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Indiana Association for Health, Physical Education, Recreation and Dance

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Indiana Association for
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Message from the President

Eugenia (Genie) Scott
Butler University
4600 Sunset Avenue
Indianapolis, IN 46208
(317) 283-9548 (Office)
(317) 844-1735 (Home)
(317) 283-9808 (FAX)
E-mail: ESCOTT@BUTLER.EDU

SPEAK OUT!

Dear IAHPERD Folks,

I do hope you have enjoyed a refreshing summer and are retwinkled enough to tackle another great year in the area of health, physical education, recreation, and dance. As the saying goes, as the first hour goes, so goes the day — which, of course, means to be certain you get that school year off to a grand start. It's all up to you.

On a personal note, my summer has been eventful to say the least. My terminal degree (you know, the one that could kill you) is finally finished, so it is finally Dr. Scott — a very long but worthwhile ordeal! As you may know, Xandra Hamilton is retiring from Butler University and so my duties will change drastically this fall. She has been here for 34 years and so has much of what is required to keep things running is in her head and not on paper. I have promised to call her everyday. I have moved offices which is no small feat after being in the same office for a quarter century. I met with the 3 other TA's that worked on masters degrees at Purdue 25 years ago in July. It was the first time we had all been together and we picked up as if no time had passed. So for all Purdue folks reading this message, we remembered, talked about, and laughed at all the funny things that happened

so long ago — but mostly we talked about the intensity of that year and the great education we received.

Concerning the IAHPERD conference, I do hope you will be attending. The theme for the year is "Speak Out" inline with the advocacy themes at midwest and national levels. To give you the opportunity to "speak out," we have invited Dr. Suellen Reed, Superintendent of Schools in Indiana, to have a conference session in which you can speak directly to your concerns for the profession. I do hope this will provide a forum for many of the concerns expressed by many of you with careers in public school education.

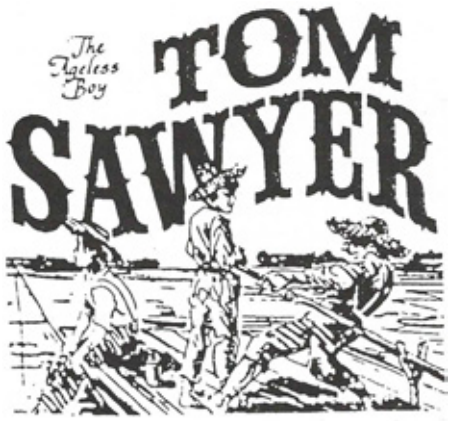
Many thanks to the board members for their efforts this past year. A special thanks to Cathy Huntsinger for organizing and carrying to completion the window decal project. Ask about getting yours if you didn't get one. The other projects are in the works and I hope will be completed before the next board takes over. Dr. Jerry Stieger is ready in the wings to take over the leadership of our hard-working IAHPERD organization. Please, offer your assistance in your area of expertise. Feel free to contact any board member with your concerns and questions. It is important that you all heard where issues concerning the profession are at stake. Why no volunteer to be a part of our board of directors? There is no better way to have a chance to make changes than to be the initiator at a decision-making level. Have a great fall semester and I hope to see you all in Fort Wayne, October 18-20.

Hugs, sunshine, hard work and rainbows,

Genie

NOTIONS From YOUR EDITOR. . .

Thomas H. Sawyer, Ed.D., Professor
Department of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47809
(812) 894-2113, (812) 237-2186, FAX (812) 237-4338
PMSAWYR@SCIFAC.INDSTATE.EDU



The Indiana State Board of Education is considering potential curriculum rule changes. One of the potential rule changes included: "Allowing local schools to count fine arts and physical education credits awarded on a pass-fail basis to count toward the honors diploma." There were seven public meetings held in June to gather public input. A number of letters were sent to the Board. I was unable to attend the public hearing in June but I sent the following letter to Jeff Zaring and copies to all Indiana State Board of Education members.

June 26, 1995

Mr. Jeff P. Zaring

State Board of Education Administrator
Indiana State Board of Education
Room 229 Statehouse
Indianapolis, IN 46204-2798

Dear Mr. Zaring:

This is a letter of concern regarding 'Potential Curriculum Rule Changes.' Specifically, my concern arises from the following statement under 'other potential changes' ... " Allowing local schools to count fine arts and physical education credits awarded on a pass-fail basis to count toward the honors diploma." Is the Board saying that honors students need not strive for the same level of excellence in fine arts and physical education as they do in English, health, math science, and social studies? Or are honor student not capable of earning exceptional graded in fine arts an physical education?

I find it strange that educated public officials would even consider lowering the standards for the honors diploma. It would make better educational sense to raise the standards. Allowing local schools to count fine arts and physical education credits as pass-fail is doing just that — lowering the standards to earn a honors diploma. Why not make all grade pass-fail? Why select only fine arts and physical education?

It is obvious to me as a university professor that Indiana students are not becoming better educated, but rather they are losing ground rapidly. This proposal is evidence that the Indiana state Board of Education has fallen victim to a trend in education today — lowering standards in order to show statistically

that Indiana schools are graduating more honors students due to improved quality of curriculum and instruction. Let us not fall victim to this trend. Educational standards should be increased in order to achieve quality students rather than mediocre students who were allowed to achieve below an excellence standard in two of their credits towards the honors diploma. These students should achieve a high standard in every subject area in order to obtain a true honors diploma.

Further, it is a well known fact that communities, school boards, administrators, teachers, parents, and even students believe that the fine arts and physical education are necessary to provide a balanced curriculum for all students. In all subject areas, there is knowledge to be gained, skills to be mastered, and behaviors to be practiced; therefore, assessment in the fine arts and physical education is as important to measure the growth and development of the individual as it is in English, health, math, science, and social studies. Grades reflect growth and quality of achievement; whereas pass-fail reflects that a student either met the minimum standard (passed) or did not (failed).

In closing, the real issue is not about pass-fail for a few subjects. It is about maintaining high standards (assessment) and a consistent, cohesive curriculum and instruction for all subjects and all students. If assessment (grading) is the problem, then examine the entire curriculum and instructional system and determine how student outcomes are assessed based on the established goals and objectives. However, if the problem is a decreasing number of students obtaining an honor diploma, and it appears the culprit is fine arts and physical education, the solution should not be to eliminate grades with a pass-fail option, but rather, ascertain why the students are doing so poorly in these areas. Could it be that local schools have not provided appropriate learning atmospheres for these subject areas? Could the classes be too large, in spaces too small, and too few instructors? What is the real problem being solved with this proposed curriculum rule change?

I trust we are all in this business to provide all students with the best educational environments possible, in order, to develop well educated citizens in Indiana. If this is the case, lowering educational standard by allowing pass-fail grades for a select few classes and students is not what should be done.

That you for your serious consideration related to my concern.

Sincerely,

Thomas H. Sawyer, Ed. D., Professor
Past President (1992) Indiana AHPERD

State of the Profession

Barbara A. Passmore, Ph.D.
Dean
School of Health and Human Performance
Indiana State University
Terre Haute, IN 47809
(812) 237-3113
FAX (812) 237-4338
E-Mail: hprpass@scifac.indstate.edu

THE NEW NASPE STANDARDS

In the spring issue of Indiana AHPERD Journal this column discussed the INTASC principles, adopted by the Indiana Professional Standards Board, which will be used as a basis for Indiana's new system for preparation and licensing. If you will recall, INTASC is the acronym of Interstate New Teacher Assessment and Support consortium. It was established in 1987 under the Council of Chief State School Officers, a group across the states reviewing teacher assessment for initial licensing.

In Portland at the American Alliance for Health, Physical Education, Recreation and Dance convention at the end of March, a draft of the new NASPE Standards for Beginning Physical Education Teachers was made available to members. This document will soon be in print for use by teacher educators in physical education professional preparation programs. The Alliance task force charged with the writing of the new standards taken from both the NASPE student outcomes published previously, and the principles from INTASC, Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue (1992, 1994) into consideration in their development.

Because the INTASC principles are so similar to the NASPE preliminary standards, they will be presented in parallel format in the publication. Additionally, each standard will have three sections: (1) dispositions which are attitudes and beliefs, (2) performances and (3) knowledges or information. These sections represent the evidence which beginning teachers can demonstrate to meet the standards.

Below I have listed both the INTASC principles which were discussed in the last journal and a draft of the NASPE standards.

Model Standards for Beginning Teacher Licensing and Development: A resource for State Dialogue.

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

Beginning Physical Education Teacher Standards: National Association for Sport and Physical Education.

Standard 1: Content Knowledge
The teacher understands physical education content, disciplinary concepts, and tools of inquiry related to the development of a physical education person.

Principle 2: the teacher understands how children learn and develop, and can provide learning opportunities that support that intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands 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 learning environments that encourages positive social interaction, active engagement of learning and self motivation.

Principle 6: The teacher uses an understanding of individual and group motivation and behavior to create learning environments that encourages positive social interaction, active engagement in learning, and self motivation.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, 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.

Standard 2: Growth and Development
The teacher understands how individuals learn and develop, and can provide opportunities that support their physical, cognitive, and social and emotional development.

Standard 3: Planning and Instruction
The teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

Standard 4: Management and Motivation
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.

Standard 5: Learner Assessment
The teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.

Standard 6: Diverse Learners
The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.

Standard 7: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.

The Indiana Professional Standards Board is presently seeking applications for an advisory group in Physical Education and Health which will be appointed in October 1995. This group will be given the responsibility for recommending standards that will serve as the basis for Teacher Education and Licensing Rules and Standards. These will include the knowleges, dispositions, and performances of beginning teachers that are listed above.

The committee make up will include three (3) teachers representing all age levels, one (1) principal and one (1) central office representative with a physical education and health background, One (1) higher education administrator or faculty with a background in elementary or middle school physical/health education, one (1) higher education administrator or faculty with a background in secondary physical/health education, one (1) physical education/health consultant from the Department of Education, and two (2) members from the Professional Standards Board (a board and a staff member). The first meeting of this group will be in November and the work will continue through next summer.

Those of you who are teacher educators, keep informed about these developments. Changes in both the levels of the licensing and the competencies expected from beginning teachers will be affected by the recommendations of this group.

Elementary Student Focus on Health Program
East Allen County Schools

In response to numerous requests from elementary school teachers and school nurses, coupled with research indicating heart disease begins in childhood, Student Focus on Health has designed an entirely new program: Elementary Student Focus on Health. It's mission is health awareness and health education designed to meet the needs of the elementary aged child.

Programming content was formulated based on input from elementary teachers, school nurses, school administrators, the Midwest Medical Research Foundation and Focus on Health staff. Initial response by Allen County School Administrators has been outstanding and pilot schools have been selected. The entire format is listed below and will begin in November of 1994.

School Site:

East Allen County Schools, Village Elementary — November 9, 1995

Students:

Each host school will be participating and inviting in neighboring elementary schools to participate and bussing will be coordinated from these outlying schools. Maximum daily student involvement is 540 students.

Age of Students:

The program has been designed to impact second and third grade children.

Time Frame:

Students will be involved in the health fair for 90 minutes, and the day is designed to accommodate 3 sessions, one at 9 a.m., 10:30 a.m. and 1:00 p.m.

Theme:

"Health . . . Your Buried Treasure" has been selected as the theme with a treasure hunt atmosphere. The logo is "Digging for Good Health."

Topics:

Exercise — Parkside Fitness Center and Dupont Fitness Center
Smoking — ASSIST (American Stop Smoking Intervention Study)
Nutrition — Northeast Indiana Dietetics Association
Safety — Mercy Ambulance and McDonald's
Hygiene and Communicable Diseases — Board of Health
Cardiovascular Health — American Heart Association and Fort Wayne Cardiology

Format:

The school gymnasium or other appropriate location will be used for teaching "in the round" presentations. Each presenter will have 10 minutes to share their topic in an interactive style.

Pre-Teaching:

An inservice meeting will be scheduled with second and third grade teachers being informed as to the purpose and program of the elementary student focus on health program. Materials to share with the students will be given to the teachers to use as a pre-teaching exercise to enhance the student's FOH experience.

Fun and Freebies:

To add to the day's fun and information, mascots will be greeting the children and mingling with them during their arrival and departure. Herbie Heart, Scottie Dog, Panda Bear, Bicuspid Bunny and Captain Tooth will all be present. As they exit the health fair, children will be given a goodie bag filled with a coupon for a free piece of fruit, a toothbrush, a pencil, a safety coloring book and other take home activity sheets to support the day's learning. Also in the bag will be a letter to the child's parents highlighting the Elementary Focus on Health activities.

Staffing:

Each location will be staffed with Focus on Health staff, representatives from each presenting agency, PTA and community volunteers.

Funding:

Focus on Heath is a not for profit agency funded by contributions from the Midwest Medical Research Foundation, 21 Alive, Americana Red Cross and the Time Corners Lions club. Grant monies and other donations to fund specific needs of this elementary program will be procured by the Midwest Medical Research Foundation.

Article Reviewed by Editor

Assessment of Outcomes for Cardiovascular Fitness: Student-Faculty Research Collaboration

by
Jessica Haller,
Cindy Babington,
and
Judith Jenkins George

221 Lilly Center
DePauw University
Greencastle, IN
317-658-4948

Educational reform has been propelling schools and colleges toward progressive changes by the millennium. Authorizing and accrediting state and national organizations, such as the Indiana Professional Standards Board and North Central Association, have mandated that the preparation of educators and the composition of the emphases within the educational learning process undergo scrutinization and reform. Among these changes have been a redirection in assessment of student outcomes within our schools and colleges. Educational groups across the country have been meeting to discuss, in particular, goals, objectives, outcomes, assessment, and feedback. It has become crucial to know if students have learned or achieved the anticipated outcomes and to be able to assess if "real" learning has occurred in the cognitive, physical, neuromuscular and affective domains.

DePauw University's department of health, physical education, and recreation sought to determine whether one of the goals of the general instruction or activity program, (improvement of the physical well being of each student), and a corresponding objective, (improvement of health-related physical fitness), was actually being achieved by the majority of students enrolled in Lifefit classes. The Lifefit classes met four times a week with students participating in the student-selected aerobic activities of either physical conditioning, cycling, walking or swimming in three of the weekly sessions. In the fourth session of the week, the class members were involved in either a wellness oriented presentation or a wellness laboratory. Pre-testing was conducted at the beginning of the semester and post-testing occurred at the end of the semester. Lifefit director, Kris Huffman, supervised the program with the teaching and testing conducted by a cadre of four instructors.

An opportunity existed for student-faculty collaboration through conducting a research study to measure the degree of cardiovascular change experienced by the students in the Lifefit classes. Jessica Haller, a third year professional major student at DePauw, coordinated the research under the guidance of Cindy Babington, director of institutional research, and Judy George, chair and project supervisor. Haller's research project was designed to include a review of related literature, organization and processing of data, meetings with the project

team who guided the process, and a written summary of the findings. The department was eager to learn if the assessment revealed that the desired outcome of improvement in cardiovascular efficiency had been attained by students in the Lifefit classes.

The Study:

Data was collected for 177 male and female students, however, inaccuracies in the data due to differences in testing protocol and incomplete data resulted in 128 student participants in this study. The assessment of cardiovascular change for these 128 students was categorized according to their Lifefit activity class. There were 77 students in physical conditioning, 20 in swimming, 19 in walking, and 12 in cycling.

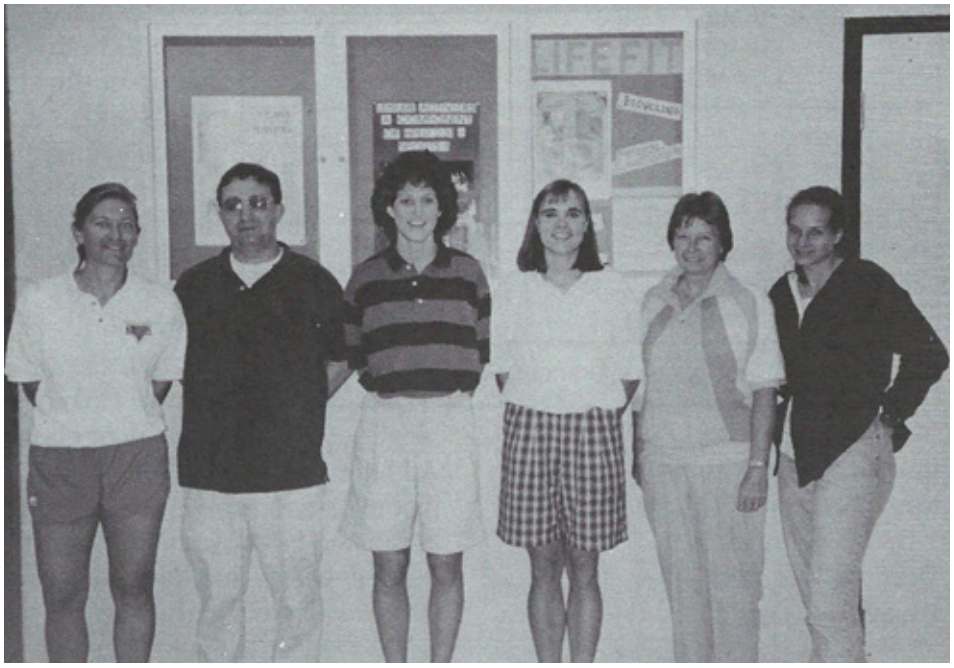
Description:

Data was available for DePauw University students who had completed Lifefit physical education classes during the past several years. The classes met for 40 to 50 minutes four times a week during a fourteen week semester. Classes focused on a particular activity: physical conditioning, swimming, walking, or cycling. The physical conditioning classes jogged and participated in weight training, while the other classes performed the specified aerobic activity. Although, data was collected for a number of fitness related variables including flexibility, muscular strength, muscular endurance, and cardiovascular change; it was determined that, for this study, the variables related to cardiovascular change would be investigated. The other variables will be examined in a more extensive research project which will be undertaken in the future.

The Tests:

Testing was conducted by physical education instructors: Kris Huffman, Judy Bogenshutz, Adam Cohen, and Judy George. Test protocol was followed as described in the Lifefit Instructor's Guide designed by Judy George and Kerrie Weimar. The tests were:

1. The Resting Heart Rate - Taken at the carotid or radial artery for 30 seconds and multiplied by two.
2. Blood Pressure - Measured by the instructor's use of a digital blood pressure gauge.



L to R: Judy Bogenstrutz, Adam Cohen, Kris Huffman, Debbie Hackworthy (new instructor), Judy George, and Jessica Haller.

3. The Harvard Step Test - Conducted by stepping up and down on a gymnasium bleacher which was 16 1/4 inches in height for a three minute time period. Pulse was taken by student five to twenty seconds into recovery for a time period of fifteen seconds, and then multiplied by 4 to arrive at beats per minute.
4. 1.5 Mile Run/Walk - Time required to complete the distance as measured on a 1/10 mile indoor gymnasium track.

All tests were conducted within the first week of the semester and again, during the fourteenth week, just before the conclusion of the semester.

The Results:

Using a repeated measures design to test statistical difference, significant changes were discovered in cardiovascular performance within the total population of 128 students. The mean for the resting heart rate decreased from 71.85 to 68.80 beats per minute. The mean diastolic blood pressure decreased from 69.03 to 65.54 mm/Hg, while the mean systolic blood pressure dropped from 113.91 to 111.25 mm/Hg. Step test performance showed a decrease in average heart rate of 7.77 beats per minute. Students took an average of 2 minutes and 30 seconds less time to complete the 1.5 mile run/walk. **See Table.**

The physical conditioning class accounted for the greatest improvement in the four cardiovascular tests, and was the only class to show statistical differences for all variables. The cycling class improved their step test performance with a decrease in mean heart rate from 138.50 to 128.67. The swimming class improved

Table: Results for Cardiovascular Fitness Tests DePauw University Lifefit Participants

TESTS	MEANS
Resting Heart Rate*	
pre-test	71.85
post-test	68.80
Systolic Blood Pressure*	
pre-test	113.91
post-test	111.25
Diastolic Blood Pressure*	
pre-test	69.03
post-test	65.54
Steptest*	
pre-test	145.84
post-test	138.07
1.5 Mile Run*	
pre-test	14:12.46
post-test	12:74.27

*indicates statistical difference at the .05 level

their mean time in the 1.5 mile run/walk from 13:79.90 to 12:70.65.

Discussion and Implications:

Assessment of student outcomes may not always yield the expected result, and this, of course, is the reason that assessment is done. It was important to learn if instruction in the Lifefit courses was positively impacting the fitness levels of the students taught. The department now has data to support the claim that our instructional classes as a whole, and the physical conditioning class specifically, made a difference in cardiovascular fitness.

The department will continue collecting data to learn how a larger population and improved methodology and testing impacts upon changes in cardiovascular fitness. Furthermore, changes in the other health-related factors of flexibility, muscular strength, muscular endurance, and body composition will be assessed. Also, a follow-up study has been planned which will determine the current level of participation in aerobic activities of post-class students and graduates. Comparisons will be made with a control group of students and graduates. Comparisons will be made with a control group of students and graduates who haven't taken the Lifefit class. Additionally, fitness type classes that meet two times a week will be compared to classes that meet four times a week. And, lastly, a study will examine not only health related fitness variables but also sport specific cardiovascular tests such as the 5 mile cycle, 500 yard swim, 3 mile walk, super circuit weight training, and circuit weight training.

Conclusions:

The assessment of improvement in cardiovascular efficiency of students enrolled in the Lifefit classes at DePauw University revealed that these students improved in all measures of cardiovascular fitness. Furthermore, the data revealed that the greatest changes occurred in the physical conditioning class, while the walking, swimming, and cycling classes showed less significant changes.

In the past, we could not substantiate the outcome of our teaching in Lifefit classes. Now, due to educational reform, we have outcomes; and hopefully, these outcomes will direct physical educators toward more successful teaching and our students toward greater achievements and understandings.

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National Association for Physical Education in Higher Education Annual Conference "Movement and Our Future" January 3-7, 1996, Corpus Christi, TX

Today and surely in our future, departments are examining the role of movement (physical activity) in the field. What is the role of movement in our field? What is its role in the undergraduate majors (physical education, exercise science, fitness, sport business)? Is performance a friend, foe, or both?

Is movement central to our mission? How do we justify academic credit for physical activity courses? These and many more questions will be discussed at the conference. Program proposals for research and position papers, poster sessions, panel and round-table discussions, and workshops are welcome. Proposals are due June 15, 1995. Program presenters must pay conference registration and be members of NAPEHE.

For registration or program information, contact:
Dr. Susan K. Kovar
Department of HPE
Wichita State University
Campus Box 16
Wichita, KS 67260-0016
Tel. (316) 689-3340; Fax (316) 689-3302

On behalf of The International Council of Sport Science and Physical Education (ICSSPE) and under the patronage of the International Olympic Committee and its President H. E. Juan Antonio Samaranch, The Cooper Institute for Aerobics Research invites you to join in the spirit and heritage of sport by attending

Physical Activity, Sport, and Health

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UNESCO

Indiana AHPERD's Student Voice
WRITING IN PHYSICAL EDUCATION

Student Paper "Leisure Time and Time Management in Physical Education, Fitness and Sport"

Lana Groombridge, Chair
Student Authors: Chad Collyer, Stacey Hearn, Stephanie Hough

Department of Health and Physical Education
Manchester College
N. Manchester, IN 46962
(219) 982-5353 (Office)
(219) 982-5032 (Fax)
llGroombridge@manchester.edu (Internet)

Research and writing is an integral part of learning and professionalism. I experimented with a group research project to promote collaboration among students. Mixing different class levels groups were formed based on issues of interest. Students determined a thesis they wanted to support based on research found from sociological, psychological, and scientific perspectives. We spent several class periods in the library introducing first year students to our data system and answering questions. Outlines and drafts were required before a final paper was presented to the class. Students learned they had to help each other to complete the project. The following paper was submitted by a freshman, a sophomore, and a junior.

For many people, the hustle and bustle of our daily routines greatly affects our leisure time and physical activity level both in quantity as well as quality. Time is a key element in our daily living and therefore directly influences the activities that comprise our individual lifestyles. Therefore, sociological, psychological, and scientific aspects form the basis for this issue of time constraints and leisure, relating to physical activity. In order to integrate leisure time and physical activity into our schedule, we must be willing to make changes in our lifestyles. These changes can occur gradually, but a commitment to lifelong fitness to promote better health is the ultimate goal. There is no quick way to achieve fitness. One must take the time and make it an integral part of his or her daily routine. With this type of dedication, beneficial health of the person, body, and mind can be realized.

A person, as an entity, is often influenced by sociological factors within his or her environment. Collectively within a society, individuals tend to be persuaded by sociological factors such as societal values, group behavior, and socialization. These sociological factors can have a direct impact on our leisure time and physical activity level. Therefore, we must have a sense of commitment. This sense of commitment can only be acquired through changes in lifestyle such as the higher order fitness objectives (Siedentop, 1990). As a result, lifestyle changes can occur through regular exercise, maintenance of adequate fitness, establishment of individual exercise patterns, evaluation of a personal fitness program, and resolving any exercise related problems.

For many people, lack of time poses a big problem in the area of physical activity and leisure time. According to Bloom (1991), leisure time for Americans has decreased 37% while the average work week has increased from 41 hours to almost 47. As a result, time tends to be a problem, and therefore any type of exercise proves to be beneficial. There are various ways to incorporate exercise into your daily routine and still manage your work obligations. For example, if

you live relatively close to your place of employment, try riding a bicycle or walking to work. This effort can accumulate into miles within a week and reduce your transportation costs at the same time. Another option may be early-morning workouts or evening workouts. These workouts are beneficial in that they provide a release for tension and stress, as well as increase cardiorespiratory endurance. Must of our fatigue is a mental fatigue, and physical activity is a means by which we can gain energy (Burnstein, 1992). Joining a health club or YMCA can provide physical benefits and increase social activity at the same time (Bloom, 1991). For those people who lead an extremely hectic life, home equipment such as a treadmill, stationary bicycle, stair climber, or other type of equipment may be convenient. This will enable you to engage in physical activity whenever you do find those spare few minutes.

Exercise at the office is also increasing in popularity. This phenomenon offers the opportunity for on-site, state-of-the-art facilities during the business day. Research has shown that productivity can be increased and absenteeism decreased with the intervention of exercise facilities at work (Bloom, 1991). Family-time during the weekends is also a perfect time to not only engage in physical activity for yourself, but for everyone else as well. The key is to make a commitment. "Generally, you'll be more apt to exercise regularly if you have a regular exercise schedule" (Burnstein, p. 73). At the same time, it is important to be flexible in your schedule if a conflict should arise. Most of all, choose an activity or an exercise that is enjoyable, because if you don't enjoy it, you probably won't stick with it.

Just exactly how mush does group behavior impact our lives? According to Tetzeli (1991), Americans tend to show an increased interest in their exercise programs and general fitness levels three times during the year. These times are January first, the New Year's resolution; the fear of excess adipose tissue right before summer; and in the fall when cold weather inhibits outdoor activities. These prime target times may be attributed to cultural and societal influences. However, as advocates for physical education, fitness, and sports it is important that we make a commitment for lifelong physical fitness and not only three times during the year. Therefore, we need to look towards our schools for guidance.

In a study of health-related fitness in high school girls, Blair (1988) stressed that teachers need to emphasize that fitness and regular exercise must be practiced all year round in order to maintain and improve health. Societal attitudes lead us to believe that poor health is only an elderly problem. However, unhealthy practices and lack of exercise at any age can be detrimental to our health. Education is therefore extremely important. "Getchell believes the most opportune time for developing life long fitness habits is in the childhood or adolescent years" (Blair, p. 55). As physical educators, we must take advantage of this critical learning period.

The influence of support through socialization also affects the amount of time that we participate in physical activity. This relationship has been illustrated between parental and peer influences in a leisure time physical activity study in young adolescents. According to Anderson and Wold (1992), perceived direct support for physical activity from parents and friends, direct help from parents in exercising vigorously, and perceived value of physical activity of parents and friends were strong influences on leisure time physical activity. As a result, it was concluded that both parents and peers influence young adolescents' participation in leisure-time physical activity through their encouragement and behavior.

The family unit is also identified as an important social support. "The family is a powerful influence on several health-promoting behaviors, including physical activity. This is partly because family relationships are characterized by frequent contact over long periods of time ... and they are often more emotionally important than other relationships, as there is a strong potential for influence" (Sallis, p. 132). Unfortunately, competing schedules from work, school, and other obligations usually hinder family physical activity. This is why it is important to be flexible, and perhaps some modifications in scheduling should be made. Weekends may also provide a good opportunity for family-time. Walking, bike riding, aerobics, tennis, baseball, swimming, soccer, basketball, and dancing are just a few types of physical activity that may be enjoyed by all. Positive verbal comments, such as praise following exercise, can elicit a feeling of support which will promote physical activity. Active support, such as helping out with domestic chores and other responsibilities, can create positive interactions within the family and provide an opportunity for other members of the family unit to participate in physical activity (Sallis, 1990). As a result, physical activity and fitness can not only provide health benefits, but can also provide a family bond that is developed by all of the participants.

Research indicates that the lack of time for physical activity also affects humans psychologically (Hylton, 1989). Human beings are created with a natural urge for physical activity. As the child grows, this urge manifests itself in activities which progressively place greater demands on the physiological systems of the body. However, the technological progress of our modern society has reduced the amount of time children engage in vigorous physical activity. This lack of time in exercise represents three psychological foundations: performance, perception, and stress management (Croce, 1985).

The first of the three psychological foundations is performance. When one eliminates the time spent sleeping, eating, going to school or work, and doing household chores, this becomes quite a substantial amount of time. The reduction of the time spent in physical activity has led to dangerously low scores obtained by children on basic tests of physical fitness (Felts, 1992). Piaget (1952), and Leboulch (1966) both have conducted studies that indicate a close relationship between psychomotor and mental development during the child's formative years. In Europe, the "one-third" time school experiments have indicated that the academic learning process proceeds better if one-third of the school day is devoted to physical education and other non-academic learning process proceeds better if one-third of the school day is devoted to physical education and other non-academic subjects, and proportionately less time is spent behind the classroom desk (Groves, 1988). Essentially, students in the experimental classes performed their academic work in the mornings, and devoted the afternoons to physical activity. The results of the study clearly indicated that those students involved in the experimental school had better health, fitness, discipline, enthusiasm, and academic productivity than those children who attended standard schools (McKenzie, 1974).

Vigorous activity has also been successfully employed to relieve mental and emotional tension. For some patients, as little as 15 minutes of walking has a greater relaxing effect than a tranquilizer. Croce and Laray (1985), used 30 to 40 minutes of jogging three times a week for many depressed patients and reported this activity to be more effective in reducing depression than psychotherapy. Furthermore, young adults who exercised regularly demonstrated better sleep patterns than those subjects who did not emerge in any type of exercise program. Folkins an Sime (1981) stated that a high correlation exists between a child's self-concept and body image, and that the manner in which children perceive their body has a significant influence on their psychosocial development.

In addition, relaxation techniques taught during physical education classes can: (a) aid students in conserving energy and moving in a more efficient manner while performing various physical activities; (b) calm hyperactive students and enable them to focus on the task at hand; and (c) give students a socially appropriate method to control their emotions when upset or involved in a stressful situation. Moreover, a regular program of exercise and relaxation training can significantly reduce the onset of both mental and physical fatigue. Research has indicated that getting a student to study more will cause the student to learn more efficiently (Galton, 1980).

The second psychological aspect that affects the lack of physical activity is perception. A study conducted by Kaufman (1988) examined the number of references to food, as well as the different body types presented in television shows and commercials. The finding were that television characters are usually happy in the presence of food, they often snack on sweets, they rarely eat nutritionally balanced meals, and they rarely use food to satisfy hunger. The obvious message is that you can eat anything you want and get away with it! We tell children they can't be attractive unless they're impossibly thin, and then we make it impossible for them to become this by delivering messages that are absolutely guaranteed to produce obesity.

According to Groves (1988), obese children tend to develop more fat cells than do children of average weight, which makes it more difficult to shed weight in the future. In addition, obese children are more likely to become obese adults resulting in coronary heart disease, stroke, atherosclerosis, and diabetes. Many of these conditions can be treated, but the damage that is the hardest to repair is psychological. Obese children have poor self-concept. Add this to the criticism and rejection of their peers, and they often bring into adulthood a low self image and a sense of inferiority — a sense that they con not do much about their physical appearance and presence.

In sum, there are many ways that physical activity affects humans psychologically. First, exercise can contribute toward the mental health of an individual. Secondly, exercise is important of weight control. Next, physical activity increases the body's resistance against general stress. Furthermore, classroom learning may be enhanced and supported

via exercise, as well as providing the opportunity for creativity and expression. Finally, physical fitness can increase self-concept and overall body image.

For many children the thought of going out and running and jumping seems like loads of fun. However, for other individuals basic running and jumping can be a difficult task. Therefore, fitness training is very necessary for essential life long health. The concept of physical fitness has been restudied over the last few years in light of the rapid increase of degenerative diseases which have afflicted younger segments of our society at an accelerated rate. According to several reports and studies, children who actively participate in physical education programs can obtain many health benefits (Hastad and Pangrazi, 1983). Perhaps, such activity could also decrease the increasing rate of degenerative diseases.

According to Hastad and Pangrazi (1983), one study indicated that boys showed a greater amount of time in outdoor activities in the summer than girls. As a result, boys showed a 19.4% increase in physical activity rate compared to that of girls. According to the research conducted, this was due to the girls' desire to be more social than boys. Unfortunately, the research regarding their cardiorespiratory performance proved inconsistent. Research concerning skin-fold thickness showed a significant decrease in boys' body fat composition to that of girls.

The attitude and performance of students of all ages and adults concerning physical education and fitness is not a new phenomena. If peoples' attitudes were more positive toward physical activity, sports, or exercise, there would be an increase in participation in physical programs throughout their lifespan. There have been results that have shown that men's and women's attitudes were similar towards having physical education offered at every grade level, and that physical activity was of major importance in their lives (Mowatt, DePaw, & Hulac, 1988). Studies have also stated that with the proper body fat percentage and proper exercise, there will be a great amount of difference shown in attitude toward ones' lifestyle and time management.

In conclusion, time is a key factory in our daily living which directly impacts our lifestyle. It is essential that we do not deprive ourselves of sufficient time to engage in leisure-type activities, physical education, fitness, and sports. This type of deprivation from physical activity offer time can lead to sociological, psychological, and scientific problems which will affect the mind and body as an entity. In order to integrate physical activity into a structured schedule, it is crucial that an individual makes changes in his or her lifestyle to incorporate this component, and thereby made a commitment to adhere to that change. As a result, a commitment to making time for physical activity and leisure time can ultimately stimulate the cognitive process of learning, increase self-concept and body image, and physically enhance health-related fitness components. Only through this type of dedication can we begin to enhance the interrelationship between mind and body, and ultimately achieve maximum health benefits.

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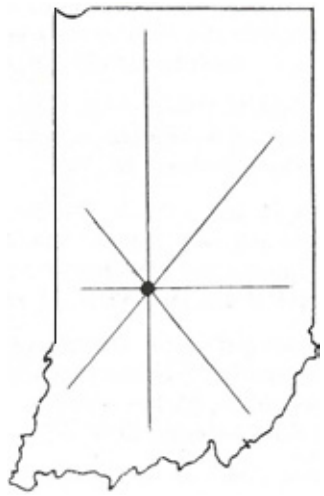


State of the State

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

NEW PHYSICAL EDUCATION STANDARDS

NASPE (National Association for Sport and Physical Education) has released the new content standards for physical education. The document was developed, and reviewed, by hundreds of physical education professionals. The purpose of the document is to:

- establish content standards for the physical education school program that clearly identify consensus statements related to what a student should know and be able to do as a result of a quality physical education program, and,
- to establish teacher-friendly guidelines for assessment of the content standards.

The document Moving Into The Future can be obtained for $21.00 from NASPE, 1900 Association Drive, Reston, Virginia 22091.

The Department of Education will begin the process of reviewing the Indiana Physical Education Proficiency and Essential Skills Guide utilizing the new content standards. **If a school corporation is in the process of updating the physical education curriculum, it is recommended that a copy of the standards document be obtained, as well as the state proficiency guide, to assure that the latest research is considered in the curriculum development process.**

At the IAHPERD State Convention this fall, I will present a session on the content standards (and the state proficiency guide) and how the incorporation of these documents in curriculum planning can strengthen, and build support for, school physical education programs.

ADAPTED PHYSICAL EDUCATION NATIONAL STANDARDS

"Adapted Physical Education National Standards," National Consortium for Physical Education and Recreation for Individuals with Disabilities, coordinated by Luke Kelly, is now available from Human Kinetics, PO Box 5076, Champaign, IL 61825-5076 or by calling 800.747.4457.

PHYSICAL EDUCATION TECHNOLOGY NETWORK FOR EDUCATORS

If you have discovered the world of e-mail then you have found the next best thing to a large physical education budget. Unlike regular mail (snail mail) or the telephone, e-mail is fast, free through your school, efficient, and you never have to worry about phone tag, long telephone calls or being misquoted.

Through the e-mail system you can write, or even chat with, other physical education professionals in our state, the U.S. or even the world. On one such network, I have seen educators: ask questions as to what others are doing in their physical education programs; share concerns and issues in the field; and provide teaching resources. And all this occurs within minutes!

Whether you have a computer or not, whether you are computer literate or not, it doesn't matter. The technology resource person in your school can hook you into e-mail and explain how to use the system. I would then recommend subscribing (it's free) to a network developed by Bonnie Mohnsen in California. Her e-mail address is:
bmohnes@cello.gina.calstate.edu

If you are totally confused, unsure where to start or even what questions to ask, call me. No question is "stupid." I will be the first to say that I am no computer wiz, yet I use e-mail every day!

ALL IN FUN

In the July/August edition of Fitness magazine "short takes on life at the gym" were shared. I particularly enjoyed the one from Jennifer Ziev of Tampa, FL. Jennifer said "while I was riding a stationary bike and enjoying small talk with a gorgeous guy, my shoelace wrapped itself around one of the pedals. When I tried to get off, I landed on the ground in front of him (so much for dismounting gracefully). I also had to ask him to get a pair of scissors to cut myself loose!"

Can you think of a time in your gym (physical education classes) when you had an embarrassing moment? Please share them with me so that I can include them in future issues of this column.

National Association for Sport and Physical Education
1900 Association Drive • Reston, VA • 22091 • (703) 476-3410
FAX • (703) 476-9527

News Release

Moving into the Future:

First National Physical Education Standards Released by National Association for Sport & Physical Education

RESTON, VA, June 14, 1995 — Physical education was the focus of the country's education and health goals today when Moving into the Future: The National Physical Education Standards were released by the National Association for Sport & Physical Education (NASPE), creators of the document.

The new standards, which place physical education clearly in the mainstream of educational reform, define what a student should know and be able to do to become a physically educated person, and provide guidelines for teachers to assess the progress of the students in meeting the standards.

"We want all children to be physically educated," NASPE President Hubert Hoffman said at the press conference. "That means they have learned skills necessary to perform a variety of physical activity and its contributions to a healthful lifestyle. We also want the American public to develop a greater understanding of the role physical education should play in our children's total education."

Greater public support for physical education is critical for two reasons. One is that children cannot develop healthy attitudes and competencies in physical activity without being taught basic fitness concepts and motor skills by well-qualified and credentialed physical educators. Too often by sixth grade, students have the perception that they are not physically competent, and this belief puts them at serious risk for becoming sedentary, less healthy adults. The other reason is that school districts are seeking waivers from state requirements because of financial constraints.

Tom McMillen, co-chair of the President's Council on Physical Fitness & Sports, said, "We need to get the message out, loud and clear, that quality physical education for every child is a necessity — not a luxury — for the health and well-being of our children."

Judith Rink, Chair of the NASPE Standards and Assessment Task Force, said "The standards make a strong call for rigorous achievement of challenging subject matter both cognitively and physically. It is our hope that the days of thinking that free play, recess or recreational sports can provide the benefits of comprehensive physical education will be gone before the 21st century!"

The 1995 Superintendent of the Year, Dr. Robert Spillane of Fairfax county Public Schools, spoke about the challenges of school districts to provide quality education programs for all subject areas to all students. "The relationship of high expectations to student achievement is well documented," said Dr. Spillane. "Physical education teachers must conduct sound programs with high expectations for students to become fit, healthy, skillful individuals who will choose to live an active lifestyle."

Charles Candy, the 1995 National Physical Educator of the Year, said the standards would give teachers common goals and help reinforce their efforts to teach children skills, knowledge and habits of healthful, satisfying physical activity.

To begin the dissemination process, NASPE will provide copies of the standards to every State Department and State Association for Health, Physical Education, Recreation and Dance. As states revise their physical education curricula, they are encouraged to use the standards as a framework. NASPE will work with local and state educational leaders to get the standards into every school district in the country. To help physical educators become more familiar with the standards, NASPE will be coordinating a series of local, regional and national conferences.

Copies of the standards may be ordered by calling 1-800-321-0789. The cost is $22 and the stock number is #304-10083.

The National Association for Sport & Physical Education (NASPE) is the largest of the six national associations of the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD). A nonprofit membership organization of over 25,000 professionals and students in the field of sport and physical education, NASPE is the only national association dedicated to strengthening basic knowledge in sport and physical education, disseminating that knowledge among professionals and the general public, and putting that knowledge into action in schools and communities across the nation.

MOVING INTO THE FUTURE: NATIONAL STANDARDS FOR PHYSICAL EDUCATION

A Guide to Content and Assessment

THE STANDARDS

The purpose of the standards document is to:

- establish **content standards** for the physical education school program that clearly identify consensus statements related to what a student should know and be able to do as a result of a quality physical education program,
- establish teacher-friendly **guidelines for assessment** of the content standards that are consistent with instructionally integrated orientations toward the role of assessment in the teaching/learning process.

The development of the content standards and accompanying assessment guide was most influenced by (a) the previous work of the NASPE Outcomes Committee, (b) the national standards movement in educational reform, and (c) a newer vision of the role of assessment in the teaching/learning process.

A general description of each content standard is first presented, followed by presentation of the standards according to grade level: K, 2, 4, 6, 8, 10, and 12. Since the primary users of the standards will be teachers and educational administrators, the standards are presented according to grade level, a format being followed by other subject areas. Within each grade level, the standard is further defined, followed by a listing of the key points of emphasis for that grade level. Sample performance benchmarks which describe developmentally appropriate behaviors representative of progress toward achieving the standard, are also presented. Lastly, a variety of assessment techniques appropriate for assessing student achievement of the specified content standard is described. This includes specific examples of selected assessment options accompanied by illustrative criteria recommended for the assessment technique described. The assessment examples provided herein are just that, examples; they are not meant to be a comprehensive listing of available assessment techniques, nor are they meant to be the "best" assessment techniques to be used in all situations. The examples provided are illustrative of numerous performance assessments and authentic assessments that may be used to make inferences about student learning.

CONTENT STANDARDS IN PHYSICAL EDUCATION

A physically educated student:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Following is an abbreviated sample of general descriptions, emphases and benchmarks for grades four and eight that are included for each standard as they appear in "Moving into the Future: National Standards for Physical Education."

See pages 24-27 for specifics of the content standards.

1995 INDIANA AHPERD CONFERENCE

SPEAK OUT!

October 18, 1995 - Preconference Workshop
October 19-20, 1995 - Indiana AHPERD Conference

Fort Wayne Hilton Hotel at Grand Wayne Center
1020 South Carlton Street
Fort Wayne, IN 46802-2049
1-800-445-8667 or 219-420-1100 FAX 219-424-7775

The Fort Wayne HILTON is adjacent to the GRAND WAYNE CENTER in the downtown business district. (See map on rear page)

CONFERENCE OVERVIEW

The conference features over 50 program sessions, the annual Indiana AHPERD Awards breakfast, an adaptive physical education pre-conference workshop on Wednesday, October 18th, HPERD research symposium, all-conference country western social, college and university socials, a Dance Showcase, exhibits and much more! Among the guest speakers will be Dr. Karen Douglas, President of the Midwest Alliance for Health, Physical Education, Recreation and Dance.

Conference Inquiries - Contact Tom Sawyer
Indiana AHPERD Conference Coordinator
Department of Recreation and Sport Management
Indiana State University, Terre Haute, IN 47802
(O) 812/237-2186 ▪ FAX 812/237-4338 ▪ (H) 812/894-2113
E-Mail: PMSAWYR@SCIFAC.INDSTATE.EDU

Registration Inquiries - Contact Nick Kellum
Indiana AHPERD Executive Director
School of Physical Education
IUPUI, 901 West New York Street, Indianapolis, IN 46202-5193
(O) 317/274-2248 ▪ FAX 317/278-2041

Tentative Conference Schedule

Wednesday, October 18
Preconference Workshop:
6th Annual Adapted P.E.
Time: 1-5:30pm; 7-9:00pm
Location: Fort Wayne YMCA, two blocks from the Hilton Hotel

Thursday, October 19
Morning Sessions (9-12)
National School Health Standards & Curriculum Overview (HE)
Promoting student involvement (Student)
Outdoor Education Games (Rec)
National Standards in Dance workshop (D)
Great ideas from pre-professionals (PEK-12)
Everyone plays and everyone learns (PEK-5)
Research Section
Grading in Elementary PE (PEK-5)
Panel on Grading in Elementary PE (PEK-5)
Utilizing your Governor's Fitness Council (Sport)
A Winning Combination: elementary PE & Home Schooling (Sport)
Implementing Sports into your PE Curriculum (APE)
Inclusive games/activities (APE)
Panel on methods of teaching PE (HEd)
Computer Workshop (HEd)
Aquatic activities with inexpensive equipment (Aquatic)
Program Assessment: The next step (Aquatics)

Afternoon Sessions (12-4)
Steroids (HE)
Fun Activities for teaching health (HE)
Indiana Teen Institute (HE)
PE Proficiencies and Essential Skills (PEK-12)
Team jeopardy game (Student)
Teaching strategies (Student)
Exercise science the wave of the future (Student)
Sport Parachuting (Gen)
Gender Equity: issues, resources, recommendations in PE (Gen)
Modern Dance Technique Class (D)
Mastery Learning at the Elementary Level (PEK-5)
Social Health Association: What is it? (HE)
Parent Project (APE)
Interactive Movement Ideas (Sport)
Grass Roots Program (APE)
Roundtable Higher Education Administration (HEd)
Is this water exercise workout aerobic (Aquatics)
How Safe are we? (Aquatics)
Roundtable for Indiana AHPERD Region Leadership

Dance Showcase (4-530); College/University Socials (6-8); & Country Western Conference Social (8-12)

Friday, October 20
Indiana APERD Awards Breakfast (7-9)
Morning Sessions (9-12)
HIV/AIDS (HE)
McMillen Health Center (HE)
Country Line Dancing (D)
Roundtable with State Superintendent Suellen Reed (Gen)
Nonthreatening Movement study (D)
A Dance for non-dancers (D)
Can Dodgeball be aerobic (PEK-5)
The Adapted Team; Video Project (APE)
The Iterant Model (APE)
Panel on teaching measurement and evaluation (HEd)
The changing world of swim instruction and lifeguarding (Aquatics)
Aqua play for kids today (Aquatics)

HE = Health; HEd = Higher Education; D - Dance; APE = Adapted Physical Education

Mark Your Calendar Now!

SPEAK OUT!

1995 Indiana AHPERD Conference Registration Form

Must be postmarked by Friday, October 13 to receive preregistration rate!

Pre-Registration Rates (postmarked on or before October 13, 1995)

	Professional		Student*	
	Member	Non-Member	Member	Non-Member
Two days	$45_____	$75_____	$10_____	$25_____

On-Site Registration

Two days	$50_____	$80_____	$15_____	$30_____

Workshops**

Adapted Physical Education	$15_____	$15_____	$15_____	$15_____

Membership Rates

Professional $20/year ▪ Student*$10/year

Professionals - Ermitus: No registration charge.
Spouse/Significant Other (not employed in IAHPERD-related discipline): $20 _____
*Student rate for undergraduates and full-time graduate students.
**Pre-conference Workshop: Pre-registration requested (10/13/95). On-site registration available only if enrollment has not been reached.

Awards Breakfast is scheduled for Friday morning. The cost for the breakfast will be $10.

Convention Registration ..... $ _____

Preconference Workshop ..... $ _____

Membership ..... $ _____

Spouse/Other ..... $ _____

Awards Breakfast ..... $ _____

TOTAL ..... $ _____

Makes checks payable to IAHPERD, mail registration form and fees to:
Nick Kellum, Executive Director/IAHPERD
IUPUI School of Physical Education
901 West New York Street
Indianapolis, IN 46202-5193

Badge Information - PLEASE PRINT!

Name _____

County _____

Street Address _____

City/State/ZIP _____

Name of Your School or Business _____

Home Phone _____

Work Phone _____

GROUP RESERVATIONS REQUEST

Group rates apply only to reservation requests made with this card and received before deadline of 10/2/95

Please reserve ____ room(s) for ____ 1 person ____ 2 persons ____ (no.) persons ____

Please list all persons sharing each room. To avoid duplicate reservations, persons sharing these rooms **SHOULD NOT SUBMIT** individual reservation requests.

ARRIVAL (day & date) _____ EST. TIME _____ DEP (day & date) _____

ROOM No. 1 _____/_____ ROOM No. 2 _____/_____

SINGLE $ 72.00 DOUBLE $ 72.00 TRIPLE/QUAD $ 85.00

CHECK IN CANNOT BE ASSURED BEFORE 4 P.M. - CHECK OUT TIME 11:00 A.M.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Signature _____ Phone _____

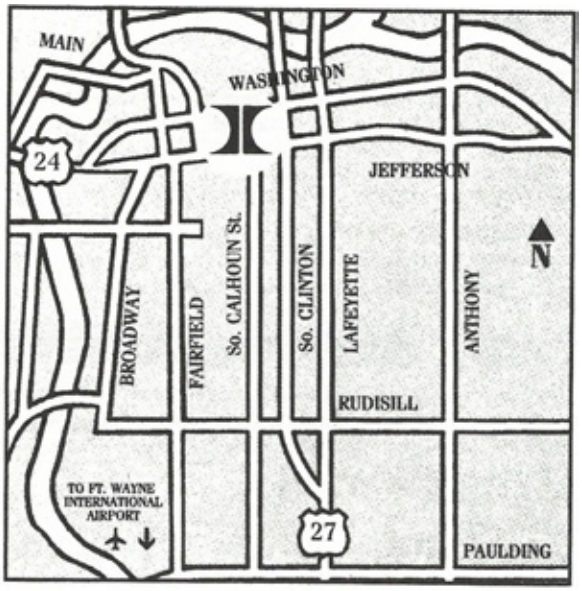
Hilton

Indiana Health, Physical Educ. Recreation and Dance Assn. 10/18-20/95

RATES (plus 10% tax)
ALL GROUP RESERVATIONS MUST BE GUARANTEED BY ENCLOSING THE FIRST NIGHT'S DEPOSIT OR GUARANTEED THROUGH ONE OF THE FOLLOWING CREDIT CARDS

❑ Visa/Master Charge
❑ Diners Club/Carte Blanche
❑ American Express

ACCOUNT NO. _____
Exp. Date: _____



STUDENTSTUDENTSTUDENTSTUDENTS

INDIANA AHPERD

STUDENTS WHERE ARE YOU?

The Student Leadership Committee Wants To Know!!!

If you have an active Major's Club at your school ...

If you want information on how to start a club ...

If you do not have a club and wish to be involved in EDA activities ...

please send your name and address to:
Ms. Melissa Wiley
School of Physical Education - IUPUI
901 West New York Street
Indianapolis, IN 46223

THE COMMITTEE WANTS TO HEAR FROM YOU!

STUDENTSTUDENTSTUDENTSTUDENTS

Join IAHPERD today!

Fourth Grade

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

Fourth grade students should be able to demonstrate refined fundamental patterns. Attainment of mature motor patterns for the basic locomotor, nonlocomotor and selected isolated manipulative skills is an expected exit outcome for fourth grade students. Variations of skills and skill combinations are performed in increasingly dynamic and complex environments. Students should also be able to acquire some specialized skills basic to a movement form and to use those skills with a partner.

The emphasis for the fourth grade student is to:

- Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills.
- Adapt a skill to the demands of a dynamic, unpredictable environment.
- Acquire beginning skills of a few specialized movement forms.

Sample Benchmarks:

1. Throws, catches, and kicks using mature form.
2. Dribbles and passes a basketball to a moving receiver.
3. Balances with control on a variety of objects (balance board, large apparatus, skates)

2. Applies movement concepts and principles to the learning and development of motor skills.

The fourth grade student should be able to use critical elements to refine personal performance of fundamental and selected specialized motor skills, as well as to provide feedback to others. They should be able to identify and apply concepts which impact the quality of movement performance in increasingly complex movement situations. For example, a ball must be passed in front of a moving player, appropriate practice improves performance, and the lower the center of gravity the more stable an object.

The emphasis for the fourth grade student will be to:

- Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.
- Use critical elements of fundamental and specialized movement skills to provide feedback to others.
- Recognize and apply concepts that impact the quality of increasingly complex movement performance.

Sample Benchmarks:

1. Transfers weight, from feet to hands, at fast and slow speeds using large extensions (e.g., handstand, cartwheel).
2. Accurately recognizes the critical elements of a throw made by a fellow student and provides feedback to that student.
3. Consistently strikes a softly thrown ball with a bat or paddle demonstrating an appropriate grip.

3. Exhibits a physically active lifestyle.

The intent of this standard is the beginning development of an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. Students at this age will begin to be aware of those activities they enjoy, and will participate in activity to improve their own personal skill and enjoyment and should be encouraged to do so. This knowledge should be connected with their personal decisions for participation outside of physical education class. Students should also be able to describe personal, psychological and emotional benefits of their participation in physical activity.

The emphasis for the fourth grade student will be to:

- Select and participate regularly in physical activities for the purpose of improving skill and health.
- Identify the benefits derived from regular physical activity.
- Identify several moderate to vigorous physical activities that provide personal pleasure.

Sample Benchmarks:

1. Regularly participates in physical activity for the purpose of developing a healthy lifestyle.
2. Describes healthful benefits that result from regular and appropriate participation in physical activity.
3. Identifies at least one activity that they participated in on a regular basis (formal or informal.)

4. Achieves and maintains a health-enhancing level of physical fitness.

By the fourth grade students will begin to match different types of physical activity with underlying physical fitness components and should participate in moderate to vigorous physical activities in a variety of settings. Students should begin to be able to interpret the results and understand the significance of information provided by formal measures of physical fitness. Fitness testing may be introduced at this level. Meeting the criterion health standards prescribed by Fitnessgram is desirable.

The emphasis for the fourth grade student will be to:

- Identify several activities related to each component of physical fitness.
- Associate results of fitness testing to personal health status and ability to perform various activities.
- Meet the health-related fitness standards as defined by Fitnessgram.

Sample Benchmarks:

1. Engages in appropriate activity that results in the development of muscular strength.
2. Maintains continuous aerobic activity for a specified time and/or activity.
3. Supports, lifts, and controls body weight in a variety of activities.

5. Demonstrates responsible personal and social behavior in physical activity settings.

Students identify the purposes for and follow, with few reminders, activity specific safe practices, rules, procedures and etiquette. They continue to develop cooperation skills to enable completion of a common goal while working with a partner or in small groups. They can work independently and productively for short periods of time.

The emphasis for the fourth grade student will be to:

- Follow, with few reminders, activity-specific rules, procedures and etiquette.
- Utilize safety principles in activity situations.
- Work cooperatively and productively with a partner or small group.

Sample Benchmarks:

1. When given the opportunity, arranges gymnastics equipment safely in a manner appropriate to the task.
2. Takes seriously their role to teach an activity or skill to two other classmates.
3. Assesses his or her own performance problems without blaming others.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

Building on the foundation laid in the early grades, fourth grade students are encouraged to develop a cultural/ethnic self-awareness. Recognizing and appreciating one's own heritage lays the groundwork for understanding and appreciating the differences in others. Activities such as dance/music; creative games; and games from varied cultures, ethnic groups, and countries provide an excellent medium for encouraging students to explore their cultural/ethnic heritage.

The emphasis for the fourth grade student will be to:

- Explore cultural/ethnic self-awareness through participation in physical activity.
- Recognize the attributes that individuals with differences can bring to group activities.
- Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.

Sample Benchmarks:

1. Recognizes differences and similarities in others' physical activity.
2. Indicates respect for persons from different backgrounds and the cultural significance they attribute to various games, dances and physical activities.
3. Demonstrates acceptance of the skills and abilities of others through verbal and non-verbal behavior.

7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Fourth graders can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new physical activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They tend to choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of similar skill levels.

The emphasis for the fourth grade student will be to:

- Experience enjoyment while participating in physical activity.
- Enjoy practicing activities to increase skill competence.
- Interact with friends while participating in group activities.

Sample Benchmarks:

1. Experience positive feelings as a result of involvement in physical activity.
2. Design games, gymnastics, and dance sequences that are personally interesting.
3. Celebrate personal successes and achievements as well as those of others.

Eighth Grade

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

The eighth grade student is expected to acquire competence in a variety of movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in dance activities, outdoor pursuits and modified versions of team and individual sports. In order to do this, students should have gained competence in the basic skills and their application to modified versions of these movement forms.

The emphasis for the eighth grade student is to:

- Demonstrate competence in modified versions of a variety of movement forms.

Sample Benchmarks:

1. Uses basic offense and defensive strategies in a modified version of a team sport/individual sport.
2. Displays the basic skills and safety procedures to participate in an outdoor pursuit.

2. Applies movement concepts and principles to the learning and development of motor skills.

The eighth grade student's increasing competence affords opportunities to develop more advanced knowledge and understanding. This is exemplified through their growing understanding and application of more advanced movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance. Concepts of practice in relation to performance can be understood and applied and are indicative of the increasing complexity of discipline-specific knowledge that can be used.

The emphasis for the eighth grade student will be to:

- Understand and apply more advanced movement and game strategies.
- Identify the critical elements of more advanced movement skills.
- Identify the characteristics of highly skilled performance in a few movement forms.

Sample Benchmarks:

1. Explains and demonstrates some game strategies involved in playing tennis doubles.
2. Describes the critical elements of a racing start in freestyle swimming.
3. Describes principles of training and conditioning for specific physical activities.

3. Exhibits a physically active lifestyle.

The eighth grade student should be a participant in at least one physical activity outside of the school setting on a regular basis. This standard strives to increase awareness of the opportunities for participation and interest in participating in a broad range of different kinds of physical activity experiences. Students should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Greater understanding of long-term health benefits and the relationship of health maintenance to the quality of lifelong health is expected.

The emphasis for the eighth grade student will be to:

- Establish personal physical activity goals.
- Participate regularly in health-enhancing activities to accomplish these goals in and out of physical education class.
- Explore a variety of new physical activities for personal interest in and out of physical education class.

Sample Benchmarks:

1. Participate in an individualized physical activity program designed with the help of the teacher.
2. List long-term physiological, psychological and cultural benefits that may result from regular participation in activity.

4. Achieves and maintains a health-enhancing level of physical fitness.

Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility, body composition and cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training and how they can be utilized in improving physical fitness. Students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

The emphasis for the eighth grade student will be to:

- Participate in a variety of health-related fitness activities in both school and nonschool settings.
- Begin to develop personal fitness goals independently.
- Meet the health-related fitness standards as defined by Fitnessgram.

Sample Benchmarks:

1. Maintains a record of moderate to vigorous physical activity.
2. Correctly demonstrates various weight training techniques.
3. Plans a circuit weight training program designed to meet physical fitness goals.

5. Demonstrates responsible personal and social behavior in physical activity settings.

Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

The emphasis for the eighth grade student will be to:

- Recognize the influence of peer pressure.
- Solve problems by analyzing causes and potential solutions.
- Analyze potential consequences when confronted with a behavior choice.

Sample Benchmarks:

1. Identifies positive and negative peer influence.
2. Plays within the rules of a game or activity.
3. Considers the consequences when confronted with a behavior choice.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

Beginning in the eighth grade, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

The emphasis for the eighth grade student will be to:

- Recognize the role of sport, games and dance in modern culture.
- Identify behaviors which are supportive and inclusive in physical activity settings.
- Willingly join others of diverse culture, ethnicity and race during physical activity.

Sample Benchmarks:

1. Demonstrates an understanding of the ways sport and dance influence American culture.
2. Displays sensitivity to the feelings of others during interpersonal interactions.
3. Respects the physical and performance limitations of self and others.

7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

A primary reason eighth graders seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and various sport activities become increasingly more important.

The emphasis for the eighth grade student will be to:

- Enjoy participation in physical activity.
- Recognize the social benefits of participation in physical activity.
- Try new and challenging activities.

Sample Benchmarks:

1. Feels satisfaction when engaging in physical activity.
2. Enjoys the aesthetic and creative aspects of performance.
3. Enjoys learning new activities.

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

Graduate Assistant Coaches: Slave Labor or Young Professionals in Training

by
Robert Boras, M.A.
University of Texas

Thomas H. Sawyer, Ed.D.
Professor, Recreation and Sport Management
Department of Recreaton and Sport Management
Indiana State University
Terre Haute, IN 47809
(812) 237-2186; FAX (812) 237-4338; pmsawyr@scifac.indstate.edu

The National Collegiate Athletic Association (NCAA) created the position of graduate assistant coach (GAC) in 1976. It has occupied a significant position in the hierarchy of athletic administration ever since (Dunn & Dunn, 1992). Universities utilize the GAC in a variety of ways. In many institutions, due to a lack of finances, the GAC will have the power and responsibilities of a full-time coach, while in others, the GAC will serve in the capacity of a team manager. In both scenarios, the experience is considered a crucial stage in the GAC's professional development, and a vital role in the success or failure of the team for which he or she is coaching. However, in most cases, the GAC is not an easily recognizable figure among the staff, nor appropriately compensated.

In 1976, DePauw University (DePauw) began a new, two-year program that has helped many future coaches begin their professional careers. The program at DePauw has gone through many changes, yet at the same time, many things have stayed the same. It has become a bold attempt to help current staff members handle the rigors of recruiting and coaching at the competitive Division III level. Beginning in 1976, DePauw's GAC received tuition and a $2,500 stipend ($250 per month), for each of two, ten month contracts.

However, in 1987, DePauw decided to drop its graduate programs. In order to maintain its GAC program DePauw entered into an agreement with Indiana State University (ISU) to accept the GACs as graduate students in a variety of programs. With the economic changes of more than a decade, along with the university change, the GACs in 1987 received a $2,500 stipend, a tuition payment for graduate programs offered at ISU, and $500 for travel money for each year of the two-year contract.

In 1990, DePauw made another modification to the GAC program by adding free board (an approximate value of $420 a month) to the ten month contract. The improved GAC benefit equates to approximately $650 per month. The final alteration to the responsibilities of each GAC at DePauw as initiated in 1992 requiring each GAC to teach one class per semester, along with coaching two sports.

The success of DePauw's GAC program is illustrated by the athletic teams winning over 70 percent of their contests over the last eighteen (18) years, and football alone placing twenty-nine (29) coaches into the collegiate ranks.

PURPOSE OF THE STUDY

There were not set standards that are available, from the NCAA or any other governing body, for the responsibilities, and compensation and benefits for the GAC. The establishment of standard responsibilities and appropriate levels of compensation and benefits would aid both the institutions and the GAC. The purpose of this study was to compare the role and responsibilities, and the stipends and benefits provided to GAC's, to the program being utilized (1994-95) at

DePauw University.

RESEARCH QUESTIONS

The goal of the GAC program was to hire the best available coaching talent form schools across the nation, however, in order to do this, it was essential to review the current GAC philosophy. The study explored what other NCAA Division III institutions, similar to the DePauw, were doing with their GACs.

This study asked three basic questions: (1) what is the average stipend allotted to each graduate assistant coach for a ten month contract nationally at Division III schools, (2) what benefits are provided by the athletic program to graduate assistant coaches, and (3) what are the responsibilities of graduate assistant coaches in Division III athletic programs.

METHODOLOGY

This study employed survey research to gain the information necessary to answer the research questions. Once the data was received it was analyzed through the use of frequency tables and calculated means. The responses to the questionnaires were used to establish a benchmark for NCAA Division III GACs in the following areas: (1) stipends received for the academic year, (2) benefits received, and (3) responsibilities assigned.

INSTRUMENT

The research instrument for this study was a questionnaire. A pilot study was conducted in order to determine if the questions and format of the instrument were appropriate. Six NCAA Division III Athletic Directors participated in the pilot study. They were requested to critique the survey instrument to determine its clarity and effectiveness for gathering the information desired.

POPULATION

The subjects for this study consisted of a random sample of NCAA Division III athletic programs. One hundred and twenty surveys were sent to NCAA Division III institutions. The United States was divided into four regions: Northeast, Central, South, and West (see figure 1), and a random sample of thirty schools was taken from each region, thus equaling 120 Division III institutions (see Figure 2). Ninety one institutions returned the survey (76%) in the allotted time, however, only 26 (22%) of the 91 institutions employed GACs. Therefore, the number of subjects (institutions) selected for inclusion in the study was determined by the number of responses from institutions employing GACs.

RESEARCH DESIGN

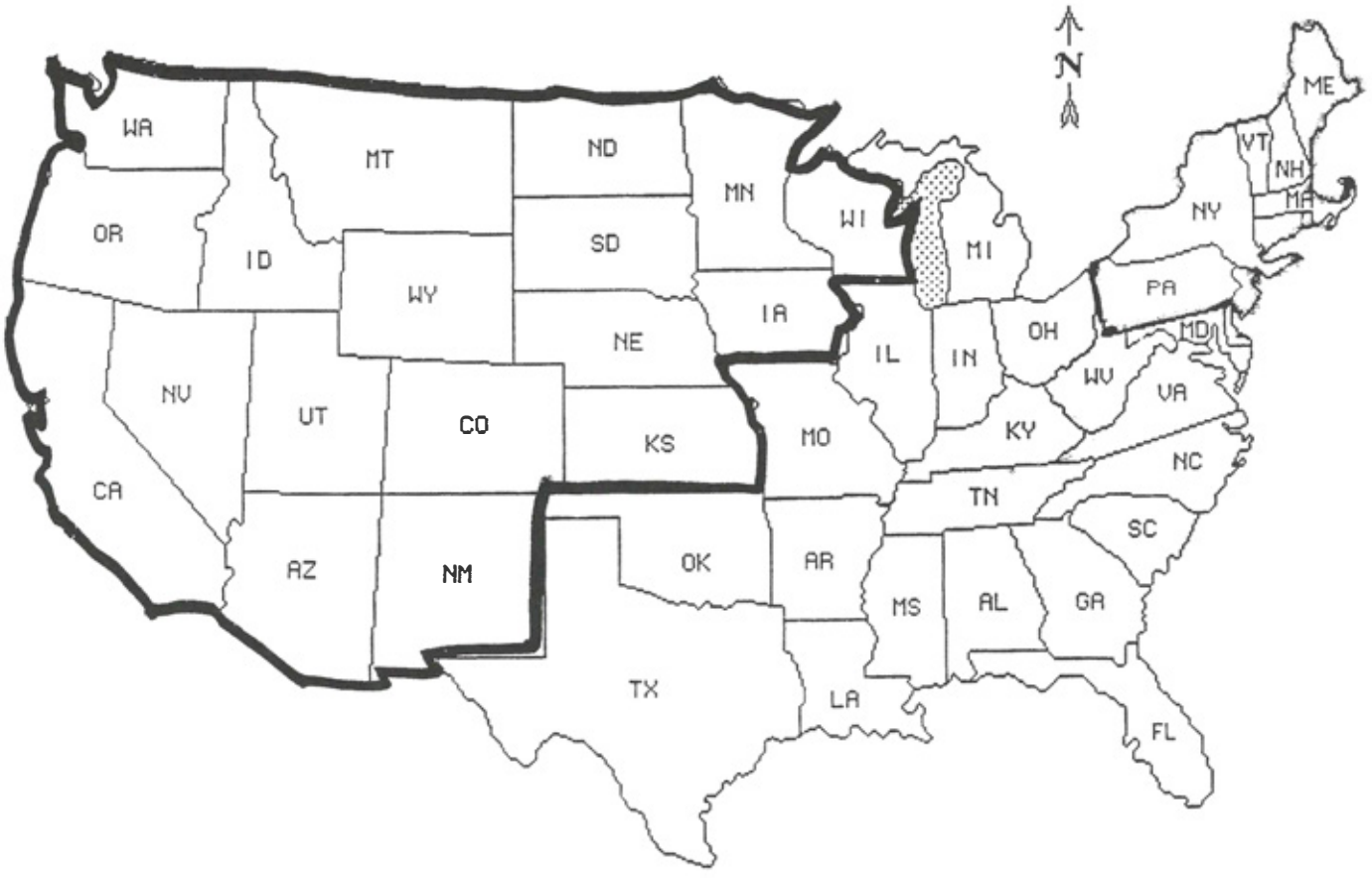
The five item survey instrument was analyzed by tabulating the frequency of responses, and computing means when appropriate.

RESULTS

The information that follows is an explanation of the results gleaned from the responses to the five item survey instrument:

(1) The Number of Graduate Assistant Coaches Employed

Figure 1



Universities Surveyed by Region

NORTHEAST	CENTRAL	SOUTH	WEST
ALLEHENY	ALMA	BAPT CHRISTIAN	AUGSBURG
AMHERST	ANDERSON	BETHANY	BELLOIT
ASSUMPTION	AURORA	BRIDGEWATER	CA. LUTHERAN
BATES	BAUL-WALLACE	CATHOLIC	CARLETON
BOWDOIN	BLUFFTON	CHOWAN	CARTHAGE
CARNEGIE MELLON	CAPITOL	EMORY	CLAREMONT
COLBY	CENTRE	EMORY & HENRY	COE
DELAWARE VALLEY	CHICAGO	FERRUM	COLORADO
DICKINSON	DEFIANCE	FISK	CONCORDIA
FRANK & MARSH	DENISON	FROSTBURG STATE	G. ADOLPHUS
GETTYSBURGH	EARLHAM	GALLAUDET	HAMLINE
GROVE CITY	ELMHURST	GUILFORD	LAWRENCE
HAMILTON	FRANKLIN	HAMPDEN SYDNEY	LUTHER
ITHACA	HOPE	HARDIN SIMMONS	LaVERNE
LYCOMING	IL WESLEYAN	HENDRIX	MACLAESTER
MIDDLEBURY	JOHN CARROLL	JOHNS HOPKINS	MENLO
MUHLENBERG	KALAMAZOO	KNOXVILLE	NEB WESLEYAN
N.Y. ST-BUFFALO	KENYON	LYNCHBURG	OCCIDENTAL
NICHOLS	KNOX	MARYVILLE	PON. PITZER
PLYMOUTH STATE	MacMURRAY	McMURRY	REDLANDS
ROWAN	MARIETTA	METHODIST	RIPON
SIENA	MILIKIN	MILLSAPS	ST JOHN'S
SUSQUEHANNA	MONMOUTH	OGELTHORPE	ST THOMAS
SWARTHMORE	MOUNT UNION	RANDOLPH MACON	SIMPSON
THEIL	OBERLIN	PHODES	UPPER IOWA
TUFTS	OH WESLEYAN	RUST	WARTBURG
UNION	OLIVET	UNIV. OF SOUTH	WHITTIER
WAGNER	THOMAS MORE	SOUTHWESTERN	LaCROSSE
WASH & JEFF	WASHINGTON	TRINITY	PLATEVILLE
WIDENER	WOOSTER	WASH & LEE	WHITEWATER

The respondents were asked how many GACs does the department of athletics employ. The most GACs employed was 12, the fewest 1 (see Table 1). Five schools employed one GAC, while one school employed 12. Six schools employed three GACs. Within the 26 participating institutions 120 GACs were employed or 4.6 GACs per institution. DePauw University employs eight GACs.

(2) The number of Years a GAC is Employed

The respondents were asked how long the GAC was employed. The least number of years was 1, while the greatest was 3 (see Table II). Eighty-five percent of the participating institutions reported that each GAC was employed 2 or more years, however, 15% (4 universities) reported that each GAC was only employed for one year. DePauw University employs GACs for two years.

(3) The 10 Month Stipend for Each GAC

The respondents were asked what was the 10 month stipend for each GAC. The highest 10 month stipend paid to a GAC was greater than $10,000 (4%), while the lowest was less than $2,000 (12%) (see Table III). The most common response, by responding institutions was $2,999 or less (46%). On the other side of the spectrum, six schools (24%) paid $5,000 or more. DePauw University pays its GACs $3,000.

(4) Benefits Provided to the GAC

The respondents were asked what benefits were provided to each. A number of respondents checked more than one benefit, therefore, the number of institutions is greater than 26 depicted in Table IV. The types of benefits offered beyond the annual stipend included travel allowance, room accommodations, free board, tuition waiver, books, and/or insurance. Sixteen institutions provided a tuition waiver, 11 room accommodations, eight free board, six a travel allowance, four insurance, and no institution provided books. DePauw University include the following in its benefit package for GACs: (1) up to 39 semester hours of graduate tuition and fees, (2) mileage reimbursement, and (3) housing.

(5) Responsibilities of the GAC

The respondents were asked what responsibilities were assigned the GAC. Some of the respondents checked more than one category, therefore, the number of institutions is greater than 26 in Table V. Twenty-five institutions expect the GAC to coach only, while only 4 expect the GAC to coach and teach a class. Sixty-four percent of the participating institutions require that the GAC coach one sport, while 20% requires that 2 sports be coached. Seven institutions require the GAC perform administrative beyond their coaching responsibilities, and nearly all (92%) require the GAC

TABLE I

Number of Graduate Assistant Coaches Employed

#GACs	#Institutions	%
1	5	19%
2	2	8%
3	6	23%
4	2	8%
5	1	4%
6	4	15%
7	1	4%
8	1	4%
9	1	4%
10	2	8%
11	0	0%
12	1	4%
	26	

TABLE II

Number of Years a GAC is Employed

#Years	#Institutions	%
1	4	15%
2	17	65%
3	2	8%
"Flexible"	3	12%
	26	

to be involved in recruiting. DePauw University GACs responsibilities include: (1) coaching two sports, (2) teaching one physical education class per semester, (3) supervising in one administrative area, and (4) recruiting on-and off-campus.

DISCUSSION

The NCAA restricts the number of GACs a Division I institution can employ, however, at this time (1995) no legislation exists restricting a Division III institution form hiring as many GACs as it would like to employ. It was thought that the NCAA Division III institutions would hire a number of GACs, particularly at time when athletic budgets are tight. But, only 26 (27%) of 91 institutions employ GACs. A number (29 or 30%) of the responding institutions did not have graduate programs on their campus or access close geographically at another institution. Should the Division III institutions who have the availability of graduate programs (46 [43%] institutions in this study had graduate programs but did not use GACs) seriously consider the use of GACs? In order for an institution to take advantage of GACs they must have a graduate program or have access to one that is geographically appropriate. If the institution has a graduate program or are near institutions that can provide easy access to graduate programs, it would be foolish of them not to entertain the opportunity of securing a number of GACs. This study indicates that those programs that utilize GACs have between 4 and 5. This approach could reduce personnel costs of increasing staff by over 50%. For every full-time assistant coach position sought the institution could seek instead two GACs. In 1995 dollars that is a real bargain for tight athletic budgets.

Those institutions that employ GACs (85%) allow the students two or more years to complete a graduate degree. However, 15% only allow one year to complete the degree, which is a rather high percentage in light of the facts that few: (1) graduate programs take only one year to complete, and (2) graduate students can carry many more than six semester and work 40+ hours per week. The NCAA has not developed a standard term of employment for GACs. Should the NCAA develop such a standard so that the GACs will have ample time to complete their graduate studies? The standard suggested by this study is two years.

The majority of the institutions provided the GAC with a stipend of $3,000 or less over ten month contract. A few institutions provided the GAC with a stipend of $5,000 or more, over that same time period. The average monthly compensation per month was $250. This does not take into account the tuition waiver received by the GAC (ten [40%] institutions did not offer tuition waivers but they did offer higher compensation packages). Further, the benefits received by the GAC could include: room only, room and board, board only, books, travel reimbursement, and health insurance. The NCAA has not established a minimum compensation and benefit package for GACs. This encourages institutions to take unfair advantage of the GACs (apprentice coaches) willingness to accept these poorly compensated positions in return for the opportunity to be involved a the collegiate level. Should the NCAA take the initiative to safeguard the GACs or should institutions take a closer look at current

TABLE III

Amount of Stipend Provided

Stipend	#Institutions	%
$2,999 or Less	12	46%
$3,000 to $4,999	6	23%
$5.000 to$7,999	3	12%
$8,000 to $9,999	2	8%
$10,000 Plus	1	4%
Tuition Reimbursement only	2	8%
	26	

TABLE IV

Benefits Provided

Benefit	#Institutions	% (of 26)
Travel Allowance	6	23%
Room Accomodations	11	42%
Free Board	8	31%
2 meals	3	8%
3 meals	5	19%
Tuition Waiver	16	62%
Books	0	0%
Insurance	4	15%
	26	

TABLE V

Responsibilities of the Graduate Assistant Coach

Responsibility	#Institutions	#
Coaching	25	96%
1 sport	16	64%
2 sports	5	20%
1 or 2 sports	4	16%
Athletic Trainer	1	4%
Teaching	4	15%
1 class	1	4%
2 classes	2	8%
0-5 classes	1	4%
Administrative	7	27%
e.g.,		
Club Supervisor		
Facility Coordinator		
Game Administration		
Marketing/Promotions		
Weight Room Monitor		
Intramural Coordinator		
Study Table Supervisor		
Recruiting	24	92%
On Campus	24	92%
Off Campus	13	50%
	125	

compensation packages for GACs?

The responsibilities assigned to the GAC by the institution appear, in many cases, to be unrealistic for the level of compensation (compensation = stipend, fringe benefits, and tuition waivers). The responsibilities can include: (1) coaching at least one sport, (2) teaching at least one physical education class per semester, (3) supervising either recreational sports programs, strength training area, study tables, various athletic and physical education and recreation facilities, or assisting in game administration and marketing/promotion activities, and (4) recruiting student-athletes. These are similar responsibilities of full-time coaches at most Division III institutions.

It is difficult to coach two sports successfully at the collegiate level due to the increased amount of time, knowledge, and enthusiasm required of the coach because of the new emphasis placed upon the couch to be successful (success = winning and graduating student-athletes) at the Division III level. Yet, 20% (including DePauw University) of the institutions reported requiring the GAC to coach two sports (e.g., football and swimming; basketball and track; volleyball and tennis). For an apprentice coach, who is also involved in graduate class work, this might be too much responsibility; even though, this is a common responsibility of many Division III full-time coaches.

Further, approximately 15% (including DePauw University) of the participating institutions require the GAC to teach as few as one physical education (physical activity) class to as many as three. It is interesting that these institutions promote themselves as providing outstanding educational opportunities for students who will be exposed to 'real' college professors and brag about the percentage of terminal degrees reached by the teaching faculty. Yet, these same institutions employ GACs to teach classes. Furthermore, if the GACs were included in the mix of teaching faculty the percentage of faculty with terminal degrees would decline. Nevertheless teaching is a common responsibility in the job description of Division III full-time coaches.

The NCAA Division III full-time coach is required to "wear many hats". Some will argue that if that is the norm for full-time coaches then to prepare future full-time coaches (i.e., GACs) the GACs (apprentice coaches) should become familiar with the multifaceted requirements of the job through on-the-job training. Twenty-seven percent of the participating institutions (including DePauw University) require the GACs to be involved in administrative tasks (e.g., marketing and promotions, game management, or recreational sports supervisor).

Recruiting is another responsibility requirement of the GAC at most institutions (92%). In most cases, the GAC recruits for the institution (admissions office) first, and the athletics second. All full-time coaches recruit and it is an integral part of the coaches job description. This is also an important learning experience for the GACs. However, it might be more appropriate to restrict the recruiting activities of the GACs to on-campus responsibilities and leave the off-campus responsibilities to full-time coaches. DePauw University has its GACs do both on- and off-campus recruiting.

The GAC is an apprentice coach. The GAC program, an apprenticeship program, should be designed to involve the apprentice (GAC) in all facets of the full-time coach's responsibilities at the Division III level. Most Division III full-time coaches have the following responsibilities: (1) coach

one or two sports, (2) teach in the physical education program, (3) supervise some administrative aspect of athletics, physical education or recreational sports, and (4) recruit student-athletics. Often the head coaches for football and basketball do not all the responsibilities as outlined above, but the assistant coaches are assigned responsibilities in all four areas. Therefore, it would seem appropriate for the apprentice coach (GAC) to be assigned tasks in all four areas. However, the intensity of the assignments should be less in order to allow the GAC to complete his or her graduate studies in a timely fashion.

The NCAA needs to consider developing standards for GACs that include, but are not limited to: (1) compensation packages, (2) length of contracts, and (3) responsibilities. The institutions employing GACs need to review their compensation packages, length of contracts, and responsibilities for the GACs. The situation with the GACs is not unlike the perils and frustrations of graduate teaching assistants that are found in most institutions of higher education that have graduate programs. Each group needs to force the issue relating to work environment and compensation so that appropriate standards can be established for equitable treatment of these graduate students.

CONCLUSIONS

The primary purpose of this study was to compare the role and responsibilities of Division III GACs to the current program being utilized in the athletic program at DePauw University, in Greencastle, Indiana. The secondary purpose of the study was to suggest national standards for the graduate assistant coach at the NCAA Division III level of competition. The following are the conclusions drawn from the data:

1. DePauw University employed more graduate assistant coaches (8) than the national average (4.6).
2. The majority of institutions (including DePauw University), who employed graduate assistant coaches, employed them for two or more years (85%).
3. DePauw University ranked 12th of the 26 (tie) in graduate assistant coach's stipend.
4. DePauw University was 1 of 7 schools that reimbursed GACs for travel expenses.
5. Forty-two percent of the institutions provided free room to the GAC, DePauw University did not.
6. DePauw University was 1 of 9 schools which provided the GAC free board.
7. Four institutions paid for insurance for the GAC, DePauw University did not.
8. DePauw University was one of five institutions (20%) that required GACs to coach two sports.
9. Eight-five percent of the institutions did not require the GAC to teach, while DePauw University required the GAC to teach at least one class a semester.
10. DePauw University required GACs to recruit off-campus, while only 50% of the institutions required the GAC to recruit off-campus.

RECOMMENDATIONS

After completing this research project on the NCAA Division III GACs, some questions still exist. This study has generated new questions which would make interesting studies in the future. The following are recommendations for future study in this area:

1. Are women provided as many opportunities as men at the Division III level as graduate assistant coaches?
2. Are the suggested standards established by this study for graduate assistant coaches at the Division III level relating to compensation packages, length of contracts, and responsibilities appropriate?
3. Replicate this study at the Division II, IAA, and IA levels and make comparison between the levels.
4. Is there a trend to use more or less graduate assistant coaches?
5. Is there any value in the graduate assistant coaches program (coaching apprenticeship program), and should it be continued and expended in the future?

Employment Standards for Graduate Assistant Coaches

This study was designed to establish a benchmark for the work environment of Division III graduate assistant coaches, and develop an employment standard for graduate assistant coaches relating to compensation (salary and benefits), length of contract, and responsibilities. The following is the recommended employment standards based on the benchmark work environment data gathered by this study.

The graduate assistant coach program has been developed as an apprenticeship program for young people desiring to enter the collegiate coaching profession. As all apprenticeship programs, the graduate assistant coach program must have set the employment standards for performance and compensation. **Compensation:** The minimum compensation should include a stipend of $6,000 (paid over twelve months), free room and board, health insurance, reimbursement for travel to another institution offering the graduate program, reimbursement for books, and payment or waiver of all tuition and fees for graduate work up to 39 semester hours. **Length of Contract:** The minimum length of the contract shall be two calendar years. **Responsibilities:** The graduate assistant coach should perform the same responsibilities of any other full-time coach on campus but at a lesser intensity to allow appropriate and adequate time for graduate study. These responsibilities should be no greater than coaching one sport per year, teaching one class per semester, supervising one administrative task per year, and recruiting limited to on-campus activities only.

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National Dance Standard Workshop October 19, 1995

The Dance Division of IAHPERD will offer a half day workshop on implementing the National Dance Standards on Oct. 19, 1995 at the IAHPERD fall convention in Ft. Wayne. Mary Maitland Kimball, IUPUI Professor of Dance, will conduct the workshop. She was the chair of the Dance Standards Task Force that formulated the dance standards in consensus with national review.

Time: **8:00 - Noon**
Day: **Thursday**
Place: **Grand Wayne Convention Center**
Fort Wayne, IN

Indiana AHPERD Region 8 News...

Tauly Hamlin, newly appointed special events coordinator, acted as hostess to Region 8 Health and Physical Educators on April 19. Eductors came together in Churubusco from 6-8 p.m. for an evening session. The format of the evening allowed participants to share and engage in favorite activities. Presenters represented grade levels K-12.

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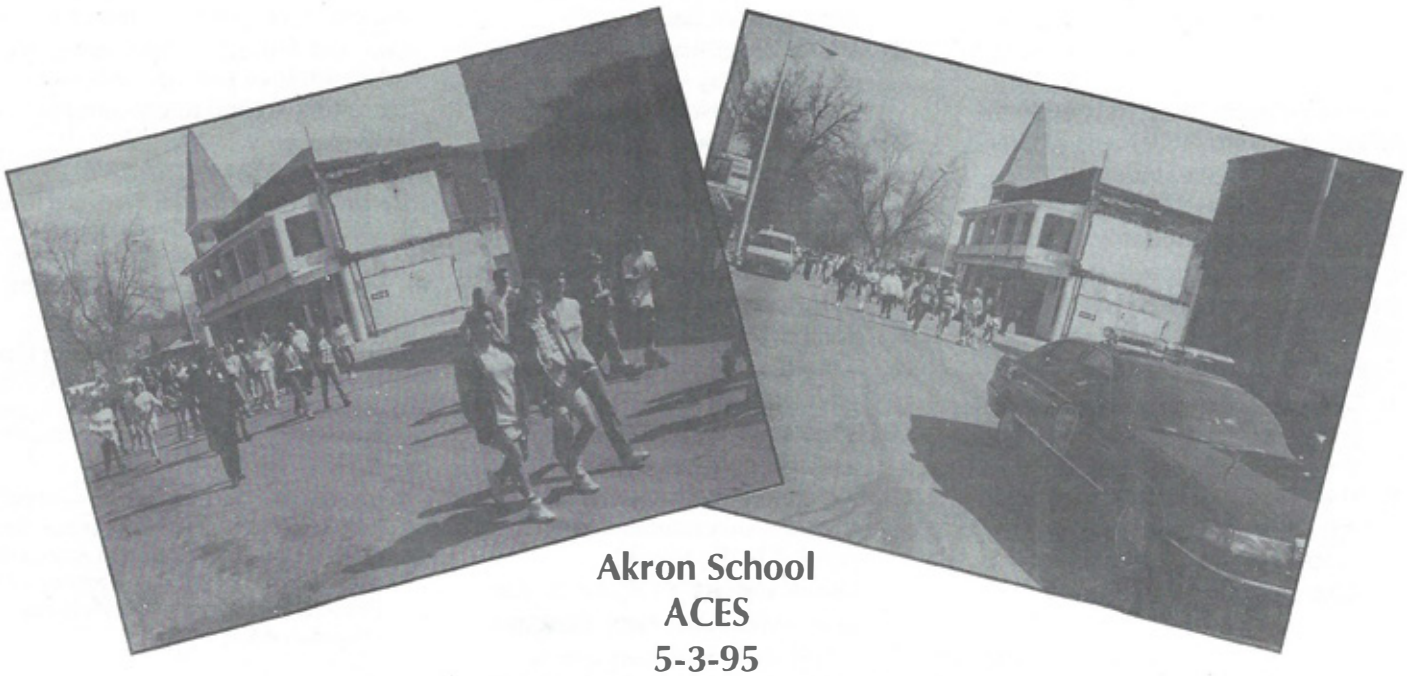

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Article Reviewed by Editor

Introduction of Step Aerobics into a Physical Education Curriculum

Ed Schilling and Rebecca Lundeen
School of Physical Education
Indiana University Purdue University
901 West New York Street
Indianapolis, IN 46202

Physical education's curriculum has come under rapid change in the last two to three years. This change is a result of society's renewed interest in fitness, wellness, and a variety of quality life areas. The first place to look for proof of this renewed interest is the explosion of health clubs, dance studios, and other commercial endeavors catering to this audience.

Physical educators are under fire to leave the 1950s curricula and move into modes that serve the needs of this population's children. Advocated by most professions groups dealing with physical education are new and different activities, objectives, and curricula. One of these groups is the Indiana Association for Health, Physical Education, Recreation and Dance. They represent Indiana's voice for the areas depicted in their name, one of which is physical education. Their mission statement and curricular suggestions advocate this new focus on wellness and quality of life.

The incorporation of new activities by professional physical educators in schools has increased. The introduction of many varied activities as regular parts of physical education curricula range from kindergarten through senior level. It is the intention of this essay to focus on a more popular and easily introduced fitness activity for grades four through twelve, step aerobics. Step aerobics is a variation of the more common high/low impact aerobics. Step training is the exercise enthusiast's answer in combining the calorie burning capability of high impact aerobics and the less exciting, low-impact class. Completion of initial research has suggested the energy expenditure of step training is virtually identical to running at seven miles per hour (DeMond, 1990). This idea was first introduced publicly by the Reebok Corporation with Drs. Lorna and Peter Francis and Gin Miller. In designing step aerobics, they effectively took the dangerous parts of high impact out, increased the challenge of the workout, and took the country by storm.

Francis, Francis, & Miller (1990) conducted a study on the physiologic effects of aerobic activities as illustrated by Table 1.

As shown by Table 1, step aerobics is an economical activity that allows teachers to promote student fitness. Teaching topics should include target heart rates, importance of recovery, and developing a personal workout routine.

As with any physical activity, there are dangers present with this one as well. Teachers are urged to pay close attention to Table 2 when developing a step aerobics program.

Introducing step aerobics into the curriculum is a small but important addition in physical education. It is a quality service and it brings our profession into line with the business competition. If adults are paying fees to participate in step aerobics, it only follows that their support of the school's physical education curriculum will be stronger due to this

Table 1

Physiologic Differences of Aerobic Activities

Subject	Walking (3 mph)		Running (7 mph)		Stepping	
	Oxygen Uptake	Heart Rate	Oxygen Uptake	Heart Rate	Oxygen Uptake	Heart Rate
1	3.3	92	11.1	166	11.7	182
2	3.6	95	11.0	175	11.5	180
3	3.6	100	10.9	170	12.6	192
4	3.9	89	10.6	160	11.1	170
5	4.4	108	12.3	163	12.9	170
6	4.0	115	11.5	150	11.3	180
7	4.1	100	12.3	150	12.9	165
8	4.2	102	12.3	167	13.4	180
Average	3.9	100	11.5	163	12.2	178

Note. Oxygen (02) uptake is measured by METS, which are multiples of 02 comsumption with 1 MET beign the amound consumed at rest. From "Step-Reebok-The first Aerobic Workout with Muscle," by P. Francis, L., Francis, and G. Miller, 1990, **Instructor Taining Manual**, p.2. copyright 1990 by the Reebok corporation. Reprinted with permission of the author.

addition.

Educators should consider the introduction of step aerobics combined with the concept of wellness. A natural complement to aerobic fitness is muscle development and toning. The addition of a nutritional component would complete an up-to-date physical education program.

Safety and cost effectiveness are important in integrating step aerobics into the curriculum. A child's self-concept and peer acceptance are also vital components in physical education participation. It is imperative that step classes are introduced and executed as participatory in nature. Furthermore, it is essential that the leader allow no "put downs" in class. A psychologically safe environment will ad to the rapid and full participation of the entire class.

Regarding cost effectiveness, the benches used in step aerobics can be hand made. The following are construction suggestions:

1. When selecting the wood be sure you have selected a sturdy type to handle heavier students.
2. When assembling the benches be certain to affix securely to support larger students.
3. After the benches are made, round off the sharp corners to avoid injury from those edges.
4. When designing benches be certain the rectangle is wide enough to not tip. This could occur if the foot hits the bench's edge and not the center.

Following these simple guidelines will lower the activity's cost to a reasonable amount, thus allowing almost any program to incorporate this excellent addition to its curriculum.

Program additions built on the introduction of step aerobics are only limited by one's creativity, interest and willingness to change. The areas of stress reduction, flexibility, rhythmic development, self-concept enhancement, and interpersonal augmentation are a few. Developing an up-to-date program requires a willingness to take that first step. Why not make that step a step aerobic one for your program's future and for

Table 2

Safety Considerations

Dangerous Activity	Potential Injury	Avoiding Injury
Unfamiliarity with activity	Too rapid increases in heart rate, blood pressure and oxygen consumption.	Gradually increase step height as one becomes more familiar with this type of exercise.
Overuse Injuries	Lateral patellar malposition potentially leading to chondromalacia and related conditions (DeMond, 1990).	Adjustments in musculoskeletal conditions may require a longer time frame and a slower implementation period (Micheli, 1982).
Inadequate Biomechanical Considerations	Back problems, increased joint stress, potential foot injuries.	Maintenance of erect posture, knees flexed <90 degrees at all times, lowering oneself off the bench gently, and proper shoe attire. (Anderson, 1991).
Inappropriate or inadequate stretching techniques pre-exercise.	Muscular injuries	Performance of custom designed stretches involving quadriceps, hamstrings, gastrocnemius, iliotibial bank, and upper body (DeMond, 1990.)

the best interests of your students?

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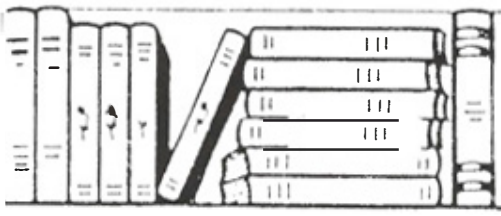
Authors Note

Ed Schilling is an associate professor in his 14th year at Indiana University-Purdue University at Indianapolis (IUPUI) in the Schools of Physical Education and Education. He is responsible for the supervision of student teachers in physical education. Other responsibilities include teaching pedagogy, curriculum, and physical education. Additional experience includes having taught elementary, middle school, high school, and adult education. Ed has also been an administrator in the high school and school corporation levels.

Rebecca J. Lundeen is a graduate student in the nursing program at Ball State University, Muncie, Indiana. She is a registered nurse with extensive critical care background and holds certification by the American Association of Critical Care Nurses. Rebecca is currently working in the cardiac catheterization area and has participated in aerobics for 11 years.



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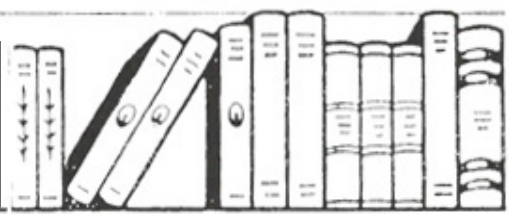


Law and the Team Physician

Elizabeth M. Gallup
Human Kinetics, 1995, 184 pp, ISBN 0-87322-662-3 $29.00

Law and the Team Physician is the first comprehensive examination of liability issues that team physicians may face in delivering care to athletes. In this practical and reader-friendly resource, author Elizabeth Gallup a lawyer, a doctor, and a former team physician—offers her unique perspective on how the law may affect the practice of sports medicine. The book is an excellent legal guide for team physicians working with junior high, high school, college, or professional sports teams.

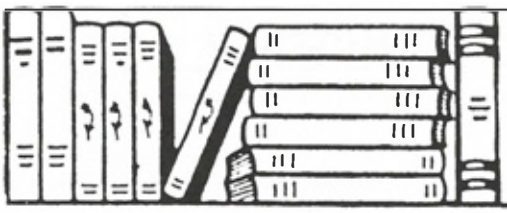
From Good Samaritan issues to the legal aspects of sports medicine consultancy with professional teams, *Law and the Team Physician* covers the risk management areas most important to medical practitioners who work with athletic teams. Some of the topics include

- deciding whether to prohibit an athlete's participation,
- how to determine if an athlete should return to play after an injury
- what should be in the team physician's medical bag
- the potential liabilities involved when a team physician knows an athlete is using drugs,
- what sports are believed to present a greater risk for transmitting the HIV virus, and
- why a team physician should never alter a medical record.

Each chapter ends with a section on practical considerations that recaps the information in the chapter and helps the team physician put it into practice. Readers will also find many sample documents throughout the book, including contracts, petitions, and risk releases.

Law and the Team Physician helps doctors minimize their legal risks so they can continue to provide a valuable service to society. The book's coverage of applicable law is useful not only for team physicians but also for sport law professionals, athletic administrators, athletic trainers, and other sports medicine practitioners.

Contents



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Parting shot...

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Yogi Berra

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