

INDIANA

Volume 23, Number 3

Fall, 1994

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Inside This Issue

- Computer Usage
- Why Five
- Indiana High School A.D.'s
- Professionalism



Indiana Association
for Health, Physical
Education, Recreation
and Dance



JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 23, Number 3

Indiana Association for

September 1994

Health, Physical Education, Recreation and Dance

Indiana AHPERD 1993-94

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TABLE OF CONTENTS

Message from the President	1
Notions from Your Editor	3
State of the Profession	5
State of the State	7
Computer Usage by Indiana Public School Physical Education Teachers: Part II	9
Indiana AHPERD Region Round-Up	13
Professionalism	14
Recreation Connections	17
Sport Management Issues	23
Why Five?	28
Presidential Challenge Software	30
Computer Junctions	31
The Litigation Connection	33
New Books	38

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The **Journal** is published three times a year (Fall, Winter, Spring) by the Indiana Association for Health, Physical Education, Recreation and Dance, 901 West New York Street, Indianapolis, IN 46202-5193, telephone 812-237-2189. Third class postage paid at Indianapolis, Indiana. The Indiana Association for Health, Physical Education, Recreation and Dance is a professional organization serving education in these four and related fields at the elementary, secondary, college, and community levels. Membership in IAHPERD is open to any person interested in the educational fields listed above. Professional members pay annual dues of \$20.00. Students pay \$10.00. Institutional rate is \$65.00. Make checks payable to IAHPERD Treasurer, c/o IUPUI, School of Physical Education, Indianapolis, Indiana 46202-5193.

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

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

Message from the President



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Strength Through New Beginnings

It has been an interesting year for me to serve as President of the Indiana Association for Health, Physical Education, Recreation, and Dance. I am pleased that much has been accomplished. I want to begin this final message by thanking those who have served on the Board of Directors during the past year. Their hard work has inspired me throughout my term as president. It has been my privilege to work with such a dedicated group of professionals. I greatly appreciate each of you. In this final message I want to highlight several events that stand out for me.

POSITION PAPERS

In October 1991, then-President Tom Sawyer challenged the IAHPERD Board of Directors to draft Position Papers for each of the respective disciplines included under the organization. The culmination of that project is that the finished Position Papers were approved by the Board of Directors in January 1994 at the Turkey Run Leadership Conference. The finished product will be available in printed form at the Merrillville Convention in November. I would encourage all IAHPERD members to secure copies of the Position Papers

for themselves and for their schools.

This was a monumental project that involved a great number of our members across the state. I am very proud of the finished product, and commend all those who served on the various committees involved in the writing of the papers.

NATIONAL CONVENTION

Another outstanding National AAHPERD Convention is now history. Denver is a beautiful city and I thoroughly enjoyed the time there. I even became a Colorado Rockies fan as a result.

Although AAHPERD faces many challenges, a sense of unity emerged from the Alliance assembly meetings. This was quite a feat in light of the vote to raise membership dues. I feel the increase was well accepted as a large part of it was clearly earmarked for advocacy activities. It is felt that AAHPERD is in a strategic position to have significant impact on legislation dealing with education and with healthful living issues.

continued . . .

DISPLAY BOARD AND BANNER

IAHPERD now has a very attractive display board and banner suitable for use at any occasion. Nick Kellum did an outstanding job shopping for both pieces. We can now represent IAHPERD with pride at any convention or meeting. Both the display and the banner will be in use at the Merrillville Convention.

RESTRUCTURING

The restructuring process is now complete, and the first year under the new Board of Directors has been very successful. Although several questions arose during the year, the new alignment has accomplished many of the purposes set forth by the Restructure Committee. A few minor changes will need consideration, but we have shown **STRENGTH THROUGH NEW BEGINNINGS.**

STATE CONVENTION AT MERRILLVILLE

Now that Tom Sawyer, our State Convention

Coordinator, has a year "under his belt," I know that he will host our best State Convention ever this November at Merrillville. Please look over this issue of the *Journal* carefully as it is packed with valuable information about the State Convention. I look forward to seeing all of you in Merrillville.

A FINAL CHALLENGE

Now that the Position Paper Project is complete, I would like to start another important project that will showcase exemplary public school health and physical education programs. To this end, I propose an ad hoc committee to develop criteria for recognition of outstanding programs in Indiana. I will be looking for volunteers to serve on this committee, so anyone interested should contact me.

Thank you for the privilege of serving as your President. It has been an exciting experience, one that I will long remember. Thank you for your help and support during this year. Please join me in Merrillville!

WE CAN MAKE A DIFFERENCE



AAHPERD
Membership
Application



Yes, I want to join AAHPERD.

Name (Mr.) (Ms.) _____

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

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- 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.

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NOTIONS From YOUR EDITOR . . .

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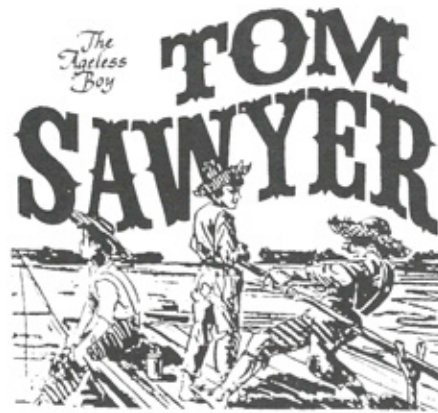
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Organizing and Developing Your Ideas for a First Draft

PART IV

INTRODUCTION

The **INTRODUCTION** to an article creates interest and clarifies your subject and your opinion for your readers. Depending on the length of the article, an introduction may be one or several paragraphs long. Writers generally prepare drafts of alternate introductions, keeping these general goals in mind:

- adjust the length of the introduction to the length of the writing. A brief article needs a proportionately brief introduction;
- match the tone of the introduction to the tone of the article; and
- the introduction must draw readers into the discussion and create interest, suggest the direction the article will take, and indicate the paper's development.

Below are descriptions of ten of the most commonly used strategies for introductions.

- **ALLUSION** refers to a work of art, music, literature, film, and so on, or to a mythical, religious, or historical person or event.
- **ANALOGY** makes a comparison that is interesting,

helpful, and relevant to the topic.

- **ANECDOTE** begins with a short description of a relevant incident.
- **DEFINITION** refers to defining a term casual to your topic.
- **DESCRIPTION** is the use of a description of a scene, person, or event to establish context or mood for your topic.
- Begin with specific, interesting, and useful **FACTS AND FIGURES**.
- **NEW DISCUSSION OF AN OLD SUBJECT** refers to the explanation why a topic that may be "old hat" is worth examining again.
- **QUESTION** is the use of a question or a series of questions to provoke readers to think about your topic.
- **QUOTATION** is the use of what someone else has said or written in a poem, short story, book, article, or interview.
- **STARTLING STATEMENT** refers to the use of an

continued . . .

arresting statement to get readers' attention and arouse their interest.

A **CONCLUSION** reemphasizes the writer's point and provides an opportunity to create a desired final impression. Most conclusions begin with a brief but specific summary, and then use a concluding strategy to present a general observation. The following strategies are particularly appropriate for conclusions:

- **CHALLENGE** is asking readers to reconsider and change their behavior or ideas or to consider

new behavior and ideas.

- **FRAMING PATTERN** refers to modifying some central words, phrases, or images used in the introduction to reflect the progress in thought made in the article.
- **SUMMARY** is the re-statement or evaluation of the major points you presented in your article.
- **VISUALIZATION OF THE FUTURE** is predicting what the nature or condition of your topic will be like in the near or distant future.



ICHPER • SD WORLD CONGRESS

CALL FOR PAPERS

The 1995 World Congress for Health, Physical Education, Sport and Dance will be held in Gainesville Florida, July 9th - 16th 1995. Papers are solicited in the following areas:

Adapted Physical Education

Aging

Children in Sport

Coaching Certification

Coaching at All Developmental Levels

Comparative Physical Education & Sports

Computer Applications to HPERSD

Demonstrations of New Sport

Environmental Conservation & Outdoor Education

Eco Tourism

Health Education

Health-Related Physical Fitness

HIV/AIDS

Legal Liability in HPERSD

Leisure Services

Mass Media and Sport

Natural and Social Science of Sport

Olympic Education

Physical Education at the Primary Level

Physical Education at the Secondary Level

Physical Education & Sport in Developing Countries

Play

Professional Preparation

Recreation in Developing Countries

Recreation, Programs & Management

Sport & Gender

Sport Business

Sport Management and Administration

Sport for People with Disabilities

Sport Medicine

Sport & Recreation Facilities

Therapeutic Recreation

Completed abstract forms of 200 words or less should be submitted in English no later than January 15th, 1995, to "WCOG 95", Dr. Paul Varnes, Secretary General, P.O. Box 118203, University of Florida, Gainesville, FL 32611-8203, USA. Abstract instructions are available upon request. Please write or call (904) 392-4042 or FAX (904) 392-7588.

State of the Profession



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Individualized Instruction

In the winter issue of the *Journal*, I discussed SENSING as the most prominent learning mode for today's students. If you will recall, students who learn by the sensing mode prefer structure, concrete experiences, and sequential learning in their courses. Active learning is an excellent way to reach those students and guide them in their education.

INDIVIDUAL INSTRUCTION, a form of active learning, is an excellent method to involve students in the instructional process. A recent publication by Ernest Pascarella and Patrick Terenzini entitled *How College Affects Students* synthesizes recent research on teaching in higher education. In one chapter the authors undertake the task of comparing the lecture method of teaching to the various modes of individual instruction.

The five types of individual instruction examined were:

- **AUDIO-TUTORIAL INSTRUCTION (AT).** In this type of instruction, the students work independently in a learning center equipped with a variety of media supports. The students also meet weekly in small groups with the instructor and once a week in a regular class session.
- **COMPUTER-BASED INSTRUCTION (CBI).** Interactive computing, programmed instruction, and tutorials via computers are part of this individualized method.

- **PERSONALIZED SYSTEM OF INSTRUCTION (PSI).** This type of individual instruction includes six parts: (1) modules of instruction, (2) study guides, (3) mastery and immediate feedback on tests and quizzes, (4) self-paced materials, (5) trained proctors, and (6) occasional lectures.
- **PROGRAMMED INSTRUCTION (PI).** This method presents the material in sequential matter with immediate feedback on tests and quizzes.
- **VISUAL-BASED INSTRUCTION (VI).** Visual materials are the main instructional emphasis.

The review compared subject matter mastery in each of these methods to the traditional lecture method. The study revealed the following results:

- Comparisons of the lecture and the audio-tutorial methods across 42 studies had widely varying results. However, they did demonstrate a modest learning advantage for this method over the lecture method. Results were duplicated in other reviews of research on these methods.
- Computer-based instruction also demonstrated a learning advantage over the lecture method. Additionally, this type of instruction "showed a positive and significant effect on student attitudes toward instruction and a significant

reduction in the hours per week needed for instruction."¹

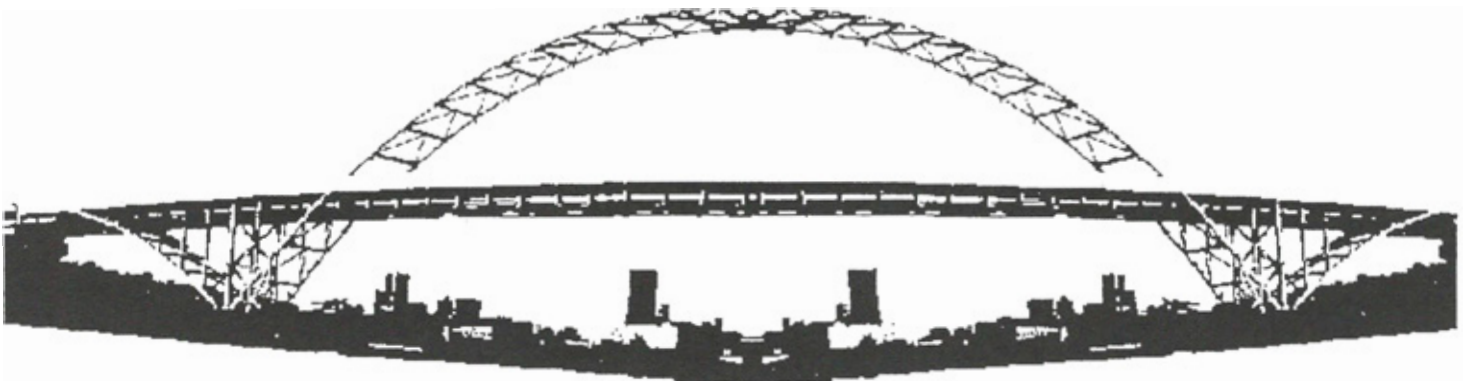
- The personalized system of instruction comparisons convincingly showed a learning advantage over the lecture method. Since this method is the most sophisticated system of individual instruction, results were more easily obtained and showed stronger significance. The two components which contributed the most to these results were the mastery requirement and the immediate feedback on tests and quizzes.
- Across 85 studies, evidence again supported the use of individual instruction via programmed instruction over the traditional lecture method.
- The effects of visual-based instruction in 65 studies, when focusing on subject mastery, showed a modest gain in the learning obtained than in the more traditional methods.

Ample evidence was presented by the authors both in the book and in the article in *Change* magazine to successfully dispute the myth that "traditional methods of instruction provide proven, effective ways of teaching undergraduate students."² If this research is to be believed, then why is the lecture method still the most prevalent method used by faculty in higher education institutions?

Today's legislators, parents, and the public in general are demanding accountability in higher education regarding finances, administration, and instruction. It would behoove us to begin focusing faculty development in the area of teaching as well as research and scholarship in order to bring our instruction in line with the research and learning modes of our students.

REFERENCES

- Pascarella, E., and Terenzini, P. (1991.) *How College Affects Students*. Jossey-Bass Publishers, San Francisco.
Terenzini, P., and Pascarella, E. (1994.) "Living with Myths," *Change*, 26(1), 28-32.



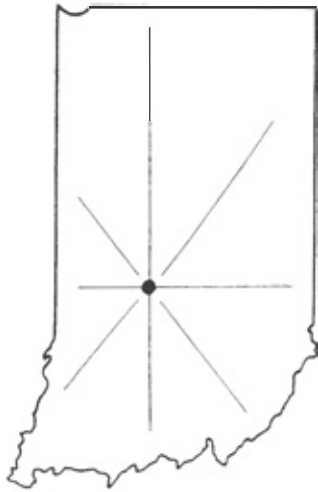
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State Of the State

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UPCOMING WORKSHOPS DOE Sponsored

I. ADAPTED PHYSICAL EDUCATION September 23, 8:00-2:30 P.M. Butler University Fieldhouse

In the A.M., sessions on Advocacy, Assessment, and IEPs of students with special needs will be presented by Fiona Connor-Kuntz, IUPUI; Ron Davis, Ball State University; and Kim Duchane of Manchester College. Genie Scott, Butler University, will present Goal Ball.

The P.M. is hands-on participation in modified activities based on severity of need. Mary Kay Baker, RISE Learning Center, and John Hall, Parker Elementary, will be the presenters.

Cost is \$15.00. A mailing will be sent to teachers in August. For more information, contact me at (317) 232-9112.

Sponsored by Butler University and the DOE Adapted Physical Education Team (Ron Davis, Kim Duchane, Genie Scott, Mary Kay Baker, John Ozmun, Paul Surburg, Becky Morris, and Barb Ettl).

II. LET'S PLAY RIGHT

Three regional sites in September featuring Penny Portman, Ball State University. This workshop will feature creative movement and ball handling activities developmentally appropriate for the K-2 grade child.

Dates and sites will be mailed to teachers in August. For more information, call me at (317) 232-9112.

PACE VII - SOME KINDA FUN!

If you did not attend the PACE VII (Positive Approaches to Children's Education) Conference on June 23-25, you missed a fun and educational growth experience. After a meaningful welcome from Barbara Stryker, Principal of Lawrence Twp. Centralized Kindergarten, participants "Boot Scooted," "Huff n' Puffed," moved to the "Itsy Bitsy Spider," participated in "Ultimate Keep Away," "Body Sculpted" alone and in a group, and much more. Three participants in each session participated in wheelchairs.

While Belzer Middle School may have been a bit chilly, the warmth between the facilitator and attendees was clearly evident both in sessions and according to the evaluations. What a painless (except for a few sore muscles the next day) way to earn two or three college credits.

David Gallahue, Norma Jean Johnson, and Phyllis did an outstanding job organizing the event.

Special thanks are extended to our energetic, knowledgeable, and motivating presenters: Noel Bewley, John Ozmun, Fiona Connor-Kuntz, Debbie Arfman, Margot Faught, Deb Garrahy, Tina Leaman, Tom Green, Gwen Hamm, Ruy Krebs, David Gallahue, and Lisa Van Scyoc.

The 138-page "Proceedings" with the presenters' activities is available through Indiana University for \$15.00.

Watch for the next PACE the summer of 1996 and possibly a FACE (Fitness Activities for Children's Education) the summer of 1995. For more information, call me at (317) 232-9112.



*Debbie Arfman:
"Fitness Fun"*



*Jolie Miller learns first-hand
how it feels to be handicapped.*



*Delilah Sneed
hoola-hoopin'.*



*Our littlest participant
learns to hula-hoop.*



*How many of you can do
this in mid-life?*

Can you name this object?



*(PETEKA: shared by Ruy Krebs, played
in his classes in Brazil.)*



*Cathy Hines dancin'
on a carpet square.*

Computer Usage by Indiana Public School Physical Education Teachers

PART II

by

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This project was funded by a grant from Indiana AHPERD.

Surveys were sent to 400 school sites in Indiana to determine the extent that physical educators use computers for physical education and coaching. This is the second article in a series describing the results of that survey. The first article discussed the procedures. This article will report and discuss the extent of computer use, the types of computers used, and how computers are used in physical education and coaching. Subsequent articles will consider the types of training received, and will compare the differences in use of the computers by grade levels and by size of school.

Surveys were sent to 403 physical education teachers with 279 returned, for a return rate of 69.2%. Two principals returned the surveys stating their teachers did not have computers available to them. Therefore, 277 surveys were available for analysis. One hundred seventy of these teachers also coach. *Table 1* depicts the teaching and coaching levels represented by the survey respondents. It should be noted that 78 teachers and 43 coaches performed these duties at more than one level.

Table 2 indicates the number of years of teaching experience. Since this is a random sampling of all physical education teachers in Indiana, this table represents the percentage of teachers in the state at each level of experience. The years of teaching experience are fairly evenly distributed, with the largest group

TABLE 1.
Teaching and Coaching Levels Represented by Survey Respondents

Level	Teaching	Coaching
Elementary	163	34
Middle School/Jr. High	105	53
High School	101	128
Total Respondents	277	170

Note. Numbers at each level exceed the total teaching and coaching respondents since 78 teachers teach more than one level and 43 coaches coach more than one level. Fourteen teachers and four coaches teach and coach on all three levels.

TABLE 2.
Years of Teaching Experience of Survey Respondents

Years	Number of Respondents
0 - 5	40
6 - 10	52
11 - 15	49
16 - 20	60
over 20	75

being the teachers with over 20 years of experience.

A total of 118 physical education teachers (42.6%) use computers for physical education. Computers are found in 21.3% of the teacher's offices, and 40.1% have a computer at home. Fewer teachers with over 20 years of experience use computers (32%) than any other group. Teachers with five or less years of experience have the next lowest percentage of

TABLE 3.
Number of Years of Teaching Experience and the Number of Survey Respondents Who Use a Computer for Physical Education

Years	Number	Percentage*
0 - 5	16	40
6 - 10	27	52
11 - 15	26	53
16 - 20	25	42
over 20	24	32
Total	118	43

Note. *Percentages are compared with those with comparable years of experience.

usage (40%). Generally, computer usage is evenly distributed across the groups (see Table 3).

Tables 4 and 5 list the reasons given for not using computers. Table 5 lists reasons provided by individuals who have a computer at home. In both cases, the main reason for not using a computer is a lack of training. Less than 20% stated they did not have access to a computer.

Apple computers are used by more teachers than either IBM-compatibles or Macintosh computers. Macintosh computers are used the least (see Table 6). When individuals indicated they used only one computer, Apples and IBM-compatibles were used equally (46 and 47, respectively), with Macintosh used the least (12). Similar numbers are indicated by teachers who have a computer at home. IBM-compatibles were listed 26 times, Apples 24 times, and Macintoshes seven times.

TABLE 4.
Reasons Given by Survey Respondents for Not Using Computers

Reasons	Number of Respondents	Percentage*
None available	9	5.7
No access	30	18.8
No software	29	18.2
Not trained	80	50.0
Do not like	13	8.2
Not interested	11	6.9
No need	20	12.6
Too busy	26	16.4

Note. Multiple responses were possible. 57.8% of all survey respondents do not use a computer for physical education.

*N = 160.

Computers are used more often for word processing, followed by banners and posters. They are used least often for desktop publishing and drawing (see Table 7). Table 8 lists the type of software used according to the type of computer being used. Apples are used most for banners, followed by word processing. IBM-compatible users reversed these two with word processing first and banners second. Macintosh computers are used first for fitness data, followed by word processing.

All respondents were asked to indicate potential uses for computers in physical educa-

TABLE 5.
Reasons Given for Not Using Computers by Individuals Who Have a Computer at Home

Reasons	Number of Respondents	Percentage*
Not trained	15	30.6
Do not like	3	6.1
Not interested	4	8.2
Do not need	5	10.2
Too busy	11	22.4

Note. Multiple responses were possible.

*N = 49.

TABLE 6.
Types of Hardware Equipment Used by Survey Respondents

Type of Equipment	Number Used
IBM-compatible	80
Apple	107
Macintosh	49
Laptop	8
Drives	
Hard Drive	73
1 Floppy Drive	29
2 Floppy Drives	65
3.5" Drive	45
5.25" Drive	59
Printers	
Daisywheel Printer	8
Dot Matrix Printer	43
Laser Printer	43
Modem	12
Mouse	80
Scanner	5

TABLE 7.

A Rank Order Listing of How Computers are Currently Being Used

Use	Number of Respondents	Percentage*
Word Processing	114	96.6
Banners	98	83.1
Posters	77	65.3
Test Writing	72	61.0
Fitness Testing	67	56.8
Statistics	67	56.8
Grades	61	51.7
Calendars	53	44.9
Games	39	33.1
Data Management	34	28.8
Scheduling	24	20.3
Spreadsheet	24	20.3
Desktop Publishing	17	14.4
Drawing	15	12.7

Note. Multiple responses were possible.

*N = 118.

tion. The top two uses were for fitness data and grades (see Table 9). Currently, only 50% of the computer users operate a computer for these purposes.

DISCUSSION

Computers are becoming more powerful and easier to use. They can improve the efficiency of their users. Materials produced on a computer with a good printer indicate a level of professionalism and can be impressive when shared with the public. Physical educators have been slow to implement the use of computers, but most realize the value of computers as indicated by the results of this survey. (Over 20% who had a computer at home did indicate that they did not have time to use a computer.) A lack of computer training was listed as a main reason for not using computers. This suggests a need by schools, colleges, and universities to design computer training programs to fulfill this need. Part III of this series will address this issue in more detail.

An unexpected result was the fact that IBM-compatible computers are used at a level equal to Apple computers. The lack of use of Macintosh computers was surprising. The Apple com-

pany was the first to place computers in the schools, but apparently IBM-compatibles have been used increasingly. With budget constraints, schools have been slow in making the transition from Apple to Macintosh computers. The trend in types of computers used will be

TABLE 8.

Software Used by Individuals Who Use Only One Computer Type

Software	Apple*	IBM*	Macintosh*
Word Processing	24 (2)	36 (1)	11 (2)
Banner	26 (1)	21 (2)	8 (3)
Posters	20 (3)	16 (3)	8 (3)
Test Writing	17 (4)	14 (6)	6 (7)
Fitness Data	17 (4)	13 (8)	17 (1)
Statistics	16 (6)	14 (6)	7 (6)
Grades	16 (6)	15 (4)	5 (9)
Calendars	9 (9)	14 (6)	8 (3)
Games	10 (8)	9 (9)	3 (10)
Data Management	9 (9)	3 (10)	2
Scheduling	3	7 (10)	6 (7)
Spreadsheet	4	5	3 (10)
Desktop Publishing	3	5	2
Drawing	3	1	2

Note. *Rank is listed in parentheses.

Multiple responses were possible.

TABLE 9.

Potential Uses for Computers as Indicated by Survey Respondents

Uses	Number
Fitness Data	151
Grades	133
Posters	107
Banners	102
Statistics	100
Word Processing	93
Data Management	89
Test Writing	85
Calendars	81
Generate Puzzles	72
Games	70
Scheduling	57
Spreadsheet	44
Desktop Publishing	35
Drawing	32

Note. Multiple responses were possible.

interesting to follow in the next few years.

Physical educators may have been slow in incorporating computer use to improve their teaching, but the next several years could see a rapid rise in the use of computers. Schools are providing more computers to their teachers as well as setting up networks in the schools to make communication among teachers and administrators much easier. These networks also allow access to communicate with

teachers and professionals throughout the world through such computer networks as Internet. This will open a whole new world of potential ideas to be shared by all. Teachers simply need to be informed and trained. If computers can be shown to save time and assist a physical education teacher in providing a better experience for his/her students, computer use will increase.



Logo Design Contest

- WHAT:** Competition to design a new logo for AAALF (American Association for Active Lifestyles and Fitness).
- ELIGIBLE:** Any individual age 18 or older.
- DEADLINE:** Entries must be received no later than NOVEMBER 15, 1994.
- RETURN TO: _____

LIMITATIONS: Design must incorporate the letters AAALF. Please note: logo will be used on stationery, buttons, posters, etc., and must be easily visible across a variety of sizes.

PRIZE MONEY: A cash award of \$500 will be paid to the person whose design is selected as the new logo.

ADDITIONAL INFORMATION: AAALF has as its mission the pursuit and promotion of active lifestyles and fitness for all individuals and groups. The association focus is on professional service, research development, and leadership development for fitness and active lifestyles.

CONTACT PERSON: If you have any questions, please call:

AAALF Council Chair _____

OR

Rosemary Aten, President, AAALF
Telephone: (309) 836-3651

Indiana AHPERD Region Round-Up



Coordinators:

Bobbi Lautzenheiser, (219) 982-4261
Mary Jo McClelland, (219) 563-2862

REGION 1 held a workshop on April 6 from 8:15 a.m. to 2:30 p.m. which was planned by Rita Nugent and Jean Brezette. The workshop was held at the University of Evansville campus, and conducted by Beth Kirkpatrick of Ball State University. Eighty-one attendees found the workshop exciting and informative.

REGION 2 held their workshop on May 9 at the Tunnel Mill Outdoor Education Center, just west of Madison. The workshop was planned by Bev Linck and Elise Smith. Tunnel Mill Outdoor Education Center is "used as an education tool to expand the affective curriculum for seriously emotionally handicapped students and to expand the continuum of services offered to all special education students in the Clark County Special Education Cooperative." Activities included non-competitive cooperative activities, a team course, and a low ropes course. Participants were encouraged to be as active as possible. Thank you, Bev and Elise!

REGION 9. "Still teaching physical education in the dark?" That was the question addressed last week on March 16, when all physical education teachers in Marion County and the surrounding counties were invited to attend a workshop at College Park Elementary. The workshop hosted by Regina Wright was entitled, "Out of the Dark Ages." The featured speaker was Beth Kirkpatrick, the secondary education consultant for U.S. Games.

Beth spoke about how to bring new technology into the physical education setting. She spoke about the use of heart monitors, computer tennis shoes that measure distance, calories burned, and how to measure stress through the use of computers. Since we are approaching the 21st century, the topic was appropriate as well as enlightening.

Many of our Pike physical educators who attended left the workshop with futuristic methodology that will provide healthy education for all students. It was a great opportunity to have an outstanding teacher such as Beth Kirkpatrick come and present to the 90 teachers that were in attendance. Thanks to Beth and other motivated teachers who stay current in the field, physical educators are coming out of the dark ages.

Thank you, Regina Wright, workshop organizer!

Congratulations to those regional officers who designed, developed, and sponsored Spring workshops for the local membership. Several of the regions are in the process of making plans for a Fall and/or Spring workshop. We should all do our best to support our fellow professionals. Should you have any ideas for future workshops, feel free to contact one of your Region Officers.

Should any professional wish to become involved in IAHPERD at the grassroots level, please contact Bobbi Lautzenheiser at (219) 982-4261, or Mary Jo McClelland at (219) 563-2862.

ATTENTION MIDDLE SCHOOL TEACHERS. By August 29 you should have received important information concerning the annual poster contest. Briefly, the theme will be **FITNESS IS FUN**; the deadline will be October 7, followed by judging on October 16 by Region Officers. All posters will be on display during the State Conference in Merrillville.

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

POINT OF VIEW

PROFESSIONALISM

Julian U. Stein
Professor in Physical Education (Ret.)
George Mason University, Fairfax, VA

QUALITY BEGINS WITH PROFESSIONALISM

WHO'S A PROFESSIONAL?

Being a professional doesn't mean having a degree, or taking prescribed courses, or having a certain amount of experience, though it does embrace some or all of these elements.

It's a way of life, a lifetime study, a relentless drive for excellence. It means being extremely proficient in a specific field, interested in the job, learning about it, and growing with it.

—Anonymous

During my ten years at George Mason University I constantly was amazed at contrasts between students as they completed student teaching and were about to embark into the real work world, and many physical education teachers who had been in the schools for various numbers of years. The students were excited, exuberant, positive, and rearing to go—to get into full-time positions so they could impact positively on the lives of their students. On the other hand, too many veteran physical education teachers were at best going through the motions, often literally taking roll, rolling out the ball, retreating to the office, and reading the paper or planning the day's varsity practice! Some justify such actions as burnout; is it burnout or boreout?

Certainly, this is not to imply there are not many competent, dedicated, committed, and professional physical education teachers, for there are many in school systems of all sizes, regardless of whether they are in urban or rural areas. I believe veteran do-little (or do-nothing) physical educators probably exhibited the same interest and enthusiasm as graduating students when they were at the same stages of their careers. How and why do some veteran physical education teachers maintain vigor and enthusiasm of youth, while others become sullen and non-productive?

CHARACTERISTIC BEHAVIORS OF THE PROFESSIONAL

What, then, are some characteristic behaviors—personal and professional—that both students and vigorous, productive physical education teachers demonstrate, which have been lost or become low priorities on the parts of too many veteran physical education teachers? Basically, one word expresses these great differences—PROFESSIONALISM.

Although personal and professional behaviors are INSEPARABLE in the real world (they interact and impact on one another), characteristic behaviors of the true professional are loosely classified as personal and professional for discussion purposes. Additional characteristic behaviors of the professional are presented in terms of interpersonal relationships, devotion to students, and awareness of the importance of the learning/teaching process. The truly professional physical educator is dedicated and committed to students, school, community, and his/her professional, fulfilling responsibilities and obligations to each as highest of priorities, and giving more to each than is taken.

The professional physical education teacher exhibits the following PERSONAL behavioral characteristics . . .

- . . . is energetic, enthusiastic, exuberant, positive, creative, resourceful, productive, and demonstrates great initiative;
- . . . is decisive, yet flexible and adaptable to situations and circumstances;
- . . . possesses strong convictions related to individuals served, services provided, and one's profession, and has courage of these convictions with one and all, regardless of situations or circumstances;
- . . . is constantly striving to grow and improve through reading journals and newsletters, attending conferences and clinics, and belonging to and participating in programs and activities of various professional associations (often at one's own expense);
- . . . expends extra effort to attain excellence routinely in approaching all tasks, always willing to go the extra mile;
- . . . maintains balance and perspective, both in fulfilling professional responsibilities and living an enjoyable life, taking time to smell the roses;
- . . . is a team player, an individual who both gives and takes in various situations;
- . . . has positive feelings about self and services provided, especially in terms of what he/she is doing;
- . . . approaches tasks confidently, with proper preparation and appropriate application (not over-confidently without proper preparation and appropriate application); and
- . . . strives ALWAYS to make the good better, the better best, and the best even better.

The professional physical education teacher exhibits the following PROFESSIONAL behavioral characteristics . . .

- . . . demonstrates consistently the highest ethics, and integrity that is beyond reproach . . .

... answers letters and requests received from others, regardless of position or station of the individual making the request;
... shares ideas, knowledge, and time willingly and unhesitatingly with others; and
... is an exemplary counselor, mentor, and role model for students, colleagues, and the profession by practicing what one preaches.

Since the professional physical education teacher recognizes the importance of positive INTERPERSONAL RELATIONSHIPS with individuals from many walks of life, he/she...

... is a communicator who is socially conscious, sensitive and responsive, cooperative, and competitive;
... deals with others in terms of the competence, not PEDIGREE;
... is always consistent and fair in dealings with others;
... is loyal to all those taught and with whom he/she works;
... shows appreciation for efforts and achievements of others whether they are students, peers, or individuals to or for whom responsible; and
... recognizes that all of us are smarter than any of us!

The professional physical education teacher is devoted to students, placing them individually and collectively as top priority, as he/she...

... recognizes personal differences, and shows interest in each student as an individual of worth and dignity;
... emphasizes student rights and teacher responsibilities, while always striving to help each student become personally responsible;
... focuses on the learner and learning, not the teacher and teaching;
... helps each student establish goals that are important and meaningful to the student (not the teacher), and works with the student to follow through to attain each of these goals;
... evaluates activities and services in terms of contributions and outcomes for students, not in terms of personal gain, time involved, or income obtained;
... is the strongest of advocates for students served, and proud of one's chosen profession; and
... gets those for whom responsible—students, program participants—on his/her shoulders to project their vision further than one's own.

The professional physical education teacher is cognizant of the importance of the LEARNING/TEACHING PROCESS, and as such...

... questions the answers rather than simply answering the questions;
... recognizes diversity in abilities and experiences among all individuals, and the fact that in many situations and under different circumstances there are not necessarily right or wrong answers;
... emphasizes the JOURNEY in learning, not the DESTINATION;
... is dependable and persistent, yet not limited by tradition, or convention, and is willing to DARE TO BE DIFFERENT;
... recognizes that failure and defeat are NOT

synonymous, and helps students recognize and accept this fact in whatever the situation or circumstance;
... establishes priorities—long-term goals and short-term objectives—and then works to attain them in orderly and organized ways; and
... pays attention to every detail, and approaches each task with a philosophy that if a job is worth doing, it is worth doing to the fullest to attain excellence.

CHARACTERISTIC BEHAVIORS OF THE NON-PROFESSIONAL

A few characteristic behaviors of the DO-LITTLE physical educator who does not exhibit professional qualities include...

... demonstrates opposite—even antagonistic—characteristic behaviors as presented for the professional physical education teacher;
... does extra tasks and participates in various activities only when paid salary, fee, or honorarium—is very much commercial and emphasizes personal gain (not professional contributions) with time and efforts;
... goes to conferences, but does not attend sessions, visiting, partying, and sightseeing instead;
... does not go to conferences, read journals, or participate in other activities designed for professional growth and personal development; and
... thinks only of self, and what is best for him/her, not seeing or recognizing the big picture of things.

WHAT DO YOU THINK?

Is professionalism a discrete entity (product), or is there a continuum of professionalism (process)? If there is a continuum, what are its stages or steps? Where in professional preparation programs do students start in the continuum if professionalism is a process? What motivates individuals to be highly professional at one stage of their careers, and then lose these vital qualities later in their careers? If professional behaviors are lost, can these behaviors be regained? What do YOU think?

Are you professional? What activities have YOU done today that demonstrate YOUR professionalism? What did you do yesterday? Do you have anything professional planned for tomorrow?

Personal qualities and professional traits presented here demonstrate some characteristic behaviors of the professional physical education teacher. They are observable manifestations of behaviors of the professional individual, but do not tell (even suggest) WHY an individual is (or is not) professional.

Professionalism is a state of mind, an attitude, permeating all an individual does. Professionalism drives teachers to do for others, to give more than is received, to act in right, honorable, and responsible ways. How and why do some individuals attain and maintain this state of mind and attitude is unknown. Is it nature? Or nurture? Hypothesizing on these questions is beyond the scope of this discussion. But what do you think?

Recreation Connections . . .



edited by
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(812) 237-4338 (FAX)

What Does the Future Hold for Recreation Professionals?

Gerald DeMers

This past year as Vice-President for Recreation has been an enlightening year indeed. There are so many issues challenging our profession that need to be addressed. Recreation supervisors are no longer just activity leaders. With all of the crises going on within our society, training our recreation leaders is no simple task. In today's society, our leaders must be trained in crisis intervention. This can begin with conflict intervention strategies. But this is just the tip of the iceberg. Conflict resolution does not address gang violence in any manner which is practical. When a drive-by shooting occurs in our parks and recreation facilities, recreation personnel must have an emergency action plan which addresses these possibilities. What action needs to be taken? Where do you send the participants in order to protect them? What needs to be done after the shooting takes place? Who completes the follow-up procedures?

It's not just drive-by shootings with which we must deal. More and more, we must confront the possibilities of molestation, rape, child abuse and other negative manifestations of our society. It is sad and disturbing to know that all of these circumstances could happen, and have happened at well supervised recreation facilities.

So where do we begin? In the years to come we may see college curricula revised to meet the changing demands of our society. Recreation leaders may see more training in the area of sociology and psychology. I can foresee specialist training in crisis intervention, gang violence, risk management strategies, and abuse recognition and care. Soon our recreation leaders will have more training relating to dealing with crises than they receive in the area of activity programming. Our young professionals will be prepared to deal with the irrational nature of our society; but will they be prepared to continue with promoting the foundation of recreation, which is conducting activities?

As educators we must recognize the risks and dilemmas our young professionals are facing in the field. It is not the same as it was five or ten years ago. We must take a close look at recreation philosophy and determine if we can continue to educate recreation professionals as we have in the past. We need to look into the future and determine the direction we must take in order to meet the needs of the public and recreation professionals.

The past few years "Applied Strategic Planning" has been a method for preparing for the future. This planning gives direction and forces us to look at our needs in the next few years. Applied Strategic Planning is one viable method for addressing societal changes and preparing to deal with them in advance.

Preparing our leaders for the future is no easy task. Communication from the professionals in the field is an extremely important link in addressing changes at the top. Supervisors, administrators and educators must be willing to listen and approach problems and concerns with an impassioned vigor if changes are to take place; not just change for change's sake but change for the good of all who participate in recreation activities within our society.

This past year has helped open my eyes to the massive problems we face now and in the future. We must be pro-active in our approach to deal with societal change. If we are not, we will see more of our recreation facilities physically destroyed and programs will become a thing of the past. Recreation programs, especially in at-risk areas, will vanish like the dinosaurs if we are not active in protecting this endangered species.

Gerald DeMers is an Associate Professor in the Physical Education and Kinesiology Department at California Polytechnic State University in San Luis Obispo and served as the 1993-94 CAHPERD Vice-President for Recreation.

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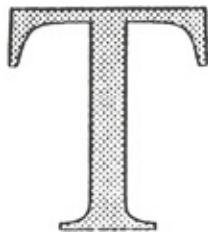
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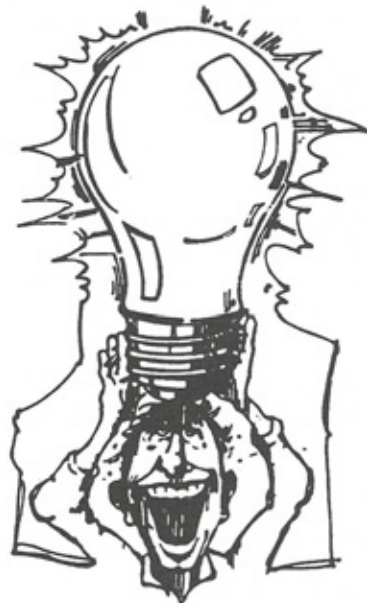
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Awards Breakfast is scheduled for Friday morning. The cost for the breakfast will be \$10. Please indicate your choice of meal: Eggs Benita, French Roast, or Eye Opener.

Convention Registration.....	\$ _____
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Membership.....	\$ _____
Spouse/Other.....	\$ _____
Awards Breakfast.....	\$ _____
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(This is a list of programs submitted as of July 15, 1994)

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 Technology: How we use it
 More Technology: How we use it
 Higher Education Administrators In Depth Workshop
 Integrating heart rate technology into the undergraduate teacher preparation program
 Case Study in Methodology: An alternative teaching style
 Assessment: A model for physical education major programs
 Methods on Methods: Sharing creative ideas
 English Games for American kids
 Conducting a hazard identification/risk management survey
 Introductory/foundations classes: Preparing students for the 21st Century

Health

Classic injuries to the eye from school exposure
 Trauma registry and school injury
 Middle school/comprehensive school health education
 Computer assisted conflict resolution
 Adolescent work exposure and incident rate

Physical Education

Back Handspring made easy
 Tips for teaching racquet sports
 Tic Tac Toe & more
 Play Right
 Games and activities for the classroom
 Teaching games a very different way
 Teaching golf to elementary students, anyone can do it
 20 ways to promote your program
 Dual Sports - ladder tournament
 Fun with fundamentals
 Table tennis for elementary students
 Physical management
 Holiday sports activities
 Jump against drugs

Adapted Physical Education

Preconference - "Building Bridges Across Indiana"
 Alternatives for grading in adapted physical education/physical education
 Homemade equipment in adapted physical education/physical education
 Peer tutors, buddies and pals: How they can benefit individual with special needs
 Awave: Adapted water activity venues for everyone
 Come one, Come all: Games and activities for inclusion settings
 Golf for adapted physical education

Sport

Coaching Children and developmental needs
 Designing weight training programs for sport specificity
 The role of high school coach in the recruiting process
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 Sports, psychology, and the teacher coach
 Gender equity: A student-athlete perspective
 Practical ideas for sport skill analysis

Aquatics

Head start swimming: A developmental approach to learning in the aquatic environment
 Wet and wild: Innovative ideas for swimnastic classes
 Programming your school pool
 Aquatic games and safety in the aquatic classroom
 Aquatic games and activities

Dance

That's my line
 Jazz technique for teachers
 Teaching gross motor skills through Mexican folk dance
 Modern or jazz technique class
 Teaching physical education majors to call western style square dance
 Dance Showcase

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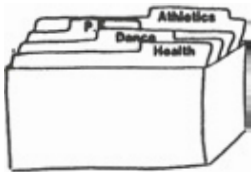
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SPORT MANAGEMENT

—ISSUES—

EDITED BY TOM SAWYER
Department of Recreation & Sport Management
School of Health and Human Performance
Indiana State University, Terre Haute, IN 47809
(812) 237-2189

Indiana Interscholastic Athletic Directors: Full- or Part-Time?



by

Thomas P. Blumette, MA
and Thomas H. Sawyer, Ed.D.

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INTRODUCTION

Indiana interscholastic athletic directors are essential in the smooth operation of interscholastic athletic programs within the 384 secondary schools throughout Indiana. They facilitate the athletic needs of over 250,000 students in grades 9-12. The Indiana interscholastic athletic director has not been the focus of investigations to determine the function of the position. However, there have been a number of studies completed nationally (Austin, 1981; Meyer, 1989; and Meyer, 1989) that reviewed the duties and responsibilities of interscholastic athletic directors.

This study was designed to determine: (1) whether or not athletic directors in public and private high schools need a) to be in full-time administrative positions with personnel supervision responsibilities, b) assistant athletic administrators, and c) full-time clerical support; (2) the average salary for athletic direc-

tors in each class of high school; (3) whether or not there is a need for a coaching education requirement for teacher and non-teacher coaches; and (4) how the cost of athletic transportation is handled across Indiana.

A survey instrument was developed consisting of 14 questions. The instrument was designed using parts of Austin's (1981) and Meyer's (1989)

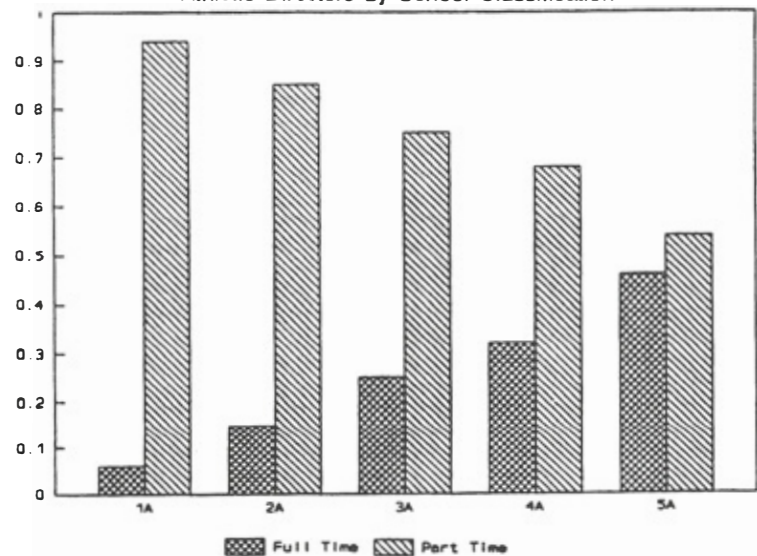
research instrument. The questionnaire was validated through a pilot study.

There were 384 questionnaires mailed, which represents 100% of the Indiana high schools in 1993-94. Of that number, 348 responses were received, representing a 90% return rate.

RESULTS

The vast majority of Indiana

FIGURE 1. Comparison of Full- vs. Part-Time Athletic Directors by School Classification



athletic directors are part-time (74%). Class 1a had one full-time athletic director and 33 part-time, Class 2a had seven full-time and 36 part-time, Class 3a had 2 and 31 (respectively), Class 4a had 12 and 31 (respectively), and class 5a had 21 full-time and 29 part-time athletic directors. Class 5a had the highest percentage of full-time athletic directors. The part-time athletic directors served as teachers, coaches, or assistant principals. *Figure 1* reveals that time for athletic responsibilities is in direct proportion to the size of the school.

Part-time athletic directors average 5.3 hours per day of release time to attend to their athletic management responsibilities. The amount of release time ranged from 4.5 hours per day in Class 1a schools to 6.0 hours per day in Class 5a.

Over 40% of the part-time athletic directors had coaching responsibilities: 28% were coaches; 19% were responsible for cheerleaders; and 15% were assistant principals.

Less than 40% of the responding athletic directors had full-time clerical support. Of the more than 60% without full-time clerical support, 24% had part-time clerical assistance, 20% received assistance from the principal's office, 15% did their own clerical chores, 15% received assistance from a combination of self/students/principal's office personnel, and 11% had student assistance only.

Figure 2 shows the amount of full-time support help by class. Class 1a had no full-time clerical support assistance, Class 2a had 15%, Class 3a had 16%, Class 4a had 26%, and Class 5a had 43% full-time clerical support.

This data reveals that there is a direct relationship between the size of the school and the amount of support help provided the athletic director.

Beyond clerical support, athletic directors are provided, in some cases, other support assistance in the form of assistant athletic directors, ticket managers, or business managers. *Figure 3* depicts that approximately 86% of the athletic directors have assistant athletic directors.

Figure 4 shows that the vast majority (76%) of athletic directors are considered administrators and are not part of the teachers contract or bargaining unit. In Class 1a 53% indicated that they are part of the administration, while 47% said they were considered part of the teaching staff. In Class 2a 74% were classified administration and 26% teachers, while Class 3a was 78% and 22% (respectively), Class 4a 76% and 24% (respectively), and Class 5a were 86% and 14% (respectively). Further, it reveals that there is a direct relationship between

school size and whether or not the athletic director is considered an administrator rather than part of the teacher bargaining unit.

The athletic directors on average were responsible for as many as 24 varsity teams (this number does not include sub-varsity teams) during an academic year. The number of teams ranged from eight in Class 1a to 38 in Class 5a. *Figure 5* shows how the number of teams increases dramatically from Class 1a to Class 5a. It should be noted that the athletic directors in Class 1a and 2a, in general, do not have responsibilities for junior high school or middle school athletics.

The athletic directors, when asked what could be changed to make their programs more efficient, indicated the following changes that need to take place (in rank order of importance): (1) changing position to full-time administrative with authority to hire and supervise personnel; (2) providing full-time clerical support; (3) adding an assistant

FIGURE 2. Number of Secretaries per School Size

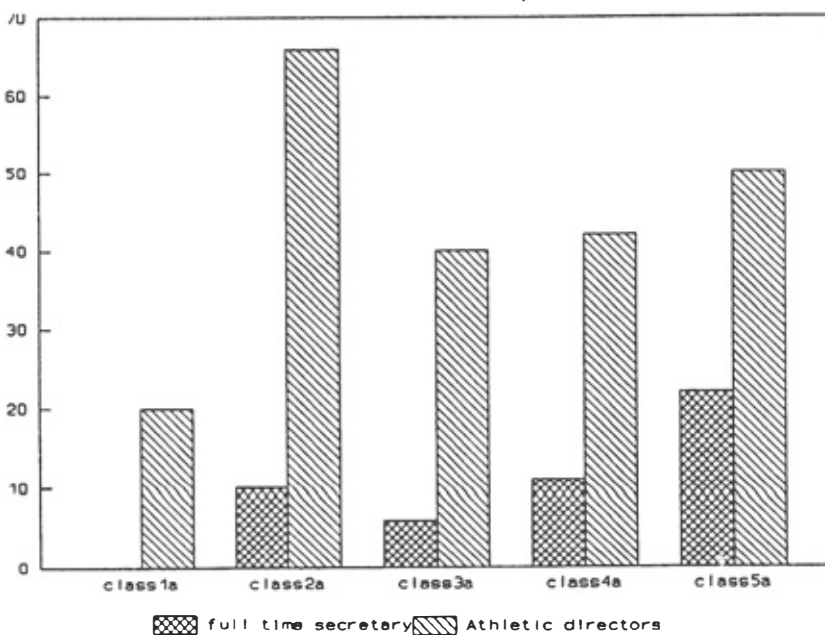
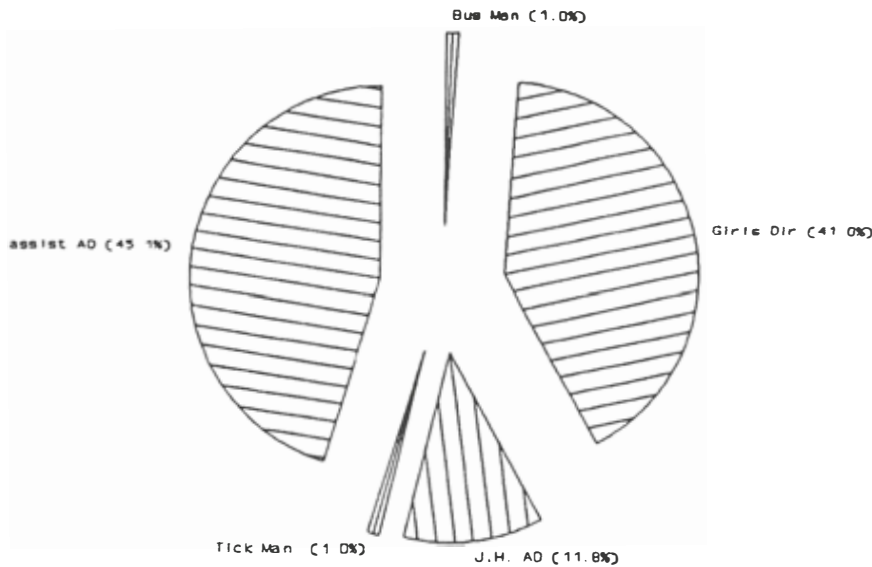


FIGURE 3. Staff



athletic director in charge of girls sports; (4) hiring a junior high school and/or middle school athletic/sports director; (5) employing more full-time teachers as coaches; (6) providing coaching education for both full-time teacher and non-teacher coaches on a regular basis; (7) eliminating the business and/or ticket manager position and combining the tasks with the full-time athletic director position; and (8) funding from either the General Fund or Transportation Fund for athletic transportation.

The athletic directors responding indicated that the girls sports programs were growing faster than the boys. This study revealed that approximately 71% of the high schools do not have an equal number of boys and girls programs. The Class 4a schools had the greatest imbalance with 84% indicating that the programs were not equal. The Class 5a had the greatest amount of equality with 40% indicating their programs were equal. Only 31% of the Class 1a programs were equal, 25% of the Class

3a, and 23% of the Class 2a schools.

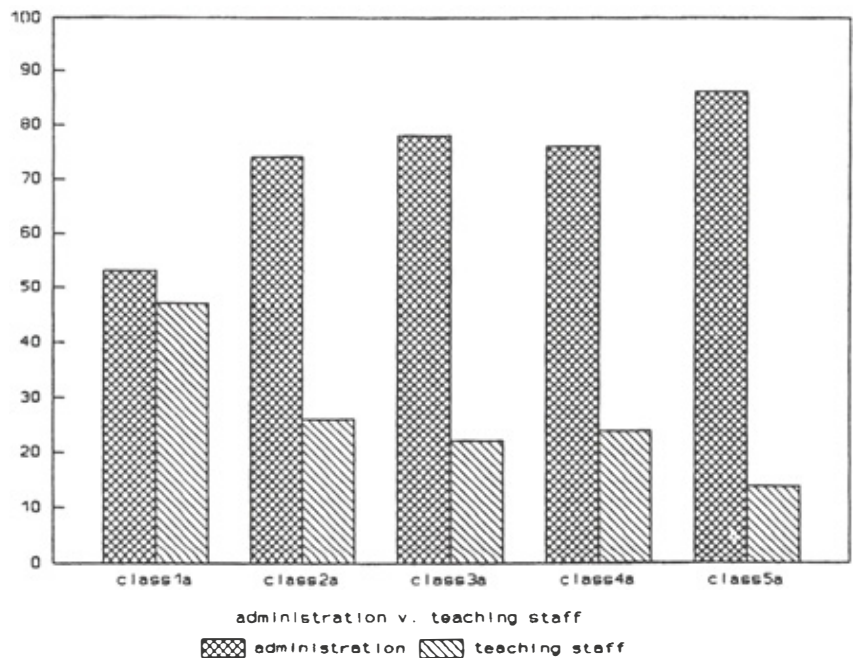
When asked how many non-teaching coaches are employed in the athletic programs, the athletic directors responded that the average was eight. The number ranged from eight per school in Class 1a schools, which represented 49% of the head coaching staff, to 10 per school in Class 2a schools, or 17%. The Class 3a schools had 8 per school at 10%, Class 4a

had 9 per school at 16%, and the Class 5a had 8 per school at 14%.

Figure 6 depicts the feelings of athletic directors about the IHSA requiring coaching education for teaching coaches after they have been hired, and Figure 7 depicts their feelings relating to non-teaching coaches and coaching education. It is interesting that 69% felt teaching coaches should be required to attend coaching education programs; yet, only 9% felt that the non-teaching coach should attend. However, in either case, the majority felt coaching education should be required by the IHSA for coaches.

Class 3a athletic directors felt that coaching education should not be required for teacher (61%) and on-teacher (63%) coaches. The other four classes felt it was necessary. Class 1a athletic directors were in favor of required coaching education for teacher (67%) and non-teacher (80%) coaches; Class 2a for teacher (56%) and non-teacher

FIGURE 4.



(69%) coaches; Class 4a for teacher (27%) and non-teacher (66%) coaches; and Class 5a for teacher (73%) and non-teacher (69%) coaches.

Just over 50% of the athletic transportation is paid for by the athletic budgets and not the General Fund or Transportation Fund of the school districts. Approximately 36% is paid for by General Fund and 12% comes from the Transportation Funds in school districts. The breakdown by class is as follows: Class 1a, 53% athletic budget, 41% General Fund, 6% Transportation Fund; Class 2a, 54% athletic budget, 41% General Fund, 5% Transportation Fund; Class 3a, 51% athletic budget, 41% General Fund, 8% Transportation Fund; Class 4a, 47% athletic budget, 47% General Fund, 6% Transportation Fund; and Class 5a, 38% athletic budget, 55% General Fund, 7% Transportation Fund. This information reveals that the larger school districts provide more funding for athletic

transportation than do the smaller districts. This places an additional burden on the smaller school athletic budgets who have a smaller market share to generate enough revenue to operate an adequate sports program.

Finally, the athletic directors were asked about their salaries. The majority (56%) were in the range of \$40,000 to \$50,000. Approximately 7% fell in the category less than \$30,000, 15% in the range of \$30,000 to \$40,000, 17% \$50,000 to \$60,000, and 3% over \$60,000. Figure 8 shows that 53% of the athletic directors in Class 1a and 2a make between \$40,00 and \$50,000, 65% in Class 3a, 60% in Class 4a, and 43% in Class 5a. The majority of the athletic directors in Class 5a (51%) make between \$50,000 and \$60,000.

Table 1 reveals the overall averages in each category by class. It reveals that the larger the school the greater the compensation for the athletic directors.

CONCLUSIONS

The following conclusions can be drawn from the data received from the Indiana interscholastic athletic directors:

- the size of the school is directly proportionate to the size of the athletic program;
- the size of the athletic program is directly proportionate to the responsibilities of the athletic administrator;
- the size of salary is directly proportionate to the amount of responsibility given to the athletic director;
- the position of athletic administrator(director) should be a full-time administrative position with personnel supervision responsibilities for all Class 1a through 5a high schools;
- athletic administrators need to be provided full-time clerical support;
- the girls sports programs should have a separate athletic administrator in all Class 1a through 5a high schools in order to better equalize the athletic opportunities for boys and girls;
- there should be an assistant athletic administrator assigned to organize junior high school

A FIGURE 5. Average Number of Teams from Class 1a-5a

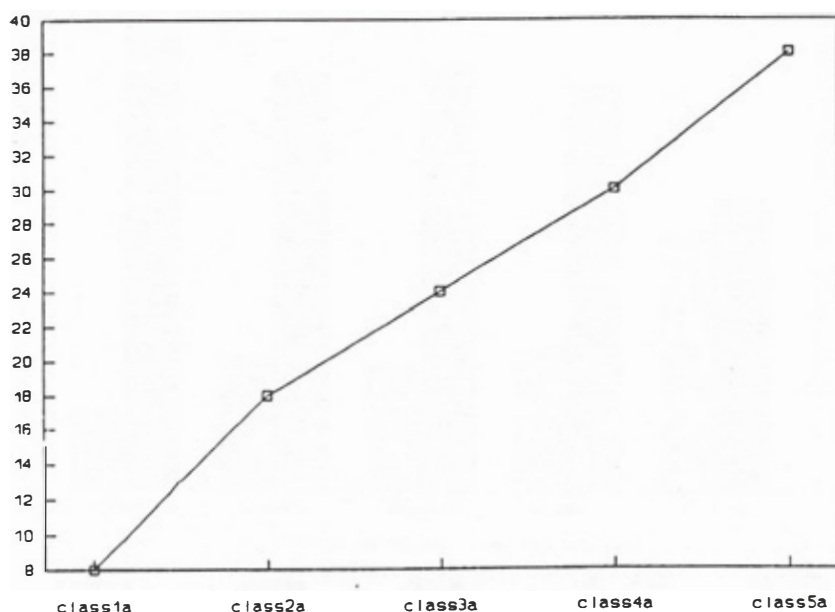


FIGURE 6. Teaching Coaches

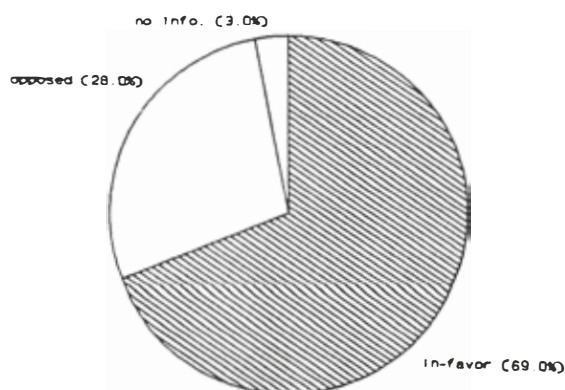


FIGURE 8. Average Salaries for Indiana Interscholastic Athletic Directors

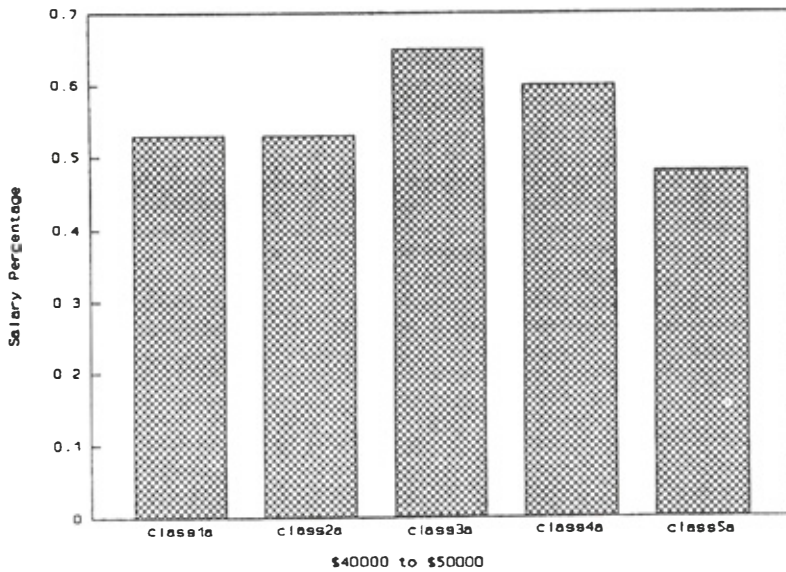
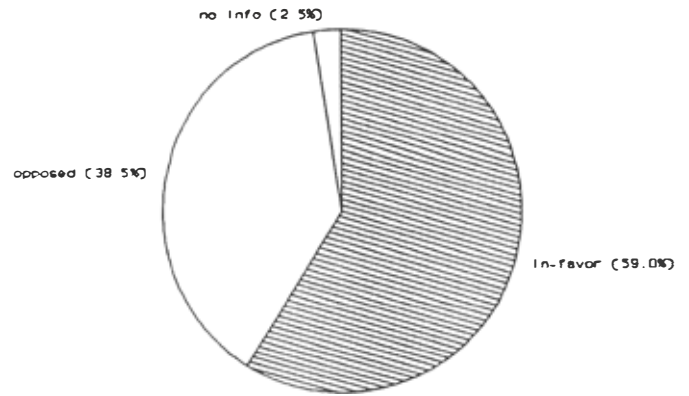


FIGURE 7. Non-Teaching Coaches



and/or middle school athletic programs;

- the IHSAA should require all teacher and non-teacher coaches to complete an approved coaching education basic level course sometime during their first year of coaching, and it should not be a requirement for employment initially; and
- School corporations should consider funding athletic transportation expenses either through the General Fund, Transportation Fund, or a combination of General and Transportation Funds rather than requiring the athletic budget to absorb this cost, particularly in Class 1a through 31 schools.

RECOMMENDATIONS

The following recommendations can be made based on the results and conclusions of the study:

- school corporations should seriously consider implementing the following policies in the future to improve the athletic environment for all high school

students: (1) make all athletic directors full-time administrators with personnel supervision responsibilities; (2) assign full-time clerical assistance to the athletic department; (3) assign assistant athletic administrators for girls sports program and junior high school and/or middle school; and (4) provide funding from either the General or Transportation Funds or some combination of both funds for athletic transportation.

- The IHSAA should develop and implement a policy to require all teacher and non-teacher coaches to complete, during the first year of employment, an approved basic coaching education program (ACEP, NFCEP, or PACE).

- The following are suggested future research topics relating to interscholastic athletic directors: (1) development of an athletic director profile, including athletic experiences (i.e., players, coaches, officials), family background, education background, employment background, etc.; (2) development of a job description for interscholastic athletic administrators; and (3) establishment of a stress management tool for athletic administrators to identify areas of stress and ways to cope with stress.

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Austin, D.A. (1981). *Athletic Administration Research*, (2nd ed.). New York: Harcourt Brace Jovanoch, Inc.
 Meyer, H.P. (1989). "Athletic Directors can Achieve More by Working Smarter, Not Harder," 16(1), 12-14.
 Meyer, H.P. (1989). "Being in Control of Time is Critical to Effectiveness of Athletic Director," 16(2), 12-14.

TABLE 1. Overall Salary Averages for Indiana Interscholastic Athletic Directors

Class	Percentage					NR
	≥\$30K	\$30-40K	\$40-50K	\$50-60K	≤\$60K	
1a	13	27	53	06	00	01
2a	14	30	53	02	00	01
3a	05	23	65	05	00	02
4a	09	12	60	14	00	05
5a	00	01	43	51	03	02

Note: NR= no response provided by respondent

AN INVITED ARTICLE

Why Five?

by

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This article is not in support of the new "Five Food Groups" concept. First of all, the U.S. Department of Agriculture spent about \$1 million in research and development for this new five food group pyramid concept and design. The money might have been better spent on the free and reduced breakfast and lunch program for children of low-income families. Secondly, when teaching children nutrition, why have five food groups instead of four, especially when it involves splitting up fruits and vegetables.

The pyramid materials are colorful and easy to teach, but so were the four food group materials. One of the main changes seems to place more emphasis on eating fruits and vegetables. Moreover, they were separated so each could be given special attention.

Fruits and vegetables are in some cases hard to separate because of different definitions of what each is. The author grew up thinking tomatoes came from his father's vegetable garden, but by definition they are a fruit.

Regarding the highly publicized importance of fruits and vegetables, several questions arise. First, do parents and teachers know how to separate all fruits and vegetables? And why do children need to know this, as long as they are eating enough

servings from that group? Separation of fruits and vegetables unnecessarily complicates learning and makes it harder to keep track of servings.

The number of servings has been increased in each category to the point where students are not sure whether 6-11 servings from the bread and cereal group is for the day or week. In all food groups combined, the range is 15-26 servings per day. Accurate counting would have to be done on a daily chart. Plus, children need to learn serving sizes since they need smaller portions than adults. Up to 10 years old, a serving size is approximately one tablespoon of each type of food for every year of the child's age. For example, a six-year-old's plate might contain 6 tablespoons of meat, 6 tablespoons of mashed potatoes, and 6 tablespoons of vegetables for a total of 18 servings (telephone conversation with Dairy Council of Wisconsin . . . they must mean teaspoons).

Another problem with pyramids is that the most important item is at the top, but not in this case. The pyramid represents a decreasing number of servings with the least important group at the top (the extras). Furthermore, if the pyramid recommends fewer servings of one type of food than another, that does not mean one food is less important than another.

A paramount question remains: What happened to the combina-

tion food group? It fails to appear in any of the materials seen recently. It is still around and used to make excellent fifth group, but now we have five, the extras and the combination giving us seven food groups. This arrangement is what we had in the 1940's when it was decided that was too many food groups.

Recently, *USA Today* asked for pictures of the five food group concept. Some 30 schools responded sending in pictures using buildings, building blocks, dinosaurs, food farms, other plants and animals, a rainbow, and a dinner plate. A 13-year-old had the dinner plate divided into correct proportions, eliminating the confusion the pyramid caused. Sometimes we should pay more attention to what our children say and do. In elementary school, children study graphs first as a pie plate and it represents mealtime with proportions that are more meaningful than the blocks and pyramids.

Now all we have to do is change all the textbooks and materials that have saturated our schools the last 20 to 30 years. Hopefully, by the year 2000 we will have excepted the new Five Food Group Pyramid Concept.

REFERENCES: Dairy Council of Wisconsin, 999 Oakmont Plaza, Westmont, IL 60559; USA Today, Silver Springs, MD 20914.

NEWS RELEASE: Health Education Credentialing

THE NATIONAL COMMISSION FOR HEALTH EDUCATION CREDENTIALING, INC.
Professional Examination Service, 475 Riverside Drive, Suite 740, New York, NY 10115
(212) 870-2047 FAX: (212) 870-3333

Contact:
Dr. Marilyn Schima
(212) 870-2047 FAX: (212) 870-3333

CALL FOR CONTINUING EDUCATION PROVIDERS

The National Commission for Health Education Credentialing, Inc. (NCHEC) is seeking colleges/universities, state and local health departments, voluntary agencies, and other organizations to apply for designation by NCHEC as a provider of continuing education in health education. There are two types of designation:

- Multiple-Event Providers are designated for a two-year period and can conduct many continuing education activities. Over 30 providers have been designated to date. There are four dates when applications can be submitted for review. They are January 1, April 1, July 1, and October 1.
- Single-Event Providers are designated for a single continuing education activity. Fifty-one have been designated to date. These applications are due 60 days prior to the proposed event, and are reviewed as they are received.

Certified Health Education Specialists (CHES) must complete continuing education requirements to be re-certified every five years. Since 1989, more than 3700 individuals have met the requirements to be CHES. Currently, there are CHES's throughout the United States in all 50 states, the District of Columbia, Puerto Rico, and in nine other countries.

NCHEC 1993 EXAMINATION UPDATE

With the administration of the Certification Examination for Health Education Specialists on October 16, 1993, the NCHEC announces that 324 candidates have passed the examination, increasing the number of Certified Health Education Specialists to 3700.

The test is designed for individuals at any level who have completed a formal health education curricula.

1994 EXAMINATION

The NCHEC announces the 1994 administration of the Certification Examination for Health Education Specialists to be given October 15, 1994. For 1993 and 1994, a second level of entry to qualify for the examination has been opened for practicing health education specialists. The two levels include the following requirements:

LEVEL I - A degree with a health education emphasis of 25 credit hours or 37 quarter hours.

LEVEL II - A degree with 15 credit hours of health education coursework, 10 years continuous employment, and five years membership in one or more professional organizations.

The test will be administered October 15, 1994.

An exam application handbook and provider handbook is available upon request.
For more information on the 1994 exam or professional development, contact NCHEC at the address above.

Presidential Sports Award



Can You Meet the Challenge?



FOR IMMEDIATE RELEASE

CONTACT: TOM LEIX, (317) 872-2900
J.D. MINIEAR, (317) 328-2775

PC EXERCISE SOFTWARE COMPLEMENTS PRESIDENTIAL SPORTS AWARD PROGRAM

INDIANAPOLIS, IN, JUNE 1994—Health-conscious families can now monitor their sports and exercise activities quickly and easily with IBM-compatible fitness software manufactured by Aerosoft.

Tom Leix, Director of Special Projects for the Amateur Athletic Union (AAU) states, "The amount of work that has been put into the program is tremendous. The potential for the software is even greater. In addition to home use, it allows fitness clubs, corporations, and wellness administrators to 'conveniently' track the fitness progress of their members."

Within the package, up to 999 users can compute aerobic points for 34 types of exercise and calories burned for 50 types of exercise. With one of the print options, participants can track their progress toward earning a Presidential Sports Award, a motivational program developed by the President's Council on Physical Fitness and Sports in 1972, and administered by the AAU.

Other reporting options are: detail and summary fitness history; group rankings by exercise types; fitness levels; user ID's; and mailing labels.

Individual exercise history can be brought up on a scrollable screen detailing or summarizing every activity logged in a given month. The 39-page manual contains: 3½" and 5¼" diskettes, tips on how to organize a wellness program, Presidential Sports Award poster, and brochure.

"The Aerosoft Fitness Log is very user-friendly and accurate. It gives us positive feedback and helps us to reinforce good fitness behavior," exclaims Betty Blanton, a director of recreational sports at Texas Tech University.

"We log on users every day, tracking their cardiovascular fitness levels, enabling them to set personal exercise goals," continues Sheila Hannigan (Health Promotion and Fitness Director for the Wellness Institute of America).

Patricia Jackson, a public school nurse in Coon Rapids, Iowa, points out, "All schools and homes could benefit from this software. We run the Log in Windows and our faculty and students are able to earn Presidential Sports Awards by engaging in 50 hours of activity over a four-month time frame."

Featured last September in *PC Novice* magazine, the Aerosoft Fitness Log is currently used by schools, companies, hospitals, and fitness clubs including NASA, Army Corps of Engineers, British Petroleum, Johnson & Johnson, and the University of Hawaii, as well as households.

Additional features include mouse compatibility, aerobic data entry sheets, optional passwords, and monthly comparisons of current to previous year aerobic points. Minimum requirements for running the Aerosoft Fitness Log are DOS 2.0 and 640K RAM.

Costs are \$49 plus shipping. Purchasing inquiries should be directed to: AAU, P.O. Box 68207, Indianapolis, IN 46268, (317) 872-2900, and Aerosoft, 7243 Causeway, No. 1B, Indianapolis, IN 46214, (317) 328-2775.



Computer Junctions

SOFTWARE SOURCES

by

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Corvallis, OR 97331

*This article is reprinted with permission from The Oregon Journal, Winter 1994, 28:3, 6,8.
The Oregon Journal is a publication of the Oregon Alliance for Health, Physical Education, Recreation and Dance,
Oregon State University, Corvallis, OR 97331.*

The following software listing is an attempt to briefly describe programs which might be of interest to professionals in our disciplines. While I may have used or previewed a few of these programs, listing of the following software should not be taken as an endorsement of the product. Program descriptions are taken from the products catalog literature.

The 1994 issue of the Health Edco Catalog (800-299-3366 ext. 295) included a number of new software with applications to the school health or physical education setting (see September CE for previous list).

Healthstyle Software, IBM, \$295, Adult. Provides a survey of an individual's health and safety habits, including smoking, drinking, diet, exercise, stress, and accident prevention. The Personal Wellness Report indicates scores for each of the above and displays them on a bar graph with a scale ranging from unhealthy to healthy.

Nutrition Profile (professional), IBM, \$660, Adult. Use to assess a person's eating habits and generate a report recommending areas for improvement.

The Spring 1994 issue of the Educational Resources Catalog (800-624-2926) included a number of new software titles with applications to the school health or physical education setting (see September CE for previous list).

Drug Abuse Prevention Series: Alcohol, Cocaine, Introduction to

Psychoactive Drugs, Marijuana, Street Drugs - Trip or Trap, Tobacco, MAC, IBM, and some Apple; \$32.95 each. Teach students about sensitive subjects. Contain self-tests, glossaries, color & graphics, and allow student to interact with the programs.

Drug Abuse Learning Environment (DALE), Purdue University, MAC(new) & IBM, \$55.95 each, grades 4-6,7-9,10-12. Provides student with consistent information regarding the serious medical and social consequences of substance abuse. The package includes a teacher's guide, user's guide, a knowledge survey, and a game arcade.

Also available: **The Human Body, CPR, Teens are Non-Divorceable, and Safety First** (call for info & price).

IEPWorks, Apple & MAC, \$69.95. Facilitates the writing of Individualized Educational Programs by utilizing and enhancing the abilities of AppleWorks & Claris Works. Goal and objective files are standard files for these programs and are accessible for review and editing in their word processor. Includes sample goal and objective files.

The AIDS Avenger, MAC & IBM, \$46.95 each, grades 2-up. Teaches young people about HIV and AIDS. The player assumes the role of the AIDS Avenger and must eliminate all the Goblins by listening and observing people's thoughts and conversations about HIV and AIDS

and making life-saving corrections. The player's grasp of information is tested and reinforced during the game.

BodyWorks 3.0, IBM, \$41.95, grades 7-up. Explore the human body's systems, structures, and functions in fascinating details. Graphics guide you on a journey, let you study specific areas, and zoom in for a complete look.

The 1994 issue of the Vital Signs Catalog (608-735-4718) included a new software title with applications to the fitness setting (see Winter 93 CE for previous list).

Fitness Analyst, IBM, \$695. The professional-caliber fitness assessment system for corporate fitness centers, clubs, coaches, and sports-fitness professionals. Provides a battery of over 50 tests for assessing: aerobic and cardiovascular Capacity (16 tests), Body Composition (9 measures), Strength and Endurance (8 tests), Flexibility, Body Mass Index, Hip/Waist Ratio, Blood Pressure, Circumferences, and much more. Any 7 of these measures can be combined into a custom protocol. Also includes the complete Canadian Standardized Test of Fitness.

The October 1993 issue of Rehabilitation Today Magazine (page 24) included a product Directory for various equipment suppliers including a listing of companies providing Computerized Testing Equipment and Computers/Computer Software/Office & Billing

Management. Unfortunately, software program names are not listed for the companies.

The December/January 1994 issue of Athletic Management Magazine (page 64) included a product Directory or various equipment suppliers. The Computer Systems/Software section included listings under the following: Athletic Equipment, Athletic Training, Budgeting, Coaching, Game Statistics, Management, Nutrition Analysis, Recruiting, Scheduling, and Ticketing. Software program names were not listed for the companies.

Athletic Manager, (800-3BERTON), IBM, demo available. Tracks athlete's biographical,

medical/health, and athletic/conditioning data. Create, save, and print practice activity logs. Monitor school equipment and uniforms.

Class Program Management Software, (800-661-1196), IBM for Windows. Recreation software can handle mailings, registrations, reservations and other facility management tasks.

The 1994 issue of the National Wellness Institute (8-243-8694) included new software title with applications to the wellness setting (see Winter 93 CE for previous offerings).

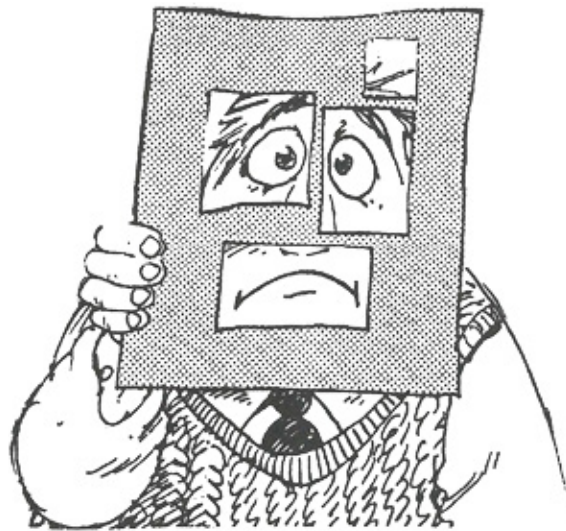
TestWell: Wellness Inventory, IBM, \$59.95.

TestWell: Wellness Inventory-College Version, IBM, \$89.95, age

18+. Programs designed to address lifestyle choices. These tools promote awareness of the six dimensions of wellness - physical, social, emotional, intellectual, occupational, and spiritual - and bring into focus the interrelationship among these dimensions.

TestWell: Health Risk Appraisal, IBM, \$99.95. Designed to provide an awareness of how current behaviors and physical health measurements impact health risks. By assessing non modifiable risks as well as modifiable risks (weight, serum cholesterol, & blood pressure), the program is able to provide an appraisal of the top ten risks of death. Utilizes the latest statistics from the Centers for Disease Control.

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The Litigation Connection . . .

A REPRINTED ARTICLE

Supervision of Locker Rooms in Public Schools:

Legal Prerogative or Mandate?

The Case of Fritts vs. Portland School District

by

James E. Hart, Ed.D.

Eugene Public Schools

This article is reprinted with permission from the Oregon Journal, Winter 1994, 28:3, 10,12-15.

The Oregon Journal is a publication of the Oregon Alliance for Health, Physical Education, Recreation and Dance, Oregon State University, Corvallis, OR 97331.



Physical educators and coaches have a number of legal responsibilities towards students under their care, not the least which is the duty to supervise. At a time when the actions of school districts and their employees are increasingly being challenged in courts, it is imperative that professional educators carefully reflect upon their programs of instruction and the manner in which they deliver those programs to students. The prudent physical educator or coach should carefully plan for both the instruction and supervision of the students under their care as well as assume the lead role in providing safe equipment and ensuring that their programs are carried out within a safe environment.

Student injuries are certainly not uncommon to either physical education or sport programs. While a certain element of risk will always be present in physical education and sport programs, due to the nature of the activities being engaged in, the fact remains that a very large number of the accidents involving students could be prevented. In *Principles of Safety in Physical Education and Sport*, a 1987 publication of the AAHPERD, Dougherty states “. . . these accidents are frequently the result of factors which lead predictably to injuries. Often these acci-

dents and injuries can be traced directly to social, environmental, and behavioral factors which, if regulated, would result in dramatic reductions in death and injuries.”¹ While teaching methodology, inadequate instructions, equipment, facilities and grounds, transportation, and first aid have been the focus of countless lawsuits involving physical educators, coaches, administrators, and school districts, lack of adequate or proper supervision remains as the number one issue in negligence claims involving physical education and sport.

The supervisory duties of physical education and sport staff are many and require more than mere presence. The supervisory duties of physical educators and coaches include being aware of the health status of students under their care; general overseeing of the student activities being engaged in; keeping activity within the skill level of individual students; keeping students from engaging in dangerous activities; establishing, communicating, and enforcing class, team, and school rules; and making accommodations for size, age, and skill differences when matching students for participation.² Courts have consistently agreed that it is reasonable to expect teachers to be present in classes and practice sessions which they have

been entrusted to teach or coach.

In addition to presence in the classroom or activity area, supervisory duties of physical education and sport staff generally include passage to and from the activity as well as locker room supervision. This very issue was at the heart of a recently settled case, *Fritts vs. Portland School District*.³ The plaintiff in this case was a 9th grade boy enrolled in a regular physical education class. He had entered the locker room during or at the end of his 10-minute morning break in order to get dressed down for his upcoming physical education class. While getting dressed along with another student, a third student entered the locker room. This third student, who was alleged to have had a previous record of behavior problems, picked up a discarded lock which had apparently been cut from a locker by one of the custodians. Upon announcing to the plaintiff and the other student to watch out, he proceeded to throw the lock down the locker room. The jagged and cut end of the lock struck the plaintiff in the eye, causing permanent damage resulting in blindness to his center of vision. At the time of the incident, no teacher was present in the locker room. The plaintiff filed suit against the school district claiming the school and district were negligent in their supervision of the locker room.

Evidence gathered in depositions made it clear that there was no teacher or other adult supervision in the locker room at the time of the Fritts accident. Evidence about the actual time of the accident was in dispute. The district claimed it occurred during the 10-minute morning break period. The plaintiff claimed the bell from the end of the break period and signalling the beginning of the passing time to the next period had run. Testimony by the teachers indicated that their practice was to supervise in the hallway outside of the gym during the 10-minute break period. The teachers acknowledged that the locker rooms were left unlocked during this time, and that it was not uncommon for students to use them at this time as the bathrooms within the locker rooms provided more privacy than those upstairs in the hall. They also acknowledged that some students would use part of the 10-minute break to start dressing down early for their physical education class. While all teachers were encouraged to make their presence known in the halls during the break period as well as during passing times between classes for supervisory reasons, there was no established or communicated plan of supervision which demanded that the physical education teachers be in the halls rather than in the locker room. The individual teachers had discretion as to where to place themselves. The male physical education teacher testified that if he were to go down the stairs to the locker room and find students present, he would be responsible for supervision while there but that he couldn't be responsible for supervision if he was not present.

School policy required that all classrooms be locked when not in use or under the direct supervision of a teacher. The physical education teachers, while acknowledging that the locker rooms were left open, claimed that the locker room was not a part of the physical education classroom and was therefore exempt from the policy. They likened the

locker room to the restrooms in the main hall. They claimed that it would be impractical to lock the numerous doors to the locker room and then unlock them when it was time for class. The teachers and administration both stated that the teacher's responsibility for a class begins when the passing time is over and the bell signals the actual beginning of the instructional period. This is contrary to accepted professional practice which would dictate that teachers be present in their classrooms when students arrive, physical educators should be present at the locker room when students first start to arrive and remain there until students proceeded to their activity area.

At the end of the passing time, students were given seven additional minutes to dress down and report to their activity area before being counted tardy. The student depositions, as well as those of the teachers, indicated that teacher presence in the actual dressing area was uncommon. Teachers were often taking care of equipment, exchanging attendance information, or taking care of business in their offices which were located within the locker rooms but which offered poor visibility to the entire area. Student testimony indicated that it was not uncommon for general horseplay to occur in the locker room, specifically, throwing paper and other objects, kicking or tossing a ball, Frisbee, etc. If it got too loud, the teacher would come out of the office, if he was there, and yell at students to knock it off. The physical education teacher testified that horseplay sometimes occurred in the locker room and that teacher presence was an important factor in eliminating horseplay whether in the gym, hall, or locker room. The student who threw the lock testified he would not have thrown the lock had the teacher been present inside the locker room. When asked if he would have thrown the lock if he knew the teacher was in his office, he said he probably would have. He was not disciplined. According to his mother,

the assistant principal told her that her son would not be disciplined as this was not unusual behavior for boys in the locker room, and was just an unfortunate accident. Even though it was an accident, the boy felt that he should have been disciplined for his actions.

The district filed for a summary judgment claiming its plan and method for building supervision was a discretionary rather than ministerial function. Discretionary acts or functions are immune to suit whereas ministerial acts are not. Discretionary acts or functions are those which require judgment and choice and where no hard and fast rule exists as to a course of conduct.⁴ Discretionary acts are generally limited to policy level decisions. These decisions are often awarded immunity protection so as to not inhibit decision making at the policy level. A ministerial function, on the other hand, is a duty imposed by law and where there is no discretion as to how to act. The court denied the district's motion for summary judgment finding sufficient grounds for a dispute of material facts. A week after the court's denial of the motion for summary judgment and just prior to the assigned trial date, the parties reached an out-of-court settlement which awarded the plaintiff \$12,000 in damages.

This case raised a number of important issues for physical educators, coaches, and administrators alike. Unfortunately, the out-of-court settlement deprived us of the discussion and court resolution of these issues. Locker room safety is a critical issue for the physical education and sport setting. It is the belief of this author that the school district in this case was very fortunate to get off with a mere \$12,000 award for an injury which is going to have a lifetime impact upon the plaintiff. The discussion of these issues which follows is based upon other settled court cases as well as the professional literature.

Local school districts and school buildings have discretion in the development of their plan for the

general supervision of school facilities and grounds. This would extend to matters such as the number of supervisors, which personnel would have supervisory responsibilities and when, specific responsibilities of supervisors, and emergency procedures. They do not, however, have discretion as to whether to supervise or not. Supervision is a mandated responsibility owed to students. In this case the district attempted to gray the issue by saying they employed their protected supervisors in the hall during the morning break time. The fact remains that they chose to leave an area, left open and known to be used by students, totally unsupervised. This was not an isolated occurrence but a matter of standard practice during the morning break. There is substantial reason to believe that this decision fell well outside the boundaries of their discretion. All areas known to be used and left open for student use should be supervised and should be included in the building plan for supervision. The building plan for supervision should be written and clearly communicated to all staff. This was not the case here. While the physical education staff felt the recommendation was for all staff to help supervise the hallways during break, they had no clear direction as to what their responsibilities were and where they had to be.

Questions arose during the taking of depositions for this case as to whether or not the locker room was in fact a part of the physical education classroom. If it was, in fact, part of the physical education classroom, then written school policy required that they be locked when not in use or under the supervision of a staff member. This would include the time during morning break. The physical education staff testified they did not consider the locker room as part of the classroom, yet acknowledged that students not only changed and prepared for class there but often were given announcements and beginning instructions for the activity to be engaged in that day while

gathered in the locker room. Locker rooms are not just another restroom. They are, and always have been, considered a part of the physical education classroom. Physical educators and coaches charged with responsibility for instructional and athletic programs have a clear responsibility to supervise the locker room as well as the area in which the activity is to take place and all points in between. Just as they are responsible for securing equipment and instructional facilities, physical educators must secure locker room facilities when they are not in use. They should be made inaccessible to students when supervision is not available.

Locker rooms represent one of the more dangerous rooms in a school facility. If left unattended, they lend themselves to horseplay. Arnold states, "physical educators must continuously appreciate the dangers posed by potentially slippery floors, sharp and protruding corners, and large groups of frequently emotionally-charged students in relatively small areas and take appropriate precautionary measures to prevent injuries. Because of the high risk of injury in most locker rooms, closer supervision is required."⁵ While there was dispute in the Fritts case as to whether or not the injury took place during the 10-minute break or during the passing time (dressing time), evidence presented in both student and teacher depositions raised serious questions as to the adequacy of supervision of the locker room. As was mentioned previously, adequate supervision requires more than mere presence. It seemed clear that the physical education staff spent little time actively supervising the students in the locker room either at the beginning or at the end of the class period. If in the locker room, they were quite often in the office engaged in activities such as paperwork, phone calls, and preparations for their next class. At the end of class periods they frequently stayed upstairs to take care of equipment and to exchange information about individual student attend-

ance and grades (students were shared between more than one teacher depending upon their activity choice). Supervision needs to be active and entails a number of responsibilities. The discussion which follows is intended to alert readers to the hazards posed by locker rooms and to make recommendations for reasonable and prudent supervision of the locker and shower facility.

The floors of most school locker rooms are of a smooth, sealed concrete surface. Sometimes they are even polished. While these types of floors are easy for custodial staff to clean, they are extremely slick when wet. Locker rooms are often congested with a large number of students in a relatively small and confined area. These students are often emotionally charged due to the activity just completed or the activity being anticipated. Crowding tends to foster activity such as pushing, shoving, and general horseplay. This is especially true during time which is unstructured such as the dressing and showering period. Within the confined space of the locker room, many items can be found which lend themselves easily to horseplay and ultimately to accidental injuries. The lockers themselves, wire baskets for student clothing, lost or discarded locks, laundry carts, towels, benches, trash cans, clothes, sinks, and showers can all facilitate horseplay. Whether it's running and jumping over benches, slamming lockers, sliding wire baskets down the floor, throwing locks or other objects, shoving laundry carts, playing keep-away with someone else's clothes or shoes, snapping towels, or squirting water, the risk of injury is very real. Horseplay can be dangerous wherever it occurs, but because of the hard, slick concrete surface and the crowded conditions present in most locker rooms, the risk is elevated.⁶ Serious head injuries resulting from falls are not uncommon to locker room accidents. It is imperative that each and every physical educator and coach take the duty of locker room supervision very

seriously. It cannot be “down time” for the teacher. While supervision is also required during the instructional period, the toughest time to supervise is during unstructured time. In addition to the risks associated with horseplay, teachers and coaches must be alert to the possibility of non-school personnel wandering into school facilities. The potential for assaults and drug trafficking exists and represents a foreseeable risk if locker rooms are left unlocked and unattended by school personnel.

Teachers and coaches are required to use reasonable care to protect students from harm whenever a foreseeable risk of harm exists. The standard of care required of physical educators and coaches is that of a reasonable and prudent physical educator or coach. In applying this standard to one’s action, when a student or athlete is injured, courts ask what the reasonable and prudent physical educator or coach would have done in the same or similar circumstances. In answering this question, a balancing test is applied. This test basically weighs the risk of injury against the cost or inconvenience of taking precautions to prevent the injury. The following suggestions from “Locker Room Liability,” a 1990 article in *Strategies*, are offered as guidelines in developing a reasonable and prudent approach to locker room supervision:

- 1. Establish clear rules relative to locker room as well as classroom/gymnasium behavior. Provide students with a written copy of all rules and expectations. Written copies not only contribute to safety but provide useful documentation in the event of a mishap.
- 2. Post signs which outline important behavioral expectations in both the gym and the locker room.
- 3. Provide written as well as verbal warnings of all risks associated with behavior which contradicts the posted expectations. Be specific about the

risks. For example, students need to know the possible consequences of a serious head injury resulting from a fall in the locker room.

- 4. Consistently enforce all rules which have been communicated to students. The teacher should be in the position to enforce the rules. It is not enough to simply tell the class the rules. Rules that are not enforced do not exist.
- 5. Keep locker rooms locked during class time (and during breaks, including lunch time) to prevent unsupervised entry into the locker room by either students or non-school personnel. Limit access to the locker room to a single entrance.
- 6. Move students as a group from the locker room to the gym/field as well as from the gym/field to the locker room.
- 7. Provide adequate time for dressing, both before and after class so that students are not forced or encouraged to rush.
- 8. Provide a quiet down or cool down activity before dismissing classes to get dressed. Do not allow the competitive and active atmosphere of the class to spill into the locker room.
- 9. Where two teachers of the opposite sex are not available to supervise both the boys’ and girls’ locker rooms, request that the administration provide a classified staff member (office clerk, teacher aide, IMC staff, etc.) to help with supervision during the dressing period. Periodic visits by a member of the administration would also be helpful.
- 10. Where a dressing room of the opposite sex must be supervised, leave a door to the locker room open and make use of listening skills to alert to any rowdy behavior. Clearly communicate to both students and parents the circumstances and pro-

cedures by which a supervisor would enter the locker room of the opposite sex.

- 11. Make use of student helpers to assist in the monitoring of student behavior in the locker room during the dressing period. While student helpers cannot replace teacher supervision, they can be very helpful in alerting the teacher on duty to any inappropriate or dangerous behavior. Follow up on all reports of inappropriate behavior.
- 12. Keep locker rooms clean and orderly. Messy locker rooms with things left out on the floor help foster rowdy behavior (discarded or lost locks should be stored or disposed of in teacher office and not in locker room trash cans).
- 13. Take the duty of supervision seriously. Be present and provide active rather than passive supervision. Distractions such as phone calls and preparations for upcoming classes should not be allowed to limit the ability to provide active supervision. The teacher or coach should be the first to arrive and the last to leave.⁷

Failure to abide by practices such as those outlined above have resulted in numerous and preventable accidents which have resulted in significant injury, disability, and death. The Fritts case involved a permanent and disabling eye injury as a result of horseplay in an unsupervised locker room prior to the start of a physical education class. *Leger vs. Stockton Unified School District*, 249 Ca. Rptr. 688 (1988) involved an athlete being assaulted while dressing down for wrestling practice. *Kersey vs. Harpin*, 591 S.W. 2d 745 (1979) dealt with the case of a Missouri student who received fatal head injuries as a result of a scuffle in an unsupervised locker room prior to the start of his physical education class. *Campbell vs. Montgomery City Board of Education*, 53 A. 2d 9 (1987) dealt with the sexual assault of a Maryland female student

by several boys in an unsupervised boys locker room at the conclusion of their physical education class. *Holsapple vs. Casey Community Unit School District*, 510 N.E. 2d 499 (1987) involved an Illinois student who suffered a traumatic amputation of a finger as a result of an altercation and chase through an unsupervised locker room prior to a school-sponsored athletic event. These cases represent just the tip of the iceberg.

Locker rooms and athletic facilities are often the site for athletic hazing. A recent incident aired on Donahue and reported by Associated Press told the story of a 17-year-old Utah high school student who was bound hand and foot and left standing with his genitals taped to a metal towel rack by his football teammates, who then led a girl he had dated into the locker room.⁸ A sophomore on an Oregon high school football team was urinated on by a senior member of the football team who made a practice of urinating on underclassmen as a means of intimidation. While not a locker room case, another incident of hazing reported on national television told the story of a Washington high school wrestler who was raped by teammates with a mop handle during an unsupervised practice session while the coach attended a staff meeting.⁹

Students, whether in elementary, junior high, or high school, are children and adolescents. They are not adults. They can be expected on occasion to use poor or little judgment. If left unattended, they can be expected to get into what they consider to be innocent mischief. While some can be mischievous, others can be cruel. Students have a right to be safe when they come to school. They have the right to expect a positive experience. Parents have a right to expect school personnel to foresee risks to their children and to take reasonable steps or precautions to prevent harm from coming to their children. These reasonable steps and precautions begin with a solid plan of supervision in all areas of the school

program. It is imperative that physical educators and coaches fully accept their responsibility to not only teach but to supervise all students under their care. This duty does not begin and end with the skill, fitness, or game activity for the day, but with the active supervision of students as they first enter through the locker room door until they leave that same door at the end of the period. Locker room supervision is not a legal prerogative, it is a mandate that all physical educators, coaches, and school administrators should take very seriously for their own legal protection and, even more importantly, for the welfare of the students whom they have been entrusted to care for!

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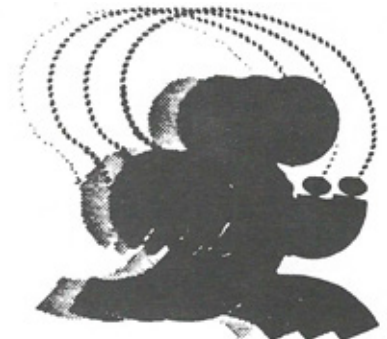
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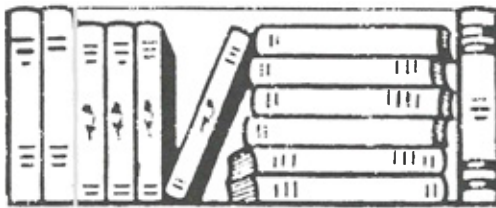
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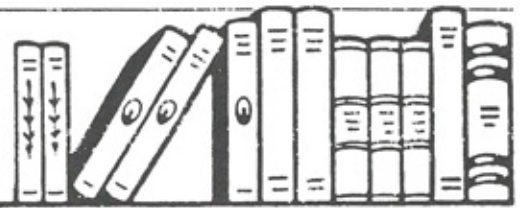


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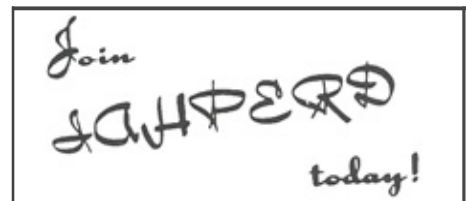
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Parting shot . . .



What are they doing?

IAHPERD Membership

THE PROFESSIONAL ORGANIZATION

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

The purposes of IAHPERD are as follows:

Research and Demonstration

To employ the necessary means to foster, advance, and promote the kind of research, studies,

and demonstrations necessary to advance the fields of health, physical education, recreation, and dance.

Education and Training

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

Scholarships

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

INDIANA IAHPERD APPLICATION FOR MEMBERSHIP

(Please Print/Type)

Last Name _____ First _____ M.I. _____

Address _____
Street

City _____ State _____ Zip _____

County _____

Telephone: Area Code (_____) _____

Member Class: Professional \$20.00 Student \$10.00
(Undergraduate or Full-Time Graduate Student)

New Renewal

Make check payable to: Indiana AHPERD.

Send to: Dr. Nick Kellum, IU/PU-I, 901 West New York Street, Indianapolis, IN 46202

MEMBERSHIP EXPIRES 1 YEAR FROM DATE DUES PAYMENT IS RECEIVED.

Your *JOURNAL* cannot be forwarded.
If a change of address occurs, please notify:
P. Nicholas Kellum
Executive Director, IAHPERD
School of Physical Education
IUPUI
901 West New York Street
Indianapolis, Indiana 46223

OPPORTUNITY FOR INVOLVEMENT

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

HELP NEEDED:

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

P. Nicholas Kellum
Executive Director, IAHPERD
School of Physical Education
IUPUI
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