

INDIANA

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Inside This Issue

- Inclusion
- Title IX Compliance
- Computer Training
- and more!

Indiana Association
for Health, Physical
Education, Recreation
and Dance



JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 24, Number 1

Indiana Association for

Winter 1995

Health, Physical Education, Recreation and Dance

Indiana AHPERD 1993-94

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Message from the President

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SPEAK OUT!

It was great to see and meet so many IAHPERD members at the convention at Merrillville. I do hope to see many of you actively involved in the organization as we start 1995.

Advocacy is central to my focus this year, also to the focus at the Midwest and National AHPERD levels. **SPEAK OUT** (thank you, Jane Davis Brezette) will be the theme I plan to pursue. IAHPERD cannot **SPEAK OUT** unless we know your issues, concerns, and the quality work you do. I encourage everyone to communicate more and more often.

Therefore, my plan is to involve as many grassroots people as possible and to use meeting times as working sessions when we can capitalize on having all the brainpower and creativity in one place at one time.

I plan to meet with legislators, the state Superintendent, principals, and school board associations to help spread the word about IAHPERD. We hold great possibilities in the area of education—not just knowledge but in attitudinal and behavioral change

in students and clients, and therefore, hold a key to prevention which is so essential to society. The “sick care reform” with which our government is currently dealing would not be so problematic if OUR (AAHPERD, MAHPERD, IAHPERD) HEALTH CARE reform package of healthy lifestyles and quality health, physical education, recreation, and dance programs were better supported. Through our organizations’ efforts, I hope to spread that message.

Most importantly, I plan to visit as many elementary, middle, junior high, and high schools as possible so I have a clear picture of the great programs happening currently for children of all ages and skill levels in Indiana.

PLEASE CALL AND INVITE ME TO YOUR SCHOOL AND/OR PROGRAMS.

Best wishes for a meaningful holiday season. Plan to be involved and have your voice heard through IAHPERD in 1995.

Sunshine, rainbows, hugs, and frogs.

NOTIONS From YOUR EDITOR . . .

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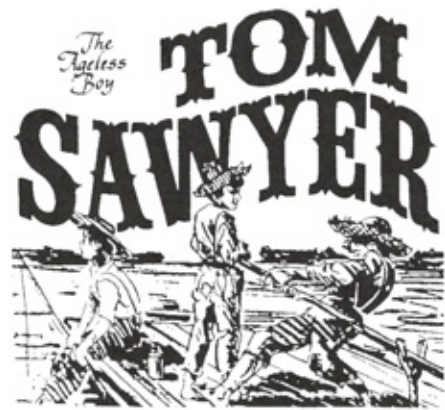
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Organizing and Developing Your Ideas for a First Draft:

PART V - REVISING

The experienced writer often revises by rereading his/her writing and making simultaneous changes in content, sentence structure, word choice, punctuation, and mechanics. However, the inexperienced writer should use the following revision sequence:

- Set aside the rough draft;
- reread the draft;
- revise the content;
- revise the style;
- revise technical errors;
- consult a peer editor;
- make final changes; and
- prepare a final copy to submit.

SET ASIDE THE ROUGH DRAFT

After finishing your draft, take a break from your writing. It is always good to step away from your work to clear your mind and frustrations. As time passes you will begin to regain your objectivity about your writing and will be ready for the revision process. Several days would be best, but if that is not possible, then stop working on the article for at least several hours. Do anything that will rest and refresh your mind for writing and allow you to look at your work critically and with detachment.

CONTENT REVISION

When you return to your paper, examine its content for clarity, coherence, and completeness. To guide your revision, consider the following questions:

- Are the title and the introductory strategy interesting, clear, and appropriate in tone?
- Does the thesis statement clearly present the

- topic and your opinion about it?
- Do the topics of the paragraphs support the thesis statement? Are they clearly stated?
- Are the topics presented in a clear, emphatic order?
- Are the paragraphs adequately developed? Is there enough detail? Are there enough examples? Does information in each paragraph relate to the thesis statement?
- Are the summary and concluding strategy effective?

When you have many content revisions, do more than one revised draft.

STYLE REVISION

The next step after content revision is achieving a clear and compelling presentation of that content. When you have developed strong content in your article, refine the style, using these questions as a guide:

- Do the lengths and types of sentences vary?
- Do sentences clearly and concisely express their meaning?
- Are word choices vivid, accurate, and appropriate?
- Do most sentences use the active voice?
- Do transitions adequately relate ideas?

ELIMINATION OF TECHNICAL ERRORS AND INCONSISTENCIES

Technical revision focuses on grammar, punctuation, mechanics, spelling, and manuscript form. This is the third step in the revision sequence. Ask yourself

the following general questions and also watch for technical errors that you know you make frequently:

- Are all words correctly spelled?
- Are any necessary words omitted? Are any words unnecessarily repeated?
- Is punctuation accurate?
- Are elements of mechanics properly used?
- Are all sentences complete?
- Do nouns and pronouns, and subjects and verbs agree in number and gender as appropriate?
- Are all pronoun antecedents clear?
- Are all modifiers logically positioned?

PEER EDITING

A peer editor can read your article and evaluate its content, style, and technical correctness. Consider the following guidelines for peer editing:

- Find a peer editor with writing experience and standards that are similar to yours. Ideally, your peer editor should be from your profession because then you and he/she are likely to share similar expectations about audience, purpose, and requirements for the article.
- Ask a peer editor specific questions, focusing on issues of particular importance to you, such as:


- For an assessment of the order of the information or paragraphs;
- subject-verb agreement;
- punctuation;
- complete sentences, etc.

Don't simply ask for an undirected review, rather, ask for specific comments to your needs and expect **criticism**.


- Ask the peer editor to point out problems but to refrain from altering your article. A good peer editor would note, for instance, that your introductory strategy does not reflect the tone or purpose of your article but would leave it to you to reconsider and revise the strategy—if you agree with his/her assessment. Don't expect the editor to rewrite the article for you.
- Consider carefully the comments and queries of your peer editor, but also trust your own judgment. Make no subjective changes that do not seem right and necessary to you.

FINAL COPY

You are now ready to prepare your final copy. Use a typewriter or word processor, double-space, and use a manuscript form. Check the journal you are writing for to see what is required, whether it be **MLA** or **APA** style.



AAHPERD
Membership
Application



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

Yes, I want to join AAHPERD.

Name (Mr.) (Ms.) _____

Address _____

City _____ State _____ Zip _____

Telephone: Home () _____ Office () _____

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

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

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

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

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

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

| | | | |
|---------------------------------------|------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Professional | <small>One-year membership</small> | <small>Two-year membership</small> | <small>Three-year membership</small> |
| Update Plus: | | | |
| Any one periodical* | <input type="checkbox"/> \$85.00 | <input type="checkbox"/> \$150.00 | <input type="checkbox"/> \$200.00 |
| Any two periodicals* | <input type="checkbox"/> \$105.00 | <input type="checkbox"/> \$190.00 | <input type="checkbox"/> \$260.00 |
| Any three periodicals* | <input type="checkbox"/> \$125.00 | <input type="checkbox"/> \$230.00 | <input type="checkbox"/> \$320.00 |

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

| | | |
|------------------------|----------------------------------|----------------------------------|
| | <small>On-campus</small> | <small>Undergraduate</small> |
| Update Plus: | | |
| Any one periodical* | <input type="checkbox"/> \$30.00 | <input type="checkbox"/> \$28.00 |
| Any two periodicals* | <input type="checkbox"/> \$50.00 | <input type="checkbox"/> \$48.00 |
| Any three periodicals* | <input type="checkbox"/> \$70.00 | <input type="checkbox"/> \$68.00 |

Life Membership - \$1500 - available in 3 payments

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

I am remitting my dues

- by enclosed check, payable to AAHPERD
- by VISA (13 or 16 numbers)
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Card # _____ Expiration Date _____

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(Please read and write numbers carefully)

Signature _____

Please indicate amount paid

\$ _____

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Return this form with payment to:

AAHPERD, P.O. Box 10406, Fairfax, VA 22031-8006

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6/92

State of the Profession

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THE FUTURE

The Association of Governing Boards of Colleges and Universities recently published five propositions which the association believes will affect society far into the 21st Century. These propositions are not new to professionals at the college and university level, however, the thought that they will accompany us into the 21st Century is certainly not welcomed. Below are those propositions.

- Economic pressures can be expected to grow in the next generation, both domestically and internationally.
- Demographic change will continue to remake the face of the nation and the world.
- Racial and cultural tension . . . will continue to mount as the pressures of diversity intensify.
- Scientific advances in the next generation will dwarf the changes of the past 25 years.
- The nation's crisis of values and ethics will deepen the difficulty of creating a sense of community in a new age.

Next, the association listed how the propositions will cause issues in higher education for years

to come. I have listed several of those issues below. Following the issues I have listed questions which members in our professions should be exploring and discussing.

BUDGET SQUEEZE

Is there need for our programs to rethink academic priorities in response to financial pressures?

Will pertinent classes and programs be eliminated because of dwindling resources?

How will student outcome assessment be tied to resource allocation?

How can we "down" or "right-size" our units without destroying our quality and effectiveness of instruction?

Should our academic programs be revenue producing?

OVERSIGHT

With NACTE, North Central, Indiana Professional Standards and Essential Skills, The High Education Commission, Indiana government, Goals 2000, and individual professional organizations scrutinizing our programs, how can we continue to be effective and still be accountable to everyone?

Will the Indiana Higher Education Commission

begin to review duplication of programs in state institutions?

Who IS in control of our programs?

ACCOUNTABILITY

How can we demonstrate accountability to our publics?

Will accountability requirements increase our workload?

If we cannot meet accountability standards, will we lose resources for our institution and our programs?

Will state accountability requirements initiate "Big Brother watching over us" phenomenon?

PRODUCTIVITY

Will the Indiana Higher Education Commissions require a specific productivity level for higher education instructors?

What workload can university and college professors reasonably handle?

Will state allocations be attached to productivity requirements?

RACE AND DIVERSITY

Should concepts of diversity be infused into our major courses?

Is one multicultural course sufficient in a student's curriculum?

How can we assist our faculty with instruction in this area?

CHANGING PRIORITIES FOR RESEARCH

Will federal cuts in the budget scale back research monies to higher education?

Will outside money continue to support all types of research?

Will the focus of research shift to community improvement?

Will Boyer's definition of Scholarship be adopted by higher education?

Discussion on these issues should be undertaken at the program level soon. These issues are important to our future and will not disappear. Creative thinking is needed in order to meet these challenges, and today is not too soon to begin.

FOOD POWER:

A Coach's Guide to Improving Performance - Revised 3rd Edition

This handbook for coaches has been updated to provide latest research on nutrition and physical performance. Portfolio booklet also contains 12 duplicating masters and 3 posters.

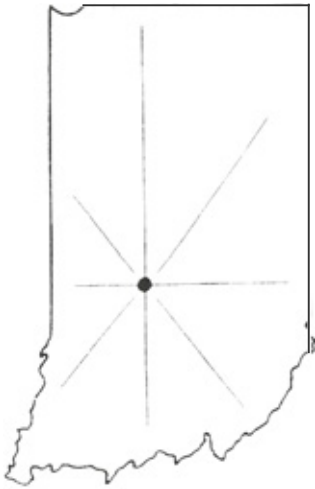
Contact your local Dairy Council office on how to order.

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State of the State

by Barb Ettl
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Now that I am older and wiser (?), and have heard Barbara Coloroso talk about “KIDS ARE WORTH IT—Giving Your Child the Gift of Inner Discipline,” I have a new perspective on children, students, and my relationships with others.

Barbara makes no distinction between our own children and those we teach. The following excerpt from her books says it all:

1. KIDS ARE WORTH IT. I'm sure you believe this, too, because I know you're not in parenting (teaching) for the money.
2. I WILL NOT TREAT A CHILD IN A WAY I MYSELF WOULD NOT WANT TO BE TREATED. If I wouldn't want it done to me, I have no business doing it to my child (or a student).
3. IF IT WORKS AND LEAVES A CHILD'S AND MY OWN DIGNITY INTACT, DO IT. Just because it works doesn't make it good; it must work and leave the child's and my own dignity intact.

When was the last time you assessed the “self-esteem” quotient of your program and policies? With so much focus on the healthy child, are you doing everything you can to build the self-esteem of your students?

ACES UPDATE

All Children exercising simultaneously (ACES) is a yearly event, usually held the first Wednesday in May, whereby children from all over the world exercise for 15 minutes at 10:00 a.m. local time. ACES originally stood for American Children Exercising Simultaneously. Little did Jenny Saunders, a teacher in New Jersey, know that within several years the project would reach such magnitude.

Based upon the information supplied on ACES registration forms, I am delighted to report the following number of participants in Indiana: 68,658 students, 4,212 teachers, 213 administrators, and 1,103 others.

I have asked the participating Indiana schools to submit their ACES activities. Listed below are some of the ideas I received from ACES 1994 that you

“SELF-ESTEEM”— HOW DOES YOUR PROGRAM RATE?

Of the most successful individuals I know personally, I have found one of the common characteristics that all of them possess is self-esteem. By successful, I am not talking about job title, salary, or possessions. I mean those who have a healthy self-image, have healthy relationships with others, and who lead healthy lives.

Research cannot confirm whether or not children are born with a degree of or capacity for self-esteem. Personally, I feel they learn it. While we know that much of what and how a person feels about his or herself results from early interactions in the home, we as physical educators must never underestimate the power we have to build or destroy a student's self-esteem.

As I look back over my teaching experience, I am appalled at some of the policies and/or activities that I thought were important. When I implemented practices to make class organization and management easier for me, how much value did I give to the self-esteem of those that I had pledged to help develop their mental, physical, and social self?

might want to try this year.

- Police led entire school on a 1-mile walk—Parkview Middle School
- Aerobics led by a local gymnastics instructor—Westside Catholic Consolidated Schools
- Country Western Day, all school line-dancing together on playground—IPS 84
- All kids wore T-shirt to support their favorite sports team; all school exercised outside—Lincoln Elementary
- Low impact aerobics with Richard Simmons' "Sweatin' to the Oldies" tape—Utica Elementary/Rush Middle School
- National Guard Captain led exercises—Ladoga Elementary
- Exercise stations planned and coordinated by students on playground; each class started at different station—Spencer Elementary

- "Itsy Bitsy Spider Dance"—Westview Elementary/Newby Elementary
- Scavenger Hunt: go from spot to spot for clues on what to do next—M.R. Brown Elementary
- Fitness Trail—Rockcreek Elementary
- One mile walk AND write letter to student in same grade level stating why exercise is good for you—Smith Elementary

—————
This ACES poem, for students to learn, was shared with me. If you are the author, please let me know!

*Exercise for ACES, be fit not sad and blue,
Keep your veins healthy, free from fat and goo.
Never be a couch potato, be absolutely true,
Keep yourself hardy, for friends (like you,
and you, and you).*

PHYSICAL EDUCATION CURRICULUM REQUEST

When schools are in the process of curriculum revision and/or development, I often receive requests for sample curricula from other Indiana schools for review. In order to assist with this request, the DOE is building a curriculum library.

If your physical education curriculum was revised or developed after Fall 1992, please send me a copy.

To check out a curriculum, please use the following format for your request. All copies may be kept for two weeks and may be photocopied.

Person Making Request _____ School Name _____

School Address _____ Zip _____

Date of Request _____ Area Code/Phone _____

Grade Levels for Curriculum Revision/Development _____

How many schools would you like to review (3 maximum) _____

Areas of Special Interest (for example: fitness, outdoor/leisure activities, rhythms, aquatics, etc.) _____

Please Identify Your Physical Education Facilities (for example: gymnasium, all-purpose room, cafeteria, pool, weight room, aerobic room, outdoor fitness trail, etc.)

(Elementary) _____

(Middle School) _____

(High School) _____

An Invited Article

Inclusion vs. Least Restrictive Environment: What's the Difference in Physical Education?

Dr. Ron Davis and Mr. Tim Davis
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Inclusion, over the past several years, has surfaced as a leading discussion topic within educational reform. Educational reform initiatives have included restructuring, achievement-based curricula, and student choice. Of all the recent educational initiatives, no one topic has swept across the educational plains as that of inclusion of individuals with disabilities within regular educational settings. Teachers, parents, and administrators have been exposed to a variety of definitions, viewpoints, and opinions regarding the inclusion of individuals with disabilities. Many of these reports are contradicting, biased too heavily (pro or con [total/full] inclusion), or misinformed regarding the legal issues surrounding inclusion and least restrictive environment (LRE). Many reports do not address the history that led to the educational reform called inclusion, nor do they report the mandates outlined as the least restrictive environment. This article will attempt to clarify the difference between inclusion and LRE as it relates to physical education."

WHAT IS INCLUSION?

There have been several definitions cited in the literature defining inclusion (Rizzo, Davis, and Toussaint, 1994; Block and Vogler, 1994; Craft, 1994). The following are examples of recent literature defining inclusion from Sherill (1994):

... is all students with disabilities will be educated with their nondisabled peers in regular classes. . . inclusion rejects the LRE or continuum of support to regular physical education as long as separation of students with disabilities is tolerated. . . . (Rizzo, Davis, and Toussaint, 1994)

... is educating all children with disabilities (mild to severe) in regular education settings, even if it involves special resources, personnel, and curricula to make it successful. (Block and Vogler, 1994).

... applies the concept that a separate education, away from peers in regular classrooms in the mainstream of society, is an inherently unequal education for people with disabilities. From a civil rights perspective, inclusion is fair, exclusion is not. (Craft, 1994)

IS INCLUSION MANDATED BY LAW?

No. According to PL 101-476 (Individuals with Disabilities Education Act, IDEA) there is no requirement to implement inclusion. The requirement established by law is to educate each child with a disability within the (most) least restrictive environment possible. It must be remembered that inclusion is considered a school reform that began in the early 80's as regular education initiative (REI). This reform, although not as well known as inclusion, provided much of the philosophical foundation for educating disabled children with their nondisabled peers. Neither REI nor inclusion have state or federal legislation mandating implementation.

WHAT IS LRE?

First, LRE is not the same as inclusion. In fact, the terms "inclusion" (or "mainstreaming") are not legal terms and are never mentioned within PL 101-476 (IDEA). Inclusion is a term used to describe a philosophy of educating children with disabilities alongside their nondisabled peers. The intent of LRE

is to assure that, based on individual needs, the student receives an educational program in an environment where they can safely and satisfactorily participate. LRE can be a process by which progressive placements along a continuum of educational options lead to a goal of optimum educational placement for the student. All children have the right to be educated within the least restrictive environment possible.

IS LRE MANDATED BY LAW?

Yes. Federal legislation states that all children with a disability must be educated to the fullest extent possible with their nondisabled peers. The best possible way to accomplish this is to develop a system of comprehensive placement options, for example: **full integration into regular PE without support or regular PE plus supplementary service, or part-time adapted PE, or full-time adapted PE, or separate schooling, homebound, or special schooling.** These options will help assure that the child with a disability can receive appropriate services. This does not mean that all children need separate services or must be included; it only establishes a stronger network of services in which the individual child's needs may be met creatively and effectively. (Aufsessor, 1991; Block and Krebs, 1992; Sherrill, 1993).

HOW ARE INCLUSION AND LRE DIFFERENT?

Simply put, inclusion is a philosophy that promotes school reform. LRE deals with actual placement options. It is the overlap or gray area between these two concepts that has fueled professional debates and created such confusion. *Table 1* demonstrates a brief comparison between the con-

cept of LRE and inclusion.

There is a procedural guideline, written by the USDOE (United States Department of Education), that must be followed to establish LRE. That procedure is sometimes referred to as "the referral process of IEP process" (child find, assessment, results and IEP written, LRE placement, and periodic review). No systematic process has been identified to establish (total) inclusion.

WHERE DOES THE REGULAR PHYSICAL EDUCATOR AND ADAPTED PHYSICAL EDUCATOR FIT IN?

To assure that all children with disabilities receive appropriate physical education services, a strong network of communication across disciplines must be established. Without a framework in which regular physical education, adapted physical education, special education, and related services (PT, OT, Speech) can communicate, many teachers, parents, and children will become frustrated. The best possible strategy is to seek out the services of the adapted physical educator. If this person does not exist within your area, contact the special education classroom teacher to determine if the child receives additional services from a related area. Once you have determined who provides special services, specific questions regarding appropriate placement can be addressed. Contacting and informing the parents of the child's placement is highly encouraged. Discuss hobbies, interests, and long-range physical goals with parents; share with them your feelings and concerns regarding a regular physical education placement. This can be extremely helpful for the child and you if the child has an inappropriate (physical) educational placement.

Table 1: Comparison of LRE vs. Inclusion

| | LRE | INCLUSION |
|---|-----|-----------|
| Mandated by Law | Yes | No |
| Educational School Reform | No | Yes |
| Concerned with Placement Options along a continuum | Yes | No |
| Concerned with Appropriate Education for All Children | Yes | Yes |
| Must be included on Students IEP | Yes | No |
| Has Procedural guidelines for Implementation | Yes | No |
| Utilizes support on-site services | Yes | Yes |

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Indiana AHPERD Research Report

(This research report was compiled by the Indiana AHPERD Annual Grant Recipient for 1993.)

TITLE IX COMPLIANCE

A Comparison of the Perceptions of NCAA Division III Athletic Administrators, Coaches and Athletes

by

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“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an educational program or activity receiving Federal financial assistance.” (Public Law 92-318, 86 Stat. 373, 1972).

Twenty-two years have elapsed since the passage of Title IX which disallowed sex discrimination in any educational institution accepting Federal funds. Or did it? The problem is that there remains a belief by many that the spirit and letter of the law (Title IX), as it pertains to athletics, has not been fully achieved. A common perception is that men’s athletics maintains a favored status, while women’s athletics remains underserved.

The NCAA has been called to task for dragging its feet in failing to give attention to women’s issues. In 1991 the Knight Foundation Commission (1991, 1991b, 1993) began a series of reports which prompted the NCAA to look closely at issues of reform including an emphasis on gender equity. In 1992 a General Equity Study confirmed what female administrators, coaches, and athletes suspected all along: that Division I schools, despite total enrollments of men and women being virtually equal, men’s programs had a decided advantage. “Men’s teams receive almost 70% of the athletic scholarship money, 77% of the operating money, and 83% of the recruiting money spent by colleges

that play big-time sports.” (Lederman, 1992)

The 20th anniversary of the passage of Title IX (1992) served as an impetus to bring issues of sex discrimination in athletics back into focus. The National Association of Collegiate Athletic Administrators (NACWAA), the Women’s Sports Foundation, the National Women’s Law Center, and a host of advocates for women’s athletics have called for gender equity in all phases of athletics. Donna Lopiano, Executive Director of the Women’s Sports Foundation, Christine Grant, Senior Women’s Athletic Administrator at the University of Iowa, and Ellen Varygus of the National Women’s Law Center have served as voices for the reform.

Table 1.
Division I NCAA Gender Equity Survey Results

| Dependent Variables | Men | Women |
|-------------------------------------|-----------|-----------|
| Average Scholarship Expenses | \$849,130 | \$372,800 |
| Average No. of Scholarships Awarded | 95.71 | 42.27 |
| Average Operating Expenses | \$612,206 | \$179,078 |
| Average Recruiting Expenses | \$139,152 | \$28,840 |

A series of collegiate lawsuits have served notice that the issue of sex discrimination in athletics will not go away. Class action suits such as *Aiken vs. Lieuellen* (1979), *Haffer s. Temple University* (1981), and *Blair vs. Washington State University* (1987), resulted in monetary and injunc-

tive relief awarded to female athletes at the University of Oregon, Temple University, and Washington State University. Further, class action suits *Favia vs. Indiana University of Pennsylvania* (1993), *Cohen vs. Brown University* (1993), and *Roberts vs. Colorado State University* (1993), were filed on the grounds of sex discrimination in athletics for dropping women's sports teams. Perhaps the most significant recent court case has been *Franklin vs. Gwinnett* (1992) which awarded monetary damages to an individual in a sexual harassment suit on the basis of Title IX. This case has set precedent for individual, rather than class action, relief under the Title IX law.

The language bantered about in 1972 was "sex discrimination." The current terminology used is "gender equity." Whereas sex discrimination implied a showing of differences in treatment, partiality to, or prejudice against one gender, gender equity implies a fairness, justness, or a moral rightness in treatment. Though no agreed-upon definition of the term has been reached, the NACWAA has offered the following:

"Gender equity is an atmosphere and a reality where fair distribution of overall athletic opportunity and resources, proportionate to enrollment, are available to women and men and where no student-athlete, coach, or athletic administrator is discriminated against in any way in the athletic program on basis of gender.

"That is to say, an athletic program is gender equitable when the men's sports program would be pleased to accept as its own the overall participation, opportunities, and resources currently allocated to the women's program." (NCAA News, 1992c, p. 1)

The NCAA took some initiative in facing the issue of gender equity in athletics by establishing the Gender Equity Task Force. Additionally, the Big Ten Conference has made equity a major priority in its five-year plan. (Lederman, 1992b) In particular, the University of Iowa and Washington State University have become model programs for the implementation of gender equity in their men's and women's athletic programs.

Though research tracking Title IX compliance has been conducted at the Division I level, it is sparse at the Division III level. Athletics in Division

III is historically linked more closely with the academic missions of colleges and universities. As such, on the surface, one might presume that efforts to achieve gender equity/compliance with Title IX might be more advanced. This study was aimed at discovering the perceptions of Title IX compliance of a random sampling of NCAA Division III schools.

PURPOSE

This study compared the perceptions of Title IX compliance of NCAA Division III male and female senior athletic administrators, head coaches, and team captains in the sports of men's and women's basketball, men's and women's tennis, men's baseball, and women's softball regarding the athletics program at their school. It included an analysis of 20 specific items clustered in five areas of interest (see *Table 2*). The aim was to discover if differences existed in the perceptions of gender equity in each of the dependent variables of gender, group affiliation, sport-coached, and sport-played. If a difference was reported, the study examined which program, men's or women's, was perceived to reap the advantage.

Table 2.
Survey Items in Clusters

| |
|---|
| FACTOR A - PROGRAM SUPPORT (7 items) |
| Medical and Training Facilities |
| Mode of Travel |
| Games and Practice Facilities |
| Academic and Tutorial Services |
| Housing and Dining Facilities |
| Office Facilities |
| Recruiting Dollars and Services |
| FACTOR B - SUPPORT SERVICES (7 items) |
| Support Services |
| Locker Room Facilities |
| Coaching Staff |
| Sports Information and Services |
| Awards and Recognition |
| Distribution of Funds |
| Additional Financial Resources |
| FACTOR C - SPORT OFFERINGS (3 items) |
| Athletic Opportunities |
| Number of Sports |
| Type of Sports |
| FACTOR D - SCHEDULING (2 items) |
| Strength of Opponents |
| Expected Level of Competition |
| FACTOR E - CHANGES IN THE PAST 2-3 YEARS (1 item) |

INSTRUMENT

Data on individual perceptions of Title IX compliance were obtained through a mail-out, Likert scale survey modified from an instrument created by Campbell (1987). The survey was constructed to require the respondents to describe their perceptions about each of 21 items regarding aspects of the intercollegiate program (one item was dropped from the final analysis). For each survey item, five possible answers were available: SA - Strongly Agree; A - Agree; U - Undecided ; D - Disagree; and SD - Strongly Disagree. Additionally, if the respondent chose D or SD, he or she was asked to indicate which gender had an advantage with regard to that specific item.

METHODS

Two studies were initially undertaken. The first was a pilot study targeted at 10 NAIA schools in the Midwest. It surveyed 28 individuals on each campus—two coaches and 12 athletes from both the men's and women's basketball team. The pilot study was done for two purposes—first, to refine the survey instrument, and second, to group the dependent variables into clusters for analysis.

The main research study analyzed respondents from 100 NCAA Division III schools randomly drawn from the list of NCAA Division III schools (n = 343) contained in the 1992-93 NCAA Directory. A table of random numbers was used in the selection procedures. Sport offerings, coaches' names, and school addresses were obtained from *The 1992-93 Blue Book of College Athletics*. Each school selected had to offer the six sports tested.

Of the 1,895 surveys distributed, 655 (35%) were returned and usable. Responses were obtained from 100% of the schools surveyed. Multiple responses of ten or more participants were received from 20 schools.

TEST ITEMS

The items of interest in the survey were chosen from the 13 areas of compliance measures in the final Title IX Rules and Regulations and Policy Interpretation. Based on a factor analysis, the 20 items of interest were placed into five clusters: program support, support services, sport offerings,

scheduling, and changes in the past two to three years. *Table 2* illustrates the items of interest in each cluster tested.

DATA ANALYSIS

The strategies employed to analyze the data included six types of analysis. First, frequency counts and percentages were reported outlining the responses to each individual item on the survey. Second, a confirmatory factor analysis was performed to load the items into statistically and conceptually coherent factors which served as the dependent variables in the study (see *Table 2*).

Third, an *a priori* analysis was performed to measure perceptions of gender equity between male and female coaches of the same women's sports. Fourth, a multi-variate analysis was performed for each of the null hypotheses. Fifth, a univariate analysis was performed for each factor for each treatment effect to determine which of the five factors might contribute to any differences in effect.

Finally, three Scheffe' *post hoc* analyses were performed to find between which particular groups significant differences existed. The three analyses were run for: (1) group affiliation, (2) sports coached, and (3) sports played.

FINDINGS

A Priori Analysis for Gender and Sport-Coached

Though not a stated hypotheses, the question was raised, "Is there a difference between male and female coaches of the same women's sport?" A review of the *a priori* multi-variate analysis indicated that there were no significant differences for the effect of gender and coaches of women's sports when comparing the differences in the ANOVAs conducted. Further, a review of each of the five factors which served as dependent variables in the study [(1) program support, (2) financial support, (3) sports program, (4) scheduling, and (5) changes in the past two to three years] indicated no significant differences when considering each factor as a measure of gender equity in athletics.

FREQUENCY COUNTS AND PERCENTAGES

Of the 20 items used for analysis in the study,

over 70% of the respondents agreed or strongly agreed (versus those who disagreed, strongly disagreed, or were undecided) that gender equity had been achieved in 13 of the 20 items. Only two items, distribution of operating budgets (48%) and additional financial resources (39%), fell below a 50% response rate. The two items which indicated the greatest agreement that gender equity had been achieved were medical and training facilities (91%) and housing and dining facilities (90%).

When disagree or strongly disagree was indicated, of the 20 items used for analysis in the study, between 4% and 33% of the respondents believed that gender equity had not been reached in each of the items tested. The greatest sources of disagreement came in size of coaching staff (33%), distribution of operational budgets (32%), and additional financial resources (31%). The least amount of disagreement that gender equity had been reached was in academic advising and tutorial services (4%) and housing and dining facilities (5%) (see Table 3).

Table 3.
Survey Items: Strongly Agree and Agree
Gender Equity Has Been Achieved (n = 655)

| Survey Items | No. | % | Missing |
|---------------------------------------|-----|------|---------|
| Medical/Training Facilities | 59 | 91 | 1 |
| Housing/Dining Facilities | 587 | 89.6 | 12 |
| Strength of Opponents Scheduled | 583 | 89 | 0 |
| Type of Sports Teams | 565 | 86.2 | 1 |
| Academic Advising/Tutorial Services | 561 | 85.6 | 17 |
| No. of Sports Teams | 556 | 84.9 | 0 |
| Mode of Travel | 547 | 83.5 | 2 |
| Office Facilities | 552 | 79.7 | 4 |
| Game/Practice Facilities | 521 | 79.5 | 0 |
| Expectations for Level of Competition | 520 | 79.4 | 5 |
| Athletic Opportunity | 499 | 76.1 | 4 |
| Awards/Recognition | 496 | 75.7 | 4 |
| Sports Information | 473 | 72.2 | 5 |
| Locker Room Facilities | 445 | 67.9 | 1 |
| Support Services | 425 | 64.8 | 2 |
| Size of Coaching Staffs | 395 | 60.4 | 3 |
| Changes | 391 | 59.7 | 5 |
| Recruiting Dollars/Services | 333 | 50.9 | 15 |
| Distribution of Operational Budget | 316 | 48.2 | 4 |
| Additional Financial Resources | 254 | 38.7 | 49 |

GENDER

Significant differences were found to exist due to gender in the MANOVA. Also, significant differences were found to exist due to gender in each of the five dependent variables tested. A caution

must be leveled when considering the effects of gender alone, as significant differences were found in Factor A (program support) for the effect of the interaction of gender and group affiliation.

Mean scores for each of the first four factors indicated that both males and females agreed that an advantage towards men exists in program support, financial support, sports offerings, and scheduling. In each of these factors, females rated the degree of advantage towards men much higher than males did. Mean scores in Factor E indicated that each gender believed the other had the advantage in changes in the last two to three years.

GROUP AFFILIATION

Significant differences were found to exist due to group affiliation in MANOVA. Also, significant differences were found to exist due to group affiliation in four of the five factors tested, which were: program support, financial support, scheduling, and changes in the past two to three years. In only one factor, sports offerings, was no significant differences found due to group affiliation. A caution must be leveled when considering the effects of group affiliation alone, as significant differences were found in the Factor A for the interaction of gender and group affiliation.

Post hoc analysis indicated that athletes difference from administrators in three of the five factors (program support, financial support, and changes in the past two to three years); and athletes difference from coaches in two of the five factors (program support and scheduling). Athletes perceived that there is less gender equity in the factors than did athletic administrators and coaches. Coaches and administrators did not differ from one another significantly in any factor.

SPORT-COACHED

A significant difference was found to exist due to sport-coached in the MANOVA, and also, in a series of univariate analyses in four of the five factors tested, which were: program support, financial support, sports offerings, and scheduling. In only one factor, changes in the past two to three years, was no significant difference found due to sport-coached.

Post hoc analysis indicated that coaches of women's basketball and women's softball differed significantly from coaches of all three of the men's sports in perceptions of equity for program support. Also, coaches of all three women's sports significantly differed from coaches of all three men's sports in perceptions of equity in financial support. In the *post hoc* analysis, no significant differences existed among coaches of men's and women's sports in the perceptions of equity in sports offerings, scheduling, and changes in the past two to three years.

SPORT-PLAYED

A significant difference was found to exist due to sport-played in the MANOVA, and in a series of ANOVAS significant differences were found in four of the five factors tested (program support, financial support, sports offerings, and changes in the past two to three years). In only one factor, scheduling, was no significant difference found due to sport played.

In the *post hoc* analysis, for Factor A (program support), women's softball differed significantly from every other group, male and female. Also in Factor A, women's tennis differed significantly from all men's sports, and women's basketball differed significantly from men's basketball. For Factor B (financial support), all men's team captains differed significantly from all women's team captains. For differences found in the above factors, female athletes perceived that less gender equity exists than male athletes.

Only men's and women's basketball team captains differed significantly for Factor C (sports offerings), with men's basketball indicating a women's advantage and women's basketball indicating a men's advantage. Factor D indicated no significant differences among all the sports. For Factor E, changes in the past two to three years, women's softball differed significantly from men's tennis and men's baseball, with the men's teams indicating a women's advantage, while women's softball indicated a men's advantage.

Mean scores indicated that all male and female athletes agreed that men had an advantage in program support and financial support, with female athletes having indicated a higher men's advantage.

In sports offerings, men's basketball indicated a women's advantage, while all other sports indicated a men's advantage. In changes in the past two to three years, all male athletes indicated that women had the advantage, while all female athletes indicated a men's advantage.

DISCUSSION

In general, respondents registered the most concern that gender equity had not been reached in the areas of financial and program support. The items of particular concern in financial support were: size of coaching staff, distribution of operational budgets, and additional financial resources, while for program support, respondents registered the greatest concern about recruiting services and dollars.

If equity is to be achieved, attention should be given to both financial matters and to program concerns. The following review of the independent variables tested will further explain the conclusions of this study.

When considering the effect of gender on the preparation of gender equity in athletics, one can conclude that when inequity is registered, males and females agree that men have an advantage in program support, financial support, sports offerings, and scheduling. Females perceived a higher degree of inequity than males. Males and females attribute the opposite gender as having the advantage in changes in the past two to three years.

When considering the effect of group affiliation on the perceptions of gender equity in athletics, one can conclude that when perceptions of inequity are registered, athletes perceive less equity than administrators in program support, financial support, and changes in the past two to three years. Athletes perceive less equity than coaches in program support and scheduling.

When inequities were registered in sports coached, coaches of women's softball perceived less gender equity than all other sport coaches tested. Coaches of women's basketball perceived less equity than all coaches of men's sports in program support. Coaches of women's sports perceived less equity than coaches of men's sports in financial support. No differences by sport-coached were

found in sports offerings, scheduling, or changes in the past two to three years.

When inequities were registered in sports played, women's softball registered the most differences in perceptions of equity. Women's softball perceived less equity than all other sports teams in program support, than all men's teams in financial support, and than men's baseball and men's tennis in changes in the past two to three years.

Further, when inequities were registered in sports played, all women's sports perceived less equity than all men's sports in financial support, with female athletes registering a higher degree of men's advantage than male athletes. Women's tennis differed from all men's sports in program support, with female tennis players perceiving a higher men's advantage than male athletes. Men's and women's basketball players differed from one another in perceptions of sports offerings. Men's basketball indicated a women's advantage while women's basketball indicated a men's advantage.

CONCLUSIONS

Gender equity in athletics has not been fully achieved by many NCAA Division III schools as perceived by NCAA Division III male and female senior athletic administrators, head coaches, and team captains in the sports of men's and women's basketball, men's and women's tennis, men's baseball, and women's softball. These data indicate that a substantial amount of equity has been achieved by some of the surveyed schools; however, significant differences in the perception of gender equity in athletics exist in others. With the exception of changes in the past two to three years, in which each gender gave the advantage to its opposite, there is general agreement by those that register perceptions of inequity that when an advantage is registered, the advantage is in favor of the men.

RECOMMENDATIONS

As a result of this study, the researcher offers the following as recommendations for further study:

1. Conduct a study of only those institutions that have been involved in a lawsuit and determine their perceptions of gender equity. Look

at the changes which occurred on their campuses following the lawsuit.

2. Partially replicate this study, adding more individual sports. Compare with a larger number of individual sports the perceptions of individual versus team sports.
3. Using a chosen conference as a population, partially replicate this study, using all men's and women's sports, coaches, and athletic administrators in the conference.
4. Partially replicate this study looking at equity across all sports comparing men to men and women to women as well as gender to gender.

OTHER NON-RESEARCH RECOMMENDATIONS

The following general recommendations not related to further research are provided. Based on the results of this study, the following implications for practice are suggested. Since concerns about achieving gender equity are still being raised, focus might begin with the areas listed below.

1. Athletic departments appear to have made some headway in achieving gender equity in athletics; however, several areas are likely to cause continued concern. Size of coaching staff, distribution of operational budgets, and additional financial resources need the most attention.
2. Size of coaching staffs can impact programs in a number of ways. Not only are there more hands and eyes to work with athletes, but there is also staff for scouting, practice planning, recruiting, fundraising, critiquing films, public relations, and advising. The suggestion is not necessarily that more is better, instead that careful selection of quality coaches while providing adequate numbers of coaches give much-needed support to players and programs.
3. Distribution of operational budgets needs to be revisited. Administrators must answer difficult ethical questions about whether tradition can justify an imbalanced spread of institutional athletic dollars. In light of the fact that most institutions have a percentage of female

students that reaches or exceeds 50% of the total student population, the question must be asked why many male athletic programs continue to be supported at a disproportionately higher rate. Financial equity does not mandate an equal expenditure in total dollars, but rather, an equitable support of goods and services to the degree that either male or female program would be happy to switch places with one another in financial support.

4. Additional financial resources refers to efforts of an institution to raise financial support for athletics by fundraising outside of tuition dollars or gate receipts. Typically, sponsorships, gifts, donations, and advertising help underwrite the sports programs, tournaments, goods (such as shoes), and services (such as meals and lodging). Guidance can be given to negotiations so that both men's and women's programs benefit. Or, comparable agreements can be reached with a variety of businesses which separately support both the men's and women's programs. Fundraising efforts can be supervised so that the support of one program is not gotten at the expense of others. Broadcasting rights and advertising dollars can be negotiated as a package.

A FINAL WORD

It is only with conscious effort that gender equity in athletics can be achieved in colleges and universities. Realizing that the sports experience is valuable for all students, regardless of gender, athletic administrators and coaches must work together to comparably support all sport programs. Reshuffling of dollars, coaching support, and additional financial resources represent positive steps towards achieving gender equity in athletics.

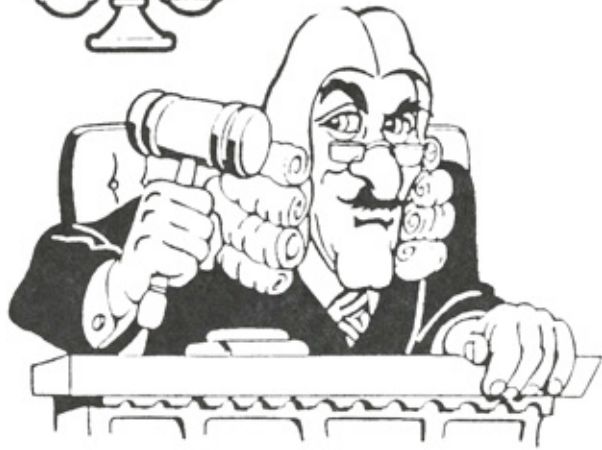
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Don't Just SAY Physical Education is Good for Kids... Prove it with statistics. Improve your own curriculum. Don't let the legislators change it for you!



The Litigation Connection . . .



AVOIDING COURT

by

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In today's litigious society risk management has become one of the most important job responsibilities of a physical education instructor/coach. Increasingly over the past 20 years, physical education instructors/coaches have found themselves in court because of careless errors of omission or commission. In order to avoid an exciting experience in court, physical education instructors/coaches need to invest in a risk management program that develops appropriate safety standards for students, fitness testing, exercise programming, instruction, sports, facilities and equipment, and guidelines for avoiding copyright violations. Further, the program must continually answer the increasing number of questions that arise on exactly how physical education instructors/coaches can lessen their chances of being hit with a lawsuit.

The following are questions every physical education instructor/coach should ask regularly.

SUPERVISION

- Do you . . .
 - lock all unsupervised activity areas after completing class?
 - supervise all activity areas at all times?
 - give keys to students to enter offices, activity areas, or storage areas?
 - have students move equipment beyond their capabilities?
 - permit horseplay, messing around, hacking, or whatever you choose to call it?
 - take that last phone call rather than supervising the arrival of the next class or the beginning of team practice?
 - allow one teacher to supervise two classes because a teacher is absent or must leave for a coaching responsibility?

- place students or team captains in the role of supervisor for a class or a practice?
- authorize a student to officiate a game in physical education class (because you could not) or an uncertified official a regular game (because the scheduled official did not arrive)?
- supervise the locker room at all times?
- emphasize the outcome of the game over the experience?
- ever witness a dangerous situation and say to yourself . . . "They will probably be fine, I'm not getting involved."?
- prepare the students physically to meet the demands of the classroom?
- allow students to participate in activities they are not specifically prepared to participate in?
- permit students to participate in inappropriate or improper attire?
- allow students to participate in improper areas?
- authorize students to jog/run/walk in potentially hazardous places, such as stadium stairs, stairwells, in the street/highway unsupervised, or in mud, rain, or snow; to stay around after class or practice for some extra work without supervision; and to compete with unequal competition in class, contests, and practice?
- create drills that increase the efficiency of practice without considering the safety aspects of the drill or activity?
- ever named a game or drill that makes you look like a drill sergeant, such as "suicides," "rambo ball," etc.?
- ignore careless demonstration techniques that put students in jeopardy?

SAFE ENVIRONMENT

- Do you . . .
 - establish specific rules of safety for the classroom or athletic program?
 - follow policies and procedures for developing appropriate safety signage that warns people about the potential danger of an activity, a facility, or a piece of equipment; teach the safety requirements of the activity; get everyone involved in safety; correct an unsafe situation immediately; teach proper exercise form; and avoid the use of correct equipment in an improper manner?
 - generate the same safety rules and regulations for activities outside the normal physical education and/or athletic program, such as club sports, field day events, and Saturday intramurals?

WARNING OF INHERENT RISK AND WAIVERS

- Do you understand . . .
 - that a warning should (1) specify the risks presented by the activity; (2) be consistent with the activity; (3) provide a reason(s) with the activity; (4) attempt to reach foreseeable participants; (5) be specific and clear so that it creates knowledge, understanding, and appreciation in the participants' minds; and (6) be written and explain orally if possible?
 - that an adequate warning is (1) conspicuous; (2) specific; and (3) forceful?
 - that a waiver is a form of fault-free agreement or contract between parties of majority age?
- Do you . . .
 - have students and parents sign agreements to participate in sports?
 - have students and parents sign release and/or consent forms?
 - have parents sign a medical release form?

EMERGENCY CARE

- Do you . . .
 - require a thorough medical examination for all students before allowing them to participate in sports?
 - have an emergency safety plan?
 - have procedures for continual review of emergency safety plans?
 - maintain certification in CPR, basic first aid, and general emergency procedures?
 - diagnose student injuries?
 - prescribe treatment for student injuries?
 - treat student injuries?
 - suggest injured students to contact their physician?

- test returning students who were injured to see if they are ready to participate?
- contact injured students after they leave class to see how they are doing?

PLANNING FOR INSTRUCTION

- Do you . . .
 - prepare lesson plans?
 - bypass or move too quickly through a specific skill progression for a physical activity?
 - generate policies and procedures to guarantee special attention for handicapped students?
 - perform an exercise/physical activity without first demonstrating how to do it properly?
 - demonstrate exercises/physical activities correctly?
 - provide factually correct information relating to health promotion, nutrition, exercise, physical activity, etc.?
 - have a dance/exercise program that includes warm-up, aerobic, and cool-down sessions?
 - provide advice to students relating to health promotion, nutrition, exercise, or other health concerns?
 - attend regular in-service programs?

MAINTAINING PROPER RECORDS

- Do you . . .
 - maintain records, such as injury reports, health records, lesson/unit plans, etc.?
 - keep records of facility inspection and maintenance?
 - maintain records of equipment purchasing, inventory, and reconditioning?
 - keep warnings given to athletes and their parents as well as waiver forms?
 - maintain copies of attendance records for in-service programs, and copies of all certifications you have earned?

FACILITIES AND EQUIPMENT

- Have you ever faced any of the following equipment or facility concerns?
 - Not enough mats or appropriately sized mats, or using mats that have bottomed out;
 - slippery gymnasium or dance room floor;
 - poorly-fitted equipment;
 - inadequate lighting;
 - using new, creative (untested) pieces of equipment;
 - using an unknown facility without making a prior evaluation;
 - permitting clients to use equipment without first giving them appropriate instruction;
 - permitting too much activity in too small of an area;

- waiting to repair or replace broken equipment until after the class;
- developing procedures established for shared responsibility;
- instructions and warnings from equipment manufacturers posted in a conspicuous place so all participants and coaches can see them;
- maintaining the equipment according to the manufacturer's specifications, and developing a regular inspection procedure and schedule for all athletic facilities and equipment.

MATCHING CLIENTS WITH CLASS

- Do you . . .
 - arbitrarily match opponents in class?
 - take into consideration the following parameters when matching students in a class: (1) skill level; (2) experience; (3) chronological age; (4) height; (5) weight; (6) maturity; (7) gender in coeducational activities, and (8) fitness level?

RISK MANAGEMENT

- Have you ever thought to . . .
 - provide students and parents with written information regarding the potential catastrophic injuries that can occur in sports or activities?
 - perform a risk management survey of all equipment and facilities which includes identification of the risks, assessment of the risks, classification of the risks, and determination of the appropriate risk treatment?

COPYRIGHT ISSUES

- Do you understand . . .
 - a COPYRIGHT is a form of protection that gives the creator of an original literary, dramatic, or musical work the exclusive right to derive profit from or control who derives profit from that work?
 - the COPYRIGHT ACT OF 1976 states that owning the copyright to a musical work refers to the exclusive right to do, or be compensated for allowing others to do?
 - as long as the recording is for personal use only, the purchaser or other user of the recording owes no other fees to the copyright owner?
 - however, additional fees are required when the recording is played in a dance/exercise class, thereby constituting a public performance?
 - the PUBLIC PERFORMANCE of music occurs whenever the music is played at a place where substantial number of persons outside of a normal circle of a family and its social acquaintances are gathered?
 - since the owner of the copyright has the exclusive right to perform the composition publicly, instructors will need to obtain a

public performance license enabling them to play the music in class?

- a license from ASCAP (American Society of Composers, Authors, and Publishers) or BMI (Broadcast Music, Inc.) is a blanket license that permits the instructors to perform non-dramatically and publicly the music of numerous artists, for profit and for an unlimited number of times?
- an instructor who tapes a recording is reproducing that recording . . . the law states that the owner of the recording has the exclusive right to reproduce the recording embodying the copyrighted musical composition; the instructor is legally required to obtain permission to tape the recording from the recording company; and if the instructor wants to duplicate more than one recording onto a tape, the law further requires them to obtain permission to do so from each recording company?

- Do you . . .
 - record music onto a composite tape?
 - seek permission from the recording companies to copy music onto a tape?
 - play pre-recorded music in class?
 - have a blanket license to use recorded music?
 - work for a health club or studio that has a blanket license?
 - have a specific routine that could be copyrighted?

INSURANCE CONCERNS

- Do you or are you . . .
 - have general liability insurance?
 - have professional liability insurance?
 - have personal injury liability insurance?
 - have worker's compensation insurance?
 - an employee?
 - an independent contractor?
 - teach for non-profit organizations?
 - an instructor who rents space on an hourly basis?

HEALTH SCREENING, FITNESS TESTING, AND EXERCISE PROGRAMMING

- Do you . . .
 - have students complete a physical activity questionnaire?
 - have students provide a complete medical history?
 - take into account the students' physical activity and health status before designing an exercise program?
 - develop medical prescriptions?
 - test the students to ascertain their fitness levels?
 - follow accepted ACSM testing protocols or other nationally-recognized testing programs?

Indiana AHPERD's Student Voice

Are You Job Searching?

Are you looking for a job or thinking of testing the "waters" of the marketplace? If you're an employer, are you looking for a larger selection of qualified candidates to fill your job opening? Then let me introduce you to **JobGuide™** -- the job matching program for the physical activity professions. We can help you find a job or a candidate in adapted PE, aquatics, dance education, fitness, health promotion, kinesiology, parks and recreation, physical education, sport administration/management/ sport and exercise business, sport and exercise medicine, and sport coaching/instruction

JobGuide consists of two databases, a Job Database listing vacancies within the physical activity field and a Candidate Database containing two-page resumes of candidates searching for jobs. The databases can be accessed either on-line (with computer and modem) or off-line with JobGuide staff conducting a search based on criteria supplied by the candidate or employer. Simply stated, JobGuide is a comprehensive system that connects employers to people and people to jobs.

Who can benefit from using JobGuide?

- * People looking for the first job or are seeking a new position or career.
- * Employers wanting to list job vacancies (all jobs, including assistantships, internships, and fellowships, are listed free through 1995!).
- * Colleges and universities interested in helping students prepare resumes and look for jobs.

Take advantage of the following special packages:

- * Job candidates--List your resume *and* get a free search of the Job Database.
- * Employers--List your jobs, including assistantships, internships, and fellowships, for **free** through 1995. Plus we'll search the Candidate Database for you at no cost.
- * Colleges and universities--Get a free look at both databases. We're convinced you'll want this program for your department and for your students.

JobGuide, a service of Human Kinetics, is the most comprehensive job matching program available for physical activity professionals. Indiana AHPERD members can have confidence in our knowledge of the physical activity marketplace. Call JobGuide at 1-800-747-4457 or write JobGuide, P.O. Box 5076, Champaign, IL, 61825-5076, for more information or to receive a brochure about the program.

If you're serious about looking for a job, then you'll want to read the 1995 edition of "What Color is My Parachute?" It offers excellent advice for the first-time job seeker as well as for someone interested in changing careers. This book, updated every year, has helped many people in their quest for a job or a new career. You'll find helpful tips and suggestions on how to begin the job search process and guidance on how to put together a "road map" to obtain the job you want. Be sure to check your library, college placement center, or local bookstores for "What Color is My Parachute?" and additional books of interest. In today's marketplace you will need all the resources you can to conduct an effective job search. Good luck!



New Association Focuses on Physical Education in Schools

CHAMPAIGN, IL—The American way of life is killing Americans. Inactivity is a leading contributor to deaths in America today.

Why, then, is the physical education profession held in such low esteem? Why are private sport organizations and fitness clubs seeing the need to offer programs for children while the requirement for physical education in the public schools—to which ALL children have access—is being cut back or dropped?

These unanswered questions led to the formation of the UNITED STATES PHYSICAL EDUCATION ASSOCIATION (USPE). USPE is an association for teachers, administrators and others who are committed to helping every young person acquire the knowledge, skill, and appreciation to live a physically active, healthy life—to be physically educated. USPE is committed to physical education exclusively, making it unique as a national organization.

Although physical education has had a long history as an established component of schooling, state requirements have been gradually eroding. Michael Jacobson, executive director of the Center for Science in the Public Interest, a nutrition advocacy group, reports only 36% of elementary and secondary schools offer physical education classes.

“Unfortunately, a number of adults in the United States recall physical education classes as painful, humiliating, and virtually worthless experiences,” says George Graham, executive director of USPE. “Fortunately, we have a ‘new breed’ of physical education teachers who have found ways to make their classes both pleasant and worthwhile for all children—the low- and the high-skilled and all those in between—and we need to educate the public as to how physical education has changed.”

To provide its members with the practical, specific information they need, USPE publishes three targeted newsletters: *Teaching Elementary Physical Education*, *Teaching Middle School Physical Education*, and *Teaching High School Physical Education*. In addition, USPE hosts an annual national conference, offers numerous continuing education programs, and, through its sponsor, Human Kinetics, offers an extensive selection of high quality, practical physical education books and videos.

In addition, USPE will be conducting national and local campaigns to promote physical education, assisting in defending physical education programs in jeopardy, promoting practical research, and building a strong grassroots network for physical education teachers.

“The challenge for society and USPE is to help children develop a lifetime commitment to physical fitness and a healthy lifestyle,” says Graham. “Because the benefits of regular and continuous activity extend beyond childhood, teaching quality physical education is an investment in the future well-being of both our children and society.”

The USPE National Center is located at Human Kinetics in Champaign, IL. For more information about USPE, write: United States Physical Education Association, P.O. Box 5076, Champaign, IL 61825-5076; or call 1-800-373-USPE.

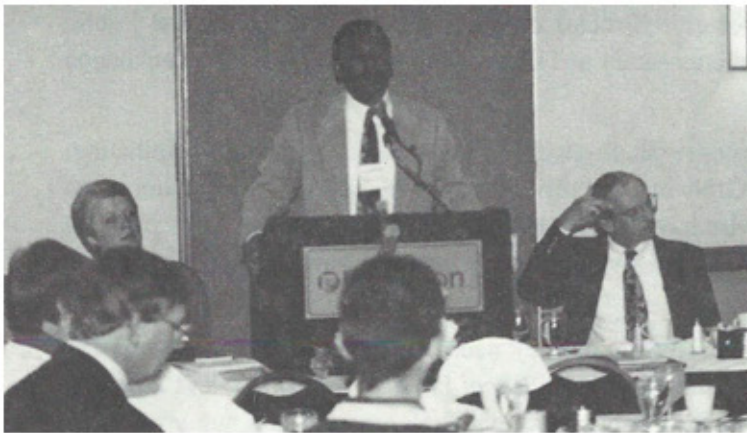
A Pictorial Review of the 82nd



Welcome, Genie, and thank you for taking this gavel off my hands... Darrell.



How is that New Year's Resolution going?



Midwest AAHPERD President Dana Brooks speaks to Awards Breakfast participants.



Beautiful Spanish dancers gave the audience a thrill at the Dance Showcase.



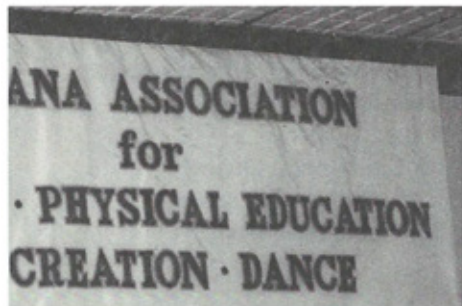
nd Indiana AHPERD Conference



Mark "Rock" Rothstein,
Master Rope Jumper.



Thank you, Darrell, for a great three years...
Incoming President Genie Scott and
Outgoing President Darrell Johnson.



A "thorn" between two roses...
Nikki Assmann, V.P. Operations;
Jerry Stieger, V.P. Programs;
Genie Scott, President.



1994 Catherine Wolfe Award Winners
with President Johnson.

Young Professional Award

JOHN WINGFIELD

Aquatics Director
Ball State University
Muncie, IN 47306-0207



Dr. Johnson presenting the Young Professional Award to John Wingfield.

John Wingfield is a young professional who has an unmatched amount of energy teamed with a strong professional commitment. During his first six years as a professional, he has been actively involved in both service and research activities in addition to teaching/administration responsibilities and coaching both men's and women's diving teams.

John has made numerous presentations for groups such as the Aquatic Injury Safety Group (a group of lawyers), the IHSAA Swimming and Diving Coaches, IAHPERD, AAHPERD, the Army Corps of Engineers, and the Consumer Product Safety Commission. He has published in *Swimming Times*, London, England, and *The Easterner*, a publication of the Eastern District AAHPERD. He has authored a chapter in Prentice Hall's *Physical Educators Handbook* and a chapter on managing employees for the *National Recreation and Parks Association Aquatic Facility Operators Book*. He is co-editor of *Teacher and Master Teacher of Springboard Diving*, an AAHPERD publication. He has served as a text reviewer for books published by the YMCA, the National Recreation and Parks Association, and the AAHPERD.

John has been the recipient of three research grants. He received a Ball State University Creative Teaching Grant. He has been a co-director of a grant funded by the NCAA and one funded by the Consumer Product Safety Commission.

John has served in the following capacities: IAHPERD Aquatics Section Chair, FINA diving judge representing the USA at the 1992 World Masters Aquatics Championship, White River State Park Games Sport Commissioner for Springboard Diving, Technical Director for the Indiana Association of US Diving, and Chairperson of the Indiana Association of US Diving. He has been a co-director of the AAHPERD/American Red Cross Aquatic Institute at Indiana University of Pennsylvania.

John serves as faculty advisor for Aquatics Minor. The Aquatics Minor has grown under John's leadership from fewer than ten students to more than 40. John also serves as advisor for the Aquatic Minor Club, advisor to Phi Alpha Sigma Aquatic Fraternity which he helped to establish, and advisor to the Ball State Sailing Club.

John has already had an outstanding career as a diving coach. He was named Mid-American Conference Diving Coach of the Year in 1991, 1992, 1993, and 1994. He has also coached a two-time All-American diver. In his spare time he coaches Wingers Springers Diving Club and serves on the Board of Directors of the American Red Cross Muncie Chapter.

It is a pleasure to be able to recognize John Wingfield as the 1994 Young Professional.

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Elementary School Physical Education Teacher of the Year

SARAH (SALLY) RICKETTS

Northeastern Elementary School
Fountain City, IN



*Dr. Johnson presents the award
to Sally Ricketts.*

Throughout her career, Sally Ricketts stayed current on new information by attending local, district, state, and national conferences. She implemented ideas gained from these conferences into her classroom curriculum. One of those ideas led to the BE PROUD program which was used to promote self-discipline and positive behavior. This program was so successful that it was adopted by her school as part of its philosophy.

Sally promoted lifelong fitness through a personal commitment. She participated in several fitness activities as well as participating with her students in class. She was always sensitive to the needs of students and was especially concerned about the students with low self-esteem who have inferior skills and don't even want to try. She also demonstrated a concern for the academic achievement of her students.

Sally's classes are well organized and innovative. She set high standards and held high expectations for her students.

Sally has retired after 30 years of teaching. However, she has not left the profession. She continues to attend professional meetings and to serve as a Regional Officer. Her concern for children in her school has continued. She volunteered to teach physical education to two afternoon kindergarten classes that were not assigned to the teacher who replaced her. When she learned that Jump Rope For Heart was not going to be conducted at her school, she volunteered to continue the program.

We are proud to have Sally Ricketts represent Indiana as our Elementary Physical Education Teacher of the Year. This is an honor long past due to an outstanding professional.

Middle School Physical Educator of the Year

BOBBI (ROBERTA) LAUTZENHEISER

Manchester Community Schools
Manchester Junior High



*Dr. Johnson presenting the Middle School
Educator of the Year Award to Bobbi Lautzenheiser.*

Bobbi Lautzenheiser has been described as "a wonderful role model and a warm human being to whom kids gravitate and with whom kids feel comfortable." These qualities have played an important part in her success as a teacher. In all that she does, she demonstrates her knowledge of the characteristics of the middle school student and provides for their needs. Her foremost goal is to provide a curriculum which is best for her students. Her classes are organized in a manner which allows her to meet this goal. Because of her concern for her students, she is a teacher who has gained the respect of her students, former students, fellow teachers, administrators, and parents of students.

A desire to be on the "cutting edge" is a characteristic that has helped Bobbi to continually grow during her professional career. Never satisfied with the status quo, she seeks to expand her knowledge base and implement new ideas related to her teaching and coaching.

As a coach, Bobbi demonstrates to her students and to the community the real purpose of athletics for junior high level students. She strives to be fair to all students on her teams, giving all team members a relatively equal amount of playing time during the season. She strives to develop positive characteristics of sportsmanship, enjoyment of healthy competition, and the attainment of personal health and fitness in her team members.

Bobbi has been actively involved with IAHPERD. She served as a District Chair for four years. After IAHPERD was restructured, she accepted the appointment as Region Co-Coordinator. She has helped to organize a number of regional workshops.

Health Educator of the Year

MARYANN FELGER

Snider High School
Fort Wayne, IN



Dr. Johnson presents the award to MaryAnn Felger.

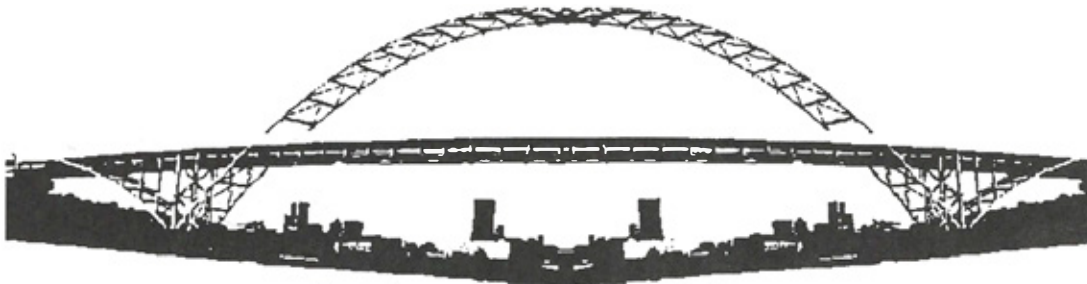
MaryAnn Felger has been actively involved in promoting health education in the Fort Wayne Community Schools for more than 15 years. During that time she has frequently made presentations at local, state, and national workshops and health promotion conferences. She has also been a guest lecturer on AIDS at Marist Sister's College in Sydney, Australia.

MaryAnn has served on the Indiana Health Textbook Adoption Committee, the Indiana Governor's Council for Physical Fitness and Sports, and the Indiana Department of Education Health Proficiency Review Committee. She was the recipient of a Lilly Endowment Teacher Creativity Fellowship and was selected as a curriculum consultation for the Modern Red Schoolhouse Project at Hudson Institute and as a National Pilot Teacher for the American Cancer Society's "Right Choices" Curriculum.

MaryAnn has developed an innovative wellness learning center and coordinates the AIDS awareness programs at Snider area schools. She served as project coordinator for an AIDS video and pamphlet produced for Allen County High Schools. Currently she is in the process of implementing a needle/syringe education and awareness program for area elementary schools.

MaryAnn has an ability to work well with individuals of all ages. Besides her public school responsibilities, MaryAnn regularly works with various adult groups (teachers, counselors, school nurses, administrators, and parents). She has been recognized by each of these groups because of her ability to relate to their situation and her shared concern for children. She has also been recognized for her knowledge of her subject matter and her skills as a communicator.

MaryAnn Felger is an innovative communicator who has provided leadership in the development of quality health education programs in the State of Indiana. We are proud to recognize her as the IAHPERD Health Educator of the Year.



Bridges for Our Future 110th. AAHPERD National Convention

Attend a National Convention for Professionals in Health, Physical Education, Recreation, Dance & Athletics

Oregon Convention Center
Portland, Oregon
March 28 - April 1, 1995

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AAHPERD Convention Office, 1900 Association Drive, Reston, VA, 22091, or call (703) 476-3400, or FAX (703) 476-9527.

IAHPERD Leadership Award

DR. BARBARA A. PASSMORE

Dean, School of Health and Human Performance
Indiana State University
Terre Haute, IN 47809



Dr. Johnson presenting the IAHPERD Leadership Award to Dr. Barbara Passmore.

Dr. Passmore has provided continual leadership to the Indiana Association for Health, Physical Education, Recreation, and Dance for more than 20 years. She has served on the Representative Assembly and the Board of Directors as well as in the positions of Vice President of Physical Education and President. She served as the coordinator for the Administrative Workshop held at this convention and as coordinator of the annual Professional Preparation Conference. Committees on which she has served or provided leadership over the years include: the Long-Range Planning Committee, the Budget Sub-Committee, Jump Rope For Heart Mini-Grants Committee, Constitution Revision Committee, Awards Committee, Scholarship Committee, and Nominating Committee.

Dr. Passmore has served in leadership positions in the Midwest District of the American Alliance for Health, Physical Education, Recreation, and Dance. She has been on the Representative Assembly and Board of Directors as well as serving as Parliamentarian and Midwest President. She has served on more than 10 Midwest District committees and councils over the years. Currently she serves on the Midwest Awards Committee.

Dr. Passmore has also served on a number of committees for the American Alliance for Health, Physical Education, Recreation, and Dance. She has made more than 25 presentations at state, regional, and national conferences, and has authored editorials and other papers which have appeared in state and national publications.

Dr. Passmore has been recognized locally as well as nationally for her contributions to the profession. She has received the IAHPERD Honor Award (1980), the Midwest District AAHPERD Meritorious Service Award (1985), the Midwest District AAHPERD Honor Award (1988), and the AAHPERD Honor Award (1993).

Dr. Passmore is a nationally-recognized leader in our profession. We take pleasure in recognizing her for the long-term leadership that she has provided to the Indiana Association for Health, Physical Education, Recreation, and Dance.

Jean Lee / Jeff Marvin Collegiate Scholarship Winners

TERRY HUDSON and ADAM STONE

The recipients of the 1994 Jean Lee/Jeff Marvin Collegiate Scholarships are Terry Hudson and Adam Stone. They have both received \$500 to be used for tuition during the 1994-95 academic year. The scholarship is based on participation in collegiate activities, professional competencies, potential as a professional, grade point average, and need.

Terry Hudson is a student at Indiana University—Purdue University at Indianapolis. His major is Physical Education and he is looking forward to a teaching career. He has been active in numerous student and community activities and is a member of the Physical Education Student Organization and Phi Epsilon Kappa fraternity. Terry and his wife have two children.

Adam Stone is a senior at Indiana Wesleyan University. He will graduate in April 1995 with a major in Physical Education and a minor in Health. He plans to remain in the Midwest, teach Health and Physical Education, and coach track. Adam has been a varsity athlete in cross country and track and field while attending college. He holds the school record in the 100 meter high hurdles.

IAHPERD Honor Award

DOLORES WILSON

Haverhill Elementary School
Southwest Allen County Schools
Fort Wayne, IN



Dr. Johnson presenting the IAHPERD Honor Award to Dolores Wilson.

Dolores Wilson has been a teacher in the Southwest Allen County Schools for 24 years. She has been recognized for her excellence in teaching by several organizations. Awards she has received include 1976 Southwest Allen County Teacher of the Year, 1977 Runner-Up Indiana Teacher of the Year, 1984 Excellence in Education Award, and 1986 IAHPERD Elementary Physical Educator of the Year.

Dolores has been actively involved in IAHPERD since 1978. She has served as a District Officer and District Coordinator as well as President of the association. She has chaired the Awards and Recognition Committee, co-chaired the IAHPERD Fun and Fitness Day, and represented the Indiana association on the Midwest District Awards and Recognition Committee. She has served on the following IAHPERD committees: Physical Education Advisory Task, Applied Strategic Planning Committee, Structure Committee, and Physical Education Position Statement Committee.

Dolores has been published in the *IAHPERD Journal* and has made presentations at IAHPERD and Midwest District AAHPERD conferences as well as at Manchester College and Ball State University.

Currently, Dolores chairs the Southwest Allen County Physical Educators group. She initiated the Southwest Allen County Wellness Program and organized a school health fair. For more than 10 years she coached the Haverhill Street Beats, the Indiana rope skipping demonstration team for the American Heart Association. At her school she has served as chair of the Exemplary School Project and as chair of the Higher Level Thinking Skills Team Professional Based Accreditation Committee. She has also served as a member of the Personnel Evaluation Committee, on the writing team of the K-12 Health Curriculum Committee, and the K-12 Physical Education Curriculum Revision Committee.

Dolores was the Indiana representative for planning a Midwest Area Personalized Learning Conference. She served as a group facilitator for a regional conference for Personalized Learning at the University of Oklahoma and has planned and hosted a local physical education conference which drew attendees from nine states.

Today we are recognizing Dolores Wilson's contributions to the profession by awarding her the association's highest award, the Honor Award.

High School Scholarship Winners

KRISTINA DOWNEY and DANAT BENJAKUL

Kristina Downey and Danat Benjakul are the recipients of the IAHPERD High School Scholarship. The scholarship is based on the following criteria: (1) proposed major in health education, physical education, recreation, and dance; (2) participation in school activities; (3) participation in community activities; (4) academic achievement; and (5) financial need.

Kristina and Danat have both received \$400 to be used for tuition during the 1994-95 academic year.

Kristina Downey is majoring in Exercise Science and Wellness and minoring in dance at Ball State University. She has been active in dance since the age of three, and enjoys participating in basketball, soccer, track, cheerleading, and gymnastics. Kristina's twin brother attends Purdue University.

Danat Benjakul is a freshman at Indiana University in Bloomington, majoring in Health. He is a graduate of Bloomington North High School where he participated in cross country and track, and was captain of the swim team. He also won 6th place regionally for the National French Contest. Danat has been very active in numerous student and community organizations.

Student Assistants in Physical Education: Selection, Duties & Responsibilities, and Evaluation

by
Patricia Day Schafer, Chair
Department of Health, Physical Education, and Recreation
Oakland City College

A successful physical education program is dependent upon effective organization and administration of both the physical and academic curriculum of the department. Time, organization, and proper individual instruction are problems that continually plague physical education classes. As classes are reaching proportions of 40, 50, 60, and sometimes as many as 70 in enrollment, the instructional efforts of the educator must turn to the masses rather than individual instruction. Student assistants would be instrumental, effective, and helpful in eliminating some of the problems plaguing the classes and instructors due to increased enrollment, organizational duties, and classtime instruction.

The primary function of the instructor is to improve the learning situation, improve curriculum, and promote instruction of ideas for individual growth in the areas of cognitive, psychosocial, and psychomotor development. Student assistants, by assuming and helping carry out policies, activities, and other obligations which are established in the organization and administration of the physical education curriculum, assist the instructor in establishing a more constructive, positive, conducive teaching environment.

The general objectives for use of student assistants are two-fold. First, the student develops leadership qualities and secondly, since time is a deciding factor in all areas of curriculum development, student assistants, by assuming certain duties and obligations, allow the instructor additional time for more efficient teaching. Student assistants, when

properly instructed, and used to the fullest, advance leadership and allow for more teacher efficiency.

Physical educators must consider, plan, arrange programs, develop curricula, and initiate activities that accommodate students with potential leadership abilities.

Much planning, guidance, direction, and supervision are necessary to ensure the importance and feasibility of the ultimate growth of leaders, thus preparing them to become contributing members of a democratic society.

The terms "student assistant" and "student leader" are used interchangeably and mean any high school student that helps, or aids, the instructor in physical education to relieve and to alleviate, and to delete specific circumstances.

METHOD OF SELECTION, QUALIFICATIONS, AND GUIDELINES

Several methods may be utilized. Principals are often willing to provide names of high school students who have free periods during a specific physical education class period time. These names are submitted to the physical educator who then assumes the task of selecting suitable assistants. Instructors make selections determined by the emphasis placed on the goals and objectives of physical education, and on the objectives for the use of student assistants. Selection then is based on the qualities necessary for meeting the objectives of the program and carrying out the responsibilities of the position.

Another method of selection or appointment by the physical educator occurs when that person considers the type of pupils in class. In considering their mental, physical, emotional, and social aspects, and on that basis, the physical educator matches these characteristics with the previous profile of ability, achievement, and leadership qualities of the prospective student assistant.

Still another means of selection is a future teachers club utilized by some schools. These are students interested in teaching who apply for assisting in the physical education program. In these programs usually the prospective student assistants are upperclass persons; juniors or seniors.

Another means of selection of a student assistant by the physical educator is based on prior knowledge of these students' personalities and accomplishments. Usually the physical educator has had these persons in previous classes.

Other factors to be considered in selection of qualified individuals are a willingness to work and an avid thirst for new knowledge. Personality traits include a vivacious, outgoing, and friendly person. Also an interest in sports, recreation, and fitness is essential for the betterment in all areas of physical education and is indispensable for total development of the students participating in activities in physical education. Outstanding individuals show many of the following characteristics: likeable, sincere, fair, tactful, enthusiastic, and considerate of others. They have the ability to adapt, make decisions, be ingenious, possess creativeness, and most importantly, have the ability to help motivate students. Other factors to be considered are abilities to do clerical work, to demonstrate several activity skills, and have a workable cognitive background in rules, interpretation, and methods of physical education. Physical education, by the nature of the curriculum, needs assistants who are emotionally mature, trustworthy, dependable, and exhibit and project a sense of sportsmanship. Qualifications such as lifeguard certification, first aid, and athletic training plus the ability to apply these qualifications and skills are certainly a positive means for assistants in physical education.

WORKSHOPS AND ORIENTATION OF STUDENT ASSISTANTS

Regardless of the manner used and the care

given to the selection of assistants, an efficient group of student assistants is not assured unless a definite plan is followed in training or educating them. Orientation to each new unit of work with emphasis on concepts, skills, policies, rules, and duties are necessary and vital.

At the orientation meeting, a signed parental permission letter addressed to the school should be handed in by the student assistant. Discussion would then follow concerning qualities of good leaders, philosophy of physical education, and objectives of the different classes. Duties would be read and given to the assistants in printed form. Thereafter, before each unit, other meetings would be held to further discuss duties, assignments of classes, and selection of equipment. Discussions on getting acquainted, techniques of group interaction, application of rules to the different sports, activities, and games, and discussion of problems that arise in different classes would be also on the agenda. It would be decided how often the staff, including assistants and the physical educator, would meet and what times these meeting would occur. Several periods must be devoted to discussion, preparation, demonstrations, and suggestions for handling classes prior to actual class assistant participation. A valuable part of the training is given the questions, criticisms, and discussions of the students.

The following are a number of possible duties for student assistants. They may be asked to assist in one or more of the following responsibilities.

Assist in Class Instruction. Student assistants are used in most schools in one capacity or another, and it is considered a sound educational procedure which provides opportunities for democratic experiences. The method of employing pupils for assistance in class instruction provides leadership opportunities for democratic experiences. The method of employing pupils for assistance in class instruction provides leadership opportunities on a high level, and is particularly applicable in physical education in which good leaders can help supplement the efforts of the teacher. General leadership in connection with various phases of instruction is desirable. Student assistants are often utilized as attendants in a monitorial capacity and as individuals with limited authority. Such practice provides for leadership training in the execution of the responsibilities involved with student assignments.

It facilitates the handling of many details of class organization and routine, thus enabling the teacher to redirect efforts upon other factors which cannot be delegated to student assistants. Examples of student assistance include helping with the screening, fire drills, first aid, assisting individual students in techniques and skills, supervising areas not covered by instructor, monitoring non-participating students, and assisting at play days, exhibitions, and sport days. Leaders may also assist in proctoring examinations and by helping clarify questions on exams. Besides those listed, leaders can be utilized to mark fields, police play areas for safety, and be available for help on playgrounds, athletic fields, and gymnasiums. This help or assistance contributes to the efficiency of the class in terms of the activities being conducted.

Handle Equipment. The practice of using student leaders to obtain, set up, and return equipment necessitates provision for orientation of the students to the proper use and care of equipment at the beginning of the unit. It is highly desirable from the standpoint of safety; it saves time later on, and it creates a feeling of security among students concerning the tools associated with the physical education program.

Duties include checking showers, issuing towels, checking equipment in and out, setting up gymnasium for activities, clearing gymnasium, and putting away equipment. Also included are: maintaining and repairing equipment, and supervising equipment room by seeing that all equipment is accounted for and in its proper place. Finally, setting up audiovisual equipment, preparing bulletin boards, and making posters are other duties which may assist the physical educator. This, in turn, allows more time for teacher instruction and efficiency.

Demonstrate Activities. Student leaders can be responsible for demonstrating various stunts, skills, and other activities to the class in which they are serving as student assistants. The instructor may depend on them for class demonstration, when necessary, if the activity or teaching situation makes pupil demonstration desirable. This procedure serves as an incentive to good performance on the part of the leaders and builds self-esteem, develops self-confidence, and promotes good feelings about themselves.

Lead Squads or Teams. The possibilities for utilization of student assistants in the management of the physical education class varies from simple tasks, such as keeping scores of a contest, to a supervisory responsibility for the conduct of a game; from routine refereeing of a volleyball game to umpiring a softball contest, and these obligations prove beneficial to the physical educator while increasing leadership qualities of the student assistant.

The officiating of all sports is meritorious when so organized that the calling of a contest carries with it a real responsibility and is accepted by the class as such. The role of officiating contests possesses numerous leadership opportunities and must be developed as a phase of leadership experience that is beneficial for those qualified for such an assignment.

Help with Safety Procedures. The procedure of using well-trained assistants to help with the different performance activities in an effort to minimize existing hazards is noted in such activities as gymnastics, tumbling, and apparatus activities. "Spotting" is a method which, when properly employed, can greatly improve the effectiveness of a class situation. The assistants are concerned with catching, supporting, or adjusting the performer's position to prevent injuries and reduce the chances of having an accident. The decreased hazards brought by the presence of trained student spotters can increase the amount of class activity by providing stations for performance in addition to helping the teacher maintain greater safety control. Another area, where safety is a prime factor, is swimming; assistants with a lifesaving certification are vital for teaching safety and conducting an efficient, outstanding, and safe aquatics program. By using spotters, lifeguards, and helpers, such procedures allow the instructor to spread a supervisory eye over the entire class, have reasonable confidence in class organization, be available for instruction, do evaluation of performance, and perform instructional duties wherever and whenever needed or requested. Because accidents are unplanned, unexpected occurrences, the use of student assistants helps the instructor in the prevention and avoidance of many accidents.

Help with Clerical Work. This procedure of responsibility arouses a keen sense of achievement

and serves as an incentive for good performance on the part of the assistants, which in turn will build support for the instructor, class, and general goals of physical education. Clerical work includes typing, filing, recording grades, listing test scores, reviewing study sheets, and keeping financial records, towel money, etc. where applicable. Even answering the phone is an asset for the teacher. Often the general public and even classroom teachers do not always realize how much paperwork is involved in physical education. Again, this assistance allows the instructor to be more efficient and have more time available for teaching, instructing physical education activities, evaluating students, interpreting test results, ordering equipment, organizing better physical education curriculum, and allows more time for the instructor to assume other teacher responsibilities that should not be permitted or performed by student assistants.

EVALUATION OF ASSISTANTS

Any progress should be noted both by written and verbal procedures. Consideration of both positive and negative aspects of the assistant must be considered. At all times, the experiences can be reaffirmed or modified. The assistants are aware of the results of plans and outcomes of evaluation. It is important for the physical educator to keep in mind each person is an individual with different personalities, abilities, interests, and motivations; therefore, student participation in planning developing and evaluation will add to the establishment and attainment of group purposes.

SCHOOL GRADUATION CREDIT

In a well-organized student assistant program with guidelines and backed by the school's Board of Education, the assistants will be given one or two hours credit towards graduation. Written policies for selecting, training, evaluating, and assigning assistants must be in line with the practices and policies of the local School Board; approval is necessary to implement a successful, credited program. Proper coordination among all educational personnel including the Board, Superintendent, Principal, and physical educator are also vital to the success of the program.

HIGH STANDARDS OF SCHOLARSHIP

High academic scholarship is required and is

certainly a valid test in the department of physical education. It is not a violation of democratic leadership to require a certain number of tests (skills) to be passed. The tests should not be so difficult as to discourage efforts of the assistants, but they should score above average on their performance. The tests selected should be in accordance with the goals and objectives of the physical education curriculum.

In summary this serves as a guide to the optimal growth and development of an adequate student assistant program within a physical education department. By defining assistants and leaders, by analyzing what opportunities are available for development of these qualities, and by studying methods of selecting persons for these opportunities are noted.

Effective student leadership requires good training of the assistants. Time for meetings should be established and include careful presentation and demonstration of new material by the instructor. It is important for the physical educator to give suggestions about handling the classes and techniques of presenting new materials. A valuable part of the training period is given to the assistant's questions, criticisms, and discussion.

Good assistants show qualities of a willingness to work, thirst for knowledge, and possession of a vivacious, outgoing personality. Other characteristics include enthusiasm, interest in sports and activities, ability to make decisions, and a desire to motivate students. Clerical duties encompass typing, filing, and other secretarial duties.

The assistants take on managerial and other responsibilities by officiating games, demonstrating certain skills, being accountable for supplies and equipment, helping enforce safety rules and regulations, and by supervision, guidance, and motivation of the non-participating as well as the participating student.

Graduation credit, high standards of scholarship, and above-average performance are also requirements for successful performance of the duties and responsibilities of leadership.

In conclusion, student assistants are valuable to the physical education program as their efforts

allow more time for individual instruction, more teacher efficiency, and a safer environment.

Far less discipline problems occur when student assistants are present because more students are kept busy during the class period. The physical educator has more time for actual teaching of more activities because the small tasks and problems that seem to take the instructor's time from actual teaching and of giving individual attention are solved. Since many of these tasks and problems are solved by the help of student assistants, the teacher has more time for efficient teaching, creating a more efficient, constructive learning environment. There is more time to evaluate students, interpret test results, order equipment, organize better curricula, and assume teacher tasks that cannot be performed by the assistants.

Finally, by hard work, development of self-discipline, self-esteem, and self-confidence, and by helping carry out policies, activities, and other obligations, the assistants develop leadership qualities, and this enables them to use these qualities as contributing members in a democratic society.

Appendix I.
Evaluation for Student Assistants

Name of Assistant _____

Check the number which you feel corresponds to the level of leadership qualities (5 - Excellent, 4 - Above Average, 3 - Average, 2 - Fair, 1 - Poor).

| | |
|---|-----------|
| Knowledge of activity (cognitive) rules, skills, officiating, safety aspects | 5 4 3 2 1 |
| Interest in student learning (psychosocial) | 5 4 3 2 1 |
| Interest in expanding knowledge; asks for materials on subject or finds own references | 5 4 3 2 1 |
| Initiative: sees things that need to be done and goes ahead and does it without being told | 5 4 3 2 1 |
| Group Rapport: establishes good rapport easily and quickly; has respect of students; is tactful and considerate | 5 4 3 2 1 |
| Assumes Responsibility: has equipment ready for use, checks showers, reports incidents which should be mentioned and discussed for the good of all students | 5 4 3 2 1 |
| Personal Appearance: neatly groomed, dresses out for class | 5 4 3 2 1 |
| Mental Hygiene: emotional stability, patient, pleasant, accepts constructive criticism | 5 4 3 2 1 |
| Vitality: adequate sleep, good diet, etc. | 5 4 3 2 1 |
| Self-Confidence: appears at ease with a group; confidence in own abilities; able to coach and talk to a group | 5 4 3 2 1 |
| Leader Qualities: is creative, has ability to adapt, makes decisions, motivates students | 5 4 3 2 1 |

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In The IAHPERD Journal

A Reviewed Article

Computer Training Received and Needed by Indiana Public School Physical Education Teachers

by

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This article is the third in a series of articles reviewing the results of a survey of computer usage sent to 403 physical education teachers in Indiana. The first article discussed the extent of computer use and the types of computers used and for what purposes. This article will review the training received and discuss additional training suggested by respondents. A fourth article will compare the differences in the use of computers by grade levels and by size of school.

Surveys were returned by 277 teachers. Of this group, 160 (51.8%) indicated they do not use computers. Of those who do not use computers, 80 stated one reason for not using them was a lack of training. With the increase in technology in our lives and in all professions, many colleges and universities are requiring computer classes as part of their graduating requirement. Fourteen percent (14%) of the survey respondents have five or less years of teaching experience and, therefore, may

have taken one of the required or elective computer courses now available. A total of 135 (49%) of the respondents have 16 or more years of teaching experience. Unless the individual was a computer science major or minor those individuals probably did not have any type of computer training as an undergraduate.

Table 1 lists the type of computer training received by survey respondents. One-third of the respondents have received no for-

mal computer training while 42.6% of all respondents use a computer for physical education. Obviously, many teachers have taught themselves how to use a computer. Only 20.5% have had a college class. A school in-service is the most likely source of computer training.

Table 2 lists the number of years of teaching experience and the type of training received. Percentages were calculated for each level of teaching experience.

Table 1

Type of Computer Training Received by Survey Respondents

| Training | Number of Respondents | Percentage ^a |
|-------------------|-----------------------|-------------------------|
| College Class | 57 | 20.5 |
| School In-Service | 106 | 38.3 |
| Workshop | 62 | 22.4 |
| Other | 16 | 5.8 |
| None | 92 | 33.2 |

Note. Fifty-six respondents recorded multiple responses.

^aN = 277.

Table 2

Number of Years of Teaching Experience and the Type of Computer Training Received

| Years | N | College Class | Inservice | Workshop | None |
|---------|----|---------------|------------|------------|------------|
| 0 - 5 | 40 | 22 (55.0%) | 12 (30.0%) | 6 (15.0%) | 9 (22.5%) |
| 6 - 10 | 52 | 15 (28.8%) | 18 (34.6%) | 5 (9.6%) | 13 (25.0%) |
| 11 - 15 | 49 | 8 (16.3%) | 20 (40.8%) | 11 (22.4%) | 18 (36.7%) |
| 16 - 20 | 60 | 8 (13.3%) | 24 (40.0%) | 18 (30.0%) | 22 (36.7%) |
| over 20 | 75 | 5 (17.2%) | 33 (44.0%) | 23 (30.7%) | 29 (38.7%) |

Note. Percentages in parentheses are comparing responses for the same level of years of experience. Multiple responses were possible.

Individuals with five or less years of experience were more likely to have a college computer class. As experience increases, the individual is more likely to have been trained via a school in-service or workshop. The number of individuals with no training also increases as experience increases.

The type of training received does not seem to vary depending upon the type of computer being used (see Table 3). Individuals who have received no computer training but still use a computer are equally distributed among the computer types. (See Buck and Assmann, 1994, for comparison of computers used.)

A comparison was also made of the training received by individuals who use a computer and those who do not (see Table 4). From the table it appears that when training of any type occurs, 50% of the group will use a computer while the other 50% will not. This compares with 65% who have never received training and do not use a computer. Table 5

lists the reasons given for not using a computer by the 29 individuals who took a college computer class but still do not use a computer. The two greatest responses were that the individual was not trained or had no software.

Respondents were asked the type of training desired. College classes were divided into on- and off-campus (see Table 6). Only 5.4% selected an on-campus college course as a choice for training. Forty-eight percent (48%)

preferred a summer workshop, while 39.4% desired individual training.

Table 7 compares years of experience with the types of training desired. An on-campus course becomes less desirable as the years of experience increase and individual training becomes more desirable. Table 8 compares training desired to school levels. The level does not have an effect on the type of training desired.

DISCUSSION

Computers have been available in schools for many years. Many physical educators have been slow in seeing the need to use computers in their areas. Much of the reluctance in using computers may be due to the type or lack of training received. Since computers can increase efficiency and 50% of those receiving training use a computer compared to only 35% of those who are not trained, the need to provide computer training becomes obvious.

Even though some who have had a college computer class indicated they were not trained,

Table 3
Type of Computer Used and Training Received

| Computer Type | Class | Inservice | Workshop | None |
|--|-------|-----------|----------|------|
| Use only one type compute as indicated | | | | |
| IBM | 17 | 21 | 12 | 10 |
| Apple | 13 | 21 | 14 | 11 |
| Macintosh | 5 | 7 | 4 | 3 |
| Use more than one type computer | | | | |
| IBM + | 31 | 38 | 24 | 15 |
| Apple + | 35 | 50 | 34 | 21 |
| Mac + | 23 | 29 | 19 | 8 |

Table 4

Type of Training Received by Survey Respondents Who Do and Do Not Use a Computer for Physical Education

| Training | Use | Do Not Use |
|---------------|-----|------------|
| College Class | 29 | 29 |
| Inservice | 53 | 54 |
| None | 32 | 60 |
| Workshop | 32 | 32 |

Note. Multiple responses were possible.

required classes for undergraduates could greatly increase the computer literacy of future physical educators. The content of and methodology used in teaching these courses becomes important. The first computer classes taught programming. Very little software was available so to use a computer an individual was required to design his/her own program. Today the average person has no need to know a programming language. They need basic knowledge in word processing,

paint or drawing software, spreadsheets, and data processing. Since schools have different software available, each person needs to learn how to learn a new program on his/her own.

As in all learning the opportunity to experience what is being taught is the most effective means of instruction. That means a computer class to be most effective should be taught in a computer lab where each student works at his/her own computer. The

instructor is available to guide practice and learning and assist a student who is having difficulty. A format in which an instructor lectures and demonstrates on a computer while students observe and take notes and then go to a computer to practice without the aid of the instructor is much less effective and can be very frustrating to students. The end result could easily be an individual who has completed a college class and claims to be untrained.

Not only is the methodology and content of the training important, but so is the type and location of training. Obviously for college professors the easiest training situation is to teach an on-campus course. The survey respondents, though, have indicated this is not a good choice for them—those who need the training. This group prefers a summer workshop setting. These would be most effective if they are taught at locations throughout the state closest to those needing the instruction. Teachers would benefit if colleges/universities would provide summer workshops and credit which could be used toward renewing licenses in areas convenient for students. Schools could be asked to allow use of their computer labs for conducting these workshops. Though individual training is probably not a viable option, the instruction in any setting could be individualized to meet everyone's needs and level of expertise. The desire for individual training by so many possibly relates to the insecurity and intimidation still felt by many in regards to computer use. These feelings must be acknowledged and the individual assisted in

Table 5

Reasons Given for NOT Using Computers by Survey Respondents Who Have Taken a College Class and Do Not Use Computers

| Reasons | Number of Respondents |
|----------------|-----------------------|
| None available | 1 |
| No access | 3 |
| No software | 5 |
| Not trained | 5 |
| Do not like | 0 |
| Not interested | 0 |
| No need | 3 |
| Too busy | 2 |

Note. Multiple responses were possible and not everyone responded to the questions.

Twenty-nine respondents have had a college class and do not use computers.

Table 6

Type of Training Desired by Survey Respondents

| Type of Training | Number | Percent |
|---------------------|--------|---------|
| Class | | |
| On-campus | 15 | 5.4 |
| Off-campus | 78 | 28.3 |
| Summer Workshop | 133 | 48.0 |
| Individual Training | 109 | 39.4 |
| Other | 17 | 6.2 |

Note. Multiple responses were possible.

Table 7

Training Desired by Years of Experience

| Years | On-campus | Off-campus | Summer Workshop | Individual Training |
|---------|-----------|------------|-----------------|---------------------|
| 0 - 5 | 3 | 18 | 22 | 15 |
| 6 - 10 | 7 | 21 | 29 | 23 |
| 11 - 15 | 1 | 15 | 24 | 17 |
| 16 - 20 | 0 | 15 | 30 | 22 |
| over 20 | 3 | 16 | 28 | 32 |

Table 8

Training Desired by Level

| Level | On-campus | Off-campus | Summer Workshop | Individual Training |
|-----------------|-----------|------------|-----------------|---------------------|
| Elementary | 9 | 45 | 84 | 66 |
| Middle/Jr. High | 4 | 32 | 60 | 42 |
| High School | 6 | 27 | 49 | 36 |
| Coach | 10 | 50 | 86 | 67 |
| Total* | 15 | 78 | 133 | 109 |

Note. *Total is less than sum of all numbers since many teachers teach more than one level and many coach, so an individual's response may be recorded twice.

Multiple responses were possible.

alleviating any fears associated with computers.

Teachers on all levels and no matter how many years of experience are in need of computer training. Also, computer technology and software is changing very rapidly necessitating constant upgrading and retraining by all users.

Colleges/Universities and schools should work together to provide the most effective computer training for all employees. Computers can increase efficiency and effectiveness if an individual only knows how to use it to increase motivation and learning among students.

REFERENCE

Buck, M.M., and Assmann, N. (1994). "Computer Usage by Indiana Public School Physical Education Teachers: Part II." *Indiana Journal for Health, Physical Education, Recreation, and Dance*, 23(3), 9-12.

AUTHOR'S NOTE

This project was funded by a grant from the Indiana AHPERD.



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On May 5, 1994, Dr. Roy Doornbos, Jr., passed away. Dr. Doornbos was the President of Recreation Management Corporation in Fort Wayne. He was born in Grand Rapids, Michigan. He received his Bachelors degree from Central Michigan University and his Master's and doctorate from the University of Northern Colorado. He is a former public school physical educator, coach, and athletic director (1949-55), and department chairman and athletic director in higher education working in the areas of physical education and recreation (1956-77). Roy was a member of the Indiana AHPERD from 1972-94.

Those who remember Roy and his "service above self" way-of-life may want to drop his lovely wife a note:

Gayle J. Doornbos, 4521 East Shenandoah Circle, Fort Wayne, IN 46835 (219/485-2513).

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possibilities: but until the sun
rises, it is unborn and unreal.*

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Book Review

Book Review

PEDIATRIC LABORATORY EXERCISE TESTING—CLINICAL GUIDELINES

Thomas W. Rowland, M.D., Editor

Published by:
Human Kinetics Publishers
Box 5076, Champaign, IL 61825-5076
ISBN: 0-87322-380-2, 195 pages

Pediatric Laboratory Exercise Testing—Clinical Guidelines, edited by Thomas Rowland, M.D., brings together the expertise of several professionals knowledgeable in the area of laboratory exercise testing with children. The text reviews aspects of testing children, examines the latest technique protocols of pediatric testing, and points out future research needs. Chapter 1 discusses logistical concerns of pediatric exercise testing, while Chapter 2 describes aerobic testing procedures. Chapter 3 discusses electrocardiography methods with blood pressure responses addressed in Chapter 4. Chapter 5 describes the measurement of children's oxygen consumption, while Chapter 6 discusses anaerobic threshold. The final three chapters discuss the measurements of cardiac output and exercise pulmonary function, as well as the use of non-cardiopulmonary pediatric exercise tests.

Prior to the publishing of this reference manual, clinical laboratory exercise testing of children was often performed using guidelines established for adults. However, children are developmentally different from adults physically, physiologically, and psychologically. These developmental differences are identified and discussed by the contributing authors in the context of various testing circumstances. Developmental considerations are given to the testing environment, test equipment, and selection of testing methods. This text would be extremely beneficial to any exercise testing specialist or clinic that serves pediatric populations.

Reviewed by:
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Department of Physical Education
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Journal Press Release

PEDIATRIC EXERCISE SCIENCE

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Pediatric Exercise Science is a quarterly journal devoted to enriching the scientific knowledge of exercise during childhood and adolescence. Published by Human Kinetics—the information leader in physical activity—*PES* seeks to stimulate new ideas within the field and to increase the awareness of scientists, health care providers, and physical educators in the importance of exercise during childhood.

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Review of Volume 6(4) of
PHYSICAL ACTIVITY GUIDELINES
FOR ADOLESCENTS

In *Physical Activity Guidelines for Adolescents*, a special issue of the journal *Pediatric Exercise Science*, 22 experts in adolescent health care share their recommendations for physical activity among youth ages 11 to 21. They conclude that physical activity improves health DURING adolescence. Teens and young adults who spend some time each day doing ANY kind of physical activity can make important strides toward enhancing psychological health, avoiding obesity, and building strong bones that will last a lifetime, according to the special issue.

This special issue of *PES* contains a consensus statement and the nine review papers presented

at the June 1993 International Consensus Conference on Physical Activity Guidelines for Adolescents. Seven papers summarize the evidence related to the amount of physical activity needed to affect selected health variables in adolescents. The remaining two papers provide guidance on the implementation of the physical activity guidelines.

According to the conference presenters, the rationale for optimizing physical activity during adolescence is two-fold: to promote physical and psychological well-being during adolescence and to enhance future health by increasing the probability of remaining active as an adult. These scholars and practitioners make two important recommendations:

1. All adolescents should be physically active every day as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise in the context of family, school, and community activity. A reasonable expectation is that adolescents should spend at least 30 minutes each day engaged in movement as part of their lifestyle.
2. In addition to daily lifestyle activities, adolescents should participate in three or more sessions per week, lasting at least 20 minutes each, of activities that require moderate to vigorous levels of exertion.

Benefits for special populations are also documented in *Physical Activity Guidelines for Adolescents*. For example, for obese adolescents, physical activity is deemed an important adjunct to dietary change for weight control, and regular energy expenditure through physical activity appears to be essential for weight loss maintenance. For adolescents with high blood pressure, moderate to vigorous physical activity, three or four times per week, can be effective in reducing blood pressure.

Increased physical activity, the conference participants say, is more likely to occur when adolescents receive the consistent message that physical activity is beneficial. *Physical Activity Guidelines for Adolescents* suggests that physicians and other health care professionals assess and counsel adolescents regarding physical activity during routine health care visits. Parents, teachers, employers, and other adults with whom the adolescent comes into regular contact are also encouraged to promote the importance of exercise and to provide opportunities for increased activity among adolescents.

CONTENTS

Overview of the International Consensus on Physical Activity Guidelines for Adolescents, James F. Sallis, Kevin Patrick, and Barbara J. Long • *Physical Activity Guidelines for Adolescents: Consensus Statement*, James F. Sallis and Kevin Patrick • *Relationship Between Habitual Physical Activity and Aerobic Fitness in Adolescents*, James R. Morrow, Jr., and Patty S. Freedson • *Physical Activity and Skeletal Health in Adolescents*, Donald A. Bailey and Alan D. Martin • *Physical Activity, Adiposity, and Obesity Among Adolescents*, Oded Bar-Or and Tom Baranowski • *Physical Activity and Blood Pressure in Adolescents*, Bruce S. Alpert and Jack H. Wilmore • *Physical Activity and Blood Lipids in Adolescents*, Neil Armstrong and Bruce Simons-Morton • *Effects of Physical Activity on Psychological Variables in Adolescents*, Karen J. Calfas and Wendell C. Taylor • *Epidemiology of Sports and Recreation Injuries Among Adolescents*, Caroline A. Macera and Wilma Wooten • *Descriptive Epidemiology of Physical Activity in Adolescents*, Russell R. Pate, Barbara J. Long, and Greg Heath • *Promotion of Physical Activity Among Adolescents by Primary Health Care Providers*, Robert H. Durant and Albert C. Hergenroeder.

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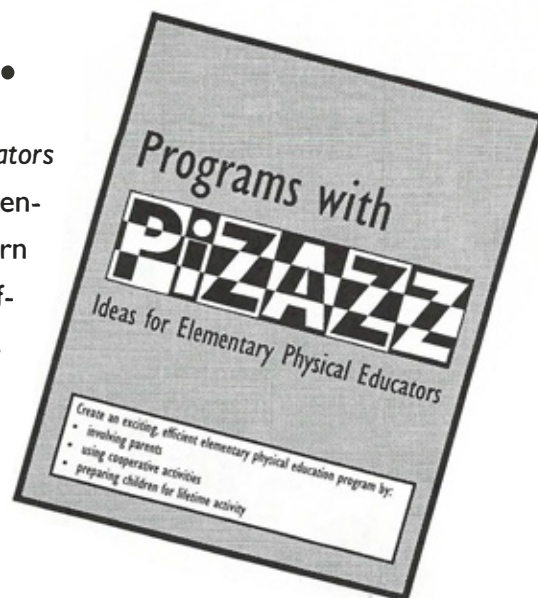
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To employ the necessary means to foster, advance, and promote the kind of research, studies,

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