

# INDIANA

Volume 24, Number 2

Spring 1995



## Inside This Issue

- Skating's First Lady
- Physical Educators for the Twenty-First Century
- Making Inclusion Work
- And More

Indiana Association  
for Health, Physical  
Education, Recreation  
and Dance



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# JOURNAL

# Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 24, Number 2

Spring 1995

Indiana Association for  
Health, Physical Education, Recreation and Dance

## Indiana AHPERD 1994-95

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## TABLE OF CONTENTS

Message from the President .....	1
Notions from your Editor .....	3
State of the Profession .....	5
State of the State .....	7
Poor Physical Education Program: Top 10 Warning Signs .....	11
A Consensus on Physical Activity Guidelines for Adolescents .....	12
Theresa Weld Blanchard: Skating's First Lady .....	14
Physical Educators for the Twenty-First Century .....	17
1994-95 Indiana AHPERD Poster Contest Winners .....	20
IEPs: Making Inclusion Work in Physical Education .....	22
New Books .....	25
Recreation Connections .....	30
Coaching Education In Indiana .....	31
Why Do Women in Indiana Leave Interscholastic Coaching? .....	35
Fitness Contract .....	39
Parting Shot .....	40

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# Message from the President



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## SPEAK OUT!

---

Dear IAHPERD members

Well, 1995 is off to a brisk start. It's almost tax time already! Our Turkey Run leadership conference was a great success and I want to thank all of those who helped with the assigned projects. It seems there is such an opportunity with all that brain-power in the same place for a day or so that we really ought to take advantage of it. Consider this a public thank-you to those who headed

up the projects and to everyone who served on the project so willingly and with such enthusiasm. Those in charge and the project assigned were:

1. Kathy Huntsinger - bumper sticker
2. Becky Hull - slide show
3. Pat Zezula - Past-Presidents meeting which dealt with 3 projects including completing the Indiana history, past-

presidents being available to attend IAHPERD sponsored events in their area, and giving suggestions for convention programs and perhaps, writing some articles for the journal.

4. Linda Reilly - Indiana advocacy kit
5. Ed Schilling and Dena Jones - Curriculum project

6. Brain Brase - State resource manual

7. Bobbi Lautzenheiser - Regional project to encourage more grass roots involvement.

8. Jan Miller - Indiana brochure

If you are interested in information concerning any of these project, please contact the person listed above to be sure your thoughts and concerns are included.

I was unsure how to plan our Friday evening for the work projects and was pleased to find that many groups were still working at 10 pm. We held an open general discussion Saturday morning covering two topics of concern for the organization: USPE - the new physical education organization targeting elementary teachers and the JRFH (Jump Rope for Heart) fund-raising difficulties with schools no longer participating. These topics will be further considered in May. If you have thoughts or concerns here, please contact me by the end of April.

During the regular meeting some of the project ideas were brought forward and others will be on the agenda for the May meeting. I would encourage all of those who headed up the projects to turn in any motions or proposals to be considered at the May meeting. If anyone has ideas or concerns, please pass those along as well. As you know, the theme for this year is "Speak Out" and only when you

Speak out and give the board your thoughts and ideas can we take positive action.

I was unable to attend the Midwest convention at the last minute and would like to thank Nick Kellum for covering the Indiana spots necessary for reporting and gathering information.

I have scheduled a meeting with Dr. Reed, the State Superintendent of Education for April 6, 1995 and will be discussing such topics as quality, daily physical education; concerns with elementary teachers being asked to teach physical education; and concerns with adapted physical education issues. I will report on the meeting in the summer journal.

If any of you are willing to help at the Indiana State Fair this August in any capacity, please let me know or speak directly with Brian Brase who handles the Governor's Council booth. I would like IAHPERD to be as visible as possible (banner, members, brochures, bumper stickers, etc.) and the State Fair seems like a good possibility for reaching at least a billion (no exaggeration!) people with information about quality physical education programs.

I hope the rest of your semester and/or school year is just tops. Be well, live your highest intention each moment, and don't forget to do your daily workout.

Hugs, frogs, sunshine, happiness, and exercise,

Genie

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317-844-1735 (h)

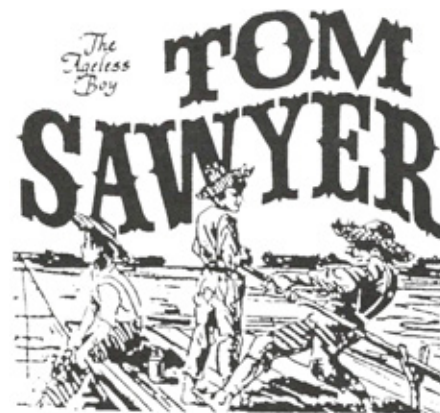
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# NOTIONS From YOUR EDITOR. . .

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## INDIANA AHPERD Leadership Must Be Customer-Oriented in order to meet the Demands of the 21st Century

Recently, I received a letter from a frustrated elementary physical educator, who has been in the 'trenches' for nearly twenty-five years. She informed me that her school corporation, faced with a major financial crisis, decided to reduce the elementary and middle school physical education staff by 50 percent, increase the teaching loads of the remaining teachers to 14 classes per day or 70 per week, and reduce the K-3 classes to 15 minutes once a week for the next academic year.

This scenario is not a particularly unusual set of circumstances. It is not uncommon when school corporations experience financial strain to reduce instructional staff in the non core areas (i.e. art, health, home economics, industrial arts, music, and physical education). Yet, in many similar circumstances the extra curricular programs, in particular athletics, were not touched at all by the corporations. American society has an interesting love, hate relationship with sport. It gives lip service to the importance of academics, while

at the same time displays actions that clearly show the importance of sport.

Who is at fault? It is not merely a community's problem. It is a national problem permeating all levels of government. We, you and I, are at fault because, we let it happen!! We rationalize by saying, "this isn't unusual, it is happening all over the Nation, why shouldn't it happen here?" But if our professions are to survive into the 21st Century, we need leaders at the local through the national levels that can illuminate a vision, excite the collective professions, and educate the legislative and school leaders of the importance of our collective professions.

Peter Drucker once said - "'Leadership' is a word on everyone's lips. The young attack it regularly and the old grow wistful for it. Parents have lost it and police seek it. Experts claim it and artists spurn it, while scholars want it. Philosophers reconcile it with liberty and theologians demonstrate its compatibility with conscience. If bureaucrats pretend they have it, politicians wish they did. Everybody agrees that there is

less of it today than there used to be."

Our collective professions have had many strong leaders (visionaries) including, but not limited to: Edward Hitchcock, Dudley Sargent, William Anderson, Luther Gulick, Delphine Hanna, Stanley Hall, John Tyler, Thomas Wood, Clark Herrington, James McCurdy, Walter Truslow, Jesse Fiering Williams, George Williams, R. Tait McKenzie, Eleanor Mehteny, Jay B. Nash, Charles McCoy, Mabel Lee, Elmer Mitchell, Margaret H. Doubler, and Arthur Steinhaus. These men and women were leaders with a vision, who fought long and hard to develop American Physical Education. Who were leaders of the seventies and eighties? Who are the leaders nineties? Does anyone stand out like the visionaries of the past? Who will be the visionaries of the 21st Century? When will the 'baby boomer' generation provide strong leadership in our collective professions?

Today, unfortunately, no clear understanding exists as to what distinguishes leaders from non leaders, and perhaps more

important, what distinguishes effective leaders from ineffective leaders – like love, leadership continues to be something everyone knows exists but nobody can define it.

Strong leadership is an anathema to a participatory democracy that our society enjoys today. The whole idea is that our democratic society itself creates a strong, viable society, and that has been our history. We don't need strong leaders, and we have not attracted strong leaders, except in times of crisis, when we chose Washington, Lincoln, FDR, and Truman. While in between, we choose what's-his-name.

The Indiana AHPERD and our collective professions are in the deepest crisis of their existence. In order to regain what we have lost over the past three decades we need leaders. Leaders, as Tom Peters suggests, "who commit people to action, convert followers into leaders, and transform leaders into agents of change." Leaders who move the Alliance and the collective professions from current to future states, create visions of potential opportunities for the Alliance and the collective professions, instill within colleagues a commitment to change, and encourage the development of new strategies that will mobilize and focus energy and resources to build new dynamic paradigms. Leaders who can effectively communicate their visions to their colleagues in such a way that it excites them to action.

The major problem that the Indiana AHPERD has is, that it is no different than many other organizations, especially the ones that are failing, it tends to be over-managed and underled. It excels in the ability to handle the daily routine, yet never

questions whether the routine should be done at all. It fails to be customer-oriented and user friendly.

There is a profound difference between management and leadership, and both are important in an organization. Management means to bring about, to accomplish, to have charge of or responsibility for.

Whereas leadership is influencing, guiding in a direction, course, action or opinion. The distinction, colleagues, is crucial. It has been said by many that managers are people who do things right, and leaders are people who do the right thing.

In closing, it is painfully obvious to me that our collective professions need leaders not managers to bring us out of a death threatening crisis and into the 21st Century. We need leaders with an agenda, and unparalleled concern with accomplishment from committed people, a willingness to take risks, and an interdependence through a 'common stake' in the collective professions which leads to relationships of trust and respect. These leaders must be result- and customer-oriented individuals because results get attention and satisfied customers are your best promoters. Their visions must be compelling, exciting, and challenging. Leaders are created by followers. The leaders' intensity coupled with commitment must be magnetic. These leaders will not have to coerce others to pay attention, their intensity and commitment will draw their colleagues to them.

Can the 'baby boomer' generation provide such needed leadership? Or will we have to wait for the 'baby bust' generation? The collective professions' biological clock are running, can we afford to wait

for another Hitchcock, Sargent, Lee or Stienhaus to be reincarnated? What kind of leader do our collective professions need at this time of crisis?

There are four things needed for an organization or profession to prosper, 1) a product, service, or concept 2) people who have resources and commitment; 3) people willing to share their resources and commitment with the organization and profession; and 4) leadership that recognizes the importance of a customer-orientation concept. Our collective professions and the Indiana AHPERD have products, services, and concepts worthy to draw people with resources and commitment into the fold, but we have failed to bring them simply and inexpensively to the people with the needs and resources to use them. The Indiana AHPERD has forgotten its customers and their needs as it has grown. The new Indiana AHPERD have leadership that recognizes the importance of customers and has developed a marketing strategy that will meet the needs and wants of the customer (elementary and secondary physical educators). It is responsive to the customer needs because it is customer-oriented. The Indiana AHPERD should link with USPE and others, and become more customer-oriented to assist our membership and collective professions in influencing state legislators and school leaders of the importance of health and fitness in our public schools and beyond. The window of opportunity is before us to be leaders in a joint venture with USPE as a model state. Are we risk takers or are we business as usual?

# State of the Profession

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## CHANGES IN TEACHER CERTIFICATION

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During the annual Professional Preparation Conference held at Turkey Run in January, Dr. Gail Huffman-Joley, a member of the Indiana Professional Standards Board, the licensing body for teachers in the state, shared with the participants the future directions of public school certification. Currently, the board is undertaking a coherent system of teacher preparation and licensure. This system includes four steps: Pre-Service Preparation, Teacher Induction, Professional Development and Licensure.

In the area of Pre-Service Preparation, changes are being suggested in the Indiana/NCATE Standards. A performance-based standards model, such as we have just developed in physical education in the state,

will be required. This model will also require development of student outcomes by each college and university.

The Teacher Induction phase, will include the beginning teacher internship program, a beginning teacher assessment and the Interstate New Teacher Assessment and Support Consortium (INTASC) guidelines. (INTASC, established in 1987 under the Council of Chief State School Officers, is a group across states reviewing teacher assessment for initial licensing).

In August of 1994 the Indiana Professional Standards Board adopted the following INTASC Standards for initial teacher licensing as a basis for Indiana's new system for prepar-

ing and licensing teachers.

**Principle #1** The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle #2** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Principle #3** The teacher understands how students differ in their approaches to learning and creates in-

structional opportunities that are adapted to diverse learners.

**Principle #4** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

**Principle #5** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**Principle #6** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

**Principle #7** The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

**Principle #8** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle #9** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

The third area of the system, Professional Development, will generate evaluations for expert teachers and review advanced degree programs.

In conjunction with the Pre-Preparation area, the board is considering new licensure, the fourth area of the proposed system, to be focused at developmental levels rather than grade levels. Below I have listed those certification levels being discussed which directly affect our fields.

#### EARLY CHILDHOOD (AGES 3-8)

(This has not changed, therefore classroom teachers can continue to teach Health and Physical Education.)

#### EARLY AND MIDDLE CHILDHOOD (AGES 3-12) Physical Education

#### EARLY ADOLESCENCE (AGES 11-15)

Generalist  
(Again this has not changed and classroom teachers can teach in our areas.)

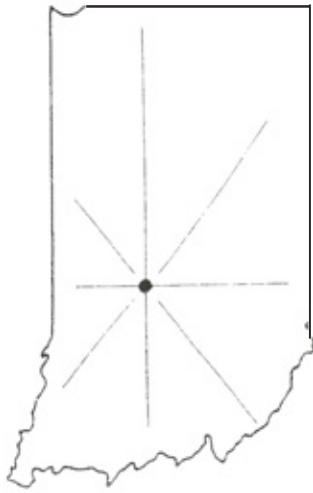
#### EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD (AGES 11-18+)

Health  
Physical Education

Prior to passage input will be solicited from instrumental groups in each discipline such as IAHPERD and IHEA. After passage Health and Physical Education Standards Committees made up of both public school and higher education individuals will be appointed to revamp current standards in those areas. It will then be up to the colleges and universities to develop student outcomes assessment measures. If you want more information on the above material, contact your state director of Physical Education, Barbara Ettl, and/or Health, Phyllis Lewis, at 312-232-9157.

It is hoped that representatives from university and college teacher education programs can meet together in the fall at the state conference to discuss these changes and the development of student outcomes assessment.





# State of the State

by Barb Ettl

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

David Gallahue, Indiana University, Park Tudor School, and the Department of Education will offer a PACE (Positive Approaches to Children's Education) conference June 21-23 at Park Tudor School in Indianapolis. The focus will be on Fitness with an elementary and junior high/middle school track.

College credit will be available.

For more information contact: Dr. Johnnie Johnson at Indiana University, 812-855-5523.

## **NASPE TO RELEASE "CONTENT STANDARDS" IN PHYSICAL EDUCATION**

The professional Associa-

tions for all disciplines in the school curriculum have been charged with developing "Content Standards" and assessment recommendations for their subject area. The National Association for Sport and Physical Education will release the standards for physical education at its annual conference in Oregon, March 1995.

Content Standards identify and describe the components of a quality program. The proficiencies identified in the State's **Physical Education Proficiency and Essential Skills Guide** are content standards.

Upon the release of the national standards, the DOE will examine the state proficiency guide, and update it if

necessary, to assure that it adequately addresses the new standards. **For schools in the process of developing curriculum, it is recommended that the process be put on hold until the new standards can be reviewed.** This will avoid producing a document that is outdated before it is implemented!

## **PHYSICAL EDUCATION – A REQUIREMENT**

On February 4, 1994, a memorandum on "Curriculum Rule 511 IAC 6.1-5-2.5 and IAC 6.1-5-3.5" was sent to all Superintendents and School Administrators. The purpose of the mailing was to clarify misperceptions and inaccurate information regarding the newest Curriculum Rule 511, effective July, 1994. There are three major points about this rule that were addressed in the memorandum.

**First**, the general curriculum principles state that "each school corporation in Indiana **shall** develop and implement a curriculum for Grades K-12 that provides a planned sequence of learning experiences of adequate breadth and depth."

The elementary portion (511 IAC 6.1-5-2.5) states that every elementary school curriculum **shall** include a "balance of learning experiences" in the following subject areas

- a. language arts;
- b. mathematics;
- c. social studies;
- d. science;
- e. fine arts: elementary school fine arts shall include music and visual arts;
- f. health education; and
- g. physical education

The middle/junior high portion (511 IAC 6.1-5-3.5) states that every middle/junior high school curriculum **shall** include a "balance of learning experiences" in the following subject areas:

- a. language arts
- b. mathematics
- c. social studies
- d. science
- e. fine arts: middle/junior high school fine arts shall include music and visual arts
- f. practical arts/industrial technology
- g. health education
- h. physical education

**Second**, the instructional time mandates of this rule are now only recommendations. The **"balanced curriculum" as defined above must still be met.**

Third, the curriculum in these areas **shall be consistent with the proficiency guides** and the general principles of this rule. The instructional times articulated in the Curriculum Rule will remain as recom-

mended times by the State Board of Education as the minimum allocations needed for students to become competent in the content standards stated in the proficiency guides for the subject areas listed.

These curriculum expectations should be included in local curriculum review and evaluation. They will be reflected in the curriculum legal standards of the Performance Based Accreditation process and schools will be expected to provide:

1. a "balanced curriculum;"
2. provide adequate time for instruction; and
3. provide documentations that students have had the opportunity to achieve the content standards in these areas.

The Rule states that: the "Elementary school physical education shall provide experiences through which students develop:

- 1) fundamental stability and manipulative skills;
- 2) locomotor and non locomotor skills;
- 3) rhythm and dance movement skills; and
- 4) knowledge and skills in:
  - (A) aerobic endurance;
  - (B) body composition;
  - (C) flexibility; and
  - (D) muscular strength and endurance."

The minute recommendations for Grades 1-3 are 105 minutes minimum weekly in "Motor skills development, and health/safety education." In Grades 4-6 the recommendation is 75 minutes minimum per week in "Physical Education."

The Rule for "Middle level curriculum" states that in each grade 7 and 8, and 6 when it is included in the middle school, "Middle school physical education shall provide experiences through which the students develop:

- (1) knowledge and skills in:
  - (A) aerobic endurance;
  - (B) body composition;
  - (C) flexibility; and
  - (D) muscular strength and endurance;
- (2) fundamental and refined techniques of movement in:
  - (A) rhythmic activities;
  - (B) lifetime recreational activities; and
  - (C) fitness activities; and
- (3) better skills in all areas through participation in intramural activities."

Note that it does indeed say that middle schools shall have intramural activities. The minutes recommendation is 100 minutes minimum per week.

You may request a copy of this Rule by writing to: Barbara Ettl, Program Development, Room 229 State House, Indianapolis, IN 46220-2798.

# Enhance Your Professional Practice

Become a

## CERTIFIED HEALTH EDUCATION SPECIALIST (CHES)

The 1995 national certification examination will be administered on October 21, 1995 in select cities across the country.

**APPLICATION DEADLINE: MAY 15 - JULY 15, 1995**

### ELIGIBILITY REQUIREMENTS

Option A: Eligibility is based exclusively on academic qualifications.

*You are eligible to sit for the examination if you:*

- ▶ Have a bachelor's, master's, or doctoral degree from an accredited institution of higher learning;

AND

- ▶ Have a transcript that shows a health education major, i.e., the transcript clearly says Major: Health Education; Community Health Education; Public Health Education; School Health Education. The words "health" and "education" must appear on the transcript.

OR

- ▶ Have a transcript that reflects a health education emphasis, i.e., your degree does not state that it is a degree in health education, but you have successfully completed 25 semester hours or 37 quarter hours of course work in health education with specific preparation addressing all seven responsibilities.

Option B: Eligibility is based on academic training, employment experience AND health education professional membership.

*You are eligible to sit for the examination if you:*

- ▶ Have a bachelor's, master's, or doctoral degree from an accredited institution of higher learning;

AND

- ▶ Have 15 semester hours or 22 quarter hours of health education course work that addresses all seven areas of responsibility;

AND

- ▶ Have at least 10 years of continuous full-time employment in health education positions;

AND

- ▶ Have at least five years of verifiable membership in one or more health education professional organizations or worksite health promotion organizations where the emphasis is on health education/health promotion.

**PLEASE POST**

**For further information contact:**

**The National Commission for Health  
Education Credentialing, Inc.**

**475 Riverside Drive, Ste 677, New York, NY 10115**

**Telephone: (212) 870-3074 Fax: (212) 870-2161**

# DEMO TEAM COACHES WORKSHOP



**ROPE FOR HEART**



Registration Deadline: June 1, 1995

**Limited availability**

**For new and current coaches**

Towson State University  
Towson, Maryland

July 13-15, 1995

*How to Start & Maintain a Jump Rope Demonstration Team*

Program Developer: Bill Budris  
414-282-9050  
General Information: Donna Zuba  
703-476-3429  
Registration contact: Carola Fercovic  
703-476-3489

Price: \$200 which includes workshop and materials, housing (double occupancy) and meals except Friday night. Transportation not included.



# Poor Physical Education Program

## Top 10 Warning Signs

*by George Graham, PhD*

High-quality physical education is vital to the well-being and development of children. Unfortunately, not all children have access to it, and a poor physical education program will do more harm than good. These are the top 10 warning signs that your children are enrolled in a poor program:

10. Their PE grade is based solely on whether they take a shower after class.
9. They say, "I guess I'm not any good at sports, because when the captains pick teams, I'm always one of the last ones chosen."
8. They tell you they were laughed at by classmates because, during fitness testing, they couldn't do any pull-ups.
7. There appears to be an imprint of a playground ball on your child's forehead. When you ask him about it, he replies, "All we ever do in gym class is play murderball, and I keep getting hit in the face."
6. They don't want to jog with you because they've learned to hate running: "Every time I do something wrong in PE, my teacher makes me run laps."
5. You ask if the PE teacher taught them to throw or catch, and they reply, "The teacher just gives us a ball and tells us to play; then he sits in a chair and works on football plays."
4. You ask your child if she exercised today in PE class, and she says, "We played a tag game where you had to sit out every time you got tagged, and I always seemed to get tagged first, so I spent almost the whole class sitting down."
3. Their entire PE program consists of touch football, basketball, and softball.
2. They say they don't have to dress for PE anymore; the teacher wants them to keep score from now on so they won't get in the way of the other students, who are playing basketball.
1. When you ask your children at the end of the year what they learned in PE, and they say they "learned to hate sports and exercising."

If you suspect that your child might be enrolled in a poor physical education program, call the United States Physical Education Association at 1-800-373-USPE. USPE is currently developing strategies to help upgrade physical education in America, and your input would be valued. 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.

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## A CONSENSUS ON PHYSICAL ACTIVITY GUIDELINES FOR ADOLESCENTS

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James F. Sallis, PhD, and Kevin Patrick, MD, MS  
for the

International Consensus Conference on Physical Activity Guidelines for Adolescents

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Government, medical, and scientific organizations have issued opinion statements, resolutions, or guidelines related to youth physical activity. However, all the existing physical guidelines for adolescents are based primarily on studies of adults, and some scientists and practitioners may not consider these to be adequate justification for widespread interventions with youth. In the interest of encouraging appropriate interventions, a consensus conference was convened to (a) develop physical activity guidelines for adolescents that are based on age-specific data on the effects of physical activity and (b) provide suggestions for implementing the guidelines in primary medical care settings.

**The Consensus Process.** In June 1993 The International Consensus Conference on Physical Activity Guidelines for Adolescents was held in San Diego, California. Nine commissioned papers were presented that reviewed relations between physical activity and health outcomes in adolescents, descriptive epidemiology, and issues related to implementing the guidelines. The adolescent age group was defined as ages 11 through 21 years. Authors, representatives of 13 national organizations, and invited experts from four nations attended the two-day meeting. Based on the data presented in the background papers, a consensus statement was drafted, revised, and agreed to by the group. The full Consensus Statement and the nine background papers were published in a special issue of *Pediatric Exercise Science* in November 1994. The following is a summary of the guidelines.

**Physical Activity Guidelines for Adolescents.** The health-related rationale for optimizing physical activity during adolescence is twofold: first, to promote physical and psychological health and well-being during adolescence; second to enhance future health by increasing the probability of remaining active as an adult.

**Guideline 1:** All adolescents should be physically active daily or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise, in the context of family, school, and community activities.

Adolescents should do a variety of physical activities as part of their daily lifestyles. These activities should be enjoyable, involve a variety of muscle groups, and include some weight bearing activities. The intensity or duration of the activity is probably less important than the fact that energy is expended and a habit of daily activity is established. Adolescents are encouraged to incorporate physical activity into their lifestyles by doing such things as walking up stairs, walking or riding a bicycle for errands, having conversations while walking with friends, parking at the far end of parking lots, or doing household chores.

**Rationale:** Daily weight bearing activities, of even brief duration, during adolescence are critical for enhancing bone development that affects skeletal health throughout life. Substantial daily energy expenditure is expected to reduce risk of obesity and may have other positive health effects that have not been documented.

Though it is desirable to have a quantitative recommendation for daily physical activity, the available data do not support such a specific recommendation. Objective 1.3 from the U.S. National Health Promotion and Disease Prevention Objectives is similar to the present recommendation and provides a quantitative benchmark that can be used until more data are available. The objective is to "Increase to at least 30 percent the proportion of people aged 6 and older who engage regularly, preferably daily, in light to moderate physical activity, for at least 30 minutes per day." Recently issued guidelines from the Centers for Disease Control and Prevention and the American College of Sports Medicine also state that adults should accumulate at least 30 minutes of moderate physical activity on most, preferably all, days. It is reasonable to recommend 30 minutes as a minimal amount of daily physical activity for adolescents.

**Guideline 2:** In addition to daily lifestyle activities, three or more sessions per week of activities lasting 20 minutes or more at a time, that require moderate to vigorous levels of exertion, are recommended.

Moderate to vigorous activities are those that require at least as much effort as brisk or fast walking. A diversity of activities that use large muscle groups are recommended as part of sports, recreation, chores, transportation, work, school physical education, or planned exercise. Examples include brisk walking, jogging, stair climbing, basketball, racquet sports, soccer, dance, swimming laps, skating, strength (resistance) training, lawn mowing, strenuous housework, cross-country skiing, and cycling.

**Rationale:** There is evidence that regular participation in continuous moderate to vigorous physical activity during adolescence enhances psychological health, increases HDL-cholesterol, and increases cardiorespiratory fitness. Physical activity probably improves other health variables that have not yet been investigated in adolescents. It is not known whether more frequent, shorter sessions of physical activity would provide some of the same benefits.

**Issues for Special Populations.** For some subgroups, additional benefits have been documented. For obese adolescents, physical activity is an important adjunct to dietary change for weight control, and regular energy expenditure through physical activity appears to be essential

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for weight loss maintenance. For adolescents with high blood pressure, moderate to vigorous physical activity, 3 or 4 times per week, can be effective in reducing blood pressure.

As much as possible, adolescents with special needs should be encouraged and supported to meet the above guidelines. Some adolescents will require special assistance to meet the guidelines, and the type of assistance needed will vary widely based on the specific condition or disability. Even adolescents with significantly impaired mobility will benefit by being physically active, though they may need substantial encouragement and assistance to become more active.

**Descriptive Epidemiology of Physical Activity in Adolescents.** Adolescents in the U.S. spend approximately 60 minutes (study means range between 30 minutes and 120 minutes) per day doing some type of physical activity. Although it is difficult to quantify, a sizable percentage, and probably the vast majority, of adolescents appear to meet the first recommendation of daily or nearly daily physical activity, broadly defined. The second recommendation of three or more sessions per week of moderate to vigorous activity represents a more structured definition of physical activity. About two-thirds of adolescent males and one-half of adolescent females participate in moderate to vigorous activity at least three times per week. The percentage of adolescents meeting this guideline declines steadily with increasing age.

**Implementing the Physical Activity Guidelines.** Interventions in multiple settings, targeting a variety of mediating factors, are needed to produce meaningful changes in adolescent physical activity. Physicians and other health care professionals should assess and counsel adolescents regarding physical activity during visits for preventive services and as opportunities arise during acute care and other health care visits.

Successfully promoting physical activity in adolescents requires a multifaceted community-wide effort. Increased physical activity is more likely to occur when adolescents receive the consistent message that physical activity is beneficial. The message they receive from their health care provider must be repeated in the homes, schools, recreation facilities, the media, and work sites. Physicians and other health professionals should advocate appropriate physical education curricula in the schools and promote the availability of a range of community-based physical activity programs and opportunities that accommodate the unique needs of adolescents.

School physical education and youth sports and recreation organizations must play a central role in the effort to assist adolescents in meeting the physical activity guidelines. Professionals in these organizations should evaluate the success of their programs, in part, based on the number of adolescents involved and the amount of supervised physical activity that is provided in these settings.

**Conclusion.** The present guidelines represent the consensus of leading scientists and clinicians. Despite the limitations of the current data base, there is substantial evidence that regular physical activity produced multiple beneficial physiological and psychological outcomes during adolescence. The strength and consistency of these findings lead to recommendations for all adolescents to be physically active on a regular basis. Professionals with responsibility for the health and well-being of adolescents should give a high priority to the promotion of physical activity in adolescents. It is hoped that this consensus statement will stimulate parents, teachers, health professionals, and all youth-serving organizations to understand the importance of regular physical activity for the health of adolescents and to take appropriate actions to help adolescents achieve the physical activity guidelines.

**Participating Organizations:**

American Academy of Pediatrics  
American Academy of Family Physicians, Commission on  
Special Issues and Clinical Interests  
American Alliance of Health, Physical Education, Recreation and Dance  
American College of Physicians  
American College of Sports Medicine  
American Heart Association  
American Medical Association, Department of Adolescent Health  
Centers for Disease Control and Prevention, Division of Adolescent and  
School Health  
National Heart, Lung, and Blood Institute  
National Institute for Child Health and Human Development  
President's Council on Physical Fitness and Sport  
Society for Adolescent Medicine  
U.S. Department of Health and Human Services, Office of Disease  
Prevention and Health Promotion

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and School Health  
National Heart, Lung, and Blood Institute  
San Diego State University, Division of Student Affairs, Student  
Health Services  
Sugar Association  
University of California, San Diego Medical Center  
University of California, San Diego School of Medicine  
University of California, San Diego, Department of Family and  
Preventive Medicine  
University of California, San Diego--San Diego State University,  
General Preventive Medicine Residency Program  
U.S. Department of Health and Human Services, Office of Disease  
Prevention and Health Promotion

To order this special issue of *Pediatric Exercise Science*, [6(4)], which contains the complete Consensus Statement and the nine back-ground papers, call Human Kinetics at (800) 747-4457 or (217) 351-5076. Price: \$11.00 (individuals), \$24.00 (institutions)

# Reviewed Article

## Combining Writing and Research Within the Discipline

# Theresa Weld Blanchard: Skating's First Lady

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### Combining Writing and Research within the Discipline

*Writing is a critical component of education. Writing, when linked with research, prepares students for a higher level of writing mastery. Writing and research are combined in DePauw University's History of Women in Sport, a university writing competence course. One of the writing components of the course is to conduct historical research, with emphasis upon use of primary references. The following historical research paper by former student, Jill Endicott, models the use of newspaper microfilm, scrapbook, and personal correspondence (primary reference), as concept of writing and research can be utilized within physical education at the elementary, middle and secondary school levels, as well as the university setting. Bring writing and research into your curriculum.*

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### Theresa Weld Blanchard: Skating's First Lady

Ice skating was introduced in its present form in 1910,<sup>1</sup> and since then there have been many great ice skating champions, such as Sonia Heniek, Peggie Fleming, Dorothy Hammill, and Katrina Witt. But what person helped the most to bring the sport of ice skating to the pinnacle where it is today? Several persons have made tremendous contributions to figure skating, yet one person dedicated her life to the sport, Theresa Weld Blanchard.

Theresa Weld, America's first figure skating champion, was "born and bred" a skater. Born in

1893, she received her first pair of skates at the age of four. She was excited about the double runner skates, but she then proceeded to tell her parents that she wanted "big girl's skates,"<sup>2</sup> thus starting her climb to become America's first elite female figure skater.

Weld grew up in Chestnut Hill, Massachusetts, a suburb of Boston, and in the winter she could be found skating on one of several ponds near her home. When she was twelve her parents allowed her to harness and drive a pony to the Skating Club of Boston, where the ice was much better

than at the neighborhood ponds; and, thereafter she frequently was seen traveling the three miles between her house and the skating club.<sup>3</sup>

A. Winsor Weld, Theresa's father, played a big role in her development as a skater. As an avid ice skater himself and Theresa's biggest fan, Winsor assisted Theresa in developing new skating moves that later thrilled the skating audiences. Winsor Weld was well known among early leaders of skating. He helped to establish the Skating Club of Boston and served as the first



president of the United States Figure Skating Association.<sup>4</sup>

Theresa Weld, known by her friends as "Tee," was one of four children and ice skating played a big role in the life of her family. Her sister, Dorothy, skated in pairs competitions with Richard L. Hapgood and was the United States Junior Pairs Champion in 1929.<sup>5</sup>

When Weld began her training in skating, a new style of skating was becoming popular. This new international style permitted creativity in movement and expression and was based on the fundamentals of ballet.<sup>6</sup> The emerging American style had little regard for carriage and bodily form and emphasized patterns, grapevines and spins. The English style of skating was straight-legged and developed transitions for isolated figures or ice patterns while the international style aesthetically blended the moves with dance qualities. The American and English styles contributed to technique while the international variety emphasized style. These styles led to two branches of figure skating, pairs and ice dancing which was patterned after ballroom dancing.<sup>7</sup> Weld was an American pioneer with the international style and she also believed she invented, or at least was the first in the Boston area to skate "a diagonal figure in a free skating program."<sup>8</sup>

During her years of skating, Weld performed in garments and on ice in conditions unimaginable to today's skaters, for the ice was uneven, and the skates were quite different from today's skates. They did not support the ankles, and they resembled regular boots with blade runners glued to the soles. Women performed in long dresses which came to mid-calf or lower, and female skaters would often get their skates tangled in this cumbersome clothing during their routines.<sup>9</sup> These handicaps typified the experiences of early sport pioneers.

In March, 1914, Weld entered her first figure skating competition

in New Haven, Connecticut. This competition was the "first national fancy skating tournament for the United States championship, with competition open to the world,"<sup>10</sup> and she won the ladies' singles and was first in the waltzing competition with partner, Nathaniel Niles. Their winning performance in the waltz was repeated in 1920 and 1921.

Perhaps Weld's most notable achievement early in her career was the competition which was held in New York City's Hippodrome in March, 1914, when she competed against all men and won. When Theresa saw that there was no rule against women entering the event, she blazed the trail by competing against men. The **New York Times** described the competition as Weld's beating the men at their own game and after winning she became known as the first woman to win an amateur championship in open competition.<sup>11</sup>

Weld established a new direction in skating for she was a daring skater who delighted in performing loops and jumps which were at this time seen as "unladylike" in ice skating. Judges sometimes lowered her scores for performing these stunts. She was the only American skater in those days to do any jumps beyond a toe hop.<sup>12</sup>

A summary of her major achievements in ice skating is extensive and consists of winning the United States Championship in 1914 and 1918, and five additional titles in 1920 to 1924. Weld also won the ladies North American Championship in 1923. She was also a member of the first "official" United States Olympic skating team in 1920 and competed on two more Olympic teams in 1924 and 1928. Perhaps her greatest achievement was being the first American female competitor in figure skating to receive an Olympic medal — a bronze medal, in the 1920 Antwerp Games.<sup>13</sup> Also, she and her partner, Nathaniel Niles, won the waltzing division of the 1920 ice dancing competition

and placed fourth in pairs competition.

Weld and Niles were great together in pairs and ice dancing competition. They were the North American pair champions in 1925 and United States pair championships in 1918 and 1920-27,<sup>14</sup> bringing their career as a pair to the end at the 1932 World Championships in Montreal. Later that year Niles unexpectedly died from surgery complications.<sup>15</sup>

Their first participation in the Olympic Games in 1920 was a bit fateful, as they were almost banned from the Games. Reservations had been made for the trip to Antwerp on the S.S. Finland, and their entries had been submitted by the American Olympic Committee; however, their names did not reach the Olympic headquarters until two days after the entry deadline. A controversy developed over whether the international committee would accept their names, but finally it did. Filled with anticipation, they sailed for Antwerp with Nathaniel's mother accompanying them.<sup>16</sup>

The fact that Weld and Niles were great competitors was especially evident during the first North American Championships in 1923. The couple placed second in this competition and received the silver medal, but it was noted that even though Niles had sprained his ankle they performed, thus providing competition for those who won.<sup>17</sup> Even with this handicap they had proved themselves worthy of a medal.

Of all the memories of skating the fondest was an occurrence at the 1920 Olympic Games. Theresa was thrilled to receive the bronze medal for her country, but it was the awarding of the medal that was most memorable to her. She and the other medalists remained behind curtains until their names were called. As each name was called, the curtains parted, and the medalist walked forward for the presentation while the national anthem of her country was played. There were American soldiers scattered throughout the

crowd because there was a United States army base in Antwerp. The soldiers had been rooting all week for Weld, and when she came forward to receive her medal from the Crown Prince of Belgium, many of the soldiers jumped out of the stands and bombarded her with bouquets of flowers with ribbons of their regiments tied to the bouquets.<sup>18</sup>

But not only were Weld and Niles teamed together on the ice, for a while; they were co-editors of the magazine, **Skating**, the official journal of the United States Figure Skating Association. The publication was first printed in December of 1923 and is still "the bible" of the sport today. Theresa Weld married Charles B. Blanchard in 1920 and remained editor of **Skating** for forty years, from 1924 until her retirement in June, 1963. She was also editor emeritus from 1966 to 1978.<sup>19</sup> According to Theresa Weld Blanchard, the keypoint of **Skating** was that it was at that time "a magazine by amateur skaters....The only truly amateur magazine there's ever been,"<sup>20</sup> It is of interest to note that when Theresa Blanchard was editor of **Skating**, her husband, Charles, was an editor for Little Brown Publishing Company.

A picture of Theresa Weld Blanchard appeared on the front page of the November, 1963, edition of **Skating** magazine with a caption which read "Skating's First Lady."<sup>21</sup> This issue focused on the contributions of Weld Blanchard to ice skating and commended her dedication to the sport and her contribution as editor of the skating magazine, and stated that **Skating** was a product of her heart and mind and personality.<sup>22</sup>

In 1953 this famous skater received a special award from the United States Figure Skating Association to honor her thirty years as editor of **Skating**. Those who knew her quipped that the presentation was the first time that she had not approved the entire contents of the **Skating** magazine during those last thirty years, as her

dedication had been unwavering.<sup>23</sup> Not only had she affected the sport of ice skating as its pioneer female skater, but she also had controlled skating's major publication for a total of forty years.

Weld Blanchard acquired several nicknames for being such a great figure skater, and she was commonly known as "Queen of the Ice," "Grand Dame" of figure skating in America, and "the First Lady of Figure Skating." Benjamin Wright, a personal friend of Theresa's and chairperson of the Ice Skating Hall of Fame and Museum Committee, remembered that she had a natural ability for ice skating and that she was "ahead of her time in free skating, especially trying jumps and spins not then considered proper for a lady."<sup>24</sup>

Theresa Weld Blanchard was a legend of her time, and among other honors she earned a place in the history of ice skating by being the first woman to win the ladies division of the first U.S. figure skating championship, the first woman skater to compete in an open championship with men and to win, and the first American woman to be an Olympic medalist in figure skating. She died in March, 1978, at the age of 84.<sup>25</sup> Those who knew her as "Tee" will remember her unyielding commitment to amateur figure skating,<sup>26</sup> and to those who did not know her she leaves behind a wonderful legacy as "Skating's First Lady."

### Notes

- 1 Rickaby, Ruth. "Mrs. Theresa Weld Blanchard," from Theresa Weld Blanchard scrapbook, property of Benjamin T. Wright, chairman of the United States Figure Skating Association Hall of Fame and Museum Committee.
- 2 Jacobs, Helen Hull. **Famous American Women Athletes**. Dodd, Mead, 1964, p. 104.
- 3 Hollander, Phyllis. "Theresa Weld Blanchard," **100 Greatest Women in Sports**, Grosset & Dunlap, 1976, pp. 22-23.
- 4 Wright, Benjamin T. "A. Winsor Weld," **Reader's Guide to Figure Skating's Hall of Fame**. United States Figure Skating Association, 1981.

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- 6 Rickaby, Ruth.
- 7 Copley-Graves, Lynn. **Figure Skating History: the Evolution of Dance on Ice**. Platora Press, 1992, p. 18.
- 8 Alexander, Freda. "Skating's First Lady, Theresa Weld Blanchard," **Skating**. November 1963, pp. 2-5.
- 9 Jacobs, H.H. **Famous American Women Athletes**. p. 106.
- 10 Ibid. p. 105.
- 11 Staff. "Miss Weld Wins Hippodrome Cup in Open Competition Against Men," **The New York Times**. March 24, 8:1, 1917.
- 12 Letter in reply received by Jill Endicott from Benjamin T. Wright, chair of the United States Figure Skating Association Hall of Fame and Museum, April 1, 1991.
- 13 Hollander, P. **100 Greatest Women in Sport**. p. 22.
- 14 Jacobs, H.H. p. 105.
- 15 Wright, Benjamin T. "Nathaniel W. Niles," **Reader's Guide to Figure Skating's Hall of Fame**, United States Figure Skating Association, 1981.
- 16 "Select Boston Skater," from Theresa Weld Blanchard scrapbook, property of Benjamin T. Wright, chair of the United States Figure Skating Association Hall of Fame and Museum Committee.
- 17 Wright, Benjamin T. "Nathaniel W. Niles," **Reader's Guide to Figure Skating's Hall of Fame**, United States Figure Skating Association. 1981.
- 18 Jacobs, H.H. p. 107.
- 19 Ibid. p. 108.
- 20 Letter in reply received by Jill Endicott from Benjamin T. Wright, chair of the United States Figure Skating Association's Hall of Fame and Museum, April 1, 1991.
- 21 Alexander, F. p. 2.
- 22 Ibid. p. 5.
- 23 Ray, Edith. "A Tribute to Tee Blanchard," **Skating**. June 1953, pp. 23-24.
- 24 Letter in reply received by Jill Endicott from Benjamin T. Wright, chair of the United States Association's Hall of Fame and Museum, April 1, 1991.
- 25 Staff. **Time**, "Obituary". March 27, 1978, p. 96.
- 26 Wright, Benjamin T. "Theresa Weld Blanchard," **Reader's Guide to Figure Skating's Hall of Fame**, United States Figure Skating Association, 1981.

# Reviewed Article

## Physical Educators for the Twenty-First Century

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The training of physical education teachers has a long tradition in colleges and universities throughout the world. In the 1800s teachers in the United States were trained to perform the specific functions of instruction and control. In physical education this translated into a classroom in which well-disciplined students learned the routines of gymnastics and calisthenics by repeating the skills precisely as performed by their teachers. In the intervening years teachers have become knowledgeable in variety of areas — educational theory and practice, child development, scientific bases of physical activity and the social sciences of sports and exercise; i.e., they have become experts in their subject content (Harris, 1994). Today, our teachers are well-versed in the skills and knowledge of their profession. Current and continuing changes in society, in education, and in the workplace, however, demand a re-examination of those professional preparation practices if physical educators are to successfully meet the challenges of the future. If we gaze into a "crystal ball" for a look at that future society, we are likely to find startling changes to which we must respond if the profession expects to maintain a leading edge in education.

Consider, for example, demographic trends in the United States alone. Although the population rate is growing slowly, only about one percent a year (Fosler, et. al., 1990), people are living longer. Life expectancy in 1880 was only 45 years and in 1980 was 75 years, actually 77.6 years for women. Medical specialists have predicted life expectancy will increase even more, perhaps to 100 years. The encouraging aspect, however, is that these centenarians will live a healthier, more vigorous and more useful existence than has been expected of current senior citizens. For many of these persons, retirement will come earlier and last longer. In another two or three decades, retirement years will likely outlast the years of productivity on the job. In 1985 approximately 12 percent of the population was over age 65 (Dychtwald, 1985) and by 2030, the number of persons 85 and older, the fastest growing segment of the population, will triple. A five-generation society will be common, and practically all children will know their great grandparents. Many will know their great-great grandparents as flesh and blood relatives rather than family album photographs.

Along with this changing population, household and family

structures are changing. The traditional family, a father who works outside the home, mother who stays home and tends to the family affairs, and three or more children, is no longer the norm. A typical family today has only one or two children, often none at all; single parent families are common; and millions of women have joined the labor force, trends unlikely to change in the near future. (DeVita, 1989a) This aging population and changing family structure is not unique to the United States; the phenomenon exists throughout the world with many countries such as Germany and Japan aging far more rapidly (Fosler, et. al., 1990).

The racial and ethnic composition of our population continues to change, and by the year 2000 at least one third of all school-aged children in the United States will be from minority populations. Along with ethnic diversity the socioeconomic background of school-aged children is also changing, and increasing numbers of students will come from poverty-stricken households. And the problem of socioeconomic mobility is exacerbated for these youngsters by the difficulties in obtaining a good education or marketable skills (DeVita, 1989a).

Technology continues to



change our lives, and tomorrow's systems will be as far removed from those currently in use as today's differ from our childhood efforts to communicate with a tin can and copper wire. Refinements in communication forms have shrunk the globe, as television, fax, and email bring the other side of the world as near as our colleagues across the hall. As Naisbitt and Aburdene (1990) noted, "We are laying the foundations for an international information highway system ... we are moving toward the capability to communicate anything to anyone, anywhere, by any form – at the speed of light." Transportation technology has already made a flight from New York to France as easy as to California, and the next generation of airplane technology will take us from New York to Tokyo in a mere two hours (Naisbitt and Aburdene, 1990).

A further by-product of the new technology is the changing nature of the workforce. "A generation ago, a worker might make two or three job changes in his or her lifetime." By the twenty first century some analysts estimate that the average worker may make as many as ten job changes and two or three complete career changes (DeVita, 1989b).

Automation is already in common usage in many phases of business and industry and promises to have far-reaching impact in the coming years. We may well have a world controlled by electromechanics in which machines take over human functions, mental as well as physical. With new innovations, science and technology will continue to advance more in the next few decades than in all the millennia since the beginning of human life. Just as Buck Rogers, some 50 years ago, was a fantasy of my youth that became a reality when we landed on the moon, so, too, are many of the fantasies of today that will become tomorrow's realities.

Contemplating such changes could be frightening and discouraging; yet, one factor remains

constant – the human mind possesses judgment which no machine can ever have. Machines may be made to memorize, to make decisions, even learn. It is still necessary, however, to have human beings to analyze situations; to formulate problems; to interpret answers; to determine values. And though physical education, sport, and movement activities have not been mentioned in those predictions for the future, I believe there is a direct relationship between the two.

The results of technology, urbanization, advances in medical knowledge, an aging population, are directly related to a longer, healthier life span, increased leisure time with funds to support it, as well as, unfortunately, a tendency toward an ever-increasing sedentary life-style. Similarly, ethnic diversity, changing family structures, poverty levels and alterations in career expectations will affect the ways we function in the future. And what does all of that mean for us? For education in general and physical education in particular, the implications are clear: we must either respond to the challenges of change or relinquish our role to those who will. While we may object to the rigidity of objectives, content, and methods of our forefathers and mothers, we have to respect their commitment to a central purpose. They knew what they wanted to do and did it well. We, too, must know what we are about and what we want to do. For persons who work with teacher preparation, I believe this is our most critical challenge, and the implications for us are multifaceted. The suggestions that follow are not necessarily new, but, rather, these thoughts might more appropriately be called challenges for the future. Whether or not we meet those challenges will be the key to the future.

Underlying all of what the future may hold for us is the challenge of change, and traditionally in physical education, change has been accomplished with difficulty. At the simplest level,

how long does it take to get a new course approved; at the extreme, how long to develop and implement an entirely new professional curriculum? Bureaucratic red tape of the university may be partially responsible for delay, but I believe a more critical factor has been our resistance to change. Physical educators have long been characterized as conservatives tied to tradition, and reluctant to break out of that mold. However, if we are to survive in the 21st century, we must shed our cloaks of tradition and take a fresh look at who we are and where we are going. Naisbitt (1982) noted in *Megatrends* that every organization must regularly assess its role when faced with changing conditions. If not, he suggested, professionals may find others filling their roles because they were not sensitive and responsive to change. Even now, in a profession supposedly concerned with the health and physical well-being of our constituency, how well and how quickly have we responded to the fitness interest that has been developing by leaps and bounds. Massengale (1987) in quoting Confucius, has a poignant message for us: "Only the supremely wise and the abysmally ignorant do not change."

Assuming that we fit neither of those extremes, I'd like to suggest a number of areas in physical education, and specifically in professional preparation, in which we must meet the challenge of change if we expect to survive long enough to greet the 21st century. First of all, we must respond more aggressively in preparing our future teachers to deal with the diversity that does and will continue to permeate our classrooms. Fosler and others (1990) suggest that "The growing size and influence of racial and ethnic groups ... raises the possibility of increasing racial and ethnic tensions in the United States" and the "future of our society will depend on the status and education of minority children." Many of our future teachers have had little exposure to minorities of any



kind, know little of the many faces of different cultures, and are ill-prepared to assume the task of working with them on a day-to-day basis. We must do a better job of providing both information and experiences that expose them to the multicultural world in which they will have to function. Efforts must be made to inculcate values that recognize and respect those differences and eliminate the prejudices that hamper opportunities to learn. Further, these efforts must be an integral part of the daily subject matter, for as Sarason (1993) said,

To set the teaching of values apart from the teaching of subject matter makes as much sense as separating the teaching of subject matter from the teaching of children. It makes less sense in that it belies ignorance or insensitivity to what life is like in the classroom.

A second major responsibility of professional preparation for the future is coming to grips with the impact of technology on the educational process. In a provocative treatise, *Education in the Twenty-First Century*, Beare and Slaughter (1993) said that "Schools are approaching the twenty-first century long before they have come to terms with the twentieth and ... still retain many of the features of earlier times." We must break out of that mold and assure that our graduates have the skills and the knowledge to function effectively in a world that is increasingly dominated by technology. "The new reality, i.e., electronic teaching and learning has arrived. The root issue," said Mecklenberger (1986) "is how to blend America's tradition of schooling with the capabilities of America's information and communications technologies." How well, for example, do we prepare our students to utilize the enormous potential of computers for enhancing the learning process of their students? As Naisbitt (1982) said more than a decade ago, "Whether you work with computers or not, it is important to be-

come friends with the computer and become computer literate, because the computer will permeate the whole world of work." We are well aware that today, Naisbitt's prophecy is, in fact, reality; yet in physical education in particular, I believe we lag behind many other disciplines in utilizing the most recent technology as a teaching tool.

Another curricular area which should be addressed for the future is that of our aging population. Most of our teaching in physical education has focused on the young, and we have been less that successful with many students in developing a life-long interest in physical activity. Now, more than ever, our future teachers need the skills to develop in their students the "habit" of physical activity. The health values that accrue to the physically active individual have been well-documented, and as our population continues to live longer lives, the importance of individual physical fitness becomes increasingly apparent. Our future teachers, too, need to be skilled in working with the elderly, for again, as our population over age 65 exceeds that of school-age children, job opportunities for the physical education are likely to shift. Retirement communities, nursing homes, and other facilities for the aging may have more potential for professional opportunities than the primary and secondary schools of the past.

Finally, and perhaps of greatest significance in the training of teachers for the future is the approach we take today in that preparation. "To prepare the leaders of tomorrow ... [we] must teach students to become critical thinkers, intellectually curious observers, creators and users of information, who routinely feel the desire to know, [students] who know how to access the data, yet who also challenge the validity of information [and] who seek corroboration before adopting information" (Lenox and Walker, 1994). This is not to suggest a new information studies curriculum but,

rather, a restructuring of the learning process. As one school principal (Gainey, 1993) remarked,

Students must be taught how to engage in higher order thinking ... and must acquire knowledge and skills needed to learn effectively, no matter what the situation is, so that they will be prepared for a world that is in constant change. Their success will determine our future success as a nation."

Clearly, the success of physical educators in preparing their students to meet the challenges of the future will determine the future success of our profession.

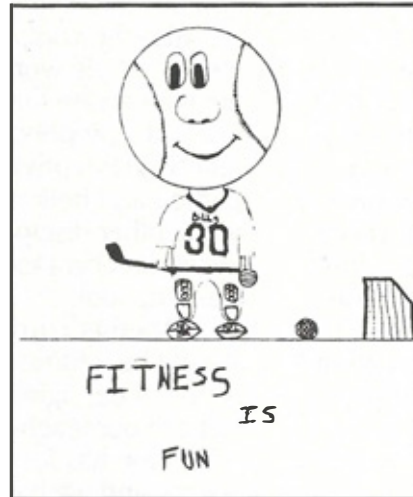
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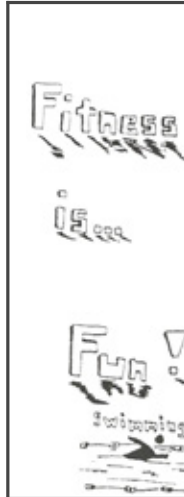
**Region 1  
Grade 8**

*Student:*  
**Danielle Brewer**  
c/o Mr. & Mrs. Shelby  
Hammond  
429 W. Haysville Rd.  
Jasper, IN 47546  
*Principal:*  
Mr. Keith Wortinger  
**DuBois Middle School**  
4550 N. 4th St.  
DuBois, IN 47527



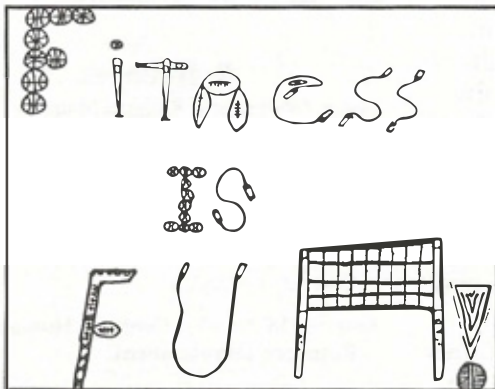
**Region 3  
Grade 6**

*Student:*  
**Jacob Parsley**  
c/o Shari Parsley  
2035 E. U.S. 40  
Clayton, IN 46118  
*Principal:*  
Dr. Phillip Spears  
4740 Iowa St.  
Clayton, IN 46111



**Region 4**

*Student:* **Sherry Ireland**  
7291 S. CR. 700 V  
*Principal:* [unclear]  
8400 S. Bronco Dr



**Region 2  
Grade 8**

*Student:*  
**Jeremy Owen**  
c/o Lorella Cox  
10265 N. S.R. 135  
Freetown, IN 47235  
*Principal:*  
Mrs. Peg Cannon  
**Brownstown Central Middle School**  
520 Walnut  
Brownstown, IN 47274

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Congratulations! Each of the posters participated in the poster contest. Identify the one(s) from your school/region for taking part in the contest. We had one state winner. The state winners received an IAHPERD certificate. Each participant in the contest received a Certificate of Participation. As your school and/or region representative, you will receive a Certificate of Participation for the future involvement of your school/region. As a committee, we would like to encourage your participation and encourage involvement with the project. The poster contest is a great way to promote physical education.



**Region 5  
Grade 8**

*Student:*  
**Beth Longenecker**  
c/o Mr. and Mrs. Longenecker  
7359 N. Co. Rd. 300 W.  
Frankfort, IN 46041-7303  
*Principal:*  
Mr. Ken Steeb  
**Rossville Junior High**  
1 Robert Egly Drive  
Rossville, IN 46065



**Region 5  
Grade 7**

*Student:*  
**Sara Suppinger**  
c/o Mr. and Mrs. Vince  
Suppinger  
1011 Brick'n Wood Dr.  
Lafayette, IN 47905  
*Principal:*  
David L. Worland  
**Central Catholic Jr.-Sr.  
High School**  
2410 South 9th Street  
Lafayette, IN 47905

**Region 7 Grade 6**

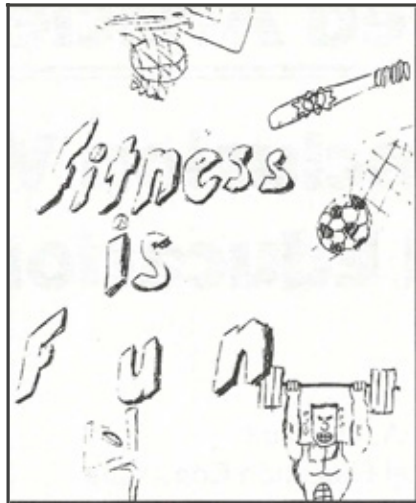
*Student:* **Amanda Reiff** c/o Mr. & Mrs. Richard Reiff  
01510 N. 1000 E. • LaGrange, IN 46761  
*Principal:* Brenda Rummel  
**Prairie Heights Middle School**  
0395 S. 1150 E. • LaGrange, IN 46761





**Region 6  
Grade 7** ➤

*Student:*  
**Aaron Hymes**  
610 Clyde St.  
Frankton, IN 46044  
*Principal:*  
Mr. Warner  
**Frankton Jr.-Sr.  
High School**  
610 Clyde St.  
Frankton IN 46044



**Region 6  
Grade 7** ➤

*Student:*  
**Laura Hobbs**  
610 Clyde St.  
Frankton, IN 46044  
*Principal:*  
Mr. Warner  
**Frankton Jr.-Sr.  
High School**  
610 Clyde St.  
Frankton IN 46044

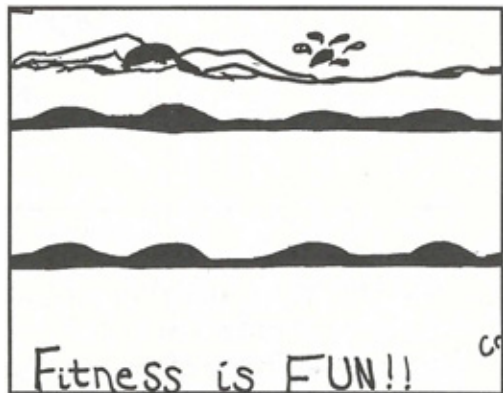


**Grade 8** ▲

n c/o Dan and Karen Irelan  
V • Daleville, IN 47334  
Mr. Glen Nelson  
• Daleville, IN 47334

**Region 8  
Grade 7** ➤

*Student:*  
**Crystal Emerick**  
c/o Mr. & Mrs. John Emerick  
204 N. Wabash Ave.  
LaFontaine, IN 46940  
*Principal:*  
Mr. Tom Mitchell  
**Southwood Jr.-Sr. High School**  
564 E. St. Rd. 124  
Wabash, IN 46992



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ictured was selected as a winner of the IHPERD region and send that student a note of appreciation 200 entries this year!

ontest Winner T-shirt. In addition, each te of Participation.

ed? If not, WHY NOT? Assume the responsibility ion and make plans not to involve your students. urage ALL members of IAHPERD to support and e contest takes place annually, usually in the fall. rs are then displayed a the State Conference or at ate Leadership conference held at Turkey Run.

The contest focuses on the areas of health, cal education, recreation and dance.

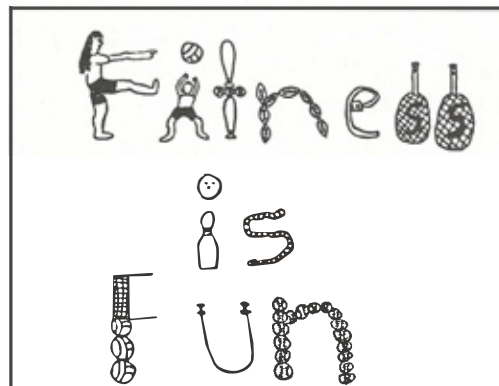
Bobbi Lautzenheiser

Mary Jo McClelland

IAHPERD Poster Committee

**Region 8  
Grade 8** ➤

*Student:*  
**Emily Perkins**  
c/o Mr. & Mrs. Kenneth Perkins  
6791 W. St. Rd. 124  
Wabash, IN 46992  
*Principal:*  
Mr. Tom Mitchell  
**Southwood Jr.-Sr. High School**  
564 E. St. Rd. 124  
Wabash, IN 46992

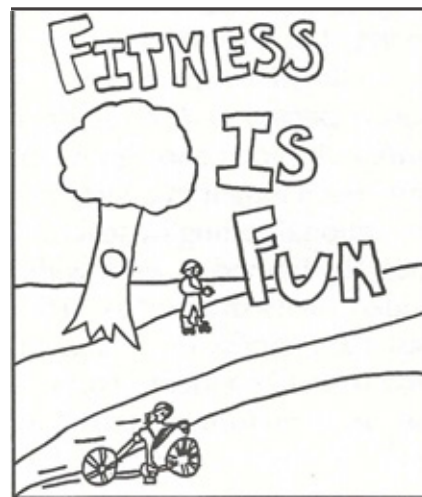


**Region 9 Grade 6** ▲

*Student:* **Laurene Ammend** c/o Mr. Larry Ammend  
235 Lansdowne Rd. • Indianapolis, IN 46234  
*Principal:* Mrs. Claire Perdue  
**Chapel Glen School**  
701 Lansdowne Rd. • Indianapolis, IN 46234

**Region 9  
Grade 6** ➤

*Student:*  
**Anastasia Haberman**  
c/o Mrs. Stacey Benton  
Indianapolis, IN 46214  
*Principal:*  
Barb Leek  
**St. Christopher School**  
5335 W. 16th St.  
Indianapolis, IN 46224



# Reviewed Article

## IEPs: Making Inclusion Work in Physical Education

Kim A. Duchane

Adapted Physical Education Consultant  
Manchester College

Department of Health and Physical Education  
604 College Avenue Box 135  
North Manchester, Indiana 46962  
(219) 982-5382

Children and youth with disabilities were previously not the legal responsibility of the public schools and therefore did not receive education services. Public Law (PL) 101-476, the Individuals with Disabilities Education Act (Federal Register, 1990), and earlier legislation has been instrumental in protecting the rights of these individuals.

The relationship between regular and special education programs has significantly changed as a result of these laws. Regular educators are now expected to teach students who, a decade or so ago, would have been taught in a restricted educational setting by teachers specially trained to work with students with disabilities. Today, the majority of all students who have been identified as having some form of disability spend at least part of each day in a regular education (Auxter,

Pyfer, & Huettig, 1993).

Physical education is often an area of the curriculum where inclusion first occurs (Jansma & French, 1994). In fact, of all aspects of elementary and secondary education, physical education is the only educational curriculum specifically named in the law as part of special education. Special education is defined as:

Specially designed instruction, provided at no cost to the parents, to meet the unique needs of a student identified as disabled, including classroom instruction, community-based instruction, instruction in hospitals, nursing homes, or other institutions, homebound or home based instruction, and instruction in physical education, vocational education, or speech-language therapy (Indiana Department of Education, 1992, p. 9)

The mandate that physical

education be required for all students qualifying for special education services has encouraged an increasing number of physical educators to become involved in Individualized Education Programming (IEP). IEP is the means by which eligibility for special education services is determined and educational placement is assigned. It is a process that is directed toward identifying unserved children and youth with disabilities, admitting them to the school corporation's special education program, providing them with special services, reviewing their program at least annually, and subsequently dismissing them from special education when these services are no longer needed.

Those involved with special education and the rights of their students are fully aware of the law. The IEP process if



often unclear to regular physical educators since they have received minimal training in special education. It is the purpose of this paper to briefly discuss the five implementation phases of the IEP as they specifically relate to physical education to assist in making inclusion work.

### **Identification**

Identification is the initial phase in the IEP. This is the procedure whereby students who may be eligible for special education services, including adapted physical education, are identified. School corporations are under a mandate to find all children and youth in need of special services so that their educational needs can be effectively addressed.

Several means can be utilized to identify student who are disabled and at risk developmentally. A community referral system composed of parent, medical practitioners, health and social service agencies, and community groups is an effective source for early identification. School personnel may also be aware of the existence of certain children in the community and specific educational arrangements can be made. All children referred to the school corporation are screened by special education personnel and then appropriate action is taken.

#### **Initial Data Collection**

As a result of Phase 1, Identification, the school corporation will initiate procedures to determine the individual's eligibility for special services. Special education personnel, including the adapted physical educator, review the child's

medical and developmental history, then discuss concerns and functional performance of the child with the parents. Parents are requested to provide consent for collecting eligibility data.

Ideally, a multidisciplinary team administers screening devices to students with actual or suspected developmental deficits. Adapted physical educators utilize a screening instrument, such as the Motor Development Screening Test (Pyfer, 1986), to evaluate motor functioning.

Following the initial data collection, educational personnel meet to discuss the screening results. If the student appears to need special services, they make written recommendations for further in-depth assessment can be scheduled on a periodic basis to monitor the student's needs.

### **Admission**

The next phase of the IEP is formal admission to special education, including comprehensive individual assessment and the official Case Conference meeting. Results of the evaluation are the basis for educational placement in the least restrictive environment, and it is paramount that input from a variety of professionals from various disciplines, including physical education, be made available (Lavay & French, 1985).

In this in-depth assessment procedure, the adapted physical educator is assigned to do the psychomotor assessment to determine the special fitness and motor needs of the student. Assessment instruments, such as

the Bruininks-Oseretsky Test of Motor Proficiency (Bruininks, 1978) and the Test of Gross Motor Development (Ulrich, 1985), are used to evaluate the components of specific areas. The adapted physical educator combines these test results and subjective observations with a knowledge of growth and neurological development to make judgements about an individual's present level of performance.

The official Case Conference meeting included the parents, instructional and diagnostic personnel, and administrators. At this time, educational priorities are set, and the observations and concerns of the student's parents are given prime consideration. Annual goals, short-term objectives, and specific instructional strategies focused on the individual student's strengths and growth areas are agreed upon. Projected dates for initiation and duration of the services are also established. In each curricular area, the least restrictive environment for each student is determined (Block & Krebs, 1992). This is intended to be the setting in which the student is likely to have the most productive learning experiences (see Figure 1). The parents, administrators, and all teachers directly involved in the Individualized Education Program conclude this phase of the IEP process by agreeing and signing the official documents.

### **Physical Education Program**

A comprehensive program of physical education is a vital part of the total education of

every student. As noted earlier, it is so important that it is the one area of the school curriculum specifically mentioned in PL 101-476. The Indiana Department of Education (1992, p. 8) defines physical education to mean those services, specially designed if necessary, which provide development of:

1. Physical and motor fitness;
2. Fundamental motor skills and patterns; and
3. Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

In addition, the physical education proficiency and essential skills recommended by the Indiana Department of Education (1993) should be considered in the developmental program of each student.

### **Review**

The fourth phase of the IEP involves the annual review for the purpose of evaluating the effectiveness of the learning activities. The progress of each student is assessed periodically to update the goals, objectives, and activities of the program. The parents and the rest of the Case Conference team collaborate to review the student's progress. In addition to frequent informal evaluations, PL 101-476 mandates that the program be officially reviewed once each year. The progress of the student is discussed in detail and changes in the program are made. Records are kept by the teachers and reports are prepared to keep parents informed of their child's progress.

### **Dismissal**

Dismissal from the special education program into full time

regular education is the final phase of the IEP. This phase may seem idealistic, but it demonstrates an attitude that students should, when possible, be fully included into regular education (Sherrill, 1993). Students with disabilities may be dismissed from adapted physical education before this occurs in other areas. Adapted physical education services are discontinued when a student no longer exhibits significant psychomotor deficits. Periodic follow up physical education assessments help to assure a smooth transition to regular physical education. Adapted physical education services may be continued part time if they are needed to maintain or regain function.

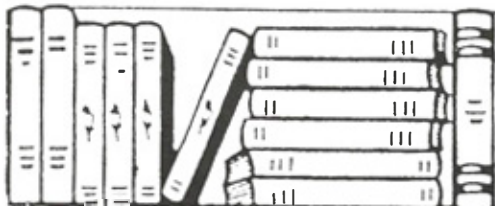
### **Summary**

Individualized education programming can be instrumental in making inclusion work and assuring appropriate physical education placement and programming for all students with disabilities. Adapted physical education service delivery is based on the belief that developmental activities may be used to generate skills of students with psychomotor dysfunction. By using purposeful fitness, movement, and lifetime sports activities, physical educators stimulate students to acquire in increasing repertoire of developmental skills and behavior patterns. Intervention promotes the enhancement of psychomotor, affective, and cognitive functions and decreases dysfunction, thereby allowing the student to become a physically fit adult who knows how to achieve the happy

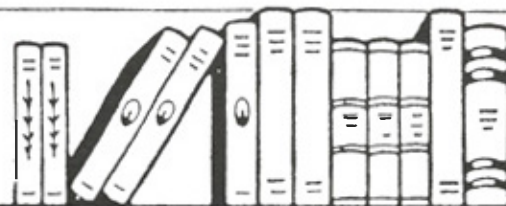
balance between productive work and rich, satisfying personal leisure. It is reasonable to expect that with sufficient support services from adapted physical educators and with appropriate inservice training, regular physical educators will actively accept the challenge of teaching students with disabilities.

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**N**ecessary

submitted by  
D.J. Hollingworth  
Bailey Jr. High PE  
Instructor  
Gary, Indiana

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**H**ealth  
**Y**outhful  
**S**portsmanship  
**I**ntelligence  
**C**areful  
**A**gility  
**L**earn  
  
**E**xercise  
**D**ance  
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# Recreation Connections . . .

edited by  
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## In Praise of Mediocrity

What are you good at? I mean really good at! Is it golf? Have you shot your age yet? Is it bowling? Every bowl a 300 game? Maybe it's a racquetsport? Are you an "open division" player? Well, there has to be something you're good at. Isn't there?

Last year I won the Indiana State Racquetball Association State tournament in the 35-45+ B/C Division. Believe me when I say that this division is played at a more amicable level of competition than the open division. Prior to the final match my opponent said to me, "Well, I guess we are playing to see who the best 'old average guy' is." That put everything in perspective for the upcoming match. Most, if not all, of my sport activities are like that. I've just taken up Sporting Clay shooting and I can tell you with great honesty that I totally dominate the lower end of the "D" class. And I love the sport. I'm loading my own shotshells (sometimes forgetting the shot or the powder); it's a great way to spend a rainy Saturday afternoon. My only hope is that my golf score and my shooting score get reversed in the "big record book in the sky."

All of us from time to time have had visions of being really good at something. We take lessons, we rent video tapes, we read all the magazine articles, we practice, practice, practice. And what does it get us ... frustration, stress, fatigue, and tired feet, and sore hands, thumbs, and shoulders. AND THEN IT HAPPENS!! It's no fun anymore! You know the old adage ... "If your not keeping score, you are just practicing." Well, I say, "if you are not enjoying it, then you are trying too hard." Relax, be average, embrace mediocrity.

Here is what will happen. You'll rediscover why you fell in love with the activity in the first place. You will enjoy it again. After all, leisure is freedom. Your leisure self will emerge and flourish. To leisure is to be. Remember, we are human beings, not human doings.

Let me leave you with a few tips on being "just ok" at whatever you do for recreation. Make it truly re-creation. Put yourself into it with enthusiasm, but don't lose yourself. Look for the rewards that come from doing, and not the external rewards that only express how good you are. The real reward is the "win" that makes our spirits soar.

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for Health, Physical  
Education, Recreation  
and Dance



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# Coaching Education In Indiana



by Paul Reynolds, Illustrator and Creator of the cartoon strip, *Hey Coach*.

## 1995 Coaching Publication List

Edited by Thomas H. Sawyer, Ed.D.

NAME OF PUBLICATION	PUBLISHER/SPONSOR	FREQUENCY	COST/YEAR	CIRCULATION
Washington State Youth Soccer News	Varsity Publications	Monthly	\$12	12,000
Pitch	North TX State Soccer Assoc	Quarterly	\$12	10,000
Coaching Digest	Amer. Baseball Coaches Assoc	Quarterly	Free to members	4,750
Canadian Eques. Fed Bulletin	Canadian Eques. Federation	Quarterly	Free to members	10,000
Audible	Football Ontario	Semiannual	\$12	2,000
Tennis Magazine	South of England Newspaper	Monthly	Eng\$34	15,000
Today's Coach	MacGregor Sports Education	Quarterly	\$5	81,062
Women's Fastpitch World	Windmill Publishers	Monthly	\$39.99	7,500
Weightlifting USA	U.S. Weightlifting Fed.	Bimonthly	\$20	2,700
Strategies: A journal for Physical and Sport educators	Publisher: AAHPERD Sponsor: Athl. Congress-USA	8 per year	\$35-individ \$45-instit	10,000
Wrestling U.S.A. Magazine	(editor Lanny Bryant)	12 per year	\$27	13,000
Track Technique: Official Technical Publication	Publisher: Track & Field News Sponsor: Athl. Congress-USA	Quarterly	\$15	3,500

NABC Courtside	Nat'l Assoc Basketball Coaches	9 times/year	\$18	5,000 foreign & domestic
Coaching Women's Basketball	Women's Basketball Coaches Association	Bimonthly	\$20	4,000
Bobsledder	U.S. Bobsled & Skeleton Federation, Inc.	Quarterly		
Technique	USA Gymnastics	Monthly		
Handball	U.S. Handball Association	Bimonthly		
American Hockey	USA Hockey	9 times/year	members-free others-\$13	300,000
USLA Newsletter	U.S. Luge Association	Monthly		
Taekwondo Dojang	U.S. Taekwondo Union	Quarterly		
Taekwondo Journal	U.S. Taekwondo Union	Quarterly		
U.S. Modern Pentathlon Quarterly Newsletter	U.S. Modern Pentathlon	Quarterly		
Coaching Connection	Roller Skating Associations	12 times/year	Free to members	1,700
American Rowing	U.S. Rowing Association	6 times/year	Free to members	30,000
FISA Coach	U.S. Rowing Association	4 times/year		
Rowing Ratio	U.S. Rowing Association	4 times/year		
American Ski Coach	U.S. Ski Coaches Association	5 times/year	Free to members	all members get-would not give me a #
In Play	American Youth Soccer Org.	Quarterly	Free to members	40,000
Soccer Journal	Nat'l Soccer Coaches Assoc. of America	Bimonthly	Free to members	9,300
Coach	United States Soccer	Bimonthly		
Newsline	United States Soccer	Monthly		
ASCA Newsletter	Amer. Swimming Coaches Assoc.	5 times/year	Free to members	4,200

Swimming Technique	Swimming World Publications	Quarterly	\$13	7,500
Table Tennis Topics	U.S. Table Tennis Association	Bimonthly	members-free others-\$15	7,000
ADDvantage	U.S. Professional Tennis Assoc.	Monthly	Free to members	10,000
Track & Field Quarterly Review	Track & Field Division I Coaches Association	Quarterly	\$20	1,200
Coaching Volleyball	American Volleyball Coaches Association	6 times/year	members-free others-\$20	3,800
Mikasa Powertips	American Volleyball Coaches Association	12 times/year	Free to members	2,00
The Coaching Clinic	Princeton Educ. Publishers	10 times/year	\$35	2,600
Scholastic Coach	Scholastic, Inc.	10 times/year	\$17.95	42,500
Texas Coach	Texas High School Coaches Association	Quarterly	members-free others-\$13	12,000
Youth Sport Coach	National Youth Sports Coaches Association	Quarterly	Free to those who attend clinics	114,000+
Gymnastics Safety Update	USA Gymnastics			
American Track and Field (will start with summer issue)	Pike Creek Press, Inc.	4 times/year plus special issues	Free to HS, college, * club coaches	30,000
Athletics Coach	British Federation	Quarterly	E\$17.50	
Aussie Sport Action	Australian Sports Commission with govt. departments	Quarterly	free to schools, libraries, associations, and clubs	65,000
Badminton USA	U.S. Badminton Association	Quarterly	members-free others-\$15	
Coaching Focus	National coaching Foundation of Great Britain	3 times/year	E\$20	
Complete Coach	USA Wrestling	Quarterly		
Inside Triathlon	Inside Communications, Inc. Boulder, CO	10 times/year	\$24.95	25,000

Inside USA Diving	U.S. Diving, Inc.	Bimonthly	\$10	
Masterstrokes	U.S. Rowing	3 times/year	Fee-master's rowers	
Modern Athlete and Coach	Australian Track & Field Coaches Association	4 times/year	\$21 U.S. dollars	2,500 total 600 outside Australia
New Zealand Coach	Coaching New Zealand	4 times/year	\$35 N.Z. dollars	
Performance Conditioning for Volleyball	U.S. Volleyball Assoc. and Amer. Volleyball Coaches Assoc.	9 times/year	\$22	
Professional's Journal of Sport Fitness	National Academy of Sports Medicine	out of publication in 1993 — will be published again some-time in 1994- formerly 3yr	Free to members	50,000 (tentative)
Running & Fitness News	American Running & Fitness Association	Monthly	\$25	15,000
Sidelines	Nat'l Youth Sports Foun. for the Prevention of Athletic Injuries	Quarterly	Free to members	10,000
Sports Coach	Australian Coaching Council	4 times/year	A\$20	10,000 3,500 direct subscription
Slider	USA Luge			
Sport Science for Tennis	USTA	Quarterly		
Strength and Conditioning	National Strength & Conditioning Association	Bimonthly	Free to members	9,000
Synchro	USA Synchronized Swimming	Bimonthly	\$15	
Triathlete	Winning International, Inc.	Monthly	\$23,95	75,000
National Coach Magazine	National High School Athletic Coaches Association	4 times/year	Free to members	55,000
SPORTS: Science periodical on research & tech in sport	Coaching Association of Canada	8 times/year	\$23.87	3,000
New Studies in Athletics	International Amateur Athletic Federation	Quarterly	\$30	2,500



## Why Do Women in Indiana Leave Interscholastic Coaching?

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### Introduction

The number of opportunities for women to participate in sport has increased since Title IX was passed in 1972. However, the number of women in coaching positions has decreased. This is best illustrated by Heishman (1990) who indicated that the percentage of female head coaches had dropped from 80 percent in 1972 to 44 percent in 1987 in Virginia. Further, Schafer (1987) found the percentage of female head coaches in Colorado had dropped from 89 percent in 1972-73 to 38 percent in 1983-84.

There are many different proposed reasons for this decline in the number of female coaches, which range from gender bias, homophobia, and male control of sport (Knoppers 1989) to other more attractive job opportunities for these women and family considerations (Hanlon 1990). Hasbrook (1988) concluded that it is a set of reasons that have caused this decline in the number of women in coaching, not only one reason.

While research (Hanlon 1990; Schafer 1987) has been conducted nationally to show the decreasing number of female interscholastic coaches, little research has been conducted to discover the reasons current Indiana female interscholastic coaches see as those that cause women to leave the coaching profession in Indiana. This study determined why Indiana female interscho-

lastic coaches think women leave the coaching profession, and what these coaches think should be done to recruit and retain qualified female interscholastic coaches.

There were two primary research questions for the study:

- (1) To discover why women are leaving interscholastic coaching, and
- (2) To determine why women are not seeking to enter the coaching profession in Indiana.

In addition, a subsidiary research question was what do current interscholastic coaches think should be done to keep women in coaching.

Three hypotheses formed the basis of the study:

- (1) Family considerations, the male dominated sporting environment, and homophobia are the reasons women leave coaching,

- (2) Gender discrimination is the main reason women do not become coaches, and

- (3) Actively recruiting women for coaching positions and a change in the attitude of administrators are the two main things that will keep women in coaching.

### Methodology

A 34 team survey was developed to determine the reasons why women are leaving interscholastic coaching in Indiana and why they do not seek to enter the coaching profession. The questions were based on information in the literature on the proposed reasons women leave the coaching

profession (Acosta and Carpenter 1985a; Knoppers 1989; Thorngren 1990; Hanlon 1990) as well as the literature concerning suggestions for recruiting and retaining qualified women (Inglis 1988; Knoppers 1989; Thorngren 1990). The questionnaire utilized a 5 point Likert scale (strongly disagree to strongly agree for respondents categorized responses).

Fifteen female interscholastic coaches were selected from the 1993-94 Indiana High School Athletic Association (IHSA) School Directory to participate in a pilot study. A short questionnaire was developed to measure the subject's opinions on the study questionnaire and sent to these subjects.

After modifications to the questionnaire were completed, 100 female interscholastic coaches were then randomly selected to serve as the subjects. Nearly 60 percent of the surveys were returned. Basic descriptive statistics were performed on the data collected.

### Results

The questionnaire was designed to measure three areas: the reasons why women leave coaching, the reasons why women do not become coaches, and suggestions for keeping women in coaching. Table 1 shows the demographic profile of the respondents

The average female coach in Indiana is nearly 38, married, has a masters degree, and coached either

**Table 1**  
**Demographic Data**

Category	Average/%
Age 37.8	
Total yrs coaching	11.9
Yrs at present pos	10.8
Marital status	
Single	38%
Married	57%
Divorced	3%
Other	2%
Education	
High School	5%
<4 yrs college	3%
Bachelors	35%
Masters	57%
Sports Coached	
Volleyball	34
Basketball	34
Track	26
Tennis	15
Softball	15

basketball, volleyball, or track. Often the respondents listed the area in which they had their degree which included education, counseling, psychology, and physical education.

The respondents answered agree or strongly agree to five issues on the section concerning reasons why women leave the coaching profession, and one reason was selected as disagree or strongly disagree as a reason for women leaving the coaching profession. Table 2 lists these issues and the mean scores of the responses. The top five reasons were lack of time with family (4.4655), family considerations (4.3621), increased time demands (4.3276), frustration (4.1579), and burnout (4.1034).

While three reasons women do not become coaches were listed in the survey, only one reason, male administrators don't hire women, was identified as not being a barrier to women entering the coaching profession (see Table 3).

Three strategies, including actively recruit women for coaching jobs, change in attitude of administrators, and better pay scale for female coaches, were identified as ways to keep women in coaching (see Table 4).

### Discussion

#### Reasons women leave coaching

The respondents indicated four reasons why women leave interscho-

lastic coaching: burnout, lack of time with family/family considerations, increased time demands, and frustration. A vast majority of the respondents (93%) indicated that increased time demands was the biggest reason women leave the coaching profession and lack of time with family/family considerations (91%) was the next reason. This result is similar to that of Pastore (1991) who found that a decrease in time to spend with family and friends is one of the reasons both men and women leave the coaching profession. In addition, Hart (1986) indicated that female coaches left the coaching profession because of time and role conflicts with their personal lives. Thorngren (1990) argued that marital status was a deterrent for those women wanting to enter the coaching profession.

Several of the respondents provided their own ideas on why family considerations force women out of the coaching profession. All of the free responded shared a common theme: the role that society traditionally assigns to women is that of housewife and mother, and not a career person. Women have a difficult time being wife, mother, and coach, as respondents indicated:

*"Men continue their work once the family starts. Women, on the other hand, must make sacrifices and changed to support the new children..."*

*Most female coaches leave because of family responsibilities. It is difficult to juggle job, coaching, and family while keeping your sanity."*

This response compares favorably to Hanlon (1990) who stated that male coaches had their spouses to take care of the house and

children, while female coaches were expected to work and take care of the family. Additionally, male coaches surveyed by Acosta and Carpenter (1985a) indicated that time constraints associated with family responsibilities is a reason women are not coaches. These role stereotypes (i.e. wife, mother, homemaker) are reinforced by a lack of women in positions of power in sport (Knoppers 1989).

The third reason women leave interscholastic coaching is frustration (89%). These results are comparable to those of Acosta and Carpenter (1985a) who reported the success of the old boys' network and the weakness of the old girls' network are the

**Table 2**  
**Reasons Women Leave Coaching**

Issues	Mean
Gender Discrimination	3.2414
Low pay	3.7069
Better job opening	3.1724
Burnout	4.1034
Pressure to win	3.3448
Lack of time with family	4.4655
Homophobia	2.6038
Lack of status in women's sports	3.2069
Gender stereotypes	3.1724
Increased time demands	4.3276
male dominated profession	3.2931
Family considerations	4.3621
Other job opportunity	3.1579
Stress	3.9655
Frustration	4.1579
Lack of administration support	3.8621
Lost interest in coaching	3.1034

**Table 3**  
**Reasons Women do not Become Coaches**

Reason	Mean
Male administrators don't hire women	2.7241
No openings in preferred sport	3.3966
Better job opportunities outside coaching	3.4138
Low pay	3.6207
Gender discrimination in coaching	3.4211
Lack of status in women's athletics	3.4483

**Table 4**  
**Strategies to Keep Women in Coaching**

Strategy	Mean
Develop support network for women	3.9655
Educational programs	3.9310
Actively recruit women for coaching jobs	4.3448
Change in attitude of administrators	4.0172
Better pay scale for female coaches	4.4483

two main reasons women are not successful in sport as coaches or administrators. This lack of success was indicated as a source of frustration for the women in their study. This frustration could also result from the devaluation of women's sports by administrators and society, which is a reason for women leaving the coaching profession as indicated by Thorngren (1990).

Burnout (82%) was the fourth reason. These results are similar to those of Hart (1986) who found that current female coaches would leave the profession for a combination of finding coaching performance and activities disappointing.

A respondent indicated that: *"Burnout is a problem, especially in smaller schools. Many times the same person must coach two or three sports."*

In addition, burnout could come from the balancing of professional and family responsibilities as discussed above. This pressure placed on the individual could come from the balancing of professional and family responsibilities as discussed above. This pressure placed on the individual could lead to burnout which in turn leads to leaving the coaching profession.

The respondents did not think that homophobia was a reason women left the coaching profession. These results are in opposition to Knoppers (1989) who argued that homophobia was a barrier for women in the sport world. However, 31 percent of the respondents indicated "undecided" as an answer, and this choice could have influenced the results.

#### **Reasons women do not become coaches**

The respondents indicated that male administrators were not a barrier for women entering the coaching profession. These results are in opposition to those of Acosta and Carpenter (1985a) who found female coaches considered unconscious discrimination a reason women are not hired as coaches. In addition, Knoppers (1989) argued that gender bias and male control of sport were two reasons for the decreasing number of women in coaching.

One 58 year old married coach made an assessment of the younger administrators entering the profession:

*"The new athletic director at the high school where I coach track and golf is the first to give me the respect*

*and feelings of self worth that I think I deserve. He is a young man and maybe that is the trend to come."*

#### **Strategies to keep women in coaching**

Ninety-five percent of the respondents answered agree or strongly agree to the question of actively recruiting women for coaching positions as a way to keep women in the profession. These results compare favorably to the information presented by Sisley and Capel (1986), Pastore and Meacci (1990), and Hanlon (1990).

This study identified four strategies for increasing the number of women coaches, reducing the women coaches attrition rate, and encouraging women to seriously consider the coaching profession. The first strategy suggests that coaching needs to be "sold" to young female athletes as a viable career option, as explained by one respondent:

*"Somehow we have to make coaching attractive to young women."*

Since high pay is an exception to the rule for the high school coach, something needs to be identified to make coaching an attractive option of the female athlete, as explained by another coach:

*"We can encourage young people to enter the teaching and coaching profession for intrinsic gains and satisfactions."*

This would indicate that current coaches and administrators need to emphasize the non financial benefits of coaching (i.e. satisfaction in helping young people, personal fulfillment through teaching) to make it attractive to future female coaches.

The second strategy identified by 90 percent of the respondents was a better pay scale for female coaches. These results are similar to Hanlon (1990), who argues that other more attractive job opportunities exist for the potential female coach. Attractive as defined by Hanlon (1990) is better pay, better hours, and less stress.

One respondent explained that the pay scale is not equitable for male and female coaches:

*"Women put in just as much time and effort, if not more, and get paid at least two thousand or more dollars less than men."*

Therefore developing an equitable pay scale could help encourage women to stay in athletics.

The final strategy identified was to change the attitudes of administrators. While this result seems to

contradict the above point, that male administrators failing to hire female coaches is not a reason for the decline in women entering the coaching profession, there is another way in which the attitudes of administrators can help push women out of the coaching profession. Some male administrators still think of women's sports are not as important as men's:

*"To keep women in the coaching profession, we need to make women's athletics more important and give them the same recognition, money, and respect that male sports receive... these male athletic directors that don't think girls are as important as boys in athletics is a problem."*

This response is similar to Thorngren (1990) who stated that the devaluation of women's sports by administrators is a reason for the low number of women in coaching. However, this trend may be changing with the turn over of older athletic directors who are being replaced by younger men of another generation.

#### **Conclusions**

The results of this study provided answers to the two primary research questions and the subsidiary research question proposed in this study. The respondents indicated five reasons why women leave interscholastic coaching; burnout, lack of time with family, increased time demands, family considerations, and frustration. The research did not provide an answer to the second research question concerning the reasons women do not seek to enter the coaching profession. However, the respondents indicated that male administrators failing to hire female coaches was not a reason women do not enter the coaching profession. Three strategies for keeping women in coaching were provided in answer to the subsidiary research question.

The results of this research did not completely support the three research hypotheses. In relation to the first hypothesis that family considerations, the male dominated sporting environment, and homophobia as the reasons women leave coaching, only family considerations was supported, while the respondents indicated disagree or strongly disagree to homophobia as a reason women leave the coaching profession. The respondent did not feel that the male dominated sporting environment was a reason women do not become



coaches. The respondents indicated increased time demands, burnout, and frustration as the main three reasons women leave coaching.

The second hypothesis stated that gender discrimination was the main reason that women do not become coaches. This hypothesis was not supported by the results. In fact, the respondents indicated that male administrators were not a barrier to women entering the coaching profession.

The third hypothesis stated that actively recruiting women for coaching positions and a change in the attitude of administrators were necessary to keep women in coaching. This hypothesis was supported by the results of the study. The respondents also indicated that a change in the pay scale for female coaches would also help keep women in coaching.

#### **Recommendations to administrators**

Based on the results of this study, administrators should do the following to recruit and retain qualified female interscholastic coaches:

##### **(1) Actively recruit female candidates**

The athletic administrator should develop a job announcement encouraging all qualified candidates to apply for the position, and place this advertisement in local and regional newspapers and appropriate professional journals. In addition, these announcements should be sent to the placement offices at institutions of higher learning that educate coaches.

##### **(2) Emphasize the non financial benefits of coaching**

The non financial benefits of coaching, such as the intrinsic rewards an individual gets from helping students learn, should be "sold" to female athletes and other potential coaches.

##### **(3) Change currently held attitudes towards women's sports**

Athletic administrators need to give women's sports the same time and consideration given to men's sports. This idea includes issues such as practice and playing times and budget allocations.

#### **Recommendations for future research**

There are six issues or areas in the current study that should be expanded and/or clarified through future research. These areas include:

##### **(1) Increased time demands**

No distinctions were made in this study concerning the type of demands made on the coach. Since these demands can fall in many

different areas (including teaching, coaching, and family demands), more research should be conducted on the components of this area.

##### **(2) Frustration**

Frustration was not broken down into its components in this study. Frustration can fall in any one of several areas associated with coaching, as well as in personal life or teaching. Therefore, further study is needed in this area.

##### **(3) Homophobia**

The issue of homophobia was given little consideration in this study, yet needs to be considered in future research. Wile Knoppers (1989) argued that homophobia was a barrier to women entering the coaching profession, this study indicated that homophobia was not a problem. However, 31 percent of the respondents in this study indicated "undecided" as their answer to this question, and this lack of the response could have influenced the results. Part of the problem could be the level of psychological comfort relative to the topic of discussion. However, research conducted in a delicate manner could possibly yield more accurate results.

##### **(4) Apathy among student athletes**

The issue of apathy among student athletes as a reason women leave the coaching profession was indicated in the free response section of the survey. The respondents indicated that it is difficult to put time and effort into coaching when the athletes are not willing to do the same. This reason for leaving the coaching profession should be given more consideration in future research.

##### **(5) Mentoring**

Several coaches indicated in the free response section of the questionnaire that mentoring programs are a successful tool for recruiting and retaining qualified women for coaching positions. Further study needs to be done to establish the type and importance of mentoring for female athletes and coaches.

##### **(6) Age of administrator and gender discrimination**

The connection between the age of the administrator and gender discrimination should be studied. Several of the respondents indicated that younger male administrators seem to give female coaches and sports respect and consideration not given by older administrators. The validity of this statement should be considered in future research.

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

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

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

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

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

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

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

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

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

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

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

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

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

### SUBMISSION REQUIREMENTS

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

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**Indiana AHPERD Journal**

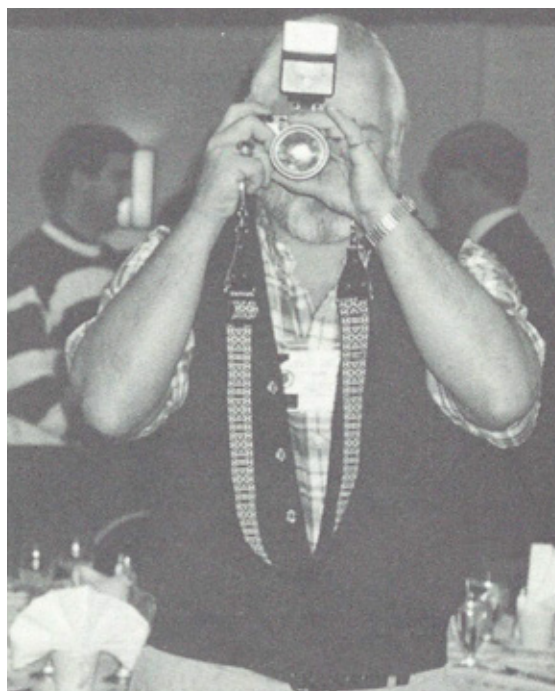
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## Parting shot...



**Caught in the Act! Guess who?**



# IAHPERD Membership

## THE PROFESSIONAL ORGANIZATION

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

The purposes of IAHPERD are as follows:

### Research and Demonstration

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

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

### Education and Training

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

### Scholarships

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

## INDIANA IAHPERD APPLICATION FOR MEMBERSHIP

(Please Print/Type)

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Member Class:  Professional \$20.00

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**MEMBERSHIP EXPIRES 1 YEAR FROM DATE DUES PAYMENT IS RECEIVED.**

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Executive Director, IAHPERD  
School of Physical Education  
IUPUI  
901 West New York Street  
Indianapolis, Indiana 46223

### OPPORTUNITY FOR INVOLVEMENT

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

#### HELP NEEDED:

- \_\_\_\_\_ Would you be willing to become involved?  
\_\_\_\_\_ District Level  
\_\_\_\_\_ State Level  
\_\_\_\_\_ Committee Involvement  
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*—and add a new name to our growing membership list!*