

INDIANA

Volume 25, Number 2

Spring 1996

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Culver Summer School
Teacher Fitness Levels
Creative Movement



Indiana Association
for Health, Physical
Education, Recreation
and Dance



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JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 25, Number 2

Spring 1996

**Indiana Association for
Health, Physical Education, Recreation and Dance**

Indiana AHPERD 1995-96

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Message from the President



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VISION FOR THE FUTURE Part II

As I sit at my desk on this cold and windy February morning, thoughts of an early Spring are going through my head. The birds, flowers, and warmer days cannot be too far away, can they? Probably, since the official start of Spring still is about a month away. However, I have already taken my golf clubs out of storage. Anyone care to join me for a round?? Well, I guess I had better get back to the business at hand.

Much had occurred since my last report in the Winter Journal. As was reported, your Executive Committee met in December to take the initial steps in moving our association forward toward the 21st century. From my perspective, the meeting was very productive. We all felt that much had been accomplished, and we looked forward to continuing our work at the Leadership Conference at McCormick's Creek in February. It was agreed that special attention should be given to ADVOCACY at the conference. Before our February leadership conference, a group of Indiana AHPERD members were able to attend the Midwest District AAHPERD Conference at Dearborn, Michigan in January. There were many excellent presentations, but several were elected to leadership positions at the district level. It is good to see so many of our members active in a variety of capacities in Midwest District. Next years Midwest Conference will be in Milwaukee in February, 1997. I hope many of you will be able to attend.

No back to Indiana AHPERD news. We had two conferences at McCormick's Creek this February. A group of over fifty faculty and administrators in higher education met for a Professional Preparation Conference for the purpose of discussing current physical education teacher education standards. This years focus was to take an in-depth look at the NASPE Content Standards. The group has been meeting annually since 1991. Indiana AHPERD appreciates the leadership role Barbara Passmore has taken in making sure that Indiana AHPERD stays abreast of all that is occurring on the state and national levels in our professions. Thanks Barb.

Our Leadership Conference at McCormick's Creek had a strong group of professionals in attendance. Attenders included K-12 teachers, higher education faculty and administrators, state department representatives, and student representatives from colleges and universities around the state. The enthusiastic efforts by all involved made the conference a big success. It is a privilege to work and serve with them on your Indiana AHPERD board.

The focus of the conference was ADVOCACY. Three of your board members, Genie Scott, Mick Savage and Charlene Watson, conducted two sessions which focused on how the association can better serve its constituents in this area. Several of the ideas developed at the conference have already begun to take shape. I will keep you posted with regard to the progress that is being made. If you have any ideas about areas that you would like to see us focus on let us know. Indiana AHPERD is your organization, we want you to have input on where your board focuses its efforts.

One of the things that I will be doing as we move toward the end of the school year is to attend as many Indiana AHPERD sponsored activities as possible around the state. This includes regional workshops as well as the two Indiana Fun and Fitness Days. The first Fun and Fitness Day will be at Hanover College on Saturday, April 24th, and the second of May 4th, at Huntington College. This year, 5th grade students from around the state will be involved. I hope to see you there. Special thanks to Delores Wilson and Doreen St. Clair for the efforts they put forth in making these events a big success.

EVANSVILLE IN '96

I am really excited that our state conference will be at Evansville this year. We have not held a conference in the southern part of the state for a while. It is long overdue. Your program committee is working hard to put together a strong group of pre-conference workshops and break out sessions, along with opportunities for us to enjoy the sights and entertainment of the Evansville area. So put it on your calendar, October 23, 24, 25, 1996, at the Executive Inn in Evansville, the 84th Indiana AHPERD Conference.

I look forward to seeing you there!!!

In closing, I would just like to remind you that I want to know how Indiana AHPERD can serve you better. Send me a note/letter at the Department of Physical Education, Valparaiso University, Valparaiso, IN 46383, or contact me by email:

"jsteiger@exodus, valpo.edu". Some of you have already done so, and your comments are greatly appreciated.

Yes, I want to
join AAHPERD!



Membership Application Form

Name (Mr.) (Ms.) _____
 Address _____

 City _____
 State _____ Zip _____
 Phone H () _____ W () _____
 FAX () _____ Internet _____

- I select membership in the following association(s) of AAHPERD.** (Circle two numbers, indicating your first and second choices. You may select one association twice. Students receive one association choice.)
- 1 2 American Association for Active Lifestyles and Fitness
 - 1 2 American Association for Leisure and Recreation
 - 1 2 Association for Advancement of Health Education
 - 1 2 National Association for Girls and Women in Sport
 - 1 2 National Association for Sport and Physical Education
 - 1 2 National Dance Association
 - Research Consortium:** For those interested in research. (A check here does not affect your association affiliations.)

- I wish to receive the following periodicals:**
- Update** (An automatic benefit of membership)
 - Journal of Physical Education, Recreation and Dance*
 - Journal of Health Education*
 - Research Quarterly for Exercise and Sport*
 - Strategies*

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

<input type="checkbox"/> Professional	1-year	2-year	3-year
<i>Update plus:</i>	<i>membership</i>	<i>membership</i>	<i>membership</i>
Any 1 periodical*	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$180.00	<input type="checkbox"/> \$240.00
Any 2 periodicals*	<input type="checkbox"/> \$125.00	<input type="checkbox"/> \$230.00	<input type="checkbox"/> \$315.00
Any 3 periodicals*	<input type="checkbox"/> \$150.00	<input type="checkbox"/> \$280.00	<input type="checkbox"/> \$390.00
Any 4 periodicals*	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$330.00	<input type="checkbox"/> \$465.00
<input type="checkbox"/> Student (Student rates apply only to full-time students)			
<i>Update plus:</i>	<i>Graduate</i>	<i>Undergraduate</i>	
Any 1 periodical*	<input type="checkbox"/> \$30.00	<input type="checkbox"/> \$29.00	
Any 2 periodicals*	<input type="checkbox"/> \$55.00	<input type="checkbox"/> \$54.00	
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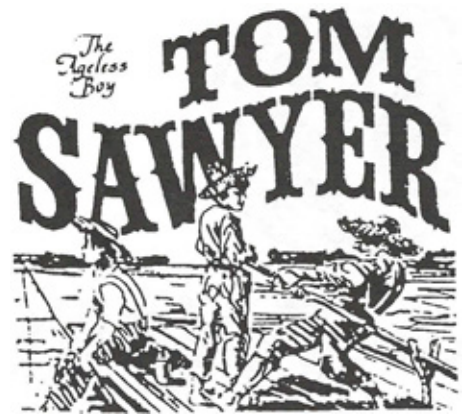
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NOTIONS From YOUR EDITOR. . .

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You know, all my life I wanted to be a clown. The sound of laughter is pure music to my ears. Unfortunately, I cannot tell a joke. And try as I might, I am just not funny. But the touch of a hand, warmth of a hug, and glow of a smile moves me just as much. Through life, we find that very few things come easy. But, as long as we know the basics and have a song in our heart, we'll get by. So it is with the Indiana AHPERD. Wherever we go and whatever situation we may find ourselves in, we know we'll get by. Usually by knowing the basics and having a song in our heart. I would like to welcome you to Indiana AHPERD's corner of the world by reading one of my favorite poems written by Robert Fulghum.

Most of what I really need to know about how to live, and what to do and how to be, I learned in kindergarten.

Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold mild are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some. Take a nap every afternoon.

When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup - they all die. So do we.

And then, remember the book about Dick and Jane and the first word you learned, the biggest work of all: LOOK.

Everything you need to know is in there somewhere. The golden rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all - the whole world - had cookies and mild about three o'clock every afternoon and then lay down with our blankets for a nap.

Or, if we had a basic policy in our nation and in other nations to always put things back where we found them and cleaned up our own messes.

And, it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

By ... Robert Fulghum

EVANSVILLE IN '96 SEE YOU THERE



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

—News Release—

FIRST EVER NATIONAL CONFERENCE ON THE NEW NATIONAL STANDARDS FOR PHYSICAL EDUCATION

(For More Information contact: Paula Keyes Kun (703) 476-3461)

RESTON, VA, March 1, 1996 — Teaching the “right” things in the “right” way in physical education is the focus of this first national conference on the new National Standards for Physical Education, July 13-15, 1996 in Pittsburgh, PA. Content, delivery and assessment will be the focus for the conference which is sponsored by the National Association for Sport & Physical Education (NASPE), creators of the standards 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.

“Be among the first in your school district to develop a personal action plan for helping your students meet the standards,” urges NASPE Executive Director Judith C. Young, Ph.D. “Now that we have the standards it is vitally important for physical educators to use them.”

Among the speakers will be Judy Rink, University of South Carolina; Marian Franck, Lancaster, PA; Larry Hensley, University of Northern Iowa; Shirley Holt-Hale, Oak Ridge, TN; Jackie Lunk, University of Louisville, KY; Pat Stueck, Athens, GA; Terry Wood, Oregon State University, Corvallis; and Judy Young of NASPE.

To be held at the Sheraton Station Square Hotel in Downtown Pittsburgh, the conference will include free time to enjoy the sights of this three-river city. Registration fee for NASPE/AAHPERD members is \$125.

The conference is also sponsored by the Council on Physical Education for Children (COPEC), Middle and Secondary School Physical Education Council. It is endorsed by the Eastern District Association for Health, Physical Education, Recreation & Dance (EDAHPERD) and the Pennsylvania Association for Health, Physical Education, Recreation & Dance (PAHPERD).

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.

State of the Profession

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PROGRESS IN CHANGING STANDARDS

The Advisory Committee for the revision of the professional preparation standards in health and physical education after meeting three (3) times since its induction in November, has made progress toward its assigned goal. The group met in February and completed a draft of the recommended standards. Materials from INTASC, NASPE, Kentucky, Physical Education Proficiencies and Essential Skills, health education proficiencies, current Indiana physical education proficiencies, and the School Health Policies and Program Study were used to develop this draft. The next charge for the committee in March and April will be to develop the Knowledge, Performance and Disposition required by each standard. These will then frame the recommended document that colleges and universities will follow up develop their individual standards.

Definitions

Knowledge is the subject matter a beginning teacher at developmental levels three (3) years to eighteen years (18) is required to know and understand.

Performance is the demonstrated outcomes for the above developmental levels.

Dispositions are the attitudes and beliefs which underlie the professional practice.

The NASPE standards clearly describe the relationship between the above three.

“Dispositions are to be recognized, nurtured, and developed in the educational setting through reinforcement, modeling and support. With such dispositions in place, the beginning K-12 physical education teacher will need to possess certain knowledge and, in some situation, be expected to perform based on that knowledge and, in some situations, be expected to perform based on that knowledge. At the beginning level, all desired knowledge will not lead to an expected performance.”

An example of a standard and its knowledge, performance, and dispositions taken from the NASPE standards follows:

Standard: “The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners”

"Dispositions

The teacher:

1. believes that all learners can develop motor skills, feel successful and enjoy physical activity.
2. appreciates and values human diversity and show respect for varied talents and perspectives.
3. is committed to helping learners become physically educated in personally meaningful ways.
4. seeks to understand and is sensitive to learners' families, communities, cultural values and experiences as they relate to physical activity."

"Knowledge

The teacher has knowledge of:

1. differences in approaches to learning and physical performance (e.g., different learning styles, multiple intelligences and performance modes) and can design instruction that uses learners' strengths as the basis for growth.
2. areas of special need including physical and emotional challenges, learning disabilities, sensory difficulties and language barriers (e.g., English as a second language).
3. how learning is influenced by individual experiences, talents, and prior learning, as well a culture, family and community values."

"Performances

The teacher:

1. selects and implements developmentally appropriate instruction that is sensitive to the multiple needs, learning styles, and experiences of learners.
2. uses appropriate strategies, services, and resources to meet special and diverse learning needs.
3. creates a learning environment which respects and incorporates learners' personal, family, cultural, and community experiences."

The completion of this recommended revision should take place in May with a committee presentation to the Indiana Professional Standards Board in June. As more information becomes available this author will also be available to questions.

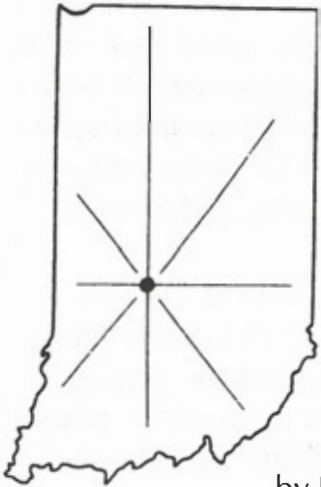
NASPE, National Standards for Beginning Physical Education Teachers., AAHPERD, Reston, VA, 1995

BE A PRESENTER & SHARE IN EVANSVILLE '96

Looking for a Chance to be Published?

THE IAHPERD JOURNAL IS REFEREED.

Students — Graduate Students — Teachers At All Levels



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

ADVOCACY FOR CHILDREN (and physical education)

Have you heard about "The Children's Agenda: A Blueprint for Healthy Development?" The children's Agenda is a statewide movement to increase public awareness, promote dialogue, and mobilize community action to support the healthy development of all children and youth in Indiana.

The effort is coordinated by the Indiana Youth Institute (IYI), an unbiased entity, through a grant with the Annie E. Casey Foundation. Their challenge is to move the public debate beyond rhetoric to make real, dramatic change. IYI is facilitating this nonpartisan strategy and build momentum around basic common beliefs.

The common beliefs, termed "blueprints," are based on the premise that every child in Indiana, regardless of race, gender, ethnicity, physically or mentally challenging condition, geographical location or economic status-deserves an equal opportunity to grow up in a safe, healthy and nurturing environment. Physical education is a part of the blueprint.

This is an excellent opportunity for all of us to collaborate with others as advocates for healthy children. With physical education cuts, we can

not afford to simply rely on others to promote our profession. After all, all we have to lose is the negative public perception of physical education!

You can help by displaying free posters, distributing Children's Agenda materials, and/or inviting a spokesperson to make a presentation about the Children's Agenda in your school, or organization. For more information contact:

The IYI

3901 N. Meridian Street, Suite 2000

Indianapolis, IN 46208-4046

1-800-343-7060

FAX 1-317-924-1314

High School Physical Education Requirements.... Do You Know The Facts?

An important part of being a public school physical education professional is knowing and understanding the state graduation requirements for physical education, and implementing programs that are in compliance with the rules and regulations. Do you know the facts?

FACT.....

1. 1 credit, the equivalent of 2 semesters, of physical education is required to be eligible for a high school graduation diploma in Indiana.
2. **There are no waivers for physical education, for any reason.**
3. If a student can not meet the goals and objectives of the "Basic Physical Education" program due to medical/physical reasons, an "Adaptive/Modified Physical Education" program **must** be offered.
4. "Adaptive/Modified Physical Education" does not have to be offered as a separate class from the "Basic Physical Education" class.
5. Grading for students in "Adaptive/Modified Physical Education" is determined by attainment of the goals and objectives of the modified program.

Questions or concerns? Call me.

QUALITY PHYSICAL EDUCATION PROGRAMS

Looking for an outstanding program to visit? Try one of these.

Concord High School - Food and Fitness

In 1995, Concord High School received a \$2,500 grant from the DOE for a "Food and Fitness" class. Patsy Overmeyer and Susan Fry team teach "Food and Fitness", a physical education elective. Consideration is being given to the possibility of granting a portion of the "Basic Physical Education" course credit for successful completion of the course.

In 1995, Concord High School received a \$2,500 grant from the DOE for the "Food and Fitness" class. With a portion of the grant monies, their collaborative partner Elkhart Memorial Hospital has provided a comprehensive personal wellness profile on each student. The 10 page report details current health status, health risks due to behavior choices, and provides suggestions to increase one's quality of life and lifespan.

The 37 students attend a food/nutrition lab twice a week and participate in cardiovascular exercise, such as water aerobics and step aerobics, three times per week. Upon completion of the program, students will understand how to obtain and maintain a lifelong healthy life-style. They will possess a wellness notebook as a resource.

Why is this program special? Clear goals and objectives, daily food logs, regular aerobic exercise, parent participation/cooperation, and a program that focus' on process and practice, rather than product. A supportive administrator helps!

For more information contact: Patsy Overmeyer, 219-875-6524.

Deer Ridge Elementary - Student Directed Learning

Delane Diller welcomes change. Just when she was facing burnout several years ago she made a pledge to herself to continually change

what she is teaching and how she is teaching.

Through the incorporation of 12 heart monitors into her program, she discovered that activities she previously thought were cardiovascular are not. Her students help identify how the various games/activities can be changed to make them cardiovascular.

In the class periods I observed, partners independently warmed-up at 25 fitness stations while Delane started heart monitors. Next they participated in two different cooperative, cardiovascular team game, and finally, students completed a whole class cardiovascular, cooperative/challenge activity.

What makes Delane's program so special? Students are intrinsically motivated, they understand the connection between the heart monitor and cardiovascular exercise and make adaptations as needed, competition is minimal, cooperation is emphasized, participation was 100%, and discipline problems were non existent. Delane, too, has the support of an outstanding administrator.

For more information contact: Delane Diller, 219-431-2151.

FOOD FOR THOUGHT AND GRAY MATTER

Have you seen the February 19, 1996, Newsweek, article entitled "Your Child's Brain?" The second article is "Why Do Schools Flunk Biology?" Wellllll, if you have not read them you need to.

On pp. 58, 59 they talk about the importance of "gym." Three groups of rats were observed. One group did nothing, another exercised on a treadmill, and the other was "set loose in a Barnum & Bailey obstacle course requiring the rates to perform aerobic feats." Guess what, the acrobatic rats grew "an enormous amount of gray matter" compared with the less active rats.

The conclusion of this segment of the article is that schools are placing little emphasis on a subject that research indicates is not only good for the heart but also good for the brain. Sharing this article with parents, administrators, school board members, and other teachers is recommended.

MAKING HEALTH FUN & GAMES

by Karen Hatch & Cathy Huntsinger

This is a series of fifty activities to enhance the teaching of health that was presented at the 1995 IAHPERD and Midwest AAHPERD Conferences. The response to this was so great that we have been encouraged to add another volume.

Since we have used most of our best ideas, we are asking Health Educators from Indiana for help. We are seeking any ideas that you would be willing to share.

A segment on bulletin board ideas was also included. Send us any you use - individual units, special themes, holidays, etc. - for inclusion also. This can be done by either description or picture/photo (color or black and white).

Please include your name, address, school, and telephone number (not for publication) so we can give you credit for your submission. (If it comes from another source, but you use it, please include that information.) Should yours be a duplicate, we will give credit to each one who submits that idea. If you shared ideas with us at either conference, please write it down and submit it so we have accurate information for your idea.

Don't be shy, we know there are many great ideas out there. All who contribute will receive a copy "hot off the presses."

** We would especially like to hear from the person who shared the idea about using Play-Doh in their First Aid unit. We have used it in class and would like to include it in the booklet, but want to give proper credit.

Submission deadline is October 1, 1996. Please submit ideas to either: Cathy Huntsinger, Frankton Jr./Sr. School, 610 Clyde Street, Frankton, IN 46044 or Karen Hatch, McCullough Middle School, 3528 South Washington Street, Marion, IN 46953.

NUTRITION: FOOD TOSS GAME

1. Gather numerous pictures of food (not foods that would be in combination) — Good sources for these pictures is the Dairy Council. If obtaining pictures is too difficult, write the word for each food on a separate card and use the food pictures would be used. Also make a VERY large Food Pyramid for each group.
2. Divide the class into EQUAL groups.
3. Go to a large open area (such as a gymnasium or move all chairs to the wall in the classroom).
4. Toss the foods into the air, allowing them to land randomly on the floor.
5. Have students move to the foods, pick up ONE, and return to their pyramid placing the food onto its correct group.
6. Continue this until ONE group has the minimum foods on the pyramid for each group.
7. Check the winning group — if it is correct, the game ends and that group wins the round. If incorrect, play continues. Play as many times as time allows.

8. Various things you can ask them to do: (1) get the minimum in each group; (2) get a specific number in each group; (3) get the maximum in each group; etc.

VARIATIONS:

1. Have each group collect 20 foods at random.
2. Have them exchange this group of 20 with another group.
3. On a given signal have each group place their 20 in the correct groups on the pyramid.
4. First group done correctly wins.
5. Continue by exchanging foods with different groups.

created by: Karen Hatch

AIDS TRUTH AND MYTHS

MATERIALS NEEDED:

1. One bag of M&M's or candy of your choice that comes in various colors.
2. Aids - Truth and Myths Script for each student.
3. Aids - Truth or Myth Worksheet for each student.

OBJECTIVES:

The students will be able to differentiate between facts and myths about the transmission and prevention of AIDS.

ACTIVITY:

1. Pass out the candy to the students and let them eat it.
2. Shake the hands of 4 classmates.
3. The persons who ate the yellow candy - stand up.
4. Those persons who shook their hands, also stand up.
5. If you shook hands with someone standing, stand up.
6. This activity demonstrates the infectious nature of the AIDS virus. It also demonstrates the risk factor involved in engaging in unprotected sexual intercourse with an infected HIV+ person. You cannot tell by looking at these people that they are infected.

ACTIVITY:

1. Divide the class into cooperative learning groups of four.
(This can be done by the color of candy they ate.)
2. Distribute to each person a copy of Truths and Myths Script for AIDS.
3. Have each person assume one of the parts on the script and read through it twice with their group quietly.
4. The groups should make a list of myths and a list of truths.
5. Each group should share one myth and one truth with the class.
6. Discuss how myths get started.
7. Distribute the Truth or Myth worksheet to each student and have the class complete it and correct it immediately.

Source: Into Adolescence: Learning About Aids

Invited Article

Part 2

CULVER

SUMMER SCHOOL OF WOODCRAFT

1912-15

BY

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During its first fifty years (1860 1910), the camping movement was largely recreational. During the early 1900's, camping began its educational stage and became an extension of the school. Many schools were establishing their own camps, the most notable were the Life Camps maintained by the New York City Board of Education (23).

One of the first schools to start a summer camp in conjunction with its school program was Culver Military Academy. This was a summer school for boys over fourteen years of age which was established in 1902. The Culver summer schools were located on the shores of Lake Maxinkuckee, in Culver, Indiana. The grounds comprised some three hundred acres of forest land, broad green lawns and athletic fields. The 1914 woodcraft catalog (11:9) description explained, "The boys may without leaving the grounds, find everything that could be wished for in the way of varied summer amusements."

The school buildings were massive structures of brick and stone and comprised what was then called (11:9), "The most complete and up to date school plant in this country." The gymnasium was an attractive building and was completely equipped. A photograph (12:9) showed many pieces of heavy apparatus. These included parallel bars, flying rings, long horses, bucks and climbing ladders, climbing ropes, horizontal ladders, felt tumbling and spotting mats, boxing speed bags and spotting belts. A piano was also pictured. The mess hall was considered the most

beautiful and completely equipped building of its kind. A modern equipped sanitary hospital building was available should a boy become indisposed. The hospital was under the supervision of a trained nurse and competent physicians (11:9).

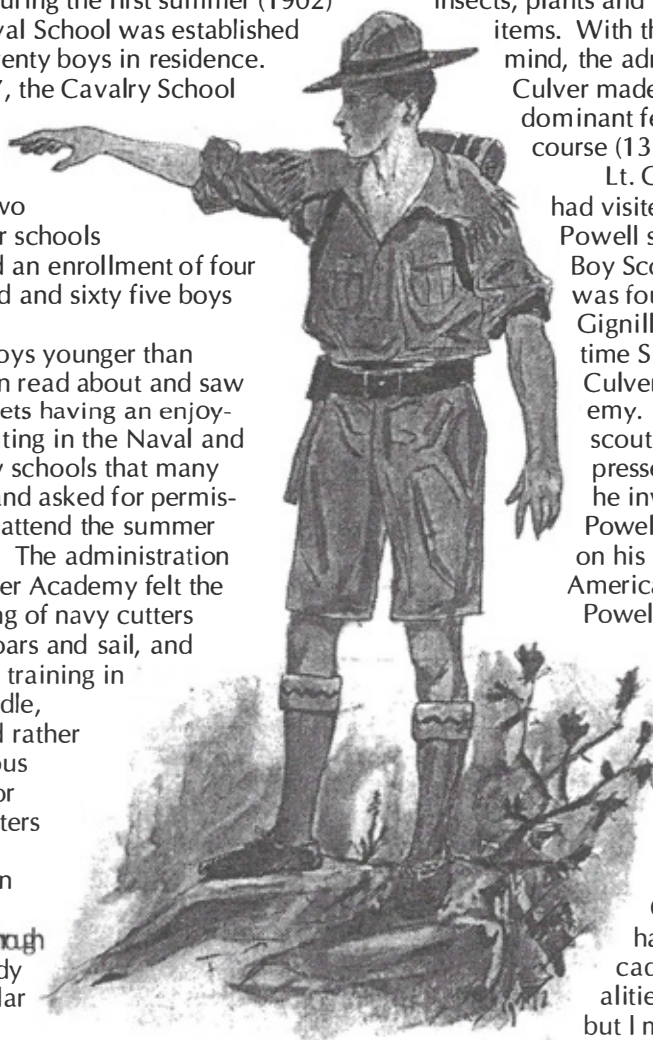
During the first summer (1902) the Naval School was established with twenty boys in residence. In 1907, the Cavalry School began and by 1914, these two summer schools showed an enrollment of four hundred and sixty five boys (11:3).

Boys younger than fourteen read about and saw the cadets having an enjoyable outing in the Naval and Cavalry schools that many wrote and asked for permission to attend the summer school. The administration of Culver Academy felt the handling of navy cutters under oars and sail, and cavalry training in the saddle, seemed rather strenuous work for youngsters under fourteen (25).

Though the study of similar age

youth service organizations, it seemed desirable to organize an entirely separate course designed to meet the needs of these younger boys. Lake Maxinkuckee and the surrounding country at Culver afforded unusual opportunities for the study of animals, insects, plants and other nature items. With this setting in mind, the administration at Culver made woodcraft the dominant feature of this course (13:5).

Lt. Col. L.R. Gignilliat had visited General Baden Powell shortly after the Boy Scouts of England was founded in 1908. Gignilliat was at that time Superintendent of Culver Military Academy. Baden Powell's scouting idea impressed Gignilliat and he invited Baden Powell to visit Culver on his next trip to America. In 1910, Baden Powell did visit America and the Culver Academy (6,18:306). Baden Powell(11:18), after an inspection of the grounds and facilities at Culver, stated, "I have seen the cadets of all nationalities at their work, but I must say you beat



the lot. Your organization and superb equipment are a revelation to me." The meeting between Gignilliat and Baden Powell suggested the addition of certain elements of the Scout movement to the proposed Culver Woodcraft school. The dominant tone of the new school was to be nature activities (10:171,11:3,12:5 6).

Since nature activities were to be the core program of this camp, there was a need for a naturalist and person with organizational and leadership qualities to develop the camp. Daniel Carter Beard, who was then the National Scout Commissioner, president of the Camp Fire Club of America, president of the Society of Illustrators and editor of the Boys' Department of the *Pictorial Review*, was selected for this position. Beard was well known throughout America. Boys and young men had read his books and had built and enjoyed the things he described in *The American Boys' Handy Book* (5) and *Jack of All Trades* (3). Also his boys' departments and youth service organizations through Woman's Home Companion and the *Pictorial Review* had been read by millions of young boys.

The hiring of Beard as "chief" of the Woodcraft School was accomplished only after much persuasion (25). Beard was an extremely busy man. In addition to the duties that have been noted, he also had contract commitments to fulfill for magazines such as *Outing*. Beard was also writing several books at the time. However, when the summer catalog of 1912 was issued, the Woodcraft section was titled (1,14), "Culver Summer School of Woodcraft under direction of Dan Beard." An interesting feature cited by Cyril Clemens (10:172) was, "that most of the sketches in the prospectus had come from Beard's drawing board."

With the availability of "Chief" Beard, the Culver Woodcraft Summer School became a reality. Beard was asked to assist the Culver administration in planning the activities of the new school (14). From his experiences in creating and administering the Sons of Daniel Boone and the Boy Pioneers, he offered sound advice in relation to the desires of youth and their physical capabilities (15,16). Culver had been fortunate in bringing together on its permanent staff men of unusual ability. Along with Beard, they were able to blend the best activities for the various schemes to

train boys. They added to the Woodcraft School some original and effective elements that were strictly of Culver origin, as well as some very essential features of the Culver discipline and organization (7). Since the woodcraft theme had originated through Col. Gignilliat's interest in the newly emerging Boy Scout movement in America, it was not surprising that scout leaders interested in organizing new scouting troops came to Culver for two weeks to attend course lectures and view the supervision of this camp. James E. West(28), the Chief Scout Executive, was also interested in this school related camp and the future it held for camping within the Boy Scouts of America. West asked Alvin March (21), a Plymouth, Indiana troop leader, to comment upon the 1912 camp:

I went to Culver on the 1st of August and remained there until the 15th. During which time I studied the Scout Movement and observed the work being done in the Woodcraft Camp under the supervision of Mr. Daniel Carter Beard. I cannot speak too highly of the benefits I derived from this fifteen day course. I came back to Plymouth filled with confidence and enthusiasm and found the work of organizing Plymouth Troop No. 1 of the Boy Scouts of America comparatively easy and very delightful.

I feel that no other school is capable of doing more for the Boy Scout movement than Culver Military Academy."

During the four years Beard chose to work at Culver, the Woodcraft School grew in enrollment from thirty six boys in 1912 to one hundred forty one in the summer of 1915 (13,24).

Admission, Terms, Religion, Uniforms and Equipment

In order for camp personnel to be personally involved with each boy, the first year membership of the Woodcraft School was limited (25). Membership rapidly increased during Beard's four years as "chief." For every sixteen boys in attendance, the staff was also increased in size (11). To be eligible for admission a boy had to be over twelve years of age (11).

All sections of the country were represented in the enrollment of the Woodcraft School. The 1914 school catalog(11:6) showed fifty eight boys and identified them as being from the following states: Ohio, New York,

Idaho, Indiana, Missouri, Mississippi, Maryland, Kansas, Texas, Kentucky and Pennsylvania. Both the 1914 and 1915 catalogs (11,12) discussed the advantages of this representative enrollment:"

Boys come from both Atlantic and Pacific coasts, and each summer in an increasing number from the southern states, parents in the south finding that they cannot do better for their sons than to send them into a more bracing climate for the summer, under the favorable conditions existing at Culver. The broadening influence of this intermingling of boys from widely separated localities is in itself not the least amongst (sic) the advantages offered by the school. Parents who are going abroad or who contemplate other plans necessitating separation from their children during the summer may place them at Culver with the comfortable assurance that they will be as well cared for as if they were in their own homes."

The cost of the eight week term during the summers of 1914 and 1915 was one hundred and fifty dollars plus twenty five dollars for uniform and equipment. The tuition indicates that boys from above average income families attended the summer schools. All catalogs researched (11,12,13) inferred that these charges covered every necessary expense: board, tuition, studies, music, swimming, boxing, dancing, twenty four pieces of laundry per week, use of library, gymnasium and entertainments.

Evidence clearly indicated the Woodcraft School was non-sectarian. Statements were numerous throughout the catalogs that all employees chosen were of high character and Christian men. On Sundays, the campers were required to attend worship services conducted in the school chapel or attend services in the grove located on the school grounds. These outdoor services were conducted by ministers from various denominations (11:14).

Articles of clothing and equipment were furnished for each camper. The articles consisted of practical necessities that were needed for such an educational vacation. The uniform and equipment consisted of the following (11:16):"

One pair gray cloth shorts; six pairs stockings with cuffs; two gray flannel shirts with button pockets; one pair blue serge shorts; one field service hat with ornament; one belt; one camp axe with scabbard; one pair oiled leather

moccasins; two khaki shirts; two pairs khaki shorts; one cooking kit and haversack."

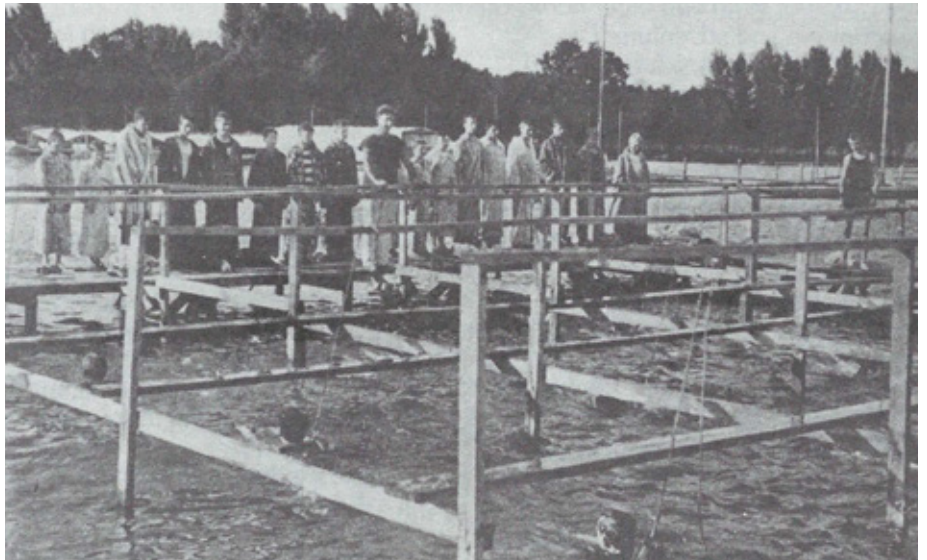
The initial enrollment for the first year was purposely limited to around forty. It was desirable that each boy be given individual attention and have a close meaningful relationship with all instructors. Since this was an experimental year, the administration was more concerned with techniques and safety than in making a large amount of money. The Woodcraft School was opened in late June and continued for eight weeks. From the very first day, the boys were made to understand that they had come to Culver for a learning experience. The school was to be a physical education experience (11:5) with educational goals. As Beard (12:5) stressed in his word to the parents, "a boy like a tree grows best with his toes in the ground." The school philosophy was explained in the early catalogs (11:5,12:5):"

There is a period in every boy's development corresponding perhaps to a similar stage in the evolution of the race, during which he is peculiarly susceptible to the influences of the open. A period in which Nature herself may become his teacher, imparting to him lessons of resourcefulness, courage, and patience, and planting in him a love for the open such that he may return to it in after years for refreshment and inspiration. It is to boys at this stage that Culver offers the summer course in woodcraft.

This outing is a rare privilege for any boy, and whether he has camped and tramped the woods or not, the association with the instructors at Culver will be an inspiration as well as an experience full of interest and practical value. In addition he will have all the advantages of the splendid equipment and careful oversight and training for which Culver is so favorably known.

How The Woodcraft Campers Lived

Living quarters for campers consisted of twenty tents with two boys occupying each tent. The woodcraft camp was entirely separate from the Naval and Cavalry camp and buildings in which the older boys were quartered. The tents were provided with raised floors to assure dry and sanitary conditions and were ventilated by screened openings which



THE SWIMMING LESSON - Every boy was taught to swim.

were located in the upper half of the side walls. These permanent tents provided the boys with the opportunity to sleep as if they were in the open air. The tents were weather proof against rain and dampness. Protection from insects was attained by the use of screen. Each camper was supplied with a "Gold Medal" cot, locker, and bedding (11:7,12:7).

Such was the design of the permanent camp. Beard's (10:177) idea was to take the boys on as many overnight hikes as possible, and on these occasions they were taught how to use shelter tents and also how to make their own shelters and beds.

Physical Education Activities

Although the 1912 Woodcraft Summer School was run as an experimental camp, Beard (8:32) claimed, "I had the time of my life." Beard (8:32) further stated:"

The Culver Academy ... possesses the distinction of being the first academic institution to add woodcraft to its course of studies, and this school of woodcraft is modeled on the Boy Scouts."

Beard was careful to see that each boy had proper instruction and supervision. Beard (8:32) in writing about the camp organization said:"

My camp was divided into four patrols; each patrol had its own totem pole, while the of the four totems made the big totem pole for the camp itself, a gorgeous affair with a blue rattlesnake surmounting it, neatly coiled under the head of an eagle, the latter roosting upon a blood red beaver and all springing from a

United States shield.

It must be remembered that when these boys first landed at the woodcraft camp they were as nice and soft a lot of mama's boys as were ever let loose upon an unprotected country."

Beard felt teaching a boy to use his hands was fundamental. The philosophy of the camp was to teach the boy to use his head as well as his hands. Early catalogs (12:10) stressed, "the boy who learns manual training in a well equipped shop, where every sort of tool is at hand, gains a certain skill without much resourcefulness."

The woodcraft theme was to teach the boys to make things with few, if any, tools mostly using a camp ax. During the weeks Beard spent at the camp, the woodcrafters, under his personal supervision, made many items pertaining to woodcraft and campcraft which he so interestingly portrayed in the American Boys' Handy Book and other books that made his name a household- word throughout the country.

Each year, many of the best known outdoorsmen in the country visited the woodcraft camp. Superintendent Gignilliat (12:10) heard Gifford Pinchot say of Beard, "he has taught the boys of two generations more woodcraft than any man in America." Certainly this great boys' man has the knack of making things interesting, and the eight weeks seem all too short to the boys under his instruction." In the summer of 1914 (12:10), Culver had as their guests, each for a week's stay during different stages of the course, Dillon Wallace, famous explorer, author of The Lure of

the Labrador Wild and other books of outdoor life and adventure; Dr. Charles A. Eastman, a full blooded Sioux Indian, known by his native name Ohiyesa, a graduate of Dartmouth College, and well known as author and lecturer on Indian customs and lore; and Dr. J. C. Elsom of the department of physical education, University of Wisconsin.

As the summer Woodcraft School grew in number, the instruction programs were expanded. By 1915 there were ten principal categories of instruction (12:11-13): forestry, fish, birds, camping, swimming, gymnastics, track athletics, boxing, dancing and academic studies.

Forestry was a subject of natural interest to every boy. The primitive forest on the Culver estate made excellent provision for the first hand study of the trees, shrubs, and wild flowers, which the boys supplemented with Pinchot's Primer of Forestry (12:11). Beard (8:32) described a typical plant hike:

I had an assistant, Mr. J. S. Crawley, who each morning took one patrol out on a plant hike. This expedition started out somewhere between half past three and half past four in the morning, first cooking a pot of hot cocoa to stay the appetites of the scouts until breakfast time. The boys gathered plants and examined them, and learned to know them and to name them."

The campers were taught to recognize the principal fish of the lake, and to know something about them. Instruction was given in fly and bait casting. An aquarium established within grounds offered opportunity for close up inspection of the behavior of fish. Beard (9:17), during the summer of 1912, described the activities related to the study of fish:"

We have a permit from the game warden to use a seine in Lake Maxinkuckee and by this means we are able to secure specimens of all the varieties of fish inhabiting these waters. Some of these we preserve for our museums; most of them we release; but the smaller ones we save for a fine, big aquarium made under my directions for the camp.

I only wish that all the scouts could be as happily situated as are my chosen forty ... You should see them in the water drawing that seine! If the fishes had ears there wouldn't be one on our side of the lake, because the boys yell like a band of Apache

Indians."

The boys were taught to recognize and study the birds common to northern Indiana. Instruction was by means of field trips with very little book work involved. Each camper was responsible for developing a bird lore notebook (8:32,11:11,12:11).

Beard was a master in the art of teaching camping. He was an expert in all that pertains to life in the wilderness (24). Many famous men (1,24) of the era, who loved the outdoors, deemed it a privilege to go camping with Beard. Camping instruction included (11:11):"

The selection of camp site, drainage and water supply, purification of water, disposal of water, tents and shelters, camp beds, camp utensils, taking care of health in camp, first aid, camp clothing and outfits, camp fires for heating and cooking, camp cooking, finding one's way, weather signs."

"In discussing camping, Beard (2:24) always stressed, "what makes a good woodcrafter is his ability to use the things you find around you." From an article written for Boys' Life, Beard (2:24) wrote about the Culver Woodcrafters and some fire lighting stunts:

My scouts at Culver, Indiana, learned to make fires by using absorbent cotton from the hospital with the powder out of a fire-cracker rubbed into it for tinder and igniting the tinder from sparks made by striking the backs of their knife blades against a flinty rock, picked up by the roadside. I also saw a bunch of them light a fire, using the rung of a chair for a spindle, the board from a packing case for a fire board and their shoe string for a string to spin the handle. One boy took each end of the string and another boy held the top of the spindle down with a block of wood. This was another good scout stunt and showed resourcefulness. The material they used was a 'civilized' material, but it was such material as they found at hand."

"Each camper was compelled to build, as his first test in fire building, a fire in the wet woods of the material found in the woods and by the use of only one match (2:24).

Lake Maxinkuckee offered the woodcrafters an opportunity to learn aquatic skills. All camp brochures

emphasized that all boys were taught to swim. Special devices were used for suspending the learner or non-swimmer in the water. These devices are shown in Figure 15. The suspension harness was also used to practice swimming strokes. The boys already proficient were given advanced instruction in swimming and diving. Shown in Figure 16 are the shoot the chutes, rings, trapeze, water polo court, diving standards and special devices. All bathers were carefully guarded by the pier officer and his assistants(11:13,12:13).

Every boy also received instruction in dancing, gymnastics, track athletics, and boxing. Instruction in these activities were offered under the direction of skilled instructors from the Culver Secondary School (11:12).

For those who desired academic instruction, a corps of thirty instructors, including most of the faculty of the Culver Military Academy, were present during the summer with the Naval and Cavalry schools. Academic instruction included the following subjects (11:12):"

Arithmetic, Elementary Algebra, English Grammar, English Composition, United States History, Greek History, Roman History, Civil Government, Beginner's Latin, Beginner's German and French, Public Speaking, Reading, Writing, Mental Arithmetic and Spelling."

Cyril Clemens (10:179) discussed the reaction of one parent watching Beard work with his son: "Certainly this great boys' man has the knack of making instructive things interesting." Unique among the instruction were the building of kites, boat building, the making of bird shelters, boxes and roosts, swallow boards, bridges, dams, shacks, shanties, and shelters, camp torches, camp ovens, reading trail signs, and Indian gesture language (10:179).

Woodcraft Camp Awards

The beaver, acknowledged master of woodcraft in the animal world, became the camp emblem enclosed within the Culver "C" for which the boys could qualify by achieving certain standards. As soon as the camper learned the basic skills in the woodcraft course, he was classified as a Trailer and was awarded a bronze beaver "C" which was worn on the front of his service hat. Later, after he had skill in certain more difficult tasks, he was classified a

Ranger and was awarded a silver beaver "C" in the form of a belt buckle. The third and most difficult award to achieve was the gold Guide insignia. This was awarded to those boys who were able to fulfill certain tests in athletics and aquatics, achieve a high record in discipline, have notebooks which were the most complete and had displayed a thorough all around knowledge of outdoor life. During the 1913 summer session (11:17), forty nine bronze "C", twenty seven silver "C" and nine gold "C" awards were earned by those in

the camp gun was fired. Each patrol had a totem pole upon which awards (notches) were registered by red, white and blue ribbons. The first patrol to be out of their berths, lined up in the middle of the street, and dressed in their bathing suits, was awarded a notch (19). The last patrol readied was given a yellow ribbon called a chump mark. Hillis(19), an instructor who taught at the school from 1918 1925, recalled Beard's system:"

About the only legacy from his time was the badge known as a 'notch' awarded for an accumu-

This early morning competition was anything but a quiet affair. While lined up in the middle of the street by patrols, the boys were put through a series of exercises with their towels. These exercises were performed by holding the end of the towel with the hands. The towel exercises were designed to stretch the muscles and render circulation to the body (4:18,8:32).

After this series of exercises, the boys would trot down to the sandy beach of the lake and take their morning swim. Every boy participated in this morning ritual. After a thorough bathing, the boys were brought back at a trot and lined up to go through Muldoon's circulation exercises. These exercises were done in military fashion led by an instructor. Beard (8:33) described the exercises:"

At the command, 'left instep', each Scout stooped and put his left hand on his instep, bearing down upon it with his right hand, rubbed it briskly until the came for the right instep, which was treated in a similar manner. Next they rubbed the right shin, the left shin, the calves of the legs; then, with the index finger and the thumb, one on each side of their knee caps, they massaged that joint. Next they rubbed briskly the front and back parts of the thighs; then they kneaded the stomach as though it were made of dough; then slapped a tattoo [sic] on their chests, following this with a brisk rubbing of the right and left arms, after which they rubbed the back of the neck with both hands; then the temples with their index fingers."

After the Muldoon circulation exercises, the next command was "bedding out." The boys were required to place their bedding on the camp chairs each day to air. Next the command, "tooth brushes," was given and every scout with tooth powder and brush rushed for the iron spout from which an artisan spring flowed. The command was given to dress, and the woodcrafters came out of their tents in their scout uniform and lined up for inspection. After inspection, the patrols marched to the mess hall (8:33).

Beard took a lot of pride in helping to develop a boy into a man. Beard (8:33) often quoted this line during the early weeks of each camping session:

It must be remembered that when these boys first landed at the



Dan Beard presenting bronze, silver and gold "C" awards.

attendance. In 1914 (12:17), sixty four bronze "C", fifty one silver "C" and nineteen gold "C" awards were earned.

A variety of athletic and aquatic sports competition was held throughout the summer. Boys from the Naval, Cavalry and Woodcraft Schools competed for medals and emblems. Competition was rendered in tennis, baseball, track and field events, water polo, swimming and diving, angling and boating. All competition was supervised and guided by specific experienced directors(12:14).

A Typical Day in Camp

By surrounding himself with capable assistant's Beard's Woodcraft School was soon recognized as an organized, learning environment. A full day of activities were planned in advance for all patrols. The physical education activities were only interrupted by a short recess usually scheduled after lunch.

A typical day in camp began at five minutes before six o'clock, when

lation of merits. There was also a 'top notch.' A part of the Beard legend concerned his system of yellow 'chump' ribbons awarded for an accumulation of demerits. The legend had it that the boys with the most chump ribbons were looked upon by their contemporaries as important figures, if not heroes.

During the eight summers I was on the staff, we took for granted that the Calisthenic drills were a basic part of the Academy's military philosophy and format. During several of the summers in the early 1920's, the older summer cadets (Naval, Cavalry, and Artillery) put on a daily 'show' under the direction of a snappy young officer in the parade grounds. The exercise was known as a 'voice and pep' drill, with all cadets barking commands and cadence as they went through their calisthenics. I presume that this format was also borrowed from the army. These exercises were given in mid morning as I remember."

woodcraft camp they were as nice and soft a lot of mama's boys as were ever let loose upon an unprotected country.

After breakfast, the patrols were divided among the instructors. Each morning, one patrol was taken on a plant hike. The collected plants were examined and recorded in each boy's individual notebook. Other patrols were instructed in bird lore, woodcraft and campcraft with similar procedures being used to create interest and motivation. Most of the time lunch was cooked by the patrol on hike. Each boy was taught fire lighting skills and cooking techniques (8:17,9:32).

In the afternoons during the early weeks of camp, the boys were basically engaged in carving out and painting totem poles. Upon completion, these totem poles (bear, buffalo, etc.) became the symbol of each patrol. Swimming and athletic sports were the most popular afternoon activities (24). As often as possible, the campers were taken on overnight camping trips into the woods surrounding the academy. These overnight excursions were valuable teaching and learning experiences for the woodcrafters. Story telling and council fire pageants were popular during the overnight camping trips. During the evenings, all wore special uniforms depicting frontier scouts, Indians, and buckskin men. Beard usually dressed in his famous white buckskin suit which labeled him as "The Chief." At eight o'clock the campers retired for the evening.

Beard's Continuing Influence at Culver

Beard spent four summers at the Culver Woodcraft School(25). At the end of this period, he found his duties to his family and the Boy Scouts of America too pressing to return. He was not totally happy with the military environment and the curtailing of some activities he felt essential to the program.

Another factor for leaving Culver was his desire to begin an outdoor camp of his own in Pike County, Pennsylvania.

In 1916, upon Beard's recommendation, the Woodcraft School replaced him with Dillon Wallace, the Labrador explorer of 1905 and 1913 fame (17). The Woodcraft School continued operating basically along the lines developed by Beard and the earlier Culver administration. Salomon (24), who was an instructor

at the camp during World War I, explained some changes that occurred during this tenure:

morning setting up exercises were routine in most camps. We would tumble out in night clothes, line up, run through eight or ten exercises and then jump into the lake for the morning dip. Anyone foolhardy enough to remain in bed generally was dumped of his cot and thrown into the lake. We all thought this O.K. until a professor at Teacher's College, Columbia University, by the name of Jesse Feiring Williams, told us we were all wrong.

His idea was that the kids should be allowed to wake up gradually, that bells and bugles were real harmful and so was the dip and the exercises. That was back around World War I when I was first on the staff of the camp leadership course. I also remember we got a set of exercises from West Point called the Keeler Drill that became real popular."

In the 1990's, the school was called the Culver Woodcraft Camp and was a part of the Culver Educational Foundation. The education foundation encompasses not only the summer camps, but also the original Culver Military Academy and "Cag," the Culver Academy for Girls. The influence of Beard is still felt in some phases of the camp's activities and awards (22).

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Peer Reviewed Article

Apparent Teacher Fitness Level and it's Effect on Student Test Scores

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Abstract

While many in the physical education profession would agree that physical educators should be fit role models for their students, little empirical evidence as to the effect of instructor fitness exists. The purpose of this study was to ascertain the effect of the apparent fitness level of a teacher on the cognitive test scores of students. Results showed that students who viewed a videotape of an apparently fit teacher did better on a written test on general fitness principles discussed in the videotape than did students who viewed a videotape of a teacher who was apparently overweight. Although the overall role fitness plays in teaching effectiveness is still uncertain, these findings lend credence to the notion that physical educators would be more effective teachers if they were perceived as being physically fit by their students.

Role modeling is considered to be an important element in the way teachers impact their students, and a number of writers have called for physical educators to be good role models (e.g., Johnson, 1985; Melville & Cardinal, 1988; Wilmore, 1982). Each have either directly or implicitly stated that an important part of being a role model in our profession means presenting a physically fit appearance. However, while the idea that physical educators should be physically fit role models for their students is promoted by many in our profession, the

impact of teacher fitness remains unclear and largely unexplored.

The apparent fitness level of a person is based on others' visual perceptions and judgments about those perceptions. Thus, fitness appearance in this case may be taken as part of the overall physical attractiveness of an individual. In short, body shape and body composition are components of a person's overall physical attractiveness, and could be factors in the way physical educators are perceived and responded to by their students. The consensus of the literature in regards to attractiveness is that physically attractive

people generally make a more positive impression on others than unattractive people. For example, Dion, Bersheid, & Walster (1972) reported that attractive people were judged more likely to enjoy more fulfilling social and occupational lives, and were rated higher in social desirability than unattractive individuals. In a study involving 120 nine and thirteen years olds, attractive teachers were rated as being more likable, friendlier, more enjoyable, more interesting, and a better teacher than unattractive teachers (Chaikin, Gillen, & Derlega, 1978). Physical attrac-

tiveness was associated with the social perceptions of acquainted classmates in children 3 to 10 years of age (Langlois & Styczynski, 1979).

Further, Adams and Crane (1980) reported that children, their parents, and their teachers all made positive social attributions (e.g., this child is nicer) to pictures of more attractive children when compared to less attractive children. Elsewhere, first and sixth graders chose pictures of "attractive stimuli" teachers over "unattractive stimuli" teachers as being nicer, happier, a teacher from whom they would most likely learn from, and a teacher they would most like to have as their teacher (Hansberger & Cavanagh, 1988). Additionally, unattractive teachers were judged more likely to punish students for misbehaving. It may be that attractiveness is a status characteristic, with different expectations ascribed to persons judged higher or lower in physical attractiveness (Webster and Driscoll, 1983).

With regard to physical fitness, attractiveness, and PE teachers, Clark, Blair, and Culan (1988) note that social learning theory should "support the premise that health and physical educators who model good health behavior may have a positive impact on their students". Their survey of 265 physical educators found that many physical educators place great importance on so-called "positive lifestyle habits" such as exercising regularly. Yet Brandon and Evans (1988) relate that while 57% of 60 PE teachers surveyed in their study

felt they were overweight, 72% felt they were good examples of fitness role models for their students! In fact, a randomly chosen sub sample of this group (n=20) was tested on measures of flexibility, strength, body composition, and cardiovascular fitness and as a group these "good" role models were found to be below average in overall fitness level.

One study has particularly tried to ascertain what effect teacher fitness level might have on students. Melville and Maddalozzo (1988) compared the results of cognitive tests between two groups of high school students who viewed one of two videotapes- one in which the teacher appeared trim and apparently fit, and one in which the teacher was apparently overweight. The students viewing the fit teacher did significantly better on a cognitive test over material covered in the tape than students who viewed the tape of the apparently unfit teacher. The fit teacher was also rated more likable, knowledgeable, and as one who practiced what he preached.

While most in our profession would agree that physical educators should be physical role models, evidence regarding the impact of teacher fitness remains scarce, and more work in this area seems warranted. Therefore, the purpose of this study was to further explore the impact of teacher fitness on student level of a male instructor would impact the cognitive performance of middle school students on a test of general fitness knowledge.

Methods

Subjects

Subjects consisted of 132 students in the 6th and 7th grades at an ethnically and socio-economically mixed middle school. All volunteered to participate in the study during one of their physical education classes.

Instruments

Two previously validated videotapes (Melville & Maddalozzo, 1988) consisting of a 20-minute lecture on general exercise and diet guidelines were used. In each tape the same person was filmed as the teacher. Both tapes were judged equal in content and the factors of clarity, vocal tone, length, and enthusiasm. A visual check by the investigator confirmed equality of movement and body language in each tape. These measures were undertaken to ensure that the only difference between the two tapes would be in the physical appearance of the instructor. Before filming the second tape episode, the instructor's body shape was changed by filing a body suit worn beneath his clothing with foam padding to give the appearance of being much heavier than he actually was. This instructor's body dimensions were changed as follows: chest measurements went from 91 cm in the apparently fit tape to 96.5 cm in the "fat" tape. Abdominal circumference at the umbilicus changed from 73 to 99 cm, and hip measurements from 94 cm to 101.6 cm. The presence of padding was not suspected or noted by groups used by the tape makers to standardize the two tapes.

From the information covered by the instructor in the tapes, a 15-item quiz was constructed. The items were shown to two university professors of physical education who had seen the tape to gain consensus that the questions were fair and consistent with the information covered in the videotapes. Additionally, two middle school teachers, one from physical education and one from English, judged the question for readability and appropriateness for use with middle school students. Given these constraints, the questions were judged both valid and level appropriate.

Procedure

Students were randomly chosen from four physical education class periods and randomly assigned to view one of the two tapes. All students were informed prior to viewing the tape that a short quiz would be given after viewing the tape. They were told that the results would not affect their course grade and that answers would be kept anonymous. All were encouraged to pay attention so they could do their best on the quiz. Two classrooms in the same building were used to view the tapes, with from 25 to 30 students viewing any one tape at one time. All data were collected during the same school day.

Results

A one-way analysis of variance procedure revealed significant test score differences between the two viewing groups on the written test that followed viewing. Students in the groups who viewed the tape

of the apparently fit instructor answered more questions correctly on the 15-item test than those who viewed the tape of the apparently unfit instructor. Table 1 displays the results of the analysis.

15 items, 10 were multiple choice questions, and 5 were true-false. Thus, a person knowing nothing about the material should be able to guess correctly on about 2 or 3 of the multiple choice items, and on 2

Table 1
One factor ANOVA table for Y=score, X=group

<u>Source</u>	<u>DF</u>	<u>Sum Squares</u>	<u>Mean Square</u>	<u>F-test</u>
Between groups	1	32.008	32.008	5.135
Within groups	130	810.258	6.233	p=.0251
Total	131	842.265		
<u>Viewing Group</u>		<u>Mean</u>	<u>Std. Dev.</u>	<u>Std. Error</u>
fit tape	66	10.848	2.214	.272
unfit tape	66	9.864	2.751	.339

Discussion

The results of this study support the contention that a teacher's apparent fitness level may in fact make a difference to students. With the tapes standardized and similar viewing conditions during the sessions, the only difference in the presentation of the information was the apparent physical condition of the teacher. Taking the same test, students viewing the apparently fit teacher did better than students who had viewed the apparently unfit teacher. The group viewing the fit teacher averaged 10.848 correct responses on the 15-item test; the group viewing the unfit teacher averaged 9.864 correct responses. Obviously, the difference between group mean scores was significant but small, and the question arises, "Is this a practical difference?" It may not seem to be until one considers the format of the test. Of the

or 3 of the true-false items. Therefore, the lowest score expected, from a chance perspective only, would be about 5 or 6 correct responses out of 15. Given this, the range of scores was restricted from the outset, i.e., we would not expect a wide range of test scores (only from about 6 up to 15). If individuals can not be separated on a large scale then, of course, it will be difficult to spread out the groups. given this beginning limitation, it is indeed surprising that significant results were found. Thus, because differences did exist between groups in this data set, even more support is given to the idea that the apparent fitness level of a teacher is important. In other words, the seemingly small difference between group scores may in fact be more profound than it would seem. Perhaps an unfit teacher truly is less credible than a fit teacher, especially

when discussing fitness related issues. Because of this, students might have paid less attention to the unfit teacher and thus scored lower on the subsequent assessment of their retention.

In closing, it is important to remember that training, enthusiasm, efficacy, dedication, professional support, and planning are but a few of the factors important in being a successful teacher whose efforts result in student learning. Certainly one's physical characteristics are, at best, only a part of one's ability to teach effectively. How big that part is remains unanswered. Yet a teacher's physical appearance, of which apparent fitness level is a part, does seem to play some role in how students relate to that teacher. Given the body of previous literature and the results of this study, future efforts in the area seem warranted. Similar investigations within other domains of learning, particularly the psychomotor, could naturally follow. This would be particularly appropriate if ways of incorporating live settings into the research can be adopted to better represent the actual teaching-learning process.

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Invited Article

CREATIVE MOVEMENT FOR ALL

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"We all may have come on different ships, but we're in the same boat now."

Martin Luther King

The arts are and have been great communicators throughout time. Movement is a natural communicator by virtue of the fact that we all enter the world moving. It is a common denominator among people of all cultures, colors, ages, diversities and abilities. In a time when education, as well as the world, is changing at a sometimes overwhelmingly rapid pace, many artists and educators are searching for methods through which a broader scope of students can be reached. The words of Martin Luther King, Jr. seem appropriate when considering how to best work collectively to enhance the learning process for everyone. The arts, in this case movement, are vehicles through which curricular information can be delivered and sparked. My intention is to provide a springboard for some alternative approaches to presenting both movement and curriculum material. The interchange and interaction of class/workshop participants provides new insights to the same material. The African word "Sankofa" loosely means: We must go back to go forward. With this in mind, we're all ultimately working together to integrate our past experiences with our current educational pursuits whether it is in the arts, education or both.

Creative movement provides many avenues for expression. Movement experiences promote motor skill development and general body awareness as well as basic learning skills such as listening, following directions, sequencing and problem solving. Creative movement encourages individual and group problem solving, cooperation, compromise and creative thinking.

Basic concepts that I use to introduce creative movement into a session are shape and motion. Shape usually remains still and motion (logically) moves. Shapes might represent objects or statues, abstract or literal interpretations. Motion could be locomotor or nonlocomotor (axial). Locomotor movements used are often pedestrian

in nature such as walking, jumping, skipping, and so on. Nonlocomotor movements occur in place. Some of the content that follows on the basic elements of dance. Movement may be interspersed as the facilitator finds appropriate. Basic elements of dance/movement that may be woven into the material are time, space, and energy (or force). Time explores speed (tempo) and rhythmic patterns. Space deals with variation of direction, level, size and line movements, both locomotor and nonlocomotor, and shapes. Energy or force is the quality or way the movement is executed. Some qualities include heavy, light, free, bound, shaking, smooth, suspended, collapsed, flowing, percussive. Certainly each individual has their own distinct quality of movement.

Class structure usually includes a warm-up, a main activity and some type of closure which acts as a sharing time. Warm-ups provide a time to center or focus the group as well as working on coordination, flexibility, stretching and directionality. The warm-up includes isolations of the body and total body movement and is done in a circle or line formation. The main activity includes a combination of individual and group work. Usually individuals work with the concept or part of the concept being introduced prior to working with a group to formulate a movement pattern or sequence according to the directions given.

The following lessons use a drum and recorded music for accompaniment. Instrumental music is often used.

Lesson 1 - Movement Introduction/Mosaic Part 1

Introduction of shape through individual experimentation with frozen statues or shapes. On

the cue “change,” students create different shapes. Individuals create a sequence of four shapes on their own. (Might assign counts - 8, 4, or 2 per shape) Rehearse the shapes with entire group, but individuals do their own.

Part 2

Choose four shapes from the class for the group to do in unison. Establish a sequence and rehearse as a group.

Part 3

Introduction of motion using simple locomotor movement such as walking, jumping, skipping, dancing, jogging. Choose four motions from class suggestions and establish a sequence, Rehearse as a group.

Part 4

Create a new sequence by alternating shapes and motions:

Shape 1 Motion 1

Shape 1 Motion 2, etc.

Pause:

Before going on, rehearse all parts to create a movement sequence, giving each shape and each motion 8 counts.

Sequence Order:

Part 1 - Individual shapes

Part 2 - Group shapes

Part 3 - Group motions

Part 4 - Alternating shapes and motions

Part 5

Divide group into small groups (4 - 6). Each group creates four shapes for their group to perform. Groups perform for each other.

Part 6

Try combining the group work by placing groups in concentric circles to form a kaleidoscope of sorts. Rehearse by going through the shapes in this formation.

Culmination:

Combine all parts adding 8 - 16 counts or movement (could be specific, for example; walking) between parts 4 & 5 and 5& 6.

The sequence is as follows:

Part 1 - Individual shapes

Part 2 - Groups shapes

Part 3 - Group motions

Part 4 - Alternating shapes and motions

Transition to small groups

Part 5 - Small group shapes

Transition to kaleidoscope formation

Part 6 - Kaleidoscope formation

Lesson 2 - Movement Sculptures/Puzzles

Part 1

Individuals move randomly, in their own style, or freeform to the music or drum. On the cue freeze, or after specified counts, individuals create shapes. Experiment with different ways of moving and different shapes with each start and stop.

Part 2

In a circle, each person moves into the middle, pauses to make a shape, and moves back to original place.

Part 3

One at a time, students move to the middle and create a shape and remain. Each shape attaches to one already there to create an abstract sculpture. Could be done with free counting or assigned counts to add structure. For example, each person is allotted 8 - 16 counts to move to place.

Lesson 3 - Words and Motion

This activity works best when following some introductory movement experiences. Shapes are used in this lesson to symbolize nouns. Motions symbolize verbs. For this lesson, nature will be used as a theme. Complexity of the sentence development varies with level and ability of students.

Part 1

As the leader/teacher calls out a noun, individuals respond by making a corresponding shape for the noun. For example: tree, rock, cloud, mountain, etc.

Part 2

In a circle with others observing, a small “example: group is selected to create connecting shape to symbolize the “nature” noun given. In conjunction with the noun, the entire group formulates a sentence to correspond using one of the following formulas:

I am a tree.

noun

I am a tree tall and colorful.

adj

adj

I am a tree waving in the air.

verb phrase

The group then says the sentence while doing the shape and/or motion.

Part 3

Small groups create their own sentences,

choosing their own "nature" noun or nouns. Groups perform sentences for each other. If time and group level allow, groups might do a series of sentences to create a group poem of sorts.

—Variations in presentation:

In Part 1, individuals say an "I am" sentence to correspond with the nature shape being done. If appropriate, students might be asked to identify parts of speech and parts of the sentence.

The material in these sample lessons could be divided into multiple lessons depending on the focus and needs and abilities, however, performance products might result.

Please explore and change this material as you wish.

In closing, experts from "On The Pulse Of The Morning" by Maya Angelou

... Lift up your eyes
Upon this day breaking for you.
Give birth again
To the dream.

... Here on the pulse of this new day
You may have the grace to look up and out
And into your sister's eyes
And into your brother's face,
Your country
And say simply
Very simply
With hope
Good morning.

Warm-up Activity Suggestions

Sitting:

- Head isolations, circles, swings
- Shoulder isolations, shrugs, rolls
- Elbow circles
- Arm stretches, circle, bends
- Waist twists
- Back & leg stretches:
 - *legs in frog or butterfly position
 - *legs extend forward in parallel position
 - *legs out in stride position
- Back & arm stretch with hands clasped in front, over head and in back
 - Knee and elbow bends done separately, together and alternating
 - Roll up to standing

Standing:

- Balancing on each foot separately
- Gentle knee pulses (piles)

Students are often encouraged to formulate warm-up exercises by experimenting with isolated movements of different parts of the body.

Suggested Musical Artists

Sweet Honey In The Rock
Malcolm Dalglish
John Klemmer
The Art of Noise
Bobby McFerrin
Earl Klugh
Grover Washington
George Benson
Tim Weisberg
Suzanne Ciani
George Winston
Rippingtons
Wynton Marsalis
Qunicy Jones
Enya
Kenny G.
Ladysmith Balck Mambazo
Blen Velez
Uptown String Quartet
Ray Lnych
Spyro Gyra
Olatunji
Andreas Vollenweider
Doug Babb
Pharez Whitted
Affinity
Cathy Morris
Drums of West Africa

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Check with you state department of public instruction to see if your state had curriculum guidelines and/or assessment tools in dance or the fine and performing arts.

Peer Reviewed Article

Part 1

Preservice Elementary Education Majors Beliefs about Their Elementary Physical Education Classes

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This is the first in a three part series.

The remaining parts will appear in the Winter and Spring 1997 Journal

Abstract

Much as we might desire, elementary education majors do not enter our physical education methods courses as "Tabula Rosa" (blank states). They enter teacher education programs thinking they know about teaching and teachers. How students think about teaching physical education influences the knowledge they receive about it. The purpose of this study is to examine the recollections of 392 preservice elementary education (el. ed.) majors about their elementary school physical education experience prior to taking a required Physical Education in Elementary Schools course. Students completed a questionnaire containing background data (e.g., year in school, parents residence, whether rural, urban, or suburban) and 4 open-ended questions on their elementary physical education program. The objective information was tallied, while the open-ended questions were coded and arranged into three themes "P.E. was fun when...", "P.E. was not fun when...", and "The teacher should help us." Findings support literature that two largest contributors to students' liking or disliking physical education are the curriculum and the teacher. Learning about beliefs in advance should help the physical education teacher educator (PETE) understand the students beliefs and experiences in advance and design a course which both complements and challenges their views about elementary physical education.

Introduction

Students enter teacher preparation programs with ideas already formed about what teachers do and what teachers teach (Hutchinson, 1993; Kagan, 1992; Lawson, 1991). Although these views are challenged during the university years, beliefs formed early, such

as those formed by prospective teachers during their long period of formal schooling (Lortie, 1975), tend to be strongly held and resistant to change (Parjares, 1992). Teacher training has little impact if it contradicts already held beliefs (Crow, 1987; Doolittle, Dodds, & Placek,

1993; Kagan, 1992; Lortie, 1975; Zeichner & Tabachnick, 1981). Failing to change beliefs may partially explain why some teachers, once hired, teach not as they were trained, but more similar to the ways they had been taught (Lawson, 1983). This is as true for physical education teachers as it is for

elementary education teachers who are required to teach physical education at their sites.

A recent study on physical education requirements by the National Association of Sport and Physical Education (NASPE, 1994) reported that only 13 states require physical education specialists to teach elementary school physical education; 36 states permit the elementary classroom teacher to teach physical education; one state did not respond.

Indiana is a state in which elementary classroom teachers are permitted to teach physical education. Approximately 16% of the school corporations currently have elementary physical education taught by classroom teachers (Indiana Department of Education, 1994). Another 9% have physical education consultants available but lessons are taught primarily by classroom teachers.

In preparation for the possibility of teaching physical education, el. ed. majors at Ball State University take a 2 credit course, Physical Education in the Elementary School (PEP 491), taught by a specialist within the School of Physical Education. The class introduces students to developmentally appropriate content and methods for teaching elementary physical education. The purpose of this study was to determine the beliefs el. ed. majors had about their elementary physical education experiences prior to taking PEP 491.

METHODS

Students enrolled in 20 sections of PEP 491 over 5 semesters (1992-1994) were asked to complete a questionnaire about their elementary physical education program. The questionnaire was handed out the first day of class and

returned at the next class meeting. Participation was voluntary and consent to participate in the study was a component of the questionnaire.

The questionnaire asked both background and open-ended questions. Background questions included information on whether they had elementary physical education and if so who taught it?, participation in athletics?, whether raised in a rural, urban, or suburban area, and year at the university.

There were four open-ended questions. These were: (a) I really liked elementary physical education when..., (b) I really didn't like elementary physical education when..., (c) I was good in... Why?, and (d) I was not good in... Why?.

The answers to the background questions were tallied. The answers to each open-ended question were typed on separate pages, the remarks were coded and inspected for themes. Three themes were identified: "P.E. was fun when...," "P.E. was not fun when...," and "The teacher should help us."

RESULTS

All students completed the survey (N = 408). In total, there were 21 males and 387 females. Twenty eight percent had elementary physical education taught by their classroom teacher; 60% had a physical education specialist (resident within the school or itinerant), and 2% didn't have elementary physical education. Almost 30% of the students had participated in high school athletics; less than 2% were college athletes.

Most of the students (64%) identified themselves from rural areas, 24% said they lived in the suburbs, and 12% were from urban areas. Ninety-six

percent of the students were residents of Indiana. Questionnaire data of students who did not have elementary physical education or were not residents of Indiana were dropped from this study. A total of 392 el. ed. majors participated in this study. Over 85% were either juniors or seniors.

The elementary physical education program they recalled largely was traditional. The teacher was responsible for establishing the rules, deciding the curriculum, organizing students, upholding traditions (e.g., picking teams), and teaching the skills. Team games (basketball, dodgeball, kickball, volleyball, whiffleball), individual activities (fold and square dance, gymnastics, fitness) and low organization games (parachute, scooters) were among the most frequently mentioned activities taught. Only 8% mentioned their curriculum taught "new" games, e.g., archery.

Themes represent consistent threads which appear across the descriptions by these el. ed. majors about their elementary physical education classes. Their themes are not simply answers to particular questions, but rather are composite stories about their experiences. The three themes were: "P.E. was fun when...", "P.E. was not fun when...", and "The teacher should help us." Each will be described using the words of the students.

P.E. Was Fun When

All of the students recalled liking activities they could do well. Over 50% attributed their success to natural ability, practice, or playing on an after-school team. Some examples of what the students said were:

"I really liked PE when we did activities I was good in."

"...when we did running and anything that requires moving around because I am good at those things. I am really coordinated and kept myself in shape."

"Since I was a child I have played softball or have gone bowling. Dodgeball I like to do because I often forget my inferiority and can throw myself into the game, trusting my instincts to search and conquer.

"...when we play competitive games, especially when they are individual games. I don't like to rely on others to help me."

Those instances when they remembered liking physical education were associated with success. Some preferred competitive situations, where as others preferred cooperative activities where working together was emphasized. Most (83%) felt if they were successful it was because they had done the activity for a long time. In general, everyone liked physical education better when they were successful in playing.

P.E. Was Not Fun When...

Physical education was not fun when students were not successful. Negative comments about physical education outweighed positive ones, 2:1. Fitness testing, running (including relays), dodgeball, and basketball in particular were listed among the least favorite activities. Over 70% attributed their nonsuccess to a lack of ability due to inadequate practice time, dislike for the game, and emotions ranging from fear to embarrassment. As some commented:

"The games were too competitive. I didn't like dodgeball because I was afraid I was going to get hit in the head. I didn't like races because I felt too much pressure to win."

"I didn't like performing in front of the other classmates. I always felt nervous and I didn't feel like I was as good as everyone else."

"I hated PE class when team captains pick their own people for the teams and activities."

"I can not play basketball, plain and simple, and I never have been able to because my aim is no good. I was never tall enough either. My other friends were taller than me and they were picked before me."

"My coordination isn't excellent. I never had the arm strength to do chin-ups or rope climbing. I've been self-conscious when it comes to running. I am always afraid of how terrible I look running."

In general, the experiences of the elementary education majors were more negative than positive. Although students could name instances within which they experienced success, many more recollections focused largely on their inability to perform the skill/drill/routine. They attributed their nonsuccess to inability (poor coordination, not strong enough, out of shape), to few practice opportunities, and to the fear of being hurt or embarrassed.

"The Teacher Should Help Us"

The el. ed. majors considered the teacher responsible for establishing a safe environment within which to play and/or learn. Some (14%) mentioned the role of the teacher as positive. These students were recipients of teacher praise and encouragement. Here are some of their comments:

"I like it when the teacher challenges us physically and mentally."

"Positive feedback from the teacher is a plus."

"...when everyone is treated fairly. Sometimes I was chosen last, or other girls because we were girls. But most of the teachers made sure we were treated fairly."

Many (72%), however, felt the teacher had not done enough to teach skills, or to prevent instances of public humiliation like failing in front of your classmates or being chosen last. Here are a sample of what students said:

"I don't like sports like basketball because we never played it when we were in school and I just don't like it."

"I wish there wasn't emphasis on students picking teams. I don't see the ball coming at me, my perception is off, so I was always chosen last. I was always the worst team."

"I get embarrassed when I am required to do something I can't do and other students to watch you."

"I wish students aren't separated by their ability to do certain skills."

"I really like PE when the activities to participate in aren't for the athletically gifted. I really like it when there are activities that don't humiliate the uncoordinated person."

"I never did like activities where eye-hand coordination is the emphasis of games and competitive games because I have had bad experiences of getting hit by the ball and feeling dumb and that I'm not as good as everyone else."

"Get rid of individualized testing, because I am not good at testing because I stress so much. People don't encourage each other they only care about them doing good and them comparing them."

All students felt it was the teachers responsibility to provide a positive and safe environ-

ment. Some students felt the teacher had provided them with enough praise and encouragement. The majority, however, felt the teacher did not do enough to provide an environment free from humiliation. Individualizing fitness testing, arranging teams in advance, avoiding comparison of one person's score to another, reducing the danger of being hit by a ball, and encouraging everyone, not just the higher skilled, were suggestions offered to make their experiences of elementary physical education class more enjoyable.

IMPLICATIONS

This study sought to understand the beliefs about elementary physical education held by elementary education majors prior to beginning their required physical education content/methods course. Literature suggests the two largest contributors to student's liking or disliking physical education are the curriculum and the teacher (Aicinena, 1991; Allison, Pissanos, & Sakola, 1990; Luke & Sinclair, 1991; Tannehill & Zakrajsek, 1993). In this study, students who succeeded in games (the curriculum) and/or felt the environment unsafe (teacher), did not enjoy their elementary physical education classes. Those who disliked their elementary physical education classes outnumbered those who liked them nearly 2:1.

Because this study depended on students' memories there isn't a way of knowing whether the elementary education majors were remembering a particular grade level in which a significant event happened or whether they were remembering a general view of physical education. Regardless, their experiences influence their beliefs about what elementary

physical education should teach, what it should not teach, and how it should be taught.

The PEP 491 course taught at Ball State University has changed considerably in the past 10 years. Fitness, movement education, acquisition of motor skills, and cooperative activities are emphasized over competitive team games. However, often still taught in the schools is a program reminiscent of my childhood - well over 20 years ago. Identifying student experiences in advance gives PETEs' the opportunity to design a course which both compliments student's views and challenges them. In this study, the author found that students had definite views about their elementary physical education experiences and that many were not interested in repeating some of the games and humiliating situations which they remembered. Teaching time, then, should focus on curricular models, progressions, activities, and inclusion strategies which extend far beyond "duck, duck, goose."

These elementary education majors are prospective physical education teachers within Indiana. As teachers, their beliefs will influence both what is taught and how it is taught. Modeling a curriculum which is self-challenging, develops high self-esteem, and concentrates on skill acquisition will begin to counter some of their negative recollections.

Even if they do not teach physical education, these elementary education majors play an important role. They will be the advocates for a different physical education program in their school. Given the training, both content and methods, and a vision of physical education

should be, these students may evidently work to physical education's best advantage.

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WRITING FOR PUBLICATION

Everything You Always Wanted to Know About COPYRIGHT But Were Afraid to Ask

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Note: This article has been prepared for authors and journal editors. The focus is on multiple submissions, an ethical issue, and copyright, a technical concern.

Not long ago an author submitted a manuscript to a state journal, thinking it "did not count" and to *JOPERD*. It was published in the state journal at about the same time that the author received an acceptance letter and a copyright release form from *JOPERD*. Since *JOPERD*, and many other professional journals, not publish reprints, the author was out of luck. Another author submitted a manuscript to both a state journal and *JOPERD*, received an acceptance letter and returned a signed copyright release to *JOPERD*, but failed to inform the state journal editor the acceptance. The manuscript appeared in *JOPERD* at about the same time the state journal was going to press with the article included. The state journal editor was forced to pull the article and seek a replacement, because a number of state journals do not publish reprints.

Young professionals in higher education are pressured continually to publish scholarly papers in order to gain promotions and tenure. This pressure sometimes leads writers to make honest errors in judgment. These errors have become ethical issues that go beyond the legal aspects of copyright. For example, is it ethical for authors to submit their literary product to more than one publisher (journal) at a time? Is it unprofessional? Is it contrary to standard scholarly

publishing procedures in education? Is it illegal?

Traditionally, the scientist and scholar submits a manuscript to only one publisher at a time. Once it has been rejected it can be submitted to another publisher.

The traditional scientist and scholar would hold that you submit your article to **only one publisher at a time**. Once you have been rejected you resubmit to another publisher or rewrite.

On the other end of the spectrum, there are professionals who believe it is important to disseminate practical information to the broadest audience possible. They seek to have their articles either reprinted by a number of journals or they modify the article and submit to other journals in order to broadcast the information. Their goal is not to increase the number of publications on their vita but to share practical knowledge and theories with as many professionals as possible.

The current economic environment makes it difficult for the professionals to maintain multiple subscriptions within their fields of expertise. Therefore, it might be valuable to open the gates to reprinting articles in a variety of journals. But the elite journals will want to keep the gate closed for fear of losing

subscriptions, and more importantly, prestige.

Authors need to consider these fundamental ethical publishing questions before deciding where to submit their work. Should it be to only one publisher at a time, or should authors take the shotgun approach to disseminate their thoughts and ideas? If the latter approach is used, the authors should inform the various journals that a manuscript has been submitted to other journals and list the publications. Then the editors can decide whether or not to consider publishing the manuscript. However, it might be better to send multiple query letters to journals in order to find the appropriate publication outlet for their work. Finally, if the latter approach is used be careful not to violate the Copyright Act of 1976.

Most professional journals, including many state journals, do not accept multiple submissions. Many of these journals have statement similar to the following in their **Guidelines for Authors**:

Note: Manuscripts submitted to JOPERD should not be submitted to other publications simultaneously.

This statement is found in *JOPERD and Strategies, Illinois AHPERD Journal, and Indiana AHPERD Journal*, but some do not state that in their guidelines for authors. Authors need to be aware that these policies exist whether published or not.

Beyond the ethical issues are a variety of copyright concerns that authors and editors need to understand. The following information is a brief summary of copyright law as it relates to literary works. Further, a suggested list of readings relating to copyright has been provided for those who want more in depth information.

Copyright Act of 1976

Have you ever signed an agreement assigning to the publisher **the exclusive right** to publish your work? Have you ever allowed another publisher to publish your work after assigning a copyright to the original publisher without seeking permission to reprint the article? Have you ever been told that the publisher had an exclusive right to publish your work without you assigning the copyright to the publisher? If you answered yes to any or all of the above questions then the following information will be useful.

What is a copyright?

One major legal responsibility of an author is compliance with the copyright law. A **Copyright** is an intangible right granted by statute to the author of a literary production. The author, for a specified period, has the **sole and exclusive** privilege to possess, make, publish, and sell copies of the intellectual production, or to authorize others to do so.

What is copyrightable?

Only original work can benefit from copyright protection. The writer must create work which has

some minimal artistic qualities. And, of course, the work cannot be copied from the copyrighted work of another person. There are seven categories of works of authorship: literary works, musical works, dramatic works, pantomime and choreographic works, pictorial, graphic, and sculptural works, motion pictures and other audiovisual works, and sound recordings. (Copyright Act of 1976, 17 U.S.C.A. 102 (a)).

What is not copyrightable?

There are a number of things that are not copyrightable including facts, titles, and obscene materials, as determined by the court. If a work submitted for copyright contains material that appears to be libelous or seditious, it will still be accepted for copyright because the material is protected by the First Amendment until its libelous and seditious character is established in court.

What are exclusive rights?

The **Copyright Act of 1976** (17 U.S.C.A. secs. 101 et seq.) that owning the copyright to a literary work refers to the **exclusive rights** to make or authorize the reproduction of copies, preparation of derivative works, the distribution of copies (by sale, other ownership transfer,, rental, lease, or lending), and the public performance or display of the work.

Exclusive rights are provided by a copyright to make or authorize the reproduction of copies, the preparation of derivative works, the distribution of copies, and the public performance or display of the work.

What is copyright infringement?

The owner of a copyright or any of the exclusive rights in a copyright may recover damages for the actual damages suffered as a result of the infringement, and any profits of the infringer that are attributable to the infringement.

What is the length of a copyright?

Under the 1976 Act, a literary work created after January 1, 1978 is protected by copyright for the lifetime of the author plus 50 years. The 1976 Act also extends the copyright protection afforded to literary works created before January 1, 1978 for as long as 75 years the initial 28 year term plus a second renewal term of 47 years. Once the literary work is no longer protected by copyright, it falls into the **public domain**, meaning that it may be used by anyone for any purpose, free of charge. Thus, any literary work written more than 75 years ago may be freely used by anyone **without payment to or permission from** to the former copyright owner, whether that be an author or publisher.

Who owns a copyright?

The 1976 Act vests copyright ownership in the author or authors of the work. "Author," however, is not defined in the Act. Implicit in the structure of the Act is the idea that the author is the creator of a work, the person who brings originality to it. While this seems simple and straightforward enough, copyright ownership is often anything but that. Copyrights (and parts of copyrights) are commonly bought, sold, assigned, and traded so that figuring out who owns what can be difficult.

How does one get a copyright?

Any author can copyright a literary work by simply filing an application for copyright with the Register of Copyrights, Copyright Office, Library of Congress, Washington, D.C. 20559. The average cost of this process is \$15.

The writer will find it helpful to have an up to date Copyright Information Kit, which can be obtained free upon request from the Copyright Office. You **do not** have to assign your exclusive right to a publisher. However, a publisher may choose not to publish your work if you do not sign a copyright release statement.

What is Copyright Notice?

The Act requires that a copyright notice be placed on "all publicly distributed copies from which the work can be visually perceived, either directly or with the aid of a machine or device." The notice consists of, Copyright, or Copr., the year of first publication of the work, and the name of the copyright owner or an abbreviation by which the name can be recognized, or a generally known alternative designation of the owner. The position of the notice must be such "as to give reasonable notice of the claim of copyright."

The Act provides that the omission of copyright notice or omission of a name or date of the use of a date more than one year later than the actual date of publication will not invalidate a copyright if (1) notice has been omitted from a relatively small number of copies; (2) registration has been previously made or is made within five years of the publication without notice and a reasonable effort is made to add notice to all copies; or (3) the omission of notice violates a written requirement by the copyright owner that such notice appear on all copies. If a year earlier than the actual publication date appears in the notice, the copyright is still valid and the copyright term is computed from the earlier date.

Copyright notice consists of ©, Copyright, or Copr., the year of first publication of the work, and the name of the copyright owner or an abbreviation by which the name can be recognized, or a generally known alternative designation of the owner.

What does it mean when the author assigns a copyright?

When an author has a manuscript accepted for publication by national professional journal such as *JOPERD* and many others, the writer signs a form assigning the copyright for the literary work to the publisher. Once this is completed the publisher owns the **exclusive right** to reproduce the manuscript, sell the manuscript, and allow other publishers to reprint the manuscript. The author has relinquished his/her right to the manuscript. The author **can no longer** have the manuscript reprinted by any other publication without permission from the copyright owner (publisher in this scenario).

What are the dangers of sending a manuscript to more than one publisher?

It is a common practice to send book manuscripts to more than one publisher at a time for review. Once the offers start arriving authors review them carefully and select the one that is most advantageous to them and their future readers. However, submitting your scholarly article manuscript to more than one journal is a questionable procedure. Worse yet is allowing your copyrighted (by the publisher) article be published by more than one journal. Many educational journals do not accept manuscripts submitted to other journals simultaneously. Not only is this unethical, it is illegal if the author or publisher has not sought permission to publish. The publisher can sue you to compel you to pay it for damages, or to stop you from infringing on its copyright, or both.

How do you seek permission to reprint your article?

If you want to reprint your literary work in totality or in part you should complete the following "permission form" and submit to the copyright holder.

(See Permission Form next page)

Author Guidelines for Dealing with Copyright

The following are a few general guidelines for authors to be aware of relating to copyright:

- The author may apply for a copyright with the Register of Copyright.
- Where the author retains the copyright in a contribution to a journal (magazine), the author should generally make it a requirement in writing that, as a condition of his/her authorization of public distribution of copies, the contribution bear a separate notice of copyright in the author's name. However, a single notice of copyright applicable to the magazine as a whole is generally sufficient to satisfy the notice provisions of the law with respect to separate contributions, regardless of ownership of copyright in the contributions.

PERMISSION FORM¹

Dear _____ :

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Unless you indicate otherwise, I will use the following credit line [indicate credit line] and copyright notice [indicate copyright notice ... Copyright 1989 Tom Sawyer].

I would greatly appreciate your consent to this request. For your convenience a release form is provided below and a copy of this letter is enclosed for your files. Sincerely,

Tom Sawyer

I (we) grant permission for the use requested above.

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 - The author does not have to assign the copyright to the publisher.
 - The transfer of the ownership of a copyright, or of the ownership of any exclusive right comprised in a copyright, must be in writing and signed by the owner of the right conveyed. Thus, ordinarily only nonexclusive rights are transferable orally.-
 - The author may not have reprinted or reproduced for sale or distribution the literary work copyrighted by the publisher without permission of the publisher.-
 - In no case does copyright protection for an original work of authorship extend to any idea, procedure, process, system, method of operation, concept, principle, or discovery, regardless of the form in which it is described, explained, illustrated, or embodied in such work.
- Copyright is a crucial right for writers, not only for financial reasons but for the purposes of artistic control as well. It is a right easily and inexpensively obtained, but of long duration and significant effect.
- The following is a list of suggested readings for the writer:
- Library of Congress. Copyright Office
 - How to investigate Copyright status (1993)
 - Copyright Basics (1993)
 - Copyright Notice (1993)
 - Superintendent of Government Documents, United States Government Printing Office
 - Copyright Amendment Act of 1992 (1993)
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In Memoriam

Suzanne Pernice

Professor Emerita of Physical Education

1930-1996

by Mildred Lemen and Ferne Price

Sue Pernice is best described as a teacher, an advisor, a coach, a leader, an activist, a participant, and a professional. Her quick wit, her intelligence, her strong beliefs and values, her willingness to enter into debate, and her ready smile are also descriptive of Sue.

Born in Warren, Ohio, Sue received her B.S. from Kent State University, the M.A. from University of Minnesota, and the Ph.D. from the University of Iowa. She taught at Woodrow Wilson High school in Youngston, Ohio, and Pennsylvania State University before coming to Indiana State University in 1965.

She taught a wide variety of physical education undergraduate and graduate courses during her tenure at ISU. She was a generalist who had expertise in many areas of her profession. She was always willing to accept new responsibilities and develop new courses when the need arose. She participated in many departmental, school and university committees and was one of the mainstays of the department. She was extremely conscientious, and seldom missed class for any reason, and expected other faculty members to adhere to that same level of conscientiousness.

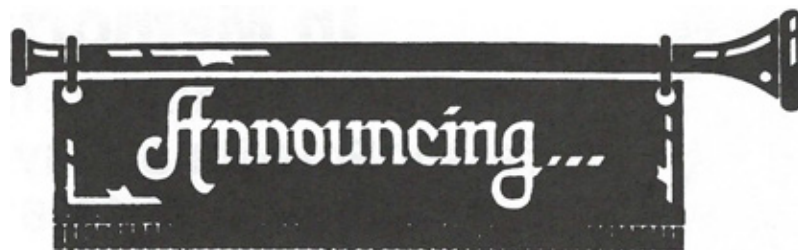
As coach of the ISU field hockey team, Dr. Pernice had a strong influence on many young women scholar athletes. She instilled in her players the inherent values of varsity competition such as hard work, responsibility, team play, and to never give up. She earned the undying respect of her team members.

As a professional, Sue was active in the national physical education honorary, Delta Psi Kappa. As founder and sponsor of the ISU chapter, she received the national outstanding sponsor of the year award twice. She served Delta Psi Kappa as national president and was on the editorial board of its publication, the Foil, for several years.

Sue was an active participant in faculty government at all levels of the university. She served on the Senate and the Executive Committee for many years, and was elected Secretary several times. She served on numerous university committees including Faculty Affairs, promotions, leaves, various search committees, and was chair of the athletic committee.

Not only did Sue give of her time and talents to ISU, but her belief in the university was evidenced through financial contributions to the President's Society, the Sycamore Varsity Club, and several women's teams. Her loyalty to the university was manifest in her attendance and participation in athletic events and other university functions.

She retired in December, 1994, but did not enjoy one day of her retirement as she was diagnosed with cancer that same week. She died the same way she lived: fighting for everything in which she believed. She was never out of character in her philosophy and never gave up hope that she would conquer the cancer that had invaded her body.



STUDENT INVOLVEMENT: ALIVE AND WELL

by Ed Schilling
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An often stated remorse lately has been that students today are apathetic, not interested in service and missing out on those benefits of service learning. That myth was shattered during the February 16-17th IAHPERD Board of Directors leadership weekend.

It was during that weekend that the Student Action Council of the Indiana Association for Health, Physical Education, Recreation and Dance assembled its first board of directors.

This board is made up of ten student volunteer members from a variety of colleges in Indiana. Its purpose is to promote professionalism among students throughout the state.

As the faculty advisor for this council, I can say that we could find no better group of people, in or out of college, to promote professionalism than this group of ten. They participated very actively in the work the board was doing as a whole. Many of the ideas presented by members of the Student Board of Directors became action items for the entire group.

In the group's initial meeting, led by Student President Chris Gordon of IUPUI, a plan was formulated for the pursuit of student participation in the state conference from every college in Indiana. As I watched the enthusiasm and willingness to contribute by these young professionals, I couldn't have been more pleased. I feel confident that our profession is in great hands for the future.

It is really no wonder that this group contributed as it did. The composite of this group is phenomenal. The average grade point average of the group of ten is 3.25 out of a 4.0 system. Their professional participation exudes leadership, ranging from many presidencies of campus groups to volunteer teaching/coaching and leadership in an average of three different groups per member.

The names and schools of this elite, inaugural board of directors are as follows:

1. Jennifer Brash of IUPUI
2. Shane Crabtree (president-elect) of IUPUI
3. Chris Gordon (president) of IUPUI
4. Josh Laycock of Indiana University
5. Donna McCarty of Taylor University
6. Beth Prior of Taylor University
7. Kimberly Ruby of Manchester College
8. Kara Scheumann of Manchester College
9. Mike Velasquez of IUPUI
10. Jennifer Weinberg of Manchester College

Is student involvement alive and well in the areas of health, physical education, recreation and dance? You bet our future it is.

The N.Y.C. Children's Fun Run Mini-Marathon

For the benefit of children and their education

The N.Y.C. Children's Fun Run Mini-Marathon
435 W. 119th Street Suite 2B
New York, NY 10027

Is proud to present its first annual children's marathon on Saturday June 1, 1996. This is a race for all children in grades kindergarten through twelve. (children from the 50 states will be running). It doesn't matter where the children live or where they are from, they can come and **"Run for College"**.

The N.Y.C. Children's Fun Run Mini-Marathons' primary function is to assist children financially with the cost of a **College Education**.

This year theme is **"Run for College"**

Parents/grandparents are allowed to run with their children from grades kindergarten through six in the mini-marathon.

The N.Y.C. Children's Fun Run Mini-Marathon will take place in central park located in New York City. Travel discounts will be available for children and their families or people who live outside of the state and want to attend the run. 50% off on first Class and 10% off on the lowest fare on Continental Airlines. More information will be provided a a later date, including info. for buses and trains. A child whose family that live outside of New York City and can not participate in the mini-marathon will receive a Tee-shirt.

We invite commissioners, superintendents, coaches, teachers, principals, Board of Education representatives, etc. to come to cheer the children on.

There will be fun and games (tennis, baseball, volleyball, soccer, badminton, a potato sack race, an children's comedy show and a children's dancing contest) for all children after the mini-marathon. So come and enjoy the N.Y.C. Children's Fun Fun Mini-Marathon and have a day filled with joy!

If you have any questions you can contact:

Simone Burns (212) 864-1419 or send a self-addressed stamped envelope to:

The N.Y.C. Children's Fun Run Mini-Marathon
435 W. 119th Street Suite 2B, New York, NY 10027



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

—News Release—

May: National Physical Fitness & Sports Month Is Your Child Being Physically Educated?

For more information contact: Paula Keyes Kun (703) 476-3461

RESTON, MA, March 1, 1996 — Increasing a child's physical competence, self-esteem and enjoyment of physical activity is one of the principal goals of today's quality physical education program, reports the National Association for Sport & Physical Education (NASPE). During May: National Physical Fitness & Sports Month, NASPE invites all parents across the country to visit their child's physical education class and to learn how their child is being physically educated.

According to NASPE Executive Director Judith C. Young, Ph.D., "Parents should find the answers to: Who teaches physical education? What are children supposed to learn? How often is it taught? How much time is spent being physically active? Are the children doing appropriate activities for their ages?"

A physically educated person has learned skills necessary to perform a variety of physical activities; is physically fit; participates regularly in physical activity; knows the implications of and the benefits from involvement in physical activities; values physical activity and its contributions to a healthful lifestyle. A high quality physical education curriculum includes:

- Instruction in sport and game activities, rhythms and dance experiences that are all designed to enhance the physical, mental and social/emotional development of every child
- Experiences that encourage children to question, integrate, analyze, communicate, apply cognitive concepts
- Opportunities to work together to improve their emerging social and cooperative skills and gain a wide multi-cultural view of the world
- Use of fitness education and assessment to help children understand, enjoy, improve and/or maintain their physical health and well-being
- Classes designed for ALL children to be involved in activities that provide maximum opportunity to be continuously active.

The National Association for Sport & Physical education (NASPE) is the largest of six 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.

ATTENTION

10 MOST COMMON REASONS FOR REJECTION OF MANUSCRIPTS SUBMITTED TO THE JOURNAL

- 1. The quality of writing is poor.**
- 2. It deals with a specialized subject that would interest too few readers.**
- 3. It offers no new insights or information.**
- 4. It is overdocumented to the extent that references hinder the flow of reading.**
- 5. The topic is too narrow in scope.**
- 6. It is largely a promotional piece for a person, place or product.**
- 7. It is a review of information available in other publications.**
- 8. The content would not interest HPERD professionals.**
- 9. It includes information that is inaccurate or outdated.**
- 10. It is written in dissertation style.**



How Many Would Like an Indiana AHPERD Home Page on the World Wide Web?

Those who are interested contact Tom Sawyer (pmsawyer@scifac.indstate.edu). The information below is what Kansas AHPERD is doing. Is this what we would want?

Thank you,
Tom Sawyer

Are you ready for the KAHPERD Home Page on the World Wide Web (WWW)? Well, wait no longer - it's here and anyone who has internet can access the home page by going to the following address:

<http://www.emporia.edu/N/www/hper/kahperd/kahperd.htm>

This page is under construction, but there are quite a few things that you might want to check out. KAHPERD's Home Page has the areas listed below.

Kansas Association of Health, Physical Education, Recreation and Dance (KAHPERD) Home Page

Executive Board

- Furnishes names, addresses and phone numbers of executive board.

Activities

- Lists information on workshops, share days, meetings, etc.

Grants

- Provides information on who to contact for grant money available through KAHPERD.

Awards

- Lists the awards and procedures for nominating people for these awards.

Journal and Newsletter

- Indicates the deadline dates for article submission

Conventions

- Supplies information on the state, district, and national conventions in the area of HPERD

Future Items

- Freebies, Activity of the Month, School Program of the Month

In addition, you may be interested in an e-mail service from Sportime called pe-talk. This service is a communications environment that lets you ask and answer questions, share ideas and post commentaries about physical education. It was created by Sportime to help physical educators resolve day-to-day teaching and administrative problems. The service is free! All you have to do to subscribe is to send an e-mail message (Message is Subscribe) to:

pe-talk-digest-request@lists.sportime.com

One other state association you might want to check out is Virginia. Virginia has a section on "Lesson Plan Exchange." To get to VAHPERD's Home Page, the address is:

http://pen.k12.va.us/Anthology/Pav/VA_Assoc_Health/vahperd.html



Physical Education Sourcebook

Editor: Betty F. Hennessy, Ph.D.
Contact: Sharon Kennedy
ISBN: 0-873220863-4
US Price: \$24.00 (Paper)
Canadian Price: \$35.95
Pages: Approx 224
Item: BHEN0863
Pub Date: November 1995

PHYSICAL EDUCATION SOURCEBOOK not only reviews the latest trends in physical education curriculum development and implementation but also provides comprehensive listing of practical resources physical educators can use to improve their own programs. Divided into two district parts, this one-of-a-kind guide contains chapters written by 10 experts in physical education curriculum design and instruction.

"I've never seen a book like **PHYSICAL EDUCATION SOURCEBOOK**, says **Marybell Avery, PhD**, consultant for health and physical education, **Lincoln (NE) Public Schools**. "In one volume, this unique resource contains a wealth of information that effectively provides the physical education professional with a complete overview of the profession as it exists today."

Says **Martin Niemi**, physical education and health teacher, **Aleyeska (AK) Central School**, "The terrific format makes **PHYSICAL EDUCATION SOURCEBOOK** user-friendly and information-accessible. It should provide professionals in physical education with a functional tool that will save time and effort."

Part I of the **PHYSICAL EDUCATION SOURCEBOOK** summarizes recent changes and trends in physical education, including curricular design, student assessment, inclusion of all students, and funding. Physical educators can use the information in this section to evaluate their own practices and determine what changes they can make to improve their programs.

Part II provides complete listings of the instructional materials that physical educators can use to help them implement the ideas and practices discussed in Part I. Included are annotations and recommendations for

- state-level curriculum guides and contacts;
- basic instructional materials such as lesson plans, student texts, and software and other high-technology aids;
- supplementary books, music, and videos; and
- equipment manufacturers, publishers, and support organizations.

The **PHYSICAL EDUCATION SOURCEBOOK** is for physical educators at all levels who are looking for practical resources for their classes, as well as for curriculum directors who are searching for the latest ideas on instructional materials and professional development. Physical education administrators and coordinators will also find this a handy resource.

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Chapter 1. Current Trends and Issues in Physical Education, *Judith C. Young, National Association for Sport and Physical Education* • **Chapter 2.** Designing the Curriculum for Quality Physical Education Programs, *Catherine D. Ennis, University of Maryland* • **Chapter 3.** Assessment in the School Physical Education Program, *Judith Rink and Larry Kensley, University of South Carolina and University of Northern Iowa* • **Chapter 4.** A Focus on Inclusion in Physical Education, *Diane H. Craft, State University of New York College at Cortland* • **Chapter 5.** Securing Funding for Physical Education, *Louis Bowers, University of South Florida*

Part II. Curriculum Resources and References

Chapter 6. State Level Curriculum Guides and Contacts, *Robert Ritson, Oregon Department of Education* • **Chapter 7.** Recommended Curriculum Materials to Enhance Student Learning, *Bonnie Mohnsen, Orange County Department of Education, Costa Mesa, California* • **Chapter 8.** Children's Books for physical Education, *Pat Bledsoe, Downey Unified School District, Downey, California* • **Chapter 9.** Curriculum Materials Producers and Equipment Suppliers • Index

ABOUT THE EDITOR

Betty F. Hennessy has worked as a physical education consultant in the Los Angeles County Office of Education since 1979. As a specialist in the Division of Curriculum and Instructional Services, Betty serves 95 school districts and is responsible for helping them find physical education resources related to curriculum and instruction. From 1986 to 1988, she also served as a visiting physical education consultant to the California State Department of Education. Previously, Betty spent seven years as a physical education teacher.

In 1984 Betty received a PhD in physical education from the University of Southern California, where she specialized in curriculum and administration. The author of the *Essentials of Physical Education* textbook series, she also was a member of the writing committee for the 1986 *California Handbook for Physical Education*, which established a curriculum framework for California schools.

Betty is past chair of the National Council on Physical Education for Children and the National Council for City and County Directors. She is a recipient of the Honor Fellow Award, presented by the American Alliance for Health, Physical Education, Recreation and Dance, and the Honor Award, presented by the California Association for Health, Physical Education, Recreation and Dance.



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Refereed Articles: Guidelines for Authors

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

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

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

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

The IAHPERD accepts submitted materials for the **Journal** as "professional contributions" and no remuneration can be offered. Authors receive one complimentary copy of the issue containing their article.

TECHNICAL SUGGESTIONS

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

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

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

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

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

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

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

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

SUBMISSION REQUIREMENTS

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

Address. Materials for **Journal** review should be mailed to:

Dr. Tom Sawyer, Editor
Indiana AHPERD Journal
5840 South Ernest Street
Terre Haute, Indiana 47802
(812) 237-2189 FAX (812) 237-4338

"Who gossips to you will gossip of you."

Turkish Proverb



IAHPERD Membership

THE PROFESSIONAL ORGANIZATION

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

The purposes of IAHPERD are as follows:

Research and Demonstration

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

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

Education and Training

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

Scholarships

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

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Make check payable to: Indiana AHPERD.

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

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

HELP NEEDED:

- _____ Would you be willing to become involved?
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_____ State Level
_____ Committee Involvement
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