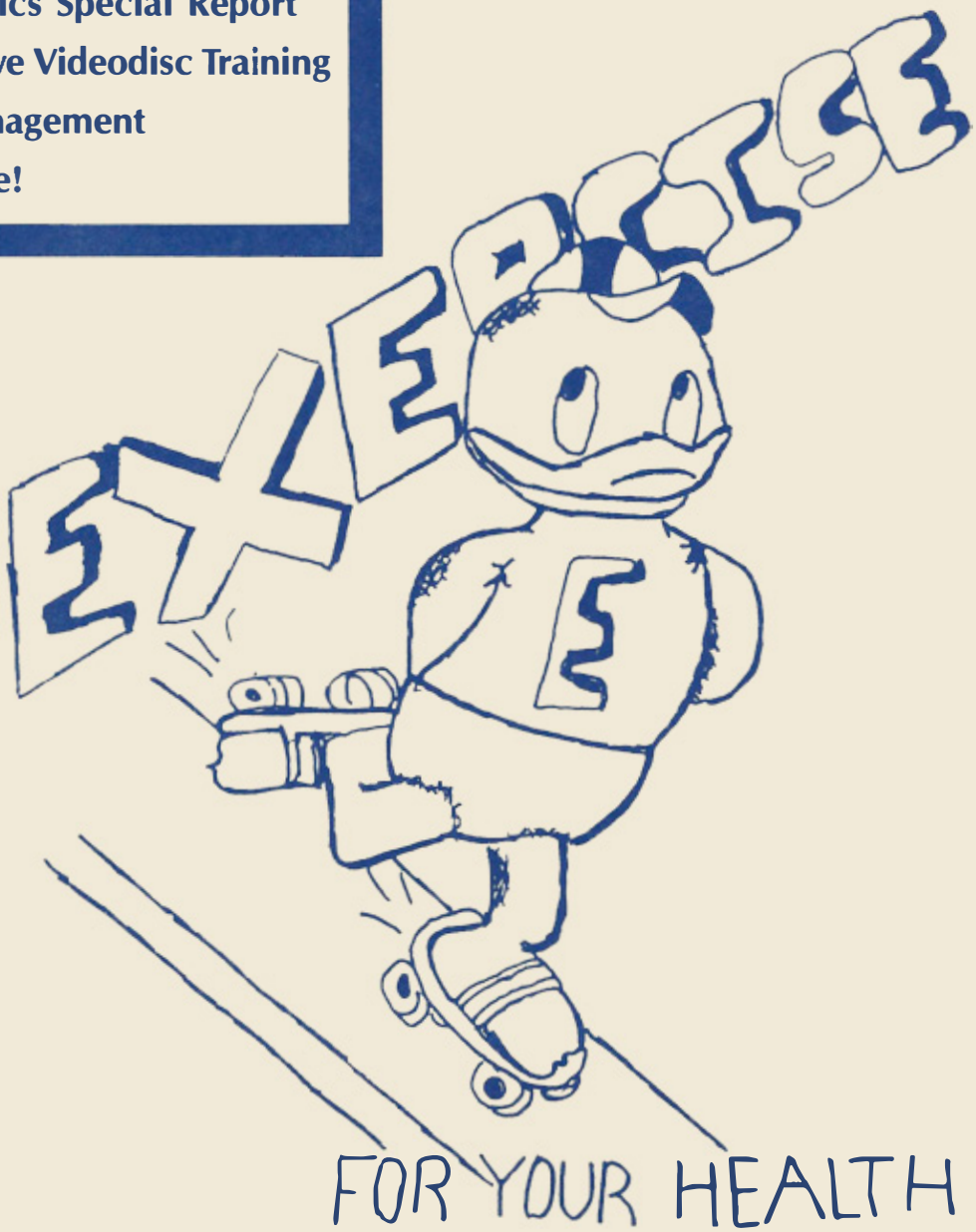
The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 22, Number 2 SPRING ISSUE Spring 1993

- Inside This Issue -

1992-93
Poster Contest First Place Winner
ERIK ROBINSON
8th Grade, East Washington Middle School
Pekin, Indiana



Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 22, Number 2

Indiana Association for
Health, Physical Education, Recreation and Dance

Spring 1993

Table of Contents

The **Journal** is published three times a year (Fall, Winter, Spring) by the Indiana Association for Health, Physical Education, Recreation and Dance, 901 West New York Street, Indianapolis, IN 46202-5193, telephone 812-237-2442. Third class postage paid at Indianapolis, Indiana. The Indiana Association for Health, Physical Education, Recreation and Dance is a professional organization serving education in these four and related fields at the elementary, secondary, college, and community levels. Membership in IAHPERD is open to any person interested in the educational fields listed above. Professional members pay annual dues of $20.00. Students pay $10.00. Institutional rate is $65.00. Make checks payable to IAHPERD Treasurer, c/o IUPUI, School of Physical Education, Indianapolis, Indiana 46202-5193.

CHANGE OF ADDRESS

In order to receive the **IAHPERD Journal**, your change of address must be mailed to P. Nicholas Kellum, 901 West New York Street, Indianapolis, Indiana 46202-5193. A change of address sent to the Post Office is not adequate since **Journals** are ***not*** forwarded. When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request includes funds in the amount of $5.00 to cover postage. Requests for missed issues will be honored for eight weeks following publication date.

POSTMASTER: Send address change to P. Nicholas Kellum, 901 West New York Street, Indianapolis, Indiana 46202-5193.

Printing by Jewett Printing, Inc. Typesetting by Advanced Keystrokes, (812) 235-3523.

Message from the President . . .

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

Strength Through Structure

UPDATE FROM IAHPERD STATE LEADERSHIP CONFERENCE

The State Leadership Conference was once again held at Turkey Run State Park during January 1993. Items that were discussed included:

. . . **A resignation.** Bill Ruppel, Division Vice President for Physical Education, has resigned due to his election to the Indiana House of Representatives. Bill is excited about his new job and is interested in acting as a special liaison for IAHPERD.

I have asked Bill to put together some information regarding a part-time lobbyist for IAHPERD. Several states have hired lobbyists and they feel that this is a much-needed tie to legislation. This will be an agenda item for the Board of Directors at the May meeting.

. . . **Mini Grants.** A reminder to our membership: IAHPERD has monies available for mini grants. Three requests were approved in January that will provide partial funding ranging from $50 to $500. The topics:

- Comparison of the Attitudes of Intercollegiate Women Student-Athletes in Regards to Lesbianism
- Sports Stereotyping: The Effect of Ethnic and Gender Identification on the Assignment of Playing Positions in Little League Baseball
- Perception of Compliance to Title IX Survey

. . . **Statewide Youth Fitness Festival.** The Board enjoyed a slide presentation by Kelly Nebel highlighting the Youth Festival held last May.

. . . **District workshops.** Thanks to the District Officers for hosting the various workshops. The Executive Committee has asked the District Co-Coordinators to submit a set of guidelines for Districts to use when planning workshop. It is important that Bobbi Lautzenheiser and Mary Jo McClelland be kept up-to-date on your workshop plans.

. . . **Second Annual Professional Preparation Conference.** This was held prior to the Leadership Conference. Dr. Barbara Passmore and Dr. Mildred Lemen were in charge of the program. Time was spent reviewing credential requirements for physical education majors as well as the physical education proficiency and essential skills guide.

Attendees indicated a desire to continue discussion on a yearly basis. Barb and Millie, THANK YOU for this excellent program. IAHPERD is proud to have assisted with the conference.

. . . **Retirees.** My letter in the Winter issue indicated that Don Mosher wanted to hear from you. Write: Don Mosher, 9695 East 64th Street, S., Wolcottville, Indiana 46795.

. . . **Section Chair election results.**

Adapted . . . . . Tim Davis
Aquatics . . . . . Sharon Burgess/Terri Pagano
Elementary . . . . . Sarah Lowe
Higher Education . . . . . Darrell Johnson
Research . . . . . John Ozmun
SAC Elect . . . . . Wendy Hammons
Sports Medicine . . . . .

Do you have suggestions? Concerns? Ideas? Please share with your Officers so that IAHPERD can better serve its membership.

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.

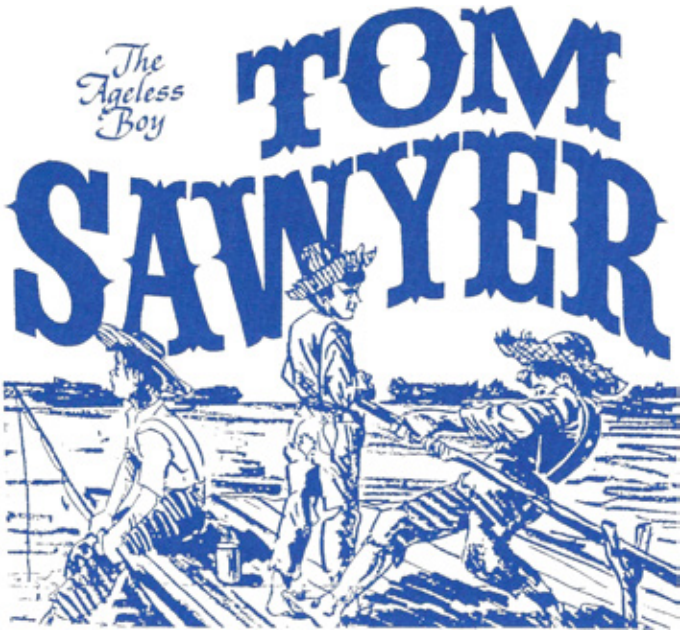
Your response will determine if there is sufficient interest to create a series of articles re teaching ideas for colleges and universities.

Direct your ideas/thoughts to:

Genie Scott
Butler University
Physical Education
4600 Sunset Avenue
Indianapolis, IN 46208

Pat Zezula
Huntington College
Physical Education
2303 College Avenue
Huntington, IN 46750

Share your ideas in the next issue!



NOTIONS From YOUR EDITOR

(812) 237-2442 THOMAS "Tom" H. SAWYER, EDITOR (812) 894-2113
Professor of Physical Education
Indiana State University
FAX (812) 237-4338

This article is reprinted with permission from the JOPERD (Journal of Physical Education, Recreation and Dance), *March 1993, 4-5.*
JOPERD *is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.*

One Strike and You're Out: The Need for Risk Management Courses

Thousands of the nation's high school students are injured each year in gyms and on playing fields. Those injuries should concern school administrators, physical educators, and coaches, not only because of the human costs, but also because of the potential litigation costs involved. Sport and physical activity-related injuries increasingly have become a fertile ground for litigation. While the doctrine of sovereign immunity once protected school districts, this protection has slowly eroded over time and school districts in many states can now be sued much like anyone else. In other words, every sport and physical activity-related injury today is a potential lawsuit.

It is no longer adequate to spend three or four class periods on legal aspects relating to sport and physical activity in an organization and administration class.

A school district may be liable for such injuries because of the doctrine of *respondeat superior.* Under that doctrine, an employer is liable for negligent acts committed by employees **while** acting within the scope of their employment. That

means that a district is liable for the negligent acts of its coaches, physical education instructors, athletic directors, teachers, and principals. The school district, however, is not the only potential defendant. Coaches, physical education instructors, athletic directors, teachers, and principals can also be sued, and held personally liable for injuries occurring in sport and physical activities.

To lessen the danger of being sued, school officials must structure and conduct their sport and physical activity-related programs so as to minimize both the risk of injuries occurring in the first place (risk management) and the risk of being found liable for injuries that do occur. That, in turn, requires some working knowledge of the basic legal claims that are generally available to injured students.

The most likely claim is negligence. Negligence is a vague concept and the question of whether someone acted negligently is more a function of the facts than of a legal formula. That does not mean, however, that school officials are left without any overarching principles to guide them in structuring their physical activity programs so as to minimize the risk of liability. The basic principles of negligence are neither unmanageable nor mysterious. In many ways, negligence simply means failing to use common sense.

Institutions of higher education that prepare future professionals to organize and implement sport and physical activity programs should consider requiring all students to complete a course to familiarize them with the legal aspects that are involved in sport and physical activity litigation. Risk management should be covered in such a course. It is no longer adequate to spend three or four class periods on legal aspects relating to sport and physical activity in an organization and administration class.

In the past 10 years, the area of sport and physical activity litigation, particularly in the fields of fitness and sport, has increased dramatically. The rate of litigation has not yet begun to plateau or even slow its annual increase. Since 1982, the body of knowledge has had a parallel growth pattern.

Prior to 1980, the body of knowledge was meager at best; now, however, a body of knowledge has been established. There are now two journals available *(Journal of Legal Aspects of Sport, Marquette Sports Law Journal)*, three reporters *(The Sports, Parks and Recreation Law Reporter, The Exercise Standards and Malpractice Reporter, The Sports Medicine Standards and Malpractice Reporter)*, numerous textbooks, many library reference manuals, a variety of specialized books relating to sport and physical activity, and a professional society (Society for the Study of Legal Aspects of Sport and Physical Activity). Numerous articles have been published in *West's Educational Law Review, NOLPE School Law Journal,* and other law journals and reviews.

A body of knowledge exists sufficient to merit and support the development of courses relating to the legal aspects of sport and physical activity and/or risk management. Further, there is no question that higher education is responsible for preparing future professionals to meet the challenges of their professional endeavors. However, higher education has been remiss in not providing students with a working knowledge of the basic claims generally available to injured students nor helping them develop appropriate knowledge and strategies to protect themselves if sued.

To better prepare students to understand their legal responsibilities to students and clients, I recommend that the following steps be taken:

- Institutions with legal aspects of sport and physical activity/risk management course(s) that are elective should make them required.

- Institutions that do not have legal aspects of sport and physical activity/risk management course(s) should begin development of such course(s) as a future requirement.

- The National Association for Sport and Physical Education should expand requirements for teacher education students and include a guideline similar to the one found in the sports management and fitness guidelines relating to legal aspects of sport and physical activity.

- *JOPERD* should consider establishing a regular Legal Aspects of Sport and Physical Activity column written by members of the Society for the Study of Legal Aspects of Sport and Physical Activity.

1993 Indiana AHPERD Convention
October 20-22, 1993 — Omni North Hotel
Keys to Success: Commitment and Involvement

State of the Profession . . .

Barbara A. Passmore, Ph.D.
Associate Dean
School of Health, Physical Education and Recreation
Indiana State University
Terre Haute, IN 47809
(812) 237-3113
FAX (812) 237-4338

Change in Standards! Change in Content!

The Turkey Run Conference for Professional Preparation held on January 28th and 29th was a huge success. Forty teacher trainers representing 19 Indiana physical education teacher training institutions partipated in the conference. The major portion of the conference focused on the newly-proposed standards and competencies for physical education/teacher education.

These proposed standards are composed of 25 major categories which must be included in physical education teacher training curricula. These categories include the following:

- 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
- Psychological
- Personal Philosophy of Physical Education
- Socialization of Physical Education Teachers
- Management of Physical Education Activity Programs
- Analysis of Motor Performance
- Evaluating the Teaching-Learning Process
- Role of Physical Educator in Schools and Society
- Adapted Physical Education Programming
- Planning the Teaching-Learning Process
- Assessment of Students in Physical Education
- Application of Pedagogical Skills

Under each category there are competencies listed so that institutions can compare and evaluate their programs in line with the standards. Below I have given you a very small sample (one out of 25) of the new standards and competencies under which each Indiana physical education/teacher training institution must comply:

PHYSICAL EDUCATION PROGRAMMING

19.01 Demonstrate knowlege of different physical education curricular models.

19.02 Design a physical education curriculum in which the objectives are consistent with a personal philosophical framework.

19.03 Design a physical education program that is culturally and gender sensitive.

19.04 Develop lesson plans that are consistent with the goals and objectives of the program.

19.05 Select teaching methods and classroom management procedures to effectively implement the program's goals and objectives.

19.06 Develop evaluation procedures that are consistent with the goals and objectives of the program.

In addition to the changed standards, the group reviewed the new *Physical Education Proficiency and Essential Skills Guide*. This document, recently developed and approved by the State Board of Education, is physical education's answer to Performanced-Based Accreditation (PBA). **The minute requirement in Section 511 of the Administrative Rules which required schools to provide a minimum number of minutes of instruction each week in each**

subject matter was repealed in August and the new PBA rules will be in effect July 1, 1993.) These new rules require that schools offer a BALANCED CURRICULUM that is appropriate to the developmental characteristics of students, that is consistent with state-adopted student proficiency guides, and that develops student competency.

Now that the physical education essential skills document has been approved, it is up to the physical educators in schools to assess students on the outcomes (essential skills) list in the proficiency/essential skills document.

One example of the physical education essential skills document is shown below.

GRADES 9-12 PHYSICAL EDUCATION

PROFICIENCY STATEMENT - Identify and evaluate personal physiological response to exercise.

SAMPLE INDICATOR - Examples of activities.

a. Monitoring body responses before, during, and after exercise by checking such factors as heart rate, perceived exertion, and recovery time.
b. Keeping a weekly log monitoring personal fitness.

ESSENTIAL SKILLS - Upon completion of 10th grade the student will be able to do the following:

- Assess personal fitness status related to cardiovascular edurance, muscular strength and endurance, flexibility, and body composition.
- Design and implement a personal fitness program that relates to total wellness.

For those of you who were unable to attend the conference, these documents will be available at the State Department of Education. Contact Barb Ettl, Room 229, State House, Indianapolis, 46204-2798, 1-317-232-9154.

Because of the success of the Conference and the need to keep updated on changes, the physical education teachers chose to meet annually at this time. Next year, won't you join us?

"Don't tell me what you have done. Show me what you are doing"
Anonymous

AAHPERD Membership Application

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive • Reston, VA 22091 • (703) 476-3400

Yes, I want to join AAHPERD.

Name (Mr.) (Ms.) _____

Address _____

City _____ State _____ Zip _____

Telephone: Home ( ) _____ Office ( ) _____

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

1 2 American Association for Leisure and Recreation (AALR)
1 2 National Dance Association (NDA)
1 2 Association for the Advancement of Health Education (AAHE)
1 2 Association for Research, Administration, Professional Councils and Societies (ARAPCS)
1 2 National Association for Girls and Women in Sport (NAGWS)
1 2 National Association for Sport and Physical Education (NASPE)
2 Research Consortium - for those interested in research.
(A check here does not affect your Association affiliation)

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

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

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

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

☐ **Professional**

	One-year membership	Two-year membership	Three-year membership
***Update* Plus:**			
Any one periodical*	☐ $85.00	☐ $150.00	☐ $200.00
Any two periodicals*	☐ $105.00	☐ $190.00	☐ $260.00
Any three periodicals*	☐ $125.00	☐ $230.00	☐ $320.00

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

	Graduate	Undergraduate
***Update* Plus:**		
Any one periodical*	☐ $30.00	☐ $28.00
Any two periodicals*	☐ $50.00	☐ $48.00
Any three periodicals*	☐ $70.00	☐ $68.00

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

*Add $5.00/year for each periodical mailed outside the U.S. or Canada.
All payments must be in U.S. dollars. Check must be drawn on a U.S. bank. Unesco coupons not accepted.

I am remitting my dues

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

Card # _____ Expiration Date _____

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(Please read and write numbers carefully)

Signature _____

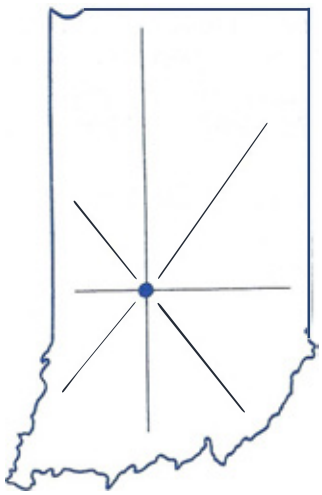
Please indicate amount paid
$ _____

100/359

Return this form with payment to:
AAHPERD, P.O. Box 10406, Fairfax, VA 22031-8006

For Office Use Only
DT: _____ Ck: _____ Amt: _____

6/91



State of the State

by Barb Ettl
Indiana Department of Education
Division of Program Development
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-9118 or (317) 232-9121

PHYSICAL EDUCATION PROFICIENCY AND ESSENTIAL SKILLS GUIDE

On February 3, 1993, the Indiana State Board of Education approved the *Physical Education Proficiency and Essential Skills Guide*. They were extremely supportive of the quality of "our" document, and they reinforced the importance of physical education!

The proficiencies and essential skills reflect the most current research in the area of physical education. The State Board has mandated that the Department of Education develop proficiencies and essential skills for all content areas to assist schools in the development of curriculum. The essential skills, adapted from NASPE's "Benchmarks," are to evaluate students and programs.

Once again, I wish to recognize and thank those individuals who "donated" their time and talents to make the *Guide* a reality.

The writing committee:

Arleen Corson	Della Hall
Mary Lawler	Gene Nesit
Tom Sawyer	Sue Barrett
Rita Nugent	Lana Groombridge
Barbara Passmore	David Gallahue

The reviewers:

Mary Kay Baker	Bart Berns
Bev Copeland	Mike Lipirsh
Carol Negley	Mary Weitzel
Brenda Beeler	William Bright
Jane Davis-Brezette	David McGonigle
Jerry Stieger	Hal Rhea
Thomas Campbell	Xandria Hamilton
Roberta King Knight	Connie Walters

PHYSICAL EDUCATION WORKSHOPS

We are planning regional workshops for late Spring and early Fall of 1993. The purpose will be: to introduce the *Physical Education Proficiency and Essential Skills Guide*; to afford teachers the opportunity to work in groups to identify implementation strategies; and for teachers to share their favorite activities in the afternoon. A notebook of the activities will be compiled and disseminated.

If you would like to host a workshop in April, early May, August, or September, please call me at 317-232-9154.

IT'S COMING!

. . . The PACE VII Conference—Positive Approaches to Children's Education—sponsored by Indiana University and the Department of Education. This three-and-a-half day educational, informational, and of course, fun conference the Summer of 1994 will offer three graduate hours credit! David Gallahue and Betty Haven will be featured presenters.

THANK YOU TO IAHPERD

I would like to thank the IAHPERD for presenting me with the "1991 Leadership Award." In my committee chairmanships of the past, my favorite saying is that a chairperson is only as good as her committee. I believe in teamwork and feel that the success of the projects on which I have served and/or led is due to EVERYONE involved. The IAHPERD is comprised of many, many outstanding individuals dedicated to WORKING TOGETHER to improve the quality of physical education for our youth.

1993 Indiana AHPERD Dance Showcase

The IAHPERD Dance Division announces that an informal Dance Showcase featuring choreographic works by schools and performing groups throughout the state of Indiana will be presented on the evening of Thursday, October 21, at the IAHPERD Convention in Indianapolis. Each performing group (or solo performer) will receive a maximum of 10 minutes to present its work(s). The Dance Division will make the final determination regarding works selected and their placement in the program. **DEADLINE FOR SUBMISSION OF INTEREST IN PERFORMING IS JULY 31, 1993.**

Please remember that it is the regulation of IAHPERD that in order to participate in any of the Convention sessions, that at least the Director or Company Sponsor be a member of IAHPERD.

Please complete the form below, or a facsimile of it. We look forward to hearing from you.

1993 IAHPERD CONVENTION
Indianapolis Omni Hotel
DANCE SHOWCASE
Thursday, October 21, 1993

Please print or type the following information:

Title of Dance _____

Choreographer _____

Composer (Music) _____

School/Company _____

Performers _____

_____

_____

_____

Description of Dance (include style/genre) _____

_____

_____

_____

_____

Length of Dance (maximum of 10 minutes)

Contact Person/Director: _____

Name _____

Address _____

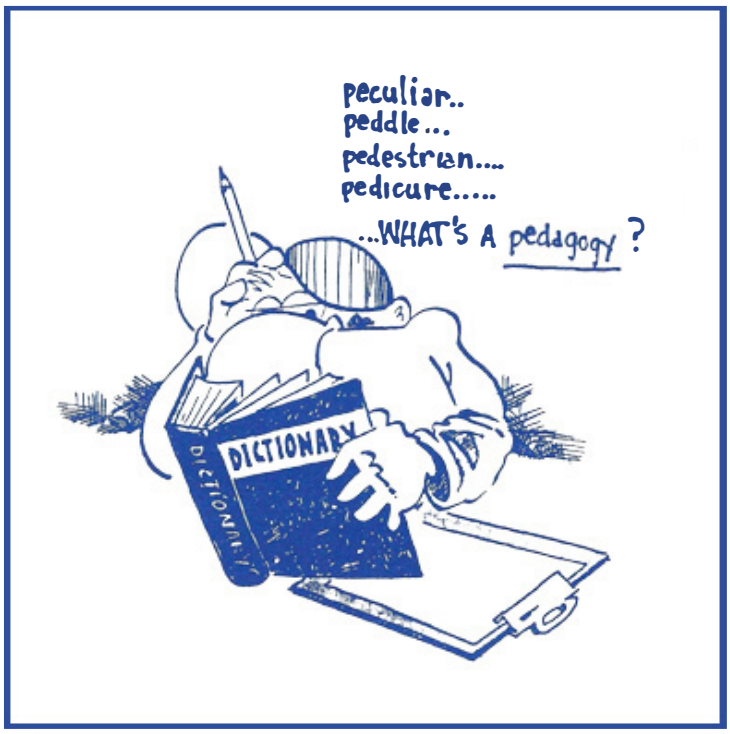
City/State/ZIP _____

Telephone(s) _____

Send to: DENAY TRYKOWSKI
IAHPERD Dance Division Vice President
1409 W. 9th St.
Muncie, IN 47302 (317) 288-6677

DEADLINE: JULY 31, 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

A REPRINTED ARTICLE

This article is reprinted with permission from the JOPERD (Journal of Physical Education, Recreation and Dance), *January, 1989, 69-72.*
JOPERD *is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.*

Coaching Problems: Are Suggested Solutions Effective?

by

Dan Wishnietsky
Assistant Professor of Mathematics

Dennis Felder
Assistant Professor of Physical Education

Winston-Salem State University
Winston-Salem, NC 27110

Donald Lackey began his article, "Why do High School Coaches Quit?" (1977) with the sentence, "Coaching is a volatile profession involving many pressures; many coaches don't last long in their jobs." Today, over a decade later, high school coaches still have a short tenure and enter other fields because of the pressures associated with their job. The research for this article was undertaken to compare the reasons why North Carolina high school coaches resign or are dismissed with the results reported by Lackey in his 1977 study about high school coaches in Nebraska. Coaching problems of 1987 were compared with those of 1977 to discover what progress, if any, has been made to solve the difficulties of the coaching profession.

Literature review

For over four decades, journals have published articles citing opinions about why coaches resign or are fired. In 1945, a coach who quit voluntarily, Jeff Hamilton, wrote that he quit coaching at the age of 34,

after 13 years of successful coaching, because of the lack of financial reward, fan pressure for a winning team, time and job demands, and the lack of opportunity for advancement. Roy Hafner, in a 1962 article, dealt with a number of factors which could result in pressure on school officials to dismiss a coach, including: members of the community who see winning as the most important objective of a program, failure of a coach to report suspected gambling influence, relationship of the head coach with the coaching staff, divulging of confidential information by the coach, and the coach's overemphasis on winning.

The problems reported by Hamilton in 1945 and Hafner in 1962 still existed in 1977 when Lackey's study revealed that the primary reason high school coaches resign voluntarily is to enter another profession which offers more opportunities for promotion as well as more money. Also, according to Lackey, coaches who are fired believe that their team's losing record was the major factor in their removal, but administrators cite low morals, indolence, and uncooperative behavior as major reasons for firing coaches.

In the years following the publication of Lackey's study, many articles suggesting solutions to coaching problems have pointed to stress and burnout as reasons for coaches leaving their profession. Stress is defined, according to Matteson and Ivancevich (1982) as strain or discomfort resulting from an external event acting on an individual. This is a stimulus definition which compares stress to the force of water on a dam. The dam could collapse from the extra strain of a sudden storm or from the constant, prolonged strain of a gradual overload. Stress can also be defined as the physiological or psychological response to an external event. In this definition, the important action is the internal response of the individual to the external event. (Matteson & Ivancevich, 1982).

The relationship between stress and burnout was cited by Hendrickson (1979). He defined burnout as the physical, emotional, and attitudinal exhaustion caused by habitual chronic stress that accumulates when there is no compensatory relaxation. Since burnout is caused by stress, it is important to discover what external events act on a coach and how the reactions of many coaches lead to burnout. Larry Horine (1985) presented the following pressures experienced by coaches that can lead to chronic stress and burnout:

- coaches put an impossible burden on themselves to win and few coaches will accept and internalize the reality that for every winner there is a loser
- coaches assume heavy workloads, particularly the vast majority who teach a full class load and then coach one or more sports
- it is difficult for coaches to live the "all American" model expected by students and the public
- coaches frequently experience role conflict because they are confronted with simultaneous situations for which opposite behaviors are expected
- coaches, frequently, do not receive clear and consistent information regarding their rights, duties and responsibilities

It should be noted that the stresses Horine names are very similar to the stresses listed by Hamilton four decades earlier.

As burnout became more prevalent among coaches, physical education researchers began investigating stress and its causes. The late Hans Seyle, a noted biologist and a pioneer in modern stress theory, indicated that the body responds to stress in three stages (Bucher, 1987). The first stage, the alarm stage, is when the body mobilizes its resources to fight the stressful condition. The next stage is the resistance stage where the body adjusts to stress by using its maximum ability to withstand the pressure. Finally, the body enters the exhaustion state, becoming devitalized and losing its ability to resist stress. This stage can lead to serious illness and even death. To prevent a coach from reaching the exhaustion state, Malone and Rotella (1981) recommend the following: embrace new coaching methods, attend workshops and clinics, listen more, strive to be well rounded, keep abreast of the athlete's personal lives, be ready to discard old ideas and prejudices, remain flexible and creative about coaching methods, take time off from coaching, admit mistakes and learn from them, set realistic goals and objectives, concentrate on the present, remain enthusiastic, and consider joining a support group. Charles Bucher (1987) reinforced the suggestions of Malone and Rotella and also emphasized the crucial role administrators have in the prevention of burnout. These include providing feedback about job performance, encouraging membership in professional organizations, and supporting meaningful inservice programs which focus on coaching techniques, time management, and communication skills.

Survey data

In January, 1987, questionnaires concerning why high school coaches in North Carolina resign or are dismissed were mailed to each of the

TABLE 1. Why Coaches Leave or are Dismissed

Reasons for Dismissal		
Reason	Current study	Lackey's study
Player/student relationships	27.8%	22.8%
Classroom performance	19.4%	12.6%
Relationships with community	15.3%	14.6%
Failure to win	13.9%	15.5%
Coaching ability	9.7%	6.8%
Administrative relationships	4.9%	4.4%
Peer relationships	1.6%	2.4%
Reasons for Resignation		
Reason	Current study	Lackey's study
More money	41.7%	10.9%
Stress and time demands	34.8%	24.2%
Desired other work	15.7%	4.9%
Failure to win	11.3%	11.3%
Age	6.1%	0.8%
Problems with administration	5.2%	4.9%

state's 142 superintendents. The superintendents were asked,"Have you been an administrator in a school system where a coach has been dismissed?" and "Have you been an administrator in a school system where a coach voluntarily left the coaching profession?" Of the 124 (87.3%) surveys which were returned, 72 (58.1%) of the respondents indicated that they had been an administrator in a school system where a coach had been dismissed and 115 (92.7%) had been an administrator in a school system where a coach voluntarily left the coaching profession. The superintendents' reasons for dismissal and voluntarily leaving coaching are listed in Table 1, along with a comparison of the reasons for leaving and dismissal between the current study and Lackey's. The responses received from the superintendents were open-ended and had to be categorized to correspond with Lackey's study. Lackey's reason, "Personal Habits," was omitted because of its unclear definition.

Discussion

The most disturbing disclosure of this research is that the reasons high school coaches are dismissed or resign have not changed over the past years. This study's data reveal that inappropriate personal relationships are the principal reason coaches are dismissed in North Carolina. Relationships with the athletes and the community rank first and third on the list of reasons why coaches are dismissed. These findings parallel those obtained by Lackey's Nebraska study (1977) where relationships with players, students, and the community ranked first and fourth. It appears that time and geography have not changed the results. In fact, within the list of reasons for coach dismissal, the only statistical differences in the ranking between the Nebraska study and this North Carolina study concerned classroom performance and the coaches' failure to win.

Even these differences invoke some thought-provoking suppositions. Since educationally defensible reasons are required before a school system can dismiss a high school coach and failure to win may not be educationally defensible, administrators might cite other reasons when dismissing a coach because of a losing record. It should be noted that if "coaching ability" is indeed "failure to win," the statistical difference concerning a coach's failure to win is eliminated. Also, the rise in ranking of "classroom performance" from fifth place in 1977 to second place in 1987 implies that either the classroom performance of coaches has dramatically declined or administrators are using this reason more often to justify the firing of coaches. Although no definitive answer can be obtained using the present data, a 50 percent increase in coach dismissals because of poor classroom performance does stimulate questions about the actual reasons coaches are fired.

Within the list of why coaches resign, the major area of difference between the North Carolina and Nebraska survey was teacher pay. Unlike the Nebraska survey where low pay ranked ninth among coaches who voluntarily quit, the lack of financial reward is ranked first among North Carolina coaches who resign. Though insufficient pay concerned most educators in 1987, coaches might complain more than other educators about stress and time demands—the second most listed reason coaches quit. The high school coach often arrives at school earlier than other teachers and must stay later for practices and games. A coach must endure the constant scrutiny of the community as well as that of the local media. When the team loses or controversy arises, it is the coach who must exhibit adequate human relations skills to deal with parents, administrators, and the media. With this added responsibility and time demand, it is not surprising that many coaches succumb to stress, burnout, and desire a career change.

Recommendations

Physical education journals have suggested solutions to coaching problems for many years. These include, but are not limited to:

- properly preparing new coaches for the environment they are entering
- educating physical education majors not only in sports techniques and methods, but also in the sociological and philosophical foundations of physical education
- educating the aspiring coach in the areas of ethics and human relationships
- training coaches to maintain positive relationships with players, other students, and the community (Lackey, 1977; Matteson & Ivancevich, 1982; Hendrickson, 1979; Horine, 1985; Bucher, 1987; Malone, 1981).

The coaching problems detailed in this article should have been solved, or at least lessened by the above solutions and those listed in the review of the literature. The problems, however, have remained and improvement appears unlikely. In the Nebraska study, 44.8 percent of those returning the questionnaires indicated that they had been administrators in schools where an athletic coach had been dismissed. In North Carolina, the percentage was 58.1 percent. A similar percent- age rise appears for coaches who re-sign. In the Nebraska study, 70.7 percent of the administrators had a coach quit, while 92.7 percent of the North Carolina administrators had a similar experience. Either the solutions suggested in the journals do not work, are not being practiced by coaches, administrators, and educators, or are being implemented in a substandard manner.

It is difficult for researchers to admit that some problems exist for which there are no solutions. For example, most people feel eliminating stress for Wall Street brokers would be impossible. Business majors who become brokers know the stress and short tenure associated with being on Wall Street. Because of the possibility of gaining prestige and wealth in a short time, they are willing to undertake the position with the understanding that if they are not successful, they will enter another profession.

The coaching profession may be in the same stress and burnout category as the brokerage. Coaching is a stressful job and people who contemplate being coaches should understand the realities of the profession they are entering. Perhaps they read about famous coaches with winning records who have fame and prestige and believe all coaches enjoy a similar environment. This idealism ends when the new coach becomes burdened with time demands, stress, and other problems of the profession. Few coaches, as few brokers, gain fame and wealth,

and many enter other fields of employment. Since this is the case, people preparing to coach might heed Lackey's (1977) advice and prepare themselves to enter another profession.

The belief that unsolvable problems exist should not dissuade people from conducting research. Many problems are solvable and journal articles have suggested useful solutions to coaching problems. In numerous cases, these solutions have not been implemented in a proficient manner, for instance, educating physical education majors not only in sports techniques and methods, but also in the sociological and philosophical foundations of physical education. College catalogs reveal that most physical education programs do require courses in sociology, psychology, history, and philosophy; however, in many schools these courses are taught in the physical education department by professors who are not experts in the field. These courses fulfill the requirements of accrediting agencies, but they do not meet the needs of the students.

In many cases, useful solutions are never implemented. Many coaches and educators do not take the time to read journals, attend conferences, and stay up-to-date with the latest research. This type of coach becomes the infamous teacher who after 10 years does not have 10 years of experience, but one year of experience 10 times. Since their students and athletes receive the same instruction every year, it is not surprising that many problems and behaviors remain constant.

To help alleviate some of the problems of coaching, the following recommendations are made:

- Coaches and educators should strive for quality programs instead of being content with mediocrity. Foundation courses for physical education majors should be rigorous and have competent, qualified instructors. Formative evaluations of personnel and programs should be accomplished periodically.
- Each coach and educator should be required to attend at least one physical education conference and workshop a year. Even if the person does not read any professional journals, at least at the conferences he or she will be exposed to new ideas and research. If travel is a problem, the school system can provide speakers for in-service workshops on teacher workdays.
- Aspiring coaches must be made aware that stress, long hours, and low pay are all part of coaching and few coaches ever attain fame and fortune. This could be accomplished through apprenticeships and student teaching programs.
- Train coaches in stress management. The current trend of giving one-day seminars in stress management is not helping many people. A one-semester course which includes instruction in the symptoms, effects, and control of stress is needed. Since stress is part of the coaching profession, coaches should be aware of how the body responds to external pressures. With an understanding of the alarm, resistance, and exhaustion states of stress, coaches can monitor body responses and take steps to relieve tension before burnout occurs.
- Coaches and educators need to better screen and support themselves and aspiring coaches. Often, problems of an individual are more easily seen by the person's peers than by the individual, as in the coach who enters the exhaustion state of stress without realizing it. The problem might be obvious to the coach's peers because of exhibited behavior. Instead of ignoring the problem, the coach's peers should intervene to provide the troubled coach with compensatory relaxation.

Coach and student relationships is another area where intervention is necessary. In this study, over 20 percent of the superintendents who listed a reason for coach dismissal reported that the coach was dismissed because of a morality charge. The morality charge was included within the "Player/student relationships" reason in Table 1 to correspond with Lackey's reasons, but the high percentage of reported immoral behavior cannot be overlooked. There were too many occurrences of unethical relationships between coaches and students which are known to the coach's peers, but ignored until the relationship becomes public knowledge and is forced to end. By this time, the coach's and the student's lives have been damaged. These liaisons were not between two consenting, mature adults, but between a coach and a minor student. The prevalence of these relationships—the top reason for dismissal—makes it imperative that coaches and educators intervene to end unprofessional relationships.

With proper training and continued study, coaches, administrators, and other educators can understand the philosophy of coaching and better accomplish required objectives. Changes will not happen quickly, but if valid solutions suggested by researchers will be properly implemented, change will happen. Even when confronted with the unsolved problems of low pay, long hours, and stress, with proper preparation and continued study a person can be ready for coaching and the challenges it presents.

References

Bucher, C. A. (1987). *Management of physical education and athletic programs.* St. Louis: Times Mirror/Mosby College Publishing Co.

Hafner, R. L. (1962, March). More than victory. *Joperd,* 29-30.

Hamilton, J. (1945, November). Farewell to high school coaching. *Clearing House,* 153-156.

Hendrickson, B. (1979, January). Teacher burnout: How to recognize it and what to do about it, *Learning,* 7, 37.

Horine, L. (1985). *Administration of physical education and sports programs.* Philadelphia: Saunders College Publishing.

Lackey, D. (1977, April). Why do high school coaches quit?" *Joper,* 48, 22-23.

Malone, C. J., & Rotella, R. J. (1981, November/December). Preventing coaching burnout, *JOPERD,* 52, 22.

Matteson, M. T., & Ivancevich, J. M. (1982). *Managing job stress and health.* New York: The Free Press.

Reprinted With Permission

JRFH EXPRESS

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

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

Steering Committee News

The AAHPERD National Steering Committee met in San Diego in January to discuss a very full agenda. The agenda was developed based upon suggestions and inquiries from all over the nation in regards to Jump Rope For Heart. The National JRFH Workshop this past summer generated a lot of activity for the steering committee.

Each member brought the committee up to date on JRFH happenings within their District or national association. Few problems and many successes were discussed. There are many things happening everywhere to improve JRFH. It is this grassroots network that is producing the increases we are seeing in participation.

DEMO TEAM WORKSHOP

The primary focus of the meeting was to discuss the need for a JRFH demo-team workshop to be held on alternating years from the National Workshop. Agreement to conduct a workshop would have meant having one this coming Summer. The committee decided not to try to put together a workshop for this Summer, but to take the necessary time to plan a quality workshop for Summer 1995. The committee will try to have a second meeting this year to begin plans for this workshop. It was decided that any smaller demo-team workshops around the country would be advertised. This would give demo-teams an opportunity to attend this year. A listing of those sites will be in the May/June *EXPRESS*.

A questionnaire was developed to send to all demo-team coaches to determine what topics they would like to see presented at a workshop. The response from the coaches has been overwhelmingly in favor of a workshop. The committee will begin plans for the 1995 workshop at the next meeting.

1993-1994 EDUCATIONAL KIT

Committee members Sue Schiemer (PA) and Andy Blanchard (NH) described this year's educational kit, a video. Unlike previous JRFH videos, this video will teach children the principles of fitness and will use rope skipping as a mode of exercise. The accompanying teacher's guide will help the teacher use supplemental materials and activities.

JRFH DEMO-TEAM

The committee has been asked by the AAHPERD Board of Governors to make a recommendation about the funding and use of District-wide Jump Rope For Heart demonstration teams at the AAHPERD National Convention. The use of District-wide teams has occurred for several years and has done much to promote JRFH at the National Convention and in schools around the host city. The committee felt the decision on whether to use the District-wide team concept should be left to the host District. The funding of teams however, should be supplemented by budgeted funds from the AAHPERD JRFH national office. This recommendation was sent to the BOG, which will make the final decision.

JRFH SUB-COMMITTEES

Because of the lengthy agendas and the lack of meeting time, the committee discussed ways to make the steering committee more effective. It was decided that two meetings a year, in addition to the national convention, were critical in order to accomplish all this group was expected to do. To increase efficiency, the committee will develop sub-committees and an Applied Strategic Plan (ASP). The sub-committees will attempt to meet and work in between meetings, in order to make the actual committee meetings more productive. The ASP will bring the steering committee in line with the Alliance, and will ensure the continued forward movement of the group.

COMMITTEE MEMBERS

The committee has been chaired this past year by Pauline Jacobson (SD). Her enthusiasm, determination, and dedication to JRFH has helped this year's committee maintain the respect and credibility it has deserved. The committee forwarded to the AAHPERD President the names of Bob Blackburn (NC) and Jeff Carpenter (WA) as recommendations for Committee Chair and Chair-Elect for 1993-1994.

Members rotating off the committee at the National Convention will be Andy Blanchard (NH) and Pauline Jacobson. Each has served their committee very well. Their leadership will be missed.

Replacing them will be Louise Ronnau (KS) and John Stetzel (VT). The committee welcomes these two members, along with their enthusiasm and ideas.

Any questions, problems, or suggestions about JRPH that you would like for the committee to consider can be sent or called into the AAHPERD JRFH office.

A REPRINTED ARTICLE

Bringing The Jump Rope For Heart Into The Total School Program

by TERRY TODD
Eastridge Elementary School, Colorado

When the Jump Rope for Heart was started, I jumped on the bandwagon because I could see the benfits that would be gained by my students. I still feel that excitement each year when I start planning my jump rope event. As the years went by, however, I felt that something was missing. Six years ago, as I was evaluating the event, I came to the conclusion that two things were missing for me. The first was a desire to get all of the students involved, and the second was to make the event more educational in nature.

It was at that point that I decided to have a Healthy Heart Fair as part of the Jump Rope For Heart event. Some colleagues encouraged me to share this idea with you.

The basic plan was to hold the event on a regular school day so that all students would be able to participate. During the morning, half of the students would do the Jump Rope portion and the other half would go through the Healthy Heart Fair. The afternoon schedule would simply be flip-flopped so that the students would trade places. That seemed simple enough. However, as I soon found out, that was the easy part of the planning and organization. Please don't be discouraged by the preceding statement. The event gets easier every year.

STEPS FOR A HEART HEALTH FAIR

The rest of the article is designed to make your first Heart Health Fair as easy as mine are now.

The first step is to get a date set at your school and then get it registered with the Heart Association. The next step is to inform the staff and get their support and input for the Health Fair. This is obviously very important for the event to be successful. The teachers' role for the day is to take their classes to each of their assigned stations of the Fair and stay with them. During the part of the day when their class does the jump, they can alternate times in the gym with the other grade level teachers.

At this point you are ready to set up a master schedule of the Heart Fair and to determine the stations and activities that the students will go through. Put together a list of stations and what students will see at each of these stations. The following is a sample list of 12 stations:

STATION 1 - CALF'S HEART - Dissected heart to show students the inside of a heart.

STATION 2 - NUTRITION - Demonstration and exhibit of heart-healthy foods.

STATION 3 - BLOOD PRESSURE, HEART RATE, HEIGHT AND WEIGHT - The students will take these tests and results will be recorded on their fitness profile cards.

STATION 4 - COMPUTER STATION - Games about heart health available from the Heart Association.

STATION 5 - EXERCISE FILM - Shows the health benefits of exercise.

STATION 6 - AMERICAN CANCER SOCIETY - Display and demonstration showing the dangers of smoking to the heart.

STATION 7 - FILM ON ROPE JUMPING - Shows the benefits of exercise gained by rope jumping.

STATION 8 - NUTRITION - Same as Station 2.
STATION 9 - BLOOD PRESSURE, ETC. - Same as Station 3.
STATION 10 - DISPLAY AND HEART MODEL - To show what the heart looks like. The Heart Association has this display available to borrow.
STATION 11 - AMERICAN LUNG ASSOCIATION - To show the dangers of smoking to the heart and lungs.
STATION 12 - FILM OF HEART HEALTH - "Heart That Changed Color" available to borrow from the Heart Association.

These are some of the ideas for stations that can be used. You should use activities that are appropriate learning stations for your students. At the bottom of this page is a sample of one of my schedules for the Heart Fair.

Once the schedule and the stations have been determined, you are ready to solicit parent volunteers. If parents know what they will be needed for, they will be more likely to volunteer. Volunteers can also come from the support staff. The music teacher plays music and makes sure the students take turns jumping; the school nurse is in charge of the Blood Pressure station; the computer teacher can supervise the computer station; and the art teacher can do the bulletin board and any artistic decoration for the jump event in the gym. How volunteers are used is unlimited.

A parent volunteer coordinator is one of the most important volunteers you can have. They can make calls and do much of the work that you won't have time to do. As a minimum you should have the following volunteer assignments for parents: Money Collector for JRFH; Jump Monitors; Media Promotion; Heart Fair Station Coordinator; and Refreshments. Once all of these things are in place, it is just a matter of holding the event.

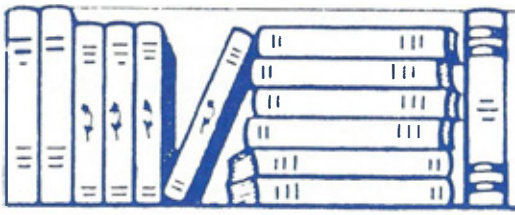
After the event is completed, you will have an overwhelming feeling of satisfaction knowing that your students have had a unique and positive learning experience.

Jump Rope For Heart/Healthy Heart Fair

Schedule--February 12, 1992
2nd Grade

9:30 - 11:30	Students will be in the gym jumping rope. Teachers can take turns being in the gym with the students.
11:30 - 12:40	Lunch
1:00 - 3:00	Students will participate in the Healthy Heart Fair. Teachers will need to go to each station with their students.

Time	Station 1	Station 2	Station 3	Station 4	Station 5	Station 6
1:00-1:20	Bilotta	Wallace	Roth	Carver	Flugstad	
1:20-1:40		Bilotta	Wallace	Roth	Carver	Flugstad
1:40-2:00	Flugstad		Bilotta	Wallace	Roth	Carver
2:00-2:20	Carver	Flugstad		Bilotta	Wallace	Roth
2:20-2:40	Roth	Carver	Flugstad		Bilotta	Wallace
2:40-3:00	Wallace	Roth	Carver	Flugstad		Bilotta
3:00-3:30	Students will return to their areas. Teachers will hand out certificates of participation. The remainder of the time can be spent for Valentine parties or whatever you wish to do.					



Book Reviews

Developing and Managing Cardiac Rehabilitation Programs
Linda K. Hall, Editor

Developing and Managing Cardiac Rehabilitation Programs is a textbook designed for master's and doctoral students interested in cardiac rehabilitation. Individuals who may be setting up a rehabilitation program or who wish to review or evaluate an ongoing program will also find the book useful. Divided into two parts, the book focuses on the practical aspects of program development in the first part, including information on special populations and issues in cardiac rehabilitation, descriptions of inpatient and outpatient rehabilitation and maintenance programs, and outlines for basic exercise prescription. In the second part, the book focuses on program implementation and operation, including information on staffing, management, marketing, public relations, reimbursement, budget, productivity, and quality assurance.

This book is comprehensive in that it attempts to address all the aspects of cardiac rehabilitation under one cover. The authors have provided a good foundation in each area to serve as a guideline for coursework. However, additional sources of information will be needed to provide depth for a graduate level class. The references at the end of each chapter are up-to-date and provide a springboard for more indepth study of each topic. I found most of the material available in other texts and journals, but found this book summarized it all under one cover. The book is well written, easy to read, and a good initial source of information for students beginning to study cardiac rehabilitation. The supporting material in the tables and charts is quite useful. It certainly should be made available to students, if not selected as a textbook.

REVIEWED BY: Blanche W. Evans, Department of Physical Education, Indiana State University, Terre Haute, IN 47809.

PUBLISHED BY: Human Kinetics Publishers, P.O. Box 5076, Champaign, IL 61825-5076.

Performance Massage—Muscle Care for Physically Active People
Robert K. King

Performance Massage—Muscle Care for Physically Active People by Robert King promises a "user friendly" introduction to massage for physically active individuals. The book is divided into a preliminary section, six chapters, and two appendices. The preliminary section addresses common misconceptions about massage and an explanation of proper usage of the book. Chapters 1 through 3 acquaint the reader to the performance massage technique. Preparing for performance massage is discussed in Chapter 4, specific techniques in Chapter 5, and the proper sequence for a complete head-to-toe massage is detailed in Chapter 6. The two appendices provide resources about massage and basic anatomy. Mr. King does an excellent job of using easy to understand instructions for the layperson. The drawings and photographs provided are also useful to this end. The performance massage system prudently identifies numerous contraindications for usage. The informed reader may be disturbed by the heavy reliance on celebrity testimonials and the lack of scientific substantiation. The text appears to be written for the layperson, which it may service well. The techniques appear to be relative innocuous and may provide a pleasant sensory experience. The role of performance massage in an overall conditioning or exercise program deserves more attention, however.

REVIEWED BY: Christopher D. Ingersoll, Ph.D., ATC, Department of Physical Education, Indiana State University, Terre Haute, IN 47809.

PUBLISHED BY: Human Kinetics Publishers, P.O. Box 5076, Champaign, IL 61825-5076.

Sport, Men and the Gender Order: Critical Feminist Perspectives
Michael A. Messner and Don Sabo, Editors

Sport, Men and the Gender Order analyzes the male sporting experience by comparing feminist perspectives. Additionally, it utilizes a rational concept of gender that critically examines traditional assumptions regarding men and sport. This analysis of masculinity and sport from a sociological perspective will inform the reader concerning how the male identity is shaped within the sport context.

Published by Human Kinetics, the book contains 18 articles that explore the similarities between sport and gender. The book provides the reader with a better understanding of:

—the lives of athletes,
—sports customs and beliefs,
—sexuality, heterosexism, and homophobia in sport and physical education,
—the structure and operation of sport organizations, and
—the changing relations between men and women in sport.

Sport, Men and the Gender Order is divided into three sections. Section I examines the theoretical and historical concepts of sport and the gender order. The concept of gender order originates with the assumption that gender should be conceptualized as a process; that gender is a product and producer of political inequalities and cultural dynamics.

Section II includes research regarding sport and gender issues (i.e., contrasts of the meanings and experiences of athletic careers for men, social reproduction of masculinity, construction and naturalization of heterosexual masculinity, gender rela-

tions in specific athletic contexts, and traditional conceptions of gender that are being altered or challenged). By extending the feminist perspective on sport in regard to examining boys' and men's experiences in sport, many new research questions are raised.

Section III analyzes the future of sport in terms of strategies for combatting oppressive aspects of the field. The section also discusses developing more organized and inclusive theories to reconstruct social practices.

This reference work critiques the male experience in sport by developing a new understanding of the traditional relationships between men, women, and sport. Edited by respected sport sociologists Michael Messner and Don Sabo, *Sport, Men and the Gender Order* will provide the reader with an insight into how the male identity is shaped within a sport context. The book tackles the concept of male identity in sport and places gender issues in the forefront of modern athletics. With over 400 references, it is a valuable reference tool for individuals studying or concerned with the sociological aspect of sport in today's society.

REVIEWED BY: Susan Pernice, Ph.D., Department of Physical Education, Indiana State University, Terre Haute, IN 47809.

PUBLISHED BY: Human Kinetics Publishers, P.O. Box 5076, Champaign, IL 61825-5076.

Arthritis: Your Complete Exercise Guide

Neil F. Gordon

This book presents a step-by-step approach to exercise for the arthritic. Chapter 1 provides case studies of individuals who have found exercise beneficial and serves as a motivational introduction to the book. Chapter 2 describes the benefits of exercise to a healthy lifestyle and presents some potential risks of exercise for the arthritic. Chapter 3 presents exercise principles and provides beginning exercise programs for flexibility, strength, and cardiovascular endurance. Chapter 4 discusses the Health Points System for determining quantity of exercise and lists various activities and their health point equivalents based on duration and intensity of exercise. This system is based on the Cooper Aerobic Points System. Chapter 5 gives safety guidelines for this population. Each chapter concludes with summary statements that reinforce the major concepts discussed.

The book fills a void in understandable, practical, and easy-to-read information on exercise rehabilitation for the arthritic. It is geared toward the public sector and, therefore, does not provide an indepth presentation of theory in arthritis treatment and rehabilitation. Though exercises are described and illustrated clearly for flexibility and strength, more depth is needed in this part of the book. Charts for recordkeeping and tables explaining various exercise concepts were clear and concise.

The book would be most valuable to arthritics in Function Classes 1 and 2 who are the least restricted in daily activities. However, the information would also be useful to those in Functional Classes 3 and 4 who might be on physical therapy programs and who might need some motivation. Because the book is written for the individual with arthritis, it does not provide the depth needed for required classroom readings. It does provide an excellent, basic overview that would be recommended as additional reading for undergraduate classes. Overall, the book is excellent and is certainly recommended for the population for whom it was written.

REVIEWED BY: Blanche W. Evans, Department of Physical Education, Indiana State University, Terre Haute, IN 47809.

PUBLISHED BY: Human Kinetics Publishers, P.O. Box 5076, Champaign, IL 61825-5076.

The Sports, Parks and Recreation Law Reporter
The Exercise Standards and Malpractice Reporter
The Sports Medicine Standards and Malpracticer Reporter

The newsletters for professionals listed above are quarterly. Each reporter is aimed at a specific professional population (athletic directors, coaches, physical educators, and recreation specialists; fitness professionals; and athletic trainers, physical therapists, and sport medicine physicians) as can be identified by their titles. If one were to purchase all three reporters, he/she would be disappointed in the obvious duplication of information found in each separate reporter. However, some of the information provided is generic to all three areas which explains the duplication. Yet each separate reporter does provide specific information for each professional area not found in the others.

Each reporter has a separate board of experts. Each reporter is published in January, April, July, and October. The cost of an annual subscription is $39.95 for each reporter. However, if you wanted to purchase all three, a discount of 10% is provided. If you wanted a single issue the cost is $10. One of the reporters—*The Exercise Standards and Malpractice Reporter*—has six issues (four plus two special editions). Therefore, the best buy is this reporter.

The format for each of the reporters is as follows: (1) a feature article, (2) reporter information and policy statement, (3) a current listing of the board of experts, (4) two to four articles, (5) Employer's Corner *(Exercise Standards and Malpractice Reporter* only), (6) Litigation and Court Rulings, (7) News and Reports, (8) Books and Reviews, and (9) a small amount of advertisement and general announcements. Each reporter is 16 pages in length.

If you want to keep current with legal issues in any of these three professional areas, subscribing to any one or all of these reporters would be a good first step. The reporters also provide an in-depth look at various legal issues written in everyday language for the non-lawyer.

REVIEWED BY: Thomas H. Sawyer, Ed.D., Department of Physical Education, Indiana State University, Terre Haute, IN 47809.

PUBLISHED BY: Professional Reports Corporation, The Belpar Law Center, Suite 100, 4571 Stephen Circle, NW, Canton, OH 44718-3629. 1-800-336-0083. FAX 1-326-599-6609.

Legal Aspects of Personal Fitness Training (1990)
Brian E. Koeberle, J.D.

There are 10 chapters in this book with sample forms found in the appendix. The chapters cover the following areas: (1) basic legal concepts and terminology (specifically law of contracts, torts, and agency), (2) standards of care, (3) competencies for personal fitness trainers, (4) business structure (legal aspects of forming a business), (5) informed consent, assumption of risk, and releases (waiver) documents, (6) health screening, (7) fitness assessment, (8) unauthorized practice of medicine, (9) equipment and facilities, (10) supervision and instruction, and (11) documentation and recordkeeping.

The business of personal fitness training is growing at an unprecedented rate. At the same time, the required degree of training, expertise, and concomitant responsibility is also growing. More is expected from personal trainers by those obtaining their services than average health club attendants. Due to the rather broad nature of possible services rendered by personal fitness trainers, it appears that there are certain risks related to the provision of such services beyond those which are inherent in the normal health club setting. Mr. Koeberle, in this book, makes a thorough presentation of these professional risks, together with a practical analysis of practices and risk management principles designed to avoid these risks. Current and future personal fitness trainers should spend the time and effort to read this book as the first step in protecting themselves from professional risks.

REVIEWED BY: Thomas H. Sawyer, Ed.D., Department of Physical Education, Indiana State University, Terre Haute, IN 47809.

PUBLISHED BY: Professional Reports Corporation, The Belpar Law Center, Suite 100, 4571 Stephen Circle, NW, Canton, OH 44718-3629. 1-800-336-0083. FAX 1-216-499-6609.

Legal Aspects of Preventive and Rehabilitative Exercise Programs (2nd ed.) (1989)
David L. Herbert, J.D. and William G. Herbert, Ph.D.

This book is composed of 10 chapters and appendices that contain selected forms and references. The book covers the following areas of concern for those practicing in commercial, corporate, clinical, educational, and research settings: (1) basic legal concepts and terminology, (2) organizational characteristics, (3) clientele, (4) exercise protocol, (5) personnel practices, (6) equipment, (7) facilities, (8) negligence/malpractice, (9) practice and unauthorized practice of medicine, (10) standards of practice, (11) competency issues, and (12) informed consent, waiver, and insurance documents.

The book has been developed to equally assist those who practice in commercial, corporate, clinical, educational,, and research settings. It also addresses legal issues affecting the physician, attorney, and administrator who become more peripherally involved in exercise programs. The authors have attempted to discuss questions in a framework that allows application to programs involvng healthy and diseased individuals. This is a good reference book and will prove to be useful and helpful for those who provide exercise services to healthy and unhealthy clients.

REVIEWED BY: Thomas H. Sawyer, Ed.D., Department of Physical Education, Indiana State University, Terre Haute, IN 47809.

PUBLISHED BY: Professional Reports Corporation, The Belpar Law Center, Suite 100, 4571 Stephen Circle, NW, Canton, OH 44718-3629. 1-800-336-0083. FAX 1-216-499-6609.

The Standards Book for Exercise Programs (1992)
David L. Herbert, Esq.

The book is the first attempt to identify standard statements for those professionals involved in recreational, preventive, and rehabilitative exercise programs. The manuscript has many different standards statements developed and published from a wide variety of professional perspectives due to the breadth of relevent practice areas, the lack of a purely medical focus for the service provision, and the number of different professionals practicing in this area. It appears that a massive effort was made to identify and include information as to as many relevant standards statements as possible. However, the reader should realize that some such statements may have been omitted unintentionally during the gathering process. The author encourages readers to forward any new or omitted statements to the publisher for inclusion in annual updates (supplements) to this work.

The standards book includes standards relating to: (1) exercise professionals, (2) participant screening, (3) participant testing, (4) conditioning, (5) exercise, (6) participation, (7) exercise prescription, (8) equipment, (9) facilities, (10) rehabilitation, (11) communications, (12) recordkeeping, (13) emergency care, and (14) diet and nutrition.

REVIEWED BY: Thomas H. Sawyer, Ed.D., Department of Physical Education, Indiana State University, Terre Haute, IN 47809.

PUBLISHED BY: Professional Reports Corporation, The Belpar Law Center, Suite 100, 4571 Stephen Circle, NW, Canton, OH 44718-3629. 1-800-336-0083. FAX 1-216-499-6609.

Share your ideas in the next issue!

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

ATTENTION TEACHERS

Please complete the survey on Adapted Physical Education and return to:

Ron Davis
HP 222
School of Physical Ed.
Ball State University
Muncie, IN 47306

A Report from the (AAHPERD) National Convention Regarding Issues Related to Adapted Physical Education

Washington, D.C. was the host for the 74th Annual AAHPERD Conference held March 24-28. Issues related to adapted physical education included research ethics, inclusion, Americans with Disabilities Act, sport and recreation, outdoor adventure, preschool assessment/programming, and interactive video disc demonstrations rounded out the field of topics sponsored by ARAPCS (Association for Research, Administration, Professional Councils and Societies) and the APAC (Adapted Physical Activity Council) councils. Representative speakers came from all areas of education, federal government, international organizations, as well as private sectors. There was strong representation of small school adapted and regular physical educators who shared exemplary programs and activities for elementary and secondary settings.

A summary of the APAC presentations is followed by the speaker(s) organization or school affiliation.

ARAPCS/APAC PRESENTATIONS

INDEPTH PRECONFERENCE:

- **Recreational Programming for the Blind—A Special Blend of Physical and Mental Activity** (joint with AALR). The preconference presented learning experiences for the blind/visually impaired. Hands-on participation faciliated successful experiences for programming in recreational and educational settings.

SPEAKERS: David March, Verla Fish, Jeff Zeiger, Black Hills State University, Spearfish, South Dakota; Cindy Blanding, University of Northern Colorado, Greeley.

PROGRAMS:

Ethical Issues in Research with Special Populations *(joint with AAHE).* The panel addressed issues that arise when conducting research with individuals with disabilities. Topics included data collection, human subjects committees, role of the participant, and assumptions and delimitations when presenting the findings.

SPEAKERS: Dr. John Dunn, Oregon State University, Corvallis, Dr. Dale Ulrich, Indiana University, Bloomington; Dr. Claudine Sherrill, Texas Woman's University, Denton; Dr. Gail Dummer, Michigan State University, East Lansing.

Outdoor Adventure Programs for Individuals with Disabilities (joint with COE and AALR). The focus of

the workshop was to provide detailed information when planning and conducting trips for mobility, sensory, and cognitive disorders. Planning and funding considerations were addressed.

SPEAKERS: Glenn Roswall, Jacksonville State University, Alabama; Timothy Winter, James Wise, Idaho State University.

Americans with Disabilities Act: Implications for Playground Accessibility (joint with AALR). The Americans with Disabilities Act was reviewed as it pertains to accessible play structures. Playground examples were presented.

SPEAKER: Lou Bowers, University South Flordia, Tampa.

The Role of the Physical Education Generalist as a Vital Team Member in the Individualized Education Plan for Students with Disabilities (joint with NASPE). This presentation addressed the rights and obligations of regular physical education teachers, and the importance of communication among the members of the interdisciplinary team and parents as it relates to the IEP process.

SPEAKERS: Katie Stanton and Allison Coldin, University of Virginia, Charlottesville.

Special Populations Outdoor Pursuits (joint with COE and AALR). The Special Populations Outdoor Pursuits Project was reviewed. Teacher competencies was discussed along with practical ideas for implementing an outdoor pursuits program involving persons with disabilities.

SPEAKER: Allen Adler, University of Lethbridge, Alberta, Canada.

Establishing National Standards for Adapted Physical Education (joint with NASPE). This presentation had detailed the joint project between APAC and NCPERID to develop national standards for adapted physical education. Additionally, the results of a national survey to access the roles and responsibilities currently being peformed by adapted physical educators was presented. Audience input was solicited.

SPEAKER: Luke Kelly, University of Virginia, Charlottesville.

Selecting and Using Innovative Ideas and Equipment for the Teacher and Administrator (joint with CSAHPE and NASPE). The speakers presented new and innovative ideas and equipment for physical education in the 90's. Games, innovative equipment, fitness ideas, and creative teaching methods were demonstrated. Activity/audience participation.

SPEAKERS: John Smith, 1989 NASPE Teacher of the Year, Ho-Ho-Kus, New Jersey; Theresa Boehm, 1990 NASPE Teacher of the Year, Columbia, New Jersey; Paul "Babe" Mayer, 1988 NASPE Teacher of the Year, Williamsport, Pennsylvania; and Duane Puckett, Sportime, Atlanta, Georgia.

Activities and Teaching Techniques for PE Students Who are Sensory Inpaired and Multiple Disabilities (joint with NASPE). This program offered participants ideas related to games, activities, adaptations, and teaching techniques for students with sensory impairments and multiple disabilities. Developmental activities for both mainstream and self-contained physical education settings were addressed.

SPEAKERS: Lauren Leiberman, Perkins School for the Blind, Watertown, Massachusetts, and Jim Cowart, California School for the Blind.

Skills Testing and Functional Abilities of Wheelchair Basketball Participants (AALR, jointly planned with ARAPCS, APAC, and Measurement and Evaluation Council).

SPEAKER: Frank Brasile, University of Nebraska, Omaha.

Professional Preparation in Therapeutic Recreation—Perceived Needs of a Professional in Transition (joint with AALR).

SPEAKER: Frank Brasile, University of Nebraska, Omaha.

APAC PRESCHOOL STEERING COMMITTEE

The APAC has moved forward with the development of an Adapted Preschool Steering Committee. This committee, comprised of public school APE teachers, higher education APE training teachers, and Early Childhood Education specialists, met for the first time at the AAHPERD National Convention. The committee was given two charges: (1) To establish the need for training workshops in Adapted Preschool Activity throughout the different AAHPERD districts, and (2) To establish the feasibility of training workshops that could be profitable in the area of Adapted Preschool Activity.

The following is a brief summary relating to the two aforementioned objectives.

It was decided that further investigation of Objective 1 would entail a Preschool Needs Assessment Survey to be disseminated by the State Adapted Section Chairs at the annual state AHPERD conventions. The survey will identify existing APE needs at the preschool level. Alternative strategies for dissemination to day care centers, Head Start programs, kindercares, and other private settings were discussed.

By the end of the meeting it was decided that a need did exist within the separate AAHPERD Districts related to Preschool Adapted Activity. Suggestions addressing Objective 2 included pilot workshops addressing local APE preschools needs as early as Fall of 1993. Sites for pilot workshops are still pending.

Anyone who is currently addressing the motor needs of preschoolers identified as having physical or developmental delays and is interested in contributing to this exciting workshop endeavor should contact: Mr. Tim Davis, Indiana Representative (APAC), Preschool Steering Committee, School of Physical Education, HP 222, Ball State University, Muncie, IN 47306.

Teleconference on Adapted Physical Education

A teleconference on Adapted Physical Education is scheduled to be broadcast over Indiana Higher Education Telecommunication System (IHETS).

Scheduled broadcast is slated for late September 1993.

The broadcast is made possible by a grant from the Indiana Division of Special Education and is a collaborative effort between Ball State and Indiana University.

Coordinators are needed for the broadcast sites.

Please contact Dr. Ron Davis if interested in helping with the site coordination or for further information about the broadcast.

School of Physical Education, HP 222
Ball State University, Muncie, IN 47306
(317) 285-8336 or 285-1462

Attention IAHPERD Members

With the new structure of AAHPERD (Model III), more autonomy is evident, consequently each Association will be responsible for its own economical and professional development. Because of this, it is vital you become more informed about your Association selection when you renew membership with AAHPERD.

To better assist those professionals interested in learning more about physical education for individuals with disabilities, make sure to check ARAPCS on your membership form.

ARAPCS is the Association that houses the **Adapted Physical Activity Council (APAC)**. This is your link to the national office and organization.

Remember, you are now in charge of your professional organization, so choose wisely.

Interested in Adapted Physical Education? Choose APAC.

1992-1993 Indiana AHP

1st - Erik Robinson
Grade 7, East Washington Middle, Pekin
District 12

2nd - Amanda Heckelsberg, Rebecca Taylor
Grade 8, Otter Creek Junior High, Terre Haute
District 7

Congratulations! Eac
selected as a winner of t
Identify the one(s) from y
dent a note of appreciatio

The state winners re
Winner T-Shirt. In additio
test received a Certificat

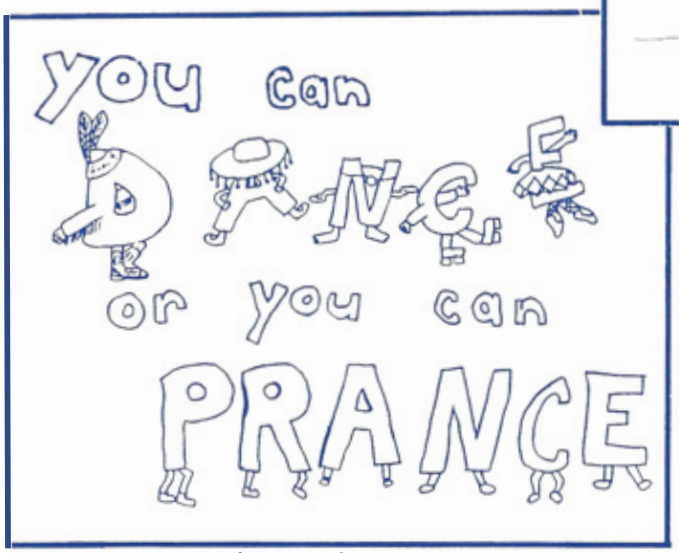
Is your school and/o
WHY NOT? Assume the
involvement of your scho
to involve your students

As a committee, we
members of IAHPERD
involvement with the pr
in the Fall, and at differer
displayed at the State Cor
ship Conference held at

The contest focuses o
education, recreation, ar

Pat Zez
IAHPER

5th - Mollie Cripe
Grade 7, Manchester Junior High, North Manchester
District 4



4th - Mendy Beavers
Grade 8, Medora, Medora
District 10

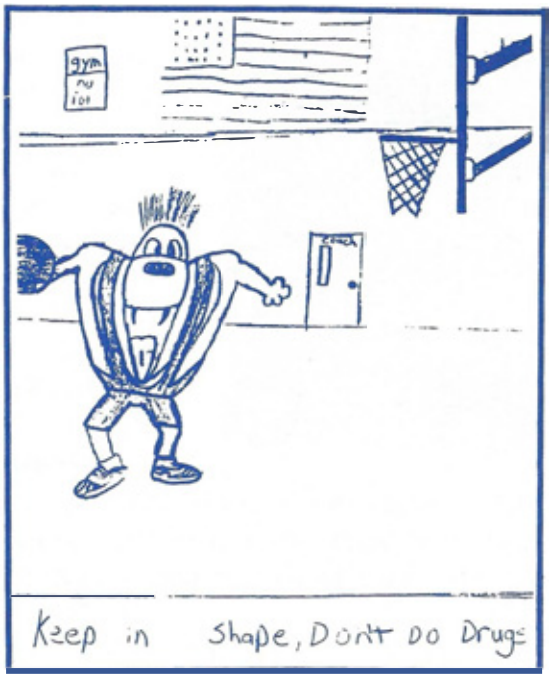
7th - V
Grade 6, East Wa
Di

'ERD Poster Contest Winners

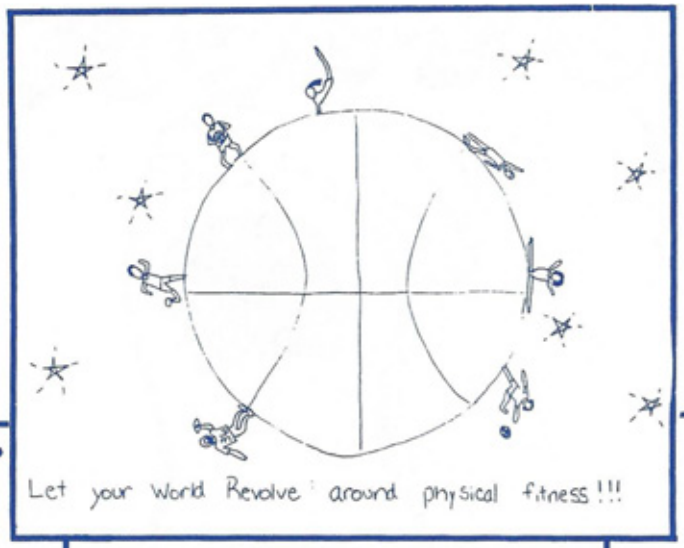
n of the posters pictured was
he IAHPERD Poster Contest.
our district and send that stu-
n for taking part in the contest.
ceived an IAHPERD Contest
n, each participant in the con-
e of Recognition.
r district represented? If not,
responsibility for the future
ol/district and make plans now

Would like to encourage ALL
p support and encourage
ject. The contest takes place
t times the posters have been
ference or at the State Leader-
Turkey Run.
n the areas of health, physical
nd dance.
ula, Chair
D Poster Committee

3rd - Josh Adams
Special Ed., Crestview School, Huntington
District 3

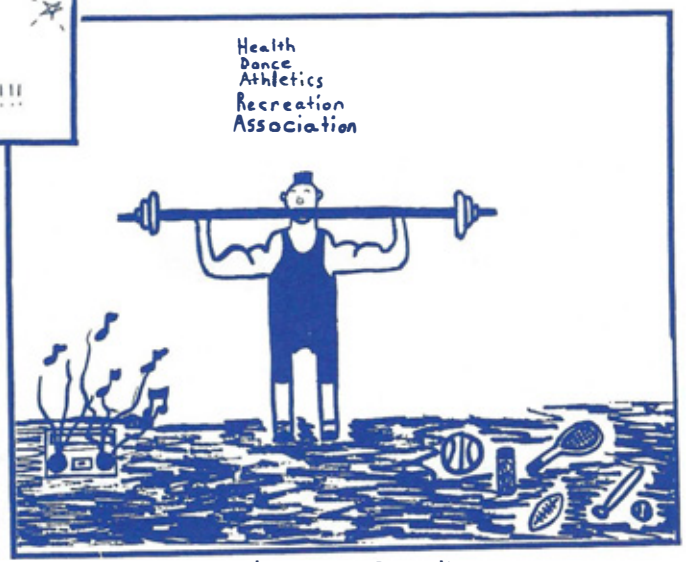


9th - Tony Long
Special Ed., Southwood Jr./Sr. High, Wabash
District 4



6th - Katie Frantz
Grade 8, Manchester Junior High, North Manchester
District 4

Villard Ray
hington Middle, Pekin
trict 12



8th - Wess Cornelius
Grade 8, North Daviess, Elnora
District 11

IAHPERD Poster Contest Spotlights. . .MENDY BEAVERS

Mendy Beavers, eighth grader at Medora, has entered the IAHPERD Poster Contest three times and has won three times! Mendy is our first THREE-TIME WINNER. You saw her winning design for 1991-1992 on the Fall 1992 cover of the *Journal.*

Mendy is an active eighth grader. Mendy's many hobbies include horseback riding, cycling, shopping, hiking, and drawing. She is also a member of the 5-8th grade basketball team. Mendy is very active with the youth group at her church, Medora Christian.

Drawing and contests are not new to Mendy. She has won numerous art contests including first place (twice) in the Health Fair art contest and 1st in the Red Ribbon Week art contest. Mendy also plays the piano and has entered a piano contest for the past four years.

Parents Mary and Dana Beavers encourage Mendy and her eight-year-old sister Tisha in their many activities. The family must lead a busy life with four cats, two dogs, 20 horses and cows scattered among the scenic hills of southern Indiana—as viewed from their rustic log home.

Thanks, Mendy, for taking part in our contest.

Pat Zezula, Chair, IAHPERD Poster Contest

A Study of Gymnastics in the State of Indiana

Sponsored by a Mini-Grant from the Indiana Association of Health, Physical Education, Recreation and Dance

by Lana Groombridge and Kimberly K. Eiler
Department of Physical Education, Manchester College
604 College Avenue, North Manchester, IN 46962
(219) 982-2141

A SPECIAL REPORT

INTRODUCTION

Many college students enter their first gymnastics classes with little background knowledge or skills, and with much fear and reticence. College physical education instructors often question which skills and activities should be taught in gymnastics classes for teacher preparation programs to build student confidence in performance as well as to develop teaching methods.

Very few curriculum studies have been completed regarding gymnastic course content in grades K-12 within public schools. Indiana has had only one study which focused on the number of days spent in gymnastics instruction at the high school level. Textbooks offer either minimal program suggestions or maximal description of stunts to be included on all pieces of equipment.

Information regarding methods of teaching gymnastics is also limited. Instructors must decide whether to teach individual skills or to teach routine development. Elementary physical education textbooks are currently promoting a skill themes approach which incorporates gymnastics stunts in more broadbased movement lessons. Knowledge of current practices in public schools could help college instructors focus on pertinent skill progressions and methods that would be feasible for public school instruction.

PURPOSES OF STUDY

Three purposes of the study were first, to determine the extent and content of gymnastics instruction in elementary, junior high, and high schools; second, to specify reasons for inclusion or non-inclusion of floor and apparatus work; and finally, to identify actual skills being taught including methods of evaluation. The research was conducted to assist college instructors in determining gymnastics course content for students majoring in physical education teacher preparation.

REVIEW OF LITERATURE

Little research has been completed on gymnastics participation in the public schools. Johnson (1985) compared high school and college competitive participation rates in 1978-1979 and 1983-1984 based on National Federation of State High School Associations and National Collegiate Athletic Association data. She noted that high school boys' participation dropped from 19,700 to 980 schools to 7,100 in 430 schools, and college mens' involvement decreasd from 107 to 65 universities in all divisions. High school girls competitors also decreased from 65,450 to 38,700 participants in 3,260 and 2,280 schools, respectively. College women's programs decreased from 246 to 150 universities in the same time period.

Although competitive gymnastics is voluntary, three basic reasons were suggested for the decline in competition. First, coaching proficiency did not keep up with the skill level of participants, so coaches dropped it. Second, increased injuries led to numerous lawsuits and an increase in insurance rates which became financially burdensome. Finally, greater demands on school budgets due to increased athletic participation in all sports led to older and more expensive sports, especially those with small numbers, such as gymnastics being dropped.

Zook (1983) sampled school districts in Pennsylvania and found that gymnastics were a regular part of the physical education curriculum. Based on the results of a 1987 study by Lemen, Indiana high schools also indicated limited gymnastics instruction within the physical education program. One third of the schools sampled did not include tumbling and over half did not include apparatus work. These Indiana schools spent from one to ten days in gymnastics during the academic year. Pennsylvania and Indiana schools reported following state guidelines which prescribed the inclusion of gymnastics at each level.

Courts have upheld that the standard of care must be at a higher level for gymnastics instruction than other physical education activities. Dailey (1985), Werner, and Sweeting (1991) suggested that gymnastics programs are at a crossroads and may be dying because of safety/liability problems. They believe the focus must emphasize body management skills based on skill themes to eliminate the cycle of failure for students and teachers. If this does not work, they anticipate gymnastics disappearing from the curruclum.

No studies were found to identify and list skills actually being taught. Data is needed to compare and contrast gymnastic instruction in the elementary, junior high, and high school settings. This information would assist college instructors in gymnastics theory courses for physical education majors. It is clear, even from these limited studies, that gymnastics instruction and participation is declining. Teacher education institutions must address several of the issues

raised concerning the causes of the decline of gymnastics instruction if it is to remain an integral activity in the physical education curriculum.

METHODOLOGY

A stratified random sample was selected as the best research design for this study of Indiana schools. The design allowed a focus on the various grade levels in public schools with every county in the state of Indiana being represented. School levels were defined as follows: K-6 as elementary; 7-8 as junior high; and 9-12 as high school.

Within the defined parameters mentioned above, the number of public elementary, junior high, and high schools were totaled. Within each county, a ratio of one subject per six schools at each level was used to obtain the target sample. Total numbers of subjects identified using this method included:

Elementary	182
Junior High	81
High School	97
Total Subjects	360

The initial draft of the questionnaire were sent to a panel of judges at various levels of instruction. Different geographical areas of the state were selected to receive comments and suggestions.

After review and revision of the questionnaire, each of the subjects was sent a letter of introduction and explanation. Included was the two-page questionnaire which yielded quantative as well as qualitative data. The quantative data was totalled based on the similarity of responses. Qualitative data was totalled and given a percentage rank based on total number of responses.

DEMOGRAPHIC INFORMATION
(Part I of Questionnaire)

The study consisted of 360 distributed surveys. Of these surveys, 166 were returned for a 46% rate of return. The following is a breakdown of the return rate for each level.

Elementary	85 of 182, 47%
Junior High	41 of 81, 51%
High School	40 of 97, 41%

Percentage of Responses (not all schools answered all questions)

This section of the survey parallels the demographic information of Lemen's 1987 study. It is important to understand the background of the schools and what the instructor deals with pertaining to time, size, and population. Following are six demographic questions with the results for each level.

1. Size of School

The following are the precentages of the returned surveys for each school size which denote the enrollment at the school.

Elementary	
1-400	45%
401-700	46%
701-1,000	7%
1,001-1,300	1%
1,300 plus	1%
Junior High	
1-400	32%
401-700	41%
701-1,000	22%
1,001-1,300	2%
1,300 plus	2%
High School	
1-400	18%
401-700	38%
701-1,000	18%
1,001-1,300	20%
1,300 plus	5%

2. Type of School

The goals of the random sample survey design was to control the types of schools surveyed. When counting which schools would fall into each level, a breakdown has to be determined. The standard types were defined in elementary being K-6, junior high 7-8, and high school 9-12. However, not all schools in the state fall into these categories. This table reports all schools with different breakdowns.

Elementary	
K-3	1%
K-4	2%
K-5	41%
K-6	52%
K-8	1%
K-12	1%
Junior High	
5-8	7%
6-8	56%
7-8	24%
7-9	7%
8-9	2%
High School	
4-12	3%
6-12	3%
7-12	38%
9-12	58%

3. Student Population

The purpose of this question was to identify the residential environment of the selected schools.

Elementary	
Surburban	32%
Rural	33%
Inner City	13%
Urban	8%
Junior High	
Suburban	17%
Rural	46%
Inner City	5%
Urban	12%
High School	
Suburban	5%
Rural	60%
Inner City	5%
Urban	8%

4. Teaching Situation

This question was to determine the number of teachers at each site.

Elementary	
1 Teacher	82%
2 Teachers	9%
3 Teachers	1%
4 Teachers	1%
5 plus Teachers	5%
Junior High	
1 Teacher	12%
2 Teachers	41%
3 Teachers	24%
4 Teachers	15%
5 plus Teachers	7%
High School	
1 Teacher	18%
2 Teachers	35%
3 Teachers	25%
4 Teachers	15%
5 plus Teachers	5%

5. Class Meeting

This was to determine how many days a week the students had physical education class.

Elementary	
1 Day	27%
2 Days	59%
3-5 Days	12%
Junior High	
1 Day	5%
2 Days	10%
3-5 Days	85%

High School

1 Day	8%
2 Days	0%
3-5 Days	88%

6. Length of Class

The purpose was to determine how long each instructor had to teach a physical education class. The questionnaire consisted of five options, but many wrote in other responses, thus increasing the number of results.

Elementary

20 minutes	4%
25 minutes	5%
30 minutes	38%
35 minutes	8%
40 minutes	33%
45 minutes	6%
50 minutes	4%
55 minutes	1%
60 minutes	1%

Junior High

20 minutes	0%
30 minutes	2%
40 minutes	37%
45 minutes	10%
50 minutes	49%
55.minutes	0%
60 minutes	2%

High School

20 minutes	0%
30 minutes	0%
40 minutes	2%
50 minutes	88%
55 minutes	2%
60 minutes	8%

GYMNASTIC INSTRUCTION
(Part 2 of Questionnaire)

The majority of Indiana schools teach gymnastics as a unit rather than using movement principles interspersed throughout lessons during the year. Twenty percent of elementary schools do teach gymnastics through movement concepts. Twenty-seven percent of junior high schools and 28% of high schools do not include gymnastics, while only 13% of elementary schools do not.

1. Gymnastics is taught as part of movement and interspersed throughout lessons.

Elementary	20%
Junior High	10%
High School	3%

2. Gymnastics is taught as an individual unit.

Elementary	53%
Junior High	63%
High School	68%

2a. Respondents who marked both questions 1 and 2.

Elementary	14%
Junior High	0%
High School	3%

2b. Respondents who did not mark questions 1 or 2.

Elementary	13%
Junior High	27%
High School	28%

3. Check the appropriate equipment used in your teaching of gymnastics (not all subjects answered all questions).

Elementary

tumbling mat	92%
balance beam	67%
vault	33%
parallel bars	24%
uneven bars	14%
rings	6%

Junior High

tumbling mat	80%
balance beam	44%
vault	32%
parallel bars	24%
uneven bars	20%
rings	10%

High School

tumbling mat	78%
balance beam	43%
vault	35%
parallel bars	33%
uneven bars	28%
rings	18%

Tumblings mats are the most frequent pieces of gymnastics equipment used. Over 90% of elementary schools use mats, while almost 80% of junior high and high schools use them. The next most popular piece of equipment is the balance beam with 67% of elementary schools, 44% of junior highs and 43% of high schools using it. Approximately one-third of schools at all levels use the vault. Parallel bars are the next most consistent piece of apparatus used in all schools nearing 25%. Uneven bars are used by 14% of elementary schoosl, 20% of junior highs, and 33% of high schools. Rings are taught mainly in high schools (18%), while 10% of junior highs and 8% of elementary schools include this apparatus.

4. Please calculate the percentage of curriculum time spent on tumbling and/or apparatus work.

The intent of the question was to determine the percent of curriculum time the instructor spent on tumbling and/or apparatus work. Due to the varied responses and methods of answering the question, accurate analysis could not be conducted.

5a. Please list 2-3 reasons why you emphasize gymnastics in your curriculum.

Elementary

strength	11%
body awareness	9%
balance	8%
coordination	7%
movement awareness	6%
flexibility	5%
better program	4%
enjoy	2%
self-image	2%
student interest	2%
courage	2%
body control	2%
creative thinking	1%

Junior High

body awareness	12%
strength	10%
coordination	7%
balance	5%
appreciation	2%
flexibility	2%
enjoy	2%
self-confidence	2%
preparation for high school	2%

High School

flexibility	10%
rounded skills	8%
coordination	5%
self-reliance	5%
student interest	5%
balance	2%
strength	2%
creative form	2%
movement experience	2%
courage	2%
appreciation	2%

Reasons for emphasizing gymnastics in the curricula are varied. Elementary schools include it for strength (11%), body awareness (9%), and balance (8%). Junior high schools choose to teach the activity for body awareness (12%) and to increase strength (10%), while high schools teach gymnastics to increase

flexibility (10%) and develop well-rounded skills (8%).

5b. Please list 2-3 reasons why you do not emphasize gymnastics in your curriculum.

Elementary	
lack of equipment	33%
safety/liability	22%
lack of knowledge	14%
lack of time	12%
lack of money	6%
no interest	5%
lack of space	4%
class size	4%
limit activity	4%
discipline	2%
no carry-over	1%
staff cuts	1%
coed classes	1%
obese students	1%
lawsuits	1%
Junior High	
safety/liability	37%
lack of equipment	32%
lack of space	20%
lack of knowledge	17%
lack of time	10%
lack of money	7%
lack of interest	7%
discipline	2%
limit activity	2%
no success	2%
lack of skill	2%
High School	
lack of equipment	30%
lack of space	18%
no interest	18%
lack of knowledge	15%
safety/liability	13%
lack of money	13%
not life sport	2%
lack of time	5%
no follow-up	2%

Lack of equipment is a primary reason schools at all levels do not include gymnastics instruction. Liability and safety are the biggest concerns for junior high teachers with 37% indicating these as reasons for not emphasizing gymnastics. Twenty-two percent of elementary school teachers agreed while only 13% of high schools believed this was a reason to not emphasize gymnastics. Lack of interest and space are stronger restraints for high schools. Lack of knowledge is an equal deterrent at all levels including 14% of elementary teachers, 17% at the junior high, and 15% of the high schools.

6a. Please list 2-3 reasons why apparatus work is in your curriculum.

Elementary	
strength	%
coordination	6%
balance	4%
challenge	2%
varied skills	2%
body control	2%
flexibility	1%
Olympic sport	1%
self-esteem	1%
develop kinetics	1%
timing	1%
creative	1%
Junior High	
strength	7%
coordination	5%
challenge	5%
body awareness	5%
variation	5%
flexibility	2%
appreciation	2%
fun	2%
teamwork	2%
body control	2%
preparation for high school	2%
High School	
enjoy	10%
strength	5%
flexibility	5%
coordination	3%
challenge	3%
self-image	3%
balance	3%
adds interest	3%

Elementary schools include apparatus work to develop strength (9%) and coordination (6%). Junior high schools also use apparatus to develop strength (7%), but also for variation, challenge, coordination, and body awareness (5% each). Enjoyment is the major reason high schools (10%) include apparatus.

6b. Please list 2-3 reasons why apparatus work is not in your curriculum.

Elementary	
lack of equipment	47%
lack of money	21%
safety	18%
lack of knowledge	11%
lack of time	8%
more spotters	7%
lack of storage	5%
lack of space	3%
no follow-up	2%
no interest	1%
limit activity	1%
staff cuts	1%
coed classes	1%
lawsuits	1%
Junior High	
safety	34%
lack of equipment	34%
lack of knowledge	20%
lack of money	15%
lack of space	7%
no interest	7%
lack of storage	5%
lack of time	5%
class size	2%
High School	
lack of equipment	40%
lack of money	25%
safety	18%
no interest	10%
lack of space	8%
lack of knowledge	5%
not life sport	3%
student/teacher ratio	3%

As with the total gymnastics program, lack of equipment is the major reason apparatus work is not included at all levels. Forty-seven percent of elementary schools, 34% of junior highs, and 40% of high schools cite this as the reason. Lack of equipment corresponds to the second most frequent reason not to include apparatus, which is lack of money. Twenty-one percent of elementary schools, 15% of junior high schools, and 25% of high schools indicate this problem. Safety and liability are also strong reasons for non-inclusion of apparatus work at each level. Lack of knowledge is more noticeable at the elementary and junior high levels than in high schools.

7. Please tell if and how students are tested on their skills in gymnastics.

Elementary	
no testing	56%
participation	15%
skill completed	13%
observation	7%
skill	7%
effort	6%
contract grade	4%
routines	3%
written tests	2%
tumbling skills	2%
pass/fail	2%
subjective	1%
rated	1%
mastery learned	1%
Junior High	
no testing	34%
routines	22%

tumbling skills	22%
skill completed	17%
skill tests	10%
subjective	5%
written tests	5%
aerobics	5%
points for attempt	2%
High School	
no testing	35%
skill tests	23%
routines	20%
skill completed	15%
subjective	8%
effort	8%
contract grade	5%
tumbling	5%
written tests	3%
ability	3%
ability grouping	3%
Presidential Fitness Test	3%
pass/fail	3%
pre-/post-tests	3%
team competition	3%

Elementary schools place more emphasis on participation (15%) than do the other levels. Thirteen percent base evaluation on completion of skills, while 7% use observational skills for testing. Skill testing is much more common at the junior high and high school levels with approximately 20% of each using this method. Assesment through the use of routines is used by 22% and 20% of junior highs and high schools, respectively.

SKILLS TAUGHT IN GYMNASTICS

Since no research had been found which reported actual skills being taught in gymnastics, part of this study focused on developing such a list for schools in Indiana. The information can be used as a checklist for public school teachers as well as college teacher preparation professors in developing future course content.

Tumbling

Elementary	
forward roll	93%
cartwheel	88%
log roll	86%
backward roll	81%
headstand	76%
roundoff	68%
straddle roll	62%
dive roll	62%
back bend	49%
front walkover	32%
handspring	29%
back walkover	28%
kip up	25%
headspring	18%
Junior High	
forward roll	85%
backward roll	85%
cartwheel	83%
headstand	80%
roundoff	73%
dive roll	71%
straddle roll	66%
back bend	59%
back walkover	54%
headspring	51%
kip up	51%
front walkover	46%
log roll	46%
handspring	44%
High School	
forward roll	73%
cartwheel	73%
headstand	68%
dive roll	63%
straddle roll	60%
back bend	58%
back walkover	58%
handspring	43%
front walkover	43%
backward roll	34%
roundoff	32%
headspring	25%
kip up	22%
log roll	15%

Others (1 or more teach these stunts)

Elementary
- handstand
- back tuck
- back handspring
- crazywalks
- tip up
- knee dips
- top turns
- back extension
- v-sit
- f/r side scale
- partner stunts
- pyramids

Junior High
- carioca
- jump-thru
- rope climb
- f/b handspring
- back tuck
- back extension
- tip up
- 2-person wheel
- b-roll/handstand
- 2-partner balances
- f/b limber
- Swedish fall
- tri-pod

High School
- tri-pod
- splits & egg roll
- 1-hand cartwheel
- shoulder oll
- crab walk
- tip up
- pyramids
- mule kick
- poses
- back extension
- front limber
- v-sit
- arch-up
- partner stunts
- human ball
- leap frog

Tumbling and mat work are the most common gymnastic activities. The forward roll and cartwheel are used by 70% of the respondents at all levels. The backward roll is taught by over 80% of elementary and junior high schools, but only one-third of the high schools cover this skill. Dive rolls are taught by over 60% at each level. Headstands are common among grade levels at 65% as well as straddle rolls. Handstands are taught more in elementary than at other levels. Back bends are included consistently across the grades at approximately 50%. Roundoffs are included at the 70% level in elementary and junior high schools, with only 32% in high schools.

Balance Beam

Elementary	
locomotor move	51%
half turn	48%
v-seat	29%
squat turn	28%
jumps	27%
squat mount	15%
roundoff dis	14%
knee-scale dis	14%
forward roll	12%
backward roll	6%
Junior High	
half turn	39%
squat turn	37%
v-seat	34%
locomotor move	32%
jumps	27%
squat mount	22%

roundoff dis	22%
forward roll	20%
knee-scale dis	12%
backward roll	10%
High School	
half turn	18%
squat turn	15%
locomotor move	15%
v-seat	13%
jumps	12%
knee-scale dis	12%
roundoff dis	11%
squat mount	9%
forward roll	7%
backward roll	9%

Others (1 or more teach these stunts)

Elementary
- dip step
- cartwheel
- walkover
- cat leaps
- poses scale
- lunge
- arabesque

Junior High
- waks
- balances
- front dis
- turns
- lunge

High School
- splits
- dips
- scale
- knee scale
- walks
- lunge
- balances

The balance beam is the second most used apparatus. Over 50% of elementary schools teach locomotor moves compared to 32% in junior high and 15% in high schools. Jumps, turns, and the v-seat are the next most covered skills at the elementary and junior high level. High schools teach skills less often but use routines for class work.

Parallel Bars

Elementary	
walk	21%
straddle seat	19%
straddle travel	16%
forward roll	6%
scissors turn	5%
Junior High	
walk	27%
straddle seat	27%
straddle travel	27%
forward roll	17%
scissors turn	12%
High School	
straddle seat	12%
walk	11%
straddle travel	8%
forward roll	6%
scissors turn	4%

Others (1 or more teach these stunts)

Elementary
- shoulder stand
- back roll
- swinging dip
- mounts/dismounts

Junior High
- dips
- jumps
- dismounts
- hops
- shoulder stand
- swings
- inverted hand
- front lean
- backward rolls

High School
- birds nest
- skin the cat
- dismounts
- side seat
- vertical hang
- monkey roll
- walk on hands
- shoulder balance

Parallel bar work includes the hand walk with 21% of elementary schools, 27% of junior high, and 11% of high schools reporting. The straddle seat is taught by 19% of elementary schools, 27% of junior high, and 12% of high schools. Straddle traveling is the next most commonly taught skill.

Vaulting

Elementary	
straddle	29%
squat	25%
front	19%
flank	19%
handspring	14%
rear	9%
Junior High	
straddle	29%
squat	27%
flank	24%
front	22%
rear	20%
handspring	15%
High School	
straddle	15%
squat	13%
flank	9%
front	9%
handspring	6%
rear	5%

Others (1 or more teach these stunts)

Elementary
- front tuck
- roundoff

Junior High
- knee spring
- twists
- wolf
- headspring
- shoot through
- thief

High School
- headspring
- dismounts
- half turn
- wolf
- cartwheel
- roundoff
- roundoff half turn

Elementary and junior high schools consistently teach the straddle, flank, and squat vaults at above 20%. High schools report under 15% for these skills. Front vaults and handsprings are the next most common skills to be taught at each level even through they are under 20%.

Uneven Bars

Elementary	
cast	11%
back hip circle	9%
back knee circle	9%
hip pullover	9%
mill circle	6%
glide kip	4%
Junior High	
hip pullover	17%
back hip circle	15%
mill circle	12%
cast	12%
back knee circle	12%
glide kip	10%
High School	
hip pullover	14%
back hip circle	13%
mill circle	12%
cast	12%
back knee circle	7%
glide kip	6%

Others (1 or more teach these stunts)

Elementary
- stem rise
- fly away

sole-circle half turn
straddle off
penny drop
skin the cat
b. mill circle
peach basket
straigth arm support

Junior High
f. knee circle
v-sit

High School
skin the cat
mounts
v-sit
pullover/high bar
f. hip circle
sold-circle dis

Few elementary schools use the uneven bars but consistently teach the cast, mill circle, back hip circle, back knee circle, and hip pullover as do the junior high and high schools.

Rings

Elementary	
inverted hang	5%
rear hand	0%
pendulum swing	0%
coffee grinder	0%
f. hand support	0%
shoulder stand	0%
dislocate dis	0%
half crucifix	0%
b. fly away dis	0%
Junior High	
rear hang	1%
inverted hang	10%
shoulder stand	7%
pendulum swing	5%
half crucifix	2%
f. hand support	2%
coffee grinder	0%
dislocate dis	0%
b. fly away dis	0%
High School	
rear hang	7%
inverted hang	7%
dislocate dis	6%
shoulder stand	4%
f. hand support	2%
pendulum swing	2%
b. fly away dis	2%
half crucifix	1%
coffee grinder	1%

Others (1 or more teach these stunts)

Elementary
birds nest
inlocate
kips
handstand

Junior High
traveling
skin the cat

High School
skin the cat
birds nest
pike hang
circle legs
bent knee hang
single leg cut dis

Only the inverted hang is taught consistently on the rings at all levels of instruction. The junior high and high schools also teach the rear hang and the shoulder stand at 7%.

Single Bar

Elementary	
b. hip pullover	7%
f. hip circle	7%
birds nest	6%
b. hip circle	6%
underswing dis	6%
single leg cut	4%
Junior High	
birds nest	12%
b. hip circle	12%
f. hip circle	10%
b. hip pullover	10%
single leg cut	7%
underswing dis	5%
High School	
single leg cut	5%
b. hip pullover	4%
f. hip circle	4%
b. hip circle	2%
birds nest	1%
underswing dis	1%

Others (1 or more teach these stunts)

Elementary
cast dis
muscle up
single leg circle
kips
fly away
front tuck
swings

Junior High
skin the cat

High School
casts
front pullover
forward hip circle
single leg swing
single leg f/b
f. crotch circle
side crotch circle
flank vault dis

Approximately 7-10% of elementary and junior high schools teach the back hip pullover, back hip circle, and front hip circle on single bars. High schools use a single bar less often.

Many other skills are taught at each level. The research instrument was limited in the number of skills listed for each apparatus so this section was dependent on individuals listing activities taught at each level.

CONCLUSIONS AND RECOMMENDATIONS

Gymnastics instruction is more prevalent in the elementary schools than in junior high or senior high schools. The predominant focus is on tumbling and basic moves. Most skills seem to be repeated at each level rather than teaching higher level skills. This may be due to students' lack of competency, teachers' lack of knowledge or a combination of both. Time limitations have a bearing on what can be taught in the classroom which also influences student competencies. Skills performed on apparatus are entry-level skills with little progression beyond a few basic stunts.

Primary deterrents to gymnastic instruction include lack of equipment, safety, and liability concerns. A secondary deterrent is lack of knowledge. Teacher education instructors must address each of these issues in theory classes to assist progressive teachers in overcoming such problems. The following are suggestions to overcome the primary and secondary deterrents.

Lack of Equipment

1. Future teacher educators should

identify and practice methods of maintaining equipment.

2. Strategies for obtaining equipment should be formulated. College student teachers should practice defining the role of gymnastics in the curriculum for future presentations to parents, principals, superintendents, and school boards.

3. Fund raising techniques should be discussed.

Safety and Liability

1. Liability issues central to gymnastics must be highlighted and responsibilities of teachers delineated.

2. College teachers should formulate safety regulations for each piece of apparatus.

3. Future teachers must know and be able to execute safe spotting techniques on each piece of apparatus.

4. Questions should be formulated for college teachers to ask of prospective employers regarding community history of legal suits.

Skill Development

1. College teachers should focus only on beginning and intermediate skills on the floor and on apparatus. Teaching progressions as well as routine development must be emphasized.

2. Prospective teachers need to develop personal skills, practice accurate spotting techniques, and practice teaching new skills to others.

3. Presenting gymnastics using the skill themes approach would assist college students with their own creativity as well as provide a more thorough understanding of gymnastic principles.

Gymnastic instruction will continue to diminish if college students do not have success, themseslves and become proponents of the benefits of the activity. It will take strong teachers and excellent instruction to convince school boards that gymnastics offers something special to students that other curricular programs do not. College professors will need to be dynamic and thorough in teaching theory classes for prospective teachers to feel confident and forceful in maintaining gymnastics in the curriculum.

REFERENCES

Dailey, Robert John (1985). "A Legal Analysis of Appellate Tort Negligence Cases in Public School Physical Education K-12 from 1963-1983," (University of North Carolina at Greensboro). *Dissertation Abstracts International, 46,* 07-A.

Johnson, K.M. (1985). "Where Have All the Gymnasts Gone?" *Journal of Physical Education, Recreation, and Dance, 56,* 28-29.

Lemen, M. (1987). "An Analysis of Results of a Survey with the Indiana High School Physical Education Appraisal From." *Indiana Association of Health, Physical Education, Recreation, and Dance.*

Werner, P., and Sweeting, T. (1991). "Gymnastics in Schools." *Physical Educator, 48,* 86-92.

Zook, W.L. (1983). "An Investigation of the Extent to Which the Recommendations Found in the Literature of the American Alliance for Health, Physical Education, Recreation, and Dance are Found in the Secondary School Curriculum in Pennsylvania," (Temple University, 1970-1979). *Dissertation Abstracts International, 44,* 05-A.

The Effects of Interactive Videodisc Training on Skill Learning Time Provided by Preservice Physical Education Specialists

by
Douglas Horton, Joseph Gregg, Anthony Laker, Laurie Morley, Donald Fuller
University of Northern Colorado

A REVIEWED ARTICLE

During the 1980's there was a tremendous growth in interactive video technology. Interactive video is now being integrated in many educational disciplines and in a multitude of methodologies. Educational usages of interactive video include areas as diverse as studying the culture of the Ojibwa Indians (Merina, 1989) to science education (Smith and Lehman, 1988). Smith (1987) described interactive video as the use of a video delivery system designed to respond to choices made by the user. Choices can be made by the use spontaneously or may be prompted by the system. Interactive video provides an individualized learning environment that allows random access to 54,000 individual, high quality picture frames. Characteristics of videodiscs include clear freeze frame by frame stepping, forward and reverse, slow motion, two audio channels, and high durability (Smith and Lehman, 1988). Although the inception of interactive video began in areas such as the military, industry, educational technology, and the science education fields, a few physical educators have helped transcend this technological medium into its current adolescent stage. Interactive video is becoming increasingly popular in many educational pedagogical endeavors.

Mathias (1990) developed an interactive videodisc at the University of Northern Colorado to help tutor students in identifying common errors found in the freestyle and butterfly swimming strokes. O'Sullivan, Collis, and Van Gym (1986) developed a video and computer-augmented training system to help physical education student teachers improve their managerial skills. Kelly, Walkley, and Tarrant (1988) created a physical education assessment videodisc model which is now being utilized in the physical education preparation program at the University of Virginia. The interactive videodisc used in this study was developed by Horton (1992) and was designed for teaching the identification of teacher instruction time, teacher management time, student participation time, and student management time behaviors that are characterized by the Physical Education Teacher Assessment Instrument (PETAI) (Phillips and Carlisle, 1983a).

Many educational instruments have been developed over the past two decades that measure behaviors believed to be analogous to teacher effectiveness (Phillips and Carlisle, 1983b). However, there appear to be many communication roadblocks that separate the teacher effectiveness literature and the application of this information to the classroom. There also appears to be a need for the development of innovative tools to enhance teaching methodologies for preservice and inservice educators. The development and use of interactive videodisc technology may, in part, be an answer to many of these application problems.

Physical education and education research have identified a statistical link between various teacher and student behaviors and student outcomes. One variable that has proven to have a high significant relationship with student achievement is engaged skill learning time. Phillips and Carlisle (1983a) described engaged skill learning time as the time the student utilizes in directly practicing a skill. Numerous researchers have reported a direct relationship between engaged skill learning time and student achievement (Fisher et al, 1987; Phillips and Carlisle, 1983a; Siedentop et al, 1984).

If beginning physical education teachers are to share in pedagogy developed by research, such as classroom management, academic learning time, instructional time, and teaching strategies, then options must be made available to them in their undergraduate teaching preparation programs. The use of interactive video training is one such option. This study compared the effectiveness of interactive videodisc as an instrumental strategy to traditional teacher assisted instruction on the amount of engaged skill learning time provided by preservice teachers.

METHODOLOGY

SUBJECTS

Teacher behavior data were

obtained from preservice physical education majors who were enrolled in the spring semester Movement Fundamentals II classes. Engaged skill learning time data were obtained from 28 randomly assigned preservice physical education majors enrolled in the Movement Fundamentals course at the University of Northern Colorado. None of the teachers in this study had prior professional or student teaching experience. Furthermore, none of the subjects had any prior knowledge or exposure to the PETAI. The subjects each taught a 20-minute experimental teaching unit to students enrolled in the Movement Fundamentals II class.

VARIABLES AND INSTRUMENTATION

The student behavior variable measured was engaged skill learning time. Engaged skill learning time was defined as the time the student utilizes directly or practicing a skill. Engaged skill learning time was measured with the PETAI (Phillips and Carlisle, 1983a). Engaged skill learning time was continuously recorded during the experimental teaching unit. The time for the behaviors were converted to a percentage of the total experimental teaching time. Content validity has been accepted for the PETAI and reliability for the PETAI has been established by Phillips and Carlisle (1983a). Reported reliability correlations ranged from r=0.76 to r=0.98.

PROCEDURES

The 28 preservice physical education teachers were placed into two groups. The control group received approximately four hours of teacher assisted instruction and training, using the traditional method of lecture, demonstration, video-recording, handouts, formative evaluations, and daily reinforcement. The 14 subjects in this group each spent one hour in addition to the treatment practicing coding physical education training. The experimental group received approximately four hours of interactive video training and practice. The format for the four hours of PETAI interactive videodisc training was developed from procedures outline by Horton (1992). The PETAI interactive videodisc training program is presented at left in Figure 1.

Preservice teachers in the experimental group were each assigned Movement Fundamentals II students to whom a 20-minute experimental teaching unit was taught. The preservice physical education teachers in the control group were also assigned Movement Fundamentals II students. All lessons of both the experimental and control group teachers were videotape-recorded and then coded by the investigators who established their intra-observer reliability by a test-retest procedure.

Figure 1 : PETAI Interactive Videodisc Training Program

1. The goals, objectives and an overview of the design of interactive videodisc appeared on the monitor in a sequential manner.
2. The main menu of the program gave the student six major programming options which included: a) introduction, b) chapters 1-4, and c) appendix. Students had the capabilities to select any one of the main options available at this point.
3. The introduction described the history of the Physical Education Teacher Assessment Instrument in detail. An outline of the PETAI teacher and student variables was also included in the introduction of the program.
4. Chapter one presented information about the teaching variables, Teacher Instruction Time and Teacher Management Time. Student Participation Time and Student Management Time were also presented in this chapter. Each variable was defined and subdivided into its subcategories. The student could access any of the subcategories directly by using the mini-menus built into the programming. Each of the subcategories contained written text examples, definitions, and explanations describing the variables. Video examples followed each of the subcategory variables to reinforce the concepts. Programming loop options were interspersed throughout this chapter to allow the student different menu options. A two-minute formative evaluation video segment followed each of the four major student and teacher variable categories. Students were asked to identify different teacher and student variables that were being exhibited to reinforce the information presented in chapter one.
5. Chapter two provided a guided practice of coding an actual classroom situation using the PETAI as the tool to identify the exhibited behaviors. A coding explanation and guide was presented to the student at this point. During this section, the student viewed a mini-unit being taught by an actual physical education teacher. The interactive videodisc stopped at programmed points in the video segment and questions were asked by the computer. Several response options became available to the student at this point in the program. Incorrect responses presented several programming options to the student to increase the probability of retention and concept acquirement.
6. Chapter three provided non-guided teacher behavior and student behavior coding opportunities.
7. Chapter four covered material related to the knowledge of content literature.

STATISTICAL TREATMENT

This study was a quasi-experimental, post-test, two group design. The engaged skill learning time scores were analyzed with a one-factor ANOVA. Significance for analyses in this study was predetermined and set at the .05 level.

ANALYSIS OF RESULTS

No significant difference was found between the groups on the engaged skill learning time coding scores, $F(26,1)=0.93$, $p=0.34$. The traditional teacher assisted groups' mean coded score and standard deviation were reported as 14.75% and 4.78%, respectively. The lowest recorded percentage of engaged skill learning time provided by a teacher in the traditional group was reported as 7.46%; the highest percentage of engaged skill learning time was reported as 23.89%. The interactive videodisc instruction groups' engaged skill learning time coded

mean, standard deviation, and range were reported as 17.78%, 10.70%, and 3.9% to 38%, respectively. The results were nearly identical to those reported by Mathias (1990), Pollard (1990), and Tabar (1990), comparing interactive videodisc instructed subjects to teacher assisted subjects. It appears that novice preservice teachers who have been trained with the interactive videodisc utilize as much of their class time providing engaged skill learning time as teachers who have been trained using traditional teaching methods.

DISCUSSION

Significant differences between the two preservice teacher groups were not found for any of the engaged skill learning time variables. However, mean scores for teacher behavior variables and student behavior variables indicate a trend worth noting. The findings in this study were congruous with the results of Horton (1992), Mathias (1990), Pollard (1990), and Tabar (1990). Horton (1992) reported that although no significant differences were found between groups in coding ability, the interactive videodisc group scored as well or better than the teacher assisted group on 17 of the 19 PETAI subcategories. It is apparent from the results in this study and others that although the use of interactive videodisc instruction is not more effective than traditional teacher assisted instruction, it is an alternative methodology.

The amount of time that most of the students spent providing engaged skill learning time was exceptionally low. These results were obviously linked to the lack of teaching experience of the subjects during their freshman and sophomore college tenure. Engaged skill learning time goals could be strived toward during the subject's junior and senior level teaching opportunities. Data obtained from Phillips and Carlisle (1983a) indicate the strong relationship between engaged skill learning time and performance feedback in the determination of an effective physical education teacher.

It was not the intent of this investigation to argue that interactive videodisc instruction was a more viable method of instruction than actual teacher presented instruction. However, if no significant differences are found between interactive videodisc instruction and teacher assisted instruction, there would appear to be a usefulness for this technology. Educators could use time more effectively by utilizing the interactive videodisc for knowledge acquisition and instruction. The teacher assisted instruction could then be utilized for presenting higher level concepts and educational processes. A logical example from this study could be provided. Both preservice groups scored somewhat low in their ability to provide pupils with high percentages of engaged skill learning time. The interactive videodisc instruction was as effective as the teacher assisted instruction under the framework designed by this study. Therefore, students could obtain the concepts, terms, and a basic understanding of the PETAI outside of the classroom by using the PETAI interactive videodisc program. Pedagogical knowledge, and teaching practices, opportunities, strategies, and formative evaluation feedbacks could be provided during classtime by the methods instructor. A common vernacular could be obtained by the student using the interactive videodisc. The teacher assisted instruction could be utilized for presenting higher level concepts, such as application, synthesis, and evaluation. Conversely, the interactive videodisc instruction would be designed to focus on "knowing," whereas the teacher assisted instruction would be designed to focus students toward "doing" and "being."

Interest in interactive videodisc technology in teacher preparation is just starting to rise. Evidence of the importance of this medium is still in its infancy. Therefore, much additional work needs to be done in the verification of interactive videodisc training programs as a viable methodology for teacher preparation.

REFERENCES

Fischer, C.W., Filby, N.N., Marleave, R., Cahen, L.S., Dishaw, M.M., Moore, J.E., and Berliner, D.C. (1978). *Teaching Behaviors, Academic Learning Time, and Student Achievement: Final Report Phase III-B, Beginning Teacher Evaluation Study.* Washington, D.C.: National Institute of Education, Department of Health, Education, and Welfare.

Horton, D.R. (1992). *An Evaluation of Interactive Videodisc as an Instructional Strategy for Teaching the Identification of Selected Teacher Behavior Variables and Selected Student Behavior Variables.* Published doctor of education dissertation. University of Northern Colorado.

Kelly, L., Walkley, J., and Tarrant, M. (1988). "Developing an Interactive Videodisc Application," *Journal of Physical Education, Recreation, and Dance, 59* (4), 22-26.

Mathias, K.D. (1990). *A Comparison of the Effectiveness of Interactive Video in Teaching the Ability to Analyze Two Motor Skills in Swimming.* Doctoral dissertation. University of Northern Colorado.

Merina, D.M. (1989). "Teaming Up for Classroom Change," *NEA Today, 8,* 18.

O'Sullivan, M., Collis, B., and Van Gyn, G. (1986). "The Investigation of Computer Augmented Training on Selected Managerial Skills of Physical Education Students," *Trends and Developments in Physical Education,* 403-408. London: E. and F.N. Spon.

Phillips, D.A. and Carlisle, C. (1983a). "The Physical Education Teacher Assessment Instrument," *Journal of Teaching in Physical Education, 2* (2), 62-76.

Phillips. E.C. and Carlisle, C. (1983b). "A Comparison of Physical Education Teachers Categorized as Most and Least Effective," *Journal of Teaching in Physical Education, 2* (3), 55-67.

Pollard, C.J. (1990). *An Evaluation of Interactive Videodisc as an Instructional Strategy for Teaching a Word Processing Program.* Doctoral dissertation. University of Nebraska-Lincoln.

Siedentop, D., Herkowitz, J., and Rink, J. (1984). *Elementary Physical Education Methods.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Smith, E. (1987). "Interactive Video: An Examination of Use and Effectiveness," *Journal of Instructional Development, 10* (2), 2-10.

Smith, E.E., and Lehman, J.D. (1988). "Interactive Video: Implications of the Literature for Science Education," *Journal of Computers in Mathematics and Science Teaching, 8* (1), 25.

Tabar, C.R. (1990). *Computer-Assisted Interactive Video Instruction: An Alternative to the Lecture Method for Nutrition Education in Baccalaureate Nursing.* Doctoral dissertation. University of Cincinnati.

The Litigation Connection . . .

A REPRINTED ARTICLE

Risk Management— A Tool For Reducing Exposure To Legal Liability

Doyice J. Cotten
Professor of Physical Education
Georgia Southern University
Statesboro, GA 30460

This article is reprinted with permission from the JOPERD (Journal of Physical Education, Recreation, and Dance) February 1993, 58-61. JOPERD is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.

The authors of these feature articles have discussed some of the major legal issues that concern physical education, recreation, and dance professionals. A thread which ties these legal concerns together is risk management.

Risk management has been defined as "the formal process of assessing exposure to risk and taking whatever action is necessary to minimize its impact" (National Association of Independent Schools, 1988).

Four basic aspects of the risk management process are: (1) identifying the potential risks; (2) evaluating risks; (3) selecting the proper approaches to the risks; and (4) implementing operational procedures.

The risk management process includes four aspects: identifying risks, evaluating risks, selecting the proper approaches, and implementing procedures.

Identifying the Risks

van der Smissen (1990) identified four general categories into which all risks may be placed: (1) property exposures; (2) public liability (excluding negligence in program services); (3) public liability (negligence in program services); and (4) business operations.

Property exposure. Property exposure includes loss or damage to facilities, equipment, and equipment of others that might be on loan, leased, or stored on your premises. To identify these risks, first make a list of all property on your premises. Then estimate what damage or loss could result from occurrences such as fire, vandalism, theft, and natural elements such as hail, tornado, flood, lightning, wind, or rain.

Public liability (excluding negligence). Many types of risks are included in this category. Some of these risks are rendered by acts of your employees, such as malpractice; intentional torts such as libel, slander, and false arrest; assault and battery; invasion of privacy; and violation of dram shop and host liquor laws. Exposure may include that of products liability for any equipment used as well as for the sale of food. Other exposures include contractual liability, natural hazards, advertiser's liability, and discrimination or civil liberty violations.

Public liability (negligence). Examine the program to assess what types of exposures exist to determine the likelihood and the seriousness of the bodily injuries (e.g., death, quadriplegia, broken bones) that might occur in supervised services (such as swimming programs, physical education classes, and sport leagues) and unsupervised areas (such as parks, lakes, playgrounds, and parking areas). Consider the number and training of the personnel involved, the maintenance status of the facilities, and the number of participants or facility users.

Business operations. Evaluate the potential financial loss that could result from the disruption of various aspects of the business operations. These may be classified as personnel-related and nonpersonnel-related risks. Some personnel-related risks include embezzlement and employee dishonesty, health and accident coverage, health of key personnel, and errors or omissions by officers. Nonpersonnel exposures include loss of income due to natural elements, health-related or political reasons, vehicle coverage, and service contracts.

Insurance consultants or a profes-

sional risk management company can come to your facility to do a complete risk analysis, but you and your institutional/agency staff also can do a good job of identification. Keep in mind, however, that a one-time identification of risks is not sufficient. Risk identification must be an ongoing process. Personnel should be taught to recognize risks and to know what to do once the risk is recognized (Miller, 1989).

Evaluating Risks

Some risks are more important than others; thus, the second aspect of the risk management process is evaluation of risks. While some might be severe in terms of the physical and financial effect, others might be less serious, but more likely to occur. Risks must be evaluated in terms of the severity of the potential risk (both from the impact on the organization and from the seriousness of the injury to the participant) and the likelihood of the occurrence (van der Smissen, 1990). Clement (1988) suggested that the magnitude (the number of people who will be harmed) also be included. The approach to handling risks would vary depending on these factors.

Selecting Risk Approaches

Once you have identified and evaluated the risks, the third aspect in the process is to decide what to do about it. Four approaches to risk management are risk elimination, risk retention, risk reduction, and risk transfer. HPERD professionals must understand each of these approaches to make the best decision regarding the risk.

Risk elimination. Risk elimination can entail the discontinuance of the risk (to stop offering the activity in the program due to risk) or the avoidance of the risk (to choose not to add the activity to the program) (van der Smissen, 1990). An example of discontinuance is locking up a trampoline which has been used for years, while an example of avoidance is deciding not to purchase a trampoline for the program due to the risk.

Because HPERD professionals are in the activity business, elimination may not be a desirable choice. However, van der Smissen (1990) states that elimination is an appropriate choice when the organization is unable to meet the standard of care required to offer the activity safely.

Risk retention. Risk retention is the acceptance of responsibility for certain anticipated risks and unanticipated risks of the organization. In other words, the organization recognizes the risk, understands that expenses may be incurred due to the risk, and is prepared to pay the costs involved. Kaiser (1986) distinguishes between passive retention and active retention of risks. Passive retention is the imprudent practice of not managing risk due to unawareness of this risk. Active retention is the conscious decision to assume known risks. The types of retention are noninsurance (current expensing), self-insurance (funded reserve), the joint pooling of risks, and insurance deductibles (van der Smissen, 1990).

Noninsurance—current expensing—is a common way to handle small risks. When a small claim arises, the expense is paid and charged as an expense in the budget. It is important to estimate how much expense will be involved when making the budget, and van der Smissen (1990) stressed the importance of developing a procedure for processing a claim.

Self-insurance is a process by which a school or municipality places a large initial sum of money (the amount is often regulated by the state) into a escrow account each year (Clement, 1988). Money is added to the account annually and the account may be invested for growth. Initially, while the account is small, the organization might need to supplement it with a high deductible insurance policy.

Joint pooling is an extension of self-insurance where several organizations (schools, municipalities) pool their funds and thereby spread the risks. A risk management firm or an insurance company may be hired to administer the pool and dispense the claims.

The fourth retention technique is the use of insurance deductibles. Large deductibles increase the amount of the risk of the organization, but the savings in premium usually can generate a considerable net savings if the organization can handle the deductible expense in the event of a claim. There are several different types of deductibles available. Consider the various types as well as the size of the deductible when deciding on insurance.

No approach is best for all situations. When risk retention is used, it is crucial that it be used in conjunction with risk reduction.

Risk reduction. Risk reduction is the heart of any risk management program and is always used in conjunction with the financial approaches, retention, and transfer. Reduction involves a concerted effort to reduce the frequency and magnitude of accidents through the control of operations. Successful risk reduction requires a complete plan for scrutinizing operational practices, such as those mentioned in the other articles of this feature, for potential loss. Operational areas that require examination are: competence of personnel; conduct of the activities/management of services; the participants (including the supervisory and emergency plans); maintenance; environmental milieu; warnings; standards; information documentation systems; and public relations (van der Smissen, 1990).

While all risks can never be eliminated, many can. Kaiser (1986) suggested developing of safety rules for facilities and equipment; conducting regular safety inspections of facilities and equipment; performing aggressive preventative maintenance; and providing safety/emergency training for all employees. In addition, Clement (1988) suggested keeping detailed records, diligently supervising employees, and being aware of the clients' and students' rights .

Risk transfer. Risk transfer is the process of moving the financial risk from the organization to another individual or agency. This approach is particularly useful when the sever-

ity is great and the frequency is high.

The most commonly used transfer method is the purchase of insurance, an effective, but expensive, method of transferring risk. Types of insurance that an HPERD professional, whether in a school or a private enterprise, might need include: property insurance (to cover loss or damage to your property or the property of others on your premises), liability insurance (to cover you in the event of negligence on your part or that of your employees; to cover your employees and board; and professional liability insurance), accident insurance to cover medical expenses of participants or clients injured in your program, and workers' compensation to provide for medical expenses for employees injured on the job.

Risks may also be transferred by contract. One example is the use of independent contractors. The recreation department may contract with the management of a local dive shop to teach courses in scuba. In so doing, many of the risks are transferred to the dive shop. A second transfer method is by leasing the property to another organization. A country club might lease one hole of the golf course to another group to hold a hole-in-one contest. Certain risks are transferred to the leasing group. Another method, an exculpatory agreement, allows risks of ordinary negligence to be transferred from the organization to a participant who signed a valid waiver. Indemnification agreements also can often be effective in transferring the risk to a third party.

Choosing the appropriate approach. The risk manager must choose the best approaches for each type of risk. Remember, no one of these approaches is appropriate for all risks in your program. In fact, more than one of the approaches may be used to handle one risk, and you may use all of them in your program.

Figure 1 may be helpful in selecting the appropriate risk treatment methods. The figure shows that an appropriate treatment method for nonserious injuries involving little financial impact is a combination of retention and reduction. Even when accidents are frequent, the risk may be maintained when the severity is low. The risk manager must decide which retention methods are most appropriate for the situation.

At the other extreme, when both the financial impact/severity of injury and the likelihood of occurrence are great even after reduction techniques, the appropriate approach might be avoidance. A less hazardous activity might be substituted.

Many activities obviously fall between these two extremes. Risk transfer is often the most appropriate treatment for these activities, since the financial risk is too great for the organization to retain. As with risk retention, risk transfer should always be used in conjunction with risk reduction.

Implementing Operational Procedures

The fourth aspect of the risk management process is the implementation of operational procedures necessary to carry out the approaches determined best for your specific institution, organization, or agency. A risk management plan, a risk manager, and a risk management manual are three key components of the implementation process.

Risk management plan. A risk management plan must be developed. Such a plan requires statements of policy from which operational procedures are developed. Some of the policies will have been established in selection of methods within the approaches. However, especially in the reduction approach, there will be many policies needed regarding the conduct of programs and services.

Risk manager. Management must realize that risk management is an ongoing process and must select an individual to serve as risk manager. While that person may have other duties, the risk manager must be given the authority to operate the

1. **Risk:** The uncertainty or chance of loss, usually accidental loss, one that is unusual or unforseen.
2. **Risk management:** The formal process of assessing exposure to risk and taking whatever action is necessary to minimize its impact.
3. **Categories of risk:** Four general categories of risk: (1) property exposures; (2) public liability (excluding negligence); (3) public liability (negligence in program services); (4) business operations.
4. **Evaluation of risks:** Factors considered are severity of risk, likelihood of occurrence, and magnitude or number of people harmed.
5. **Risk elimination:** The decision to not include the activity in the program; the appropriate choice when unable to meet the standard of care required to offer the activity safely.
6. **Risk retention:** The acceptance of the responsibility for certain anticipated and unanticipated risks; this must be coupled with risk reduction.
7. **Risk reduction:** A concerted effort to reduce the frequency and magnitude of risk of loss.
8. **Risk transfer:** Moving the risk from your organization to another person or organization; this is particularly important when both the severity and the frequency are great.
9. **Treatment selection:** Choosing the appropriate risk treatment method or combination of methods for each situation.
10. **Implementation:** Selection of a risk manager to operate the program, establish policies, and evaluate the program on an ongoing basis.

Figure 1. Risk Management at a Glance

program, establish policies, and evaluate the program. The manager serves as the prime mover in coordinating the many facets of the risk management process. This means communicating with and motivating other employees, as well as periodically evaluating the risk management program. Here the manager determines the cost of the program, the savings generated, and provides evidence of program effectiveness to the management.

Risk management manual. Operational procedures to be carried out by staff is a critical element in any successful risk management plan. The establishment and implementation of policies can include the development of a risk management manual for employees at all levels. Appropriate risk management policies such as those suggested by the authors of the other articles of this feature should be included in the manual.

References

Clement, A. (1988). *Law in sport and physical activity.* Indianapolis: Benchmark Press.

Kaiser, R.A. (1986). *Liability and law in recreation, parks, and sports.* Englewood Cliffs, NJ: Prentice-Hall.

Miller, A.W. (1989). Risk management. In G. Nygaard & T.H. Boone (Eds.), *Law for physical educators and coaches.* Columbus, OH: Publishing Horizons, Inc.

National Association of Independent Schools. (1988). *Risk management for schools.* Boston: Author.

van der Smissen, B. (1990). *Legal liability and risk management for public and private entities.* Cincinnati: Anderson Publishing Co.

REGION #9 WORKSHOP for Elementary Physical Educators

Coordinator - Regina Wright

Schwarzenegger Shuffle: Presented by Artie Kamiya

On Friday, Febraury 19, 1993, MSD Pike Twp., Wayne Twp., IAHPERD, and Indiana's State Education organization sponsored a workshop for elementary physical educators. The featured speaker was Mr. Artie Kamiya, a noted physical education consultant who has authored *The Elementary Teacher's Handbook of Indoor and Outdoor Games*, and currently serves as the editor of *Great Activities*, a national physical education resource. Kamiya emphasized academics, non-competitive games that build self-esteem, and activities that can be adapted for children with special needs.

The workshop was a power-packed day of new ideas, activities, and motivational strategies. It provided a hands-on session for the participant. Participation was limited to elementary physical education teachers in Marion and surrounding counties.

Alliance UPDATE

NEWS FROM NASPE

English Edition of Russia's Best Selling Book on Exercise, Health and Medicine Released

Russia's best-selling book on exercise, health and medicine, *Man and Running* is now available in English. Written by Russian Sports Medicine/Expert Vladimir M. Volkov, Ph.D., and noted Russian Sports Physician Evgeny G. Milner, M.D., Ph.D., the book was translated by Daniel C. Drew, M.D., a Danville, Virginia family physician with a keen interest in the health and fitness aspects of running.

This worldwide review of literature on the health benefits of running and other forms of aerobic exercise includes citations from Australia, Canada, Japan, New Zealand, United States and Western Europe.

Man and Running separates myth and fantasy from scientific fact and highlights recent medical literature to emphasize both why and how to obtain the health benefits. Chapters include such subjects as running and longevity, principles of training, fitness running and competition, the problems encountered in marathon running, and running and cardiovascular disease.

Runners at all levels and those interested in aerobic fitness activities will find this book a valuable resource. College-level students will benefit from this book as a valuable reference for various sports physiology, exercise physiology and health courses.

The 134-page book retails for $23.95 plus shipping and handling. To order *Man and Running* (Stock #0-88314-527-8), call 1-800-321-0789.

NASPE Helps Its Members Prepare For New School Year

To help its members take the "guesswork" out of teaching physical education and enhance their professional expertise this new school year, the National Association for Sport and Physical Education (NASPE) is announcing the release of new books, promotional materials and conferences.

NASPE Executive Director Judith C. Young, Ph.D., said the new books are designed to help teachers plan and implement developmentally appropriate physical education activities for students in K-12 programs. They are:

- **Outcomes of Quality Physical Education Programs**– This informative booklet includes benchmarks for K-12 programs, definition of a physically educated student, lesson implementation and planning in accordance with NASPE's Outcomes Project results. Stock #304-10035. $5.95 each.

- **Developmentally Appropriate Physical Education Practices for Children** – A booklet to help today's physical education professional choose activities, facilities, equipment, and appropriately manage class time. Stock #304-10036. $3.00 per copy/$20.00 for 25 copies.

- **JOPERD's Insert on Developmentally Appropriate Physical Education for Children** – From AAHPERD's acclaimed *Journal of Physical Education, Health, Recreation and Dance*, this insightful collection of articles written by leaders in the field of children's physical education helps illustrate and activate the concept of "developmentally appropriate." Stock #304-10037. $2.00 each.

- **Children's Physical Education Teacher Preparation: The Specialist** – Prepared by the Council on Physical Education for Children, the document identifies policy statements on faculty recruitment, and concepts, competencies and experiences to be incorporated into these programs. Stock #304-10028. $3.00.

In addition, NASPE is encouraging its members to communicate the importance of physical education to parents, community leaders and the general public before it is necessary to defend it. The highly praised new Fit to Achieve materials – including an informative pamphlet called "Fit to Achieve: It's Up to You" and the NASPE slide/lecture presentation – are designed specifically to help let the public know about the importance and value of physical education.

Books and Fit to Achieve materials may be ordered by calling 1-800-321-0789.

Following up on a highly successful Waterville Valley conference this summer, the Council on Physical Education for Children (COPEC) and *Teaching Elementary Physical Education* (TEPE), a publication of Human Kinetics Publishers, is pleased to announce its 1993 meeting site. The 1993 National Conference on Teaching Elementary Physical Education will be held July 31 - August 3, at East Tennessee State University in Johnson City, TN.

The theme of the conference is "Making An Impact: The Art and Science of Effective Teaching." Nine elementary physical education professionals have been selected to serve on the conference program planning committee: Fran Cleland (NH), chairperson; Sue Schiemer (PA); Bonnie Hopper (AK); Curt Hinson (DE); Rhonda Clements (NY); Theresa Purcell (NJ); George

Blessing (NY); Cam Kerst-Davis (TN); and Scott Wikgren (IL).

If you would like more information on the conference, please call Michele Watson at 1-800-747-4457. To share your ideas on speakers, sessions, or activities for the program, write to Scott Wikgren, Box 5076, Champaign, IL 61825-5076.

Preparing children to live healthy and physically active lives in NASPE's number one priority. NASPE is the only national association dedicated to strengthening basic knowledge in physical education and sport, disseminating that knowledge among professionals and the general public, and putting that knowledge into action in schools and communities across the nation.

NASPE Fit To Achieve Committee Active

Sandy Gallemore
NASPE Cabinet Member-at-Large

The NASPE Fit To Achieve (FTA) project is the national public information campaign created to generate awareness about the need for students from kindergarten through twelfth grade to participate in quality daily physical education.

The FTA Committee, chaired by Marian Kneer, asserts that most children do not receive enough quality physical education in the schools to be able to understand how and why they should maintain a healthy, fit lifestyle.

Research indicates that 40 percent of children five to eight years old have significant cardiac risk factors (such as obesity, high blood pressure, high cholesterol, inactive lifestyles). Most of our school students between ages 6 and 17 cannot run a quarter of a mile. A significant percentage of our students between ages 6 and 12 (70 percent of the girls and 40 percent of the boys) cannot do more than one pull-up.

Louis W. Sullivan, M.D., United States Secretary of Health and Human Services, indicates: "America's schools should have three basic goals for their physical education programs: to produce physically fit youth; to teach the relationship between physical activity, physical fitness and health; and to promote the skills, knowledge, and attitude to help children lead active, healthy, and productive lives as adults."

Through its Outcomes Committee project, chaired by Marion Franck, NASPE identified the physically educated person as one who:

- has learned skills necessary to perform a variety of physical activities
- is physically fit
- does participate regularly in physical activity
- knows the implications of and the benefits from involvement in physical activities
- values physical activity and its contributions to a healthful lifestyle

Members wishing a brochure with more specifics about Physical Education Outcomes Project should contact the NASPE office.

What can physical education teachers do to encourage quality daily physical education programs which can produce physically educated students?

1. Set a good example by being physically fit and physically active.
2. Stay current with physical education materials and programs available for helping teachers provide quality physical education experiences.
3. Inform the parents and the public in general about the goals and outcomes of a quality physical education program through parent-teacher programs, parent newsletters, presentations about the importance of quality daily physical education to local community groups.
4. Inform school administrators and other teachers about quality physical education programs by inviting them to observe physical education classes.
5. Maintain an active role in NASPE by attending and participating in its programs and requesting resources to improve the physical education program.

Resources available from NASPE (1900 Association Drive, Reston, VA 22091) related to quality daily physical education include the following:

- Fit To Achieve: Benefits of Physical Education
- Making the Case for Daily Physical Education
- Position Statement on Required, Quality, Daily Physical Education
- The Value of Physical Activity
- Guidelines for Elementary School Physical Education
- Guidelines for Middle School Physical Education
- Guidelines for Secondary School Physical Education

AN INVITED ARTICLE

"THE ARENA AWAITS FOR THOSE WHO DARE"

Robert G. Zeigler, Ed.D.
Towson State University

An open letter to young professionals and those young at heart.

I have often wondered just what it is that makes one person a leader and not another.

Is it talent?
Is it personality?
Is it position?
Is it good looks?
Is it purpose?

Perhaps it is a little bit of a lot of things, but more and more I seem to believe that a leader doesn't really have a great deal more of any one quality than anyone else.

On the professional golf tour only a few shots separate the top money winners from the rest of the tour.

In baseball the batting champions each year only hit safely about 20-30 more times in an entire season than many of those who didn't make the top 10 in the batting average finals.

In the olympic games, the difference between the gold medalist and a fourth place finish is often measured by 10th's of a second.

What is that ingredient that motivates an individual to maximize his or her potential to its ultimate limit?

That ingredient was evident in the lives of such persons as: Thomas Edison – who had only three months of formal schooling and made four hundred attempts before perfecting the electric light.

Albert Einstein – who failed his college entrance exam, or

perhaps the best known of all – this individual lost his job and was defeated for the state legislature at the age of 23, failed in business at 24, was elected to the legislature at 25, his sweetheart died when he was 26, he suffered a nervous breakdown at the age of 27, he was defeated for speaker at 29, defeated for nomination to congress at 34, elected to congress at 37, lost in renomination to congress at 39, defeated for senate at age 45, defeated for nomination for vice president of the U.S.A. at 47 and again defeated for the Senate at 49 – **but** was elected our 16th president at the age of 51 – Abraham Lincoln.

Why do I recall these bits of historical trivia for you? Because I believe they illustrate clearly that ingredient that is present in leadership. It's that ingredient found in positive people, in people with direction – in people with a purpose in life – in people who demonstrate a commitment to something.

Granted, the difference between the people with this ingredient and those without may be as fine a line as noted in the examples given of sports above - 10th's of a second or a dozen hits - but it is a noticeable difference.

That difference I suggest is attitude. One's attitude will often determine one's altitude! One's attitude will either be the key to or the lock on the fulfillment of your goals or better yet - your dreams. And my hope would be that your professional goals and dreams would always be focused on leadership in this wonderful profession of your choosing.

There are so many challenges before us today. Challenges that will demand leadership; challenges that will require you to take a stand - to lead or be led! Challenges that may not have easy solutions - but only options, with one being slightly better than another, but not all you had hoped for. Challenges that will test your value structure and may even cause your decision to be an unpopular one. Challenges that will give direction to this discipline for years to come. Challenges that will demand that we have an attitude of:

willingness - to do whatever it takes
dedication - involvement for the long haul
let's do it - if it's there to be done - do it - do it now!
positive toughness - staying positive even through the difficult times
determination - to press on
persistence - nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent.
Commitment - commitment comes in all "sizes"
integrity - support an honest - ethical value structure
love - love yourself
-your colleagues
-your profession
professionalism - stay active in your professional organizations - dress for success - you are a role model

what dreams are made of - reach out - always keep goals up ahead. A wise man once said, "a man's reach should always exceed his grasp..."

Unity - recognize the "roots" of our profession as well as its diversity

pride - be proud of what you do - settle for nothing less than the best you are able to give.

Pride in what you do! There is nothing more wonderful than to be privileged to wake up each day in anticipation of what that new day holds forth for you. Nor is there anything worse than to go forth each day doing something you don't enjoy, with people you don't enjoy doing it with.

But let us not forget that what we are about involves the greatest gift in all of creation - the human being. Sure, we teach skills and fitness, but the bottom line is that we teach individuals - the skills and knowledge are just a **medium** through which we do it. Physical education and sport can be a microcosm of life itself. What we demonstrate or teach outside of class can be as important as what we do in class.

Perhaps the greatest challenge any of us will face is that challenge of helping children to realize the miracle of the human body and how to take care of it. It is our vehicle through life - how we take care of it determines how long we are privileged to use it. It's the only one we will ever have and even though some parts can be traded in for new ones, the latest reports I've heard say these parts are poor substitutes for the originals.

We also help develop **self concept** in positive ways; maybe this is our most important task.

You will not only be challenged to teach the young but you will be called to champion the fight for increased time if the job is to be done, for more facilities, better equipment, and for the time to do all the above.

A real big challenge to say the least. You won't be asked to do it alone, but neither are we asking you to come along for the ride.

We need you - because you are the wellspring of the future.

We need your ideas - for they breathe new life into our goals and generate anew the spirit of adventure and growth.

We need your talents - because they strengthen our own.

We need your vision to help us see beyond what is and focus our energies on what can and will be.

But most of all, the **a t t i t u d e** you bring with you, along with each of the above, will be all important in confronting the issues of today and tomorrow. If it is one of positiveness, determination, persistence, and professional commitment our limits shall never be known.

There is no question that we, as physical educators, function in what can be called an arena in the broadest of contexts - and that **arena awaits for those who dare** - Teddy Roosevelt once defined it this way.

It is not the critic who counts; nor the man who points out how the strong man stumbled, or where the doer of deeds could have done better.

The credit belongs to the man who is actually in the arena;

whose face is marred by dust and sweat and blood;

who strives valiantly;

who errs and comes short again and again;

who knows the great enthusiasms, great devotions, and spends himself in a worthy cause;

who at the best knows in the end the triumph of high achievement;

and who at the worst, if he fails, at least fails while daring greatly;

so that his place shall never be with those cold and timid souls who know neither victory nor defeat.

Welcome aboard, but remember - when there is no wind you're going to need to row!

Referred Articles: Guidelines for Authors

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

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

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

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

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

TECHNICAL SUGGESTIONS

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

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

Cover Page. Type title of manuscript about three inches from top of page, followed by author name(s) as it/they should appear in the published piece. Drop down a few spaces and type complete name, address and phone number of author with whom editor should correspond. Also, state number of words in manuscript (rounded to nearest hundred). Author name(s) should appear *only* on this page, since the editing process is conducted as "blind review."

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

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

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

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

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

SUBMISSION REQUIREMENTS

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

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

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

If you think it can't be done, don't interrupt the person who is doing it.

IAHPERD Membership

THE PROFESSIONAL ORGANIZATION

The Indiana Association for Health, Physical Educati on, Recreation and Dance is a voluntary professional organization dedicated to improvi ng and promoting the qual ity of life in Indiana th rough school and commun ity programs of health ed ucation, physical education, recreation, and dance.

The purposes of IAHPERD are as follows:

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

Education and Training
To hold meetings and disseminate rele- vant educational information to mem- bers and to encourage training for the advancement of health, physical educa- tion, recreation, and dance.

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

IAHPERD MEMBERSHIP BLANK

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

New Member _____
Renewal _____

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

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

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

OPPORTUNITY FOR INVOLVEMENT

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

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

MEMBERSHIP EXPIRES 1 YEAR FROM DATE DUES PAYMENT IS RECEIVED.

Your **Journal** cannot be forwarded.
If a change of address occurs, please notify:
P. Nicholas Kellum
Executive Director, IAHPERD
School of Physical Education
IUPUI
901 West New York Street
Indianapolis, IN 46202-5193

P. Nicholas Kellum
Executive Director, IAHPERD
School of Physical Education
IUPUI
901 West New York Street
Indianapolis, IN 46202-5193

Non-Profit Org.
U.S. Postage
P A I D
Permit No. 6448
Indianapolis, IN

Look to the Future

& Mark Your Calendar

Share your Journal with a Colleague

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