

The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 23, Number 1

WINTER ISSUE

Winter 1994

HIGHLIGHTS 1993 *Dance Showcase*



- Inside This Issue -

*1993 Award Winners

*Play and Game Choices of
Children in 19th Century
America

*Tools and Techniques:
Choreography for Dance
Teams at Basketball
Half-Time Performances



Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 23, Number 1

Indiana Association for
Health, Physical Education, Recreation and Dance

Winter 1994

Indiana AHPERD 1993-94

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Vice-President for Operations Jerry Stieger
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Message from the President . . .



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Strength Through New Beginnings

A *New Beginning* is often an exciting, invigorating time. The beginning of a new school year inspires teacher and student alike to the challenge of what can be accomplished. IAHPERD stands at a *New Beginning*. We are at a *New Beginning* for several reasons; the most important of which is the full implementation of the new organizational structure:

Over the past year the Executive Board has been working through the implications of the structure change adopted at the 1992 Convention. We have greatly appreciated the leadership of Past President Pat Zezula. Her calm, steady leadership style has enabled the association to weather the many storms of a *New Beginning*. As the incoming President, I know there are many "storms" yet to be faced, but I am excited by the prospects of moving the organization ahead.

As this report is read, it may appear that with this *New Beginning* IAHPERD is changing radically, and some may ask, "What about the traditions of IAHPERD? Do we abandon the past just to make a *New Beginning*?" The answer is no, when a teacher approaches a new school year last year's

lesson plans are not thrown away. They are evaluated, revised, and adjustments are made. We are not abandoning our heritage in IAHPERD. Much has been accomplished over the years, but there is much to be accomplished in the future that will require new ways of thinking and working. Let's commit ourselves to meeting that future with renewed dedication to our purpose as professionals.

As we approach this *New Beginning* for IAHPERD we face many exciting possibilities; we also face many challenges and roadblocks. I would ask each IAHPERD member to commit to using this *New Beginning* as a time to strengthen the organization. Use this opportunity to look at our profession and your professional organization in a renewed way.

As we face *New Beginnings*, we face them with a newly-appointed Board of Directors that is capable and ready to meet the challenges ahead. Congratulations to each of the newly-appointed members of the Board of Directors. I especially want to congratulate the three elected members of the Executive Committee: Vice-President for Operations Genie Scott (Butler University), Vice-President

for Programs Jerry Stieger (Valparaiso University), and Secretary Cathy Huntsinger (Frankton Jr./Sr. High).

The newly-appointed Board of Directors includes:

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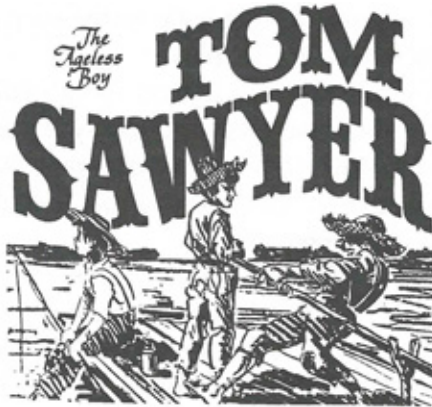
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Associate Dean S. Sue Barrett
School of Physical Education
Indiana University Purdue University Indianapolis
901 W. New York Street
Indianapolis, IN 46202-5193
Telephone: (317) 274-2248

NOTIONS From YOUR EDITOR . . .

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Organizing and Developing Your Ideas for a First Draft

PART II

SELECT A SPECIFIC TOPIC

Having explored your general topic and discovered the aspects of it that interest you most, you should now work toward identifying a specific, narrowed topic. To begin, review your planning materials. Then use these questions to decide on the effective topic:

- Which topic seems most original?
- Which topic interests you most?
- About which topic are you most informed?
- Which topic is the most useful?
- Which topic can you cover best in the space allowed for your article?

IDENTIFY YOUR ROLE, YOUR READERS, AND YOUR PURPOSE

YOUR ROLE AS A WRITER is to consider your perspective on your topic. If you are writing about physical fitness:

- Are you writing from your experience as a spectator, instructor, or participant?
- Are you a proponent of fitness or opposed to fitness?
- What knowledge of and attitude toward the sport does each of these positions involve?

Defining your individual perspective on your

topic, whether you are writing as an authority, an unbiased observer, or a probing non-specialist, will help you to make choices of content and presentation.

Carefully consider the expectations, concerns, and knowledge of YOUR READERS. To do this, first identify your readers by answering these questions:

- What are the probable age, educational level, and experience of your audience?
- What information, concerns, and interests do your readers probably share?
- What choices of tone and language will best communicate with your audience?

Your PURPOSE for writing is never simply to prepare an article for publication. Anytime you write with careful attention to your thought, information, and audience, an organizing purpose will emerge. Most writing has one of four general purposes:

- expressive;
- referential;
- persuasive; or
- argumentative.

In EXPRESSIVE WRITING, writers express their individuality by sharing experiences, opinions, perceptions, and feelings. LITERARY WRITING is a

form of expressive writing in which writers share perceptions and insights using artistic forms such as the short story, poem, novel, or play.

In REFERENTIAL WRITING, writers share information and ideas, often gathered through systematic research. A writer's focus in a referential article is on the topic and often on specialists' views, which must be carefully documented.

In PERSUASIVE WRITING, writers present information and opinions intended to alter readers' views or perceptions. A persuasive article relies on evidence to convince readers to rethink the topic; some research may be required.

Finally, in ARGUMENTATIVE WRITING, writers present their opinions on arguable topics, topics on which there are many viewpoints, supporting their positions using ideas, information, experience, and insights. A writer's focus in an argumentative article is on the issue.

THESIS STATEMENT

After narrowing your topic and characterizing your role, readers, and purpose, you should be able to formulate a WORKING THESIS STATEMENT—a brief statement of your topic and your opinion on it—to guide your draft.

An EFFECTIVE THESIS STATEMENT has three essential characteristics and may have three optional characteristics:

- Essential
 - identify a specific, narrow topic;
 - present a clear opinion on, not merely facts about, the topic; and
 - establish a tone appropriate to the topic, purpose, and audience.
- Optional
 - qualify the topic as necessary, pointing out significant opposing opinions;
 - clarify important points, indicating the organizational pattern; and
 - take account of readers' probable knowledge of the topic.

PLANNING TIPS

Planning strategies encourage exploration and discovery. Use the following approaches to think about your subjects:

- be open-minded about potential subjects;
- do not select a specific topic until you have explored the general subject from a variety of perspectives;
- develop topics that interest you: your enthusiasm will come through in your writing and will engage your readers; and
- after determining your topic, clearly state the main idea in a working thesis statement that expresses the appropriate tone and any necessary qualifications.

Want to get your writing published?

THEN JOIN US AT THE DENVER AAHPERD CONVENTION FOR THE

WRITE NOW CONFERENCE

Do you have an effective program, an idea about how to be a better educator, or information to share with others in your field?

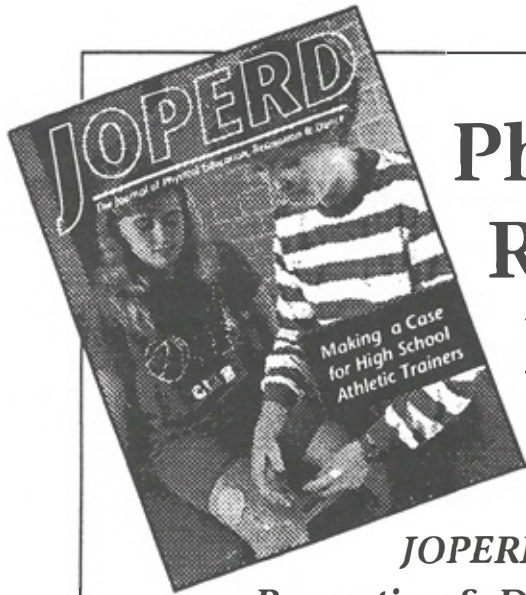
Then come to the Write Now Conference for tips on how to write and get information from mentors who have published articles. Discover the basic concepts through the fine points of publishing that will help you get your ideas in print.

At the Write Now Conference you can:

- ✓ Work with a mentor.
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- ✓ Hear published authors and editors discuss important publication strategies, including:
 - putting a good idea on paper,
 - collaborating on articles,
 - common editorial observations, and
 - how articles are created, revised, edited, and published.

Strategies and JOPERD editorial board chairs, Cindy Gregory and Tom Sawyer, will be there to listen to your ideas. Check the convention program for more information.

Students! Note Special Rates!



Physical Educators, Recreation and Dance Professionals!

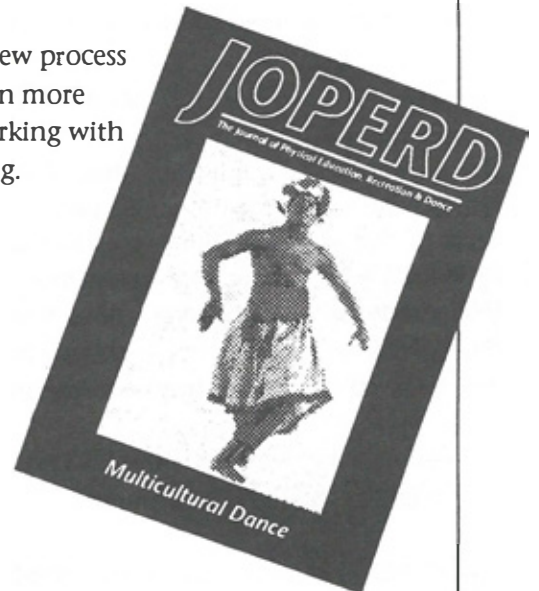
*JOPERD is...The Journal of Physical Education,
Recreation & Dance: the largest, most frequently published,
and most wide-ranging journal published by AAHPERD.*

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

State of the Profession . . .



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New Times, New Students

Recently, I read some articles in *CHANGE* magazine, a publication by the American Council of Education, on the different learning modes of today's students. After teaching in higher education for many years, I definitely have noticed a change over time in the needs of our students. Many of my colleagues complain about these changes in the guise of "My students want everything to be explained to them. They even want to know how many pages are needed in their term papers."

One article in the publication, a current study of learning modes of today's students by Schroeder (1993), reported that indeed these students are different. The results of the study pointed out that over 60% of the students entering higher education and in fact 75% of the general population have a SENSING mode of learning style rather than the INTUITIVE mode. The Myers-Briggs Type Indicator was used to determine the learning differences.

People who learn by the SENSING mode according to this indicator prefer:

- "direct, concrete experiences, moderate to high degree of structure; linear, sequential learning; and often a need to know why before doing something."
- "prefer the concrete, the practical, and the immediate."
- "are uncomfortable with abstract ideas."
- "more dependent on the ideas of those in authority. They are also more dependent on

immediate gratification and exhibit more difficulty with basic academic skills, such as reading and writing."¹

Sound familiar? I think the author was discussing 60% of my curriculum class.

The students which show an INTUITIVE mode on the indicator are global learners who "prefer open-ended instruction to highly-structured instruction. They usually demonstrate a high degree of autonomy in their learning, and value knowledge for its own sake."¹

The article continues about the disparity between faculty preferred teaching modes and students' learning modes. This of course leads us as instructors to believe that students are deficient.

As today's educators we need to become more aware of our own teaching modes and recognize that the current students may need a different approach to instruction. With the above information in mind, we as professors could begin to redesign our courses so that we can be more effective. We can attempt to mesh our teaching style to the sensing mode. Just a few ways we can meet their needs would include:

- providing very clear information on what is expected of the student;
- presenting material in linear sequence and then gradually moving these students to more global concepts; and

- providing feedback on performance.


Old ways to new learning styles may not work now. We may have to guide our students toward an intuitive mode by providing experiences in active modes of learning. *JOPERD* in the August 1992 and October 1993 issues had very good articles on case studies, an active learning mode. Other active learning modes include: group projects, field experiences, small group discussions, simulations, and presentations.

Because of this information, in the spring I am going to institute several case studies into my curriculum class. I value that my students learn the principles and concepts of curriculum, therefore I am going to make an attempt to be sure that they do.

1. Schroeder, Charles (1993). New Student—New Learning Styles. *CHANGE*, 25(4), 21-26.
2. Boyce, B.A. (1992). Making the Case for the Case-Method Approach in Physical Education Pedagogy Classes. *JOURNAL OF PHYSICAL EDUCATION, RECREATION AND DANCE*, 63(8), 17-20.
3. Langley, D., et al. (1993). Applying Case-Method Instruction in a Pedagogy Class. *JOURNAL OF PHYSICAL EDUCATION, RECREATION AND DANCE*, 64(8), 61-64.



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

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

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

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

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

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	One-year membership	Two-year membership	Three-year membership
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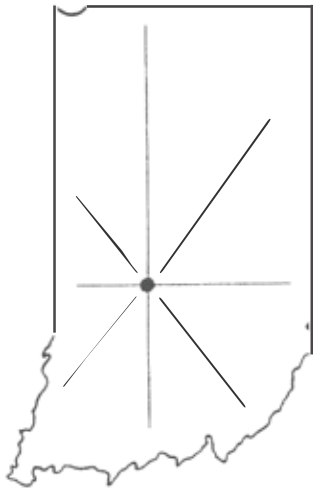
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6/91



State of the State

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

SHAPE OF THE NATION 1993

A Survey of State Physical Education Requirements
conducted by:
National Association for Sport and Physical
Education

Congress passed Resolution 97 in 1987 encouraging state and local governments and local educational agencies to provide high quality daily physical education programs for all children in kindergarten through grade 12. Yet six years later there are still no federal laws mandating physical education. Each state decides if and how much time should be devoted to physical education.

The Indiana State Board of Education will change Indiana's minute "requirements" to "recommendations" in July of 1994. The good news is the old language that accompanied the requirements has been strengthened by new language that went into effect July of 1993. Physical education now ranks the same as all other subject areas. A copy of the new language and minute requirements may be obtained from my office, (317) 232-9154.

Following is a summary of the 1987 results of the NASPE study:

- Four states (Illinois, New Jersey, New York, and Rhode Island) require all students to take a specific amount of physical education in all grades K-12.
- Only one state (Illinois) requires all students in grades K-12 to take physical education every day.
- Only five states require elementary school students to take physical education 30 minutes per day, five days a week.
- Only four states require junior high school students to take physical education 50 minutes per day, five days a week.
- While most of the states require high school students to take some physical education, only 12% require them to take it for all four years of high school; 44% require physical education to be taken for only one year.

NASPE RECOMMENDATIONS

The NASPE recommends that "all students receive quality daily physical education in grades K-12 at the following minimum levels:

- ELEMENTARY—30 minutes per day, every day
- SECONDARY—45-55 minutes per day, every day

Are you satisfied with the amount of time your students receive physical education? If not, take action . . .do something about it!

Write your congressman and school board members. Provide them with statistics on the risk factors for heart disease and the need for quality, daily physical education. Ask them where our children will receive this information if it is not at school.

When was the last time you had a physical education night at your school with kids as the performers? Have you presented to your PTA/PTO information on developing and maintaining a healthy lifestyle?

Do you regularly submit articles to your local newspaper and invite the media to your school when your students are participating in a newsworthy unit? What about featuring success stories such as a student who has lost weight, or one who has overcome a handicap, or maybe the child whose grades improved after participating in intramurals.

You have the experience, knowledge, and

avenues to make things better. A winning coach or extracurricular athletics will not garner support for a physical education program. A winning teacher, successful kids, and supportive parents and communities will!

UPCOMING PHYSICAL EDUCATION WORKSHOPS

...WITH BETH KIRKPATRICK

The Department of Education will feature Beth Kirkpatrick in regional day-long workshops. She will lead teachers "Out of the Dark Ages" and through the "Ultra Shuffle." Registration information will be mailed to all schools in January. The fee is \$15.

The sites, dates, and co-sponsors are:

- March 16 - Indianapolis
Co-Sponsors: IAHPERD, Regina Wright, Pike Twp. Schools
- March 18 - Terre Haute South
Co-Sponsors: Vigo Schools, IAHPERD, Clara Knopp
- March 22 - Plymouth, Lincoln Jr. High
Co-Sponsors: Plymouth Comm. Schools, Sue Stinson, Norm Sellers.

- March TBA - Ball State University, Muncie
Co-Sponsors: Ball State University, Marilyn Buck, Beth Kirkpatrick
- April 6 - University of Evansville
Co-Sponsors: IAHPERD, U. of E., Rita Nugent, U. of Southern Indiana, Jane Davis-Brezette
- April TBA - Salem Middle School
Co-Sponsors: Salem Community Schools, Sherry White

...WITH DAVID GALLAHUE

Indiana University and the DOE will host PACE VII with David Gallahue as the keynote speaker and presenter. This three-day, intensive summer school session in Indianapolis will afford teachers the opportunity to experience Indiana's finest physical education teachers and their innovative curricula. Don't be surprised if a LOT of personal growth is one of the biggest outcomes of this experience.

Teachers may opt for two or three hours graduate credit.

Look for a mailing in late February. For more information, contact Indiana University, Bloomington.

PHYSICAL ACTIVITY ROUTINE REDEFINED

(from *UPDATE*, Healthy People 2000, published by the Office of Disease Prevention and Health Promotion)

According to the American College of Sports Medicine (ACSM) and the Centers for Disease Control and Prevention (CDC), new exercise standards have been developed. It is recommended that adults engage in physical activity five times a week for 30 minutes. Rest assured that this does not mean exercising strenuously or in a target heartrate zone. "Lifestyle activities such as gardening, raking leaves, and walking up stairs throughout the day for short periods of time can achieve the 30-minute target."

More information can be obtained from Michael Pratt, National Center for Chronic Disease Prevention and Health Promotion, CDC, (404) 488-5522.

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AWARD/RECOGNITION CATEGORIES AND CHECKLISTS (IAHPERD and MIDWEST)

INDIANA will select a finalist to compete for the Midwest District Award in the following categories:

- (NASPE) Indiana Elementary School Physical Educator of the Year
- (NASPE) Indiana Middle School Physical Educator of the Year
- (NASPE) Indiana Secondary Physical Educator of the Year
- (Midwest District) Indiana Outstanding Student Award
- (NDA) Indiana K-12 Dance Educator of the Year
- (Midwest District) Indiana Young Professional Award
- (Midwest District) Indiana Health Educator of the Year
- (Midwest District) Indiana Recreation Professional/Leisure Educator of the Year

In addition to those listed above, **Indiana AHPERD Awards** include:

- Special Contribution, IAHPERD
- Leadership, IAHPERD
- Honor, IAHPERD

Additional **Midwest District AAHPERD Awards:**

- Midwest District Honor Award
- Midwest District Meritorious Service Award
- Midwest District Scholar Program
- Midwest District Ethnic Minority Graduate Fellowship

In a separate category, sent from each state directly to the national level, is the NAGWS Pathfinder Award

The nomination process:

To nominate a colleague for any of the awards/recognition listed above:

- a) Read the criteria for that particular award;
- b) If you feel your colleague meets the criteria, fill in the blanks on the nomination form;
- c) Send the form to the Awards/Recognition Chairperson.
- d) The Award/Recognition Chairperson will send an application form to the nominee.

Duplicate nominations are not necessary, and are not weighted in favor of any nominee.

Criteria Checklist for **Elementary Physical Educator of the Year**

- Minimum of five (5) years teaching experience in elementary.
 - Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - Utilizes various teaching methodologies and plans innovative learning experiences to meet individual student needs;
 - Conducts a balanced and sequential curriculum that reflects an understanding of child growth and development;
 - Assumes responsibility for his/her professional growth;
 - Evidences commitment to the education profession by having served on state/regional/national committees and/or having presented workshops or programs at these levels; -
- Current member IAHPERD, AAHPERD, and ~~must have~~ NASPE checked as affiliate

Each state in the Midwest District AAHPERD selects a recipient of this award. The applications of the state winners are forwarded to the Chair of the Midwest Awards/Recognition Committee by SEPTEMBER 1. (The time line for state winners suggested by NASPE do not meet the needs of the Midwest District as our awards committee determines Midwest recipients during the fall Leadership Conference at Pokagon.) All applications submitted to the Midwest District Awards/Recognition Committee must follow the guidelines established by NASPE. An official application form is available from your state's Midwest Awards/Recognition representative.

Only the Midwest District recipient is required to submit a 30-minute videotape and must sign a Teacher of the Year (TOY) contract to be followed if selected for the National award . The Midwest District winner must attend the AAHPERD National Convention .

NOMINATION FORM for Elementary Physical Educator of the Year

Candidate's name _____ Home phone:_(____)_____

School _____

School Address _____

Home Address _____

street

City/state

zip

To nominate a colleague, fill in the information requested and send this form to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

Criteria Checklist for **Middle School Physical Educator of the Year**

- Serves as a positive role model.
- Uses various teaching methodologies and plans innovative learning experiences.
- Conducts a balanced and sequential curriculum.
 - a) Demonstrates an understanding of the difference between the middle and secondary school student. This should deal with the age level as well as the developmental level of the students.
 - b) Demonstrates that the program makes the effective change from elementary school to middle school, and that it is a transitional program.
 - c) Conducts an intramural program that gives each student a chance to participate.
 - d) Provides an emphasis on non-competitive activities that focus on success for all students.
 - e) Provide evidence that the program shows how quality daily physical education translates into healthy life styles.
- Assumes responsibility for his/her professional growth.
- Provide evidence of professional commitment through membership and involvement in local, state, and national physical education organizations.
- Minimum of five years (5) teaching experience in middle school.
- Current member of IAHPERD, AAHPERD and must have NASPE checked as affiliate.

Only the Midwest District recipient is required to submit a 30-minute videotape and must sign a

Teacher of the Year (TOY) contract to be followed if selected for the National award. The Midwest District winner must attend the AAHPERD National Convention.

Each state in the Midwest District AAHPERD selects a recipient of this award. The applications of the state winners are forwarded to the Chair of the Midwest Awards/Recognition Committee by SEPTEMBER 1. (The time line for state winners suggested by NASPE do not meet the needs of the Midwest District as our awards committee determines Midwest recipients during the fall Leadership Conference at Pokagon.)

All applications submitted to the Midwest District Awards/Recognition Committee must follow the guidelines established by NASPE. An official application form is available from your state's Midwest Awards/Recognition representative.

NOMINATION FORM for Middle School Physical Educator of the Year

Candidate's name _____ Home phone: _(_)_-____-____-

School _____

School Address _____

Home Address _____

street

City/state

zip

To nominate a colleague, fill in the information requested and send this form to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

Criteria Checklist for **Secondary School Physical Educator of the Year**

- Minimum of five (5) years teaching experience in high school.
- Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students;
- Utilizes various teaching methodologies and plans innovative learning experiences;
- Conducts a balanced and sequential curriculum;
- Assumes responsibility for his/her professional growth;
- Evidences professional commitment through membership and involvement in local, state, and national physical education organizations;
- Current member of IAHPERD, AAHPERD and must have NASPE checked as an affiliate.

Only the Midwest District recipient is required to submit a 30-minute videotape and must sign a Teacher of the Year (TOY) contract to be followed if selected for the National award. The Midwest District winner must attend the AAHPERD National Convention.

Each state in the Midwest District AAHPERD selects a recipient of this award. The applications of the state winners are forwarded to the Chair of the Midwest Awards/Recognition Committee by SEPTEMBER 1. (The time line for state winners suggested by NASPE do not meet the needs of the Midwest District as our awards committee determines Midwest recipients during the fall Leadership Conference at Pokagon.) All applications submitted to the Midwest District Awards/Recognition Committee must follow the guidelines established by NASPE. An official application form is available from your state's Midwest Awards/Recognition representative.

NOMINATION FORM for Secondary Physical Educator of the Year Award

Candidate's name _____ Home phone:_(____)_____

School _____

School Address _____

Home Address _____

street

City/state

zip

To nominate a colleague, fill in the information requested and send this form to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

Criteria Checklist for

Outstanding Student Award

- Student member of AAHPERD
 - Student member of State AAHPERD within state of college/university attended
- Full time student, currently enrolled in Midwest college/university
- Undergraduate major in content area within structure of MDAAHPERD.
- Recommended by TWO (2) college/university instructors.
- Recommendations ENDORSED by chairperson of college/university department.
- Candidates shall display distinctive leadership and meritorious service to their profession.

Examples of types of meritorious contribution are as follows: association activities, state, district, and/or national; special honors, community services, etc.

- Sponsor's statement explaining merit of contributions.

Each state in the Midwest District AAHPERD selects a recipient of this award. The applications of the state winners are forwarded to the Chair of the Midwest Awards/Recognition Committee by SEPTEMBER 1.

Our awards committee determines Midwest recipients during the fall Leadership Conference at Pokagon.) All applications submitted to the Midwest District Awards/Recognition Committee must follow the guidelines established by Midwest District AAHPERD.

ALL COLLEGES AND UNIVERSITIES ARE ENCOURAGED TO NOMINATE AN OUTSTANDING STUDENT MAJOR, KEEPING IN MIND THAT A STUDENT WHO WILL GRADUATE BEFORE THE STATE/MIDWEST DISTRICT ANNUAL CONVENTION CANNOT BE CONSIDERED FOR THIS AWARD. (i.e., if you nominate a student at the end of the junior year that student would be eligible to receive this award during his/her senior year.)

An official application form is available from your state's Midwest Awards/Recognition representative.

Contact: Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

Criteria Checklist for

K-12 Dance Educator of the Year

- Member of state association, AAHPERD and NDA.
- Major responsibility in public school education is teaching dance; (aerobic dance is omitted from consideration)
- Teaches creatively utilizing various methodologies;
- Promotes understanding of dance as a creative art through the discussion of aesthetics of students' own works and/or the works of others;
- Emphasizes the significance of dance as an integral cultural component;
- Presents a balanced and sequential curriculum;
- Encourages an appreciation of dance as a performing art;
- Provides opportunities for students to share their creative work with appropriate audiences;
- Shows professional commitment through membership and active participation in local, state and/or national dance organizations;
- Serves as a positive role model.

Each state in the Midwest District AAHPERD selects a recipient of this award. The applications of the state winners are forwarded to the Chair of the Midwest Awards/Recognition Committee by SEPTEMBER 1. (The time line for state winners suggested by NDA do not meet the needs of the Midwest District as our awards committees determines Midwest recipients during the fall Leadership Conference at Pokagon.)

All applications submitted to the Midwest District Awards/Recognition Committee must follow the guidelines established by NDA. An official application form is available from your state's Midwest Awards/Recognition representative.

NOMINATION FORM for K-12 Dance Educator of the Year

Candidate's name _____ Home phone: _____

School _____

School Address _____

Home Address _____

street

City/state

zip

To nominate a colleague, fill in the information requested and send this form to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

Criteria Checklist for

Young Professional Award

- AAHPERD and state association membership for minimum of past five years.
- No more than 10 years in profession.
- Exhibited devotion to the advancement of health, physical education, recreation and dance or in content areas included as a part of the individual structure of Midwest District AAHPERD. They shall have exhibited leadership and industry qualities for at least the past ten years;
Age recommendation: 35 years of age, or less.
- Sponsor's statement explaining merit of contributions.

Examples of distinctive leadership and meritorious service might include:

1. Service:

- a. An elected office holder of the National Alliance, Midwest District or state association.
- b. Office holder of an affiliated organization of AAHPERD or one closely allied to the Alliance, such as the National College of Physical Education for Men, the National Association of Physical Education for College Women, the American School Health Association, the National Recreation and Parks Association, or American College of Sports Medicine.
- c. Chairperson of a committee of the AAHPERD, Midwest District or state association.
- d. Committee worker with a state, district or national organization, either in the AAHPERD or affiliated organizations.
- e. Speaker before educational groups, at convention assemblies, and meetings held in the interest of and for the promotion of health, physical education, recreation and dance.

2. Teaching:

- a. An outstanding contributor of clinics, workshops and state or local curricular projects concerned with the areas of health, physical education, recreation and/or dance.
- b. Promoter of outstanding programs in any of the various areas of health, physical education, recreation or dance at any educational level.
- c. An outstanding contributor to the profession whose work has affected its philosophy or practice; not included in the above.
- d. Demonstrator of outstanding teaching or athletic coaching.

3. Authorship-Research-Creative Contributions

- a. Systematic researcher, which has helped to advance the professional
- b. Author or co-author of one or more books in physical education, health education, recreation or dance.
- c. Author of articles on the subject of health, physical education recreation or dance, in magazines of national scope published in monograph form.
- d. Creator of unique productions in dance, synchronized swimming.
- e. Recipient of scholarships, fellowships, grant monies or monetary awards.

Each state in the Midwest District AAHPERD selects a recipient of this award. The applications of the state winners are forwarded to the Chair of the Midwest Awards/Recognition Committee by SEPTEMBER 1. Our awards committee determines Midwest recipients during the fall Leadership Conference at Pokagon.)

NOMINATION FORM for Young Professional Award

Candidate's name _____ Home phone:_(____)_____

School _____

School Address _____

Humidors _____
street City/state zip

To nominate a colleague, fill in the information requested and send this form to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

Criteria Checklist for

Health Educator of the Year Award

For the purpose of this award, a health educator is defined as an individual who has major responsibility for teaching health in: 1) a public or private school, grades K-12; (2) an institution of higher education; (3) a community health program; (4) a government health agency; or (5) a work site health program.

Criteria:

1. Membership in AAHPERD for a minimum of five years.
2. Membership in a state organization in the Midwest District for a minimum of five years.
3. Candidates shall have been employed in the profession for five years or more.
4. Candidates shall have made significant contributions to the profession in the areas of teaching, research, and service.

Examples of contributions might include:

Teaching

- a) Utilization of various teaching methodologies and innovative learning experiences.
- b) Promotion of outstanding health programs in the school, agency, organization, or work environment.
- c) Award recipient for teaching and/or administration of health program(s).
- d) Demonstration of outstanding teaching.

Research/Creative Activities

- a) Author or co-author of books related to health and health education.
- b) Author of health-related articles published in professional journals.
- c) Systematic researcher involved in projects which have helped to advance the profession.
- d) Author of grants to support health-related projects.
- e) Recipient of scholarships, fellowships, grant monies, or monetary awards for health projects.
- g) Presentation, curriculum development, program development, etc.

Service Activities

- a) Office holder in the National Alliance, Midwest District and/or state association
- b) Office holder in an affiliated organization (e.g., Amer. School Health Assoc., Amer. College Health, Assoc., Society for Public Health Education, etc.)
- c) Chairperson of a committee in a health-related organization
- d) Speaker or clinician for professional or service organization

NOMINATION FORM: Health Educator of the Year

Candidate's name _____ Home Phone (____) _____

School

School Address _____

Home Address _____

street

City/state

zip

To nominate a colleague, fill in the information requested and send to:

Dr. Darrell Johnson, President
 Indiana AHPERD
 Grace College
 200 Seminary Drive
 Winona Lake, IN 46590

Deadline: April 1, 1994

Recreation Professional/Leisure Educator of the Year Award

The Recreation Professional/Leisure Educator of the Year Award is presented to a person who exhibits outstanding and creative leadership in the recreation profession, or as an innovative leisure educator at the college/university level, as evidenced by publications and scholarly presentations. The recipient should be either currently involved in actual recreation leadership pursuits or as illustrated by having delivered conference speeches, consultations, and/or demonstrations in the past two years. The recipient should have demonstrated a vitality of contemporary and future-centered leisure thought and theory in actions and expressed or written words. The person selected should have made a significant contribution in the area of recreation/leisure in various areas of alliance concerns such as: publications, service on national, district, or state committees or boards of AAHPERD, and demonstrated expertise in recreation/leisure research activities.

The Recreation Professional/Leisure Educator Award is presented to a person who has maintained membership in the Alliance for the past five years and has been involved in the profession for ten years or more.

NOMINATION FORM for the Recreation Professional/Leisure Educator of the Year Award

Candidate's name _____ Home Phone (____) _____

School _____

School Address _____

Home Address _____
street City/state zip

To nominate a colleague, fill in the information requested and send to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

Application guidelines for the **IAHPERD Honor Award**
Special Contribution Award
Leadership Recognition Award are as follows:

- 1) **IAHPERD Honor Award:** The highest recognition for outstanding service to the Association.
 - A. Eligibility of candidates for the Honor Award depends on these qualifications:
 - 1) Must be a member of IAHPERD and AAHPERD when nominated.
 - 2) Must be at least 30 years of age.
 - 3) Should have a minimum of five years experience as a teacher or supervisor, or combination of the same in health, physical education, recreation or dance.
 - B. In addition to meeting each of the above requirements, the candidate must satisfy at least five of the following conditions:
 - 1) Rendered contributions through the Association in the nature of "plus" services.
 - 2) Rendered contributions through meritorious service to the profession.
 - 3) Rendered contribution through distinctive leadership in one of three fields.
 - 4) Presented ten or more addresses, lectures, and/or demonstrations before groups promoting health, physical education, recreation and/or dance.
 - 5) Published articles for handbooks, newspapers, or magazines.
 - 6) Engaged in systematic research which has advanced the profession.
 - 7) Authored or co-authored one or more books in health, physical education, recreation or dance.
 - 8) Held office, IAHPERD.
 - 9) Served as chairperson of a section in the state or district association.
 - 10) Contributed something original to the profession by virtue of fulfillment of the teaching assignment.

IAHPERD Special Contribution Award: To be made to persons outside our fields who have made outstanding contributions to one or more disciplines in our combined fields. Examples are: School administrators, physicians, nurses, teachers in other disciplines, community service leaders, dentists, community leaders, mass media leaders, specialized agency personnel, and military personnel.

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

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

NOMINATION FORM for the IAHPERD Honor, Special Contribution, or Leadership Award

Candidate's name _____ Specify which award _____

School _____

School Address _____

Home Address _____

street

City/state

zip

Home phone: _____

(Duplicate this form to nominate candidates for any of the three awards listed on this page.)

To nominate a colleague, fill in the information requested and send to:

Dr. Darrell Johnson, President
 Indiana AHPERD
 Grace College
 200 Seminary Drive
 Winona Lake, IN 46590

Deadline: April 1, 1994

Criteria Checklist for

Midwest District Honor Award

- I. Candidates shall have maintained membership for a minimum of the past 20 years in AAHPERD.
- II. Candidates shall be persons who have exhibited a devotion to the advancement of health, physical education, recreation and/or dance as exemplified by their leadership and industry for at least a ten year period.
- III. Candidates shall display distinctive leadership and meritorious service to the profession. The following are some illustrations of meritorious contributions.

A. Service

- 1. Office holder of the National Alliance.
- 2. Office holder of the Midwest District Association.
- 3. Office holder of a State Association.
- 4. Office holder of an affiliated organization of AAHPERD or one closely allied to the alliance such as the National College Physical Education for Men, the National Assoc. of Physical Education for Women, the Amer. School Health Assoc., the National Recreation and Parks Assoc., or American College of Sports Medicine.
- 5. Chairperson of a committee of the AAHPERD.
- 6. Chairperson of a committee of the Midwest District Association.
- 7. Committee worker over a period of three or more years with a state, district or national organization, either in the AAHPERD or affiliated organizations.
- 8. Speaker or clinician before educational groups, at conventions, assemblies, and meetings held in the interest and for the promotion of health, physical education , recreation and/or dance.

B. Teaching

- 1. An outstanding contributor to clinics, workshops and state or local health, physical education, recreation and/or dance.
- 2. Promoter of outstanding programs in any of the various areas of health, physical education, recreation, and/or dance at any educational level.
- 3. An outstanding contributor to the profession whose work has affected it's philosophy or practice, not included in the above.
- 4. Demonstrator of outstanding teaching.
- 5. Recipient of awards for teaching or administration of programs.

C. Authorship-Research: Creative Contributions

- 1. Systematic researcher, which has helped to advance the profession.
- 2. Author or co-author of one or more books in physical education, health education, recreation or dance.
- 3. Author of articles on the subject of health, physical education, recreation or dance in magazines of national scope published in monograph form.
- 4. Creator of unique productions in dance, synchronized swimming.
- 5. Recipient of scholarships, fellowships, grant monies or monetary awards.

NOMINATION FORM for Midwest District Honor Award

Candidate's name _____ Home phone:(____) _____

School _____

School Address _____

Home Address _____
street City/state zip

To nominate a colleague, fill in the information requested and send to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

Criteria Checklist for

Midwest District Meritorious Service Award

I. Candidates shall have maintained membership for a minimum of the past five years in AAHPERD. (If candidate is retired, this qualification will be waived.)

II. Candidates shall have been involved in the profession for ten or more years.

III. Candidates shall have displayed distinctive leadership and meritorious service to the Midwest District of the American Alliance for Health, Physical Education, Recreation and Dance.

The following are some illustrations of meritorious service.

1. An outstanding contributor to workshops, clinics, conferences or convention programs as organizer, presenter or recorder for the Midwest District in areas of health, physical education, recreation and dance.
2. Exemplified leadership and industry as an office holder of the Midwest District:
 Section Chairman
 Division Vice President
 Executive Office: President, Secretary/Treasurer, District Representative
3. Exemplified leadership and industry as a chairperson of a committee of the Midwest District.
4. Outstanding contributor as a member of a committee of the Midwest District.
5. Outstanding contributor in convention direction such as program coordinator or exhibits chairperson.
6. Exemplified leadership and industry in areas which promote the importance of, and contributions of, the Midwest District to the State Associations and the American Alliance for Health, Physical Education, Recreation and Dance.
7. Contributor to the American Alliance for Health, Physical Education, Recreation and Dance as a representative of the Midwest District.

It is not expected that all candidates will have contributed in all illustrated areas.

NOMINATION FORM for Midwest District Meritorious Service Award

Candidate's name _____ Home phone:(____) _____

School _____

School Address _____

Home Address _____

street

City/state

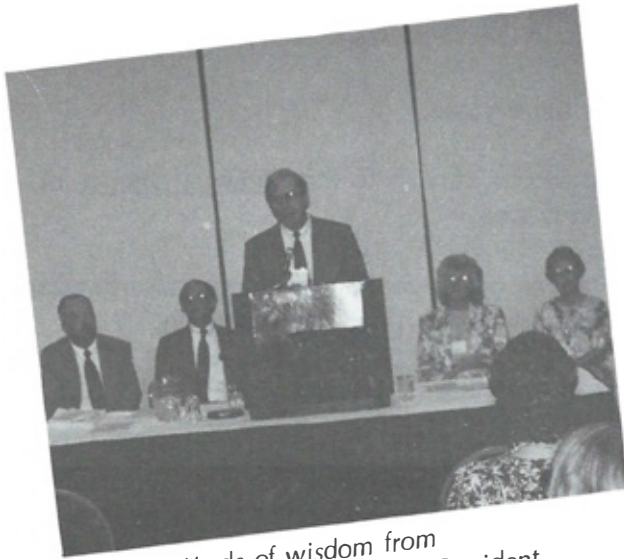
zip

To nominate a colleague, fill in the information requested and send this form to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

1993 Indiana AHPERD



Words of wisdom from Carl Schraibman, Past Midwest President.



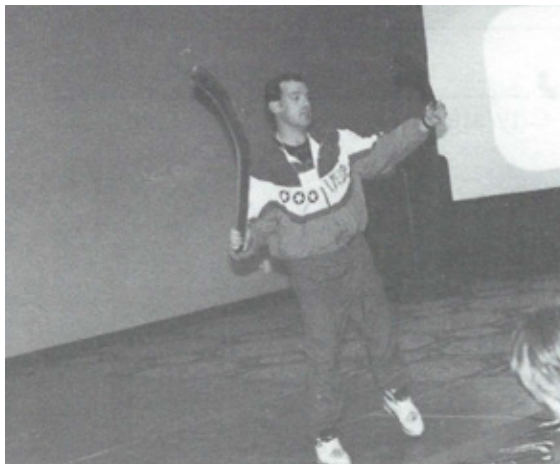
President Johnson makes a point that the association will develop "STRENGTH THROUGH NEW BEGINNINGS!"

Wheelchair Activities



Goodbye Pat, Welcome Darrell

Registration can be fun! Ask Nick Kellum!



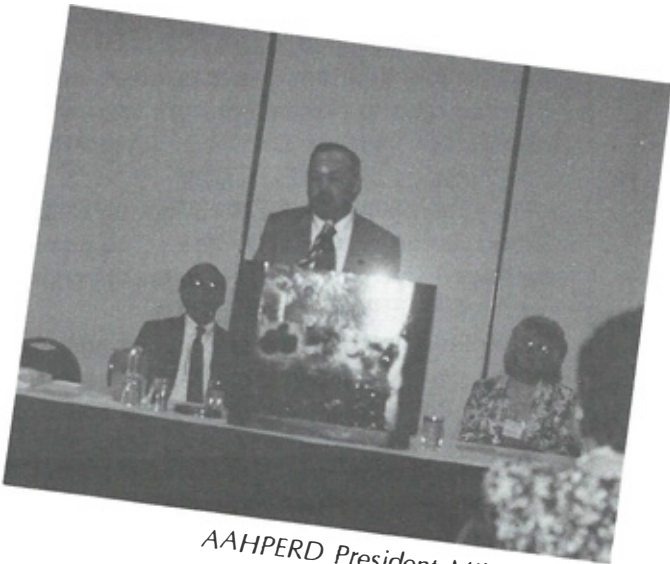
Gary Broadvent demonstrates the use of boomerangs for P.E. class.



Convention Highlights



President Darrell, Past President Pat, and Past Past President Dolores have a serious discussion about how do we decide who buys lunch. Shall we throw on it?



AAHPERD President Mike brings an AAHPERD welcome.

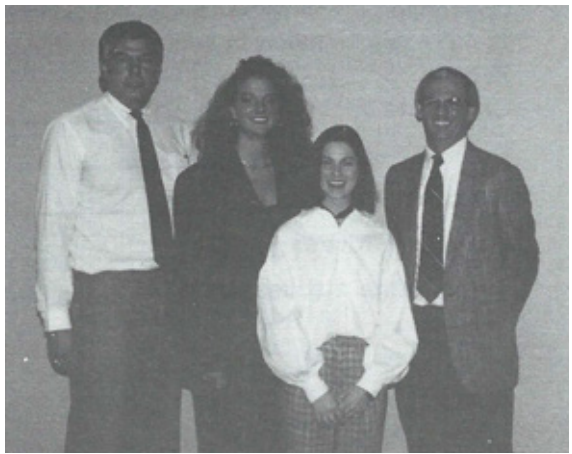


Passing the gavel.



Dance in Action

Computers are essential to our work-a-day world.



The new SAC leadership Wendy Hammons (President) and Deena Jones (President-Elect) with Ed Schilling (Faculty Rep.) and Darrell Johnson (President).

Midwest District Scholar Program

PURPOSES OF THE PROGRAM:

The Midwest District of the American Alliance for Health, Physical Education, Recreation and Dance, attentive to its responsibility to sponsor scholarship among its members and to its commitment to "encourage and facilitate research and learning which will enrich the depth and scope of health, leisure, and movement related activities; and to disseminate this knowledge to the profession and other interested and concerned publics," initiates the Midwest District of AAHPERD Scholar Program.

METHOD OF SELECTION

Each year nominees for the Midwest District Scholar will be selected by the Midwest District Recognition/Awards Committee. One nominee will be presented to the MDAAHPERD Board of Directors for approval. Nominations for potential scholars may be submitted by any District member of a state association.

CRITERIA FOR SELECTION

The criteria listed below are not exhaustive and each is not mutually exclusive. It is the intent of this process to give every nominee equal consideration. If nominees do not fit all or even a majority of the established criteria, the selection committee is still charged with the responsibility of review. However, it is desirable that the individual nominated as Midwest District Scholar meet at least one criterion under each of the three categories below.

A. Publications: The individual selected should have a scholarly record for a number of years as evidenced by publication and scholarly presentations, such as:

1. Articles in a variety of professional and/or popular publications.
2. Author or co-author of texts endorsed by professional colleagues.
3. Have research articles published in recognized journals.

B. Public Services and Leadership: Upon nomination the individual should be currently involved in active public service and leadership pursuits, such as:

1. Conference speeches, keynote addresses, etc., within the past two years.
2. Being sought for consultation.
3. Diverse and practical service activities with documentation of involvement.
4. Showing a vitality of contemporary and future-centered thought in actions and in expressed or written words.

C. Professional Commitment: The person selected must be a Midwest AAHPERD member and should be a significant contributor to areas of Alliance concern, such as:

1. Contributor to AAHPERD publications.
2. Past or current service on National, District, or State Committees and Boards of AAHPERD.
3. Show expertise in the research process with sophistication as either a proficient researcher or competent critic of research.

RECOGNITION: Midwest District of AAHPERD shall appropriately recognize a Scholar Lecturer with the presentation of a plaque at the district's annual meeting. In addition, travel and hotel expenses within financial limits set by the Board will be provided to the Scholar.

RESPONSIBILITIES: The Midwest District Scholar Lecture will be delivered at the District's Annual Convention. The Midwest District Scholar is expected to provide the Midwest District with the convention keynote presentation in written form for use by the District. NOMINATION FORM for Midwest District Scholar

Candidate's name _____ Home phone:() _____

School _____ School phone: () _____

School Address _____

Home Address _____ zip _____

To nominate a colleague, fill in the information requested and send this form to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

Midwest District Ethnic Minority Graduate Fellowship for Masters/Doctoral Students

- Must be entering first semester or term of graduate studies.
- Accepted into graduate course of study in areas of Health, Physical Education, Recreation, Dance or Safety Education.
- Must be an ethnic minority, citizen of the USA and live within Midwest AAHPERD.
- Must attend or have graduated from Midwest District college/university.

Forms required:

- Candidate's application.

- Endorsement from faculty member. (See details of application process.)

- Endorsement from individual of applicant's choice.

- Official college transcript

- Graduate Record Examination scores or other professional entrance scores, if available.

- All forms and documents submitted in one large envelope.

The applications for Ethnic Minority Scholarships for Masters and Doctoral levels may be obtained from the President of the Midwest District AAHPERD. Student applications are mailed directly to the current Midwest District President and must be postmarked on or before May 15.

Dr. Dana Brooks, Dean
School of Physical Education
West Virginia University
PO. Box 6116
Morgantown, VA 26506-6116

Deadline: May 15, 1994

National Association for Girls & Women in Sport Pathfinder Award

The 1993-93 NAGWS Board of Directors has established the NAGWS Pathfinder Award to honor an individual from each state who is an NAGWS member and who meets the criteria of a Pathfinder: one who advocates, recruits, and enhances opportunities for girls and women in sport and sport leadership.

Criteria for Consideration:

- 1) Must be an NAGWS member (present or retired);
- 2) Someone who has made a significant contribution to girls and women in sport in your state.

Nomination Process:

- 1) Nomination by another professional in your state. Forms should be available through your state AAHPERD organization.
- 2) A one-page explanation, by the nominator, of why nominee deserves award;
- 3) No more than three letters of support from other professionals in your state;
- 4) A black and white 3x5 or 5x7 inch photo of the nominee.
- 5) Optional: one-page vita

Presentation of Awards:

Each state recipient will receive the Pathfinder Award on GWS Day at the AAHPERD National Convention. Should the state recipient be unable to attend the national convention, the application form requests the name of the person who will be accepting the award on behalf of the recipient.

Nomination Form for the NAGWS Pathfinder Award:

Candidate's name _____ Home phone:(____)_____

School _____

School Address _____

Home Address _____
street City/state zip

To nominate a colleague, fill in the information requested and send this form to:

Dr. Darrell Johnson, President
Indiana AHPERD
Grace College
200 Seminary Drive
Winona Lake, IN 46590

Deadline: April 1, 1994

1993 Elementary Physical Educator

Delane Diller, Deer Ridge Elementary, Southwest Allen County Schools



*Delane Diller and
Pat Zezula, President*

Delane Diller does more than teach her students the physical skills they need for a lifetime of fitness and health. She provides a personal example of lifetime fitness through power walking, cycling, weightlifting, scuba diving, step classes, and karate. Delane believes that it is important for the students to see all the adults in their environment involved in physical activities. She involves the Deer Ridge staff in fitness and sports events with the students. She also encourages family fitness activities through "Bike Fun Days," family ballopoly tournaments, and fitness nights.

In 1990 Delane was her school's candidate for the Southwest Allen County Teacher of the Year Award. In 1993, she was awarded one of the prestigious Lilly Foundation Teacher Creativity Grants. This permitted Delane to take intensive scuba diving lessons followed by underwater dives to photograph ocean plants and animals. She will share this with students as part of their science classes. Delane is currently concentrating on coordinating the physical education curriculum with as many classroom and special areas as possible. She believes that integrating curriculums will give the students a better perspective and understanding of the subject.

Delane has given rope skipping workshops at IAHPERD, Midwest, Michigan, American Heart, and International European Physical Education Conventions. She has also given IAHPERD and Midwest Convention presentations on cooperative games. Delane will be presenting a session at the 1994 Midwest Convention on integrating physical education activities with other subjects.

The Indiana Association for Health, Physical Education, Recreation and Dance is pleased to present Delane Diller with the 1993 Elementary Physical Educator of the Year Award.

1993 Middle School Physical Educator

Sherry White, Salem Middle School, Salem Community Schools



*Sherry White and
Pat Zezula, President*

The physical education curriculum at Salem Middle School is surely Indiana's most unusual—or perhaps non-traditional is a better word. Sherry White has taken her students' need to learn lifetime, recreational activities to heart, making full use of all available community resources in the process. The curriculum at Salem Middle School involves archery, bow fishing, angling, boating, canoeing, snorkling, tubing, water skiing (in the swimming pool), boat mechanics, orienteering, DNR boater education, and home firearm safety education. Students participate in a 12-mile canoe trip on Blue River, an all-day fishing trip to Patoka Lake, and a trip to the range for .22 caliber, trap, muzzle loading, and clay shooting.

Sherry has received numerous awards from the Department of Natural Resources, was recognized by the National Rifle Association as co-author of "Program Development Guidelines for Gun Safety and Shooting Education in Schools," and was nominated for the Winchester Hunter Education Volunteer Instructor of the Year Award in 1988 and again in 1992. She has presented workshops for Indiana at last year's middle school conference, and recently at the National Safe Boating Council in Florida.

Sherry's leadership skills, enthusiasm for personal health and physical fitness, creativity, and her desire to make physical education classes interesting and challenging by emphasizing lifetime skills led her colleagues to select her as department chairperson. A former student wrote to say, "You look forward to her class and you feel good when you leave. She taught me never to say 'I can't.' She taught me to believe in myself and to work hard toward accomplishing goals I set for myself."

The Indiana Association for Health, Physical Education, Recreation and Dance is pleased to present Sherry White with the 1993 Middle School Physical Educator of the Year Award.

1993 Secondary Physical Educator

Cathy Huntsinger, Frankton Jr./Sr. High Schools, West Central Community Schools



*Cathy Huntsinger and
Pat Zezula, President*

According to one school superintendent, before Cathy Huntsinger began teaching at Frankton Jr./Sr. High School, the physical education curriculum consisted of flag football, basketball, track, and dodge ball, dodge ball, dodge ball! Cathy is credited with the renovation and development of the program—a now well-rounded curriculum, balanced and sequential in nature. The emphasis in the program shifted from merely earning a credit in physical education to placing the highest priority on physical fitness for the purpose of good health, not only while the student was in school but in later years.

Cathy has been active in IAHPERD, not only serving as chairperson for Region 4, but also was a member of the steering committee for the Indiana Youth Fitness Festival. As I read her significant achievements in physical education, the verbs caught my attention—organized, created, implemented, and started. Cathy Huntsinger is a “doer.” From organizing an Employee Health Fitness Day for her colleagues and creating a curriculum for Body Maintenance, to implementing an intramural program for students and a Dump Your Plump program for the staff, Cathy Huntsinger is the focal point of physical education at Frankton Jr./Sr. High School.

As a teacher, Cathy’s classes are well-structured, equated with high expectations and well-disciplined. She is firm but fair in dealing with students. A former student writes, “I am a physical education teacher today because of the personal touch she put into her teaching. . . I wanted to be the kind of teacher to my students as she was to me.” That is the highest praise a teacher can receive.

The Indiana Association for Health, Physical Education, Recreation and Dance is pleased to award Cathy Huntsinger the 1993 Secondary Physical Educator of the Year Award.

1993 Outstanding Dance Physical Educator

Bonnie Outman, North Side High School, Ft. Wayne Community Schools



*Bonnie Outman and
Pat Zezula, President*

Bonnie Outman is a rarity in Indiana . . . a dance educator in a public school. At one time Bonnie was teaching English and French plus a dance class with 10 students. Because of her enthusiasm and quality teaching of dance, she currently teaches only dance classes in a four-year sequential program involving over 150 students.

Bonnie has developed a high level dance program that continues to grow in a 70-year-old inner city school. For years her classes were held in the gym, the auditorium, the hallway, or in a classroom with the chairs pushed against the wall. It is a tribute to Bonnie’s expertise that North Side recently dedicated a state-of-the-art dance studio, giving the dance classes a permanent home.

Bonnie’s classes are open to all students, from young people who have never had a dance lesson to teenagers who have had years of private lessons in ballet. Some of the students live outside of the Ft. Wayne Community School district and pay tuition to attend North Side and participate in the dance program. The expanded curriculum Bonnie developed led to the program being recognized by the Indiana State Board of Education as a Gifted and Talented Program, allowing high school students the opportunity to take daily classes alongside professional dancers from the Ft. Wayne Ballet Company,

The North Side Dance Troupe has performed in IAHPERD and Midwst AAHPERD Dance Showcases, and the 1st National High School Dance Festival in Philadelphia. Bonnie is currently considering a recent invitation by the National Dance Alliance to travel to China this summer. Her administrators refer to her as

a highly respected master teacher, expecting excellence—both for her students and herself.

The Indiana Association for Health, Physical Education, Recreation and Dance is pleased to present Bonnie Outman with the 1993 Dance Educator of the Year Award.

1993 Outstanding Student

Jennifer Jo Lochner, Anderson University



*Jennifer Jo Lochner and
Pat Zezula, President*

Jennifer's contributions as a physical education major at Anderson University represent distinctive leadership and meritorious service. A member of the Anderson University cross-country and track teams, Jennifer also excels academically. She is a member of The National Dean's List, a 1991 recipient of an Anderson University academic scholarship, and in 1992 received the James D. Macholtz Endowed Scholarship for physical education majors.

A member of the Fellowship of Christian Athletes, Jennifer has blended academics with Christian ministry, going to Homestead, Florida, to assist the victims of Hurricane Andrew. As an active member in Tri-S (International Education Organization), she traveled to Puerto Rico in 1991 and 1992, working at a hospice for AIDS patients, a shelter for battered women, and a children's orphanage. Giving to others is a large part of her life.

Jennifer's fervor for the physical education profession is contagious. Her enthusiasm motivates her peers. Jennifer was instrumental in reviving the Major/Minor Club at Anderson University, organizing fundraisers and travel plans for students to attend the IAHPERD, MDAHPERD, and AAHPERD conventions for the past two years.

The Indiana Association for Health, Physical Education, Recreation and Dance is pleased to present Jennifer Jo Lochner with the 1993 Outstanding Student Award.

1993 Young Professional

John Ozmun, Assistant Professor, Indiana State University



*John Ozmun and
Pat Zezula, President*

Graduating from Taylor University with a Bachelor of Science Degree, John continued his education at Indiana University, Bloomington, receiving a Master's and Doctorate Degree. His meritorious service contributions include serving as an IAHPERD Section Chair, Research Division, and as an Abstract Reviewer, Special Populations area, for the Research Consortium at the AAHPERD Convention, and also for the Adapted Physical Activity Quarterly, Human Kinetics Publishers.

An assistant professor at Indiana State University, John is currently serving as a consultant for the National Institute for Fitness and Sport, Center for Youth Development, concerning aquatics programming for children with Down's Syndrome and also with a movement program for pre-schoolers with Down's Syndrome.

John Ozmun's efforts in the areas of pre-school and early childhood development, motor skill development of healthy children as well as special populations, youth fitness, and youth sports development has resulted in extensive authorship-research, invited papers, presentations, and publications.

The Indiana Association for Health, Physical Education, Recreation and Dance is pleased to present Dr. John Ozmun with the 1993 Young Professional Award.

1993 Special Contribution

Kelly Nebel, Indiana Department of Health



Kelly Nebel and
Pat Zezula, President

The IAHPERD Awards Committee recognizes the outstanding contributions Kelly Nebel has made to our disciplines not only in the category of "specialized agency personnel" but also as "military personnel." In her current position with the Indiana State Department of Health, Kelly's efforts have benefitted people from a wide range of ages, abilities and backgrounds.

Her experiences include the directing of the Indiana Governor's Council on Physical Fitness and Sports; serving as state coordinator for the Indiana Employee Health and Fitness Day; organizing the PATCH (Planned Approach to Community Health) program; and the management, consultation, planning, implementation, and evaluation of health, wellness, and fitness programs within worksite, school, community, and healthcare settings.

Kelly may be best known by physical educators throughout the state for her efforts in initiating and directing the first-ever Statewide Youth fitness Festival. The model she established has led to conference presentations at the state and national level. Her perseverance and faith in the concept not only created a successful and rewarding day for middle school students throughout the state, but also laid the groundwork for IAHPERD to continue funding this event. Indiana sixth graders and their physical education teachers are invited to the Fun and Fitness Day on April 23, 1994, at the University of Indianapolis.

Commissioned as a Second Lieutenant Medical Service Corps Officer for the Indiana Army National Guard, Kelly's current duties include working as a field medical assistant for the entire medical treatment platoon. In 1991 she was cer-

tified as a Master Fitness Trainer, with physical fitness testing and conditioning of fellow soldiers as part of her duties.

In 1988 Kelly was an honor graduate, Academy of Health Sciences. In 1991 she received a Dean's Citation from Ball State University, two Letters of Commendation from the U.S. Army, and an Army Achievement Medal. In 1992, Kelly received a Special Recognition Award for the Indiana Governor's Council on Physical Fitness and Sports, a U.S. Army Direct Commission, and a U.S. Army Commendation Medal.

In 1993, the Indiana Association for Health, Physical Education, Recreation and Dance is pleased to present Kelly Nebel with the Special Contribution Award.

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1993 Leadership Recognition Award

Doreen St. Clair, Franklin College



Doreen St. Clair and
Pat Zezula, President

It has been said that leadership wears a coat of many colors . . . it may be bright or inconspicuous. Doreen St. Clair is a quiet leader. The depth of her efforts may tend to be overlooked until after an event or project is finished . . . and then comes the realization that Doreen's leadership made the difference between success and failure.

Throughout the years Doreen's efforts have had a positive impact on health and fitness at all age levels. Her research on fitness concepts and learning activities in grades K-3 enlightened physical educators as she gave presentations at the Contemporary Elementary and Middle School Physical Education Conference and also at the 1992 IAHPERD Conference. The Franklin College Trust Team, The Rotary Club, Jazzercise for Youth, and the Franklin College Health Fair has benefited from her expertise as a nutrition consultant. She has served as the director of the Older Adults Fitness Program at the Methodist Home in Franklin. During the Tenth Pan American Games in Indianapolis she was on the Fit-In Council.

Doreen is not an elected leader, nor paid to lead. Those of us who have served as elected officers depend upon leaders like Doreen. Need a chair for the IAHPERD Coalition for Fitness? Call Doreen. Need someone to coordinate the student volunteers for the Statewide Youth Fitness Festival? Ask Doreen. She also serves as a South District Coordinator for the White River Park State Games. Doreen is currently working with her planning committee in preparation for the Fun and Fitness Day being organized for sixth graders (April 23, 1994).

Doreen's leadership has resulted in recognition for IAHPERD throughout Indiana. Doreen's initiative enabled IAHPERD to become involved with the Family Fun and Fitness Festival for the Pleasant Run Children's Home in Indianapolis. The Feelin' Good workshop with Dr. Kuntzelman for families in Southwest Allen County prior to the 1992 IAHPERD Conference was a result of work by the Fitness Coalition, under Doreen's guidance. She initiated, planned, and directed the Johnson County Youth Fitness Festival.

Doreen has received the Franklin College Faculty Teaching Excellence Award, the Faculty Distinguished Service Award, and has been honored as a Franklin College Lilly Endowment Leadership Project Participant. She was inducted into the Athletic Hall of Fame, University of Indianapolis in 1992. She is the recipient of a Canadian Studies Program Grant and recently received the Dietz Faculty Travel Award.

Doreen St. Clair possesses the traits that all natural leaders share: commitment, a sense of purpose, intensity, enthusiasm, persistence, and vision. She is not afraid to challenge the system and change it for the better. She accepts responsibility and risks failure. Her leadership comes from within, from the heart.

The Indiana Association for Health, Physical Education, Recreation and Dance is pleased to present the 1993 Leadership Recognition Award to Doreen St. Clair.

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1993 Honor Awards

Harold H. Morris, Indiana University



*Hal Morris and
Pat Zezula, President*

Harold H. Morris is currently serving as Chairperson of Kinesiology, Indiana University, Bloomington. Throughout his career Hal has balanced his time and effort between teaching, publishing research papers, and professional service. Beginning in 1973 he has authored or co-authored over 25 presentations at annual AAHPERD national conventions. His service to Indiana AHPERD began as Chair-Elect of the Research Section. Hal served the Midwest District AAHPERD in the same capacity. As his colleagues recognized his expertise and leadership abilities, Hal was called upon to assume roles of increasing importance in the Research Consortium—chairing numerous committees before serving as President in 1987. Meanwhile, the Measurement and Evaluation Council was also depending upon his commitment to his profession. . . . as was the National Fitness Institute for Fitness and Sprt and the *JOURNAL OF SPORT AND EXERCISE PSYCHOLOGY*.

I was a delegate for Indiana at the national AAHPERD Convention when Hal Morris was a candidate for President-Elect of AAHPERD. Besides the fact that he was the only candidate who maintained eye contact with the audience, the nomination speech he gave was superb. It gave me an indication of the leadership qualities he possesses. Hal's humor, excellent organization of ideas, and clearly defined goals and objectives convinced the delegates that our national association would benefit from his talents. Harold H. Morris was outstanding as President of AAHPERD. You may also remember seeing him on a cover page of our state *JOURNAL*, cavorting with the Energizer Bunny at a state President-Elects leadership conference.

Among the honors and awards already bestowed upon Harold H. Morris is the Midwest AAHPERD Presidential Recognition Award; the Alumni Achievement Award, Fort Hays Kansas State University; and the Honor Award of the Measurement and Evaluation Council of AAHPERD.

The Indiana Association for Health, Physical Education, Recreation and Dance is pleased to present Harold H. Morris with its highest recognition for outstanding service, the 1993 Honor Award. We proudly claim Hal Morris as one of our own.

Don Mosher, Emeritus, Ft. Wayne Community Schools



*Don Mosher and
Pat Zezula, President*

While one of our Honor Award winners was pictured with the Energizer Bunny, Don Mosher is a living example of one who keeps going. . . and going. . . and going. Don sets an excellent example for all of us as he has continued to serve our profession even into the golden years of retirement.

Don has held many leadership roles throughout the years, serving IAHPERD as Vice-President of the Physical Education Division, Chair of the Elementary Section, IAHPERD Treasurer, and was elected IAHPERD President for 1975. He has also served as convention manager to four IAHPERD state conferences. At the Midwest District level he has chaired the Elementary Physical Education section, and served on the Constitution Committee and the Nomination Committee. Don has been instrumental in the establishment of a Retirement Section at both the state and Midwest level. At the national level he has served as a member of the Representative Assembly five times, been a member of the Nomination Committee, and Project Stardust.

You may best remember Don Mosher as the man behind the audio-visual equipment at our state conferences. He is in much demand from states throughout the Midwest District as they frequently request his help during their own state conferences. Don's efforts at the Midwest Leadership Conference at Pokagon State Park have been recognized year after year. Every time I think I know the extent of Don's contributions, I discover something else. It was just recently that I discovered that along with Emma Jane Garner, Don was instrumental in getting elementary physical education sections into the state, Midwest, and national AAHPERD.

Among the honors and awards bestowed upon Don are the Outstanding Teacher Leadership Award from Ft. Wayne Community Schools, the Midwest District Meritorious Service Award, the Special Contribution and also the Leadership Award from IAHPERD, and Presidential Awards from the Midwest District.

The Indiana Association for Health, Physical Education, Recreation and Dance is pleased to present Don Mosher with its highest recognition for service, the 1993 Honor Award.

Play and Game Choices of Children in 19th Century America

by

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A BRIEF HISTORY

Contrary to popular belief, 19th Century Americans did play games. Many seem to think the people of this era had no time to play due to the economical demands of society. An integral part of the lives of 19th Century Americans were the games that were played.

Throughout the 19th Century there were many occurrences which affected the opportunity and selection of leisure experiences for adults as well as children. The westward expansion, industrialization, the attempt to assimilate Native Americans and immigrants into the dominant while culture, and the increasing social acceptability of games and play by the middle of the 19th Century greatly influenced the leisure choices of those living in America during this time period.

By 1860 the Native American population had been forced onto reservations. Half of the 31 million non-Native inhabitants lived east of central Ohio; the other half were spread out across the western territories. The following paragraphs will attempt to explain some of the circumstances

affecting the games and play of native, urban, and rural Americans.

NATIVE: The acculturation of Native Americans permanently removed many traditional activities from the Indian's lifestyle. When their lives were forcibly disrupted, many games were lost along with other components of the culture.

The education of Indian children was traditionally done by the members of the tribe, each teaching the skills/roles with which they were most knowledgeable. A method of teaching tribal culture was through storytelling, sports, and games. Government schools accepted the responsibility of the education of the Indians on reservations in 1870. Through this "civilization" process, the Native American was prohibited from the use of their native language, religious customs, sports, and games, as well as traditional clothing, hairstyles, and names.

Games had a very close connection to the religion of the Indians. Culin (1975) referred to this connection in the following paragraph. . . *while their common and secular object appears to be*

purely a manifestation of the desire for amusement or gain, they are performed also as religious ceremonies, as rites pleasing to the gods to secure their favor, or as processes of sympathetic magic, to drive away sickness, avert other evil, or produce rain and the fertilization and reproduction of plants and animals, or other beneficial results (p. 809).

The reservation lifestyle that Native Americans were required to live left little opportunity for most of the reasons Culin (1975) had identified as motives for play.

The segregation of players equipment, and rules differed among the different tribes. The age at which gender became an issue in play/game opportunities varies from age 5 to age 12 based on the numerous authors of the time. Regardless of the age at which it occurred, the issue of gender specific activities was prevalent. Female activity was related to the care of the home and family, and male activities were oriented toward hunting and warfare. Most authors agree that the majority of Indian male and female children did not play together. They did, however,

participate in adult-centered games in some mixed gender situations.

URBAN. As the east coast cities grew through urbanization, the play choices shifted from traditionally rural activities to more spectator and commercial activities. Early in the century the amount of leisure time available to urban Americans was limited due to the 13-hour workday. This work schedule was not limited to adults, but included children of all but the upper class. Even with the heavy burden of work, children still found time to play.

The problem for children was where to play. "Prior to the formal acceptance of children's play there were no sanctioned locations for children's play to occur" (Bakke, 1991, p. 26). The playground movement did not begin until 1885 in Boston; the real beginnings of the national park movement was marked by the acquisition of Yellowstone in 1872; and cities could not legally form park or recreation departments until 1850. The few urban parks which were available were not usually accessible to the poor due to limited locations and the lack of adequate amounts of free time. In addition, the rapidly-growing population in the cities created a dilemma of adequate space within the home.

With these problems, middle and lower class children were forced to play in the streets and alleys of the cities. Street play was not safe for the urban children because of the gangs, criminals, and other general hazards found there. Parents of middle and upper class children attempted to keep the children off the streets and away from the detrimental aspects. Obviously, this required the utilization of nannies or non-working mothers to supervise the children prior to the inception of

organized public schools. Only the upper class families could afford this luxury.

The opportunities of the upper class included manufactured toys and games from both America and Europe. These items were often purchased by parents in an attempt to limit the amount of time spent outside where ". . . peers, safety hazards, and the unpredictable events of the industrial city might compromise parental control" (Vogel, 1985, p. 9).

RURAL. While commercial recreation opportunities were increasing in popularity in urban areas, rural dwellers leisure remained more closely related to those of the immigrants to America. The remote locations and the economy of a rural agrarian lifestyle were the two primary reasons why rural Americans had limited opportunities for commercial recreation and organized sports.

The religion of rural Americans provided them with a sense of stability that was difficult to maintain in the changing and lonely world they found themselves in. Religion helped them to determine what was morally and socially acceptable. This sounding board was used for determining appropriate behavior and activities, including leisure.

Oftentimes the elements of play were incorporated into work situations. Many rural leisure activities took the form of community socials. The child's daily play group was basically limited to siblings. With the advent of schools, and eventually the laws governing children's attendance, children were given the opportunity to enjoy their childhood rather than face a premature adulthood.

Children were a major compo-

nent of the economy of rural America. With more jobs than workers, children did whatever they could to help the family economy. With a goods and services system of finance rather than a monetary system, the farmer had little discretionary income to spend on recreation.

Gender differences affected the play of children and young adults. As long as a girl was considered a child, she would have fewer restrictions placed on her than if she were looked upon as an adult.

Eventually, rural America was influenced by industrialization and the mail-order opportunities that urban factories could offer. For those who were financially secure, toys that had been traditionally handmade were now purchased by mail.

THE IMPORTANCE

Using traditional games can promote pride in the participant's heritage; assist in relating factual information about a specific historical period to the participants; and can provide information to gain a better understanding of people and events from the past. Traditional games provide an insight not only to the people who played them, but to the culture and society in which they were played.

EXAMPLES

Many games played during this period required little if any equipment. Equipment that was necessary for play was usually made from materials that were available in the home or surrounding area.

Ball and Darts (2 or more players)

Equipment/Supplies: Zuni ball, a dart for each player.

Construction: The ball was

originally made from wrapping ribbons of yucca plant to form a ball about 4-5 inches in diameter. A workable substitute would be cattail leaves or heavy grass. The darts are made by piercing a 4 inch piece of corn cob with a thin stick that had been whittled to a point on one end. The stick is inserted through the end of the cob until the sharpened end of the stick is even with the cob to form a fairly flat surface. The stick should be approximately twice as long as the cob. Two feathers are then stuck into the flat end of the dart.

The game is played by placing the ball on the ground and forming a circle of standing players a short distance from the ball. Each round consists of all players, in turn, attempting to pierce the ball with their dart. To score a point, the dart must stick in the ball. If more than one player is successful in a round, it is considered a draw and no points are scored. The winner is the player who scores the most points.

This was holy game of the Zuni, and was played during the winter solstice ceremony to honor the gods of war. It was also played to ask the gods for rain. In the case of the latter, a sacred meal would be prepared. The first player to stick the ball would lift the dart while still stuck in the ball, breathe from the ball, and then offer thanks to the gods for the coming rain.

Cherry Pits (2 players)

Equipment/Supplies: Approximately 12-20 dried cherry pits per player.

The first player (A) throws out her pits onto the ground (or other fairly level surface) as if shaking dice. All pits must be a minimum of one fingers-width apart after being thrown. If pits have landed too close together, player A should separate them by using one finger

to push them apart.

The second player (B) tries to hit player A's pits by flipping one of his own pits off the thumb. The flipping action is similar to shooting marbles. Any pits that are hit by player B's flip are confiscated as his own.

As long as a player successfully hits the pits of his competitor, he continues to flip (take a turn). Once a miss has occurred, the players exchange roles and the game continues.

To determine the winner, play can continue for a specific amount of time; until a player has collected all the pits; or until a certain percentage of pits have been won.

Dixie's Land (large or small group)

Equipment/Supplies: None.

A boundary area is identified which represents Dixie's Land. The King of Dixie's Land must remain within the bounded area. The other players walk/run through Dixie's Land reciting, "On Dixie's Land I'll take my stand, and live and die in Dixie."

The King attempts to catch a player as they trespass on his land. Once caught, the King must hold onto the trespasser long enough to recite, "Ten times one are ten, you are one of my men." If the King can hold them long enough to finish this statement, the trespasser becomes the King's assistant in catching other trespassers.

Genteel Lady (small group)

Equipment/Supplies: Small scraps of paper strips.

This is an add-on, repeating game. The players sit in a circle. Player A turns to the player on her right and says, "Good morning, genteel lady, always genteel; I come from yonder genteel lady, always genteel, to tell you that she has an eagle with a golden beak." This statement is repeated by each player around the circle. Each time

it is repeated, an additional description of the eagle is added.

Example: Player B, "...and silver feathers"; Player C, "...and iron claws." Each time a player makes a mistake in stating the phrase with all the correct descriptions of the eagle, she has a piece of paper twisted into her hair. This paper is supposed to resemble a horn. When a player has a single piece of paper in her hair, she is called "one-horned," if two pieces, "two-horned," etc. These new names are then substituted for the "genteel lady" portion of the original statement.

Example: If the player speaking has no "horns," the player to the left has two "horns," and the player on the right has one "horn," the statement would be as follows, "Good morning one-horned lady, always one-horned; I come from yonder two-horned lady, always two-horned, to tell you that she has an eagle with a golden beak, and silver feathers, and iron claws." The game would continue until the players tired of it or until a player has received an agreed-upon number of horns.

(Note: this game originates in France as "Le Chevalier Gentil.")

Graces (1-8 players)

Equipment/Supplies: A set of Grace hoops and sticks.

Construction: The sticks can easily be made from 5/16th inch dowel rods which have been cut into approximately 17 inch lengths. Be sure to sand the rough edges well to minimize the possibility of splinters. The hoops should be approximately 7 inches in diameter. The centers of wooden embroidery hoops work very well for this element of the game.

Single Grace: Each player has two sticks and one hoop. One stick is held in each hand, vertically in front of the body. The sticks are crossed slightly, and the hoop is placed over the two sticks.

To begin, the player quickly uncrosses the two sticks with the ends now held pointed roughly in an upward direction. This action propels the hoop into the air. The player then attempts to catch the hoop on the slightly crossed sticks as it falls. The player who can do this the longest without allowing the hoop to fall to the ground is the winner.

Double Graces: When played in pairs, each pair has four sticks and one hoop. The pair of players face each other, and each player holds the sticks as described above. The players attempt to propel the single hoop toward their partner rather than above their head. The pair can play against each other or may compete against other pairs. As before, the player or pair with the least number of drops is the winner.

Expert Graces: This game is set up the same way as Double Graces. The only difference is instead of using one hoop for each pair, they have two hoops. Each player propels the hoop toward their partner at the same

time. Double Graces should be mastered before Expert Graces is attempted.

(Note: When this game was produced for sale, each hoop was decorated with colored cloth strips. The French called this game "Les Graces," because when properly played it promotes grace in the player.)

Pop-in-Taw (small group)

Equipment/Supplies: 3-6 marbles per player; pop-in-taw funnel; pop-in-taw shovel per player.

Construction: The funnel was originally made from available materials (tin or heavy paper) and measured approximately 9 inches tall. The small end of the funnel should be just big enough to allow a marble to pass through. The shovels can be made easily from heavy paper and tongue depressor sticks. The edges of the blade of the shovel should be slightly bent upward to assist in keeping the marble contained.

The funnel is placed in the center of a table with the small end up. The players seat

themselves around the table with their marbles placed on the table directly in front of them. Each player takes a turn trying to "shovel-up" a marble and place it in the funnel. If a marble falls off the shovel, the turn ends. The marbles may not be touched by the hands at any time. Marbles that roll off the table must be retrieved by shovel rather than by hand!

This game may also be played without taking turns. At a given signal, all players attempt to place their marbles in the funnel simultaneously. The player that successfully does this first is the winner.

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AAHPERD—CIAR AGREEMENT

At its September 1993 meeting, the Alliance Board of Governors directed the EVP to pursue negotiations with appropriate groups with the purpose of combining Physical Best with other fitness tests. Pursuant to this action, we are pleased to announce the signing of an agreement establishing a strategic partnership between AAHPERD and the Cooper Institute of Aerobics Research (CIAR) for the promotion of health-related fitness. What follows is a brief summary of the major features of the agreement.

- (1) AAHPERD and the CIAR will each actively promote health-related fitness programs comprised of two essential elements: an education component (Physical Best) and an assessment component (The Prudential FITNESSGRAM).
 - (2) The CIAR will exclusively endorse and adopt AAHPERD's Physical Best educational materials and related products, and AAHPERD will exclusively endorse and adopt The Prudential FITNESSGRAM materials and related products.
 - (3) The Prudential FITNESSGRAM and Physical Best will each retain complete name identity for their respective materials.
 - (4) As a result of this partnership, both parties will work toward formation of a National Coalition for the Promotion of Youth Health (or equivalent). Both parties agree that the exclusive youth fitness test of the Coalition will be The Prudential FITNESSGRAM, and the exclusive youth fitness education materials of the Coalition will be Physical Best.
 - (5) The CIAR and AAHPERD agree to jointly promote The Prudential FITNESSGRAM and Physical Best.
 - (6) The existing Physical Best Coordinators to be known as "the Alliance State Fitness Coordinators" or equivalent will be viewed and positioned as the content experts and liaisons for Physical Best education materials and The Prudential FITNESSGRAM.
 - (7) For a period of one year from the commencement of the agreement, and contingent upon the joint adoption of a new award/recognition system, users may choose to utilize either the Physical Best or The Prudential FITNESSGRAM award/recognition system.
 - (8) The CIAR and AAHPERD will market and disseminate their respective programs and materials, and be responsible for their own expenses, revenues, and overall profitability. Each party will include the materials of the other on their respective order form.
 - (9) AAHPERD will be financially responsible for an incentive to all Physical Best software users for a one-time purchase of any materials offered through the partnership.
 - (10) The CIAR and AAHPERD agree to enter into a five-year binding agreement for the partnership, beginning December 18, 1993.
-

Tools & Techniques: Choreography for Dance Teams at Basketball Half- Time Performances



by
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The Vincennes University Blazerettes in a vertical formation. Photo by Dave Fisher.

Choreography for dance teams that perform during half-time at basketball games present a unique and challenging situation for the choreographer. Many factors remain the same as for any traditional proscenium stage performance, but additional factors differentiate it from other choreographic situations. Like in traditional theatre, the audience expects to be entertained with quality performers, costuming, and choreography. However, unlike traditional theatre, the dance team must also promote school spirit and get the crowd motivated. Keeping abreast of popular music and movement styles favored by your audience helps to ensure that excitement and school spirit are supported.

Performances at half-time during basketball games presently consist largely of jazz dance. Gone are the days when dance/drill teams primarily marched across the floor, moving in and out of formations.

Now, performances reflect the aura of fast-paced, high-energy, percussive, sexy, "MTV"-style movement. A hint of the past still remains in that most teams move through at least two or three different formations within a routine.

Historically, there has been a rift between the traditional dance world and dance/drill teams. Friesen (1:22) says:

Many of us in the "serious" dance field have disregarded drill teams as fluff and unimportant to the "real" dance world. The facts are, however, that drill teams are becoming more and more involved with dance performance.

Many students participating in a dance team will not have had any formal dance training. Don't make the mistake of assuming they don't consider themselves dancers. Dancers they are, and many of them managed to learn the skill without ever stepping foot into a studio. Amazingly enough, many are quite familiar with choreographic elements traditional dance students are introduced to in choreography classes at the undergraduate level. However, this shouldn't be taken to imply that dance classes don't strengthen the skills of dance team members. Far from it; such classes should be encouraged. It is in fact an interesting phenomenon that many gain as much skill as they do without traditional dance training.

BASIC ELEMENTS

When beginning to choreograph a routine, there are basic elements to consider: space, time, and energy. Spatial considerations have the broadest implications and deserve a detailed look before considering the elements of time and energy.

SPACE: There is a great amount of space on a basketball court, and it can be intimidating to the novice choreographer. One doesn't have the comfort of a proscenium stage where the audience is all sitting on one side, but instead has a variation of a theatre-in-the-round, basically a "theatre-in-the-rectangle" with audiences on as many as four sides.

With the audience facing at least two opposing directions—and often four, depending on your court—the choreographer must take into consideration the viewing pleasure of everyone. Having the team face their favored direction throughout the entire routine makes the choreography boring for the other sides. A better approach would be to have a section of the routine facing each direction, so all the audience gets to see expressions and frontal movement.

Another possibility is at times to have the team divided facing all four directions, using unison movement.

Entrances and exits are necessities to consider when choreographing for dance teams. These are usually formal spatial arrangements, but also one may take an informal approach by having the team run out onto the floor from one or both sides cheering one's basketball team. Formal variations include: (1) coming in from the ends of the court in one or more vertical or horizontal lines, possibly intersecting the other group when meeting; (2) having one end of the court enter first, getting into position, before the other end enters; (3) using all four corners, having the group move simultaneously towards the center; and (4) following along the sidelines doing a series of right angle turns, towards the center, as if in a maze. Any type of locomotor movement will work in getting the team on and off. Possibilities include: pas de bourree, step, ball-change, jazz walk, chasse, among others.

Once the team is on the floor, the choreographer must consider their arrangement. A spatial design may be either symmetrical (equal on both sides if divided down the middle) or asymmetrical (unequal on either side). The basketball court is symmetrical, and dance teams generally follow this design in their formations, dividing themselves in half according to the lines on the court. Commonly used formations include: (1) horizontal, vertical, or diagonal lines, either singularly or in succession; (2) two horizontal lines with dancers staggered within the lines, creating "windows"; (3) a zig-zag line across the length of the court; (4) a pyramid; (5) a diamond; (6) a circle or semi-circle; (7) a "V" shape or inverted "V";

(8) a clump; and (9) a series of duets, trios, or quartets placed proportionately across the floor.

One of the most important aspects in choosing formations is creating a sense of depth. If a design looks flat and two-dimensional, it will generally not look as interesting—a reason to avoid rectangle and square formations. Our world is three-dimensional, and choreographers should continually keep the idea of angles and diagonals in mind to enhance depth. A formation is only as clear as the dancers who form it. The dancers should keep equal distance from each other, creating visible negative space (the area between dancers).

Creating a variety of levels in space, in terms of the individual dancer's position relative to the floor, is a necessity. Using movement, as well as still-life shapes, a choreographer can emphasize low, medium, and high levels of space. A sense of depth can be created by using tableaux with dancers positioned in each level of space. In some formations, various levels in space can be emphasized simply by positioning shorter dancers in front to taller dancers in back. Awareness of height of dancers is especially crucial in vertical and horizontal lines and formations where dancers are in close proximity.

TIME: Having contrasts in time, or movement tempo, is important. A dance can have interesting movement and formations, only to fail due to lack of variety in the speed of movement. This is one of the hardest elements for a novice choreographer, as one naturally wants to move at a tempo that is comfortable to one's body. Looking at how you use the counts in the music can be a good guide to creating diversity in tempo of movement by making sure there

are movements on the "&" counts as well as stillness on certain counts.

If a dance is continually fast throughout, the audience gets out of breath just watching it, along with the dancers. Momentum is another time facet sometimes overlooked by the beginning choreographer. Friesen (1:23) points out:

Momentum is particularly effective with large groups because of the visual power of a large group of dancers. Start a sequence slowly, then increase the tempo. Or start with fewer dancers, then build by adding dancers. Both of these uses of momentum can create powerful effects.

Related to time, there is the consideration of length of phrases (movements combined together in units) used in dance. Blom and Chaplin (2:29) agree that "often there is a tendency to make phrases have the same length—medium." In the same way that we use short and long sentences in our language, we should do the same with movement.

ENERGY: The third element, energy or the amount of power exerted, plays an important role in choreography. Since most of dance team choreography presently is jazz, there is a need for dancers to move percussively and with a "bound" quality, i.e., a considerable amount of force and muscular tension behind the movement. NCA (3) advises using large, strong movement that can easily be seen from the top of the stands. Besides being more visible, it is easier to get a group of dancers looking united if the movement is direct and has strength behind it. It is an asset to have a variety of movement qualities within a dance, even if it

is simply going from a sustained movement phrase to a percussive one.

CHOREOGRAPHIC TOOLS

Once you have composed the movement you're going to use, it's helpful to think about choreographic tools that can be incorporated. All choreographers have had times when they've encountered a "dry spell," where nothing seems to work out right, and knowledge of simple techniques to expand on material already choreographed can keep the process going. One of the most common devices used is the canon, or "ripple," as it is commonly called. This is where dancers complete a movement phrase, beginning at different points. Another device is a form of accumulation, often called "pick up," where dancers join others at the same point within the movement phrase. Complementary movement, or two groups of dancers doing different but related movements simultaneously, creates variety. This must not be overused, as it can look cluttered. Blom and Chaplin (2:102-104) give 16 suggestions to manipulate a motif (a single movement or movement phrase): (1) repeat it; (2) perform the movement backwards; (3) try it upside-down; (4) perform the movement both as large and as small as you can; (5) change the speed to as fast or as slow as you can execute the movement; (6) alter the rhythm, varying accents; (7) change the movement quality, for example, from a vibratory quality to percussive; (8) try the movement with a different part of the body; (9) alter the amount of the strength of the movement; (10) vary the shape of the body while doing the original movement; (11) change the directional facing of the movement; (12) add additional details to the movement; (13) perform the movement on a different level; (14) add a jump, turn, or locomotor sequence; (15) use only a part of the original movement; and (16) blend any combination of the above suggestions.

Even with top-notch choreography, the performers will make or break a dance. Many dance teams have been criticized for having a superficial smile on their faces continually while performing. Choreographer Martha Graham once noted that movement never lies, and an audience can tell if performers are showing authentic or false enthusiasm. If smiling continually, the dancers should be thoroughly enjoying themselves every moment they're on the court. Dance teams must also remember they're stage performers, and other facial expressions can be appropriate. Looking at one's choreography, identify if there is a place where a crafty expression could be used, a mischievous, surprised, or playful look, or a wink possibly? Overall, the performers should know what kind of feeling they're trying to convey with the choreography. NCA (3) suggests putting the member of your team who displays the most personality in front and center, as the audience's attention automatically focuses to the center and then travels sideways.

In the final stages of preparing a routine for performance, time must be taken to "polish or clean" the movement. A slight variation in one performer's angle or nuance of a movement, and the group loses precision quality. Oftentimes, the audience cannot pinpoint exactly what went wrong, they're just left with the impression that the performers weren't unified. Additional hours spent with the weaker members of your group pay in audience appreciation.

EVALUATION

When, after the choreography is complete, and the task of evaluation is at hand, a few questions may be in order, such as; (1) Does the dance complement the music? (2) Is there too much unison? (3) Are the transitions between formations smooth and logical? (4) Are

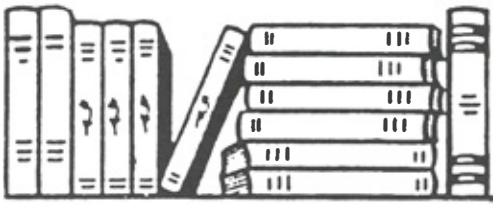
there contrasts in rhythm, spatial considerations, and length of phrases? (5) Is the movement sufficiently three-dimensional, using angles and diagonals? (6) Do the performers appear involved in what they're doing? (7) Does the dance follow a logical progression? (8) Does the ending feel like a completion, or is it seemingly arbitrary?

Because the audience is often regular in attendance, variety in routine styles, music, entrances and exits, etc. is important. Ideas for variations include: 50's or 60's dances with period music, country-western, jazz in both lyrical and funk styles, prop routines, pom routines, holiday-related (Halloween or Christmas), combining the cheerleading squad and mascot in performance, and routines focusing on special attributes of members of your team, such as tumblers.

The performance of a dance/drill team usually reaches a larger audience than most dance concerts (4:33-34). Therefore, the opportunity exists to introduce dance to people who might not otherwise see it. That leaves a responsibility on choreographers to conscientiously evaluate what they're creating and what kind of reaction their movement will bring. Crowds respond to originality in movement and technical feats of virtuosity. If you have captured the attention of the audience in a positive way, you have created a high regard for dance in someone who may have lacked such respect previously. Experience paves the way to appreciation, and ultimately, one's own aesthetic choices determine whether a dance is successful or not.

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BOOK REVIEWS



SPORT, PHYSICAL ACTIVITY, AND THE LAW

(1993) ISBN 0-87322-512-0

Neil Dougherty, Ed.D., David Auxter, Ed.D.,
Alan Goldberger, J.D., Greg Heinzmann, M.Ed.,
and Guest Contributor Hilary A. Findlay, Ph.D., L.L.B.

Published by: Human Kinetics Publishers, P.O. Box 5076,
Champaign, IL 61825-5076.

Reviewed by: *Thomas H. Sawyer, Ed.D., Professor of
Physical Education, Indiana State University.*

In today's litigious society, knowledge of the law is vital for anyone administering sport and physical activity programs. *SPORT, PHYSICAL ACTIVITY, AND THE LAW* takes a practical approach, showing you how to use the law as a management tool to address day-to-day issues like the right to participate, liability for injuries, the effective assertion of legal rights, the legal status of organizations that govern sport, and statutes such as Americans with Disabilities Act.

The authors of this book include NEIL DOUGHERTY, Ed.D., a professor of sport law in the department of exercise science and sport studies at Rutgers University, who has experience consulting for attorneys, insurance, and professional groups on liability and safety in sport; DAVID AUXTER, Ed.D., legislative chairman for the National Consortium of Physical Education for individuals with disabilities and research consultant for Special Olympics International; ALAN GOLDBERGER, J.D., a practicing attorney in the sport law field, representing sport organizations, insurance carriers, and athletic officials; GREGG HEINZMANN, Ed.M., the administrator for Rutgers University Youth Sports Research Council, where he develops safety education training for coaches and administrators; and special contributor HILARY A. FINDLAY, Ph.D., L.L.B., a practicing attorney in Edmonton, Alberta, Canada, where she also lectures on sport and law at the University of Alberta.

The contents of the book include the following:

- Part I: Law, Legal Systems, and Research
 - Chapter 1: Overview of the law and the legal system
 - Chapter 2: Introduction to legal research
 - Canadian applications
- Part II: Who May Participate?
 - Chapter 3: Segregation by race, color, and creed
 - Chapter 4: Discrimination based on gender and sexual orientation
 - Chapter 5: Exclusion based on disabling conditions

- Canadian applications
- Part III: Rights to Participate
 - Chapter 6: Personal freedom
 - Chapter 7: Due process
 - Chapter 8: Searches and drug testing
 - Canadian applications
- Part IV: Who is in Charge?
 - Chapter 9: Mechanisms for credentialing practitioners
 - Chapter 10: Hiring and employment practices
 - Chapter 11: The role of governing bodies
 - Canadian applications
- Part V: Legal Responsibility for Participant Safety
 - Chapter 12: Basic principles and concepts of tort liability
 - Chapter 13: The standard of care in sport and physical activities
 - Chapter 14: Responsibilities of game officials
 - Civil redress for violence on the playing field
 - Canadian applications

The addition of the Canadian Applications is a neat touch. Many of us who teach sport law will find these applications very interesting and important information for our students.

Each chapter in the textbook includes: (1) a listing of learning objectives; (2) an index of key terms; (3) management guidelines; (4) a summary of the concepts presented; (5) review questions; (6) case studies; (7) references; and (8) additional readings. The chapters are well-designed but are not as user friendly as they could be. For example, the key terms are located at the end of each chapter rather than at the beginning to assist the reader in previewing the contents of the chapter. As a textbook it would be more practical for students if the chapter was formatted as follows: (1) listing of chapter contents; (2) listing of key terms; (3) a listing of key concepts; (4) a listing of learning objectives; (5) management guidelines; (6) a summary of the concepts presented; (7) review questions; (8) case studies; (9) references; and (10) additional readings. Nevertheless, the textbook is more user friendly than most sport law texts on the market presently.

The management guidelines found in each chapter are very helpful for the student and professional in the field. However, the book lacks examples of how-to information within each chapter or in appropriate appendices that would provide valuable direction for the student or professional in the field (i.e., sample exculpatory agreements [waivers and releases], due process procedures, a comprehensive drug education program which

includes drug testing as a component, a risk management review tool, facility and equipment inspection forms, or facility and equipment maintenance form, etc.).

Each chapter has case studies, based on actual situations. They illustrate in clear language how the legal concepts discussed in each chapter are applied in the real world.

This textbook provides a basic treatment of many of the major issues related to sport today. The book is comprehensive in some areas (i.e., who may participate, rights of the participant, who is in charge, player violence); survey in others (i.e., tort liability, standard of care, supervision, legal system in America, legal research); and lacking in a number of areas (i.e., exculpatory agreements [warnings and releases]; risk management planning [reduction of risk through operations control and management of financial risks]; liability concerns relating to facilities and equipment [construction, design, and condition of premises or piece of equipment]; sport medicine issues [emergency care and physical condition]; contractual liability; administrative issues such as independent contractors, transportation, licensure, and trademark issues; IRS and the sport; copyright issues; spectator concerns; instruction and teaching methodology; and professional malpractice).

Finally, this textbook is appropriate for college introductory classes that are providing a survey of the legal issues relating to sport and physical activity. It is not appropriate for advanced undergraduate or graduate classes. The most comprehensive book for professionals in the fields of sport, physical education (activity), leisure services, recreation and parks, and camping and adventure activities is Betty van der Smissen's textbook entitled *LEGAL LIABILITY AND RISK MANAGEMENT FOR PUBLIC AND PRIVATE ENTITIES*, published by Anderson Publishing (1990). If the professional is interested further there are two other volumes of the van der Smissen's text.



**BE ONE OF
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SCIENCE OF COACHING TENNIS

(1993) ISBN 0-88011-337-5

Jack L. Groppe, James E. Loehr, D. Scott Melville, Ann M. Quinn.

Published by: Human Kinetics Publishers, P.O. Box 5076, Champaign, IL 61825-5076.

Reviewed by: Fred W. Draper, P.E.D., Professor of Physical Education, Indiana State University.

I think the book is excellent for a tennis coach or someone doing research in the coaching of tennis or tennis skills.

As the title indicates, it involves the SCIENCE of coaching tennis and the book, in all of its chapters, goes into great detail in describing the scientific aspects of strokes, various movements, and all of the many other scientific phrases that can be LEARNED, CONTROLLED, and more importantly IMPROVED upon in making coaching easier and players better. However, I would hesitate to make this book available as a classroom tool for physical educators teaching in general. I don't think the interest would be great for anyone but students that want to coach tennis, or highly skilled tennis players. There are many things that you already know how to do that are scripted in a scientific way and broken down to teach others how to do it. Who else would want to learn to this degree except COACHES and HIGHLY SKILLED PLAYERS or someone interested in doing research on an aspect of tennis. I think it is excellent and would recommend it for tennis coaches.

It is easy to read and quite helpful, but it is certain you need a specific background in order to understand the techniques and the skills that are being discussed.

Coaches: YES, excellent. Skilled Players: YES, excellent. Classroom Students: NO, would be difficult to understand unless you are interested for the obvious reasons (teacher or coach of tennis).

SCIENCE OF DANCE TRAINING

(1988) ISBN 0-87322-122-2

Pricilla M. Clarkson, Margaret Skrinar, editors.

Published by: Human Kinetics Publishers, P.O. Box 5076, Champaign, IL 61825-5076.

Reviewed by: Willie M. Grissom, Ph.D., Professor of Physical Education, Indiana State University.

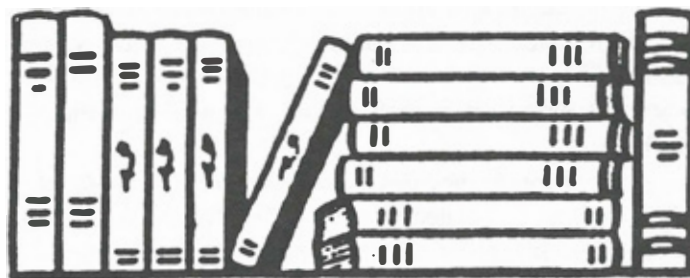
The book is a compilation of articles by dance, medical, and exercise science professionals who have been confronted with the problems of training dancers, recognition of adverse effects of improper training

methods, and importance of treatment to alleviate results of dance injuries. It deals with the importance of using scientific principles in training dancers, medical aspects regarding injuries resulting from intensive training, and effects of psychological and physiological conditions which may influence the dancer's ability to develop a desired level of technical competency.

The book's content is divided into four parts, collectively dealing with perspectives and scientific, medical, behavioral, and pedagogic aspects of training dancers. Information of value to all teachers regardless of ultimate objectives for students, includes the importance of applying scientific principles to dance training, recognition of the potential for injury as a result of incorrect or intensive training, and rehabilitative procedures necessary to enable the dancer to resume training and/or performance.

Publication of this book reflects recognition by professionals of the importance of understanding scientific principles of dance training, the need for research regarding methodology in teaching, and the necessity of adhering to biomechanical principles in training dancers. It is a "must" for inclusion in the library of anyone teaching dance, whether in a studio for young children, a university classroom, or pre-professional class. Dancers preparing for a professional performing career will also find information helpful in meeting the challenges necessary for success and in extending the length of their performing career.

NEW BOOKS



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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*.

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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.

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

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Parting Shot



Past AAHPERD President Tony Annarino offers incoming IAHPERD President Darrell Johnson words of wisdom.

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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.

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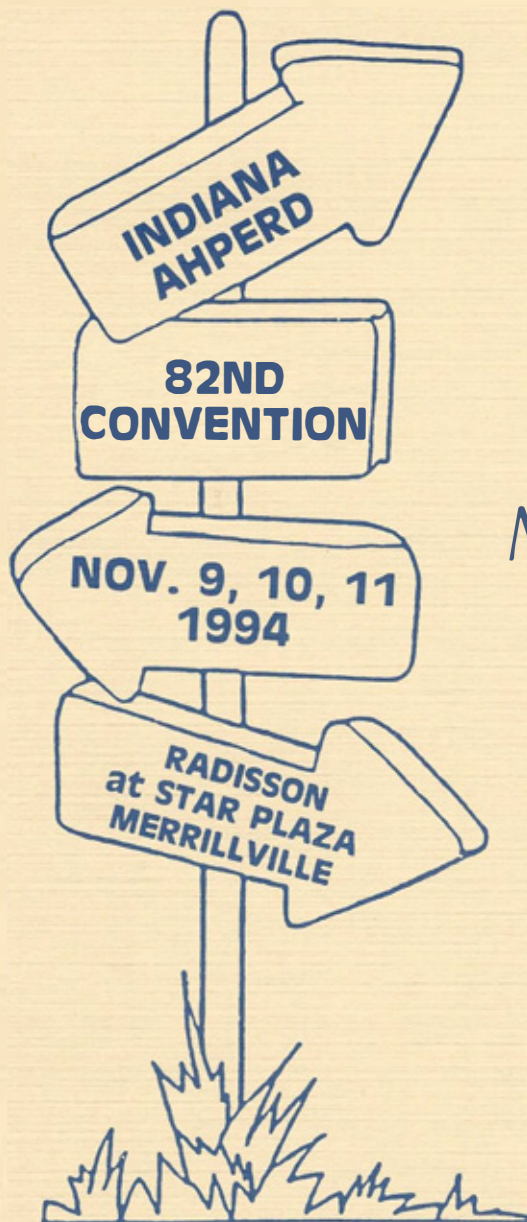
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