. **Registration** (Coffee/juice/muffins provided 7:00-8:45 a.m.)  
9:00 a.m. **General Session, Anthony Wayne Hall East**  
**Topic - Stress Management: Recognizing, Coping and Conquering**  
**\*\*ATTEND THIS SESSION IN ENTIRETY AND AWARDS BREAKFAST TO BE ELIGIBLE TO WIN A CRUISE!**  
*Ample time is allowed after this program to find the sites of the morning sessions.*  
9:00 a.m. - 6:00 p.m. **Exhibits Open, Whistler Ballroom A**

### Lecture/Discussion Presentations (sites to be announced in conference program)

THURSDAY, 10:30 a.m. - 11:20 a.m.

Update on Standards Revision for Teacher Education Programs (Higher Ed)  
Experiences and Behaviors of Low-Skilled Students (Mdl/HS Physical Ed)  
Coordinating a Multifaceted Recreational Sports Program on a Shoestring (Recreation)  
Wellness: A Vision of the Future for Teens (Health)

THURSDAY, 11:30 a.m. - 12:20 p.m.

Improving Teacher Effectiveness in Middle & High School Physical Education (Mdl/HS Physical Ed)  
Instructional Implications of the Indiana Youth Risk Behavior Survey (Health)  
Upper Respiratory Illness (URI) in Sport and Exercise (Research)

THURSDAY, 12:30 p.m. - 1:20 p.m.

Public Relations—Selling Your Physical Education Program to the Community (Elem/Mdl/HS Physical Ed—SAC)  
Computer Courses for HPERD Students (Higher Ed)  
The Leisure Pool Concept in Public Recreation: Making Waves in Your Participation, Programming and Revenue Potential (Recreation)  
Identifying Anabolic Steroid Use in Adolescents (Research)

THURSDAY, 1:30 p.m. - 2:20 p.m.

AIDS Education: What's Happening in Indiana Schools (Health)  
Health and Safety Awareness for Student Athletes (Sports/Athletics)  
Sport Stereotyping (Research)  
Physical Management—A Class to Meet Individual Needs (Mdl/HS Physical Education)

THURSDAY, 2:30 p.m. - 3:20 p.m.

Statewide Youth Fitness Festival—A Model Program (General)  
Introduction to Instruction/Credentialing Program of Aquatic Council, ARAPCS/AAHPERD (Aquatics)  
Penn High School's Performance and Assessment Lab (P.A.L.) (Health)  
Using Universal Precautions in Coaching (2:30-3:45 p.m.) (Sports/Athletics)

**THURSDAY, 3:00-6:00 p.m. — REPRESENTATIVE ASSEMBLY (Business Meeting), WHISTLER BALLROOM B**

**4:30 p.m. - 5:30 p.m. Late Afternoon Workout Sessions**  
**6:00 p.m. - 7:00 p.m. COLLEGE SOCIALS**  
**6:30 p.m. - 7:30 p.m. JUMP ROPE FOR HEART EVENT COORDINATORS SOCIAL (by invitation only)**  
**8:00 p.m. - 11:00 p.m. ALL-CONFERENCE DANCE/SOCIAL - Anthony Wayne Hall East**

**PLEASE NOTE THAT SOME DEMONSTRATION/PARTICIPATION SESSIONS WILL OPERATE ON INDEPENDENT SCHEDULES ACCORDING TO THE ROOM IN WHICH THEY ARE LISTED.**

## **DEMONSTRATION/PARTICIPATION SESSIONS**

### **Thursday (Large Gym, YMCA - a short walk from the Grand Wayne/Hilton complex)**

- 10:30 a.m. - 11:10 a.m. Physical Education Activities that Make Fitness Fun for Children (Elem Physical Ed)  
11:30 a.m. - 12:30 p.m. Developmentally Appropriate Activities for Elementary Children with Adaptations for Special Needs Children (Adapted Physical Ed)  
12:30 p.m. - 1:30 p.m. Here's What We're Doing: Adapted Physical Education for Different Functioning Levels (APE)  
2:30 p.m. - 4:00 p.m. Volleyball Skills and Drills for Upper Elementary/Secondary (Elem/Mdl/HS Physical Ed) (Sports/Athletics)

### **Thursday (Small Gym, YMCA)**

- 10:30 a.m. - 11:20 a.m. Team Handball (Upper Elem thru College Physical Ed)  
11:30 a.m. - 12:20 p.m. Indoor Archery for Upper Elementary (Elem Physical Ed)  
12:30 p.m. - 1:20 p.m. How to Teach Golf (K-12) (Sports/Athletics) (Physical Ed)  
1:30 p.m. - 2:20 p.m. Sports/Recreation: Modifying Exercise Equipment for Persons with Disabilities (Adapted Physical Ed)  
2:30 p.m. - 3:45 p.m. GET-IN-LINE with In-Line Skating (Recreation) (bring skates if you have them)

### **Thursday (Hilton Hotel, Hamilton Hall)**

- 10:30 a.m. - 11:20 a.m. Partner Strength Training Techniques (Sports/Athletics)  
11:30 a.m. - 12:20 p.m. Stress Management Training for Athletes (Sports/Athletics)  
12:30 a.m. - 1:20 p.m. Capon's Motor Skill Program for Elementary—Lecture/Demo (Elem Physical Ed)  
1:30 p.m. - 2:20 p.m. Using Schoolsite AHA Materials to Produce Action in the Classroom (Health)  
4:30 p.m. - 5:00 p.m. High-Low Combo Workout (Later Afternoon Fitness Break) (SAC)

### **Thursday (Hilton Hotel, Pike B)**

- 11:30 a.m. - 12:20 p.m. "Are We Going to Play Today?"—Modifying Games for Skill and Tactic Development PLUS for FUN—Lecture (Elem Physical Ed)  
1:30 p.m. - 2:30 p.m. 30 Learning Activities for Teaching Elementary Fitness CONCEPTS—Lecture/Demo (Elem Physical Ed)  
2:40 p.m. - 3:30 p.m. Doing Fitness Well (Physical Ed)  
4:30 p.m. - 5:30 p.m. P.H.A.T.S.—Physically Healthy and Technically Sound—A Multidimensional Workout (Late Afternoon Fitness Break) (Physical Ed)

## **DANCE DIVISION**

### **Thursday (Anthony Wayne Hall East)**

- 10:30 a.m. - 11:25 a.m. Folk Dancing for Junior High and High School  
11:30 a.m. - 12:25 p.m. Contact Improvisation—Dance as "Art-Sport"  
1:30 p.m. - 2:25 p.m. Painting in Motion  
2:30 p.m. - 3:25 p.m. Teaching Curriculum Through Creative Dance  
3:45 p.m. - 5:30 p.m. Ballroom Dancing for the 90's  
6:30 p.m. - 7:45 p.m. **Country-Western Dance Workshop for "Kids" of All Ages**  
LEADING UP TO THE ALL-CONFERENCE SOCIAL  
8:00 p.m. - 11:00 p.m. **ALL-CONFERENCE DANCE/SOCIAL IN THE ANTHONY WAYNE HALL**  
A blend of old-time rock and roll, country-western, and much more!

## **AQUATICS DIVISION**

### **Thursday (YMCA Pool)**

- 11:30 a.m. - 12:15 a.m. Deep and Shallow Water Running (Aquatics) (SAC)

### **Hotel Pool (Late Afternoon Fitness Break)**

- 4:30 - 5:15 p.m. Splash and Dash Aquatic Workout (Aquatics)



**FRIDAY, OCTOBER 30, 1992**

**7:30 a.m.**

**Awards Breakfast — Speaker: Steve Alford, Coach, Manchester College  
DRAWING FOR CRUISE at end of session. Must have attended Thursday General  
Session and preregistered for Awards Breakfast. Must be present to win.**

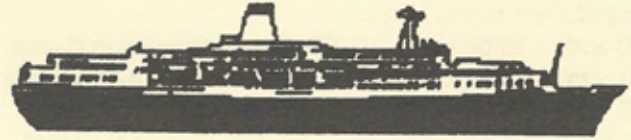
**All breakfast reservations must be received  
by OCTOBER 14, 1992.**

**7:00 a.m. - 10:00 a.m.**

**Registration**

**8:00 a.m. - 1:00 p.m.**

**Exhibits Open, Ballroom A**



**Lecture/Discussion Presentations**

**FRIDAY, 10:00 a.m. - 10:50 a.m.**

**Is Anyone Awake? Involving Students in Classroom Lectures (10:00-11:15 a.m.) (Higher Ed)**

**Fitness: Trend or Tradition (Physical Ed)**

**The Anatomy of a Wellness Program (Health-SAC)**

**“Are We Going to Play Today?”—Modifying Games for Skill and Tactic Development PLUS for FUN  
(Elem Physical Ed)**

**FRIDAY, 11:00 a.m. - 11:50 a.m.**

**Pre-Internship: Experiences for Sports Management Majors (Higher Ed)**

**State of the State: IAHPERD and DOE (General)**

**A New Approach to Assessment (Adapted Physical Ed)**

**FRIDAY, 12:00 noon - 12:50 p.m.**

**Physical Education for Moderate or Severely Mentally Handicapped (Adapted Physical Ed)**

**The New 500-Yd. Water Walk-Run (Research)**

**Indiana PACE Coaching Education Program in Undergraduate Curriculum (Higher Ed)**

**Motivational Techniques Across Racial Lines for Students Affected by Busing (General-SAC)**

**FRIDAY, 1:00 p.m. - 1:50 p.m.**

**New: President’s Youth Fitness Program (Physical Ed)**

**Contraindications in Exercise (Sports/Athletics)**

**Coordinating Supervised Activities for Children While Their Parents are Involved in YMCA or Other Recreational  
Programs (Recreation)**

**Phi Alpha Sigma (Professional Aquatic Specialist) Fraternity, “The First of Its Kind” (Aquatics)**

**FRIDAY, Lecture/Discussion (Pike B)**

**10:00 a.m. - 10:50 a.m. Rope Skipping for a Physical Education Curriculum (Physical Ed)**

**11:00 a.m. - 11:50 a.m. Contagious Activities for Large and Small Groups (Recreation)**

**12:00 noon - 12:50 p.m. Juggling—For the Fun of It! (Elem/Mdl/HS Physical Ed)**

**1:00 p.m. - 1:30 p.m. “Every Child is a Star!” Physical Education Shows—(P.R. for Parents, Administration  
and Staff) (Physical Ed)**

**FRIDAY (Grand Wayne Board Room)**

**3:00 p.m. - 3:30 p.m. 1992-1993 IAHPERD Board Meeting with new President Patricia Zezula**

***Fill out your school’s conference application today!***

***Save \$\$\$ - Preregister by October 14!***

***Send your hotel reservation request directly to the Hilton.***

**DEMONSTRATION/PARTICIPATION SESSIONS WILL OPERATE ON INDEPENDENT SCHEDULES ACCORDING TO SITE**

## DEMONSTRATION/PARTICIPATION SESSIONS

### Friday (Large Gym, YMCA)

10:00 a.m. - 10:50 a.m. Challenge Education (General)  
11:00 a.m. - 11:50 a.m. From A to Z for K-5: Variety of Games/Activities (Elem Physical Ed)  
12:00 noon - 1:00 p.m. At Risk Youth: Alternatives in Physical Education, Grades 4-12 (Don Hellison)  
1:15 p.m. - 2:30 p.m. Meat and Potatoes: Elementary PE Activities and Ideas (Elem Physical Ed)

### Friday (Small Gym, YMCA)

10:00 a.m. - 10:50 a.m. Interval Challenge (Mdl/HS Physical Ed)  
11:00 a.m. - 11:50 a.m. Teaching Single Rope Skills in Your Curriculum (Physical Ed) (JRPH)  
12:00 noon - 12:50 p.m. Rope Skipping: Double Dutch Skills (Physical Ed) (JRPH)  
1:00 p.m. - 2:00 p.m. Integrating Physical Education Activities in the Mainstream (Adapted)

### Friday (Pool, YMCA)

10:00 a.m. - 10:45 a.m. Aquatics: Water Aerobics (Aquatics)

### Friday (Hamilton Hall, Hilton Hotel)

10:00 a.m. - 11:00 a.m. Putting Teachers Back in Charge: A Reflective Approach to Teaching Physical Education (FOR TEACHERS AT ALL LEVELS)—Lecture (Don Hellison)  
12:00 noon - 12:45 p.m. Gymnastics Course for Elementary (Elem Physical Ed)  
1:00 p.m. - 1:50 p.m. A Roundtable Discussion for College Program Administrators (Higher Ed)  
A Roundtable Discussion for University Program Administrators (Higher Ed)  
(Room divided by drapery)

### Friday (Anthony Wayne Hall East, Grand Wayne)

10:00 a.m. - 10:50 a.m. Dance Sampler  
11:00 a.m. - 12:00 noon Jazz Dance Techniques—Master Class  
12:00 noon - 1:00 p.m. Rehearsal for Dance Showcase  
1:00 a.m. - 3:00 p.m. **DANCE SHOWCASE**

..... MAKE A COPY AND MAIL! .....

AAAJ28

IAHPERD, OCTOBER 28-30, 1992

NAME \_\_\_\_\_ ROOMING WITH \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

TELEPHONE NO. \_\_\_\_\_

ARRIVAL DATE \_\_\_\_\_ DEPARTURE DATE \_\_\_\_\_

CHECK ONE: SINGLES - \$70.00 \_\_\_\_\_ DOUBLE \$70.00 \_\_\_\_\_

CHECK-IN TIME IS 3 P.M. CHECK-OUT TIME IS 12 NOON. RESERVATIONS WILL BE HELD UNTIL 4 P.M. TO GUARANTEE YOUR RESERVATIONS FOR LATE ARRIVAL, YOU MAY ENCLOSE ONE NIGHT'S DEPOSIT OR GUARANTEE TO VISA, MASTERCARD, AMERICAN EXPRESS, DINER'S CLUB, DISCOVER AND HILTON CREDIT CARD.

A DEPOSIT ENCLOSED \$ \_\_\_\_\_

CREDIT CARD NO. \_\_\_\_\_ EXP. \_\_\_\_\_

**ALL RESERVATIONS MUST BE RECEIVED BY OCTOBER 14, 1992**

FOR VAN SERVICE, CALL (219) 420-1100, EXT. 7132 - FOR RESERVATIONS CALL EXT. 7116



**FORT WAYNE HILTON**

at The Grand Wayne Convention Center  
1020 South Calhoun • 219/420-1100

# YOUR TICKET TO EXCELLENCE!

MAKE A COPY AND MAIL!

## 1992 IAHPERD Conference Registration Form

**IAHPERD: QUALITY! PROFESSIONALISM! ACCOUNTABILITY! LEADERSHIP! COOPERATION! NETWORKING!**

**Must be Postmarked by October 14 to Receive Preregistration Rate**

	PROFESSIONAL		STUDENT*	
	Member	Non-Member	Member	Non-Member
<b>Preregistration Rates</b> <i>(postmarked on or before October 14, 1992)</i>				
TWO DAYS	\$40_____	\$70_____	\$10_____	\$25_____
<i>No Single-Day Preregistration Rate</i>				
<b>On-Site Registration</b>				
TWO DAYS	\$45_____	\$75_____	\$10_____	\$25_____
SINGLE DAY	\$25_____	\$55_____	\$10_____	\$25_____
<b>Preconference Workshops**</b>				
“FEELIN’ GOOD”	\$35_____	\$35_____	\$35_____	\$35_____
ADAPTED PHYSICAL EDUCATION	\$15_____	\$15_____	\$15_____	\$15_____
<b>Awards Breakfast</b>	\$6.00 <i>(No reservations accepted on site.)</i>			
<b>Membership Rates</b>	Professional \$20/Year		Student* \$10/Year	

**Professionals—Emeritus:** No registration charge.

**Spouse/Significant Other** not employed in IAHPERD-related discipline: \$20\_\_\_\_\_

\*\*Student rate for undergraduates and full-time graduate students.

\*\*Preconference Workshop: Preregistration requested (10/14/92 or earlier postmark).

*On-Site registration available only if enrollment has not been reached.*

**YOUR TOTAL** \_\_\_\_\_

### Badge Information - PLEASE PRINT

Last Name \_\_\_\_\_ Middle Initial \_\_\_\_\_ First Name \_\_\_\_\_ County \_\_\_\_\_  
 Street Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_  
 Name of Your School/Business \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

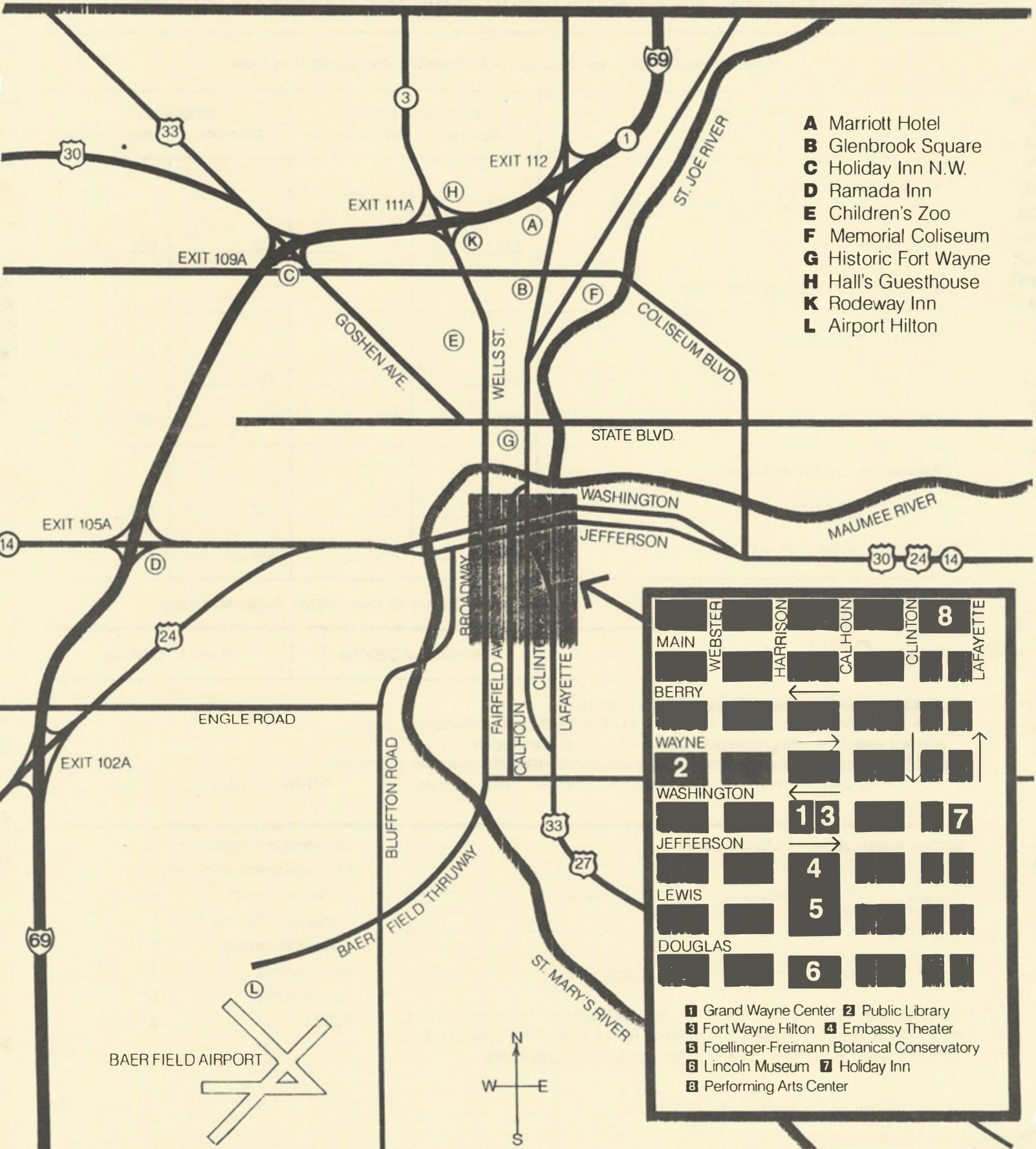
Convention Registration \$ \_\_\_\_\_  
 Preconference Workshop  
   “Feelin’ Good” \$ \_\_\_\_\_  
   Adapted Physical Ed. \$ \_\_\_\_\_  
 Awards Breakfast \$ \_\_\_\_\_  
 Membership \$ \_\_\_\_\_  
 Spouse/Other \$ \_\_\_\_\_  
**TOTAL** \$ \_\_\_\_\_

Make checks payable to IAHPERD. Mail registration form and fees to:  
 Nick Kellum, Executive Director/IAHPERD, IUPUI School of Physical Educa-  
 tion, 901 West New York Street, Indianapolis, IN 46202-5193.



# GRAND WAYNE CENTER

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contributed to the solution of the problem of transfer of training from the campus to the school gymnasium by having inservice physical education teachers who are trained mentors that can reinforce skills and behaviors taught by the PETEP staff at Western Kentucky University. The development and evaluation of a training program for mentoring in physical education has provided a model that can be implemented on a broad scale at Western and in other teacher education programs.

The mentoring training program for cooperating teachers who supervise student-teachers in physical education produced nine public

school mentors: three elementary teachers, three middle school teachers, and three high school teachers who successfully completed the training requirements. The policy that allowed student-teachers to select a cooperating teacher of their preference who previously met Western Kentucky University Department of Teacher Education's requirements for supervising student-teachers in physical education has now been amended. The new policy requires student-teachers in physical education to be placed in a school where the cooperating teacher has successfully completed the mentoring training in physical education.

#### REFERENCES

Carnegie Forum on Education and Economy (1986). *A National Prepared*. NY: Author.

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Griffin, Gary A. (1983). *Clinical Preservice Teacher Education: Final Report of a Descriptive Study* (Report No. 9025). Austin, TX: University of Texas Research and Development Center for Education.

Holmes Group (1986). *Tomorrow's Teachers: A Report of the Holmes Group*. East Lansing, MI: Author.

Sharpe, Virginia (1986). *A Teacher Observation Instrument and Training Package for Physical Education Activity—Class Settings* (doctoral dissertation, University of Florida).

# Help Your Heart

American Heart Association 

## Women, Smoking and Heart Disease

At the turn of the century, cigarette smoking was considered risqué for American women. By the 1950s it was fashionable. But today women are faced with the reality that what was once a "fashion statement" is now killing them.

Nearly 22 million American women still smoke. And the American Heart Association urges those women to consider some alarming facts:

- Smoking is the greatest single preventable cause of death in the United States.
- Heart attack is the No. 1 killer of American women.
- For women, smoking is the most significant risk factor for heart attack.

The solution: If you smoke, quit.

Studies have shown that women who smoke are two to six times more likely to have a heart attack as non-smoking women. In fact, any smoker who has a heart attack is more likely than a non-smoker to die from it and is two to four times more likely to die suddenly.

In addition, women who both smoke and use oral contraceptives are in greater danger. Recent studies show that women smokers who use oral contraceptives are up to 39 times more likely to have a heart attack and up to 22 times more likely to have a stroke than women who neither smoke nor use birth control pills. More studies are needed to un-

derstand the influence of birth control pills on heart attack and stroke risk. However, it may be because they tend to cause slight to moderate elevations in blood cholesterol and blood pressure.

Studies show that if a woman starts to smoke, she is less likely to quit than a man. However, if she stops smoking, no matter how long or how much she smoked, her risk of heart disease rapidly declines.

In short, the days of "fashionable" smoking are over.

To get more information on the dangers of smoking and how to quit, contact your nearest American Heart Association.

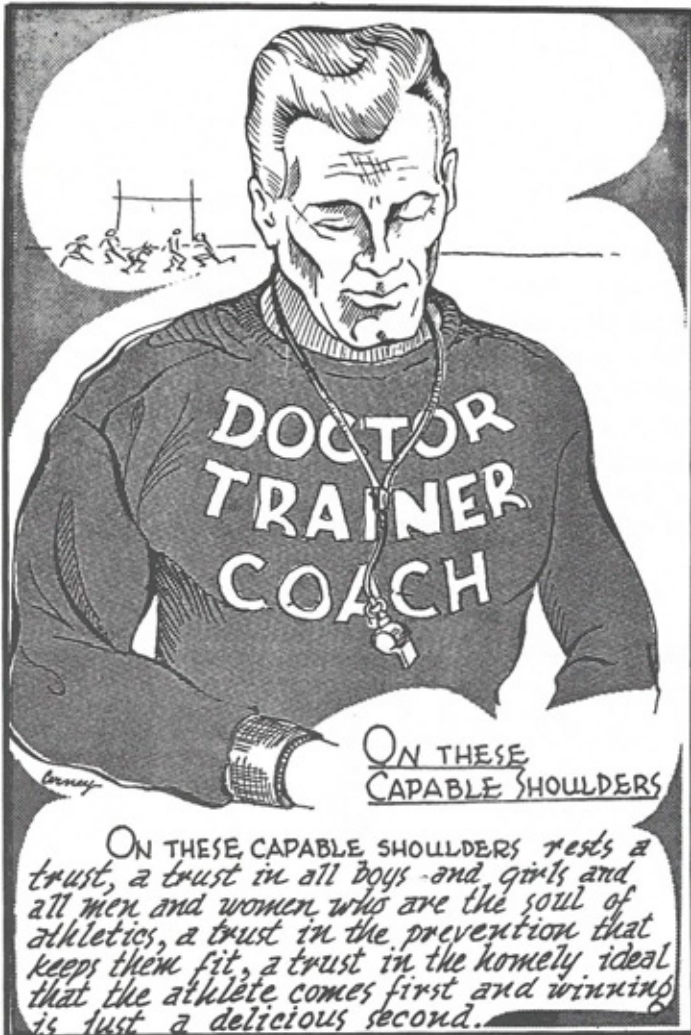
**SUPPORT YOUR JOURNAL**

# 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 premeditated intent creating a mechanical device. How the various segments of a *flexible cast* are applied is indicated in the following glossary.

### GLOSSARY CONTINUED (See Vol. 21:1)

#### STRESS FACTOR

is that physical pull, strain, torsion, or other persuasion by adhesive tape, that is brought to bear on underlying tissues to cause, or otherwise contribute to possible localized deformity, malfunction, or destruction of tissue.

#### TISSUE DRAG

is that disruptive pull on torn tissues around the periphery of an injury as the offended parts pull away from each other during activity.

**PRE-REGISTER NOW FOR FORT WAYNE AND SAVE \$\$\$**

### STRUTS (Figure 13)



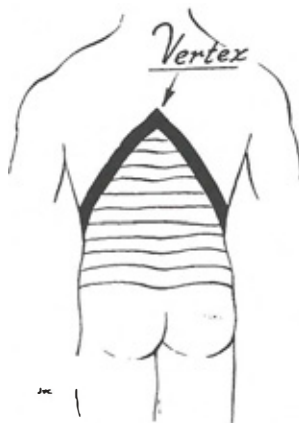
A "strut" is a supportive member of the flexible cast designed not only to take weight and pressure but also to provide a lifting type of capability in the direction of its upward progress. Like the "bisector" or "oblique," its purpose is specific in applying supportive compression and traction on the limb or body part.

Figure 13

### TORSION

is that state of change created by pulling the tape itself (as in taping-from-the-roll), until underlying tissues are twisted by opposing torques. Such a system of unnatural forces causes rotation or twisting of human tissue, and when this happens a "tape job" adds insult to injury. In this manner a badly applied flexible cast becomes a deadly weapon and creates its own area of disaster, creating untold numbers of injuries to athletes year after year.

### VERTEX (Figure 14)



A "vertex," zenith, top or apex, is that highest point of the strapping which may or may not come to a point.

Figure 14

### VERTICALS

are all straps that run perpendicular to a "horizontal," or, up and down a body part. Unlike a "horizontal" member of a steel truss, they are used to LIFT rather than support. (See Figure 3 for the "vertical" beneath the bisector straps.)

# 1992 Indiana AHPERD Scholarship Winners

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## High School Senior Scholarship Winners

The Indiana Association for Health, Physical Education, Recreation and Dance has selected two students to receive the 1992 High School Scholarships. The two scholarships are awarded annually to recognize outstanding high school seniors who intend to pursue college degrees in one of the four IAHPERD disciplines.



**VALERIE GIROD**, a graduate of Norwell High School, Ossian, Indiana, will be attending Indiana State University to major in physical education and athletic training. While in high school, Miss Girod was involved in a variety of high school activities including basketball, volleyball, French Club, FFA, Science Academic Bowl Team, and Campus Life. She was also on the Honor Roll and High Honor Roll.

Community activities included 4-H (9 years), church, and involvement with the Big Brother/Big Sister program

Congratulations to Valerie!

**DAVID KOLPIEN** plans to attend St. Francis College and major in physical education and athletic training. While a student at Wayne High School, Mr. Kolpien worked in the At-Risk Summer Program as a Teen Counselor/teacher aide. He was a member of the Student Council, served as a member of the Executive Board, and was a member of the National Honor Society. He was also a 2-year letter winner, co-captain, and honorable mention on the All-Conference football team (1991), All-Conference pitcher (1991), and a member of the baseball team.

Congratulations, David!



## Jean Lee/Jeff Marvin College Scholarship Winner

Will Ragle of Manchester College has been chosen by the Indiana Association for Health, Physical Education, Recreation and Dance to receive the 1992 Jean Lee/Jeff Marvin College Scholarship.

A physical education major, Will's philosophy and career plans reflect a commitment to teaching and coaching. Comments made by Professors Lisa Hicks and Lana Groombridge indicate that Will is an outstanding role model. Several quotes from Hicks and Groombridge: ". . . he will become a strong professional who will assist young people to love physical activity. . . generates enthusiasm and interest. . . children respond positively to his leadership. . . he is courteous, confident, and effective. . ."

Will is from Fort Wayne, Indiana, and will be a senior at Manchester college.

Congratulations, Will!

*The scholarship is awarded annually to recognize an outstanding junior or senior undergraduate pursuing a degree in health, physical education, recreation, or dance at an Indiana college or university.*

*The winner was announced by Professor Pat Zezula of the Department of Physical Education at Huntington College. Zezula is President-Elect of the Association and its Scholarship Committee Chairman. IAHPERD is a professional organization dedicated to promoting and enhancing quality of life in Indiana through school and community programs in health education, physical education, recreation, and dance.*

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**Indiana AHPERD — Your Ticket To Excellence . . .  
Your Ticket For A Cruise ► See You In Fort Wayne!**





## IU's Master's Program in Outdoor Therapeutic Recreation

BLOOMINGTON, IN—A master's specialization in outdoor therapeutic recreation puts Indiana University on the leading edge of a relatively new field that combines therapy, rehabilitation, and experiential education amidst a backdrop of the great out-of-doors.

Through a U.S. Department of Education grant, IU is in the process of recruiting minority and other under-represented populations for the degree program, which is now in its third year of operation through the IU School of Health, Physical Education and Recreation's Department of Recreation and Park Administration.

"Our graduates have a lot of options," explains Don Rogers, project coordinator of the grant program, "because the outdoors is being recognized in the rehabilitation field as a wonderful environment, with tremendous healing potential."

Using a blend of traditional and non-traditional formats, students receive in-depth understanding of many facets of outdoor programming, including adventure/challenge activities.

The focal point is IU's nationally-recognized outdoor recreation and education center, Bradford Woods, a 2,300-acre tract near Martinsville.

Students are required to take one or two courses at Bradford Woods as part of a 35-semester-hour requirement and complete an internship at the facility.

Bradford Woods plays host to elementary school outdoor

education programs including camps for youth with hemophilia; young cancer patients, their siblings, and friends; and the Riley Memorial Association's Camp Riley program, among others.

Components of instruction for the master's program include clinical supervision, skill development, independent study, research, and statistics. Other opportunities include direct experience in ongoing programs at Bradford Woods and a mentorship program that puts students in contact with professionals in their interest areas.

The grant was funded because the quality of leadership in the area has not kept pace with the demand for trained professionals, Rogers said. There are many outdoor adventure-based programs operating around the country. In addition, psychiatric hospitals, for example, have experiential therapeutic programs. Seniors, too, are among the populations that are reaping benefits from the specialization.

"There's also a lot of potential for students to go out there and create their own opportunities, because it is such a new field," Rogers said.

Co-Directors of the master's program are Gary Robb, Director of Bradford Woods, and David Austin, Professor and Recreation and Park Administration.

For more information, contact Austin at HPER 131, Indiana University, Bloomington, IN 47405, telephone 812-855-4711.

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

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# 1991-1992 Indiana

Take time to congratulate these students from your district. The state winners, listed below, received an IAHPERD Contest Winner T-Shirt. In addition, each participant received a Certificate of Recognition.

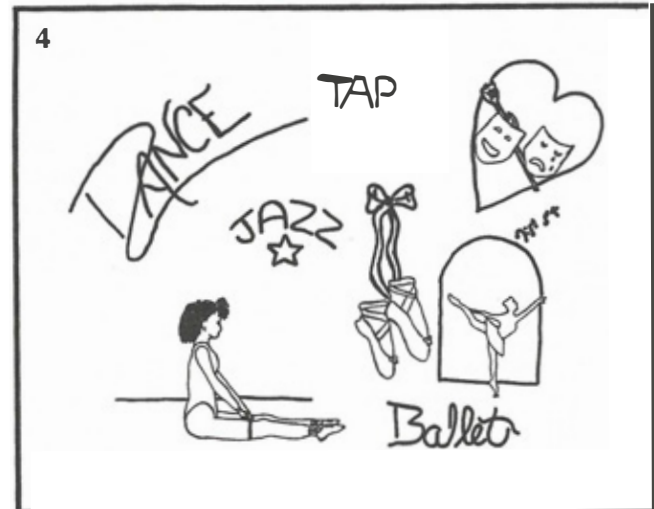
Please take note that the 1992-93 contest will take place in the Fall, and winning posters will be displayed at the State Conference in Fort Wayne.

A special thanks to Karen Hatch and the district officers for their help in making the final selections.

Suggestions? Questions? Contact Pat Zezula, IAHPERD Contest Chair.



3. DIST. 3 - Amy Creager, Gr. 7, St. Joseph's, Fort Wayne



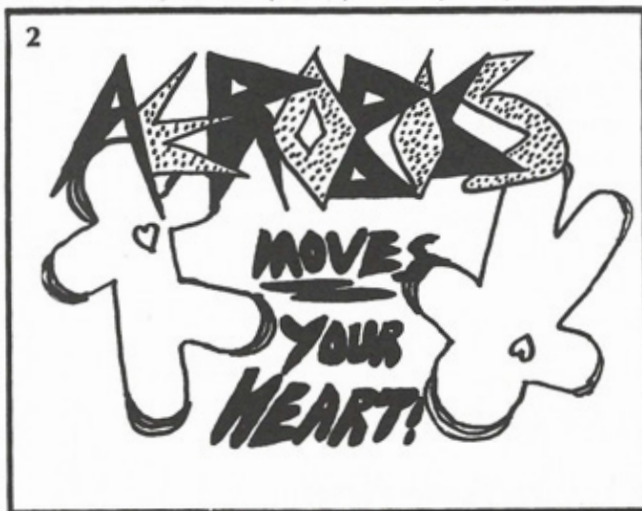
4. DIST. 4 - Kristi Jeffrey, Gr. 8, McCulloch Middle, Marion



5. DIST. 5 - Traudi Rose, Gr. 6, Battle Ground Middle, Battle Ground

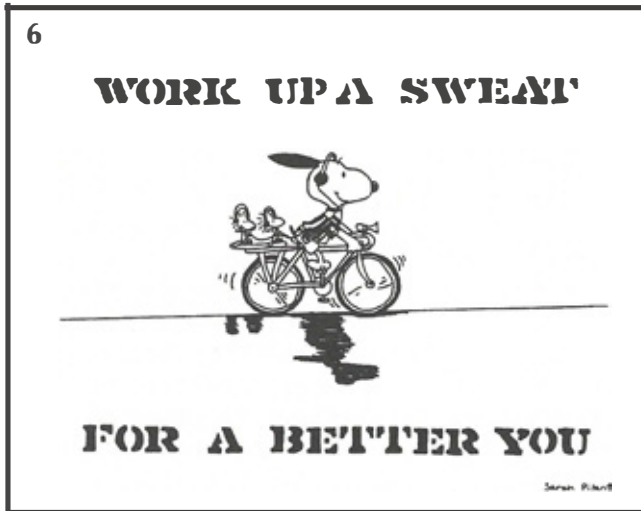


1. DIST. 1 - Joe Horst, Gr. 8, Pierce Junior, Merrillville



2. DIST. 1 - Carolina Procter, Gr. 7, Pierce Junior, Merrillville

# Poster Contest Winners



6. DIST. 7 - Sarah Pilant, Gr. 8, Honey Creek Junior, Terre Haute



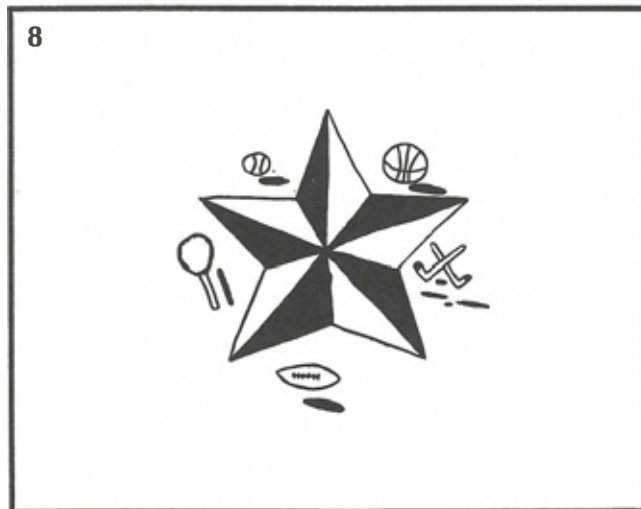
9. DIST. 10 - Mendy Beavers, Gr. 7, Medora School, Medora



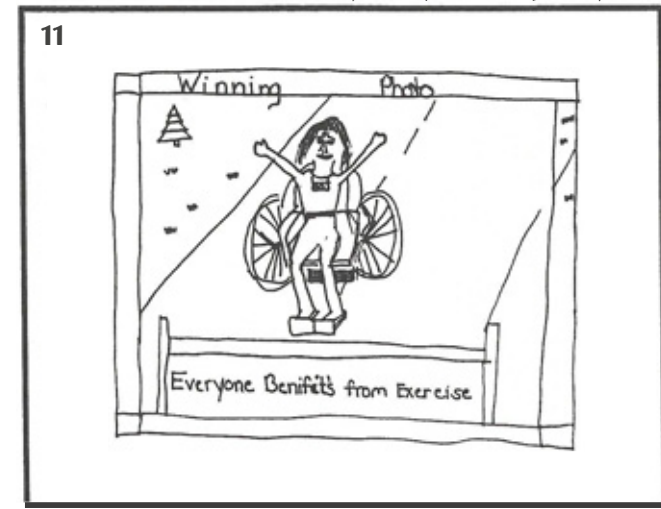
7. DIST. 8 - Janessa Sidders, Westfield Middle, Westfield



10. DIST. 12 - Sara O'Connell, Gr. 8, Eastern Junior, Pekin



8. DIST. 8 - Zach Vieck, Gr. 6, Westfield Middle, Westfield



11. DIST. 12 - Koren Congleton, Gr. 7, Eastern Junior, Pekin

# The President's Youth Fitness Program: Review, Reflections and Recommendations

Julian U. Stein  
Professor in Physical Education (Retired)  
George Mason University  
Fairfax, Virginia

The President's Youth Fitness Program represents cooperative and coordinated efforts of the President's Council on Physical Fitness and Sports (PCPFS) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) to provide the highest quality physical fitness assessment and education program for students throughout the United States. This program also provides an opportunity to review and reflect on many elements of proposed test items, factors in administration, and aspects of the award system.

## BASICS OF THE PRESIDENTIAL PHYSICAL FITNESS PROGRAM

The President's Youth Fitness Program was officially accepted April 11, 1992, by PCPFS and AAHPERD during the AAHPERD National Convention in Indianapolis, IN. Arnold Schwarzenegger, Chair of PCPFS, and Hal Morris, then-AAHPERD President, signed the agreement prior to the start of the final AAHPERD Alliance Assembly. This program is to include a health-related test and education program designed to "...benefit kids."

Test items are to be the five from PHYSICAL BEST (AAHPERD): (1) one mile walk/run (aerobic endurance), (2) sum of triceps and calf skinfolds or body mass index (body composition), (3) sit and reach (flexibility), (4) modified sit-ups (muscular strength/endurance), and (5) pull-ups (upper body strength/endurance). The PHYSICAL BEST education program is to be included.

Awards are to be the three from the current PRESIDENT'S CHALLENGE: (1) Presidential, (2) National, and (3) Participant. Two important changes are to be noted. First, criterion-based approaches used in the PHYSICAL BEST program, rather than traditional norm-referenced approaches used in the PRESIDENT'S CHALLENGE, are to be bases for the Presidential Award. Secondly, criteria must be attained in only four of the five test items to qualify for the Presidential Award. Awards in the President's Youth Fitness program are to parallel criteria from the PHYSICAL BEST recognition system—**Participant** follows criteria of the Fitness Activity Award; **National** follows criteria of the Fitness Goals Award; and **Presidential** follows criteria of the Health Fitness Award. No changes are to be made in administration of either the President's Challenge or PHYSICAL BEST during the 1992-93 school year. Fall of 1993 is the target date for all aspects of the President's Youth Fitness Program to be in place and the program to be officially introduced in schools throughout the nation.

Outlined provisions are merely starting points for the unified program—nothing at this point is in concrete, as changes are still possible. Guiding general development

and specific aspects of the program are two important groups: (1) **Executive Council**, consisting of three representatives each from PCPFS (John Butterfield, Executive Director; Warren Giese, Member of the Council; and Christine G. Spain, Special Assistant to the Executive Director); and AAHPERD (A. Gilson Brown, Executive Vice-President; Hal Morris, Past-President; and Ray Cizek, Executive Director of the ARAPCS); and (2) **Research Advisory Committee** consisting of eight individuals, who according to present plans will be selected from volunteers; one of these eight individuals is to be a practitioner.

The role of the Executive Council is to be at the policy-making level, including such things as test items themselves, test organization and administration, and marketing. The Research Advisory Committee is to provide input and recommendations related to both theoretical and practical factors of the test and its administration. For example, the practitioner is to be responsible for obtaining input from other practitioners during special **open microphone** sessions at future AAHPERD conventions.

During an information session on the the PYFP at the Indianapolis convention, a recommendation was made that three practitioners—not one—be appointed to the Research Advisory Committee so specific representation could be guaranteed for elementary, middle/intermediate/junior, and senior high school levels. In addition, identical sessions to those proposed for national conventions were encouraged for district and state level conventions.

## REVIEW, REFLECTIONS, AND RECOMMENDATIONS

Since changes in test items, administrative procedures, and award considerations are still possible, and input desired and encouraged by both PCPFS and AAHPRED, the following review, reflections, and recommendations are made. It should be noted that these are based on extensive personal experience over 41 years of teaching physical education at all levels, including strong emphasis on fitness testing and education programs. Important background and input for these comments came from ongoing observations in schools at all levels and discussions with physical education practitioners throughout the country, and additional discussions with student teachers and their cooperating teachers, especially in the Northern Virginia area.

**Overall test administration.** Important factors in attitudes of students toward physical fitness testing and poor performance results are ways in which fitness tests are administered—during physical education classes that not only drag the test out over many periods—sometimes weeks when

physical education specialists are seen only once per week by students—but do not permit proper warm-up and preparation for each of the test items. Within schools from border to border and coast to coast required academic performance and achievement tests are administered during specially blocked times specifically reserved for such tests.

The same procedures should be introduced for tests in the PYFP. For example, a two-hour block of time could be reserved at an elementary school during which all sixth grade students would be administered these fitness tests. Similar blocks of time could be scheduled at different times for other grade levels until all students were tested. This procedure is appropriate for and can be utilized at ANY school level, regardless of organization or schedule procedures.

Of course, results must be used, not put in a file or desk drawer until the next test period! Results must not only be explained and interpreted to students and parents, but serve as bases for improvements and maintenance activities in physical education classes throughout the year.

With unified efforts of PCPFS and AAHPERD, now would be an ideal time to pursue such changes. This certainly should be a goal and outcome in follow-up activities of FITNESS SUMMITS Arnold Schwarzenegger has conducted in each state over the past two school years.

**One mile walk/run.** Regardless of age or grade levels—elementary to senior high school—much variation is seen in student performances in this test item. Some students complete the distance in six or so minutes, while classmates require 16 or 17 minutes; and few if any had opportunities to warm up at all, much less adequately! Obviously, using partners and administering the one mile walk/run twice in a 30-minute class period is possible! This is a pointed reason to strive for the single long block of time for administering the entire test. Consistency and ease in administering this test item dictates that consideration be given to changing it to a nine-minute walk/run, rather than the current and proposed one mile walk/run. Fleishman (1987, p. 4) reported, “. . . high correlations among running tests of different distances longer than five minutes (sic).”

Consideration should be given to replacing the one mile walk/run with the half-mile walk/run, or making the latter an alternative. Fleishman (1987, p. 4) concluded, “The mile run/walk provides a slightly better measure of this aerobic capacity factor than the half-mile walk/run, but the latter test is still a valid measure of this factor. The half-mile walk/run may be substituted for mile run/walk where there are time and administrative constraints.”

Regardless of distance or time and administrative procedures, students must be given opportunities to learn and practice pace, which requires more than simply telling students, “Pace yourself!” All things being equal, the individual who runs at an appropriate pace—preferably an even one throughout the entire distance—is going to have the best time. Are many of the times recorded indications of aerobic fitness or, rather, the ability to pace oneself?

**Sit-Ups.** As long as sit-ups are administered with a time limit, problems of proper execution will affect validity and reliability of results. While changes over the years have helped in making this a more effective assessment of abdominal muscular ENDURANCE, current administrative procedures still leave much to be desired. The following procedure has been successfully used in several other countries, as well as in some programs in the United States and Canada.

- Take starting supine position with knees flexed, feet flat on the floor and between 12 and 18 inches from the buttocks, hands and arms on the mat/floor and extended beside the trunk, with the head fully back and resting on the mat/floor.
- Curl chin down and toward sternum.
- Continue curl movement, coming forward and up until tips of fingers touch calves (individuals with extremely long arms come forward and up until heels of hands touch calves).
- Return to starting position being sure final movement is head going back onto the mat/floor.
- Continue in this way, doing as many repetitions as possible. Partner doing the counting must be sure that any movement not done properly is NOT counted.

**Sit and Reach.** PHYSICAL BEST requires assessment of flexibility with a sit and reach box; President’s Challenge provides options of the V-sit and reach OR the sit and reach box. From expense and administrative perspectives, procedures for the V-sit and reach are far more practical for schools increasingly facing budget shortfalls, and time limitations for physical fitness testing. When administered appropriately, the V-sit and reach provides accurate indications of flexibility of the lower back and hamstrings, and can be done in valid and reliable ways with an entire class in much less time than when using the sit and reach box.

Options currently included in the President’s Challenge should be continued into the President’s Youth Fitness Program. Considerations should also be given to having students work in groups of three for the V-sit and reach—one student being tested, one holding the knees as currently done, and the third sitting with feet bracing the feet (foot to foot) of the student being tested to eliminate any possibility of sliding forward.

**Body Composition.** While understanding and applying concepts of body composition are important for all students and should be important in the educational portion of the PYFP, it should be **eliminated** as a test item on which recognition and awards are based. It is interesting to note that many of the staunchest advocates to include body composition in this test battery are individuals who have been strongest in their condemnation of the 85th percentile standard for the current Presidential Physical Fitness Award rewarding genetic endowment! However, these same individuals apparently fail to recognize genetic relationship to body composition for many individuals! There is no more justification for body composition being considered an award criterion than such factors as height and weight.

Some states (i.e., Nebraska) by state board of education mandate do not permit skinfold measurements of any kind. Many physical education teachers are hesitant to take such measurements regardless of the gender of the student. Questions have also been raised by many about recommended sites of skinfold measurements—triceps and calf.

Much is to be desired in the alternate method recommended to assess body composition through the body mass index (BMI). The formula requires weight to be in kilograms and height in meters squared. Unless computerized, this is an extremely time-consuming process and tedious when considering the number of students tested in any situation, regardless of organizational and administrative procedures. I found the BMI to provide abnormally high indices for extremely well-conditioned students. I also have found other approaches using formulas based on various body measurements equally inconsistent.

Strong consideration should be given to **eliminating** measures of body composition from the test battery, while providing appropriate attention and emphasis to these important principles and concepts in educational portions of the PYFP. Could the real reason for awarding the Presidential Award when criteria have been reached on four of the five proposed items under the unified program is so teachers and schools will not have to consider body composition at all? Eliminating body composition as an award criterion, I believe sound and honest.

**Pull-Ups.** Poor performances of students in pull-ups has long been considered a problem by physical educators and others interested in youth fitness. Over the years various modifications for pull-ups have been introduced—different types of modified pull-ups, flexed arm hang, straddle chins. Poor pull-up performances have improved in classes where instruction has been appropriate and progressive, using such devices and approaches as chair pull-ups, straddle chins, negative techniques taken from weight training programs. Today many schools use the Pull-Up Trainer, Baumgartner pull-up equipment, or similar homemade and improvised devices to help students develop upper body muscular endurance and improve their pull-up performance.

Despite the long history of poor pull-up performances, serious questions must be raised about the role of poor instruction to these poor performances. Flexibility in approaches to develop and maintain upper muscular endurance are possible and encouraged at National and Participant levels. However, should pull-up criteria be reduced or compromised at the Presidential level? I think NOT for several reasons. When students . . .

. . . have opportunities to participate in sound, appropriate, and progressive instructional programs, they will improve; . . . are motivated to reach and extend themselves, they will be more likely to attain such goals, especially when they are important to them;

. . . do poorly on pull-ups because of inadequate upper body muscular endurance, isn't it the other side of the overweight syndrome? Poor performance because of insufficient muscular endurance to hand one's body weight has exactly the same effects as too much weight for one's muscular endurance. Either adversely affect health status of an individual.

Emphasis for upper body muscular endurance should not be to change the test item or criteria for the Health Fitness Award, but rather to ensure appropriate instructional opportunities that students follow in physical education classes, and at home as well. Let's not throw in the towel when there are so many opportunities and examples that major problems in this area continue to be us, NOT the task, test, or students!

**Accommodations for Students with Disabilities.** The President's Challenge introduced and incorporated during the 1991-92 school year accommodations for students with disabilities for all three award levels. On the other hand, PHYSICAL BEST contains very little about accommodations for these students. This is, indeed, ironic in that PHYSICAL BEST approaches and procedures make all aspects of this program—recognition system and educational activities—much more adaptable for students with disabilities than the President's Challenge!

Making students with disabilities an integral part of the PYFP from its inception is not only **professionally** necessary and the ethical and moral thing to do, but mandated by law. Certainly one of the eight members of the Research Advisory Committee must be an individual to represent interests and needs of students with disabilities and those who teach and lead them.

Appropriate information and materials dealing with accommodations for physical fitness programs and related testing activities have been developed and disseminated by a special assessment and evaluation committee of the Adapted Physical Activity Council (AAHPERD/ARAPCS) that has functioned actively since its commissioning during the 1986 AAHPERD Convention in Cincinnati. Committee materials were used by the President's Council on Physical Fitness and Sports during its deliberations and decisions as to appropriate ways to include students with disabilities in all aspects of the President's Challenge. The Virginia State Department of Education distributed these same materials to every school in the state as bases for recommended ways to deal with students having disabilities in physical fitness activities, including testing programs and protocols.

**Terminology.** Both sit-ups and pull-ups are called tests of **strength/endurance**. By definition, NEITHER of these is a test of strength—**repetitive movements are tasks or tests of endurance**. It is vital that within the profession we use terms appropriately and correctly. Therefore, both of these test items should be correctly limited to and called tasks of **endurance**—eliminate **strength** in the names of both of these items.

**Health Fitness Standards.** Criteria for the Health Fitness Award are predicated upon “. . . minimum level of physical fitness. . . associated with minimal risk(s) of health problems” (AAHPERD, 1988, p. 27). Careful review of PHYSICAL BEST materials (AAHPERD, 1988; McSwegin et. al., n.d.) does not reveal in any definitive way bases by which criteria for each test item were established. Questions must be raised as to whether or not these are truly indicative of what is purported. For example, PHYSICAL BEST criteria for the Health Fitness Award only equal or exceed President's Challenge standards for the National Physical Fitness Award (50th percentile level) for comparable age groups (6 to 17 years, 12 age groups), as follows—

- Sit and Reach—none for girls; five the same for boys.
- Sit-Ups—two better and two the same for girls; one thh same for boys.
- Pull-Ups—all the same for girls (one pull-up); six the same for boys.
- One Mile Walk/Run—eight better for girls; seven better and one the same for boys.
- Body Composition—is not comparable in that it is not included in the President's Challenge.

Since the large majority of PHYSICAL BEST criteria are **below** (some well below) the 50th percentile of the President's Challenge, the question raised earlier must again be asked—are these criteria truly indicative of standards “. . . associated with minimal risks of health problems?” In addition, should the Presidential Physical Fitness Award be given to individuals who are at best only average, and in many cases well below average, in health-related physical fitness test performances? The Presidential Physical Fitness Award has always denoted and connoted EXCELLENCE—should it be any different under the unified program, especially with National and Participant awards available?

## KEEP THE FOCUS ON KIDS

Important first steps have been taken by the President's Council on Physical Fitness and Sports and the AAHPERD toward attaining a cooperative, unified, and coordinated national youth fitness program. Much remains to be done so the final product—testing, recognition and awards, and educational programs—will truly “. . . benefit kids.” Speciali-

zation baies, structural prejudices, and myopic vision must be replaced by sincere cooperation and coordination among all concerned with this vital venture. Both research and practical experience are necessary to illuminate the way in the best interests of those we are all dedicated to serve—OUR STUDENTS. To ensure that the kids truly come first, we must all SHOUT THE CAUSE FROM THE ROOF TOPS, AND WHISPER, OH SO QUIETLY, THE SPECIALIZATION, STRUCTURE, OR ORGANIZATION.

#### SELECTED REFERENCES

American Alliance for Health, Physical Education, Recreation and Dance

(1988). PHYSICAL BEST, A PHYSICAL FITNESS EDUCATION AND ASSESSMENT PROGRAM. Reston, VA: AAHPERD, 1900 Association Drive, 22091.

Fleishman, Edwin A. (1987). WHAT DO PHYSICAL FITNESS TESTS MEASURE? AN EVALUATION OF ALTERNATIVE YOUTH FITNESS TESTS. Fairfax, VA: George Mason University, Dept. of Psychology, 22030.

McSwegin, Pat, Pemberton, Cynthia, Petray, Clayre, Going, Scott (n.d.). PHYSICAL BEST: THE AAHPERD GUIDE TO PHYSICAL FITNESS EDUCATION AND ASSESSMENT. Reston, VA: AAHPERD, 1900 Association Drive, 22091.

President's Council on Physical Fitness and Sports (1990). GET FIT: A HANDBOOK FOR YOUTH AGES 6-17. Washington, D.C.: PCPFS, 701 Pennsylvania Avenue, N.W., Suite 250, 20004

President's Council on Physical Fitness and Sports (1991). THE PRESIDENT'S CHALLENGE PHYSICAL FITNESS PROGRAM PACKET. Washington, D.C.: PCPFS, 701 Pennsylvania Avenue, N.W., 20004.

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## Coaching Education In Indiana



by Paul Reynolds, Illustrator and Creator of the cartoon strip, *Hey Coach*.

*This is a new feature to appear on a regular basis describing the various programs available for current and future coaches in Indiana. Institutions of higher education, non-profit agencies, and others are encouraged to submit their program offerings.*

**SHARE YOUR COACHING  
EDUCATION IDEAS  
IN THE NEXT ISSUE**

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## Indiana State University Announces A New Master's Degree In Coaching

For the past two years Indiana State University's Department of Physical Education has been developing a new Master's Degree devoted to preparing future coaches for interscholastic or intercollegiate sport programs. Any student from a regionally accredited institution may seek admission into the program. The student does not have to have an undergraduate major in physical education. Students began enrolling in this degree program in August 1992.

The following is an outline of the requirements for the degree.

**ISU DEPARTMENT OF PHYSICAL EDUCATION  
REVISED MS/MA OPTION UNDER PHYSICAL EDUCATION**

**COACHING:**

**I. ADMISSION REQUIREMENTS**

- A. Undergraduate degree from a regionally accredited institution,
- B. Students must meet all requirements of the School of Graduate Studies,
- C. Minimum GPA: 2.75 on a 4.0 scale, or students with GPAs of less than 2.75 on a 4.0 scale must take the Graduate Record Examination General Test, and score no lower than one standard error of measurement from the mean on the verbal, quantitative, and analytical tests,
- D. Students must have at least 12 hours of physical education coursework in the area of coaching. Examples of courses that would be acceptable are:
  - sports first aid,
  - physical conditioning,
  - scientific aspects of coaching,
  - psychology of coaching,
  - issues in coaching,
  - philosophy of coaching, or
  - coaching theory/methods.
- E. Letter of application,
- F. Three letters of recommendation, and
- G. Resume

A student who does not meet this requirement can be granted conditional admission and will be required to complete additional coursework as determined after a review of the transcript(S),

**II. GRADUATE CURRICULUM IN COACHING  
(33 hours)**

- A. Required Core (9 hours)
  - 1. P.E. 601 (3) Research
  - 2. P.E. 665 (3) Sport in American Society
  - 3. P.E. 660 (3) Motor Learning and Human Performance
- B. Basic Professional Core (15 hours)
  - 1. P.E. 623 (3) Legal Issues in Sport
  - 2. P.E. 640 (3) Philosophy of Physical Education

- 3. P.E. 666 (3) Applied Sports Psychology
- 4. P.E. 580 (3) Physiology of Exercise, or  
P.E. 680 (3) Advanced Physiology of Exercise, or  
P.E. 685 (3) Biomechanics of Sport Technology
- 5. P.E. 690 (3) Sport Injuries

- C. Approved Electives (6 hours)  
see possible optional sequences below
- D. Culminating Experience (3 hours)  
Students who have been or are practicing coaches will complete P.E. 645. Those who have not coached will complete an internship.
  - 1. P.E. 629 (3) Internship, or  
P.E. 645 (3) Readings in Physical Education
- E. Exit Competencies
  - 1. Introduction to Computer Science
  - 2. Principles and Problems in Coaching
  - 3. Exercise Physiology
  - 4. Kinesiology
  - 5. Human Growth and Motor Development
  - 6. Current Certification in Standard First Aid and Adult CPR
  - 7. Care and Prevention of Athletic Injuries

**POSSIBLE OPTIONAL AREAS (6-9 hours)**

Any of these areas could be used to fulfill the directed electives area or any other appropriate grouping.

**1. Aquatic and Sport Facility Design and Management (6-9 hours)**

A student may elect to specialize in the area of facility design and management. This specialization is aimed at preparing the student to become a sports facility manager within colleges and universities or in the public or private sport arenas or aquatic facilities. This is not part of the required 36 hours for the Coaching Education degree; however, it can be incorporated if the student desires.

- a. P.E. 620 (3) Design of Sport Facilities and/or  
P.E. 625 (3) Design of Aquatic Facilities



b. P.E. 626 (3) Management of Aquatic and Sport Facilities

## 2. Professional Education (9 hours)

A student may elect to professionalize his/her teaching degree by selecting one course from each of the three areas that follow:

- a. P.E. 631/Sec. Ed. 660/662 (3)
- b. F.M.T. 605/607/608 (3)
- c. F.M.T. 611/Ed. Psy. 521/522/625 (3)

## 3. Scientific Emphasis (6 hours)

A student may wish to gain more in-depth scientific information that would be helpful to a prospective and practicing coach by taking the following courses:

- a. P.E. 680 (3) Advanced Physiology of Exercise, or  
P.E. 685 (3) Biomechanics of Sport Techniques
- b. P.E. 681 (3) Seminar in Exercise Physiology

\*Note: The Basic Professional Core requires you to select either 580 or 680 or 685, whichever course is selected it cannot be counted in this specialization area.

## 4. Research Emphasis (6-9 hours)

This area will allow students to become proficient in understanding and performing research.

- a. P.E. 605 (3) Quantitative Analysis in the Exercise and Sport Sciences
- b. P.E. 602 (3) Independent Research, or
- c. P.E. 699 (3) Thesis

## 5. Coaching Techniques/Methods (6 hours)

This area will assist students in gathering a better understanding in coaching techniques and methods.

- a. Any three of the following coaching techniques and methods classes:  
P.E. 510 - 521.



## 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

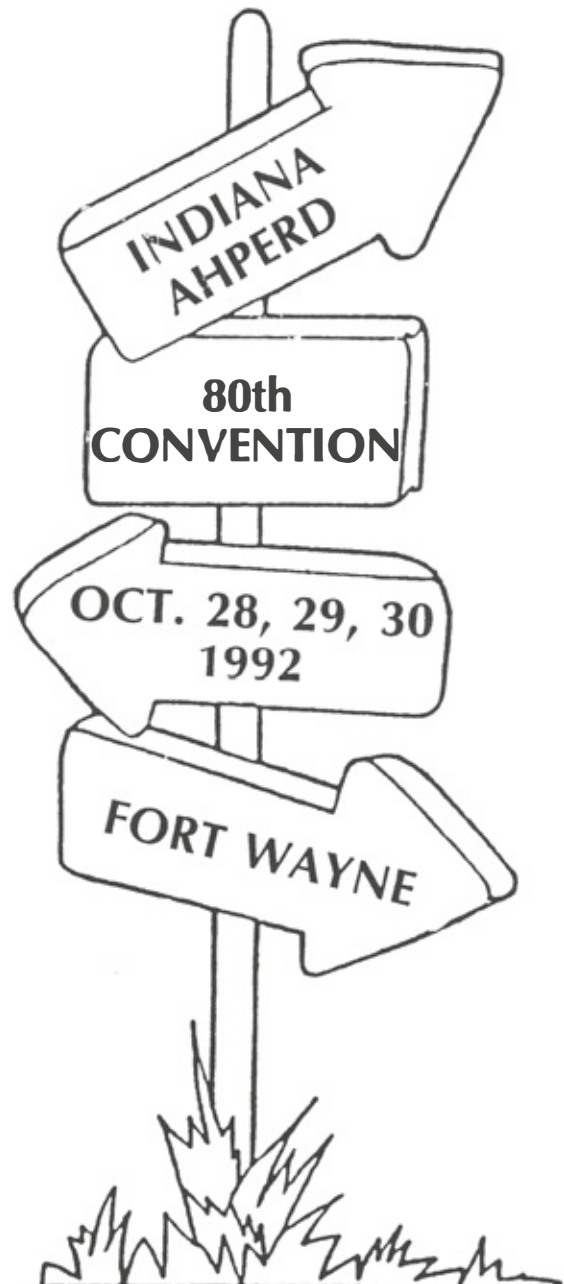
That wasn't expected of you,

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



# NEWS RELEASE



Association  
for the  
Advancement of  
**Health Education**

## The BEST Foundation For A Drug-Free Tomorrow Program

### PROJECT OVERVIEW

In the Spring of 1992 the BEST Foundation For A Drug-Free Tomorrow selected the Association for the Advancement of Health Education (AAHE) to establish a national diffusion and training program for teachers interested in implementing drug use prevention programs.

During the first year over 5,000 teachers from around the country will be trained to deliver drug use prevention and education resources to students in grades 2 through 8 in all 50 states.

The project will train teachers how to integrate the use of three video series into their current health curricula. The series' titles are JUST FOR ME (grades 2-4), YOUR CHOICE/OUR CHANCE (grades 5-6), and MY BEST/PROJECT ALERT (grades 7-8).

The BEST Foundation, which stands for Bringing Everybody's Strength Together, is a national multi-million dollar philanthropic effort, funded by the Conrad N. Hilton Foundation, to help communities accomplish their drug, alcohol, and tobacco prevention goals by assisting them in orchestrating anti-drug messages to youth and building enthusiasm and support for local drug prevention efforts.

The campaign serves as a vehicle for communities—schools, law enforcement, churches, and youth organizations—to bring everybody's strength together; to unite agencies and broaden coalitions working for a drug-free tomorrow.

Co-program directors of the project are Drs. Richard Papenfuss, head and associate professor, Division of Community and Environmental Health, University of Arizona-Tucson, and William Kane, associate professor, health education, University of New Mexico-Albuquerque. They will be responsible for developing and implementing the training materials, developing and reviewing criteria for the selection of the trainers and project facilitators as well as implementation of the diffusion activities.

AAHE will conduct six regional training of trainers workshops around the country. Among those to be trained are individuals at the state level who will be responsible for conducting in-service education for the teachers, State Department of Education health education specialists, coordinators of Drug Free School and Communities Programs, and the State Department of Health coordinators of school and community-based education programs.

For additional information about participating in the BEST program, please contact Lenora Johnson, Project Coordinator, Association for the Advancement of Health Education, 1900 Association Drive, Reston, VA 22091, (703) 476-3439.

*Share your ideas in  
the next issue!*



# 1992 CNCA Conference Cincinnati, Ohio October 8 - 10, 1992

*Here's an aquatic conference that you will want to attend !*

- Emphasis on boating: overview of the Boating Safety studies conducted by the American Red Cross and the National Safety Council
- Upfront and personal with personal watercraft
- Update on new American Red Cross Swimming and Diving materials
- Advanced swimming workshop conducted by U.S. Swimming and American Red Cross national staff and volunteers.
- Preconference certification courses in ARC Adapted Aquatics Instructor, YMCA Special Populations Instructor, AEA Aquatic Exercise Instructor, and the new Certified Aquatic Manager (Aquatics Associates course).
- Presentations by more than 30 aquatic experts.



## Council for National Cooperation in Aquatics 1992 National Symposium and Conference Registration Form

Name \_\_\_\_\_ Phone \_\_\_\_\_

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

City	State	Zip
<b>Registration (U.S. Funds only)</b>		
Full conference, non-member	\$175.00	Registration amount enclosed _____
CNCA member	\$155.00	Membership fee enclosed _____
Student or retiree	\$ 80.00	Total enclosed _____
Daily registration	\$ 65.00	
CAM course, additional \$135.00		
AAI/SPI course, additional \$75.00		
Individual membership fee is \$45.00 a year		
		<input type="checkbox"/> Please check here if you wish us to send more information on preconference certification courses.

Make checks payable to CNCA, and mail to CNCA, 901 W. New York St., Indianapolis, IN 46202

*If it's aquatics, it's our business!*



## NEW BOOKS

### **Applied Sociology of Sport**

Andrew Yiannakis and Susan L. Greendorfer. Human Kinetics Books, P.O. Box 5076, Champaign, IL 61825-5076. 1992. 288 pp. \$29.00.

### **Anthropometric Standardization Reference Manual**

Edited by Timothy G. Lohman, Alex F. Roche, and Reynaldo Martorell. Human Kinetics Books, P.O. Box 5076, Champaign, IL 61825-5076. 1991. 90 pp. \$15.00

### **At The Rim: A Celebration of Women's Collegiate Basketball**

Professional Photography Division, Eastman Kodak Company and Thomasson-Grant, One Morton Drive, Charlottesville, VA 22901. 1991. 192 pp. \$35.00

### **Beyond Winning: The Timeless Wisdom of Great Philosopher Coaches**

Gary M. Walton. Leisure Press, P.O. Box 5076, Champaign, IL 61825-5076. 1991. 200 pp. \$12.95.

### **Coaching Basketball Successfully**

Morgan Wootten. Leisure Press, P.O. Box 5076, Champaign, IL 61825-5076. 1991. 264 pp. \$18.95.

### **Coaching Mental Excellence: It Does Matter Whether You Win or Lose**

Ralph A. Vernacchia, Richard T. Mcguire, and David Cook. Brown & Benchmark, 2460 Kerper Blvd., Dubuque, IA 52001. 1992. 172 pp. \$16.95.

### **College Sports, Inc.: The Athletic Department vs. the University**

Murray Sperber. Henry Holt and Company, Inc., 115 West 18th Street, New York, NY 10011. 1991. 432 pp. \$12.95.

### **Conditioning for Cycling, Vol. 1, No.1**

National Strength and Conditioning Association, P.O. Box 81410, Lincoln,

NE 68501. 1991. 32 pp. \$20.00 (yearly subscription).

### **Conditioning for Women's Basketball, Vol. 1, No. 1**

National Strength and Conditioning Association, P.O. Box 81410, Lincoln, NE 68501. 1991. 32 pp. Yearly subscription rate.

### **Conditioning for Volleyball. Vol. 1, No. 1**

National Strength and Conditioning Association, P.O. Box 81410, Lincoln, NE 68501. 1991. 32 pp. Yearly subscription rate.

### **Dance Injuries: Their Prevention and Care**

Third edition. Daniel D. Arnheim. Princeton Book Company, P.O. Box 57, Pennington, NJ 08534-0057. 1991. 250 pp. \$19.95.

### **Dayhiker: Walking for Fitness, Fun and Adventure**

Robert S. Wood. Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707. 1991. 176 pp. \$8.95.

### **Finding Balance: Fitness Training for a Lifetime in Dance**

Gigi Berardi. Princeton Book Company, P.O. Box 57, Pennington, NJ 08534-0057. 1991. 352 pp. \$24.95.

### **Guidelines for Employee Health Promotion Programs**

Association for Fitness in Business. Human Kinetics Books, P.O. Box 5076, Champaign, IL 61825-5076. 1991. 149 pp. \$31.50.

### **Gymnastics 7-11: A Session-by-Session Approach to Key Stage 2**

M.E. Carroll and H.K. Manners. Falmer Press, c/o Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007. 1991. 176 pp. \$27.00.

### **Health Fitness Instructor's Handbook**

Second edition. Edward T. Howley and B. Don Franks. Human Kinetics Books, P.O. Box 5076, Champaign, IL 61825-5076. 1992. 424 pp. \$45.00.

### **I May Be Little But I'm Big Inside**

Ambrose E. Brazelton. Great Activities Publishing Company, P.O. Box 51158, Durham, NC 27717. 1991. 32 pp. \$3.95.

### **Insights and Strategies for Winning Volleyball**

Mike Herbert. Leisure Press, P.O. Box 5076, Champaign, IL 61825-5076. 1991. 224 pp. \$27.50.

### **Jumping Into Plyometrics**

Donald A. Chu. Leisure Press, P.O. Box 5076, Champaign, IL 61825-5076. 1991. 88 pp. \$15.95.

### **The Kinesiology Workbook**

Jan F. Perry, David A. Rohe, and Anita O. Garcia. F.A. Davis Company, 1915 Arch Street, Philadelphia, PA 19103. 1991. 196 pp., \$19.95.

### **Leisure Enhancement**

Michael J. Leitner, Sara F. Leitner, and Associates. The Haworth Press, Inc., 10 Alice Street, Binghamton, NY 13904-1580. 1989. 412 pp. plus Instructor's Manual. \$24.95.

### **Lester Horton: Modern Dance Pioneer**

Larry Warren. Princeton Book Company, Publishers, P.O. Box 57, Pennington, NJ 08534-0057. 1991. 288 pp. \$15.95

### **Management of Recreational Sports in Higher Education**

Robert L. Boucher and W. James Weese. Brown & Benchmark, 701 Congressional Blvd., Suite 240, P.O. Box 3068, Carmel, IN 46032. 1991. 330 pp., \$23.95.

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

## **Do Our Schools Measure Up?**

by Thomas "Tom" H. Sawyer

If you are like most parents, you would be concerned if you found out our community's schools did not meet the state requirements for education.

Every parent in this community should be able to feel certain that our children are receiving the education as mandated by law.

However, the truth is that some schools do not meet state educational requirements -- especially when it comes to physical education. The fact is, our children are being short changed by schools that do not provide a complete education.

Look at the physical education program in your child's school.

The state of (your state) requires that (describe physical education requirements mandated by state).

And how does this compare with what experts recommend for our educational system? The standards professional groups are calling for is daily physical education.

According to the "Shape of the Nation," a recent nationwide study of state physical education requirements, only one state -- Illinois -- meets the recommended amount of physical education, 40-45 minutes every day for students K-6 and 50-55 minutes every day for students grades 7-12.

The concept of daily physical education is also supported by the U.S. Congress, which last year urged every state to require physical education every day for students grades K-12 by the passage of the Physical Education Resolution.

The experts know that when children miss out on daily physical education, they also miss out on a number of physical, mental and psychological benefits that other courses can not provide; for example, better academic performance, increased self-esteem and a fit and stronger body.

(Your state) needs to mandate daily physical education soon. Parents, physical education teachers, education officials and others are working together to make this recommended standard a required standard.

In the meantime, every parent has the right to expect -- and to demand -- that the school their child attends meets the existing state requirement. Parents are encouraged to find out the status of physical education in their child's school and to work for change where necessary.

It's worth a few calls to see how your school measures up.

# Referred Articles: Guidelines for Authors

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.

## SUBMISSION REQUIREMENTS

**Copies.** Four (4) copies must be submitted—one original and three photostatic copies (no carbon copies or dittoes are acceptable).

**Address.** Materials for **Journal** review should be mailed to:

Dr. Tom Sawyer, Editor  
**Indiana AHPERD Journal**  
R.R. 25, Box 12, Earnest Drive  
Terre Haute, Indiana 47802

## PARTING SHOT

What? You want me to work up a sweat? What about the Couch Potatoes?



# 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.

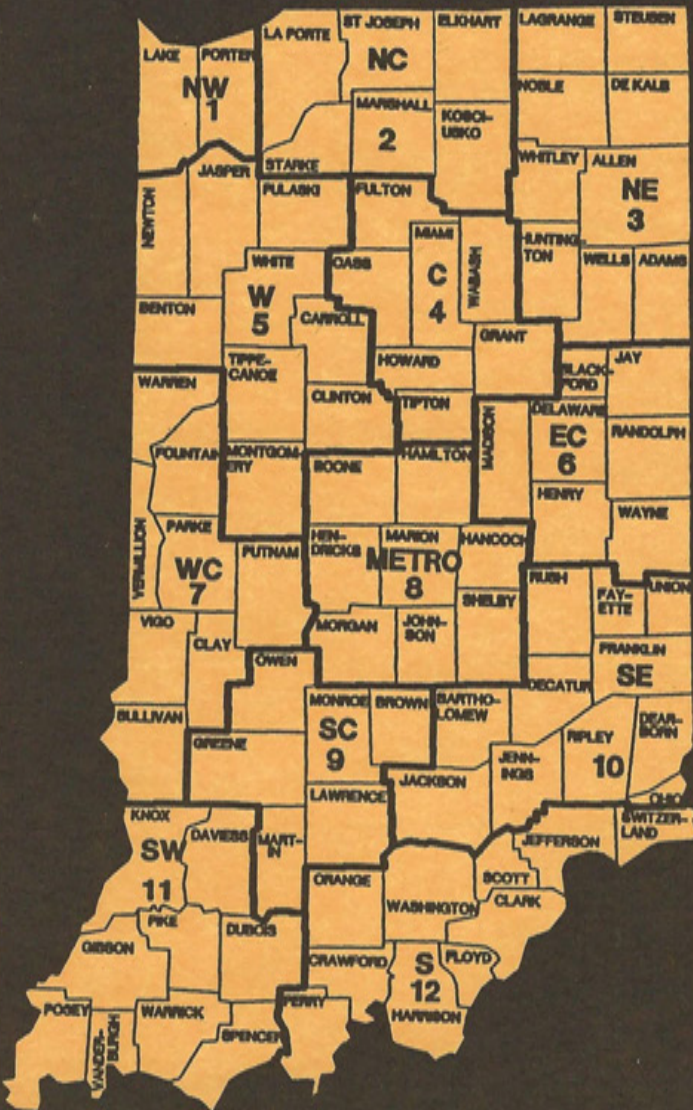
### Education and Training

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



- HELP NEEDED:**
- Would you be willing to become Involved?
  - District Level
  - State Level
  - Committee Involvement
  - State Office
  - District Leadership

**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 an active participant by serving on a committee or by holding an office. Please check any position listed below that interests you.

**IAHPERD MEMBERSHIP BLANK**

Professional Membership \_\_\_\_\_ \$20.00  
 Student Membership \_\_\_\_\_ \$10.00

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*Share your Journal with a Colleague*

—and add a new name to our growing membership list!