

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

Volume 22, Number 3

CONVENTION ISSUE

Fall 1993

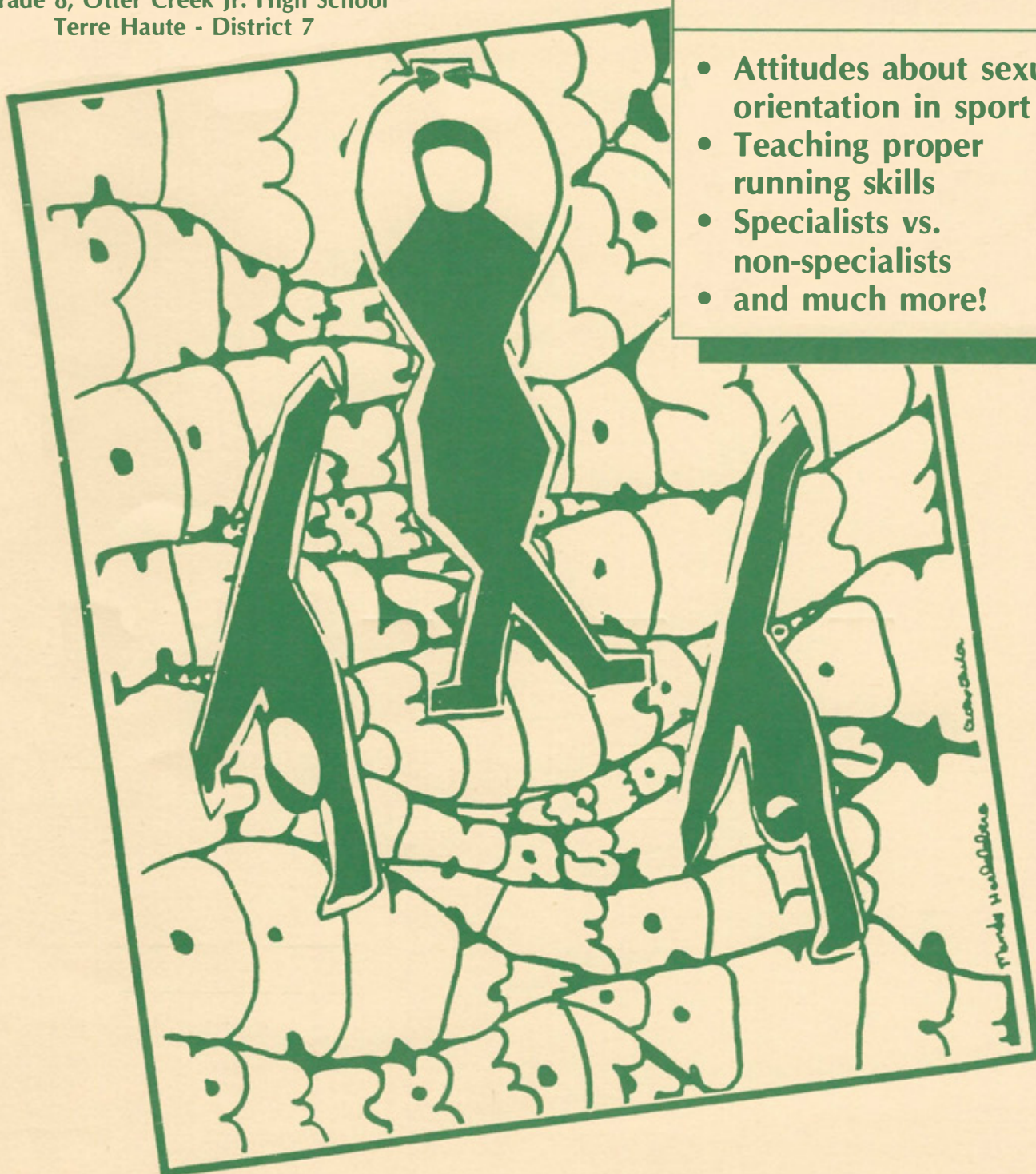
1992-93

Poster Contest Second Place Winner

Amanda Heckelsberg, Rebecca Taylor  
Grade 8, Otter Creek Jr. High School  
Terre Haute - District 7

## - Inside This Issue -

- Attitudes about sexual orientation in sport
- Teaching proper running skills
- Specialists vs. non-specialists
- and much more!



# Indiana Journal

## for Health, Physical Education, Recreation and Dance

Volume 22, Number 3

Fall 1993

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

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# Message from the President . . .



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## Strength Through Structure

Yes, we do have strength through structure. YES, we have strength through re-structure. But the greatest strength for IAHPERD is through YOU, the many committed and dedicated professionals who are members of our state organization.

As my term of office comes to a close, I would like to express my sincere appreciation to all who have served on the board and in other advisory capacities throughout the year . . . it has been a privilege to work with such a select group of the IAHPERD membership.

### UPDATE FROM MAY BOARD MEETING

. . . **Position Papers.** Ed Schilling, Chairman, and Barb Ettl are serving on the committee to format the various position paper. After format revision, the papers will be sent back to their original committees for final editing, returned to Ed, and then to the Board for final approval. (Did anyone really think this would be an easy task?)

. . . **Regional News.** Co-Coordinator Bobbi Lautzenheiser and Mary Jo McClelland are working with the new regional alignments and Regional Service Centers. IAHPERD regional officers will meet with their respective RSC.

. . . **Display Board/Banner.** The Board approved the

purchase of a tabletop display board complete with lights and carrying case. This will be available for workshops, conferences, etc.

Authorization was also given to purchase a new IAHPERD banner with our logo. (Look for the display board and banner at the Fall conference.)

. . . **Lobbyist.** Laura Arnold, The Arnold Group, made a presentation about the advantages of a lobbyist. Continued discussion will take place at the September meeting. It would be possible to include this as an expense item for next year .

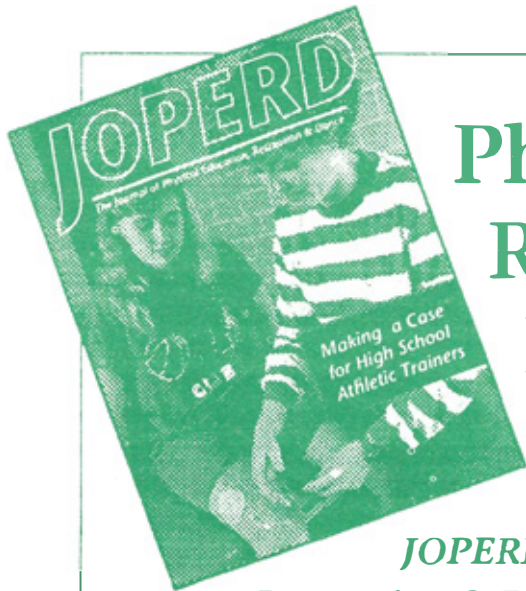
. . . **RICHE (Regional Indiana Center for Health Education).** Karen Hatch, IAHPERD representative, advised that a series of middle school level health education trainings will be held this summer (four locations).

. . . **Department of Education.** Barb Ettl indicated that the Physical Education Proficiencies and Essential Skills document will be circulated to all Indiana physical education teachers.

. . . **Fall Conference.** Tom Sawyer reported no increase in fees for 1993.

THANK YOU for your help and support during this past year. Plan to join us for the 1993 IAHPERD Conference!

***Strength Through Structure Needs Strong Members!***



# Physical Educators, Recreation and Dance Professionals!

Students! Note Special Rates!

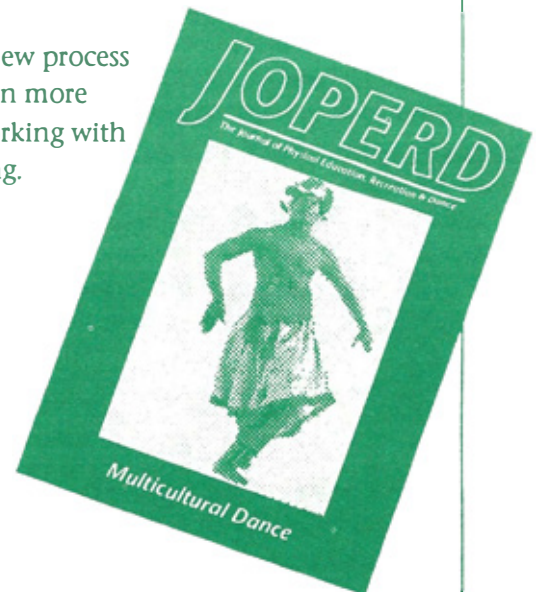
*JOPERD is...The Journal of Physical Education,  
Recreation & Dance: the largest, most frequently published,  
and most wide-ranging journal published by AAHPERD.*

If you're new to AAHPERD, it may help you to know that *JOPERD* is AAHPERD's cornerstone journal, reaching over 30,000 members and providing information on a greater variety of PERD issues than any other publication in the field. If you're renewing your membership and you haven't seen *JOPERD* lately, take a minute to browse through it. You'll note that in the past year, AAHPERD's premier journal has undergone some big changes. A new, visually appealing format (including our new logo and name change), and increased emphasis on topics of current interest to PERD professionals and students are only two of the innovative changes that *JOPERD* underwent in 1990.

*JOPERD's* new look signifies other significant changes. The blind review process that has ensured quality *JOPERD* articles for 95 years has become even more rigorous. And technology enables the editors to spend more time working with authors, ensuring that information is accurate, timely, and interesting.

Recent issues of *JOPERD* have included articles on:

- providing increased physical activity for individuals with disabilities
- treating high school sports injuries
- developing the curriculum
- developing cooperative skills in children
- assessing the risks of adventure programs
- using computers in PERD
- combatting stress through physical education programs, and
- teaching and learning about multicultural dance.



*Benefit from the AAHPERD periodical  
that offers you the most variety:*

**JOPERD**  
The Journal of Physical Education, Recreation & Dance



The **NEW** Independent Study or Correspondence Version of  
**INDIANA PACE's**  
**How to Survive Coaching Workshop**

Sponsored by Indiana High School Athletic Association  
and The Center for Coaching and Sport Management Education  
Department of Physical Education, Indiana State University



The **Indiana PACE's How to Survive Coaching Workshop** is a statewide coaching education program for public and private school interscholastic coaches. It has been designed to assist coaches in understanding and enduring the many challenging tasks in the field of coaching. The program is not based on "X's and O's" or strategies; but, rather on principles relating to coaching philosophies; psychological aspects of coaching; prevention, care, and rehabilitation of injuries; effective communication with athletes, athletic directors, other coaches, officials, teachers, principals, and parents; sports conditioning and nutrition; growth and development; sports management and legal aspects; effective planning; chemical health; and IHSAA rules.

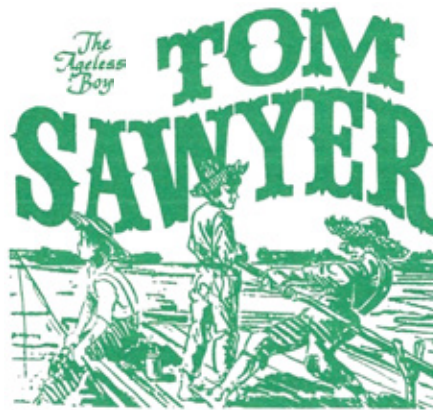
The **NEW** independent study or correspondence version of **Indiana PACE's How to Survive Coaching Workshop** has been designed to provide the coach(es) the greatest flexibility. It is difficult at best to find two days free to attend a workshop. The independent study version allows the coach to complete the workshop in the comfort of his/her home. The cost is just \$35 per coach. The school corporation (or coach) purchases the books from the Center for Coaching and Sport Management Education and the coach returns his or her completed lessons to the Center for evaluation.

Once the coach has successfully completed the workshop requirements, he or she will receive a certificate of completion. The athletic director, principal, and superintendent will receive a letter indicating those coaches who have successfully completed the **Indiana PACE's How to Survive Coaching Workshop**. Further, the independent study version will qualify for the IHSAA Coaching Education Incentive Package. This package will provide each high school that can certify that two or more coaches have completed a coaching education workshop (either Indiana PACE, ACEP, or NFICEP) an additional \$100 in their annual reimbursement check. A school corporation will be able to educate three coaches for \$5 through the IHSAA's Coaching Education Incentive Package by using the independent study version of **Indiana PACE's How to Survive Coaching Workshop**.

For further information or to order, contact: Thomas "Tom" H. Sawyer, Ed.D., Director  
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# NOTIONS From YOUR EDITOR

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## Organizing and Developing Your Ideas for a First Draft

### PART I

Many writers move from an idea to final paper by working through the stages of planning, drafting, and revising. Not all writers use the same sequence of stages, however, and not all writers use the same sequence for everything they write. Before sitting down at a desk or computer to write, many writers make plans. This series will emphasize the practical aspects of planning, drafting, and revising which should be helpful to beginners as well as seasoned veterans. Further, it will not deal directly with scientific writing, but many of these hints will nevertheless be helpful for research writing.

#### PLANNING

Every writer must PLAN to plan. Planning is an essential element in preparing articles. Whether the plan is formulated in the mind or on paper, writers begin to focus on particular subjects and make choices about ways of exploring them. Writers typically vary their planning strategies with each project as they respond to its individual requirements and challenges.

#### To begin:

Because the most effective writing develops from a writer's INTEREST in or commitment to a subject, select a general subject that appeals to you as you begin to PLAN your article. When beginning to select a subject, do not limit your thinking. Instead, keep an open mind and consider various general subjects, such as the following, before selecting one:

- regular activities,
- general reading,
- special interests,
- people you know,
- programs you know about,
- places you have visited,
- unusual experiences,
- problems people face,
- changes in your life,
- likes and dislikes,
- strong opinions,
- social, political, and cultural events, or
- academics courses.

#### Idea development:

Once a general subject is selected, take time to explore the subject, to select and develop a manageably narrow topic by focusing on one aspect of the subject, to consider your knowledge and opinion about the topic, and to explore alternative ways to develop ideas related to the topic.

Planning strategies provide opportunities to think about a subject and explore ideas. When you have the freedom to select first your own subject and then your narrowed topic, these strategies will help you to decide what to write about. The planning strategies that can be used include:

- freewriting,
- journal writing,
- journalists' questions, and
- brainstorming.

**Freewriting** means writing spontaneously for brief, sustained periods of 10 or 15 minutes. Freewriting can be unfocused if you are searching for a subject, or it can be focused if you know the subject but are deciding how to approach it.

**Journal writing** means recording your thoughts and observations regularly, for your own use, usually in a notebook kept for the purpose. Journal writing is more focused on and systematically develops a specific topic or event.

**Journalists' questions** are a reliable set of questions that journalists have used for decades—*who, what, when, where, how, and why*—to explore their subjects and to uncover the specific, detailed information that their readers want to know. By using these questions as prompts and refining them to suit your needs, you can pinpoint various aspects, finding pertinent and interesting connections and information that you didn't know you knew.

**Brainstorming** is used to produce a list of everything you can think of that is related to your subject. A brainstorming list generally comprises freely associated ideas expressed in words and phrases. It may be developed by an individual writer or by a group working together on one project.

You develop a brainstorming list by thinking briefly about your subject. Then write without pausing, using simple words or short phrases, until you run out of ideas. Brainstorming should be done rapidly and spontaneously, so do not pause to evaluate, analyze, or arrange your ideas.

To use a brainstorming list, arrange items in groups unified by a common idea or theme. Do not let your original list limit your thinking while grouping ideas. Drop items that do not fit your groups, repeat items in several groups if appropriate, and add new items whenever you think of them.

Review the grouped ideas using the following tactics:

- classify by topics,
- identify examples,
- arrange chronologically, and
- compare or contrast.

# State of the Profession . . .



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## Recommendations for Academic Preparation

In the Fall I wrote about academic preparation and the academic consumer. As you may recall, a study was conducted by AAHPERD's College and University Administrator's Council (CUAC) which focused upon the extent that physical education administrators in liberal arts and comprehensive institutions can find appropriate new faculty skilled in teaching who also can handle a variety of courses.

One part of that study dealt with determining the student's preparation areas when compared to the job market. Another part focused upon teaching experience and job expectations at the graduate level by both the training and the hiring institutions. Results of the study showed that much work is needed in both areas.

Recommendations from the authors of the study have now been formulated. Below I have listed some of those recommendations which the study generated in hopes that readers, particularly administrators and directors of doctoral programs, will consider some change which will be advantageous for hiring institutions.

### UNIVERSITIES PREPARING DOCTORAL STUDENTS SHOULD:

1. Re-evaluate the degree of specialization in their programs of study and require doctoral students to elect a second area of specialization of at least 15-18 hours.
2. Recognize that most college/university positions seek professionals who can teach in many areas, not just the specialization.
3. Consider developing a new breed of scholar who would approach the integration of various disciplines. This person would be a sophisticated "generalist" with responsibility to combine and establish a multi-discipline approach to teaching and scholarly work.
4. Establish a formal course on college teaching required by all doctoral students selecting higher education as their career goal. This course should contain both theory and practicum components with the practicum experience at both undergraduate and graduate levels.

5. Require enrollment of doctoral students in campus-sponsored workshops on teaching skills.

### FROM A NEW FACULTY'S PERSPECTIVE, UNIVERSITIES HIRING NEW FACULTY SHOULD:

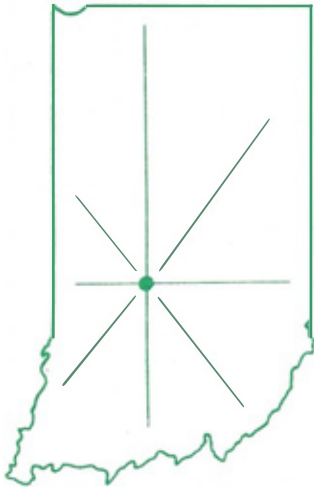
1. Seek new doctorates with teaching preparation courses and teaching experience in addition to the knowledge base in their field of specialization.
2. Expect to hire new faculty who can teach activity and undergraduate and graduate courses. Understand that teaching experiences may be limited, so anticipate providing those experiences through faculty mentoring.

### FROM AN ADMINISTRATOR'S PERSPECTIVE, UNIVERSITIES HIRING NEW FACULTY SHOULD:

1. Expect teaching experience of all new hires for their programs.
2. And emphasize teaching as more important than research in the tenure and merit process.

As I said before, the problems of adequately preparing doctoral students who will be employed in liberal arts and comprehensive institutions is certainly not new. Scholars such as Ernest Boyer, *Scholarship Revisited*, and Jerry Thomas' "Realities of the Job Market: The Needs of the Hiring College" in *The Chronicle of Physical Education in Higher Education*, and college administrators' cries about the inadequacy of new hires will continue to be heard until those institutions preparing doctoral students begin to recognize a need for change.

Those recommendations listed above are just a beginning. Each institution must now review their programs and determine if they can reorder their priorities. Those of us employed by comprehensive and liberal arts institutions know it's important; what is needed now is commitment by doctoral institutions to change the system.



# State of the State

by Barb Ettl  
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## PHYSICAL EDUCATION PROFICIENCY AND ESSENTIAL SKILLS GUIDE - UPDATE

The *Physical Education Proficiency and Essential Skills Guide* will be distributed to all physical education teachers in August. The purpose of this guide is to assist schools with curriculum development. In addition, the essential skills provide a baseline from which to evaluate students and programs.

A copy of the guide will be mailed to each college/university. The guide may be copied.

## IAHPERD REGIONAL WORKSHOPS

Regional workshops will be conducted by the IAHPERD, Educational Service Centers, and the DOE the last two weeks in September. The workshop is designed to:

- present the current issues and trends in physical education,
  - introduce the new guide,
  - identify implementation strategies for the proficiencies and essential skills, and
  - identify physical education public relations strategies.
- Dates and sites are listed below. Registration information is included in the proficiency mailing, or is available by contacting my secretary, Cindy, at 317-232-9154.

Sept. 20	..... Educational Service Center, Indianapolis
Sept. 21	..... Huntington College
Sept. 23	..... Hammond Area Career Center
Sept. 24	..... Riddle Elementary, Rochester
Sept. 27	..... South Putnam High School on U.S. 40 and S.R. 231
Sept. 28	..... Holiday Inn West, Lafayette
Sept. 30	..... Golay Center, Cambridge City

## OTHER EDUCATION AND TRAINING

... **Unique Workshop Opportunity.** Ball State has the distinguished honor of having Beth Fitzpatrick, a nationally renown physical education specialist, on staff this year. Beth is available to schools to conduct workshops on "The Ultra Shuffle." Her fun and informational workshop shares motivational techniques, creative classroom management ideas, and innovative programming strategies. For more information, contact Marilyn Buck at 317-285-1472.

... **Physical Education Credit.** (Remember the six hours every five years?) David Gallahue, Betty Haven, and the DOE will provide a PACE VII at Bloomington during the Summer of 1994. This four-day, intensive session will provide sessions on:

- fitness,
- thematic teaching,
- motivation,
- discipline,
- rhythms/movement/dance,
- curriculum planning,
- issues and trends in physical education,
- Rule 511 and how it will affect physical education,
- CIA (CurriculumInstructionAssessment), and
- kids of the 1990's.

Also included will be "family groups," a cookout complete with country line dancing (instructions provided), and many other surprises! Watch future IAHPERD *Journals* and *Newsletters* for details.

## CURRICULUM MATERIALS

The National Art Museum of Sport, located in the Bank One Center/Tower in Indianapolis, is developing a "Spirit of America" educational packet. Included will be integrative lesson plans for all subject areas.

"Integration education" is here. This will be a great opportunity to be a forerunner in your corporation by infusing sport art into your physical education program. The target date for completion of the curriculum lesson plans is 1994.

For more information, contact Virginia Hamm at 317-687-1715.

## ADAPTIVE PHYSICAL EDUCATION

The State Board of Education believes that all students can benefit from physical education. This has taken lots of convincing! In the past five years, the Board has granted approximately three waivers of the high school graduation requirement. *Remember, a school corporation may not grant a waiver of the one credit (two semester) graduation requirement for physical education.*

To assist schools with the process of developing a special program that will meet individual student needs and limitations, an *Adaptive Physical Education Handbook* has been developed and will be disseminated to all high schools in October 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:*

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## Attitudes About Sexual Orientation in Sport

by  
Denise Wyatt

Historically, lesbians have been considered unattractive, unfeminine, unpleasant, and otherwise less than true women. Lesbians have been discriminated against throughout the course of history. In the Middle Ages, they were burned as witches (Boston Women's Health Book Collective, 1984; Masters, Johnson & Kolodny, 1986). During WWII, they were sentenced to death in concentration camps simply because of their sexual orientation (Dynes, 1990). In recent years, lesbians have been prosecuted through the McCarthy Hearings, suffered because of anti-gay protests, and felt the social backlash because of the AIDS epidemic (Marcus,

1992). It is this societal attitude in regards to lesbianism which intercollegiate women student-athletes have to contend with on a daily basis. Homophobic statements are intended to demean, reject, and humiliate individuals due to their sexual orientation.

*"The first thing you must do when you are looking for a college athletic program to participate in is to find out the sexual preferences of the coach and team. If the coach or any of the players are homosexual, the team doesn't have a chance of unity or success. If the coach refuses to discuss sexual preference openly and honestly, you can be sure the*

*coach and at least several players are homosexual" (Rotella and Murray, 1991, p. 356).*

The preceding statement is an example of the homophobic attitude of a high school senior when trying to decide on a college to attend based on the sexual preferences of athletic team members. Unfortunately, it is an attitude which exists within the realm of women's athletics. Due to the fear of being labeled a "lesbian" and having to face the constant bombardment of negative criticism by society, many talented women choose not to participate in intercollegiate athletics (Rotella and Murray, 1991).

Studies regarding the homophobic attitude of college students in regards to lesbianism indicates that heterosexual women are more positive in their views towards homosexuality than heterosexual men (D'Augelli, 1989; D'Augelli and Rose, 1990). A longitudinal study of college freshmen conducted by Geller (1991) indicated that the attitudes of college students towards lesbians become more positive as they progress through their college careers. Further, studies indicate that positive personal experiences and education regarding lesbians create more accepting attitudes among college students (D'Augelli, 1989; Herek, 1988).

Homosexuality within women's athletics is referred to as the "hidden issue" (May and Asken, 1987). Lesbian student-athletes are considered to be the silent and unseen majority. Studies which measure the attitudes regarding homosexuality of women student-athletes on the intercollegiate level are almost non-existent (Genasci, 1987; Boutilier and SanGiovanni, 1983). Therefore, the purpose of this study was to compare the attitudes of intercollegiate women student-athletes at Indiana State University, a Division I-AA university in the Midwest, in regards to lesbianism.

## RESULTS

The mean *Attitudes Toward Lesbians and Gay Men Scale (ATLG)* scores used in this analysis were obtained by recoding statements 2, 4, and 7 per the ATLG instructions so that 9 = 1, 8 = 2, 7 = 3, etc. The scores were totaled by each group according to the ATLG instructions (Herek, 1988). Statements 11, 12, and 13 were evaluated by totaling the responses for each statement by group and dividing by the number of subjects in each group.

The lower the mean ATLG score the more comfortable a group is with lesbianism. In the measurement of homophobia levels, the sophomores were the student-athletes with the least fear of lesbians [ATLG M = 44.10] (Figure 1). The freshmen student-athletes were slightly more homophobic (ATLG M = 45.40) than the sophomore student-athletes. In the analysis of the mean ATLG scores of the junior and senior groups, the results indicate that the upperclass student-athletes are more homophobic than the underclass student-athletes (junior ATLG M = 47.70 and senior ATLG M = 50.10).

When evaluating Statement 11 of the survey (Figure 2), the senior student-athletes had the highest level of disagreement (M = 4.09) with the statement that lesbians are discriminated against in athletics. The sophomore and junior student-athlete means were 4.24 and 4.50 respectively, representing a slightly stronger level of agreement with the statement. The freshmen student-athlete mean (5.32) indicates the strongest agreement with the statement.

Statement 12 (Figure 3) concerned the permissibility of lesbians to participate in intercollegiate athletics. This statement had the largest level of unity between groups as dictated by the mean group scores (freshmen M = 3.0, sophomore M = 2.24, junior M = 2.86, and senior M = 2.00). These mean scores indicate that all four groups feel that lesbians should be permitted to participate in intercollegiate athletics.

The largest discrepancy (1.61 points) in the attitudes of the student-athletes was found in relation to Statement 13 (Figure 4) concerning the ability of lesbians to coach. Once again, the sophomore student-athletes strongly disagreed (M = 2.53)

with the statement. The freshmen (M = 3.72) and senior (M = 3.73) student-athletes indicated with slightly more agreement that lesbians should be allowed to coach. The junior student-athletes (M = 4.14) indicated the highest level of homophobia regarding this statement.

## DISCUSSION

The women student-athletes at Indiana State University, a Division I-AA public four-year institution, were studied. With a sample size of 71 (freshmen = 25, sophomores = 18, juniors = 16, and seniors = 12) and the fact that this particular group of student-athletes may not be representative of other groups, the results have important implications for intercollegiate student-athletes, coaches, and administrators.

The attitudes regarding lesbianism of the student-athletes does not correlate with earlier studies of the general college population (D'Augelli, 1989; D'Augelli and Rose, 1990; Herek, 1988; Cage, 1993). D'Augelli (1989) and Herek (1988) have found that the freshmen student population expressed a higher level of homophobia than the senior student population due to the lack of knowledge and experience with homosexuals. Also, in a recent survey of 213,000 college students by the Higher Education Research Institute, it was found that seniors generally are more accepting than freshmen of homosexuals (Cage, 1993). But, this study has found the opposite to be true of the women student-athlete population at Indiana State University. Senior student-athletes indicated a higher level of homophobia than freshmen student-athletes based upon the mean ATLG scores (Figure 1). There was considerable support for lesbians from the sophomore

student-athletes. This supportive stance was reflected in the mean ATLG sophomore student-athlete scores, which are lower than the mean ATLG scores of the freshmen, junior, and senior student-athletes.

When analyzing the range of ATLG scores for each group, the sophomore student-athletes have the smallest variation of 63 points between the highest and the lowest individual ATLG scores, with 74 being the most

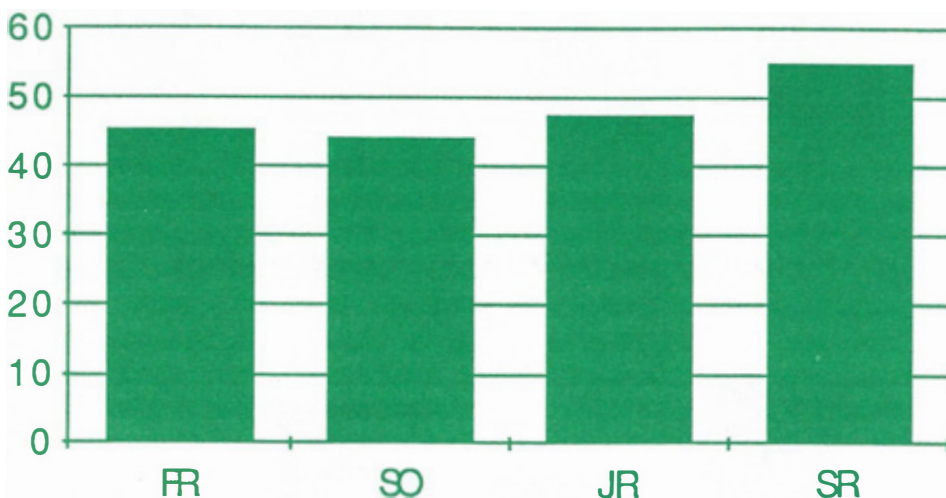
administrators may want to consider educational programs to lessen the gap in attitudes, and thereby create more group cohesion and less homophobia.

When comparing the mean scores of four statements of the ATLG by the freshmen student-athletes in this study to the mean scores of the heterosexual women freshmen of D'Augelli and Rose's (1990) study, it is apparent that both groups have similar attitudes regarding lesbianism (Table 1).

These similar mean scores could indicate that freshmen students across the country are entering the college setting with a more open mind regarding homosexuality. This comparison could also indicate that high school students are being exposed to lesbians and homosexuality in the high school setting through personal contact and course content, thereby decreasing their homophobia levels. Geller's (1991) findings indicate that students demonstrate a decrease in their homophobia levels due to personal knowledge and experience with "out" lesbians.

By comparing the mean ATLG scores of the student-athletes in this study ( $M = 46.10$ ) with D'Augelli's (1989) study of resident assistants ( $M = 26.75$ ), it becomes apparent that the resident assistants were less homophobic than the student-athletes. There

Figure 1. Mean ATLG Scores by Group



Further studies need to be conducted to determine why the senior student-athletes are more homophobic than the other student-athletes, contrary to research. Perhaps the difference can be attributed to a more open-minded underclass due to the prevalence of homosexual issues in today's society. The underclass student-athletes have gone through high school in a time when homosexuality is in the media headlines constantly and sections concerning sexual orientation are being taught in the high school setting. As Geller (1991) discovered, the more knowledge and experience an individual has regarding homosexuality the more comfortable she becomes with the concept. Perhaps the freshmen and sophomore student-athletes have entered the college setting with a more open mind regarding lesbianism due to previous knowledge and experience gained in the high school setting.

homophobic and 11 being the least homophobic. The other student-athletes fall within one point of each other in regards to the margin of scores (freshmen = 14 and 82, juniors = 14 and 81, and seniors = 13 and 80). These ATLG scores indicate that each group contains individuals who are comfortable with lesbianism and those who are extremely homophobic. Due to such a wide disparity in score, coaches and

Table 1. Mean ATLG Scores of Two Freshmen Groups

Statement	Freshmen Student-athletes	Freshmen D'Augelli's Study
1. Lesbians just <u>can't</u> fit into our society.	4.84	4.07
2. State laws regulating private, consenting lesbian behavior should be loosened.	4.84	4.44
3. Female homosexuality is a threat to many of our social institutions.	4.60	4.00
4. Lesbians are sick.	4.72	5.03

are a number of factors which may account for such a disparity in the mean ATLG scores of the two groups. One factor concerns the tolerance level of the institutions, communities, and administrators. The environment involving these individuals could include a large degree of tolerance for diversity, thereby creating attitudes that are the norm and not the exception. A second factor is the training given to resident assistants. This training is extensive on most college campuses and includes being trained to be sensitive to cultural and sexual diversity. This training could create a more open-minded individual and thus a less homophobic individual. Third, though both groups are viewed as leaders on the campus, they received that distinction through different avenues. Resident assistants are leaders because of their tolerance, student-athletes are leaders because of their ability. Ability and tolerance do not always go hand-in-hand.

In regards to Statement 11 of the survey, the senior student-athletes disagreed the strongest ( $M = 4.09$ ). The sophomore ( $M = 4.50$ ) and junior ( $M = 4.24$ ) student-athletes were slightly more in agreement with the statement. The freshmen student-athletes ( $M = 5.32$ ), indicated that lesbians are discriminated against in sports the most (Figure 2). Once again, the underclass student-athletes indicated a strong concern for lesbian student-athletes. The response by the freshmen student-athletes to this statement may be due to the fact that they have been involved in the intercollegiate athletic setting for less than one year. By being involved in intercollegiate athletics over a period of time, student-athletes may come to realize that lesbians are not discriminated against in sports as much as they originally thought.

Statement 12 had the smallest

Figure 2. Mean Scores for Statement 11 by Groups

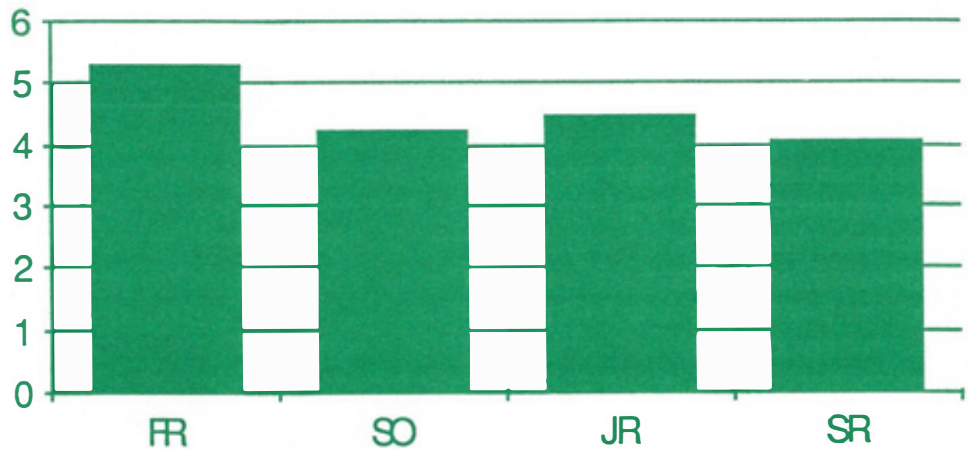
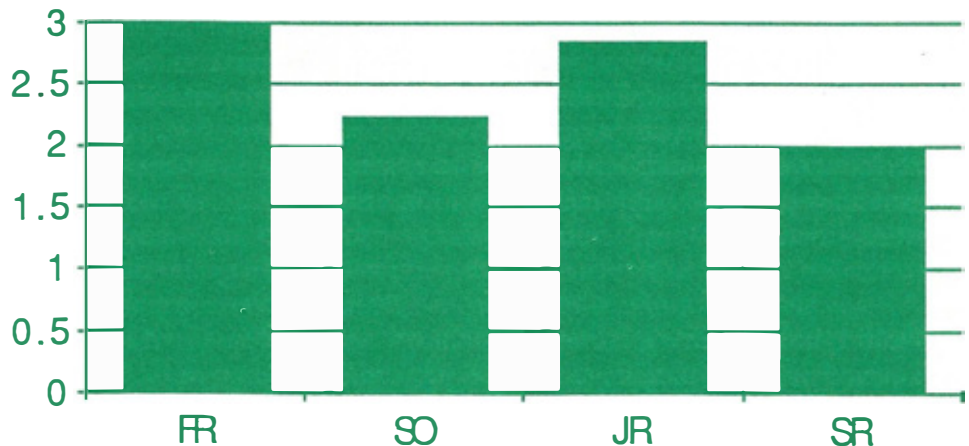


Figure 3. Mean Scores for Statement 12 by Groups



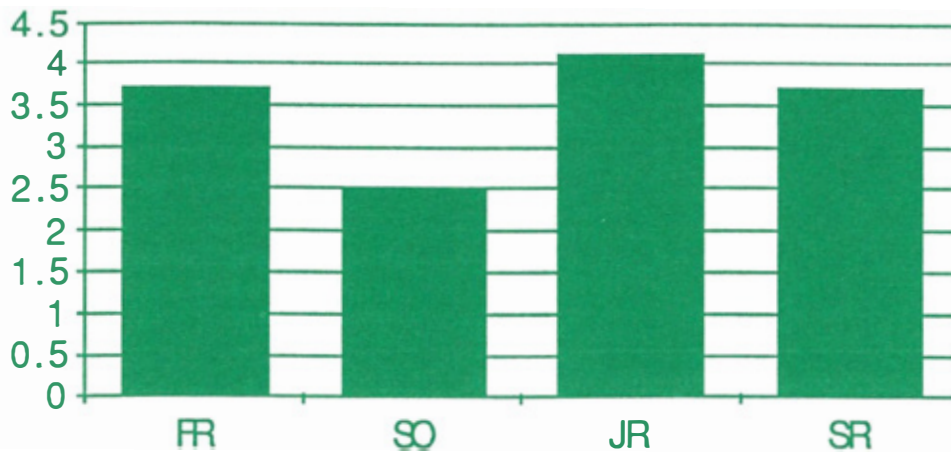
variation in the mean responses between the groups. All four groups strongly agree that lesbians should not be excluded from participation in intercollegiate athletics simply because of their sexual orientation (Figure 3). These responses contradict the concerns stated by Rotella and Murray (1991) in regards to possible reasons for a high level of non-participation. For example, heterosexual student-athletes may not want lesbian student-athletes to participate in sports due to the fear that they will be labeled a lesbian simply because a teammate is an "out" lesbian.

The highest disparity in

responses was found to occur in Statement 13. The sophomore student-athletes ( $M = 2.53$ ) registered the strongest disagreement with the statement. The freshmen ( $M = 3.72$ ) and senior ( $M = 3.73$ ) student-athletes were somewhat more supportive of the statement. The junior student-athletes ( $M = 4.14$ ) indicated the strongest belief that a lesbian should not be allowed to coach women's athletics (Figure 4).

Such a strong response to this statement may be found in the concern by the student-athletes that a lesbian coach may attempt to sexually seduce them. In correlating this response with the

Figure 4. Mean Scores for Statement 13 by Groups



mean ATLG scores, there may also be a negative impact on team cohesion due to a lesbian coach and a high homophobia level within the team.

In analyzing the mean scores for each statement by group, it becomes apparent that the student-athlete population on campus falls within the middle range (4-6) of the ATLG (Statements 1-10), thereby indicating a moderate level of comfort regarding lesbianism. According to the ATLG, the lower the score, the more comfortable an individual is with lesbianism (Figure 5).

Previous studies of the general

college student population (Herek, 1988; D'Augelli, 1989; D'Augelli and Rose, 1990; Geller, 1990) have determined that a student becomes less homophobic as she progresses through college due to an increase in knowledge about and personal experiences with homosexuals. Yet, this study found almost the opposite is true within an athletic setting. The upperclass student-athletes are more homophobic than the underclass student-athletes. Perhaps this occurrence is caused by a lack of experience through practicing, competing, and associating with known or "out" lesbians.

A number of factors could have had an effect on the results of the study:

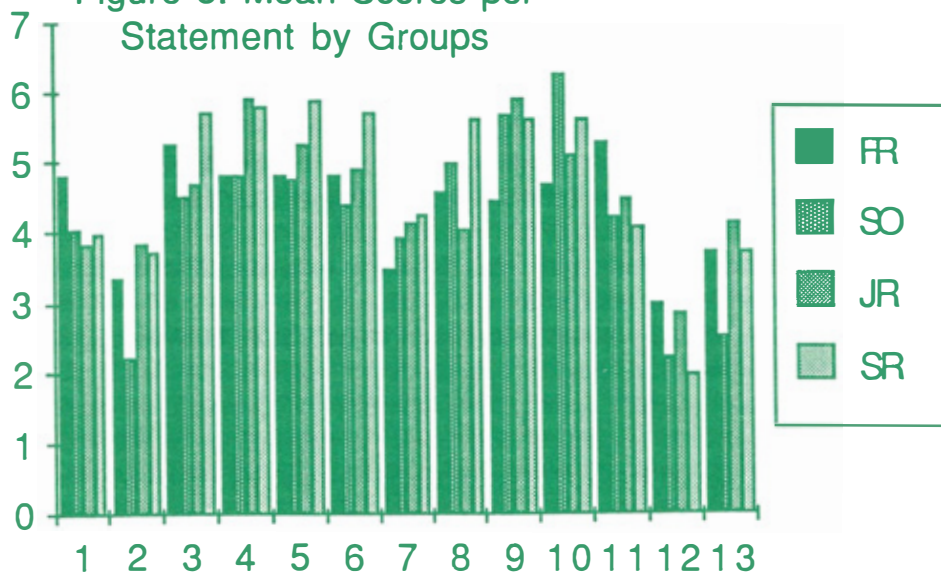
1. the demographic composition of the overall group (for example: the size of the high school, the type of hometown community, religious preference, the ethnic type, or the sport in which the student-athlete participates);
2. the atmosphere of the institution, administration, and community regarding homosexuality;
3. previous or current contact with an "out" lesbian within a social or athletic setting;
4. personal comfort with one's own sexual orientation;
5. previously or currently being coached by a known lesbian; and
6. the student-athlete is not open to changing her personal viewpoints.

In conclusion, the results of this study indicate that freshmen student-athletes were less homophobic of lesbians than senior student-athletes. However, because of the concern for the difference between the groups, further research is needed to analyze the attitudes of the student-athletes regarding lesbianism taking into consideration the above factors.

Based upon the results of this research, student-athletes, coaches, and administrators need to be cognizant of the ramifications of high levels of homophobia within the athletic setting. These ramifications include but are not limited to:

1. Student-athletes going to extremes to prove their heterosexuality, including being sexually active which is dangerous in today's HIV-positive society.
2. Student-athletes and coaches of the same sex may avoid close-knit relationships as a way of avoiding the possibility of being referred to as lesbians. This possibility could undermine the concept of team unity.

Figure 5. Mean Scores per Statement by Groups



3. Student-athletes who are lesbians may not perform up to their potential because of the possibility that their sexual orientation will be discovered by the media.

4. Heterosexual student-athletes may not perform to their potential when playing against known lesbian student-athletes because their homophobia creates emotional and mental distractions.

5. Team cohesion may be sacrificed due to the non-acceptance of lesbian student-athletes by heterosexual student-athletes because of a high homophobia level.

6. A high homophobia level may cause student-athletes to avoid becoming strong, assertive, and competitive in the athletic setting because they might be labeled as lesbians.

College and university student-athletes compose a small portion of the population of youths in transition from adolescence to adulthood on a college campus. An understanding of the psychological and sociological circumstances with which these

individuals function requires a focus on their personal development and social interaction. Towards this end, studies of the intercollegiate athletic environment, in terms of attitudes towards lesbians, needs to be completed. Such studies must proceed at various levels because attitudes are reflected differently in these settings. Further investigations should attempt to address the following questions:

1. Is there a difference in attitudes of student-athletes regarding lesbianism between institutions of higher education?
2. Is there a difference in attitudes of female student-athletes and the general female student population regarding lesbianism?

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## Project Undergraduate Preparation in Special (Adapted) Physical Education Ball State University

The following teachers have completed retraining in adapted physical education through this project: Donna Hazelett, Aboite Elementary, Fort Wayne; Kimberly Jo Stairs, Park Hill Learning Center, New Haven; Kirk Talley, Taylor University, Upland; John Hall, New Castle School Corp., New Castle; Robert Miller, Prairie Vista Elementary, Granger; David Reade, Delta High, Muncie; Mary Goth, Morrison-Mock Elementary, Muncie; Natalie Thomas, Hoagland Elementary, Hoagland; Rebecca Dietrich, Grissom Elementary, Muncie; David Bolin, Fountain Central High, Veedersburg; Betty Wickersham, Jay County School Corp., Portland; and Eileen Patton, School No. 108, William Gambel Jr. High, Indianapolis.

These teachers received tuition waivers and stipends for their participation in the two-week workshop. Credit hours are given toward certification in adapted physical education.

If teachers are interested in the retraining program, please contact Ron Davis at Ball State University, School of Physical Education, HP 222, Muncie, IN 47306.

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

Jim Zeiger, Coordinator  
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Columbus, IN 47201  
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## How to Organize a JRFH Event

Each coordinator runs a JUMP ROPE FOR HEART different. When you get the information packet from the American Heart Association, the amount of material can seem overwhelming. If you are organizing this event for the first time, I suggest you follow someone's proven plan. For my first event I used a friend's plan of action. This way I could call her with questions, and she knew what trouble spots to warn me about in advance. I even used all her recorded music.

I will outline the procedure that works well for me. I feel I've cut out as much busy work as possible using this plan.

- 6-8 weeks before the event, promote JUMP ROPE FOR HEART with each class. Give a brief pitch. Show the prizes. Begin to teach rope skills as part of a unit in class. Permission slips go home the same day with interested students.
- 3-4 weeks before the event, bring together all students of each grade level. I do this during our specialist block during 1 or 2 days. This is the day I let the students form teams. For example, all third graders come to the gym. Those who haven't signed up for JUMP ROPE FOR HEART go to one end of the gym to see a short video or go outside for a special activity. Students whose parents have volunteered to help during the event are separated. The other students all form teams of 6 around these students. In this way we are as sure as we can be that all teams have at least one parent volunteer. On the day of the event, I use a middle schooler to help teams that do not have a parent.
- When we have our teams, a special teacher who is helping me writes down names and assigns a team number to each group. Pledge envelopes are handed out. Students are asked to write their name and team number on the envelope right away in the gym. Later I make a large chart of the teams to post on the wall.
- I choose to run a 90-minute event rather than 3 hours, so I tape a cover letter onto the envelope explaining this. It will have the pledge information necessary to convert a 90-minute event.
- The day of the JRFH event is always an early dismissal day. All 1st and 2nd grade teams report to the cafeteria. All 3rd, 4th, and 5th grade teams report to the gym.
- This year, to safely house more teams in a room, I plan to do the following. Each team will have a designated "X" on which to jump. Someone (an older child from middle school) will time every 1½ minutes. Upon their signal, one jumper retires and is replaced by the next. Another signal starts the new jumper.
- During the event I have special kinds of jumping periods. Everyone does regular jumping, backwards jumping, and partner jumping. I also do a large group "Jump the Shot" involving one person from every team in the center of the gym.
- With about 5 minutes to go, all ropes are put down and everyone is invited to the middle of the room. All pretend to have a rope and jump together. It's a nice way to feel very together. We count down the last 30 seconds and have a group cheer.
- Letters go home with each jumper telling when the money and pledge envelopes are due. Free jump ropes are handed out as pledge envelopes are returned.
- Get parent volunteers to help you count money and total prizes.
- Have a great time!

***Help Me Set an Indiana Record in 1993-94!***



## Book Reviews

Overall, the following books are excellent and certainly recommended for whom they are written.

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

### **Sports Medicine: A Practical Guide for Youth Sports Coaches and Parents 1992**

Edited by Jerald D. Hawkins,  
Ed.D., ATC, FACSM

The valuable guide is written by 30 different authors who are experts in the fields of sport law, sports medicine, and sport sciences. It is designed to provide the volunteer coach and the parent with basic information relating to sport law, sports medicine, and sport sciences. Each author provides a brief overview of his or her area of specialization, with information which is practical and interesting. The authors have translated legal, medical, and scientific information into a readable and practical format.

Coaches and parents often have questions and concerns relating to various aspects of youth sports, but are frequently faced with a situation in which they do not know who to ask, and or where to go for answers. This book can be and should be used as a practical reference guide to find answers to many questions such as:

- What is my legal liability as a coach?
- What should my athletes or my children be eating to best prepare for their sport?
- Should I be concerned about

my athletes' or my children's weight?

- How can I best condition my athletes or my child for their sport?
- Should I encourage distance running or strength training?
- How extensive a medical examination should be required for participation in any given sport?
- What if one of my athletes or my children is injured? What care should be given? Who should we see? How can we be referred to a specialist?
- Who should determine when an injured child can safely return to participation, and on what basis should decisions be made?

Finally, the book is composed of 19 chapters divided into two divisions. The first part deals with **youth sports and the young athlete**, and part two covers **injury management and the young athlete**. Chapter subjects include legal aspects, nutritional aspects, substance abuse and eating disorders, the young female athlete, medical history and examination, conditioning young athletes, and general and specific injury management.

PUBLISHED BY: Professional Reports Corporation, The Belpar Law Center, Suite 1000, 4571 Stephen Circle NW, Canton, OH 44718-3629. 1-800-336,0083. FAX 1-326-599-6609.

### **The Americans with Disabilities Act: A Guide for Health Clubs and Exercise Facilities 1992**

by David L. Herbert, Esq.

This book focused on the Americans with Disabilities Act (ADA) [1991] and related regulations as same relate to the provision of services through relevant places of public accommodation. It provides an overview and an explanation of the ADA and its regulations as applied to particular problems in the setting under review. The author indicates that individualized advice and counsel, however, is absolutely essential for the proper implementation of the ADA requirements to specific establishments. Readers are encouraged to consult with their individual legal advisors or other professionals, such as architects, as to their particular needs and obligations. However, the book provides a working knowledge of the particular requirements of the law and regulations as they pertain to service provision by covered health and fitness facilities.

The book has four sections: (1) overview of the ADA, (2) operational related concerns for places of public accommodation under the ADA, (3) health promotion activities under the ADA, and (4) conclusions. In the appendices, the Act is provided with selected



regulations and U.S. Department of Justice/Civil Rights Division fact sheets.

This is a must book for health and fitness personnel, athletic directors, sport facility managers, and professional team director of operations.

PUBLISHED BY: Professional Reports Corporation, The Belpar Law Center, Suite 1000, 4571 Stephen Circle NW, Canton, OH 44718-3629. 1-800-336,0083. FAX 1-326-599-6609.

***The Sports Process:  
A Comparative and Developmental Approach***

Edited by Eric G. Dunning, Joseph A. Maguire, and Robert E. Pearton

This book was developed to explain the interaction between sport and society. It looks at how sport has been influenced by society and how in turn the world societies have been influenced by sport. It further uses an historical/developmental approach to explore the development of sport, its international diffusion, and the ongoing changes in sport around the world.

Thirteen international leaders in the sociology of sport field have contributed to this work. Beginning with the ancient world and progressing through the end of the Cold War, they examine how sport development has been affected by politics, gender roles, nationalism, capitalism, class, race conflict, and economics.

Part I, "Perspectives on the Making of Modern Sports," emphasizes the need to study sports not only in one place and

time, but as they change and evolve through time. The contributors contend that to understand any sport as it exists today, readers must examine the social processes that transformed it from early forms of play into an organized game.

Part II examines the diffusion of modern sport from its beginnings in 18th-Century English throughout the rest of the world. Readers will learn about some of the factors that influenced this diffusion, both outward to other countries and downward within each country from higher to lower social levels.

Finally, Part III compares sports across modern culture. The contributors examine how major ideologies of the 20th century—capitalism, socialism, and nationalism—have affected the practice and development of sport in various countries.

An excellent collection of readings that fills a gap currently existing in sociology of sport, the work can serve as an excellent foundation on which to base discussion.

PUBLISHED BY: Professional Reports Corporation, The Belpar Law Center, Suite 1000, 4571 Stephen Circle NW, Canton, OH 44718-3629. 1-800-336,0083. FAX 1-326-599-6609.

***Announcing a New Series:  
The Cooper Clinic and Research Institute Fitness Series***

by Neil Gordon, M.D., Ph.D, MPH

Last issue, Dr. Blanche Evans reviewed one of the books in this series (*Arthritis: Your Complete Exercise Guide*). All the books in

this series provides a step-by-step approach to exercise. Each book has five chapters with similar formats: Chapters One and Two discuss specific concerns related to the subject matter of the text; Chapter 3 discusses how to get started on a regular exercise program; Chapter 4 outlines the health points systems; and Chapter 5 describes essential safety exercise guidelines for people with the specific problem that has been focused on in the text. Each book has two appendices: 1) how to take your pulse and calculate your heart rate, and (2) tests and procedures included in a thorough pre-exercise medical examination.

There are five books included in this series currently: *Arthritis: Your Complete Exercise Guide*; *Chronic Fatigue: Your Complete Exercise Guide*; *Breathing Disorders: Your Complete Exercise Guide*; *Diabetes: Your Complete Exercise Guide*; and *Stroke: Your Complete Exercise Guide*.

This series fills a void in understandable, practical, and easy-to-read information on exercise rehabilitation for specific medical conditions. It is geared toward the public sector (mass market) and, therefore, does not provide an indepth presentation of theory relating to treatment or rehabilitation. Though exercises are described and illustrated clearly for flexibility and strength, more depth in each book in the series is needed. The series does provide an excellent, basic overview that would be recommended as additional reading for undergraduate classes.

PUBLISHED BY: Human Kinetics Publishers, 1607 North Market Street, P.O. Box 5076, Champaign, IL 61825-5076. (217) 351-5076. FAX (217) 351-2674.



# The Litigation Connection . . .

## A REPRINTED ARTICLE

### Supervision in Sport and Physical Activity

by

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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.

Dailey (1985) reviewed appellate tort negligence cases in public school physical education K-12 from 1963 to 1983 and found 22 cases of failure to properly supervise. This was the largest number of cases under any of Dailey's case classification categories and nearly double the cases in the next highest category. Clearly, sound supervision practices have not been universal in the past. Casual observation of cases since Dailey's work leads one to believe that the number of cases involving improper supervision is increasing. Furthermore, van der Smissen (1990, p. 163) stated that failure to provide supervision or inadequate supervision is the most common allegation of negligence. Adams (1990) supported van der Smissen, stating, "Even though lack of or inadequate supervision is not the major charge in many negligence cases, it is usually a subordinate issue" (p. 149).

The duty to supervise arises out of the duty to care and is based on the relationship between the plaintiff and the defendant. If that relationship requires that the defendant take necessary action to provide a reasonably safe environment, then proper supervision is manifest. In *Hurlburt by Hurlburt v. Noxon* (1990), the court held that the responsibility

*The duty to supervise stems from the duty to care and is based on the relationship between the plaintiff and the defendant.*

of school begins upon entry of a student into the school bus, and it includes proper supervision while the student is in school or on the school bus. A similar relationship exists in recreation settings between program directors and clients. In *Frankel v. Willow Brook Marina, Inc.* (1967), the court considered inadequate supervision a factor in determining the defendant negligent, citing that the defendant owed four boys, all approximately nine years old, taking swimming lessons "the highest duty of care." In *Stretton v. City of Lewiston* (1991), a father, on behalf of his minor son, sued for injuries his son received while playing soccer on a poorly conditioned field. Had the

field been properly cared for (an act of supervision), or had the coaches, upon seeing the condition of the field, moved or canceled practice until repairs had been made (again, acts of supervision), the foreseeable injuries would have been prevented.

The cited cases provide two examples of inadequate supervision. In the *Frankel* case, the proximate cause leading to the injury was failure to provide adequate direct supervision. In another case, it was claimed that general supervision (failure to provide a safe environment) was the proximate cause. Several interesting and important points were made by the court in *Ballard v. Polly* (1975) that help clarify a supervisor's role:

1. A common-law duty of care extends only to the prevention of injuries which are the reasonable, foreseeable results of one's action or inaction. (Supervisors will be held legally responsible only for the foreseeable consequences of their behavior. They must be aware of the foreseeable results.)
2. Keeping in mind that children lack a degree of discretion and maturity, the duty of care owed to a child is greater than owed an adult. (The behavior of children is often unpredictable, and they may not be cognizant of real and present danger. Therefore, chil-

dren require closer supervision than adults.)

3. The law does not recognize only one proximate cause of an injury, consisting of only one failure, one act, one element or circumstance, or the conduct of only one person; on the contrary, several factors—for example, the acts and omissions of two or more persons—may work concurrently as the efficient causes of an injury, and in such a case, each of the participating acts or omissions is regarded in law as a proximate cause. (All personnel must be aware of their responsibilities and ensure adequate and proper supervision is provided as needed.)

There are several reasons, all ethically correct, for providing the correct supervision as required by each situation. One is to avoid injury, especially serious injury, to those we are responsible for (ethical duty to care for others). Another reason is to avoid both remorse and lengthy costly litigation due to our inadequate supervision (ethical duty we have to care for ourselves). A third reason is because we have agreed to perform as expected of professionals (ethical duty to honor our contracts).

For those who provide and instruct physical activities, the questions then are: What is supervision? How does one provide adequate supervision?

Adams (1990) recognizes two types of supervision: specific and general. He defines specific supervision as when the supervisor is directly involved with an individual or small group in an activity that is generally instructional in nature. General supervision is defined as overseeing activities in whole areas and as usually not being instructional in nature (Adams, 1990, p. 149). Van der Smissen illustrates one example of general supervision as occurring when small groups or individuals are practicing (1990, pp. 170-171). The third type of supervision, transitional supervision, as defined by van der Smissen, takes place as the participant increases in knowledge and ability to be able to move toward

general supervision, but still requires some instruction.

Providing adequate supervision is not an especially difficult task. In any of the three types of supervision, certain guidelines should be established and adhered to. The bases for these guidelines come from the citations used throughout this article, and include the following recommendations:

1. The supervisor must be in the immediate vicinity (within sight and hearing).
2. If required to leave, the supervisor must have an adequate replacement in place before departing. Adequate replacements do not include paraprofessionals, student teachers, custodial help or untrained teachers.
3. Supervision procedures must be preplanned and be incorporated into daily lesson plans.
4. Supervision procedures should include what to look for, to listen

for, where to stand to the best advantage, and what to do if a problem arises.

5. Supervision requires that age, maturity, and skill ability of participants must always be considered, as must be the inherent risk of the activity.

Swimming instructors and lifeguards are excellent examples of the three types of supervision. Swimming instructors have specific supervisory responsibility during an actual lesson; they provide transitory supervision as one group of participants leaves and another replaces the previous group; and the head instructor provides general supervision at various times. Lifeguards perform general supervisory duties unless a problem arises requiring their direct attention. When a problem or emergency arises, a lifeguard moves quickly from general to transitory to specific supervision.

#### Checklist for Supervisors of Sports

- Identify any hazard or risky activity before any sport contest or practice is scheduled.
- Develop and implement guidelines for the safe conduct of participants.
- Provide extremely close supervision for potentially dangerous activities.
- Hire qualified personnel.
- Provide proper and extensive training of all high school (sport) personnel.
- Provide detailed medical emergency procedures.
- Determine the physical condition and physical impairments of all participants.
- Develop procedures to document and investigate accidents or injuries.
- Assemble a risk management committee whose paramount concern is the safety of the participants.
- Involve parents.
- Notify the community and the media of your risk management program.
- Continually update and maintain a documented risk management program record. This can assist in evaluating the effectiveness of risk management policies and procedures.

For guidelines, see the modified checklist for supervisors of sports (physical activities) created by the National Sports Law Institute (1992). For the complete list and examples, see pages 13-15 of the cited document.

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# Adapted Physical Education

## An Integral Part of the Physical Education Curriculum

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# National Standards for Adapted Physical Education

by  
Luke E. Kelly  
University of Virginia  
Charlottesville, VA

*Only 14 states have subsequently defined an endorsement or certification in adapted physical education.*

# Adapted Physical Education Standards

When PL 94-142 was passed into law in 1975, it required that all students who qualified for special education services receive appropriate physical education. While this was a very positive endorsement of physical education, the regulations stopped short of defining who was qualified to provide the appropriate physical education services. "Qualified" was defined as follows:

*As used in this part, "qualified" means that a person has met State educational agency approved or recognized certification, licensing, registration, or other comparable*

*requirements which apply to the area in which he or she is providing special education or related services (Section 121a.12, Federal Register, 1977) .*

The assumption was that states already had in place the appropriate certifications for adapted physical education or that they would create them. Unfortunately, 17 years after the passage of PL 94-142, only 14 states have subsequently defined an endorsement or certification in adapted physical education. Forty-four states and territories still have not defined the qualifications teachers

need to provide adapted physical education services to students with disabilities, and few of these states and territories have any plans to create one in the immediate future.

Failure to define who is qualified to provide appropriate physical education services to students with disabilities has resulted in many problems for the profession. For example:

1. In many states, teachers untrained either in the motor domain or in working with individuals with disabilities have been required to address the physical education needs of students with disabilities in their

schools. This practice has given parents and other educators an inaccurate view of adapted physical education and the benefits that can be derived from it. Also, the intent of the law has not been addressed and, in many cases, has resulted in a disservice to many individuals with disabilities.

2. In many states that lack certification for adapted physical education, such related services as occupational or physical therapy have been substituted erroneously for adapted physical education. This situation, again, creates confusion regarding what is appropriate adapted physical education and has resulted in many students with disabilities not receiving physical education.

3. Even in the states that have defined a certification or endorsement, there is no consistency among the requirements. Some states, for example, require the equivalent of a Master's degree, while others require as little as one course in adapted physical education.

4. Lack of a uniform definition of what qualifies an individual to provide adapted physical education has made it almost impossible to ascertain who is providing adapted physical education services and the quality of services being provided. This lack of accurate data has negatively influenced the creation of training programs at Institutions of Higher Education (IHE's) and the allocation of federal funding to seed creation of these programs.

In the Spring of 1991, an "Action Seminar" co-sponsored by the National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID), in conjunction with the National Association of State Directors of Special Education (NASDSE) and Special Olympics International, was conducted for state directors of special education and leaders of advocacy groups for individuals with disabilities. An outcome of this seminar was identifying the lack of national coordination efforts in defining who was qualified to teach adapted physical education. With the exception of the AAHPERD guidelines (developed by Adapted Academy, NASPE, Therapeutics Council, ARAPCS, and the Unit on Programs for the Handicapped) created in 1981 and revised in 1990 by the Adapted Physical Activity Council (APAC) for institutions training adapted physical educators, there has been no coordinated national effort to establish specific outcome competencies that practitioners of adapted physical education should possess.

A leading recommendation from the Action Seminar was to create national

standards for adapted physical education practitioners and an examination to measure these standards. To the end, the NCPERID, in conjunction with APAC/AAHPERD, created a task force to address this issue. Based on its recommendations, the President of NCPERID subsequently submitted and received a four-year Special Project's grant from the U.S. Department of Education Office of Special Education and Rehabilitative Services, Division of Personnel Preparation (USDE/OSERS/DPP). The project goals are: (1) delimit the content that adapted physical educators should know, and then define this content as specific outcomes (standards); and (2) develop a competency examination to evaluate these standards.

## THE NATIONAL STANDARDS PROJECT

Funding for the Adapted Physical Education National Standards Project began in September 1992. Listed below are major objectives to be addressed during each year of the project.

### Year One

- Perform a job analysis. Survey teachers and consumers of adapted physical education to determine their current responsibilities and perceived needs.
- Perform an analysis of pre-service training. Survey IHE's to ascertain the competencies currently being addressed in their training programs.
- Develop a theoretical model as the foundation for creating national standards.
- Review the competency examination development process used by other organizations.

### Year Two

- Define standards. Each standard in the model (e.g., legislation) will be analyzed to delineate the specific content a practitioner should know (e.g., laws, specific mandates of each law, etc.).
- Evaluate and validate the standards. The content identified under each standard will be sent to the field to be evaluated and prioritized.

### Year Three

- Determine the appropriate type and format of the test based on a review of the literature and advice from other organizations.
- Develop pools of questions for each standard.

### Year Four

- Evaluate and validate test items and the examination.
- Develop administrative procedures, and administer the examination on a national level.

## COMMITTEE STRUCTURE

To achieve these goals and objectives, members of the profession will serve on several committees related to the project. Each of the major committee structures is briefly described below in terms of committee format and the responsibilities each committee structure will address. While members of the first two committees have already been selected, there is still opportunity for professionals to participate on the Standards Committees and Evaluation and Review Committees.

**Executive Committee:** Chair—Project Director and Past Pres. of NCPERID, Luke Kelly; Pres. of NCPERID, Jeff McCubbin; two Board-appointed members from the NCPERID Board of Directors, Patrick DiRocco and Hester Henderson (each will serve as an official liaison with the Council for Exceptional Children and AAHPERD); one member representing NASDSE, Smokey Davis; and one member representing USDE/OSERS/DPP, Martha Bokee. This committee will be responsible for monitoring project implementation, making all policy decisions, and approving all materials and products produced by the various committees.

**Steering Committee:** Chair, Project Director, Luke Kelly. Members—John Dunn, Oregon State; G. William Gayle, Wright State; Barry Lavay, California State-Long Beach; Monica LaPore, West Chester; Janet Seaman, California State-Los Angeles; and E. Michael Loois, Cleveland State. This committee will create an organizational model to develop the standards; develop credentialing procedures and criteria for the Standards Committees and Evaluation/Review Committees; develop, implement, and monitor the standards and the exam; and regularly report progress to the Executive Committee.

**Standards Committees (30-40 members):** There will be a separate committee for each standard in the model. Chairs will be members of the Steering Committee. Members will be appointed by the Steering Committee based on credentials. This committee will develop outcome standards in accordance with the model established by the Steering Committee; validate the standards via the Evaluation/Review Committees; develop individual and program evaluation procedures to measure the standards; and validate the evaluation procedures using the Evaluation and Review Committees. Estimated time involvement: 50-60 hours per year in preparation and review of materials.

**Evaluation and Review Committees (150-200 members):** Chairs will be members of Standards Committees.

Members will be appointed by the Steering Committee based on credentials. Responsibilities will include providing periodic input on the proposed standards and evaluation procedures developed by the Standards Committees. Estimated time involvement: 10-15 hours per year.

### BECOME INVOLVED

Although the Executive and Steering Committees have already been formed and work has begun on creating the model for the standards and initial job analyses, there is still time to get involved on the Evaluation and Review Committees. Selection of members for the Evalu-

ation and Review Committees will begin in early Fall 1993. Professionals at all teaching levels interested in contributing to this project should contact: Luke E. Kelly, Department of Physical Education, 221 Memorial Gymnasium, University of Virginia, Charlottesville, VA 22903.

*The National Standards for Adapted Physical Education project is funded as a Special Project grant from the USDE/OSERS/DPP, grant no. H029K20092. The content presented is that of the author and does not necessarily reflect the position or policy of the Office of Special Education and Rehabilitative Services and no official endorsement by the*

*United States Department of Education should be inferred.*

### REFERENCES


1. Cowden, J. and Tymeson, G. (1984). Certification in Adapted/Special Education: National Status Update. Northern Illinois University.
2. "Education of All Handicapped Children Act of 1975" (PL 94-142, 29 Nov. 1975). *United States Statutes at Large*, 89, 773-796.
3. Kelly, L.E. (1991). National Standards for Adapted Physical Education. *Advocate* 20(1), 2-3.
4. National Association of State Directors of Special Education (1991). Physical Education and Sports: The Unfulfilled Promise for Students with Disabilities. *Liaison Bulletin*, 17(6), 1-10.
5. National Consortium on Physical Education and Recreation for the Handicapped. (1991). Summary of the NCPERH Board Meeting. Arlington, VA, July 20, 1991. *Advocate*, 20(1), 4-5.

American Alliance  
for Health, Physical  
Education, Recreation  
and Dance



# We Want You!

## AAHPERD Membership Application



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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)

1 Z Research Consortium - for those interested in research.  
(A check here does not affect your Association affiliation)

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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)

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Any three periodicals*	<input type="checkbox"/> \$125.00	<input type="checkbox"/> \$230.00	<input type="checkbox"/> \$320.00

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6/92

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## 1993 INDIANA AHPERD CONFERENCE

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### INDIANA AHPERD KEYS TO SUCCESS: COMMITMENT AND INVOLVEMENT

October 20, 1993 - Preconference Workshop  
October 21-22, 1993 - Indiana AHPERD Conference

Omni Indianapolis North Hotel  
8181 North Shadeland Avenue, Indianapolis, IN 46250  
(317) 849-6668

The Omni Indianapolis North Hotel is situated near the Community Hospital North Complex, in the heart of the city's growing Northeast area, yet just a highway hop from downtown. From I-465, take I-69 North to the 82nd Street Exit and follow the signs to "Shadeland Avenue".

### CONFERENCE OVERVIEW

The conference features 68 program sessions, the annual Indiana AHPERD Awards presentation, an adaptive physical education pre-conference workshop on Wednesday October 20, HPERD research symposium, all-conference social combined with a Dance Showcase, and much more! Among the guest speakers will be Dr. Mike Davis, President of the American Alliance for Health, Physical Education, Recreation, and Dance; Joyce Tice, President of the Midwest Alliance for Health, Physical Education, Recreation, and Dance; Smokey Davis, Nationally known Adapted Physical Education Authority and Director of the National Association of State Directors for Special Education (NASDSE); and George Hanson, a founder of the Minnesota Adapted Athletic Association and State Consultant for Physical Education in Minnesota.

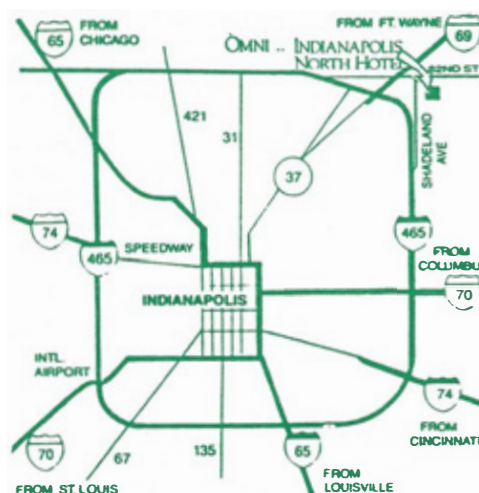
### Convention Questions—Call TOM SAWYER

1993 Indiana AHPERD Convention Chair  
Indiana State University  
Terre Haute, IN 47809  
Office (812) 237-2189  
FAX (812) 237-4883  
Home (812) 894-2113

### Registration Questions—Call NICK KELLUM

Indiana AHPERD Executive Director  
School of Physical Education  
IUPUI  
901 West New York Street  
Indianapolis, IN 46202-5193  
Office (317) 274-2248  
FAX (317) 274-

### Indiana AHPERD Conference Map



**Mark Your  
Calendar NOW!**

# KEYS TO SUCCESS: COMMITMENT AND INVOLVEMENT

## 1993 Indiana AHPERD Conference Registration Form

Must be postmarked by October 1 to receive preregistration rate!

### Pre-registration Rates (postmarked on or before October 14, 1992)

	Professional		Student*	
	Member	Non-member	Member	Non-member
Two days	\$40_____	\$70_____	\$10_____	\$25_____
No Single day Pre-registration Rate				
<b>On-site Registration</b>				
Two days	\$45_____	\$75_____	\$10_____	\$25_____
Single Day	\$25_____	\$55_____	\$10_____	\$25_____
<b>Workshops **</b>				
Adapted Physical Education	\$15_____	\$15_____	\$15_____	\$15_____

Convention Registration .....	\$ _____
Preconference Workshop .....	\$ _____
Membership .....	\$ _____
Spouse/Other .....	\$ _____
<b>TOTAL</b> .....	<b>\$ _____</b>

### Membership Rates Professional \$20/year • Student\* \$10/year

Professionals - Emeritus: No registration charge  
 Spouse/Significant Other (Not employed in IAHPERD-related discipline): \$20\_\_\_\_\_

\*\*Student rate for undergraduates and full-time graduate students.  
 \*\*Preconference Workshop: Preregistration requested (10/13/93 or earlier postmark)  
 • On-site registration available only if enrollment has not been reached.

**Make Checks payable to IAHPERD - Mail registration form and fees to:**  
**Nick Kellum, Executive Director/IAHPERD,**  
**IUPUI School of Physical Education,**  
**901 West New York St.,**  
**Indianapolis, IN 46202-5193**

### Badge Information - PLEASE PRINT!

Last Name	Middle Initial	First Name	County
Street Address	City	State/Zip	
Name of your School or Business			
(    )	(    )		
Home Phone	Work Phone		



### PRECONFERENCE WORKSHOP

Wednesday, October 20, 1993

#### ADAPTED PHYSICAL EDUCATION

5:30 pm	Sign-in
6:00 - 9:15pm	Workshop sessions in the Baron
6:00 - 6:45	Keynote Address: Smokey Davis "Educational Outcomes Related to Adapted Physical Education"
6:45 - 7:30	Minnesota Adapted Physical Education Certification, George Hanson, Minnesota State Physical Education Consultant
7:30 - 7:45	Break
7:45 - 8:30	Modification of your favorite games for your most challenging student: participation and video review, John Hall, New Castle Schools
8:30 - 9:15	Issues from the field: concerns related to adapted physical education - A panel discussion Panelists: Paul Ash, Smokey Davis, John Hall, Paul Surburg, Dale Ulrich, and Barb Ettl

(Open to ALL conference and workshop attendees)

Thursday, October 21, 1993

7:00 - 4:00pm Registration (Coffee/juice/rolls provided 7:00-8:45am)

9:00 - 4:00pm **Preregister by October 1 - Save \$\$**  
Exhibits open, Ambassador

#### ELECTION OF OFFICERS

9:00 - 4:00pm Balloting for Vice President of Operations (former - President-Elect position); Vice President of Program (former Past President position); and Secretary

#### PRESENTATIONS

- 8:00am
- A hop, skip, and jump to folk dance fun
  - Fifteen years of fun
  - Values education in higher education: A pilot project
  - Americans children's games of the 1800's
  - Beginning Computer Workshop for Physical Educators
  - Building blocks for a successful high school basketball program
  - Recreation and the Americans with Disabilities Act
- 9:00am
- Fun with falling
  - Teaching gymnastics: The Pond Method
  - Higher Education Roundtable
  - Motor assessment for preschool aged children
  - Meeting state requirements: minute rule, proficiencies, and essential skills
  - Out of the Dark Ages

### CONFERENCE SCHEDULE/PRESENTATIONS

Wednesday, October 20, 1993

3:00 - 7:00pm	IAHPERD Conference Registration
5:00 - 6:45pm	Executive Committee, Board Room
5:30 - 9:15pm	Adapted Physical Education Workshop
7:00 - 9:00pm	Board Meeting, Club Room
9:15 - 10:30pm	President's Reception, Ballroom A



## HOTEL RESERVATION FORM

Mail directly to: Omni Indianapolis North Hotel, 8181 North Shadeland Avenue, Indianapolis, IN 46250  
(317) 849-6668 FAX: (317) 849-4936

### INDIANA AHPERD CONVENTION, OCTOBER 20-22, 1993

Name: \_\_\_\_\_ Rooming with \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_ Zip: \_\_\_\_\_

Arrival Date: \_\_\_\_\_ Departure Date: \_\_\_\_\_

Check one: Single (\$70) \_\_\_\_ Double (\$70) \_\_\_\_

A deposit enclosed: \$ \_\_\_\_\_ Credit Card #: \_\_\_\_\_ Exp. \_\_\_\_

Check-in time is 3pm, check-out is 12 noon. Reservations will be held until 4pm unless a guarantee for late arrival is provided either one night's deposit or credit card guarantee.

**ALL RESERVATIONS MUST BE RECEIVED BY SEPTEMBER 20, 1993**

Thursday, October 21, 1993 presentations continued ...

10:00am

- Fantastic themes: Fun with themes
- Developing your resume and beginning the job search
- Guess who's coming to gym? Adapting instruction to meet the motor needs of ALL students
- Results of a survey of computer usage

11:00am

- Why 'Knot' youth sailors?
- Adapted Physical Education: HELP!
- HIV-AIDS update
- Are you teaching or just playing games?
- Infusing fitness into the sport of basketball

12:00 noon

- Teaching baseball fundamentals
- Promoting Physical Education through an olympic running program
- Creative adaptive physical education activities K-12
- Gymnastics in Indiana: Will it Survive?
- Modern dance technique class
- Physical education reading: What a combination

1:00pm

- Motor cycle operation safety education program
- Water activities: The 'Wave' of the future
- Computer programs you can use
- Adaptation for the visually impaired in physical education
- Motivational programs for fitness
- Elementary potpourri

2:00

- Trick or treat fitness week
- Puppets: Activity and education
- Minnesota adapted athletic association
- Dance standards: Beyond the drafts for implementation

3:00pm

- Strength and CV training for individuals with disabilities
- Fitness is fun: Aerobic fitness workouts for kids
- Fitness for recreational activities
- Athletic injuries - common problems

4:00pm Indiana AHPERD Awards Presentation, **Ballroom B**

5:00pm Dance Showcase, **Ballroom A&B**

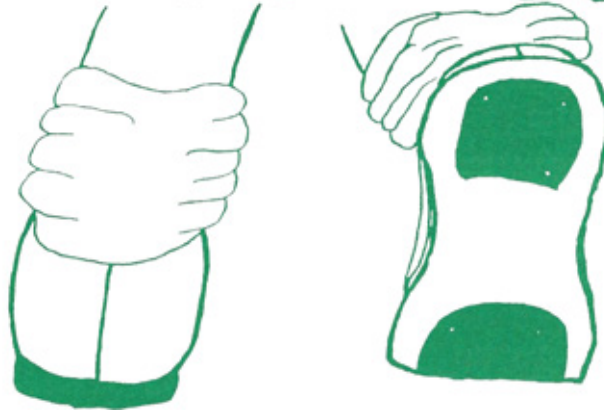
6:30 - 8:00pm All Conference Social, **Ballroom A-D**

This years All Conference Social is co-sponsored by the Indiana AHPERD and the Indiana Colleges and Universities.

Friday, October 22, 1993

- 7:00 - 10:00am Registration
- 8:00 - 1:00pm Exhibits Open, **Ambassador**
- 8:00 - 11:00am Balloting for Officers

# Do The Tappin



# With The Rappin

by  
Mendy Beavers

at the 1993 Indiana AHPERD Conference  
October 20-22, 1993 in Indianapolis

Friday, October 22, 1993 presentations continued ...

## PRESENTATIONS

8:00am

- Physical education for all seasons
- Tips for teaching racquet sports K-12
- Elementary physical education: Inclusion ideas
- Public school accreditation: Requirements for WSI and Lifeguard
- Today's challenge: Money, ideas, and programs
- Personal expression through improvisation

9:00am

- This is fun! Creating choreographers in physical education class
- Research symposium
- Water aerobics
- Fitness infusion in skill courses
- Organizing summer recreation tennis programs for juniors and adults
- Flexibility: The most forgotten component of fitness in physical education
- Adapting the physical education high school requirements
- Teaching gymnastics with ease

10:00am

- Bridging the gap: Skill technique to game play
- Holiday sports activities
- Group dynamics through adventure gaming
- Understanding the 'why' of fitness for recreational activities
- A special tool of psychology to improve physical performance

11:00am

- Is there jazz after 25?
- EMS and school sports
- Motivating children to perform their best
- Ultra shuffle, who's keeping score
- Strength training
- Super circuit training aerobics

12:00 noon

- Inclusion in physical education: State concerns
- How do you spell nutrition? F-U-N!
- Easy western dances and mixers
- Teaching physical education majors to call western style square dancing

1:30 - 2:30pm

- 1993-94 Indiana AHPERD Board Meeting, with new president, Dr. Darrell Johnson

**Bring A New  
Indiana AHPERD Member  
To The  
1993 Conference!**

# Teaching Proper Running Skills

by  
Gregory S. Wilson  
Department of Intercollegiate Athletics  
Assembly Hall  
Bloomington, IN 47405

## A REVIEWED ARTICLE

“All children can run, why do I need to spend time teaching what they already know?” “Running is natural, don’t children naturally develop skills on their own?” “I don’t have enough time to cover those skills that I would like to now, how will I fit this into my curriculum?” “Why is running so important anyway?” Each is an often-asked question. Each exposes commonly held beliefs. Physical educators know that when children are offered proper instruction, encouragement, and opportunities for practice, they will progress in levels of skill in all types of physical feats (Gallahue, 1989). Why is it then, that the one skill most important to a vast majority of sporting events—running—is often neglected? Motor skills such as running do not just “naturally develop” in all children. Proper running skills need to be taught through proper instruction, sequencing, and encouragement just as other motor skills such as throwing, catching, kicking, and tumbling.

The first recorded running of a footrace occurred in Southern Greece in 776 B.C. at a distance of approximately 200 yards. This event coronated the first Olympic Games, and running has had a front row seat in the Games ever since. Running is the cornerstone upon which virtually all of our athletic games and contests are built. Indeed, what is termed “track and field” in the United States is called “athletics” by the rest of the world. This is because those skills found in “track and field”—running, jumping, and leaping—form the building blocks for a great many other forms of physical activity and sport.

By the age of six, children begin to exhibit adult patterns of walking. The growing child needs a variety of different types and kinds of movement experiences which allows him/her to further expand and experiment with these emerging skills. The pre-school or elementary school physical educator often finds him/herself involved in this process of learning motor skills by presenting skills and activities that allow the child opportunities to discover what types of movement their developing bodies are capable of performing. The physical educator facilitates this development by offering reachable challenges and

providing plenty of encouragement and opportunities for practice and support. Soon afterwards, the child begins to learn that he/she is capable of rapid movements, but is often unable to coordinate and control these actions, which all too often leads to a loss of balance, with the resulting CRASH! The art of running has often been depicted as one of the purest forms of human physical pursuit, but the artist needs to be taught the proper mixture of paint and color. Just as the artist colors the blank canvas with a multitude of colors, shades, and lines, so too must the physical educator provide the child with the proper techniques and mechanics of movement in order to paint a masterpiece.

### PROPER MOVEMENT OF THE ARMS AND LEGS

Running is a motor skill belonging in the same locomotive category as such skills as skipping, hopping, and galloping. These locomotive skills require a coordinated movement pattern of arms and legs, working mechanics that the child has difficulty mastering, and which limit their physical ability in other sporting arenas. For instance, the movement of the arms assists in the balancing of the body in motion. If the arms are held too close or too far from the torso, the center of gravity changes, thus posing possible balance problems for the child. The proper action of the arms is back and forth in a relaxed linear motion, parallel to the body. Motion across the body is wasted motion. This is what occurs when a child is attempting to run fast. It “feels fast” to the child, to move the arms quickly in front of his/her body. This is an easy motion, but actually negates the forward momentum created when running. The same is true of the head, which should be kept still in a relaxed position, and not bobbing up and down, or from side-to-side. Indeed, the entire torso should be upright, with all body parts remaining loose and relaxed. Since the purpose of running is to move forward as quickly as possible over a given distance, any such movement that is side-to-side is counter-productive. The natural fall of the arms at the side of the child provides an indication of how close to the torso they should be held. The arms ought to be slightly bent at the elbows,

with hands relaxed, and not clenched in a tight fist, as this too is wasted energy. Inefficiencies such as these will not only limit speed, but will also lead to increased fatigue.

Since speed is often the desired goal in running, knowledge of the ways in which to increase speed is needed. Speed is the product of stride length (the distance covered by each stride) and stride frequency or cadence (the number of strides taken in a specific timeframe). In other words, stride length X stride frequency = speed (Hay, 1985). In order to increase speed, the runner must increase one of these two components, without a resultant decrease in the other.

The action of the legs while running is cyclic in nature (Figure 1). As the runner moves forward, each foot alternately lands on the ground, then passes beneath and behind the body.

Figure 1. Cyclic Nature of Leg Action



Once behind the body, the foot exerts a force against the ground, which propels the body forward (Figure 2). The more force exerted in this phase, the greater the force forward (Newton's Third Law of Motion). Because the foot needs to contact the surface in order to exert this force, the longer the foot remains in the air, the greater the time until re-contact, resulting in slower forward movement.

A running stride which is too long results in what is termed "overstriding." This creates a braking action, much like when one is attempting to slow down while going down a steep hill and places their foot out in front to "brake" his/her momentum. Overstriding results in slowing the runner's forward movement. Furthermore, such biomechanical problems may result in shinsplints which may occur as stress is being placed on the front of the lower leg. The opposite of overstriding is termed "understriding." This occurs when the runner's stride length is too short—the foot landing behind the knee. The proper foot placement is directly below the knee. If an imaginary line is drawn from the tip of the bent leg in motion to the ground directly below, the foot should land in the spot marked. Overstriding results from the runner reaching out too far with each stride in an attempt to gain speed through distance. Understriding results from the runner not pushing off with the back foot, propelling him/her forward, or from inappropriate knee

Figure 2. Newton's Third Law



action, where the knees are not lifted "high" while running.

## UNDERSTANDING SKILL CONCEPTS

It is important that children know and understand such skill concepts for efficient running to occur. By utilizing a variety of movement concepts, the physical educator may allow the young runner

to discover on his/her own what creates efficient movement. Two common problems found in many young runners are improper foot placement and arm usage. Running at different speeds allows the child to feel the differences in forcefully and passively pushing off with the rear foot, the action of the arms, and the height of the knee lift. Running with a "heavy" and a "light" foot allows the young runner to explore the different ways of contacting with the ground. Since leg speed is influenced by arm speed, the developing runner can hold his/her arms in a number of different ways (close to the body, away from the body, overhead, hanging straight down, etc.) and move the arms at varying speeds in order to discover this relationship. There are an endless number of ways in which to teach skill and movement concepts, limited only by the imagination. These may easily be incorporated into relay races, or warm-up or cool-down activities prior to or at the close of each physical education session. As with other areas of physical education, the watchful teacher or coach must constantly reinforce these skills and concepts throughout the year, since running will be integrated in many activity units.

Running is a natural activity, one in which we all can participate. Running provides a building block, a foundation upon which to prepare for many other physical activities. By providing a solid base with this basic building block, we may provide the child with the confidence and assurance that other skills too may be attained. Do not assume everybody "naturally" learns how to run. Provide opportunities for exploration and development of this most important motor skill.

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# Once upon a time . . .

## From Extramurals to Athletics via Title IX

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### AN INVITED ARTICLE

Once upon a time, many, many years ago in the 1960's, a women's basketball team from Indiana State University played a game with women from DePauw University. This contest was played, of course, in the women's old physical education building. The game was officiated by two women with national ratings in basketball from the DGWS.

Although one team scored more points than the other, no record was kept of this game; no statistics were kept, and no pictures nor story was carried in either school paper. At the end of the contest, both teams had a social hour where they discussed proms, dates, and compared campuses. Sometimes both teams had supper together; other times teams stopped on the road where each player paid for her own meal.

Furthermore, team members wore their "major" uniforms because most of the players were physical education majors. Pinnies were worn to designate teams. The officials also wore striped pinnies; both sets were usually home-made.

The players from both schools had practiced two or three times the previous week under the guidance of physical education teachers who taught 12-15 hours a week, and then coached during their "free" time. More often than not, these coaches also drove their own cars and paid for their own gas.

As the team members got into the coaches' cars, they paid their 25 cents for accident insurance for that event. There were no women athletic trainers, and no money for training supplies like tape. In fact, no money was actually budgeted for extramurals at Indiana State until 1968, when the women's program had \$2,000 for 13 teams.

After all, this was "extramural" competition, not athletics. The Division for Girls and Women's Sports

(now NAGWS) of the AAHPERD defined extramural competition as INCLUDING athletic teams, sports days, and play days. Women at that time did not have "varsity" teams because that term was synonymous with masculinity, with highly paid coaches, with emphasis on winning, with problems in recruiting, with scholarships awarded for athletic competition. This reflected the philosophy of women physical educators of the era.

During the early 1960's, the small colleges of Indiana had women's teams competing in basketball, volleyball, and field hockey. Many of these competitions were held in the sports day format in which teams from six to eight colleges would compete for one day in round robin tournaments. High school girls participated in play days, where everyone attending the function was assigned to different teams and did not compete as a school team.

By 1970, 100% of the Indiana colleges had competitive programs, as did most colleges throughout the United States. The terminology had also changed—these were athletic programs now. The universities had programs with 10 to 14 sports; the smaller colleges had 6 to 8 sports for women.

In 1967, the Commission on Intercollegiate Athletics for Women was established by the DGWS. This Commission established rules and procedures for the conduct of women's athletics, and established national tournaments in gymnastics, track and field, and basketball.

The Association for Intercollegiate Athletics for women merged with the leadership of the CIAW and a few other related groups. The AIAW, also affiliated initially with the AAPHERD, and the CIAW, initially was composed of women physical educators. National tournaments were held, and

a national structure formed which organized on the basis of states and districts rather than conferences. Policies for the governance of women's athletics were established, with the hope that the women could avoid many of the men's problems in relation to scholarships, recruiting, and big business practices.

Title IX was passed by Congress in 1972, and was to be effective in 1975. Essentially this legislation was to assure that there would be no discrimination on the basis of sex in any school activity or program. This law affected athletics, physical education classes, collegiate departments, glee clubs, sororities, fraternities, home economics, etc.

Hearings were held in 12 cities throughout the country, and more than 10,000 written comments were received by the Department of Health, Education and Welfare (now Department of Education). Final revisions were approved by HEW and new guidelines were published in 1975.

After spending millions in lobbying and lawsuit costs, by 1980 the NCAA had decided that women's sports could be profitable, and proceeded to establish tournaments. University presidents were told they could reduce expenses by joining only one association, and by having expenses paid for national tournament teams. The AIAW ceased to exist when the majority of universities selected the NCAA.

Did the women truly benefit from Title IX? Might we have been better off without legislation? Might there still be a separate governing association—the AIAW? Twenty years or so after its passage, is there gender equity in sports today? One wonders what might have happened naturally and sequentially, without this legislation.

# Comparison of the Impact on Fifth Grade Students of Physical Education Programs Taught by Specialist vs. Non-Specialist

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Many students spend too little time in classes taught by qualified physical education instructors (Corbin, 1987). Schools have found ways to circumvent state requirements by allowing classroom teachers to teach elementary physical education classes, by increasing the student/teacher ratio, by reducing the number of days per week that students attend physical education classes; or by substituting recess for an instructional period. Physical education is taking place in schools, but the amount of time for

scheduled classes, a lack of planned curricula and objectives, and a shortage of certified personnel raise serious questions about the credibility and status of the subject.

There is great concern about the lack of fitness of American youth, and much current literature calls for the reform of physical education programs. Davis and Isaacs (1985) and Gallahue (1982) agree that an individual who moves efficiently can increase fitness levels. Because movement concepts are internalized early (Bailey, 1976; Breschner, 1980; Corbin, 1987), the necessity for sound elementary physical education programs seems apparent. The evaluation of the impact of some present programs on students could suggest ways to improve those programs internally.

Academic Learning Time or ALT (Brophy, 1979) refers to the amount of time the student is engaged in activities and with instructional materials at an 80% success level. Academic Learning Time-Physical Education (ALT-PE) can also be defined as the amount of time students spend in class activity engaged in relevant and successful motor behavior. ALT-PE has been used to compare teacher effectiveness in programs which are taught by physical education specialists as opposed to those that are not.

Faucette and Hillidge (1989) concluded that ALT-PE is higher in specialist taught programs. In addition, off-task behaviors and waiting time in the specialist programs have been found to be lower (Eldar, Siedentop, & Jones, 1989). The types and amounts of verbal feedback in the specialist programs have been associated with effective teaching (Faucette & Patterson, 1990; Fink & Siedentop, 1989).

Gallahue (1982) stated that "learning to move is too important to be left to chance or to the whims of untrained persons" (p. 395). Mozzini, Pestolisi, and Pangrazi (1985) suggested that credentialed teachers who are qualified to teach concepts and practices of physical fitness to all students should be employed in schools. In addition, teachers must understand growth and development in motor performance (Sakola &

Sakola, 1983). Levels of physical and motor fitness and students' changes in self-image were found to increase in all areas in programs taught by specialist (Kranas, Enberg, Guzman, & Ryder, 1974). Replication of these results were seen in later studies (Bischoff & Lewis, 1980; Harris & Jones, 1982; Pate & Ross, 1987).

Some studies have found that academic achievement is enhanced if students participate in specialist driven physical education programs (Shepherd, 1982). The value of physical education to the total school program seems to increase in schools with physical education specialists, and parents seem to become more involved in school events in these schools (Kranas et al., 1974).

Kirk, Gore, & Colquhoun (1989) examined daily physical education programs in Queensland, Australia, and found that skill practice was at a lower level than recommended since the physical education specialists were itinerant and visiting the schools only on a rotational basis. Classroom teachers complained that specialists were needed on a more permanent basis in order to increase the positive effects of the daily physical education program.

Faucette, McKenzie, & Patterson (1990) found that classroom teachers chose activities that required students to spend large portions of class time waiting in line for a turn or filling space. Frequently, these teachers chose free play, in which the children seldom voluntarily chose to engage in vigorous activity.

Graham, Metzler, and Webster (1991) concluded, after three years of testing skill improvement, health related fitness, and attitude/knowledge that there were no differences between students taught by certified instructors versus classroom teachers. The specialist classes met only twice per week, and perhaps this limited program was not sufficient to produce the expected results. Luke & Sinclair (1991) also concluded that there was very little difference in attitudes about physical education between boys and girls. The purpose of

**Table 1**  
**Demographics**

School	No. of Subjects	Specialist?	Days/Week of P.E.	Community Size (*)
1	44	no	5	small
2	86	no	5	small
3	76	yes	5	small
4	79	yes	1-2	small
5	57	yes	3	large
6	54	yes	3	large
7	52	yes	3	large
8	40	no	5	large

\*Small community = under 5000; Large community = 80,000+

n taught by a specialist = 318

n taught by a non-specialist = 169

n males taking PEPAS = 225

n females taking PEPAS = 232

(Classes were generally divided so that the number of males and females were

this study was to assess the impact of specialist versus non-specialist physical education programs on the attitudes of fifth grade students in certain east-central Illinois school districts.

## Method

### Instrument

The Purpose Process Curriculum Framework (PPCF) (Jewett & Mullan, 1977) was the basis for the development of the Purposes for Engaging in Physical Activity Scale, used in this study [PEPAS] (Steinhardt, Jewett, & Mullan, 1988). The PEPAS was used to assess: (a.) whether the children experience more meaningful programs if the classes are taught by state certified physical educators, (b.) whether the meaning of the movement experience to the students suggests any generalizations about a specific program, and (c.) whether there is a difference in the perceptions of the students according to gender.

The 22 statements in the PPCF can be viewed as participants' purposes or reasons for moving, and may serve as objectives in physical education curriculum. The statements in the PPCF have been simplified in the development of the PEPAS in order to be appropriate for a variety of

populations and items are responded to on a five point Likert scale with 5="Strongly Agree" and 1="Strongly Disagree."

## Subjects

Data were obtained from 487 fifth grade students (255 males and 232 females). Forty one percent of the subjects attended 1 of 4 different schools in a community of approximately 80,000, whereas the remaining 59% attended four schools located in towns of fewer than 5,000 residents. Five of the schools (three from the larger community and two from smaller towns) employed a physical education specialist, whereas the remaining schools utilized non-specialists (home room teachers) to teach physical education. Of the total sample of participants, 318 (65%) and 169 (35%) attended schools with and without specialists, respectively. There was no difference between the proportion of males and females who attended specialist versus non-specialist schools.

The following data was obtained from questionnaires given to each teacher responsible for teaching physical education to the students who responded to the PEPAS.

**Table 2**  
**Mean Responses and Significant Values of t**

Item No.	Mean Non-Specialist	Mean Specialist	t Values
1	4.2426	4.0692	2.06*
2	4.3669	4.1384	2.78*
3	3.8876	3.6855	2.04*
4	3.8757	3.6572	1.96
5	3.7633	3.4843	2.53*
6	3.6627	3.2956	3.15*
7	4.0533	3.5314	4.81*
8	3.2722	2.9969	2.26*
9	4.2249	3.7075	5.02*
10	3.4438	3.1761	2.32*
11	3.4734	3.1352	2.86*
12	4.0059	3.9528	0.48
13	3.9290	3.7736	1.48
14	3.0769	2.7775	3.11*
15	2.8402	2.4465	3.22*
16	3.4852	2.9371	4.65*
17	3.8994	3.5220	3.52*
18	4.2781	3.8711	4.02*
19	3.6450	3.2075	4.12*
20	3.9882	3.5031	4.38*
21	4.1065	3.6981	3.94*
22	4.0118	3.5094	3.34*

\*p<.001

Data were collected over a two year period. Permission to test was granted by the principal of each school, along with the cooperation of either the physical education teacher or the classroom teacher who was responsible for the physical education program at the fifth grade level. It was interesting to note that the subjects instructed in physical education by classroom teachers met for physical education on a daily basis, while the subjects who were instructed by a physical education specialist met only two or three times a week with that teacher. The PEPAS was administered to fifth grade students at each school and standard instructions were given by the same researcher each time the instrument was administered. Teachers were asked to complete a questionnaire concerning the physical education program at their school, and six subjects (three fe-

males and three males) were interviewed following each administration of the PEPAS. Although the questionnaires and the interviews were not usable for the statistical analysis, they provided some insights into the reactions of both students and teachers concerning their physical education programs. For example, most of the specialist teachers had access to a curriculum guide, although two out of the five interviewed expressed the need for those guides to be updated. Two of the four classroom teachers interviewed had access to a curriculum guide but were uncertain about how to implement some of the activities.

The specialists reported that they met with the students two or three times a week and were responsible for 25 to 50 students per class. All classroom teachers interviewed attempted to teach a period of physical

education on a daily basis and were responsible for 25 students at a time. Only one classroom teacher reported combined physical education classes of 50 to 75 students.

All of the non-specialists replied with an emphatic "yes" when asked if they would like to have a physical education specialist in their school. None of them felt comfortable or knowledgeable enough to be teaching physical education, yet expressed a sincere concern about their students' development in this area.

The students interviewed, following the administration of the PEPAS, found the instrument easy to read and not too long. However, all expressed some common confusion about items #8, #15, #16, and #22. They felt that their physical education programs did not contain the elements listed in these items (see Appendix A). This information might be of help to the teachers in these programs as they evaluate needed areas for improvement within their curricula.

## Results

In order to explore the main research hypothesis that attitudes toward physical education are affected by the type of teacher (specialist versus non-specialist), a multivariate analysis of variance (MANOVA) was employed. Independent variables were gender and the specialist distinction (SPEC).

Coefficient alpha on the 22 item attitude measure was .90, with item-total (corrected) correlations ranging from .32 to .60. Furthermore, a principle components analysis revealed that the first factor (eigenvalue = 7.17) accounted for 33% of the variance, whereas the second factor (eigenvalue = 1.35) accounted for only 6% of the variance among the variables. These analyses demonstrated a strong unidimensional structure for the measure, and support the appropriateness of MANOVA.

MANOVA revealed significant differences for both SPEC,  $F(22, 462) = 2.56, p < .001$ , and gender,  $F(22, 462)$



= 2.15,  $p=.002$ . The SPEC  $\times$  gender interaction was non-significant.

For SPEC, univariate tests revealed significant differences on 19 of the 22 items. Students taught by non-specialists clearly expressed more positive attitudes about physical education. A follow-up discriminant analysis revealed that four items (each  $p<.001$ ) were primarily responsible for the multivariate difference between groups. Students taught by non-specialists were more likely to endorse these items: "P.E. helps me learn about different ways I move from place to place . . .," "P.E. lets me test myself doing things that call for skill and courage," and "P.E. lets me cover up bad feelings and use movement to surprise people." Conversely, students taught by *specialists* were more likely to endorse the item "P.E. helps me learn to throw, kick, or hit things the right way."

For gender, the follow-up discriminant analysis revealed five variables ( $p<.05$ ) that were primarily responsible for the multivariate difference between groups. Females were significantly more likely than males to endorse the items "P.E. helps me enjoy being with others" and "P.E. helps me learn to throw, kick, or hit things the right way." Conversely, males were more likely than females to endorse the items "P.E. helps me learn about and enjoy watching good movement in sport," "P.E. makes me feel good," and "P.E. helps me learn how to push, pull or lift persons and things." Although these gender differences were interesting, more important for the purpose of the present study was the absence of a statistically significant gender  $\times$  SPEC interaction. This demonstrated that the more favorable effects of being taught by classroom teachers were found among both males and females.

## Discussion

The results of this study were unexpected and surprising. It was hypothesized that children who had the benefits of a certified physical education specialist would have more posi-

tive overall reactions to physical education than children who had not had a specialist.

There were significant differences on 19 of the 22 items. For both males and females, students who responded most positively were those who were taught by non-specialists. It seems to be significant that these students had physical education on a daily basis, while the students taught by specialists met with their physical education teacher two or, at most, three times a week. Possibly, the activity, itself, could be more meaningful to the children than who teaches it. Children need to perceive movement as meaningful in order for activity to become a lifetime habit. In this study, the movement seemed to be more meaningful when offered on a daily basis, whether it was a formalized physical education program or not. Thus, the results of this study seem to support the results of the Graham et al. (1991) study; that twice a week (sometimes, three times a week) physical education taught by a specialist has no significant impact on students in terms of attitude/knowledge.

Graham et al. (1991) offered a salient suggestion for improving content. Often, as a teacher had discovered new material to include in the physical education program, it had been added to the existing content. This has left the teacher with too much to teach in too little time. Some studies (Ratliffe & Ratliffe, 1990; Vogel & Seefeldt, 1988) have shown that it takes twelve to fourteen 30 minute lessons to demonstrate significant gains on one motor skill within a physical education program. Perhaps it would be a good idea to expose children to fewer skills and allow them more time to practice to gain proficiency. Not only would the students get better at each particular skill, they would feel good about their accomplishments. Therefore, the skill may become more meaningful to them and their attitude about physical education might be more positive.

The final recommendation implied by the results of this study combined with the ideas presented in recent literature is that allies should be made of classroom teachers, administrators, and parents — the total community. Since physical education programs taught by non-specialists seemed to generate positive feelings in the children about physical education, and since non-specialists are required to teach physical education in many schools, physical educators and non-specialists should work together to develop a complete and comprehensive physical education program for the children in the public schools. Administrative and parental support needs to be won to further promote dynamic programs. Finally, because the majority of the children who responded positively to the instrument had activity daily, teachers, administrators, and parents should ensure that physical education classes meet as many times a week as possible, if not daily.

## APPENDIX A PEPAS Individual Development

1. Physical Education (P.E.) makes my heart and lungs grow stronger.
2. Physical Education (P.E.) makes me stronger and helps me move better and faster.
3. Physical Education (P.E.) 'makes me move better and improves my posture and balance.
4. Physical Education (P.E.) makes me feel good.
5. Physical Education (P.E.) helps me learn about myself and what I can do.
6. Physical Education (P.E.) helps me relax and be in control of myself.
7. Physical Education (P.E.) lets me test myself doing things that call for skill and courage.

## Environmental Coping

8. Physical Education (P.E.) helps me learn how I can make different patterns and shapes with my body.

9. Physical Education (P.E.) helps me learn about the different ways I move from one place to another, like walking, running, jumping, diving, climbing, and rolling.
10. Physical Education (P.E.) helps me move safely among people and things.
11. Physical Education (P.E.) helps me learn how to push, pull, or lift persons and things.
12. Physical Education (P.E.) helps me learn to throw, kick, or hit things the right way.
13. Physical Education (P.E.) helps me learn to catch or stop balls or other things.

## Social Interaction

14. Physical Education (P.E.) helps me to show my ideas and feelings.
15. Physical Education (P.E.) helps me use movement to make words, music, or ideas clearer.
16. Physical Education (P.E.) lets me cover up bad feelings and use movement to surprise people.
17. Physical Education (P.E.) helps me work with others.
18. Physical Education (P.E.) helps me compete for myself or for my team.
19. Physical Education (P.E.) helps me lead others to work together.
20. Physical Education (P.E.) helps me enjoy being with others.
21. Physical Education (P.E.) helps me learn about and enjoy watching good movement in sport.
22. Physical Education (P.E.) helps me learn about and appreciate the sports, games, and dances of my country and other countries.

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# Physical Fitness of Seventh Graders

## A Descriptive Analysis with Implications for Physical Education Teachers and Administrators

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### A REVIEWED ARTICLE

An increasing body of research has documented the importance of physical activity to overall health. Data indicate a sedentary lifestyle is a risk factor for cardiovascular disease, and all cardiovascular diseases cause mortality (Blair, et al., 1989). However, the most important benefit of exercise may be its ability to improve the quality of life.

Also of concern is the percent body fat of adolescents. A recently published study (Must, Jacques, Dallal, Bajema, and Dietz, 1992) indicated being overweight as an adolescent increased mortality from all causes among men, but not women. The risk of suffering from coronary artery disease and arteriosclerosis was increased for both men and women who had been overweight in adolescence. Being overweight as an adolescent was a greater risk factor than being overweight as an adult. The purpose of this article is to present the results of a large fitness assessment of Indiana junior high school students and share implications for physical education teachers and administrators.

The Indiana State Board of Health and the Centers for Disease Control (CDC) selected Delaware County to implement Indiana's first PATCH (Planned Approach to Community Health) intervention. PATCH is designed to mobilize an entire community to reduce documented health problems. The PATCH process requires that a diagnostic behavioral risk factor survey be conducted to help establish health promotion priorities. Results from a CDC-developed random digit dialing telephone survey showed the most common risk factor among Delaware County adults to be sedentary lifestyle. A total of 59% of those surveyed (N = 813) were found to have no or extremely infrequent exercise activity in their daily routines. Results of a statewide survey (N = 2400) conducted by the Indiana State Board of Health confirmed this high prevalence (61%) of inactivity among Hoosiers, and demonstrated that inactivity is by far the most common of the seven behavioral risk factors measured in the survey (Indiana State Board of Health, 1990).

Members of the Delaware County PATCH task force believed the sedentary lifestyle of adults in the county might be an extension of behavioral patterns set in childhood and adolescence. A concern for the fitness level of youth in Delaware County, Indiana, resulted in a large-scale physical assessment to determine the fitness level of seventh graders.

### TESTING PROTOCOL

All seventh grade physical education classes in Delaware County were tested using the Physical Best testing protocol (McSweign, Pemberton, Petray, and Going, 1989) and two paper and pencil instruments developed by the CDC (CDC, 1988). Measurements of body fat, flexibility, sit-ups, pull-ups, and time in the mile run were taken. A total of 417 girls and 424 boys participated. The testing was completed by exercise science undergraduate majors from Ball State University trained in the specific protocol for the Physical Best tests. Each teacher at the school was responsible for

administering the mile run and submitting the times.

## RESULTS

Table 1 lists the Physical Best fitness standards for girls and boys aged 12 and 13 which are the ages of most seventh graders. Table 2 shows the percentages of males and females who met the recommended criteria for various physical tests. The data are reported as a group rather than dividing by age groups. Most notable among these percentages are that 58% of the boys had more or less body fat than recommended, and that 59% could not run the mile within the recommended time. Similarly, for the girls an alarmingly high number had more body fat than recommended (41%) and could not run the mile in the recommended time (57%). These findings are particularly troubling since these two measures have the greatest link to present and future health risks.

Corbin and Pangrazi (1992) conducted a new analysis of the data from the National School Population Fitness Survey (Reif et al., 1986) and determined what percentage of students met the Physical Best standards. Since this survey used a national sample, comparisons can be made with the Delaware County seventh graders and students of similar ages across the nation. Table 3 lists the percentage of girls and boys aged 12 and 13 who passed the Physical Best standards in the national survey. A comparison of Tables 2 and 3 indicates that a smaller percentage of girls and boys in Indiana were able to pass the Physical Best standards than the national group. The Indiana students were also lower in percentages of students passing the pull-ups test. Indiana girls exhibited lower passing rates in

Table 1

Physical Best Health Fitness Standards for 7th Grade Girls and Boys

Gender & Age	One Mile Walk/Run	Body Fat	Sit & Reach	Sit-ups	Pull-ups
<b>Girls</b>					
12	11:00	15-27%	25cm	33	1
13	10:30	15-27%	25cm	33	1
<b>Boys</b>					
12	9:00	10-20%	25cm	40	3
13	8:00	10-20%	25cm	40	4

Note: Taken from The AAHPERD Guide to Physical Fitness Education and Assessment, pp. 10-11, 13.

Table 2

Percent of 7th Grade Girls and Boys Passing Physical Best Standards in Delaware County, Indiana

Gender	One Mile Walk/Run	Body Fat	Sit & Reach	Sit-ups	Pull-ups
Girls	43*	59	71*	60	21*
Boys	41*	42	61+	69+	44*

Note. \*Below national levels.

+Exceeded national levels.

the sit-and-reach than the national sample. Indiana boys did exceed national percentages for the sit-and-reach and sit-ups tests. Body fat comparisons were not made since this data was not included in the national survey data.

In addition to measuring the students' levels of physical fitness, insight was gained into what seventh graders knew and what their attitudes were about fitness, and how this related to their fitness level. Results on the Exercise Facts questionnaire demonstrated that 24% of the boys and 28% of the girls would have failed this test were it a school examination, while only 1.8% of the boys and 1.2% of the girls scored above 90%. Taken

together, this indicates that 26% of the seventh graders would have flunked while only 1.5% would have received excellent marks.

Additionally, significant relations between Exercise Facts and number of sit-ups for girls, and Exercise Facts and time in the mile run for boys were obtained. Psychologists and other researchers investigating the determinants of health behavior have established that while knowledge is not a necessary and sufficient cause of behavior, it may be a contributory factor. The present findings provide indirect support for the relation between knowledge and behavior, in this case measured by fitness outcome variables.

Table 3

Percent of 7th Grade Girls and Boys Passing Physical Best Standards in

Nationwide Testing

Gender & Age	One Mile Walk/Run	Sit & Reach	Sit-ups	Pull-ups
<b>Girls</b>				
12	47.3	84.9	58.4	34.7
13	48.0	84.2	66.4	28.8
<b>Boys</b>				
12	55.6	51.0	63.0	58.8
13	46.8	48.7	63.5	53.6

**Note.** From Corbin, C.B. , & Pangrazi , R.P. (1992) . Are American children and youth fit? Research Quarterly for Exercise and Sport. 63, 99. Body fat was not listed in the national values.

The Exercise Beliefs Questionnaire assessed students' attitudes toward exercise and beliefs regarding the potential outcomes of exercising. Higher scores indicated more favorable attitudes. The sample showed only mildly positive attitudes toward exercise. Merely 43% of the boys and 41% of the girls expressed agreement with 80% or more of the possible outcomes. The mean scores for the overall sample, boys and girls respectively, were 38.31, 38.41, and 37.94 out of a possible 50.

While knowledge may be a precursor to behavior, favorable attitudes are perhaps a strong predisposing factor bringing about behavior change. In this study we found significant relations between attitudes and the fitness variables of sit-ups and time in the mile run. In each case more favorable attitudes toward exercise were related to better physical fitness.

Statistical analyses revealed that males, females, and the sample as a whole positively endorsed the physiological effects significantly more than they did the psychosocial effects. A further analysis of individual items revealed that

while virtually all students agreed that exercise can help them stay healthy, live longer, and control their weight, very few students agreed that exercise could help them make friends, study better, or worry less. Given our knowledge of motivating factors at certain points in the life cycle, it seems that psychosocial benefits of exercise could be much more motivating to junior high school students than long-term health benefits. However, they do not presently perceive or believe in the psychosocial benefits.

Factor scores were also correlated significantly with times in the mile run and with sit-ups. These results suggest that strength of belief in the physiological and psychosocial effects of exercise is related to physical fitness outcome measures.

**IMPLICATIONS FOR PHYSICAL EDUCATION TEACHERS AND ADMINISTRATORS**

Results from the data suggest the need for well-designed interventions to reduce the prevalence of sedentary lifestyle in

Indiana. Physical education teachers, administrators, and parents should be alarmed by the results of this study. Our youth are at greater risk even than the youth of the nation as a whole of developing cardiovascular diseases.

Indiana has followed a pattern which Haywood (1991) describes as existing in many high schools where the graduation requirement for physical education is completed either the freshman or sophomore year. Haywood stated:

*When teens begin driving and riding more, walking and cycling less, working after school and weekend jobs, and consequently reducing leisure activities, their school day is less likely to provide for vigorous physical activity. If we are relating school physical education to present and future lifestyles, then we must convince school officials to stop thinking of physical education as a requirement that can be fulfilled!* (1991, p. 155).

If Indiana seventh graders are below national levels of fitness, high school seniors who no longer are required to participate in physical education classes are probably much lower than students from schools which provide physical education classes throughout high school.

Soon in Indiana the physical education requirement as it presently exists will be eliminated. This is a great opportunity to take a close look at physical education programs and to make changes for the benefit of Indiana youth. "The hope for improved adult health . . . requires a K-12 curricular model in which every year continues previous experiences and moves students closer to the goal as those students are changing physically, mentally, and socially" (Haywood, 1991, p. 155).

Nelson (1991) indicated that it will be difficult to influence children and adolescents to incorporate physical activity into their adult lifestyles if physical education classes are not increased at the secondary level. "Changes in society that increasingly deny the opportunity for physical activity are not in the best interests of children" (p. 155).

Haywood (1991) indicated that many secondary programs offer the same sport classes which were taught at earlier levels. The curriculum on the secondary level should concentrate less on sport skill development and more on health-related fitness and aerobic activity (McGing, 1989). The results of this study suggest that students need to be taught more about the psychosocial benefits of exercise. They seem to be aware of the physical benefits, but teenagers seem to think that they are indestructible and that they do not need to worry about their health for now. Must et al. (1992) indicates that teenagers need to be concerned about their physical health since being overweight as teenagers increases the risk for cardiovascular disease throughout the remainder of their lives.

It is time for physical education to respond to societal needs, for administrators to allow the

response to take place, and for parents to insist that the change occur. Physical education must reassess its goals and outcomes and then design and implement curricular change to meet these new goals (Loper, Scheer, Ansonge, Bahls, and Wandzilak, 1989).

All graduating students in Indiana should be proficient in mathematical and communication skills. Current support is given to these areas. It is also desirable for each graduate to have a sense of responsibility for, and an understanding about, personal health. Students must graduate with the knowledge, attitudes, and skills necessary to live life productively and prevent diseases and disorders that negatively impact both themselves and society. The results of this study indicate that changes need to be made in both attitudes and behaviors. However, too often physical education has taken a backseat in school curricula. As educational reform is implemented, we must consider and demand methods that will focus on and improve instruction in this vital area.

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**See you at the  
81st Convention!**

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**If you think it can't be DONE,  
don't interrupt the person who is DOING it.**

# Collaboration: Can It Happen Between Public School and Higher Education Physical Educators?

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## POINT OF VIEW

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Before the issue of collaboration can be discussed, it is important the public school physical educators understand the employment requirements for physical educators in higher education. These requirements have changed greatly over the past 25 years, and are likely to continue to change. The new breed of physical educator at the collegiate level is no longer a teacher/coach but rather a researcher/teacher. As the pressures mount to engage in rigorous research, writing, and grantsmanship in order to gain tenure, promotion, and salary increases, the faculty member in physical education will have no choice but to engross oneself in those activities that will benefit him or her the most in the eyes of the university. Collaborative relationships with public school physical educators might not be an activity that will benefit these faculty members.

### HISTORICAL REVIEW

Prior to 1965, physical education faculty employed by state teacher colleges (institutions with a primary focus of awarding bachelor's and master's degrees in teacher preparation commencing around 1925) which evolved from state normal schools institutions with a primary purpose of preparing teacher beginning around 1860), had as their primary tasks teaching and coaching. They were not expected to be researchers, but rather teachers who applied research findings in their teaching and coaching endeavors. The research responsibilities of society fell on the shoulders of the major research institutions in each state.

However, in the 1990's in the regional comprehensive universities, which are the evolving state teacher colleges of the past, a physical education faculty member is expected to be a researcher first, a teacher second, and if time allows, to provide service to his or her profession, but not coach. These institutions have expanded their roles and missions to provide much broader curricular offerings

(business, health sciences, technology, and much more), degree options (bachelor to doctorate), and research efforts. These regional entities are striving to be recognized as research institutions in order to compete for the coveted research dollars to assist in maintaining or expanding the constantly shrinking state appropriations.

Since the late 1960's, regional comprehensive universities have been employing more and more research-oriented faculty and fewer and fewer teacher-oriented faculty. These institutions are placing emphasis on research, seeking specialists who will engage in research and grantsmanship, and pursuing the coveted research dollars to supplement the shrinking state appropriated dollars. This emphasis on research, away from quality teaching, is beginning to spell doom and gloom for teacher preparation programs, and in particular physical education-teacher education programs. This movement away from skill-oriented physical educators (generalists) to a scientific-oriented physical educators (specialists) is evident with the recent changes in department and school names (e.g., kinesiology, sport sciences, exercise and sport sciences, exercise science, and many more). Further exacerbated by the fact many of the specialists in physical education (exercise physiologists, biomechanists, sport psychologists, sport sociologists, sports historians, etc.) do not hold a bachelor's degree in physical education and have never taught in public schools as a full-time, part-time, or student teacher.

The second segment of the new physical education professoriate are former public school teachers and coaches who were not comfortable with their roles. They chose to change their educational roles by earning a doctorate and entering the collegiate level. They. . . are grateful they have been saved from those experiences, and never wish to return. This attitude is as dangerous or more dangerous than the researcher's attitude to the development of a collaborative relationship because of their **holier**

**than thou** attitudes toward public school physical educators. Most often they do not want to associate or be associated with their public school colleagues.

The final segment of the physical education faculty not yet mentioned are those who are generalists. They are the graying faculty who were prepared to teach all aspects of physical education and have taught everything including activity, coaching, health, physical education teacher preparation, recreation, and scientific principle courses. They have also coached a variety of sports for a number of years. They were not prepared to be researchers, and many do not want to be researchers. They love teaching and want to apply research findings. But yet, they are frustrated by the new system that rewards rigorous research, writing, and grantsmanship over teaching, collaboration, and service. What has happened to their worlds and their morale? Both seem to become slowly and surely destroyed by these new traditions. They fail to receive timely promotions or consideration for salary awards for their efforts, and are told that . . . *merely being an excellent teacher is not enough to succeed in this profession*. It is understood that these professors leave the university in spirit and go home to garden, etc.

## IN WHAT DIRECTION IS HIGHER EDUCATION GOING?

Is higher education providing quality education to the students, who are paying higher and higher sums of money for it? These headlines, "Widespread Complaints: Undergraduates at Large Universities Found to be Increasingly Dissatisfied," "Crowded Classes, Student-Advising Systems are Targets of Report on Liberal Learning," were found in the January 9, 1991 issue of *The Chronicle of Higher Education* (p. A1, 37, 38, 40). The first article begins, "Ignored by many professors and crowded into classes so full that some students must sit on the floor, undergraduates at large research universities are growing increasingly dissatisfied" (Wilson, 1991, p. 37). This condition is also reaching regional comprehensive universities where there is a similar push to gain research dollars to strengthen university budgets. As professors continue to engage in greater amounts of research, more and more teaching assistants are employed to teach the classes. This is just one of the negative results when too much emphasis is placed on research and not enough on teaching.

D. Crase (1991) indicated that the younger

professionals in higher education are forced into completing rigorous types of research and writing in order to establish credibility and achieve full recognition by tenured colleagues. He further states that,

*At each rung on the ladder of success, scholars are held to increasingly restrictive standards of performance in the scholarly domains. In fact, some academic groups are now demanding that scholarship be recognized on a global basis as evidence for promotion to full professor (p. 69).*

What is happening to the younger professionals is very dangerous at best. They are being socialized into a system that rewards research rather than teaching, collaboration, or service. These professionals are the ones who will carry the torch into the next generation. What kind of education will these professionals provide future public school physical educators? What changes will there be for collaborative relationships with public schools?

Yet, what is happening to the older professionals is much more distressing. Institutions are creating a distinct **class system** which places a greater value on research and research capabilities than it does on teaching and teaching effectiveness. This trend is very disturbing and frightening. What will happen to the relationship between school and university physical educators? Will these faculty want to be involved in collaborative relationships if they are not rewarded for these efforts?

## COLLABORATION: CAN IT WORK?

Many years ago collaborative relationships were commonplace. The professors and students were involved in many different public school cooperative learning programs and exchanges. However, there has been a sharp decline in such efforts nationwide in physical education since the early 1970's. This has happened because of the dramatic switch of emphasis from teaching in higher education to research. And because education in general, and educational administrators specifically, make changes similar to glacial movements, the future of such collaborative relationships looks bleak at least into the next century.

Yet, not all is lost in the war to encourage higher education faculty to become more consumer-oriented. If new faculty can be made to see the research benefits that abound in collaborative relationships and the range of possibilities that exist for funding, then collaboration can work. Because new faculty members have to produce



scholarship to survive the perils of job retention in higher education, they should be encouraged to focus some of their efforts on school-based collaboration. Educational administrators on both sides of the schooling fence need to promote such involvement in public school physical education.

Further, administrators of teacher education programs need to encourage faculty to dialog more carefully and seriously with their colleagues in the public schools. Any attempt to close the gap between professionals at each level can only improve relations from which educational partnerships will eventually surface. Collaboration is a two-way street, and the lines of communication must be kept open at both ends in order for the relationship to be successful.

### WHAT CAN HIGHER EDUCATION DO TO ENCOURAGE COLLABORATION?

It is high time higher education put teaching back into its appropriate spot in the hierarchy of faculty evaluation. There should be no question that teaching, in general, should be the **number one priority** of colleges and universities. Collaborative scholarship with organizations outside the college or university should be considered as important as on-campus basic and applied research.

The report entitled, "Scholarship Reconsidered: Priorities of the Professoriate" (Boyer, 1990), suggests that not all professors have been prepared as researchers, nor do they all wish to publish in scholarly outlets. Instead, the report encourages broadening the concept of scholarship so that other functions such as teaching, performing service, developing collaborative relationships and projects, textbook writing, and related activities can be recognized and rewarded. This report has been applauded by higher education officials because it encourages the institutions to broaden the definition of faculty scholarship (Mooney, 1990).

It is not too far-fetched to think that colleges and universities might want to consider employing two distinct types of faculty in the future: (1) research faculty, those who engage in research; and (2) teaching faculty, those who teach and apply the research findings to the practitioner and develop various collaborative relationships. This would then allow colleges and universities to more effectively reach their goals of generating new knowledge and disseminating that knowledge to students and other constituent groups (Bracey, 1990).

Currently, the faculty member is forced to do both equally as well and many only be rewarded for publications. Why not give the researcher the time needed to do research properly and unfettered by classes and students, and let the teacher teach without the frustrations of engaging in research.

This would make the researcher more productive and the teacher more effective in the classroom. Thus, the institution could have its cake and eat it, too. The faculty would be rewarded appropriately for their effectiveness in either research or teaching. It is about time professionals in higher education became concerned about WHAT is published as they are about WHERE it is published (Bracey, 1987). In other words, scholarly production should be evaluated by its impact and usefulness to readers and professionals (Cruse, 1991). Many administrations as well as professors have been and are guilty of counting books, articles, and presentations, while remaining somewhat oblivious to their potential contributions.

Further, teaching and service to the profession (such as collaborative relationships, membership and/or leadership in professional organizations, etc.) should be given as much consideration when evaluation is done for tenure, promotion, and salary increases as is research, publications, and grantsmanship. Those faculty who select research as their dominant area should be evaluated in that manner, and those who prefer teaching, collaboration, and service should be evaluated in those dominant aspects. If this were the case currently, would there be more collaborative relationships in the works?

### COLLABORATION: IT CAN WORK!

Professional relationships between school practitioners and faculty in higher education are often laden with antagonism. Situations where teachers and professors work together with a positive rapport seem to be the exception rather than the norm. Yet, there are exceptions. What makes them so successful?

Williamson, Gloudon, Hutchinson, and Coffin (1990) agree that school-based and university-based professionals have a strong resource in each other. Yet, collaborative relationships between these two groups are seldom realities.

Further research by William, Gloudon, Hutchinson, and Coffin identified the following specific practices which assist in the development of the mutual trust needed to facilitate the collaborative process. These include, but are not limited to:

- "teacher ownership of the project,
- "compensation of teachers for the time they devote to staff development activities,
- "development of a positive relationship before the project begins,
- "commitment and support of the principal, and
- "university faculty members' acceptance of the value of the collaborative effort" (p. 16).

Once a mutual trust culture has been established it is important to develop a continuing cooperative climate. Critical factors in establishing

such a climate which will result in success include:

- “encouraging participation by the majority of the physical staff,
- “acknowledging that teachers are the experts in their own environment,
- “recognizing that project success is achieved in small steps toward clear goals,
- “soliciting administration support and involvement for the project,
- “encouraging schools and teachers to do more than merely implement programs constructed by universities,
- “acknowledging that teachers have the capacity for generating knowledge” (Williamson, Gloudon, Hutchinson, and Coffin, 1990, p. 24),
- encouraging inquiry and reflection within schools, practicing educators can add to the professional knowledge base and construct their own programs,
- seeking funding to pay for substitute teachers to enable regular teachers’ release time for the project, and
- commending participating teachers by sending letters to appropriate school administrators.

## A FINAL WORD

The process of working together in collaborative relationships between school teachers and higher education faculty is challenging and, at times, frustrating. However, it is important that public school physical educators and their collegiate colleagues engage in more collaboration. These efforts will cultivate valuable relationships in the future and begin to destroy the “Ivory Tower” myth. The ultimate result will be the development of a useful trust culture between public school and higher education physical educators.

Finally, I would recommend reading the following:

- Sharpe, T.L. (1992). “Teacher Preparation: A Professional School Approach,” *JOPERD*, 63(5), 82-87.
- Lawson, H.A. (1992). “Reading Action Research: Notes on Knowledge and Human Interests,” *Quest*, 44(1), 1-14 (5-8—collaboration between university faculty and teachers).
- Special Feature: “Integration and Collaboration: Challenge for the Future,” (1991) *Quest*, 43(3), 241-332, which included the following articles:
  - Lawson, H.A. “Specialization and Fragmentation Among Faculty as Endemic Features of Academic Life,” 280-295.
  - Lidstone, J.E. and Feingold, R.S. “The Case for Integration and Collaboration, Reprise,” 241-246.

- Park, R.J. “On Tilting at Windmills While Facing Armageddon,” 247-259.
- Rintala, J. “The Mind-Body Revisited,” 260-279.
- Hellison, D. “The Whole Person in Physical Education Scholarship: Toward Integration,” 307-318.
- Corbin, C.B. “A Multidimensional Hierarchical Model of Physical Fitness: A Basis for Integration and Collaboration,” 296-306.
- Rees, R.C., Feingold, R.S, and Burette, G.T. “Overcoming Obstacles to Collaboration and Integration in Physical Education,” 319-332.

All of these articles pertain to collaboration and integration, and the development of collaborative relationships. Much more needs to be done in developing collaborative relationships at all levels of education.

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- Wilson, R. (1991, January 9). “Undergraduates at Large Universities Found to be Increasingly Dissatisfied,” *The Chronicle of Higher Education*, January 9, A1, 37-38.

## Carol Persson Named AAHPERD President-Elect

Carol Persson, Associate Professor in the Department of Movement Science, Sport, and Leisure Studies at Westfield State College, has been elected to serve as President-Elect of the American Alliance for Health, Physical Education, Recreation and Dance. AAHPERD President Mimi Murray announced Persson's election during the Alliance Assembly at the AAHPERD national convention in Washington, D.C., amid much acclaim from attending members.

In her address to the assembly, Persson memorialized her grandmother, an immigrant who lacked formal educational training for her children and grandchildren. "Educational training. . . has afforded all of us the opportunity to live the American Dream," Persson noted.

Persson went on to discuss her vision for the future of the Alliance that included:

- a clarified and dynamic plan for implementing and evaluating the concept of autonomy for the Alliance associations and an applied strategic plan that acknowledges the "Evolutionary Model";
- establishing alternative sources of revenue by creating new coalitions with community, government, private, and business agencies;
- stronger communication links within and between all levels of our professional associations;
- recognizing the need to broaden our focus and provide services beyond the educational environment;
- increased services to members, and widespread dissemination and practical application of research findings;
- the acceptance of HPERD program standards and assessment guidelines;
- public recognition of the Alliance as a leader

and expert in HPERD-related fields and awareness of the contributions our fields of study can make in solving and preventing social ills and health problems

"We must adhere to our principles, and we must work with our own hands to design and shape our future. . . a future in which our focus is balanced and our energy is distributed (among) AAHPERD's concerns, the profession's concerns, and global concerns," said Persson.

A life member of AAHPERD, Persson has served the organization in many capacities. She has been a member and chair of many committees at the national level, including the Board of Governors Committee on Restructuring, Executive Vice President Search Committee, Nominating Committee, and Bylaws Committee, and has served as a member of the Board of Governors. Persson has also served as President and Vice President of the Eastern District Association and chaired a number of committees at the district level as well.

For her outstanding work, Persson has received many awards, among them the AAHPERD Presidential Award, Eastern District Honor Award, Eastern District Presidential Medallion, Massachusetts AHPERD Honor Award, New Jersey AHPERD Outstanding Teaching Award, and Westfield College President's Certificate of Recognition.

She has presented at a number of state and district conferences, written secondary physical and health education curriculum guidelines, and is a member of the Editorial Board for *Gym Boards*.

Persson received a B.S. from Slippery Rock University, her M.A. from Montclair State College, and D.P.E. from Springfield College.

Congratulations, President-Elect Persson!

## AAHPERD Opens Dialogue with Education Dept. Advocacy March in Washington Yields Success

WASHINGTON, D.C.—Over 1,000 AAHPERD convention attendees took advantage of their stay in Washington, D.C. by participating in the advocacy march to the Department of Education. Led by

AAHPERD President Mimi Murray, President-Elect Mike Davis, and Past President Hal Morris, the marchers were in high spirits, chanting, "Educate the Whole Child," and carrying signs that

read "Children Need Physical Education" and "Children Need Health Education." Many enthusiastic marchers proudly waved signs identifying their states, districts, and national associations.

On their arrival at the Department of Education, an AAHPERD delegation met with representatives of Education Secretary Richard Riley. Representing AAHPERD were its Executive Committee, National Association for Sport and Physical Education (NASPE) President Angela Lumpkin, Association for the Advancement of Health Education (AAHE) President Bob Blackburn, National Dance Association (NDA) President Mary Maitland Kimball, and AAHPERD Executive Vice President Gil Brown. Fritz Edelstein and Ray Cortines received the delegation and conveyed the regrets of the Secretary, who was unable to attend. Cortines, a former physical education teacher and school superintendent, was particularly familiar with AAHPERD's issues.

The meeting couldn't have been more cordial or positive. President Mimi Murray explained the benefits of health and physical education standards and assessments, pointed out why these are needed, and listed the resources and programs AAHPERD has already put in place to achieve them as well as the means for financing them and the partners who will work with AAHPERD. Cortines and Edelstein were very receptive to this message and conveyed the Secretary's sincere interest in AAHPERD's concerns.

AAHPERD's immediate objective was to have health and physical education added to the national education goals, but Cortines was careful to point out that those goals have been set, and he suggested that they probably were not going to change. He was nevertheless very positive about the need for standards and assessments, and stated that he saw these needs as "more than just goals."

"We recognize that a healthy and fit body is necessary to maximize the full learning potential of the child," Cortines stated. Apparently, Cortines had learned this lesson firsthand when he was Superintendent of Schools in San Francisco. He told of his school system absorbing Vietnamese boat children who, because they had lived their entire lives on boats, had to be taught how to run and move before they could be educated.

During the discussion, Hal Morris pointed out the links between AAHPERD's current programs and goals and the Healthy People 2000

initiative. Cortines agreed and noted that the current administration is very supportive of this whole area of endeavor. AAHE President Bob Blackburn concurred, "Healthy children learn better," he emphasized.

The National Dance Association, having recently achieved inclusion of dance into the standards-setting process, was represented at the meeting by Mary Maitland Kimball who expressed NDA's strong support for the work of its colleagues in AAHPERD.

Speaking for the Secretary of Education, Cortines was extremely encouraging. "Secretary Riley is very concerned about the issues that you present today," he stated. He expressed the Department of Education's (DOE) strong interest in maintaining an open dialogue with AAHPERD and its associations. "We will always be available to discuss these issues," he said. "We may not always agree on everything, but we definitely want to talk to you!"

Not only does the DOE want to talk to AAHPERD, but it would also like AAHPERD to take the lead in setting standards, and it would like to work with us to get the job done. NASPE President Angela Lumpkin pointed out, however, that this is an ongoing process, one which NASPE has been involved in for some time.

DOE is very interested in that long-term involvement and the commitment behind it. Cortines explained that the Federal government had established task forces to develop standards, but the DOE would much rather the job be done by AAHPERD because of our knowledge and commitment. He stated also that, despite spending cutbacks, some funds were available for these important tasks, and he strongly encouraged AAHPERD to apply for them.

Mike Davis was impressed by the sincerity behind Cortines's support for the AAHPERD's initiatives. When he thanked Cortines and Edelstein for their interest and support, Cortines responded, "We're just pleased to have your group working with us on these important issues. Our office is your office."

Just a lot of Washington talk? Probably not. Education Secretary Richard Riley stated to Mimi Murray in earlier correspondence that, "The Administration will be proposing education reform legislation. . . which will include a mechanism for the establishment of voluntary national

standards."

Speaking of the meeting at DOE, EVP Gil Brown stated, "The march and meeting with Secretary Riley's representatives were just the first step in an ongoing dialogue about the importance of educating the whole child and the essential contributions quality, daily physical education, comprehensive health education, recreation, and dance bring to that process."

The DOE seemed to be quite impressed with the AAHPERD march, not only by the large number of marchers but also by the friendly attitude and positive atmosphere surrounding the group. DOE was also impressed with the over 30,000 signatures of teachers, coaches, administrators, parents, and concerned citizens which had been gathered by AAHPERD members during the months preceding the convention. These petitions were presented to DOE by the AAHPERD delegation.

The doors to the DOE are wide open. AAHPERD and its associates must now walk through them into the 21st Century.

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## State News

**Illinois** • Summit on quality physical education, health, and wellness programs to convene again as collaborative proactive unit to develop action statement by elementary, secondary, and higher education, business, Coaches Association, American Red Cross, IAHPERD, Governor's Council, Department of Public Health, Recreation, Illinois Athletic Trainers Association, Medical Services, and Health Education • \$1.2 million raised for JRFH

**Michigan** • Governor's Council appointed • Delegation met with state legislators for lunch during AAHPERD national convention

**Ohio** • JRFH income reached \$1 million • Quality, daily physical education resolution passed; brochure to be produced and disseminated

**West Virginia** • Joint convention with West Virginia Park and Recreation Association rated a success • State Department of Health Education grant to aid health education statewide

**Wisconsin** • Phenominal increase in membership since September 1, 1992; total exceeds 1,300

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## IN MEMORY OF ROBERT C. WEISS

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Robert C. Weiss, 63, died June 23, 1993, at his home.

He was born in West Bend, Wisconsin, graduated from West Bend High School in 1947, the University of Wisconsin-LaCrosse in 1951, and received a master's degree in physical education from Indiana University in Bloomington in 1954.

He taught in Wheaton, Illinois, St. Clair Shores, Michigan, and at Eastern Illinois University Laboratory School.

He came to Ball State University as instructor and head gymnastics coach in 1961. From 1970 to 1988 he held several administrative positions in the School of Physical Education.

He co-authored a computer soft-

ware program for scheduling and developed computer mini-courses. He was active in the American Alliance for Health, Physical Education, Recreation, and Dance, and served the state association in administrative capacities, including president.

He was active in the International Society for the Preservation and Encouragement of Barbershop Singing in America, and had served as musical director of several chapters.

He was a three-time District quartet champion with The Fun-Tonics, The Mid-Americans, and the Captain's Choice, and also a six-time international chorus finalist with the Indianapolis Pride of Indy.

He had performed with The Four Freshmen, The Indianapolis Symphony Orchestra, Muncie Symphony Orchestra, and at the annual Muncie Community Christmas Sing.

He served during the Korean War from 1951 to 1953, and served in the Reserves until 1959.

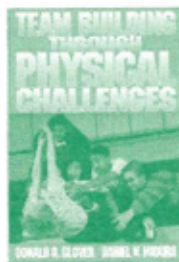
Survivors include his wife, three sons and two daughters-in-law, a daughter and son-in-law, six grandchildren, a brother and sister, and several nieces and nephews.

Memorials may be sent to the Hospice Program at Ball Memorial Hospital or to the Institute of Logopedics.

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## Referred Articles: Guidelines for Authors

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

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

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

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

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

### TECHNICAL SUGGESTIONS

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

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

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

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

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

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

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

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

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

### 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**  
5840 South Ernest Street  
Terre Haute, Indiana 47802

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## Call For Research Papers For MDAAHPERD Convention Morgantown, West Virginia — February 23-27, 1994

Those interested in presenting a research paper at the Spring 1994 Midwest District AAHPERD Convention, February 23-27, 1994 in Morgantown, WV, please submit an abstract by November 1, 1993. There will be both free communication (12-minute oral presentation) and poster presentations. We are interested in a wide variety of research topics and methodologies.

### FREE COMMUNICATION AND POSTER

Free Communication and poster presentations must include:

1. **Original abstract.** The original abstract must be typed or printed in letter quality. The entire abstract, including title, author(s), institution(s), text, and acknowledgements must be located 1½ inches from left, right, top, and bottom edges using 8½x11 paper. Single space except between title/author lines and the beginning of the abstract.

Example: Title of Abstract in upper and lower case  
(double space)  
Author/authors and affiliation  
(double space)

The abstract should begin in this manner and contain a statement of the problem and its significance. The methods, procedures, and mode of analysis should be included. A summary of the findings should provide the reader with a clear description of the results and discussion of their relevance.

2. Original abstract should be sent to: Dr. Jolynn S Kuhlman  
Department of Physical Education  
Indiana State University  
Terre Haute, IN 47809
3. Please indicate preference:
  1. Free communication (12-minute oral report)
  2. Poster presentation
  3. Indifferent

# IAHPERD Membership

## THE PROFESSIONAL ORGANIZATION

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

The purposes of IAHPERD are as follows:

### Research and Demonstration

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

### Education and Training

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

### Scholarships

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

## INDIANA AHPERD



## REGIONS

### IAHPERD MEMBERSHIP BLANK

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

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MEMBERSHIP EXPIRES 1 YEAR FROM DATE DUES PAYMENT IS RECEIVED.

### OPPORTUNITY FOR INVOLVEMENT

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

#### HELP NEEDED:

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

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