

The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 22, Number 1

WINTER ISSUE

Winter 1993

- Inside This Issue -

- Standards for Coaching Curriculum
- Elementary Games
- Early Cardiac Care
- Book Reviews
- New Books, and more!

Carolina Procter
7th Grade, Pierce Junior High School
Merrillville, Indiana



Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 22, Number 1

Indiana Association for
Health, Physical Education, Recreation and Dance

Winter 1993

**Indiana AHPERD
1992-93 BOARD OF DIRECTORS**

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Message from the President . . .

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Congratulations to Dolores and the Program Council . . .

The Conference was great, and we all expect to get postcards from Hal Rhea as he enjoys the cruise he won at the Conference!

A big THANK YOU to ALL who contributed in making the 1992 IAHPERD Conference a success. A special thanks goes to Past President Dolores Wilson and the Program Council for the many, many hours they spent in making sure the pieces fit for the great Conference that we all enjoyed.

On behalf of the IAHPERD membership, I would also like to thank Tom Sawyer for his excellent leadership throughout the past year, and I know Tom and his Council are already working on the 1993 Conference.

Strength Through Structure . . .

In case you haven't heard, the Representative Assembly voted at the October 29 meeting to approve several restructuring proposals as presented by the Structure Committee, chaired by Tom Sawyer. The time line has not been set, but the January Turkey Run Leadership Conference will be devoted to working out the details of how/when to best implement the changes. I encourage you to talk to your District Officers about the proposed changes, as they will be working on the proposal at Turkey Run on January 29 and 30.

Congratulations are also extended to the newly elected Board members. Darrell Johnson, Grace College, was elected as President-Elect. The Vice-President-Elects are: Nikki Assmann, Ball State University, General; Barbara Cochran, Vincennes University, Dance; Stanley Henderson, Indiana State University, Health and Safety; Jane Davis-Brezette, University of Southern Indiana, Physical Education; Dan Archer, John Strange Elementary, Sports and Athletics; Penny Quinn-Bakke, Vin-

cennes University, Recreation; and Karen Hatch, McCulloch Middle School, Secretary. (Thanks to Vern Houchins and his Committee for the great slate of candidates.)

I look forward to working with the new and returning members of the Board as we look to the new challenges for the new year. (I regret that I have not yet received the Section Chair election results to share with you.)

Another special THANKS to Lana Groombridge and Kimberly Eiler of Manchester College as they have completed their study of gymnastics in the State of Indiana. The study was sponsored by IAHPERD as a mini-grant.

Retirees take note—Don Mosher wants to hear from you. Don would like to hear from all retirees, especially those willing to attend the State Conference. (I wonder what surprises Don has in mind?)

The Representative Assembly also discussed the proposed IAHPERD position paper on physical education. This proposal was submitted by the Position Committee, chaired by Doreen St. Clair. Committee members are: Noel Bewley, Norma Jean Johnson, Eileen Keener, Pat Kiser, Kathy Tucker, and Dolores Wilson. Again, the paper will be on the agenda for Turkey Run.

Your District Officers will also be busy judging the

1992-93 Poster Contest entries at Turkey Run . . . I hope that the information was received at your school and students were encouraged to enter.

The above items represent just a few of the activities of IAHPERD. Don't overlook opportunities to become actively involved with your professional organization and to encourage others to join you as a member of IAHPERD.

Strength Through Structure Needs Strong Members!

WANTED! IDEAS . . . SUGGESTIONS . . .

Are you willing to share your best motivational techniques, suggestions, ideas that you have used for teaching **Foundations/History/Philosophy of Physical Education?**

If you have successfully used an idea for your class, or if as a student you remember an effective assignment/method that your professor used in this course, please share that idea with us.

One of the many suggestions that came out of the Round Table Session (Johnson/ZeZula) was that colleges/universities should use the *Journal* as a way to share ideas.

Your response will determine if there is sufficient interest to create a series of articles re teaching ideas for colleges and universities.

Direct your ideas/thoughts to:

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Indianapolis, IN 46208

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Huntington College
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*Share your ideas in
the next issue!*

*The
Ageless
Boy*

TOM SAWYER



NOTIONS From Your EDITOR

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THOMAS "Tom" H. SAWYER, EDITOR

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Professor of Physical Education

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IMPLEMENTATION OF THE CHANGES

In October 1992 the Representative Assembly accepted a report from the Ad Hoc Structure Committee to change the Constitution and By-Laws. The changes include, but are not limited to:

- eliminating the Representative Assembly;
- enlarging the Board of Directors from 24 to 40 to include greater representation from the grass roots;
- expanding the Executive Committee from 5 to 6;
- making all positions compensated by the Association ex officio members of the Board and Executive Committee;
- replacing Vice-President-Elects and Vice-Presidents with Program Coordinators and expanding the program areas from six to 12 to include physical education-elementary, physical education-middle school, and physical education-secondary, health education, recreation (includes recreation, recreational management, and recreational sports), dance, sport (includes coaching, sports management, and sports medicine), aquatics, adapted physical education, higher education, research, and students;
- eliminating the positions of President-Elect and Past President and replace them with Vice-President for Operations and Vice-President for Program. Further, the sequence was changed as follows: Vice-President for Operations (elected) (was President-Elect), moves to Vice-President for Program (was Past President), and moves to President for third year. The initial two years are learning years for the President-to-be;
- modifying standing committees to include a Convention Committee, a combined Awards and Scholarship Committee, a combined Publications and Membership Committee, an Applied Strategic Planning Committee, Past Presidents Council, Regional Council, and Public Affairs;
- establishing two new coordinator positions—Convention Coordinator and Public and Membership Coordinator;
- replacing 12 Districts with 9 Regions;
- establishing a regional council with an elected Chair;
- appointing a regional coordinator.

In December 1992 the Executive Committee adopted the

following implementation plan for the changes made by the Representative Assembly:

INDIANA AHPERD IMPLEMENTATION PLAN

Task	Timeline	Responsible
Appoint Conference Committee	Turkey Run, 1993	P. Zezula
Reorganize Districts into regions, establish regional council, elect regional coordinator	December 31, 1993	T. Sawyer
Re-write Constitution and By-laws	Turkey Run meeting 1993	T. Sawyer
Election for new officers (VP Oper, VP Prog)	1993 Conference	D. Johnson
Appoint program coordinators	1993 Conference	P. Zezula D. Johnson
Appoint standing committees (new and old)	May 1993	P. Zezula
Standing committees revise or establish their operating procedures	Turkey Run 1994	Committee Chairs
Complete revision of Key Reference Manual	May 1994	N. Kellum

FROM DISTRICTS TO REGIONS

One of the major changes the Representative Assembly approved was to realign the 12 Indiana AHPERD Districts into nine Regions. Your next question is—Why? The following proposal was submitted (February 1992) to the Regional Educational Service Centers (RESC) (of which there are nine) to request a joint venture to provide in-service education to health, physical education, and dance educators. The RESC has agreed to become a partner with the Indiana AHPERD in providing in-service education to health, physical education, and dance educators (March 1992). Hopefully after reading this proposal you will understand the rationale for the change.

Indiana Association for Health, Physical Education, Recreation, and Dance (AHPERD) to Regional Educational Service Centers (RESC)

Proposal to Develop a Working Relationship with the Nine Educational Service Centers for Regular Staff Development for Health, Dance and Physical Educators

1. What is the Indiana AHPERD?

The Indiana AHPERD is a non-profit educational association representing public school health educators, physical educators, dance educators, community health educators, and recreation professionals. It is 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 the Indiana AHPERD are to . . .
- employ the necessary means to foster, advance, and promote the kinds of research, studies, and demonstrations essential to provide growth in the fields of health, physical education, recreation, and dance;
 - hold meetings to generate, exchange, and disseminate relevant educational information;
 - encourage further professional training for those choos-

ing health, physical education, recreation, and dance as a career; and

- provide scholarships to exemplary students preparing for careers in health, physical education, recreation, and dance.

What the Indiana AHPERD does for its membership. . .

- holds an annual conference bringing in key professionals to present a quality program of lectures, demonstrations, and participation which center on current issues within the discipline;
- conducts clinics and workshops statewide targeted toward special interest groups which bring the latest knowledge from research and innovation to the membership;
- provides grass roots activities planned and conducted by each of the nine Districts which promote program sharing and dealing with practical issues in the profession;
- publishes a journal, statewide newsletters, district newsletters, college/university directory, membership directory, and professional consultant directory which help keep professionals up-to-date and informed; and
- awards grants and scholarships to persons pursuing research and scholarly endeavors in the fields of health, physical education, recreation, and dance.

2. Why does the Indiana AHPERD want to develop a cooperative relationship with the Education Service Centers?

The vast majority of the Indiana AHPERD membership is composed of health, physical education, and dance instructors who are employed by the public schools throughout Indiana. The Indiana AHPERD wants to continue to provide quality staff development workshops for the membership as well as non-Indiana AHPERD members. The Education Service Centers have the attention of the school corporations (250 out of 296), and the Indiana AHPERD does not. When the Center speaks, like E.F. Hutton, the school administrations will listen. The unique status of the Centers would be a very important communication link for the Indiana AHPERD when it develops and delivers the annual staff development workshops each Spring.

3. What would the role of the Education Service Center be in this cooperative relationship?

The role of the Educational Service Centers would be three-fold: acting as facilitators, communicators, and partners in the Indiana AHPERD's on-going challenge to provide challenging and quality workshops to the public school health educators, physical educators, and dance educators.

- *Facilitator.* . . assistance would be needed in securing a central workshop site within each region and arranging for meals at a reasonable cost to the participants.
- *Communicator.* . . to provide a cover letter attached to the Indiana AHPERD workshop announcements encouraging administrators to have the teachers attend, and delivering the workshop announcements to member school corporations (the Indiana AHPERD would notify non-member schools and others).
- *Partner.* . . a staff development partner who would lend its expertise in staff development and educational link to the school corporations.

4. **The Indiana AHPERD does not seek funding,** only a viable vehicle to access the school corporations in order to provide quality staff development workshops annually to health, physical education, and dance teachers in public schools within Indiana.

5. Finally, the Indiana AHPERD would like to realign its District structure with that of the nine Regional Education Service Centers. But it will not do so until it is clear a

working relationship between each and every center is possible.

The Indiana AHPERD would like this relationship to begin, if at all possible, by no later than September 1992. The first workshops to be held under this new relationship would be Spring 1993.

Further, the Indiana AHPERD would like the relationship to initially be for a three year trial period (September 1992-1995). After a complete evaluation of the relationship, a bilateral decision to continue would be negotiated.

During the Turkey Run Leadership Conference in late January 1993, the change from Districts to Regions will begin with the formation of the Regional Council. The Council will begin the process of developing an applied strategic plan

spanning a five year period for the Regions. Further, Past President Sawyer will travel the state to introduce the Region leadership to the RESC staff development personnel. By the May 1992 Board Meeting, a recommendation will be forwarded to appoint either a Coordinator or Co-Coordinators for the Regions. The map below outlines the new Regions within the state. If you compare this to your old District map (on the back cover of the Convention Issue of the *Journal*), you will be able to see how the Association will go from 12 Districts to nine Regions. The impact will be minimal, but as we all know, no change is easy. However, this change will be to the benefits of our membership and the kids they teach every day. Hopefully the change to Regions will be completed by December 1993 if not before.

INDIANA EDUCATIONAL SERVICE CENTERS REGIONAL OFFICES

Region 7

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Region 6

Northwest Indiana Education Center
John Soudah, Director
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FAX # 219-922-6324

Region 8

Education Service Center
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Markle, Indiana 46770
(219) 758-3141
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Region 5

Wabash Valley Education Center
Gorman Pierce, Director
3061 Benton Street
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Region 4

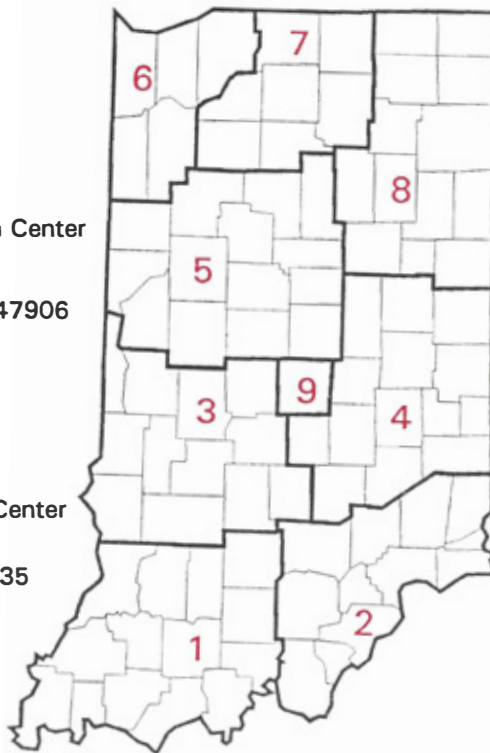
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Region 3

West Central Education Center
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Region 9

Central Indiana Education
Service Center
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Region 1

Southern Indiana Education Service Center
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Region 2

William E. Wilson Education Center
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Jeffersonville, Indiana 47130
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Physical Education and the Law Subject of New Correspondence Course

TERRE HAUTE, IN—Unexplained risks, poor athletic facilities and equipment, and sexual discrimination are just a few reasons for lawsuits against physical education instructors or coaches.

A new independent study course at Indiana State University discusses "Physical Education and the Law" and the proper paths to take to ensure a safe coaching career.

The three-credit course was designed by Thomas Sawyer, Professor of Physical Education and Director of the Graduate Sports Management Program at ISU. Sawyer said the course could benefit athletic directors, coaches, principals, superintendents, and school board members.

Listed as PE 486, "the course is designed to acquaint students with the legal system, show them where they can get into trouble, and explain the most common types of lawsuits that coaches or instructors might encounter," said Sawyer.

The three-hour course is \$244.50. This fee includes all course materials except the textbook. Open enrollment allows students to register any time during the academic year. Students may enroll via mail, phone or fax machine. For more information or to register, contact the Independent Study Office, Alumni Hall, Room 124, (812) 237-2555, between the hours of 8 a.m. and 4:30 p.m., Monday through Friday.

INDIANA STATE UNIVERSITY'S NEW SPORT STUDIES OPTION—MARTIAL ARTS

TERRE HAUTE, IN—Indiana State University is now offering a Sports Studies Minor which will allow a student to choose a Martial Arts Option. This option was designed to benefit the beginning as well as the experienced martial artist. Students will complete courses in Athletic Training, Coaching, and other areas of study. Indiana State University has a unique mix of programs which enable it to produce outstanding students.

Rick Clark, who is a member of American Society of Law Enforcement Trainers and the Midwestern Criminal Justice Association, teaches the martial arts classes. Clark envisioned this program as he completed his B.S. and M.S. in Criminology to provide martial arts skills to future law enforcement officers. This program is also designed to help train future martial arts instructors in the scientific aspects of teaching.

Clark has recently authored what may be the first college textbook for comprehensive training in the martial arts. *Martial Arts for the University: A Textbook for Judo, Ju-Jitsu, Tae Kwon Do, Modern Arnis, and Vital Points* is unique in the field because it covers the basic techniques of multiple martial arts as well as an extensive chapter covering the vital points. This book is profusely illustrated with approximately 630 illustrations and photographs of techniques. Clark has been training in the martial arts for over 30 years and holds multiple black belt ranks: Ryukyu Kempo 7th dan, Tae Kwon Do Chung Do Kwan 6th dan, Chinese Kempo 5th dan, Judo 2nd dan, Hapkido 1st dan. He travels extensively throughout the United States teaching seminars on vital point techniques which are found in the traditional forms of martial arts.

For more information on this program, contact Dr. Dave Hopkins, Chairperson, or Rick Clark, Department of Physical Education, Indiana State University, Terre Haute, IN 47809. Telephone Dave at (812) 237-2520 or Rick at (812) 237-4054.

State of the Profession . . .



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WHERE WE ARE: PHYSICAL EDUCATION TEACHER EDUCATION STANDARDS

This is the second in the series focusing on the progress of change in the teacher education standards at the State level. As you recall, after the Turkey Run Conference in January 1990, a committee composed of higher education personnel, public education physical educators, and related administrators was convened by Warren Garner, Joan Rose, and Barl Ettl of the Indiana State Department of Education. The purpose of that committee was to review current teacher education standards. During initial meetings, physical education and teacher education competencies were developed using the NASPE/NCATE guidelines as reference.

During Phase Two of the process, higher education individuals from the original committee met and determined changes in the coursework required for the physical education major and minor degrees. These changes in standards and competencies were then randomly mailed to physical educators in the State for input. After the input was received and incorporated, five regional meetings (Terre Haute, Indianapolis, Evansville, North Manchester, South Bend), sponsored by the Department of Education, were held with both higher education and public school teachers to discuss the proposed changes.

Because of the discontinuation at the State level of the Teacher Training and Licensing Advisory Committee, the document sat idle for several months until a new ruling body was appointed by the Governor, the Professional Standards Board. On August 5th Barb Ettl, our representative at the D.O.E., was notified that our proposal was to go before the new Board the very next day as a trial balloon.

Since we had developed our proposal during the previous advisory committee's tenure, this new group was to evaluate our method and thoroughness of development. Questions would be asked as to the amount of input solicited and the source of solicitation. If there was agreement as to our method, this new body could make a recommendation of approval at that time.

The presentation satisfied the new board that input solicited was very thorough, and in fact compliments came forth about the process and the product, the change in the

standards. Later that afternoon the group unanimously approved the main categories (listed below), and sent the document on to the next step in approval, promulgation, in order to check its legality. After this step the document, which will be an amendment to the Administrative Rules, will be recommended to the State Board of Education for approval.

- Fundamental Motor Skills
- Lifelong Leisure Activities
- Exercise/Health-Related Activities
- Mechanical
- Developmental
- Sports and Games
- Dance and Rhythms
- Physiological
- Anatomical
- Motor Behavior
- Historical
- Sociological
- Philosophical
- Personal Philosophy of Physical Education
- Socialization of Physical Education Teachers
- Physical Education Programming
- Management of Physical Education Classes
- Analysis of Motor Performance
- Evaluating the Teaching-Learning Process
- Psychological
- Role of Physical Education in Schools and Society
- Adapted Physical Education Programming
- Planning the Teaching-Learning Process
- Assessment of Physical Education Students
- Application of Pedagogical Skills

After being a part of this process for some years, it has been very exciting and fulfilling to see our efforts come to fruition and to have positive comments about our work from people in other discipline areas. For a member of the new Professional Standards Board to say after the August meeting that it is very exciting to see physical education out in the lead, makes us all know that it was worth it.

Riley Memorial Association Announces Major Grant For Accessibility Training Resource

BLOOMINGTON, IN—Robert R. Baxter, President of the James Whitcomb Riley Memorial Association, announced August 8 that the Association will use a \$275,000 Lilly Endowment Challenge Grant to renovate the historic Manor House at Bradford Woods as a key training site for adults who serve persons with physical disabilities.

The Manor House, built in 1912, and now on the National Register of Historic Places, will become an integral part of Bradford Woods' training facilities, also available for university seminars, outdoor challenge training, staff training and retreats, program sites, and conferences.

Bradford Woods, near Martinsville, is the home of Camp Riley for Youth with Physical Disabilities, as well as a number of specialized camps for both children and adults. Bradford Woods also provides outdoor education programs for elementary school students and adult leadership programs.

Baxter said the total cost of renovation to meet all national standards, as set out by the Americans with Disabilities Act of 1990, will approximate \$550,000.

Baxter pointed out that the renovation will be accomplished with private and public funding. The endowment's challenge grant, which will match dollar-for-dollar each dollar raised up to \$275,000 through 1993, will help the association expand accessibility projects at Bradford and accommodate a backlog of requests from public and private organizations for training in standards and services.

In 1991, the National Center on Accessibility was established at Bradford Woods by a Federal grant to study the issues of accessibility. Several major programs are being conducted at the center, located at one of the most accessible outdoor facilities for persons with disabilities.

Project Access, a cooperative agreement with the National Parks Service, was organized to advise and train

Federal employees in how to provide accessible facilities for the disabled. Since its inception three years ago, the project has trained nearly 600 officials, not only from the Park Service but from state, local, and private agencies.

Access Indiana is a consulting, training, and service program on accessibility for Indiana community parks and recreation centers. Agencies and communities currently involved are the Indiana Department of National Resources and cities including Indianapolis, Franklin, Bloomington, South Bend, Elkhart, Richmond, Mishawaka, Fort Wayne, and Lake County. Private agencies involved are Conner Prairie Pioneer Settlement, Kaleidoscope (a consulting firm), and Miracle Recreation Equipment Co.

Other major activities of the National Center on Accessibility include:

- research on beach accessibility for persons with physical disabilities;
- a national survey on recreation and the environment in concert with the University of Georgia; and
- a cooperative project with the National Parks Service and U.S. Forest Service to develop national standards for outdoor recreation.

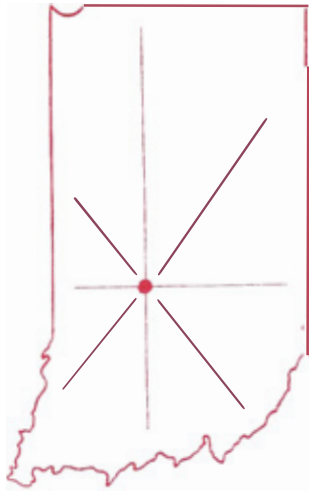
In response to the Americans with Disabilities Act of 1990, the center will address all factors of the accessibility issue and offer technical assistance on a nationwide basis.

Special guests attending a public briefing on September 1 at Bradford Woods included U.S. Rep. John T. Myers of Indiana's 7th District; James Ridenour, Director of the National Parks Service; Indiana University President Thomas Ehrlich; and Indiana University Chancellor Herman B. Wells.

For more information, contact Mr. Robert Baxter, (317) 634-4474.



**BE ONE OF
TOMORROW'S LEADERS**



State of the State

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New Curriculum Rules

The current elementary and middle level curriculum rules of the State Board of Education require that schools provide a minimum number of minutes of instruction each week in required subject areas. The new rules approved by the Board of Education on August 13, 1992 will eliminate the minute "mandate" and be replaced with minute "recommendations."

The good news is that the new rules will include statements of the learning opportunities that must be included in each subject area. The rules require that schools offer a **BALANCED** curriculum that is **APPROPRIATE** to the developmental characteristics of students. It must be consistent with state-adopted student proficiency guides (in 1993, ours will be called essential skills instead of proficiencies).

The effective date is July 1, 1993; however, the current time allocations will be maintained until July 1, 1994. Listed below are the old mandates, new recommendations, and the new language concerning physical education.

CURRENT MANDATE

Grades 1-3	105 minutes of Motor Skills Development and Health and Safety Education
Grades 4-6*	75 minutes of Physical Education
Grades 7-8	100 minutes of Physical Education
Grades 9-12	1 credit (two semesters) of Physical Education for graduation

1994 NEW RECOMMENDATIONS

Grades 1-3	Same
Grades 4-6*	Same
Grades 7-8	Same
Grades 9-12	Same

*If Grade 6 is in a middle school, the Grades 7-8 minutes apply.

1994 NEW LANGUAGE FOR PHYSICAL EDUCATION

SECTION 3. 511 IAC 6.1-5-2.5 IS ADDED TO READ AS FOLLOWS:

- (k) Elementary School Physical Education (Grades 1-6) shall provide experiences through which students develop:
- (1) fundamental stability and manipulative skills;
 - (2) locomotor and non-locomotor skills;
 - (3) rhythm and dance movement skills; and
 - (4) knowledge and skills in:
 - (A) aerobic endurance;
 - (B) body composition;
 - (C) flexibility; and
 - (D) muscular strength and endurance.

SECTION 4. 511 IAC 6.1-5-3.5 IS ADDED TO READ AS FOLLOWS:

- (k) Middle school Physical Education shall provide experiences through which the students develop:
- (1) knowledge and skills in:
 - (A) aerobic endurance;
 - (B) body composition;
 - (C) flexibility; and
 - (D) muscular strength and endurance.
 - (2) fundamental and refined techniques of movement in:
 - (A) rhythmic activities;
 - (B) lifetime recreational activities; and
 - (C) fitness activities.
 - (3) better skills in all areas through participation in intramural activities.

PHYSICAL EDUCATION PROFICIENCY AND ESSENTIAL SKILLS GUIDE

The *Physical Education Proficiency and Essential Skills Guide* is finished and should be ready for dissemination in February. I am delighted with the finished product and am confident that those of you developing curricula, teaching physical education, and assessing students and programs will find the guide helpful and user friendly.

The proficiencies should provide a general framework of the learning outcomes which students should be given opportunities to acquire. The proficiencies are grouped for Grades K-2, 3-5, 6-8, and 9-12. Following each proficiency are examples of activities, skills, and behaviors that indicate the proficiency has been acquired.

The essential skills (adaptations of NASPE's "Benchmarks") are those skills, processes, concepts, and attitudes that describe what is expected of students at transition points in their schooling. They are action-oriented and extend to the application of knowledge and skills. It is reasonable to "expect" that the student exhibit these qualities at the end of Grades K, 2, 4, 6, 8, 10, and 12.

When the guide is printed, a copy will be mailed to all physical education teachers, principals, and college/university department Chairs. Regional workshops in the Spring of 1993 will be held to introduce the guide, discuss the curriculum development process, and afford teachers hands-on activities to help students achieve the proficiencies and essential skills.

If you have questions about the proficiencies and essential skills, you can call me or any member of the Committee that revised the proficiencies and identified the essential skills. These individuals are: Sue Barrett, Arleen Corson, David Gallahue, Lana Groombridge, Della Hall, Patti Howard, Mary Lawler, Gene Nesbit, Rita Nugent, Barbara Passmore, and Tom Sawyer.

In addition, I wish to thank the following individuals for their help. What makes them so special is out of a random sampling of 150 teachers, they are the ones who took the time to examine and comment on the entire document. They are: Chuck Boehkle, Hal Rhea, Roberta King Knight, Bart Berns, David McGonigle, Mary Weitzel, Jane Davis-Brezette, Carol Negley, Xandria Hamilton, Mike Lipirsh, B. Besler, Mary Kay Baker, William Bright, Thomas Campbell, Barbara Hinkle, Jerry Stieger, Bev Copeland, Connie Walters.

THE PHYSICALLY EDUCATED PERSON

IN 1990, the Outcomes Committee of NASPE identified the qualities of a physically educated person. These should be the foundation of all we do; the primary goal of every physical education teacher. A physically educated person:

HAS learned skills necessary to perform a variety of physical activities.

1. moves using concepts of body awareness, space awareness, effort, and relationships.
2. demonstrates competence in a variety of manipulative, locomotor, and non-locomotor skills.
3. demonstrates competence in combinations of manipulative, locomotor, and non-locomotor skills performed individually and with others.
4. demonstrates competence in many different forms of physical activity.
5. demonstrates proficiency in several different forms of physical activity.
6. has learned how to acquire new skills.

IS physically fit.

7. assesses, achieves, and maintains physical fitness.
8. designs safe, personal fitness programs in accordance with principles of training and conditioning.

DOES participate regularly in physical activity.

9. participates in health enhancing physical activity at least three times a week.
10. selects and regularly participates in lifetime physical activities.

KNOWS the implications of and the benefits from involve-

ment in physical activities.

11. identifies the benefits, costs, and obligations associated with regular participation in physical activity.
12. recognizes the risk and safety factors associated with regular participation in physical activity.
13. applies concepts and principles to the development of motor skills.
14. understands that wellness involves more than being physically fit.
15. knows the rules, strategies, and appropriate behaviors for selected physical activities.
16. recognizes that participation in physical activity can lead to multicultural and international understanding.
17. understands that physical activity provides the opportunity for enjoyment, self-expression, and communication.

VALUES physical activity and its contributions to a healthful lifestyle.

18. appreciates the relationships with others that result from participation in physical activity.
19. respects the role that regular physical activity plays in the pursuit of a lifelong healthy lifestyle.
20. cherishes the feelings that result from regular participation in physical activity.

RECOMMENDATIONS FOR A HIGH QUALITY PHYSICAL EDUCATION PROGRAM

In the appendices of the *Physical Education Proficiency and Essential Skills Guide* you will find Indiana's adaptation of Oregon AHPERD's recommendations for a high quality physical education program. These recommendations are:

1. Teachers **SHOULD** prepare daily written lesson plans for all classes that include the curriculum goals and objectives.
2. Teachers **SHOULD** consistently demonstrate instructional methods that provide for maximum student participation.
3. Selected program activities **SHOULD** address student developmental needs and interests.
4. Content and methodology **SHOULD** provide equal access for successful participation of all students.
5. Classes **SHOULD** not exceed 30 students per class period/teacher/assigned instructional space.
6. Classes **SHOULD** meet daily taught by physical education specialists.
7. Demonstrated time on task by students **SHOULD** approach 80% active learning time.
8. Grading practices **SHOULD** reflect student progress toward, and achievement of, student learning goals.
9. Teachers **SHOULD** incorporate an on-going plan for the assessment of students, curriculum, and teaching strategies.
10. Continued professional development and a commitment to physical education **SHOULD** be demonstrated by all teachers in the program.

1993 JEAN LEE/JEFF MARVIN COLLEGIATE SCHOLARSHIP CALL FOR APPLICATIONS



IAHPERD will award a \$500 tuition scholarship for the 1993-94 academic year to a college junior or senior majoring in health, physical education, recreation or dance at an Indiana school. The scholarship is based on collegiate activities, professional competencies, potential as a HPERD professional, academic record, and financial need. The winner will be announced June 1, 1993.

APPLICATION DEADLINE: May 1, 1993. All materials must be postmarked by the deadline to receive Committee consideration.

APPLICATION PROCEDURES:

1. Biographical information (use form below).
2. Official transcript.
3. List of collegiate activities, including but not limited to honors, awards, clubs, sports, committees, offices held.

4. Statement, to include (1) philosophy regarding your choice of major, (b) career plans, and (c) need for financial assistance
5. A letter of recommendation from two faculty members who are IAHPERD members. Faculty may send letters directly to the Committee.

SEND MATERIALS TO:

Darrell Johnson, President-Elect, IAHPERD
Scholarship Coordinator, Awards Committee
Department of Physical Education
Grace College
200 Seminary Drive
Winona Lake, IN 46590
(219) 372-5220

BIOGRAPHICAL INFORMATION - 1993 COLLEGIATE SCHOLARSHIP

Name _____
Last
First
Middle

Campus Address _____
Street
City/State
Zip

Permanent Address _____
Street
City/State
Zip

Phone _____ Soc. Sec. No. _____
Campus
Home

Parents _____
Mother
Father

Hometown Newspaper _____
Name
Address
Zip

College Data _____

Name of College _____ Hours Completed by 6/93 _____ GPA _____ Letters Written By _____

Name—Faculty Member No. 1 _____ Name—Faculty Member No. 2 _____

High School _____
Name
City/State
Year Grad.

IAHPERD Awards

DEADLINE: April 1, 1993

The Indiana Association for Health, Physical Education, Recreation and Dance annually recognizes excellence among our professional colleagues through the Association Awards. Members of the IAHPERD are encouraged to nominate worthy recipients. The awards will be presented at the 1993 Fall IAHPERD Conference. Please send your nominations on this form to:

Dolores Wilson
4611 W-100N
Bluffton, IN 46714
(219) 434-2460, FAX (219) 436-0462

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

Name _____

Address _____

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

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

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

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

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

Name _____

Address _____

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

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

Name _____

Address _____

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

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

Name _____

Address _____

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

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

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

NASPE AWARDS

DEADLINE: April 1, 1993

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

1. SECONDARY PHYSICAL EDUCATOR OF THE YEAR AWARD

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

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

Name _____

Address _____

RETURN TO: Dolores Wilson
4611 W-100N
Bluffton, IN 46714
(219) 434-2460
FAX (219) 436-0462

2. ELEMENTARY SCHOOL PHYSICAL EDUCATOR OF THE YEAR

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

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

Name _____

Address _____

RETURN TO: Dolores Wilson
4611 W-100N
Bluffton, IN 46714
(219) 434-2460
FAX (219) 436-0462

STRATEGIES
A JOURNAL FOR PHYSICAL AND SPORT EDUCATORS

IAHPERD AWARD OUTSTANDING STUDENT AWARD

DEADLINE: April 1, 1993

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

Name _____

Address _____

RETURN TO: Dolores Wilson
4611 W-100N
Bluffton, IN 46714
(219) 434-2460
FAX (219) 436-0462

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

Convention JRFH Highlights

MIDWEST DISTRICT

February 10-13, 1993 Sheraton
Westgate Hotel, Toledo, OH

Friday, February 12 (tentative)

♥ 2:30-3:30 p.m.

Jump Rope For Heart & More! Panel, demonstration and audience participation. *Presider:* Bea Orr (WV), *Recorder:* Joyce Signor (MI)

Saturday, February 13 (tentative)

♥ 11:10 a.m.-12:10 p.m.

Rope Skipping For Everyone. Demo team demonstrations with participation. *Presider:* Mike Hodson (OH), *Recorder:* Mary Borst (WV)

EASTERN DISTRICT/NATIONAL

March 24-28, 1993 Washington, DC
Convention Center, Washington, DC

Thursday, March 25

♥ 7:30-10:00 a.m.

JRFH National Steering Committee Meeting and Breakfast

♥ 12:15-1:30 p.m.

JRFH State Coordinators Recognition Luncheon

Friday, March 26

♥ 3:45-5:30 p.m. (Workshop)

The Future of Jump Rope for Heart: The College Connection. Panel Discussion *Presider:* Pauline Jacobson (SD)

Saturday, March 27

♥ 7:30-8:30 a.m.

NASPE/COPEC/JRFH Getting Kids to Learn the Ropes: Jump Along With Us. *Speaker:* Jerry Poppen (WA), *Presider:* Betsy Brickell (PA)

♥ 10:00 a.m.-12:00 noon

JRFH State Coordinators Meeting. *Presider:* Pauline Jacobson (SD)

♥ 3:45-5:30 p.m. (Workshop)

Learning The Ropes: Tips and Progression for Teaching Rope Jumping Skills. *Speakers:* Andy Blanchard (New Hampshire) & Eastern District Demonstration Team, *Presider:* Bill Budris (WI)

Sunday, March 28

♥ 7:30-8:30 a.m.

AAHE/JRFH The Case of Heartless Harry (Children's Play). Chris Villaflor and Decaturville Elementary students (TN), *Presider:* Pat Floyd (FL)

NDA AWARD

K-12 DANCE EDUCATOR OF THE YEAR

DEADLINE: April 1, 1993

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

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

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

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

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

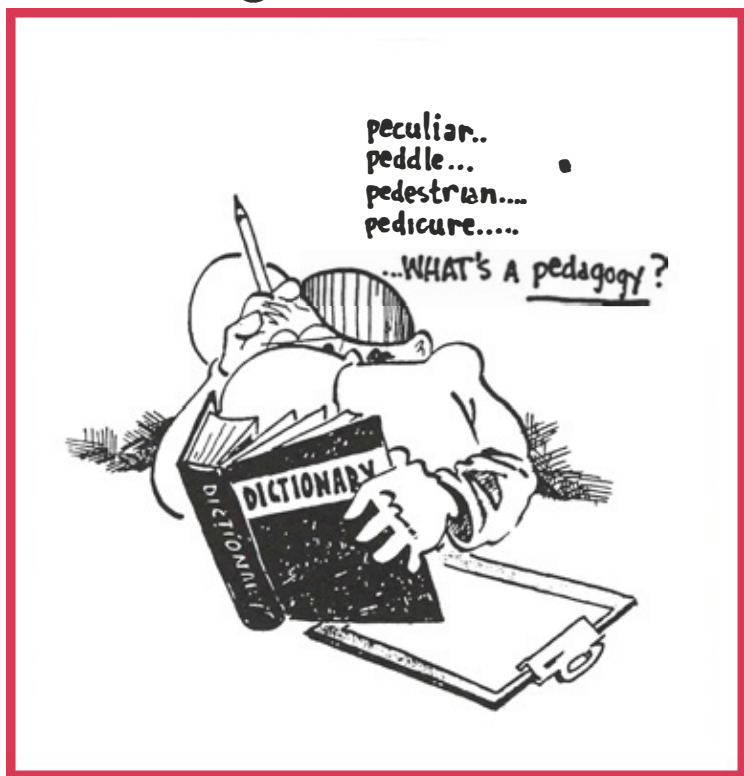
Name _____

Address _____

RETURN TO: Dolores Wilson
4611 W-100N
Bluffton, IN 46714
(219) 434-2460
FAX (219) 436-0462

MARK YOUR CALENDAR TODAY!
81st Indiana AHPERD Convention
INDIANAPOLIS
OCTOBER 20-22, 1993

Coaching Education . . .



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

This column is designed to raise the consciousness for the need of coaching education for all levels of coaching from youth sport to interscholastic to collegiate.

Direct all inquiries relating to this column to:

*Thomas "Tom" H. Sawyer
Director, The Center for Coaching Education
Department of Physical Education
Indiana State University
Terre Haute, IN 47809
(812) 237-2442
FAX (812) 237-4338*

Setting the Standards for Coaching Curriculums: **What Should It Take To Be a Coach?**

While most athletic administrators agree that on-the-job performance and behavior is a result of preparatory experiences, there is probably less concurrence on what types of educational preparation and prior experiences adequately prepare effective coaches.

DONALD SIEGEL
Professor of Exercise and Sport Studies
Smith College, Northampton, Massachusetts 01063

CARYL NEWHOF
Professor Emeritus

This article is printed with permission from the JOPERD (Journal of Physical Education, Recreation, and Dance), January 1992, p. 60-63. JOPERD is a publication of the American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, Virginia 22091.

Consider the complex responsibilities of the collegiate coach: in addition to a plethora of educational, counseling, and administrative responsibilities, he or she may serve as equipment technician, staff administrator, public relations coordinator, recruiter, budget director, accountant, nutritionist, and rules and regulations interpreter. Given these many responsibilities, it is surprising that no recognized preparatory, advanced course of study for collegiate coaches has been developed.

This is not to say that the issue of setting standards has been totally ignored. In 1987, seven states had established coaching certification programs at the interscholastic level (Sisley & Wiese, 1987). Organizations such as the American Coaching Effectiveness Program (ACEP), the Youth Sports Institute, and the National Youth Sport Coaches Association have been instrumental in developing certification programs which focus on youth and scholastic programs. Most of these programs, however, have not extensively identified or promoted a course of in-depth study appropriate for preparing individuals to coach at the advanced scholastic or collegiate level. In essence, such organizations merely provide a variety of educational and practical experiences to develop minimal coaching competencies for part-time youth coaches. These programs (with the exception of the Level 3 Canadian National Coaching Program), do not provide the depth and breadth of knowledge or experience coaches working at higher levels need.

While most athletic administrators agree that on-the-job performance and behavior is a result of preparatory experiences, there is probably less concurrence on what types of educational preparation and prior experiences adequately prepare effective coaches. Presumably, coaches' qualifications should meet not only the immediate needs of a specific program but also the expectations for future program developments. To achieve this objective, the relevance of the following

criteria for hiring coaches should be questioned:

- Is it sufficient to have been an outstanding athlete in school?
- Should high win/loss ratios from past coaching experiences be the main criterion?
- Does it matter how winning was achieved?
- Does being a physical education major provide the necessary competencies?
- Is an extensive background in exercise science necessary?
- Does participation in college or professional sports provide adequate experience to coach in the collegiate ranks?
- Is participation in an intensive sport coaching certification program a valid qualification?
- Should a candidate serve an apprenticeship as an assistant coach? If so, at what level and for how long?
- To what extent should a prospective coach be trained as an academic or substance abuse counselor?

Knowledge and experience acquired from practical and theoretical preparation and the academic level at which one intends to coach are important in professional development, but are probably not sufficient by themselves. For example, differences exist among the responsibilities and competencies required to coach within Divisions I, II, and III.

As an initial step in developing a collegiate coaching curriculum, the authors performed the following study in 1989 to determine the academic background and hands-on experience collegiate athletic administrators expect of entry level coaches.

Method

During the fall of 1989, a questionnaire was developed to determine the types of academic qualifications and coaching experiences athletic administrators required for coaching candidates. Specifically, it assessed academic degree obtained, educational course work, and previous coaching experience. After the questionnaire was pilot-tested for content and readability by eight students in a coaching

graduate program and six faculty in a department of exercise and sport studies, it was sent to all individuals listed in *The 1989-90 National Directory of College Athletics, Women's Edition* (National Association of Collegiate Directors of Athletics, 1989) serving as athletic administrators for women's programs (N=1,200). This group was chosen because the authors teach in a program for preparing female collegiate coaches, and this study was intended to provide information for curriculum development at their institution. Four hundred completed questionnaires were returned—a 33 percent response rate—of which 391 were codifiable.

Results

What was the profile of institutions submitting data? As seen in table 1, the athletic administrators surveyed represented institutions which were self-classified as primarily liberal arts, state universities, technical/engineering, or church-affiliated. While these categories could overlap in many instances, the respondents reflected a wide variety of institutions. Nevertheless, subsequent inferences represent data derived from only one-third of those initially queried.

What degree is required for an initial appointment? The data show that 38.5 percent of the respondents indicated that their institutions will hire head coaches who possess only a bachelor's degree. On the other hand, 11.8 percent of the administrators preferred a master's degree, while 46.7 percent required one. Clearly, these athletic administrators preferred to hire individuals with more academic preparation. Only 2.4 percent of the institutions stipulated that they would hire head coaches who do not possess a college degree.

As well, when degree required for initial employment was examined in relation to the size of an institution, larger schools (i.e., greater than 10,000) tended to require a master's degree less than schools with fewer than 10,000 students. Further analyses showed that institution size was related to the department structure.

Schools with less than 2,000 students were more likely to have combined physical education and athletic departments; larger schools (>10,000) tended to have independent departments. A relationship was also found between school size and the requirement for coaches to teach activity classes. Schools with less than 2,000 students were more likely to require coaches to teach, while most larger institutions required no teaching responsibilities for coaches.

What courses should be included in the coaching curriculum? Using their knowledge of many areas, coaches should reflect their comprehensive understanding of the sport, pertinent exercise and sport sciences which support it, and the capability to convey technical information effectively. Coaches must be experienced in areas such as physical conditioning, skill acquisition, tactics, strategy, psychological preparation, ethics and sportsmanship, and injury care and prevention.

Since most of the athletic administrators surveyed required coaches to have at least a bachelor's degree, and preferably a master's degree, they were asked to identify, by importance and level (i.e., undergraduate or graduate), the courses an individual must complete prior to becoming a head coach. The administrators ranked 16 courses listed on the questionnaire in regard to their importance for coaching education (1 = very important, 2 = important, 3 = somewhat important), and identified courses not included in the space provided.

Data revealed that the athletic administrators believed all courses listed on the questionnaire to be at least "somewhat important." At the undergraduate level, supervised coaching received the highest rating, followed by sport psychology, organization and administration, and sport's medicine (table 2). However, fewer individuals ranked undergraduate courses, such as computers, marketing, statistics, and history of sport, as "very important."

In the graduate realm, exercise physiology had the highest rating of

"very important," followed by psychology of sport, organization and administration, and biomechanics. Courses receiving the lowest rating of "very important," again included subjects such as computers, statistics, and history of sport.

Based on these rankings, athletic administrators tend to have different priorities for undergraduate and graduate coaching curriculums. Supervised coaching is clearly viewed as a very important undergraduate experience, as is course work in sport psychology, organization and administration, sports medicine, and coaching pedagogy. Yet the more academic subdisciplines of exercise science such as exercise physiology (1), sport psychology (2), organization and administration (3), and biomechanics (4), tended to cluster more closely at

the higher end of the graduate level. In contrast, course work in areas such as philosophy of sport, current issues in athletics, sociology of sport, computers, marketing, statistics, and history of sport, on both levels, received the smallest number of "very important" scores.

Results revealed that only 23 out of the 391 respondents (6%) required coaching certification for an initial appointment as a head coach to an institution's full-time staff. On the other hand, 60 percent of the administrators indicated that their schools required some combination of prior coaching experience, such as head high school/assistant coach and head college coaching experience.

Curricular Issues

This study, while limited to a series

Table 1. Athletic Administrators By Institution Type and Size

Size/Type	<2,000	2-5,000	5-10,000	10-15,000	15-20,000	20-25,000	>25,000	Total
Liberal Arts	115	44	7	1	1		2	171
State Univ.	8	23	38	9	20	12	7	117
Tech/Eng.	7	7	3	2	1	2	0	22
Church	66	11	2	1	1	0	0	81
Total	196	85	50	13	24	15	9	391

Table 2. Comparative Ranking of Very Important Courses on Undergraduate and Graduate Levels.

Course	Undergraduate	Graduate
Supervised Coaching	1	6
Psychology of Sport	2	2
Organ. and Admin.	3	3
Sports Medicine	4	7
Coaching Pedagogy	5	5
Exercise Physiology	6	1
Motor Learning	7	8
Facilities and Equipment	8	13
Biomechanics	9	4
Philosophy of Sport	10	10
Current Issues	11	9
Sociology of Sport	12	11
Computers	13	14
Marketing	14	12
Statistics	15	15
History of Sport	16	16

of questions about coaches' training, provides a starting point for examining professional preparation issues. Perhaps the most interesting finding related to how degree preferred for initial appointment correlated with the curriculum it represented. Although approximately 59 percent of the athletic administrators indicated that their schools preferred or required a master's degree for appointment, most (averages 284 versus 43) ranked courses, and their importance to aspiring coaches, to be within the undergraduate realm. These findings are somewhat ambiguous since, if a master's degree is deemed an important stipulation, then the course work represented by that degree should also be viewed as important. This seems to reflect a basic inconsistency between the ends of earning an advanced degree and the knowledge and experience the degree represents.

The data also suggest that administrators at smaller schools (64%) tended to prefer or require a master's degree for appointment as a head coach more frequently than administrators at the largest schools (41%). The smaller schools also tended to have combined physical education and athletic departments, where coaches are required to teach physical education classes. Thus, the profile consisting of a small school population, combined department, coaching/teaching responsibilities, and, presumably, less administrative support, might explain why administrators prefer to hire individuals with more educational preparation.

Furthermore, the athletic administrators viewed prior coaching experience as an important criterion for employment (an applied standard), but did not consider certification (a more theoretical standard) very important. This may be a result of certification programs that require only minimal standards of proficiency. The administrators' desire for new coaches to have "hands-on" experience is further demonstrated by the fact that supervised coaching received the greatest number of "very important" ratings at the undergraduate level.

Additionally, in examining the types of courses that athletic administrators thought important for coaches, undergraduate-level courses with the closest relationship to "on-the-job" training—supervised coaching, psychology of sport, organization and administration, sports medicine, and coaching pedagogy—were rated most important. The more scientifically based courses—exercise physiology, motor learning, and biomechanics—followed. At the graduate level, exercise physiology was ranked highest in the "very important" category, followed by psychology of sport, organization and administration, biomechanics, coaching pedagogy, and supervised coaching. Although the exact ranking of undergraduate- and graduate-level courses perceived as most important did not correspond perfectly, a direct relationship between courses and the "nuts and bolts" involved in coaching clearly exists.

On the other hand, examining the courses which were ranked lowest on both levels—history of sport, statistics, use of computers, sociology of sport, and philosophy of sport—might identify two general factors. The first might be labeled "context and perspective" (e.g., philosophy, history, and sociology), and the second might be called "tools" (e.g., statistics and computers). Although the administrators did not rank these areas as unimportant, they appeared to have only secondary importance, especially at the graduate level where very few individuals responded overall.

Respondents placed primary importance on technical competence and preparation. But, to what extent do they value the "context" and "tools" courses? Athletic administrators might believe it is unnecessary for individuals they hire to have a comprehensive background in such areas. If this is true, there should be some cause for concern since coaches are increasingly required by the colleges and universities in which they are employed, as well as by governing bodies such as the NCAA, to possess a clear understanding of athletics' role in the total educational spectrum. To have little or no understanding of historical, philosophical,

and sociological aspects of sport would certainly limit a coach's capacity to place athletics in an appropriate educational context.

The low ranking given to the "tools" courses also poses somewhat of a problem since these courses presumably enhance the ability to function effectively during a time of unprecedented information production and dissemination. Sport sciences research is increasingly being produced and compiled into coherent information and made accessible to professionals interested in developing scientific coaching practices, such as developing innovative training programs based on exercise physiology principles or modeling and optimizing movement patterns using both biomechanics and video-computer technology. To participate and interact effectively in this process of translating theory and technology into practice, coaches must understand the language of those involved in the sport sciences.

Furthermore, as information consumers, coaches must be able to read and understand the professional literature. This would entail, at the very least, a working knowledge of statistical principles; individuals who rely on secondary interpretations of primary sources, or worse, pay no attention to such information are usually deficient in this area. Computer courses will prove invaluable to coaches, who are often required to use computers to perform administrative activities such as word processing, maintaining recruiting data bases, compiling statistics, and creating finance and budgeting spread sheets.

Consequently, the relatively low rankings given to "context" and "tools" courses should be examined further to determine whether these courses are simply viewed as less important than more highly job-related courses and experiences, or if athletic administrators view such course work as peripheral to coaching preparation. If the latter is true, programs which build their curriculum around job specifications probably will fall short in these important areas.

Based on this investigation, athletic administrators seem to agree that can-

didates should have specific courses and experiences prior to being hired as head coaches. However, there is no clear correspondence between possession of a degree and the courses and experiences which it represents. Consequently, degrees may be preferred or required for employment more as a political necessity than as a symbol of having studied, practiced, and mastered the art and science of coaching. Therefore, a basic curricular need exists to identify sets of core courses and experiences required for coaching education at undergraduate and graduate levels. For example, an undergraduate coaching curriculum might focus on "nuts and bolts" courses such as supervised coaching,

psychology of sport, organization and administration, sports medicine, and coaching pedagogy. Graduate work, on the other hand, might emphasize exercise science courses such as physiology and biomechanics. While such suggestions may provide a starting framework, a comprehensive process must be developed, possibly under the joint auspices of groups such as NASPE and the NCAA, to formulate coherent curricular standards for coaching education. NASPE, working with NCATE, has effectively achieved this objective in its certification of undergraduate and graduate programs in physical education. Using a similar model, other coaching education programs must be advanced to provide a

set of standards for schools at every academic level.

References

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- Sisley, B., & Wiese, D.M. (1987, September). Current status of requirements for interscholastic coaches. *Journal of Physical Education, Recreation & Dance*, 58(2).
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Indiana AHPERD 1992 Honor Award



President Sawyer and Becky Hull

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

Our recipient this year has been an educator at the middle school, secondary, and collegiate level. Her highest earned degree comes from Ball State University where in 1977 she earned her Master's of Education degree. She is currently on sabbatical from her responsibilities as Department Chair and Associate Professor of Physical Education at Anderson University while she pursues her doctorate at Ball State University.

She has held and holds membership in professional organizations that include: AAHPERD (where she was an Indiana Delegate Assembly Representative, 1986-89), MDAHPERD (where she is a past Vice-President of Sports and Athletics), IAHPERD (where she is a past Vice-President for Recreation, 1981-83, past Vice-President for Sports and Athletics 1983-85, past President, 1985-88, and District 6 Representative), NAIA (where she has served in various capacities which include Chair of the Women's Basketball and Volleyball Committees, the District 21 Executive Board, and the District 21 Athletic Administrator Committee, since 1982), the Hoosier Conference for Women (where, since becoming a founding member in 1983, she has served as Executive Secretary/Treasurer, President and Women Athletic

Director's Committee), American Volleyball Coaches Association, and the Fellowship of Christian Athletes.

Our well-respected recipient of the Honor Award is a popular and well-received presenter at the local and regional level. She also has found time to devote service to her community by her participation in the Wapehani Girl Scout Council, St. Mary's Church and School Parent Association, National Girls and Women in Sport City and Employee Health and Fitness Day Celebrations, and the Madison County Chapter of Zeta Tau Alpha.

She adds the Honor Award to her impressive list of Honors and Awards. As an undergraduate at Purdue, our recipient received the Hilda M. Schwenn Award, the Kathleen Tyner Gibson Award, and was a member of Mortar Board. In 1981 and again in 1984 she was recognized as an Outstanding Young Woman of America. In the Hoosier Conference for Women, she was named 1986 and 1987 Volleyball Coach of the Year. IAHPERD has also previously honored our Honor Award recipient when in 1983 she was named our Outstanding Young Professional.

Our Honor Award recipient has selflessly given of herself to advance the profession through her work as a professional educator. She is one outstanding reason why our Association has advanced to its current status, and it is truly an honor to present to you MRS. REBECCA ANN HULL, the recipient of the 1992 IAHPERD Honor Award.

Indiana AHPERD 1992 Leadership Recognition Award



President Sawyer and Barbara Ettl

The Leadership Recognition Award is awarded for outstanding contributions in a given discipline in terms of program development which advances the profession.

The recipient of this award, through her leadership, service, and pedagogy has distinguished herself as an outstanding contributor to the discipline of physical education in Indiana and across the nation.

Her leadership in Indiana is widely known and evidenced in both her professional capacity and as an IAHPERD (ex officio) Board of Directors member. Since her appointment as the Physical Education Consultant for the Indiana Department of Education in 1988, our recipient has provided high profile and assistance in the issues, concerns, and events within physical education, in numerous capacities, to physical educators and significant others at the state, regional, and national levels. The primary vehicles through which the above has transpired has been through her coordination, sponsorship, and presentation of InService Education Programs, publications and memberships within affiliated organizations.

Our recipient has coordinated, sponsored, and presented many InService Education Programs for thousands of participants. These programs include: "Be a Winner," "Take the Recess Challenge," "Indiana Teen Institute," "Physical BEST," "Feelin' Good," "In Fitness," "Integrating the Handicapped Child into the Regular Physical

Education Program," and "Adaptive Physical Education."

She has advanced the knowledge and awareness for physical education for each through her authorship or sponsorship of many helpful publications. A sampling of these publications include the *Indiana Physical Education Ideabook*, a teacher-developed games and activities book that correlates games and activities with the state physical education proficiencies; *Take the Recess Challenge*, an alternative activities guide for the quality use of recess time by classroom teachers, and *News You Can Use*, a bi-yearly newsletter for physical educators.

She advances physical education through her affiliations. She is a member of the Society of State Directors of Health and Physical Education, a member of the Indiana Sports Corporation Board of Directors, an Executive Board of Directors member for the American Heart Association, a member of the (Indianapolis) Mayor's Council on Physical Fitness, a member of the ISTAR Community Advisory Council, and a member of the Junior League of Indianapolis.

As important and impressive the above, our recipient is recognized and appreciated for her leadership within our organization. Since her arrival as member to the Board of Directors, our Association has benefited from unprecedented cooperation and contribution from the Department of Education.

It then is a distinct honor to present MS. BARBARA Ettl, our recipient of the Leadership Recognition Award.

RED CROSS PROGRAM UPDATE

Update Opportunities

Local chapters are offering Update Training to Water Safety Instructors and Instructor Trainers through December 31, 1993. Remember that there are 2 ways of participating in the training: 1) Attending a Group Orientation - classroom only, although some chapters may offer an OPTIONAL water session to practice and receive feedback on skills; 2) Self-Study Orientation for those of you who want to do it on your own time schedule.

Red Cross Plans

Karen White, ARC Health & Safety Marketing Specialist reported that feedback from the training sessions has been very favorable. Additional Red Cross presentations are tentatively scheduled for NRPA, NRPA Aquatic, and the AAHPERD conferences. In addition to the new Swimming and Water Safety materials, the new First Aid and CPR materials will be introduced in early 1993.

How To Order

Orders for the new materials have been quite successful both at Chapters and Mosby-Year Book. You may purchase materials from your local American Red Cross Chapter Health & Safety Department or order directly from Mosby by calling 1-800-633-6699 with a credit card. You can also write to Mosby-Year Book at 11830 Westline Industrial Drive, P.O. Box 49908, St. Louis MO 63146-9934.

Indiana AHPERD 1992 Young Professional Award



President Sawyer and Julie Bievins

The Young Professional Award is awarded to a member of the Association who has been a member for a minimum of two years, is less than 35 years of age when nominated, and is currently serving in a professional role in one of our disciplines. Additionally, the recipient must have contributed through the Association in the nature of plus services, contributed distinctive leadership in one of the five fields, and/or delivered two or more addresses before groups promoting our disciplines.

The recipient of the Young Professional Award received her Bachelor of Arts degree with an emphasis in Physical Education from the University of Evansville. In 1990, she received her Master of Science degree in Physical Education from Indiana University where she was also the recipient of an academic appointment as an Associate Instructor in Physical Education within the School of Physical Education at IUPUI from 1988-90. She is currently a Health/Fitness Specialist and Program Coordinator for Special Populations at the National Institute for Fitness and Sport in Indianapolis. She holds a valid Indiana Secondary Physical Education teaching license, and is certified as a Health/Fitness Instructor by the American College of Sports Medicine.

Our recipient is a member of the IAHPERD and AAHPERD. She is also a professional member of the National Strength and Conditioning Association. Her scholarship is validated by her membership in the Phi Epsilon Kappa Physical Education Honorary Fraternity. Additionally, over the last few years she has made several presentations for the American College of Sports Medicine. She has also been a very active volunteer for the Association.

One of the nominating letters received supporting the candidate sums up the quality of our Young Professional Award recipient, and I quote ". . . upon being cleared to work out after back surgery more than two years ago, I went to her to ask her help to develop a fitness program for me. She did so and worked very closely with me, encouraging me and helping me to meet my goals. As a result of her hard work, I am totally rehabilitated and healthier than I was prior to my back injury." It is an honor to present to you the recipient of the Young Professional Award, MS. JULIE BIEVINS.



Arthritis: Your Complete Exercise Guide. (1992) Neil F. Gordon, MD, PHD, MPH. Human Kinetics Publishers, Champaign, IL. Paper, 144 pgs., \$11.95.

Chronic Fatigue: Your Complete Exercise Guide. (1992) Neil F. Gordon, MD, PHD, MPH. Human Kinetics Publishers, Champaign, IL. Paper, 136 pgs., \$11.95.

Guidelines for Pulmonary Rehabilitation Programs. (1992) Gerilyn Connors, BS, RCP, RRT, and Lana Hilling, RCP, eds. Human Kinetics Publishers, Champaign, IL. Paper, 150 pgs., \$28.

Developing and Managing Cardiac Rehabilitation Programs. (1992) Linda K. Hall, ed. Human Kinetics Publishers, Champaign, IL. Cloth, 248 pgs., \$39.

Pediatric Laboratory Exercise Testing: Clinical Guidelines. Thomas W. Rowland, ed. Human Kinetics Publishers, Champaign, IL. Cloth, 216 pgs., \$44.

Anabolic Steroids in Sport and Exercise. (1992) Charles E. Yesalis, SCD, ed. Human Kinetics Publishers, Champaign, IL. Cloth, 360 pgs., \$36.

The Soccer Goalkeeper, 2nd ed. (1992) Joseph A. Luxbacher, PHD, and Gene Klein, MED. Human Kinetics Publishers, Champaign, IL. Paper, 176 pgs., \$14.95.

Strength Training for Football. (1992) Bruno Pauletto, MS. Human Kinetics Publishers, Champaign, IL. Paper, 144 pgs., \$18.50.

Power and Ideology in American Sport: A Critical Perspective. (1992) George H. Sage, EDD. Human Kinetics Publishers, Champaign, IL. Paper, 256 pgs., \$20.

Science of Dance Training. (1992) Pricilla Clarkson, PHD, and Margaret Skrinar, MS, eds. Human Kinetics Publishers, Champaign, IL. Paper, 312 pgs., \$20.

Rookie Coaches Football Guide. (1992) ACEP. Human Kinetics Publishers, Champaign, IL. Paper, 80 pgs., \$8.95.

Indiana AHPERD 1992 Dance Student of the Year



President Sawyer and Laura Haynes-Davis

The recipient of the 1992 IAHPERD National Dance Student of the Year Award received her Bachelor of Arts degree from Indiana University in 1983. Last May she earned her Master's degree, also from Indiana University.

Her dance training is vast. She has trained at the Jordan College Academy of Dance, the Indianapolis Ballet Theatre, the Butler University School of Dance, the IUPUI School of Physical Education Dance Department, Indiana University Dance Departments in the Schools of Music and Dance, and the American School of Ballet Arts.

She counts among her professional experiences instructorships with the Jordan College Academy of Dance, IUPUI, where she was also the Assistant Artistic Director for the IUPUI Moving Company, DanceDreams, and Dance Enterprises Unlimited, both of Indianapolis.

Our recipient has performed locally and nationally with various dance companies.

In recognition of her commitment to academic and dance excellence, she has been the recipient of the Alpha Lambda Delta Academic Honorary, the Phi Eta Sigma Academic Honorary, the AAHPERD National Dance Association Outstanding Graduate Dance Student Award, AAHPERD Midwest District Dance Student Award, and in 1990 was the initial recipient of IAHPERD's Outstanding Dance Student of the Year Award.

It is a privilege to return to LAURA HAYNES-DAVIS the IAHPERD recognition as 1992 Dance Student of the Year.

IAHPERD Dance Division News

The Dance Division welcomes Barbara Cochran as its new Vice-President-Elect. Barbara is an Assistant Professor of Physical Education/Dance at Vincennes University, where she teaches modern, jazz, ballet, ballroom, creative movement, and aerobics. She also directs a dance concert every other year on campus, and each Fall choreographs one musical for the Theatre Department. Barbara is also the Director of the "Blazerettes," a dance group that performs at Vincennes halftime shows.

The Division is now calling for dance performances for its DANCE GALA to be held Thursday evening, October 21, during the 1993 State Convention at the Omni International Hotel in Indianapolis. The Gala is open to selected K-12 schools, colleges, and professional dance groups throughout the state of Indiana. The performance is presented in an informal atmosphere (hotel ballroom) without the technical aspects of stage lighting, wings, curtains, dressing rooms, etc. Each group will have a maximum of 10 minutes per dance.

Although it is early to have a piece in place for next October, please indicate your interest or intention to present a performance in the Gala by contacting Denay Trykowski at the address below. Details of exact location, time, and rehearsal schedule will follow at a later date.

The Division wishes to thank all the groups who performed in the 1992 DANCE GALA at the Fort Wayne Convention. In addition to the Gala, we wish to thank all the persons who presented dance sessions. For the 1993 convention, the Division is encouraging students to serve as presenters and presiders. Sessions will be 60, 75, or 90 minutes in duration.

Denay Trykowski
Vice-President for Dance/IAHPERD
1409 West 9th Street
Muncie, Indiana 47302
Home: (317) 288-6677
Office: (317) 285-1661

Indiana AHPERD 1992 Outstanding Student of the Year Award



President Sawyer and Lisa Lock

The IAHPERD Outstanding Student of the Year Award is presented for outstanding service to the profession by a student member of the Association who is currently enrolled in an Indiana institution of higher learning. The recipient must be a student member of the IAHPERD when nominated, enrolled in an Indiana college or university at the time of nomination, and be majoring or minoring in one of our disciplines. Additionally, the recipient must satisfy particular award category criteria.

Our recipient for this award currently attends IUPUI where her major is K-12 Physical Education and her minor is Athletic Training. She is also in pursuit of the Coaching Endorsement.

She earned Dean's List honors in 1991 and 1992. She is also a representative of the IUPUI Physical Education Student Organization. Because of her academic successes and service to the School of Physical Education at IUPUI, she earned admission to the Alpha Chapters of the Phi Epsilon Kappa and Delta Psi Kappa physical education honor fraternities. Her leadership in each fraternity is distinguished and honored. She recently concluded a term as President of Delta Psi Kappa and is the current President of Phi Epsilon Kappa. In the Spring of 1992 she received the R.R. Schreiber Distinguished Service Award from the Phi Epsilon Kappa fraternity.

She is a member of our professional organization as well as AAHPERD. As many of our student members, our recipient provided a number of meritorious services during the National Convention last April.

The nominating letters expressed a common theme about her: "She is conscientious, well-prepared, and a quality worker and person who puts meeting the needs of others before the meeting of her own."

It is a pleasure to present the IAHPERD Outstanding Student of Year, LISA R. LOCK.

Indiana AHPERD 1992 Secondary Physical Educator of the Year Award



President Sawyer and Patricia L. Howard

Our honoree for this award has been a longstanding member of the IAHPERD. She also holds membership in AAHPERD, the National Education Association, and the Indiana State Teachers Association.

Her contributions to the field include numerous published articles and presentations at the local and state level. She is the author of the book *Funtastic Themes*, and has presented excerpts from that book at our conferences and various workshops. She has served on various boards including the American Cancer Society.

Her undergraduate degree was earned at Asbury College in Wilmore, Kentucky, and her graduate degree from Indiana University. She is a former high school educator and coach, and is currently Department Chairperson at the Charlestown Middle School in Charlestown.

Because of the positive contributions of this individual to her profession, the IAHPERD is proud to present its 1992 Secondary Physical Educator of the Year Award to PATRICIA L. HOWARD.

Indiana AHPERD 1992 Elementary Educator of the Year Award

The recipient of the 1992 IAHPERD Award for Elementary Educator of the Year received her undergraduate degree from Purdue University and her Master's degree from Indiana University. She has long held professional membership in the IAHPERD and AAHPERD, and has served on various committees. She currently served the IAHPERD as the District 8 Membership Officer.

Our award recipient has been a distinguished contributor to our *Journal* and has been a presenter in elementary physical education workshops around the state and at our annual Conferences.

Our recipient is a member of the Kappa Delta Phi Education Honor Society and is a past recipient of IAHPERD's Catherine Wolfe Scholarship.

Her professional employment includes elementary physical education teacher appointments within the Brownsburn and Pike school districts.

It is a distinct honor to award the Elementary Physical Educator of the Year Award to DELLA B. HALL.

Indiana AHPERD 1992 Catherine Wolfe Scholarship Winners



Left to right: Ursula Moser, Valparaiso University; Marci Kalb, I.S.U.; Jason Bass, Manchester College; Dale Gearheart, Huntington College; Doug Schornick, Franklin College; Leesa Christophel, Anderson University; Tabitha Cooper, Grace College; Lisa Lock, IUPUI; President Sawyer.

Looking for a Chance to be Published?

THE IAHPERD JOURNAL IS REFEREED.

Students — Graduate Students — Teachers At All Levels

1992 Convention



Hal Rhea, the Cruise Winner. Congratulations!

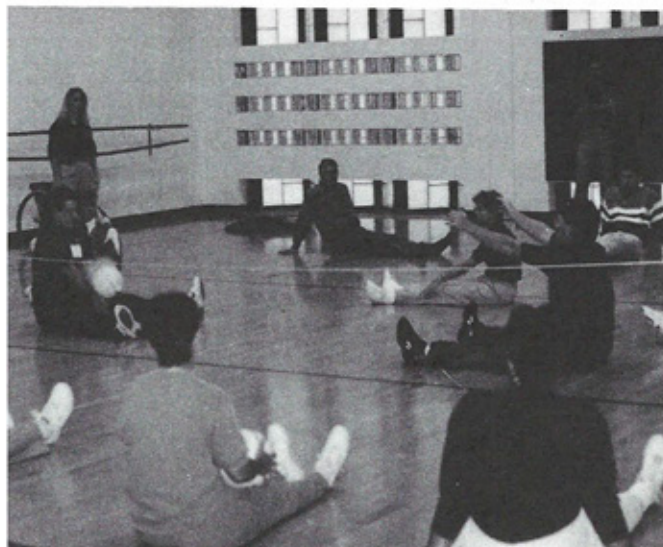


Steve Alford provided the Convention participants a motivational presentation.

Highlights . . .

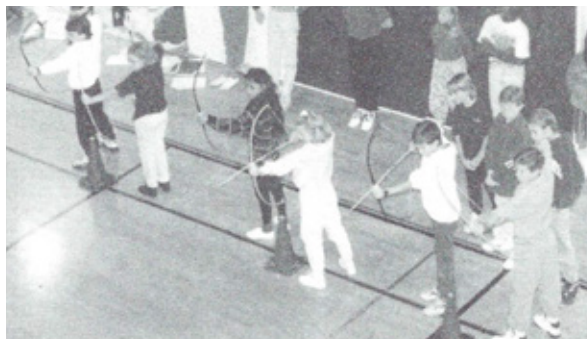


Bill Howarth teaches participants a new game.



Learning how to play volleyball—the handicapped way.

Archery for



elementary students.



Another water exercise experience.



Sharon Burgess is helping Janelle Davis exercise her upper leg through partner-exercise.



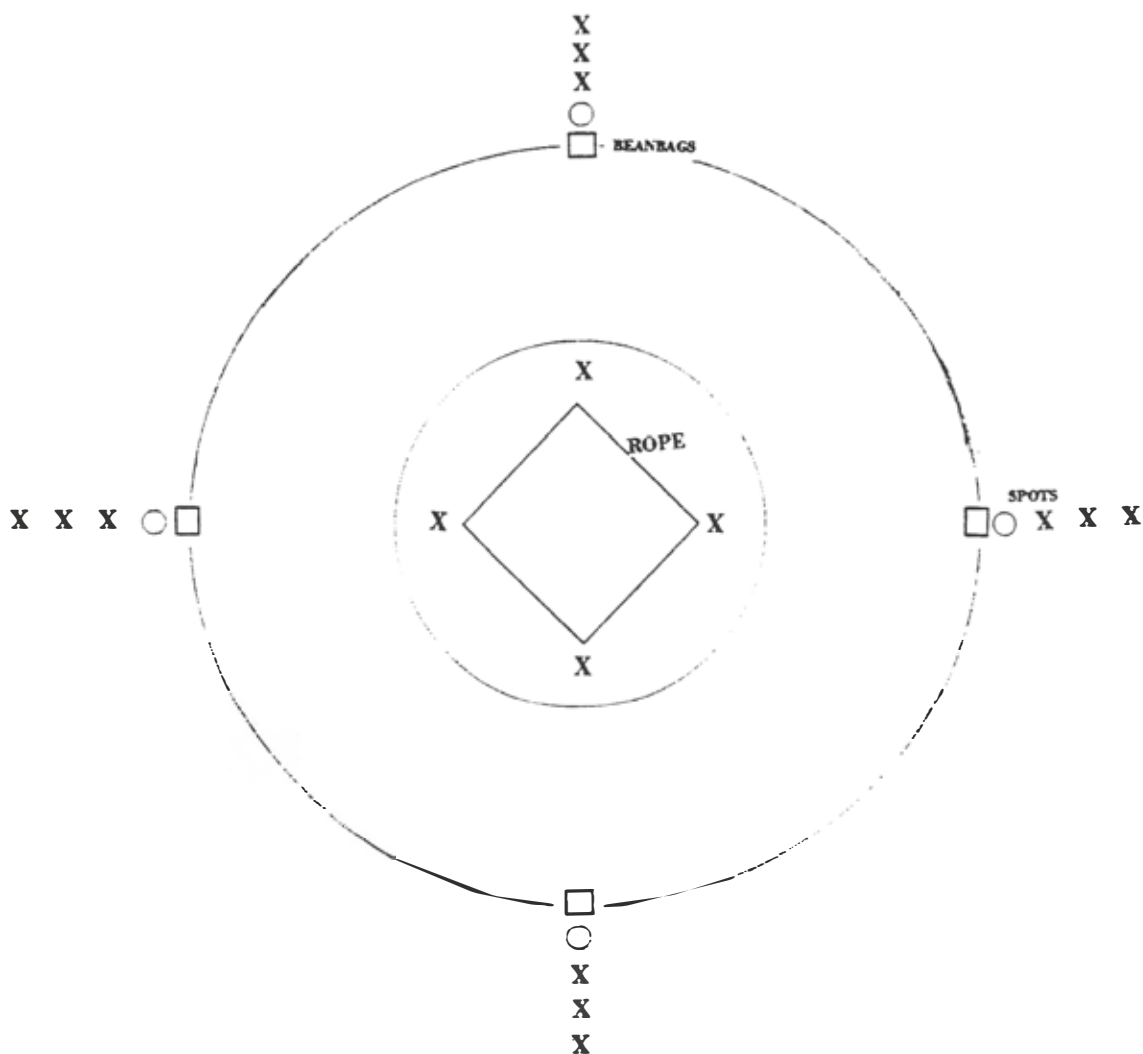
Elementary

Four Way Tug-O-War

Grade Level: 4,5,6

Type: COMBATIVE

Materials Needed: HEAVY ROPE LOOP, (4) BEAN BAGS, (4) STARTING SPOTS.



ACTION: Divide class into 4 squads. Balance selection so boys go against boys and girls compete against girls. Take into account size, strength and ability in match-ups. On the starting word, the 4 players tug on the rope and try to pick up the bean bag in front of their squad, about 5-10 feet back. Stress not to turn around and not to hook elbow on rope. The player must have the rope and the bean bag in order to win. It is a good idea to set a reasonable time limit as they will become quite exhausted at this. MY CLASSES CHEER AND REALLY GET INTO THIS!

Corner

Bill Howarth
Fremont Elementary
P.O. Box 625
Fremont, IN 46737
(219) 495-4385

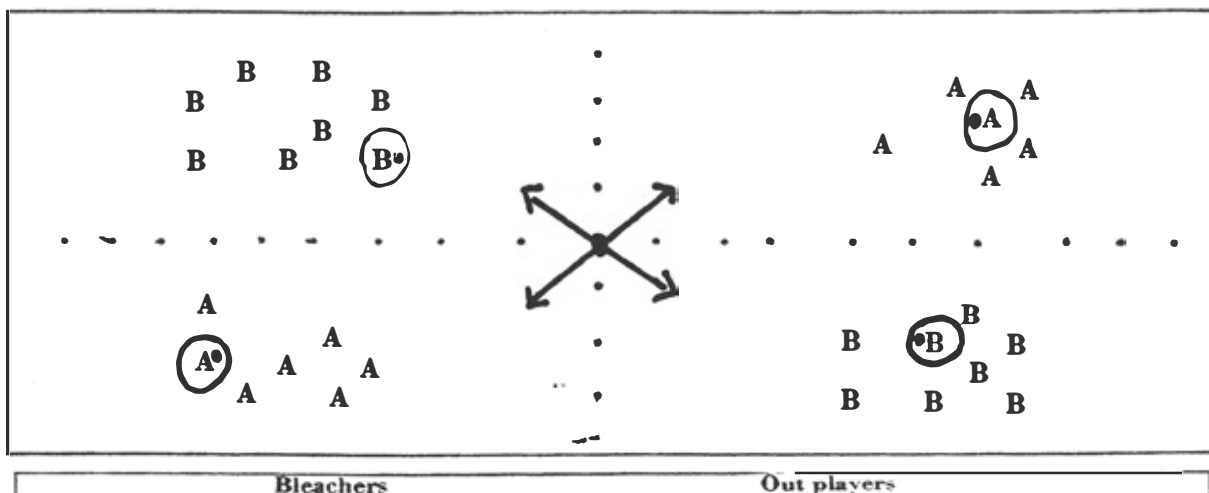
Quadrant Dodge Ball

Grade Level: 4,5,6

Type: DODGING AND THROWING

Source: *Physical Education for Elementary Children* by Glenn Kirchner, 5th ed., pg. 261.

Materials Needed: GYM OR OPEN SPACE, SPOTS OR CONES TO MARK AREA INTO (4) QUADRANTS, (4) VOLLEY SPECIAL BALLS OR FOAM BALLS, VESTS TO MARK ONE TEAM ONLY.



ACTION: Each quadrant starts with one ball. Use your school name or mascot name to begin play. Players hit any place but the head report to the bleachers and await second game. Don't worry about this game lasting long. . .we average 2-3 minutes total for a class of 30 with 15 students per team! Players may exchange (cross-over) in either of their quadrants. **STRESS TO YOUR STUDENTS THAT THEY WILL ALWAYS BE IN A CROSSFIRE.** This variation makes the game much faster.

UNIVERSAL DODGE BALL RULES: Head shots don't count. If you catch a ball, the thrower is out. No shielding with a ball; either avoid or drop and catch incoming. "Two birds with one stone"—any ball caught off a teammate makes the thrower out. If the ball bounces, the hit is null and void. Rebound shots count—anything off the wall that hits you makes you out.

GLASSES: Use safety goggles. Remove if you can do without.

Alliance's Model III— Not As Simple As 1-2-3

by Janet Seaman, P.E.D.
Board of Governors, ARAPCS Representative

KANSAS CITY—The American Alliance for Health, Physical Education, Recreation, and Dance isn't—or isn't what it used to be! If you are a member of the American Alliance (AAHPERD), but participate mainly in Indiana or Midwest District, you may not be aware of changes in the Alliance that will significantly affect you and the services you receive from the Alliance and the national association(s) with which you affiliate.

In the Spring of 1992, the Alliance Board of Governors voted to implement, not a reorganization of the Alliance, but rather a restructuring of the financial accountability of its six national associations—American Association for Leisure and Recreation (AALR), 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), and National Dance Association (NDA). Each checkmark you make on interest areas when you renew your membership, or join initially, has a significant dollar impact on the association or associations with which you affiliate.

At its recent Board of Directors meeting in Kansas City, ARAPCS' officers began to realize the true meaning of "autonomy." While the new system provides more latitude for associations in how they use the funds available to them, it also holds them accountable for all expenditures including the salaries of benefits for its staff. An administrative fee will also be charged for the central administration and certain "core services" of the Alliance such as membership information management, publications, and promotions. A "safety net" of basic funding will be allocated to each association for the first three years of implementation, but eventually associations will need to replace these dollars with revenue generated through increased membership, grants, fundraising, and other forms of fund development. District and state associations will continue to receive revenue based on the number of members from that region.

ARAPCS's officers are acutely aware of how challenging it will be to maintain and develop services to our members. We are committed to support all of our special interest areas such as adapted physical activity, aging, aquatics, administration in schools and universities, ethnic minorities, facility design, international relations, measurement, outdoor education, safety, and students, but we need your help!

When you join or renew your membership to the Alliance, three steps are all you need: (1) reflect on your main area(s) of responsibility and/or interests. These may be represented by a national association or a substructure within that association. Each association has anywhere from 4 to 22 substructures called interest areas, councils, societies, or academies. Examples are: Tourism and Commercial Recreation (AALR), Action for Equity (NAGWS), Sport Psychology (NASPE), Health Education in Clinical Settings (AAHE), Dance Education (NDA), or Physical Fitness (ARAPCS). (2) If you don't know which association has a substructure focusing on your interest area, call the Alliance Membership Office at (703) 476-3424. And finally (3), place a check in front of the name of the association(s) that best address your needs and interests. You may check one association twice or two different associations if you wish. Mail with your payments to the Alliance.

Although these three steps may seem simple to you, they could represent giant strides to your national associations and their leaders. Each checkmark you make in step (2) above means significant real dollars to support programs in your areas of interest. A thoughtfully placed checkmark can go to support new and innovative professional programs, development of educational materials, research, advocacy, or convention activities conducted by the association of your choice. Put your associations of choice on a firm footing by carefully checking the association(s) that meet your needs.

Physical Educators Ask Why?

According to PL 101-476, the Individuals with Disabilities Education Act (IDEA), passed in 1990 (formerly PL 94-142, the Education for All Handicapped Children's Act), all children with disabilities are required to participate in physical education (P.E.). Some of these children can be mainstreamed into the regular P.E. classroom, while others require special physical education instead of, or in addition to, the regular physical education class. If a child's participation is deemed safe and successful, participation in the mainstream or regular physical education setting should be allowed and encouraged. However, if it is a potentially unsafe or unsuccessful situation for the child, he or she has a legal right to individualized or adapted physical education (APE).

Many children with disabilities are inappropriately mainstreamed into regular physical education classes. By utilizing a certified Adapted Physical Educator, appropriate assessment, placement, and programming can occur. While some states boast mandatory certification in Adapted, Indiana does not. Minimum requirements of the physical educator working with children with disabilities should be a three-credit undergraduate or graduate course in Adapted/Special Physical Education. Adapted Physical Educators certified in Indiana are required to take 24-26 credit hours, including field work, for full certification towards the teaching license.

The following is the Federal legal requirements for physical education pertaining to children with disabilities.

Adapted Physical Education

An Integral Part of the Physical Education Curriculum

Tim Davis
Assistant Professor of Physical Education
School of Physical Education
Irving Gymnasium
Ball State University
Muncie, IN 47306
(317) 285-8746
FAX (317) 285-8254

PL 101-476: IDEA 1990 defines **Physical Education** as:

- (a) physical and motor fitness;
 - (b) fundamental motor skills and patterns; and
 - (c) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).
- The term includes special physical education, adapted physical education, movement education and motor development.

Regular Physical Education. Each disabled child must be afforded the opportunity to participate in the regular physical education program available to non-disabled children unless:

- (a) the child is enrolled full-time in a separate facility; and
- (b) the child needs specially-designed physical education as prescribed in the child's individualized educational program (IEP).

Special/Adapted Physical Education. If specially designed physical education is prescribed in a child's individualized educational program, the public agency responsible for the education of that child shall provide the appropriate service directly or make arrangements for it to be provided through other public or private programs.

Although Federal laws mandate services, physical educators not thoroughly trained in this area are stuck paying the bill while children with disabilities continue to be placed in inappropriate physical education settings. By becoming advocates for appropriate P.E. placement and informing administrators of your current needs, change can occur. However, physical educators are still asking the question:

Ok, now what do I do?

Appropriate Modifications*

ADAPTING INSTRUCTION. The way a daily lesson is presented can have an impact on the success of a student with a disability. Factors that can be modified when presenting a lesson include:

1. Giving directions: verbal instructions, visual demonstrations, active physical assistance, use gestures or combinations of the above.
2. The order of presenting information.
3. Pupil/teacher ratios: 1:1, 1:6, etc.
4. Size of the group.
5. Nature of the group: disabilities grouped together
6. Motivation
7. Size and layout of movement space.
8. Indoors/Outdoors space.

ADAPTING EQUIPMENT. Students should be using equipment that is appropriate for their skill level and disabling condition. Equipment can be specially purchased or modified in the following ways.

Size	Level
Shape	Slope
Length	Amount
Texture	Color
Weight	Inclusion of Noise Device
Height	Suspended
Width	Moveable/Stationary

ADAPTING GAMES. Appropriate games consider all of the players' ability levels and keep everyone involved. The number of games that can be designed is limited only by the imagination. Games can be adapted in the following ways:

Rules	Number of Players
Time Allotment	Type of Equipment
Methods of Scoring	Type of Movement-Skills Included
Positioning	Boundaries: Size and Shape
Competitive vs. Cooperative	

ADAPTING FOR INDIVIDUAL DIFFERENCES. A good physical education programs individualized and considers factors that make each one of us unique. These factors include:

1. Different disabling conditions
2. Body composition
3. Age
4. Personality types (shy vs. assertive)
5. Ability levels (beginner vs. advanced)
6. Skill level
7. Fitness level

KEYS TO SUCCESS. Utilizing a combination of the above-mentioned modifications that best fits the needs of your program and students in your class. Assessment of the program and students is the first step to successful modification.

**Reference: Boucher, A., Tripp, A. (1991) Disabled Children in Physical Education: Parent Awareness and Advocacy, National Handicapped Sports, 451 Hungerford Dr., Suite 100, Rockville, MD 20850.*

Adapted Physical Education Resources

Indiana School for the Blind
Ron Gacsko
Athletic Director and Physical Educator
253-1481

Noble Center
Tom Clevenger
Community Service Coordinator
264-1542 or 264-1422

Cold Springs School
Jim Moyer
Adapted Physical Educator
226-4155

Dr. Ron Davis, Director
Adapted Physical Education
School of Physical Education, HP 222
Ball State University
Muncie, Indiana 47306
(317) 285-8390

Indianapolis Department of Parks
and Recreation
Robbie Ritter
Municipal Gardens
636-1626

Paul Ash
Director of Special Education
Indiana Department of Education
Room 229, State House
Indianapolis, Indiana 46204-2798
(317) 232-0570

Paul Surburg
Department of Kinesiology, No. 112
Indiana University
Bloomington, Indiana 47405

Virginia Harris
Forest Park Elementary
800 S. Alabama St.
Brazil, IN 47834
(812) 448-8036

Debbie Tillett
5943 Battleview Dr.
West Lafayette, Indiana 47906

Mary Kay Baker
5391 Shelby Road
Indianapolis, Indiana 46227
(317) 783-9381

John Hall
Adapted Physical Education
1401 Walnut St.
New Castle, Indiana 47382

Genie Kriebel
Physical Education
2480 E. 99th St.
Indianapolis, Indiana 46280

Bill Bishop
Grant County Special Education
1240 S. Adams St.
P.O. Box 2020
Marion, Indiana 46952-8420

Kim Davis
Institute for Development Disabilities
Indiana University
Bloomington, Indiana 47405

Kevin McDowell
Legal Counsel
Indiana Department of Education
Room 229, State House
Indianapolis, Indiana 46240-2798

The Jumping Mouse Players
Rose Kleiman, Director
Repertory Theatre at CTS
924-1331, Ext. 243

Mr. Tim Davis, Coordinator
Adapted Physical Education
School of Physical Education, HP 222
Ball State University
Muncie, Indiana 47306
(317) 285-8390



Book Review

Guidelines or Pulmonary Rehabilitation Programs

American Association of Cardiovascular and Pulmonary Rehabilitation

Gerilynn Conners and Lana Hilling, editors

Guidelines is the second book of guidelines published by the American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR), with the first being guidelines recommended for cardiac rehabilitation programs. These guidelines are intended for those individuals developing or updating pulmonary rehabilitation programs (PR), third-party payers evaluating PR, and educators training health care professionals about PR. The purpose of the guidelines is to help in setting "standards to which facilities offering such programs should adhere."

The book stresses the multidimensional approach to PR, the individual needs of the patient, and the critical elements of PR. Each of the last five chapters of the book provides information on one specific component of PR, while chapter one serves as an overview. Information is provided for patient selection and training, exercise testing and training, psychosocial components, program follow-up and quality improvement, and program management. This information covers approximately one-half of the book. The remaining pages are appendixes which include two position statements, two case studies, and training resources.

The book is well-organized, concise, and informational. However, most chapters lack detail in the presentation of information. While tables in each chapter are helpful and add some depth to selected topics, the references at the end of each chapter provide up-to-date material for a more indepth examination of selected topics. Since the book is intended for individuals with background knowledge, the lack of detail and depth is not distracting. The basic components needed for any PR are presented, while the flexibility needed to meet the needs of various programs is recognized. These guidelines present the professional in the clinical setting with a source for designing, implementing, and evaluating PR. For the educator, these guidelines are important to present to students who will be in a clinical setting. Therefore, they are needed as a reference or could be used as a supplemental text in courses focusing primarily on cardiac and pulmonary rehabilitation.

Reviewed by Blanche W. Evans, Assoc. Professor, Dept. of Physical Education, Indiana State University, Terre Haute, IN. Published by Human Kinetics Publishers, Champaign, IL, 1993.

Chronic Fatigue: Your Complete Exercise Guide

Neil F Gordon

This is a well-written, easily understood textbook from the Cooper Clinic and Research Institute Fitness Series. The book begins with an explanation of Chronic Fatigue Syndrome (CFS) and a characterization of individuals who are likely to encounter CFS. Chapter two provides an indepth discussion of exercise benefits from both a physiological and psychological perspective for people with CFS. There is additional discussion of risks to be expected from exercise as well. The next section provides the reader with information on starting a regular exercise program. Guidelines for stretching, muscle strength development, and aerobic exercise are detailed and complete. Close attention is given to measurements of appropriate exercise intensity for individuals with CFS. The following chapter in this text provides an explanation of the Health Points System. This is an easy-to-follow system that assigns point values to various types of exercise and then gives guidelines for weekly point accumulation. The final chapter gives provisions for safe exercise guidelines. The discussion is detailed with specific references made to people with CFS. In conclusion, this book would be an excellent reference source for anyone who has been diagnosed with CFS or is prescribing exercise for someone who has CFS.

Reviewed by Jeffrey Potteiger, Asst. Professor, Dept. of Physical Education, Indiana State University, Terre Haute, IN. Published by Human Kinetics Publishers, Champaign, IL, 1993.

In-Line Skating

M. Powell and J. Swensson

In-Line Skating (also known as rollerblading) begins with the history and moves into the future of this new and exciting sport. No longer an exclusive training activity of off-season hockey players, in-line skating has become a favorite of recreational enthusiasts as well as ice hockey skaters, speed skaters, and cross-country and alpine skiers. Its popularity arises from its value as a low impact, high aerobic, cross-training workout.

The book is designed as an introduction to beginners, but it can also be used as a reference for sports libraries. It includes a detailed segment on choice and care of equipment and preparation for activity.

"Smart skating" and safety are consistently addressed within each chapter. Though it is difficult for a kinesthetic learner to master a motor skill through reading a book, the authors give guidance in skill progressions and drills for same. These drills include word "cues" to facilitate learning with illustrations aiding the visualization of skills being described. All important "stopping" and "turning" sections are given appropriate emphasis.

Special interest areas of in-line racing, tricks and dance, and roller hockey are also mentioned. Included in this book are explanations of the governing bodies for these special interest areas and addresses for more information.

This book fills the current information gap on the sport of in-line skating.

Reviewed by Sharon K. Jensen, Physical Education Teacher, Rhineland, WI. Published by Human Kinetics Publishers, Champaign, IL, 1993.

Children in the Weight Room: When is it Okay?

One of the most frequently asked questions about weight training for pre-adolescents is, "When can children begin to lift weights?" Unfortunately, there is not a clear definitive answer. The appropriate time to begin a weight training program will depend upon the interaction of the child's motor, cognitive, and psychosocial characteristics. When addressing this issue it is important to differentiate between weight lifting and weight training (resistance training). Weight lifting refers to a one-repetition maximal lift performed in a competitive situation. Weight training, on the other hand, refers to multiple, submaximal repetitions following a planned program. Throughout this article the term resistance training will include all forms of isometric, isotonic, and isokinetic weight training.

In the 1970s it was believed that children would not benefit from working with weights. This was due to a lack of sufficient levels of the male hormone testosterone, prior to puberty. There is a correlation between levels of testosterone and the potential to increase muscle size and strength. In addition, there was an even greater concern related to the potential damage to the growing bones of youth that participate in heavy weight lifting. In the 1980s, however, research has demonstrated that children, prior to puberty, can get stronger and do it safely in a resistance training program when certain guidelines are followed.

POTENTIAL ADVANTAGES OF A RESISTANCE TRAINING PROGRAM

One of the primary benefits of resistance training is an increase in muscular strength. It has been demonstrated that children can get stronger in both upper and lower body musculature when following a comprehensive resistance training program (Blimkie et

al, 1989; Mersche and Stoboy 1989; Pfeiffer and Francis, 1986; Servedio et al, 1985; Sewall and Micheli, 1986; Weltman et al, 1986). Improving muscular strength also enhances the overall physical fitness of children. This is an extremely important component in the overall health and well-being of children.

A subsequent benefit resulting from strength improvements is an improvement in athletic performance. While the research is limited, it has been demonstrated that some characteristics of motor performance show improvement following resistance training in pre-adolescents (Weltman et al, 1986). It has also been demonstrated that resistance training can reduce injury during athletic performance with adolescents (Hejna et al, 1982), and this may also be a possibility with the younger athlete.

Participation in a structured resistance training program can aid in the development of discipline and responsibility. It provides the child an opportunity to establish and achieve realistic and objective goals, which can lead to a sense of accomplishment and improvements in self-esteem.

POTENTIAL DISADVANTAGES TO A RESISTANCE TRAINING PROGRAM

As stated earlier, the practice of resistance training differs from weight training. Pre-pubescent children should never participate in weight lifting. Without proper supervision, children may have the tendency to attempt maximal lifts in an effort to compete against each other, "show off," gain peer acceptance, or simply satisfy their curiosity about how much weight they can lift. Many of the documented injuries that occur while working with weights are a result of the aforementioned or similar circumstances (Micheli, 1988).

To be beneficial, resistance training needs to occur approximately three times per week. Additionally, the program must be well-rounded and focus on the major muscle groups of the body. Consequently, a significant amount of time must be invested into a resistance training program. This can impact the physical education curriculum if done during school hours. If the program is scheduled for after-school, it requires a time commitment from the instructor, child, and parent that may elevate an already busy schedule.

The majority of research examining the effects of resistance training on children has looked at training programs that are short-term in duration, usually 6-20 weeks. This leaves many unanswered questions regarding the long-term effects of resistance training on children. Of particular interest is the issue of whether children will continue to gain strength when involved in long-term resistance training programs similar to the strength gains obtained from short-term programs. It remains unclear whether children continue to gain strength or encounter plateau effects when participating in long-term resistance training programs.

IS THE CHILD READY?

The determination of when children may begin participating in a resistance training program should not be based entirely on age or grade level. As mentioned previously, characteristics from the motor, cognitive, and psychosocial domains should be used when evaluating individual readiness for participation.

An important consideration for the motor domain is physical size. One of the biggest concerns from a safety standpoint is the inappropriateness of children training on equipment designed for adults. If a piece of equipment

is not specifically designed or cannot be modified for smaller individuals, then exercises using that piece of equipment should be avoided.

Another important motor characteristic is the individual's beginning level of muscular strength. Muscular strength should be at a level sufficient to perform the various exercises without compromising technique and thereby placing undue stress on the musculoskeletal system. Additional characteristics required from a safety standpoint include adequate coordination and balance to meet the demands of the specific exercises.

Cognitively, children should be very knowledgeable with regard to safety factors that relate to the resistance training environment. Oftentimes this requires an educational commitment on the part of the resistance training instructor. This is particularly important prior to children beginning the program. Participants should be made aware of proper lifting techniques, correct spotting procedure, and proper equipment utilization. Additionally, information presented to the children should include the major muscle groups involved in the different resistance training exercises.

Psychologically, the individual child's desire to participate in a resistance training program represents a key factor in whether he/she will have a successful experience. Forcing children to participate before they are ready will likely cause them to have a negative experience. Success will also be determined by the ability of the children to establish realistic goals and have the patience to allow for the time commitment to achieve those goals. From a safety standpoint children must have a level of responsibility to take the knowledge of safety factors they have and implement that knowledge when participating in an exercise session.

PRINCIPLES TO FOLLOW IN A RESISTANCE TRAINING PROGRAM

General guidelines for a resistance training program include following the training principles of overload, progression, and specificity. Children should begin a resistance training program by performing one to three sets of 8-12 repetitions in the upper body and 15-20 repetitions in the lower body. Progression may be accomplished by increasing the number of repetitions to the upper limit of the specified range and

then increasing resistance by a small amount so that the number of repetitions fall into the lower end of the specified range. It is very important to involve all major muscle groups in the workouts so as to develop a sound muscular base. Specific exercises can then be added to improve sport specific skills. All lifting exercises should be performed at a slow speed, and throughout the full range of movement. The resistance training program should consist of 6-10 exercises per training session. Individual sessions may last between 30 and 60 minutes and should be performed two to three days per week. Allow at least one day of rest between each session (Sale, 1989).

SAFETY GUIDELINES FOR A RESISTANCE TRAINING PROGRAM

When implementing a resistance training program for children, certain guidelines should be followed. This ensures adequate safety and helps promote the best environment for musculoskeletal strength development. Listed below are major safety considerations to be undertaken when implementing a resistance training program for children (Sale, 1989).

1. **Medical Examination.** It is recommended that all children should have a pre-participation medical exam prior to beginning a structured program. This may help identify any orthopedic problems that may hinder the participation of the child. Additionally, the medical exam could identify areas of muscular strength weakness that may be improved upon during the resistance training program.

2. **Instruction and Supervision.** Proper instruction and adequate supervision should be made available to all children during a resistance training program. This may require additional education or certification on the part of the instructor.

3. **Equipment Maintenance and Safe Environment.** The training equipment should be checked periodically by maintenance staff and instructors to avoid the development of unsafe conditions. Additionally, children should be continuously made aware of proper weight room etiquette and safety guidelines. Charts and posters should be properly displayed outlining weight room rules and behavior.

4. **Maximal and Explosive Lifts.** To ensure safety, the use of maximal, overhead, and explosive lifts should not

be allowed. These types of lifts carry an increased chance of injury when performed by the pre-pubescent youth.

5. **Breathing Pattern.** Prior to participation, children should be instructed regarding the proper breathing pattern while performing the lifting exercises. Encouragement to avoid breath holding should be given to children during all resistance training exercises.

CONCLUSION

There are still unanswered questions regarding resistance training with children; however, if exercises are performed properly in a structured, supervised program, children can have a beneficial experience. Instructors must be able to recognize when children are developmentally ready for participation, establish a realistic goal-oriented program for each participant, and provide a safe environment to carry out that program.

Organizations such as the National Strength and Conditioning Association and the American Orthopedic Society for Sports Medicine can provide additional resources for the development and implementation of a resistance training program.

ADDITIONAL RESOURCES

The National Strength and Conditioning Association, P.O. Box 81410, Lincoln, NE 68501, (402) 472-3000.

The American Orthopaedic Society for Sports Medicine, 70 W. Hubbard St., Suite 202, Chicago, IL 60610.

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Region 4 will be holding a workshop at Frankton Junior/Senior High School on
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Tom Zupancic, Strength Coach for the Indianapolis Colts, will speak about positive motivation, self-imaging, and goal setting. He gives an excellent presentation for all coaches and teachers. Come and learn his tips for success. He will also give a demonstration on strength training.

Sali Eddlemon, C.H.E.S. (Coordinator of Health Education Services) at Ball State University, and Diana Kellams, M.S., AIDS Coordinator for the Madison County Health Department, will give us updated information on AIDS.

Registration cost is \$5.00 per person

Tentative Schedule:	11:30 - 12:15 P.M.	Registration
	12:15 - 1:45 P.M.	AIDS Presentation - Eddlemon and Kellams
	2:00 - 2:50 P.M.	Motivational Presentation - Zupancic
	2:50 - 3:30 P.M.	Question/Answer Opportunities

MAIL REGISTRATION FORMS BY MARCH 1, 1993 TO:

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Frankton Junior/Senior High School
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Frankton, IN 46044
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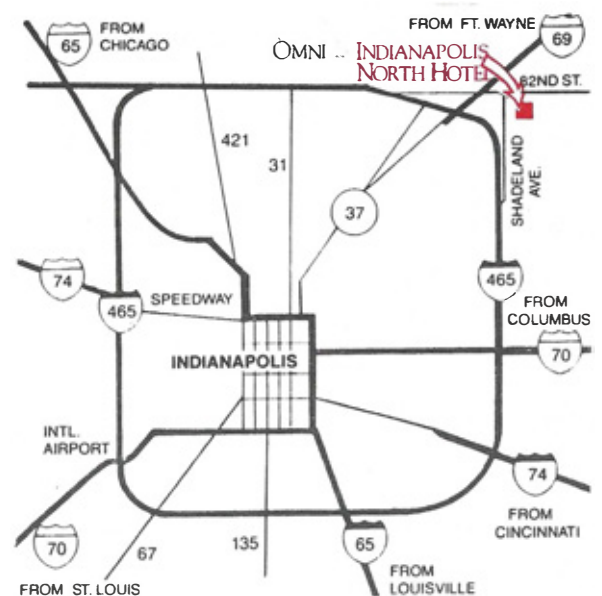
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Early Cardiac Care: The Final Risk Factor

Raymond D. Bahr, M.D., F.A.C.P.
Robert G. Zeigler, D.Ed.

Early cardiac care can simply be identified as the first awareness alert of an impending cardiac disorder. The American Heart Association teaches about *emergency cardiac care* when it describes symptoms that lead to cardiac arrest and severe heart damage. However, it is extremely important that this knowledge be highlighted and magnified many times in order to generate an awareness program equal to the same intensity that is seen with cardiopulmonary resuscitation. Thus, early cardiac care applies to patients who manifest a milder type of chest and body discomfort before late cardiac care needs to take place, namely, CPR or thrombolytic therapy for occlusive coronary disease.

Why is it so important to separate early cardiac care from thrombolytic therapy? Perhaps the most important reason is to allow us to more effectively expose the dynamics that take place when the heart attack begins. This approach allows us to reach the learning curve necessary for behavior modification and provides us with a better game plan on how to specifically treat early cardiac symptoms.

The Early Cardiac Care Program is a strategy being developed to combat the heart attack problem in the United States. Heart disease is the No. 1 cause of death in this country, and has been since the turn of the century. Each year a half million Americans lose their lives from this disease and its related complications. This is an unfortunate statistic because it need not be. Much of present day therapy, even though exciting, is not doing an adequate job. The miracle clot-dissolving drugs (classified as thrombolytic therapy) is reaching only 25% of heart attack

patients in the United States, and most importantly, only 10% of such patients receive it within the golden first hour when maximum benefits can occur. The Early Cardiac Care Program promotes the premise that a strong effort must be made to get patients into the hospital at earlier stages of their illness. The present day approach can result in the possibility of waiting until total occlusion of the coronary vessels occur before rushing the patient to the hospital for emergency treatment.

There are probably many reasons why patients do not perceive early symptoms as serious enough to seek help, such as:

1. The patient may perceive this as "not pain," and since it is not real pain and the symptoms are only mild, it is easily put on the back burner. The patient may even be upset if he is made to feel that he needs to have mild symptoms checked out.

2. Patients may try to work through their problem and tough it out. This comes from childhood experiences in which parents program children to handle their problems independently. To counter this, reprogramming needs to take place if we are ever to make inroads on this No. 1 health problem.

3. The emergency rooms are perceived as areas that are only for very sick patients.

4. The paradigm 911 response is perceived as sirens and ambulances and an embarrassing situation with neighbors trying to see what is going on.

5. Potential first responders at the scene are often and easily swayed by rationalizations of the symptoms by the patient. It is an active good samaritan process to have people act as early car-

diac caregivers.

6. Patients may not come in because they are not aware of the true importance of these symptoms. To overcome this, an awareness program is needed with knowledge about what actually is taking place and what will take place within a short period of time should intervention not be available.

7. Lack of appreciation of the heart as a pump or its marvelous role in the pursuit of full activity. The cardiac engine should be properly maintained and cared for, not neglected or abused.

8. Patients just simply wait it out, hoping that the symptoms will go away. *But time is like a river without banks;* it easily gets away from you and that short period of time amounts to hours allowing for full damage to take place.

Within the prescribed college course, half the time is spent with behavior dynamics in which the participants put themselves in the role of the patient, the first responder, and other bystanders. It is important here to show that common sense should prevail and appropriate information be utilized so that these situations can be properly addressed.

Heart attack deaths may not be due to heart disease itself, but more due to a new disease, a disease that we can call *preoccupation* (too busy to check symptoms out). If so, treatment may not be a genetically engineered drug but a method to reprogram the public so as to act when it counts. The concept of chest pain as well as chest discomfort needs to be promoted as a true risk factor, also, the fact that it is probably the *final risk factor* unless something is done. But we cannot really say that

unless we undertake the effort to broadcast the potential of treating prodromal symptoms as a form of early cardiac care. To date we have failed.

Individual hospitals themselves do not seem to have the wherewithal to put together a uniform game plan to take advantage of today's early cardiac care. What is needed more than anything else is a *dynamic national movement* that will behave like a chemical reaction and once started, be driven to widespread community preparation. There is nothing more powerful than an "idea whose time has come." The clue for this approach comes from case histories coming out of Coronary Care Units. Daily bedside rounds in CCUs tell us that heart attacks do not have to kill, heart attacks can be acted upon with timely intervention, and that most benefits occur at the prodromal stage. What we see today is just the opposite; i.e., involvement only when crashing. In fact, one of the nurses recently asked a patient who came in early within the first hour, "What possessed you to do such a thing?" giving one the idea that the person who does arrive early is doing something wrong because this is not the norm. All this adds up to a need for an aggressive effort to reprogram society differently if we are ever to make inroads with this No. 1 killer of the adult population in the United States.

The St. Agnes Hospital Early Cardiac Care Program is a program based on community experience over 20 years that attempts to show that patients with heart attacks have early warning symptoms that go unrecognized because they present as a milder form of chest discomfort and patients are thus programmed to put them on the back burner in the face of busy day-to-day activities.

The purpose of the St. Agnes Hospital program is to aggressively educate the public and change this behavior so that someone in the patient's midst becomes an Early Cardiac Caregiver and takes him/her into a user-friendly hospital emergency room. These Chest Pain Centers are rapidly growing in the United States.

There are presently 183 Chest Pain Centers in 41 states. This exponential growth has taken place within the last two years and is expected to grow even more so within the foreseeable future. Community hospitals are very much interested in developing an outreach educational program in conjunction with setting up a Chest Pain Emergency Center.

In setting up the program, St. Agnes Hospital worked closely with Catonsville Community College and Howard Community College in an effort to train instructors for high school students. As a result of this, a national satellite video program was presented to community colleges in the United States (October 1991), and copies of this three-hour video program are available to show how this educational message can be taught.

The message of Early Cardiac Care is a simple message that needs to be widely applied. The ultimate goal is to penetrate communities and families within the United States in an effort to change behavior (reprogramming) so as to take advantage of early warning symptoms of a heart attack. The educational system becomes very important because we can program middle school students to have the proper message right from the very start. Colleges become important as a place to train instructors for high school programs. Recently a syllabus was written by teachers in Howard County, Maryland, and the course in Early Cardiac Care was taught to every student at the middle school level. Within a short period of time, it is hoped that this will spread throughout the other counties, making Maryland the first state to be programmed entirely. The involvement of additional colleges and universities would ultimately enhance the training of instructors needed to further the growth of this program.

Heart attack is the No. 1 killer of the adult population in the United States, but it need not continue like this. To do so, it is important to get out the message that heart attacks have beginnings and *intervention amounts to prevention*. Perhaps the best way of get-

ting this message out is through the educational system and by training instructors at the college level, and teaching it at the high school and middle school levels. This will, in turn, involve families and this penetration will promote action to be taken when heart attacks are beginning and will link up with the Early Cardiac Care movement being seen at community hospitals that are establishing chest pain centers in their emergency rooms. Thus, the strategy of early cardiac care involving the community, the colleges, educational systems, and community hospitals, hopefully, will one day be the driving force to substantially reduce, if not eliminate, heart disease.

The Early Cardiac Care Program is designed to educate the public on the importance of the early state of the heart attack and that this can be detected with proper and adequate knowledge. There may be many problems interfering with this early type of response, but action at this stage and backing it up with a user-friendly check-out system in the hospital would, if widely applied at the 6700 hospitals in the United States, position us in such a way as to eliminate heart disease in our lifetimes.

Colleges that are interested in starting a program can write for the community college video program on how to set up a program as well as the early symptom recognition video kit which includes the syllabus presently being taught in Howard County. Such materials, as well as services, are available free of charge to interested colleges and educational systems.

Write to:

Raymond D. Bahr, M.D., F.A.C.P.
The Paul Dudley White Coronary
Care System
St. Agnes Hospital
900 Caton Ave.
Baltimore, MD 21229

Editor's Note:

Dr. Bahr is the Medical Director of the Paul Dudley White Coronary Care System of St. Agnes Hospital, Baltimore, MD.

Dr. Robert Zeigler is the Executive Director of the Maryland Association for Health, Physical Education, Recreation, and Dance, and Journal Editor for the Maryland AHPERD.

JRFH

EXPRESS

Publication of
the American Alliance for
Health, Physical Education,
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Reston, Virginia
November/December 1992

JUMP ROPE FOR HEART RACES WITH THE WIND

Batten the hatches and anchors aweigh! *Racing With The Wind*, the new JRFH educational package for the 1992-93 school year, has set sail for ports all across the United States. *Racing With The Wind* was developed by a group of AAHPERD Jump Rope for Heart coordinators in conjunction with the American Heart Association staff. The *Racing With The Wind* teaching and activity package is a fun and stimulating week-long teaching unit designed to help students learn about their hearts, while practicing their jump rope skills.

The package uses the excitement of a nautical discovery to show students that they can help keep their hearts healthy throughout life by setting a course for a healthy lifestyle today. They'll learn that if they find themselves heading in the wrong direction, they can take a new tack by changing the way they eat and live. Students will also learn that they're the skippers of their own ships - and it's up to them (and

no one else) to choose the course to follow to get to the destination they desire.

The package is divided into elementary lessons for grades K through 5 and secondary lessons for grades 6 through 8. Each set of four lessons covers the basics of: heart anatomy, *Heart Smarts*; smoking

prevention, *Smoking is a Drag (on your heart)*; nutrition, *Nutrition Nibbles*; and exercise, *Heart Workout*. The lessons are designed to be taught daily for four days. On the fifth day of the teaching package, the previous lessons are pulled together

in eight activity-packed stations.

Dawn Breihan, June Gunderson, Cindy Lins and Chris Villafior helped the American Heart Association develop the educational package. The package is now available for the 92-93 school year. Interested teachers should contact their local American Heart Association affiliate for more information.

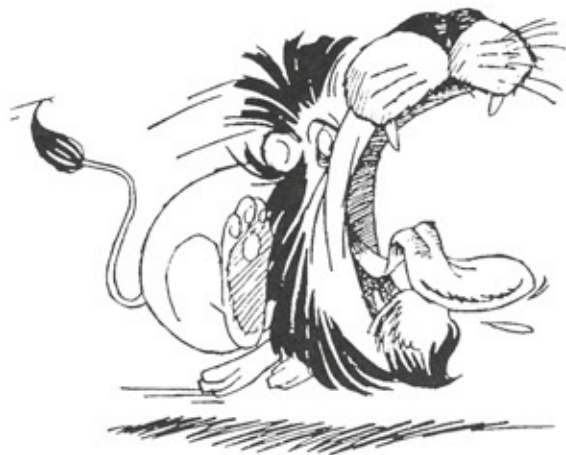


I Lost My P.E. Suit

For twenty-one years I've taught P.E.,
And I'm crusty and hard and I'm mean;
Come ready to dress-out every day,
Because every excuse I have seen:

I've heard about notes forgotten at home,
And you think I'll excuse you no doubt;
I'll listen politely and then shake my head,
And sternly command you, "Dress Out."

On mile day you'll tell me your head hurts bad,
And you feel running would be child abuse;
Don't come to my office, save strength for the run,
Cause, I'll just say, "No excuse":



I've heard about gym suits left on the bus,
And washing machines that had broke:
I've been told about suits left at Grandma's.
But believe it? Surely you joke:

Or, "My brother threw up on my gymsuit",
And we washed it, but it's still very wet;
Or, "My Mommy won't let me run today,
Cause it's very unhealthy to sweat",

I left my suit at a friend's house,
I looked hard but it couldn't be found;
My Dad said not to weightlift again,
Because I will get all muscle bound:

It's, "My gym suit was stolen,"
Or, "I'm feelin' real bad";
Or, "My Grandmother died,
And I'm ever so sad";

Or, "My muscles are sore,
'Cause I ran so far",
And "My Dad backed over,
My foot with his car":

So before you knock,
On my office door;
Please remember that,
I've heard it before.



*Dr. Jim Riley
Physical Educator
Santa Ynez, CA*

Reprinted by Permission of Physical Education Digest, Jan/Feb 91

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.

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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

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SUBMISSION REQUIREMENTS

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

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Parting Shot . . .



What are President Sawyer and Past-Past-President Brodhacker doing at the head table?

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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.

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