

INDIANA

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Spring 1997

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Indiana Association
for Health, Physical
Education, Recreation
and Dance



Affiliated with American Alliance for HPERD

JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 26, Number 2

Spring 1997

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

Indiana AHPERD 1996-97

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Message from the President

Nikki Assmann
School of Physical Education
Ball State University
Muncie, IN 47306
(W) (765) 285-5172 FAX (765) 285-8254
(H) (765) 289-8549
nassmann@bsu.edu

TOUCHING THE FUTURE

The new year was off to a fast start with the IAHPERD Leadership Conference in January along with the news that the Indiana Education Bill did not include Physical Education as a subject area. February flew by. February events included **National Girls and Women in Sports Day** and the Midwest District AHPERD Convention in Milwaukee.

Leadership Conference. More than sixty individuals participated in the 1997 Leadership Conference at Turkey Run State Park, January 24-25. The conference provided the 1997 IAHPERD Leadership Team with information about the association, an opportunity to bond as a group, network, and make plans for the year. Participants had an opportunity to provide input related to issues facing the association. A number of standing and ad hoc committees met to begin working on the items that they have been charged to address during this year. Many new ideas and directions for the Association are expected to come from the high energy individuals who are serving on these committees.

1997 Conference. One of the functions of the Leadership conference is to plan the annual conference. Program Coordinators and Councils met to plan the 1997 Conference. Each area is planning a full schedule of sessions (7-10) so that participants will have a good selection of sessions to attend which are based on "hot topics." Because of the location of the conference on the IUPUI Campus in Indianapolis, it will be possible to schedule many "hands-on" sessions in gym space. The 1997 Annual Conference will be held November 13-15. The Board will meet on the evening of the 13th along with in-depth workshops. Conference meetings will be held on Friday and Saturday. Mark your calendar now, and plan to attend what promises to be the BEST conference in recent years!

Indiana Education Bill. In late January we received information that the Governor's 1997 Indiana Education Bill would effectively eliminate physical education in the secondary schools by not including it as a subject area or as a requirement for graduation. The IAHPERD Advocacy Committee met and offered ideas concerning who should be contacted and how. That Advocacy Committee met and offered ideas concerning who should be contacted and how. That was followed by letters to the Leadership Team (approximately 90 individuals) which provided information on what needed to be said and who to contact. In the letter, Leadership Team members were asked to send the information on to other teachers, parents and interested individuals. This resulted in a large number of letters being sent to our legislators.

This Education Bill should serve as a *wake-up call* to all of us. We need to develop a system to quickly contact and get the word out to a large number of members when a critical issue arises. We need names, phone numbers and/or e-mail addresses of individuals in each county who would be willing to call five to ten others to "spread-the-word" in a matter of hours rather than days. If you would be willing to serve our profession in this capacity, contact me at the above address.

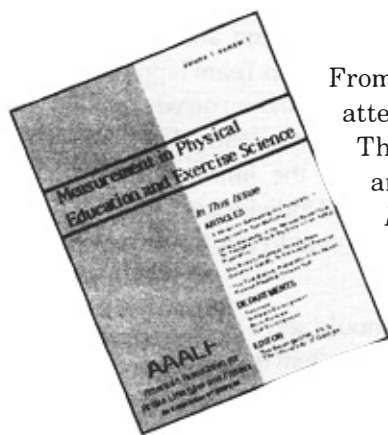
National Girls and Women in Sports Day. The first Thursday in February is annually designated as NGWSD. IAHPERD held two events which were conducted by Doreen St. Clair and Dolores Wilson. Individuals in the state conducted other events. However, there was no statewide event and we do not know how many other individuals events were held or where they were held. We would like to put together a task force which would promote this event throughout the state in February 1998. If you are interested in serving on the NGWSD Task Force, please contact me.

Midwest District AHPERD Convention. The Midwest Convention was held in Milwaukee, February 12-15. Indiana AHPERD was well represented by individuals who conducted programs and those who serve on Midwest committees, councils and boards. Several Indiana members should be congratulated for being elected to positions during the conference. Those members include: Ed Schilling and Bill Thomson who were elected as Vice-Presidents-Elect; and Arlene Ignico and Jerry Rushton who were elected as section chairs. Dolores Wilson and Pat Zezula are serving as co-convention managers for the 1998 Midwest Convention which will be held in Fort Wayne. Other Indiana members who are currently serving in Midwest positions include: Barb Passmore, Joel Meier, Jerry Stieger, John Ingold, Marilyn Buck, Jerre McManama, Don Mosher, Tony Annarino, Nikki Assmann, Karen Hatch and Tom Sawyer.

Jump Rope for Heart. JRFH is an educational program supported by both the Indiana AHPERD and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) in conjunction with the American Heart Association (AHA). This is a reciprocal program in which the schools with outstanding educational materials including videos which

can be used to teach heart health at all educational levels. Students gain important knowledge while having fun, improving fitness, and knowing that they are making a contribution toward the fight to eliminate the nation's number one killer. IAHPERD and AAHPERD gain through funds that can be used to promote better programs within the schools. The AHA gains through increased funding for research related to heart disease. Beginning this year, IAHPERD plans to take a more active role in promoting this valuable educational program within the schools.

Parting Shots. As I consider the situation concerning the Education Bill and our efforts to convince the legislators of the importance of physical education in the schools, I am once again reminded of our 1997 theme, **Touching the Future**. Each member of the legislature, their families and friends were in our classes some time in the past. Unknowingly, many of us had the opportunity to touch what was then the future. If each of our legislators had had a positive experience in physical education classes and had been taught the importance of physical education classes in the lives of our children, would we be less concerned about how they would vote on the current as well as future Education Bills?



An Important New Journal in 1997

From the first Olympic games to the athletic events of today, humankind has always attempted to get a better understanding of ourselves by measuring our performance. There comes a need and a time for a journal that deals with measurement issues and research in physical education and exercise science. *Measurement in Physical Education and Exercise Science* fulfills that need. This is a journal you can't afford to miss! Every quarterly issue provides in-depth coverage of almost every aspect of measurement in physical education and exercise science. The journal is essential reading for anyone who has a use for quality measurement information in these two fields. It is absolutely devoted to bringing you the best research, test development, evaluation and field applications available. Complete the form below and mail, today!

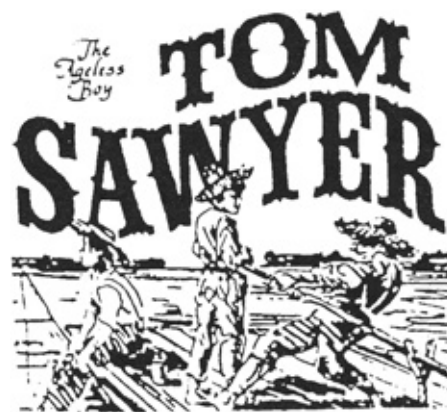
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NOTIONS From YOUR EDITOR. . .

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



Gender Equity in Middle and Secondary School Sports Programs

Sports equity is important at the middle and secondary school levels, not only to increase opportunities for young women in sports and physical activity, but to change perceptions—particularly the incorrect perception that sports participation is not important for girls and women. This Digest will provide background information about gender equity as well as specific strategies for achieving equity at the middle and secondary school levels.

What Is Gender Equity

Gender equity may have many different meanings within the various academic and nonacademic programs offered by a school. In sports, gender equity "describes an environment in which fair and equitable distribution of overall athletic opportunities, benefits, and resources is available to women and men and in which student-athletes, coaches, and athletics administrators are not subject to gender-based discrimination. An athletics program is gender equitable when either the men's or women's sports program would be pleased to accept as its own the overall program of the other gender."

The Legal Basis for Gender Equity in Sport

Title IX of the Education Amendments of 1972 prohibits institutions that receive federal funding from gender discrimination in educational programs or activities. Because almost all schools receive federal funds, Title IX applies to nearly everyone.

Although it was not written specifically for sports programs, Title IX resulted in an immediate increase in female sports participants. From 1971-80, the number of female athletes at the high school level increased 616%, with females accounting for approximately 35% of high school athletes in 1980. Today, girls still account for about 35% of high school athletes, although at 1.9 million participants the number of females in sports at the high school level has never been higher.

Monitoring Gender Equity in Middle and Secondary School Athletic Programs

Within the past year, a number of Title IX lawsuits have highlighted the vulnerability of colleges and universities to claims of gender discrimination in intercollegiate athletics. There is no reason to assume that middle and secondary school programs are immune to litigation. Between 1981 and 1991, 411 complaints involving elementary and secondary school athletics were filed with the U.S. Department of Education's Office for Civil Rights, which oversees compliance with Title IX. The 1992 decision of the Supreme Court affirming monetary damages to be awarded in Title IX enforcement actions increases the likelihood of lawsuits.

In sports programs, gender equity requires that equal athletic opportunities be provided for both genders and encompasses the following areas, which are further described below: accommodating the athletic interests and abilities of the historically under-represented sex (including the selection of sports and levels of competition); equipment and supplies; scheduling; opportunity to re-

ceive coaching (and academic tutoring); assignment and salary of coaches (and tutors); travel and per diem allowances; locker rooms, medical, and other facilities; housing and dining facilities and services; and publicity and promotion. *Title IX Toolbox* (National Association of Girls and Women in Sports, 1992) and *Playing Fair* (Women's Sports Foundation, 1992) are sources of additional information.

Funding. Equal aggregate funding for boys' and girls' individual sports programs is not required, nor is it required that expenditures for specific sports be equal, but schools must provide necessary funding so that the quality of the girls program equals that of the boys. Disparity in girls' and boys' total sports funding is a strong indicator of inequality in program opportunities. Revenue-producing sports are not exempt from the law.

Equipment and Supplies. These include but are not limited to uniforms and other apparel, sport-specific and general equipment and supplies, instructional devices, and conditioning/weight-training equipment. Equivalence is measured by such factors as quality, amount, suitability, maintenance and replacement, and availability of equipment and supplies. For example, if new uniforms are purchased for the boys' soccer team every 2 years, the same schedule of uniform replacement must be afforded the girls' program. If the booster club purchases jackets for the boys' basketball team every year, jackets must also be purchased annually for the girls' team, even if the girls' jackets have to be purchased through the athletic department budget.

Scheduling Practices and Contests. Equivalence is measured by such factors as the number, length, and time of day of practice opportunities; the number and quality of competitive events and the time of day these are scheduled; and opportunities for preseason and postseason competition. Prime practice time must be shared equally.

Travel and Per Diem Allowances. Equivalence is measured by factors such as the modes of transportation, housing furnished during travel, length of stay before and after competitive events, per diem allowances, and dining arrangements. Food allowances must be equal for boys and girls, and if special pregame meals are provided for boys, they must also be available for girls. If an overnight stay is required, rooming arrangements must be of equal quality, and numbers of students per room must be equal.

Coaching. Regarding assignment of coaches, equivalency is determined by comparing such factors as training, experience, and professional qualifications and professional standing. Regarding compensation, equivalence is determined by comparing such factors as pay rate, length of contracts, conditions of contract renewal, experience, coaching duties, working conditions, and other terms and conditions of employment. Coaches with similar contractual expectations should be paid equally, whether the coach is responsible for the boys' or girls' teams.

Locker Rooms and Other Facilities. Equivalence is measured by such factors as the quality and availability and

exclusivity of use of practice and competitive facilities, the availability and quality of locker rooms, the maintenance of practice and competitive facilities for practices and competition. Practice and contest facilities must be comparable, and girls may not be relegated to facilities of lesser quality.

Medical and Training Facilities and Services. Equivalence is measured by such factors as the availability of medical personnel and assistance; health, accident, and injury insurance coverage; the availability and quality of weight training and conditioning facilities; and the availability and qualifications of athletic trainers. It is recognized that certain sports carry a greater risk for injury, but injuries are not gender based, so medical care must be of equal quality, as appropriate for each particular sport.

Publicity. Equivalence is measured by such factors as the availability and quality of sports information personnel, access to other publicity resources, and the quality and quantity of publications and other promotional devices. For example, if a media guide is published for the boys' basketball team, a media guide of equal quality must be prepared for the girls' team.

Sports Opportunities. Because demand for specific sports may vary between boys and girls, sports equity does not necessarily mean that numbers of teams must be equal. However, when the historically under-represented gender (females) has the interest and ability for a particular sport, whether contact or noncontact, this interest must be accommodated. Girls should have similar

opportunities for participation in a variety of sports (i.e., team versus individual, contact versus noncontact) in all seasons. There can be gender-separate teams or physical education classes for contact sports (e.g., wrestling, boxing, rugby, ice hockey, football, basketball) where there is a high probability of body contact.

Conclusion

Although sports for girls and women have made great strides in the past 20 years, it is clear that equality does not exist. For example, in his report on the status of interscholastic sports equity in Minnesota, Dildine observes that, "the data does make unequivocally clear that athletic programs for boys and girls are not equal. There are more, and more varied sports offerings for boys, more money spent on boys' athletics, and more money spent per participant for boys athletics" (Dildine, 1992, p. 3-4).

For schools to be in compliance with Title IX, they must address and correct inequalities without further delay. The law requires schools to designate and publish the name and schools to designate and publish the name and school address of an employee to coordinate compliance with Title IX. Schools should also conduct a self-study, considering the areas outlined above and involving school personnel, parents, and students. In a school that complies with Title IX, either the boys or girls sports program would be pleased to accept as its own the program of the other.

Mark Your Calendar Today!
85th Indiana AHPERD Convention
Indianapolis
November 13-15, 1997
Thursday evening through Saturday Noon

State of the Profession

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

A LESSON IN INSTANT ADVOCACY

This last month has been full of surprises. After an excellent meeting at the Professional Preparation Conference at Turkey Run, the panicked E-mail message shattered the peace and confidence for both Indiana's health educators and physical educators. Governor O'Bannon presented a new education plan to the House Education Committee which will dismantle the new public school accreditation system in the state (Proficiency-based Accreditation) which our Essential Skills document is a part and it will require certain subject matter which does NOT include Physical Education. This may cause Physical Education to take a step backward in the state. Below is a portion of that bill.

Chapter 5.1, Section 3

"A curriculum adopted under this chapter must include the following subject areas, taught in the grades considered appropriate by the governing body:

- (1) Language Arts
- (2) Mathematics
- (3) Social Studies and Civics
- (4) Sciences
- (5) Fine Arts
- (6) College/technology preparatory courses
- (7) Health Education including the following:
 - (A) Physical Fitness
 - (B) Safety
 - (C) The effects of alcohol, tobacco, drugs, and other substances on the human body.
 - (D) Hygiene and Diseases
 - (E) AIDS instruction
 - (F) Sex education that emphasizes abstinence and monogamy
 - (G) Detection of Breast and testicular cancer
 - (H) Human organ and blood donor program instruction."

Currently, Genie Scott, Butler University, is chairing a committee whose charge is to develop a IAHPERD advocacy plan. During this last month pieces of that plan, although not yet developed, began to evolve in this panicky atmosphere. Below is a description of those steps which have already been implemented since the House Committee received the governor's plan.

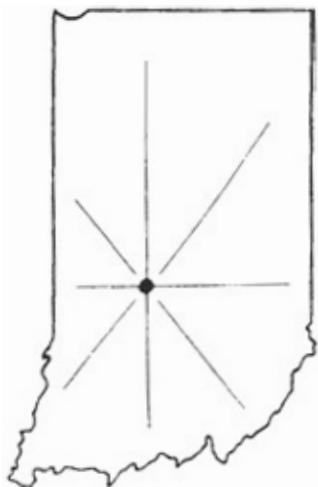
The President of IAHPERD, Nikki Assmann, sent a letter with the above information and provided a list of House Education Committee members to professionals involved in the operations of IAHPERD. Upon receiving copies of the important sections of the House bill, the public higher education institution chairs/deans in HPER were called and encouraged

to contact their university's legislative liaison. After learning about the concern, many of these university liaisons then contacted their district legislators to discuss the problem. Since many House Education Committee members live in districts where public institutions reside, university physical educators in those districts contacted these key individuals in person or by letter. Indiana State's liaison encouraged the administrators in the school to write a letter to the two committee members who live in the district and another letter to the chair of the committee who is an ISU alumni. She also encouraged Alan Lacy, Physical Education Chair, to attend the legislative "cracker barrel session" in the district and present the concern plus recent substantive data supporting the need for activity from the Center for Disease Control (Surgeon General's Report). Although the primary focus of the above action direct legislative contact, additional support was gathered by the Executive Director of IAHPERD, Nick Kellum, who contacted some professionals at private colleges.

Other means of support included outputting e-mail messages seeking help which in turn produced many letters from across the country from association members in AAHPERD, NASPE, AAHE, NAPEHE, and CUAC. Announcements were made at the Midwest District Conference at Milwaukee and requests were placed on list serves of many organizations. Finally, faculty and students in some institutions wrote letters to key individuals and some public school teachers across the state were contacted and encouraged to write.

These initiatives were an impressive start in a short amount of time toward resolving this current issue and will provide the advocacy committee with some ideas for the development of the plan. There are many avenues available to our professionals for advocacy and many of these were not used during this crisis. Failing to contact all the private colleges and providing strategies for participation in the campaign concurrent with the public institutions' campaign was one oversight during this scare. Communication to solicit public schools support was also sparse. And failing to contact professionals in all districts that House Education Committee members reside was also an oversight.

The professionals in the state have had a frightening lesson. This issue, the elimination of physical education requirement, will not go away. Illinois had fought the elimination of requirements over and over again, in fact, they are currently in that fight. If you can think of ideas which would be helpful in this plan, please contact Genie Scott, Butler University, 4600 Sunset Avenue, Indianapolis, IN 46208 or 317-283-9548. She is looking for ideas.



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

JUST HOW IMPORTANT IS PHYSICAL EDUCATION?

In the last month, I learned that physical education time requirements were eliminated in Massachusetts. Idaho and West Virginia are currently fighting to save the physical education requirement, and, from what I understand, Illinois no longer requires daily physical education at all levels.

What is happening? With the health issues facing our nation, how can we settle for less? WE know the value of quality physical education. Why aren't the decision makers adding more, rather than taking away?

I believe that we only have ourselves to blame. It is up to us, yes US to share the message with those that listen to us and those for whom we vote. Remember, satisfied customers tell 10 others.

When was the last time you made a board presentation on the quality program that you offer students? How about fifteen days or programs for families. Have you had one in the last three years? Have you written your legislator and asked him to support legislation mandating more physical education and/or fitness? And, are you involved in the IAHPERD's statewide efforts to promote our profession?

If you are feeling guilty right now - DON'T. Instead, get motivated - call, write, do, act. GET INVOLVED.

The following article appeared in the AAHPERD Update. The time is right for you to form your own plan for advocating physical education and the quest for helping students develop a lifelong healthy life-style. If you would like to get even more involved, call Genie Scott, Advocacy Chair for the IAHPERD, at 317-940-9548.

"A Challenge to Change: Your Professional Responsibility"

Editor's Note: NASPE invited MAHPERD President Maria Melchionda to share her recent advocacy experiences. Reprinted with permission of NASPE

The Massachusetts AHPERD's theme for this year, "A Challenge To Change: Your Professional Responsibility" has definitely reflected the association's most recent battle with the physical education mandate. A challenge it has been! Just four months after the release of the nation's Surgeon General Report on Physical Activity and Health, the Massachusetts Board of Education voted on November 18, 1996 to repeal state mandate which called for 30 clock hours per academic year of physical education for kindergarten and 60 clock hours per academic year for grades 1-10. Note that physical education is still required by law in Massachusetts, however, the time allotment will now be decided by policymakers in the local school districts.

Educational reform has created a tumultuous situation in that the Board of Education also voted to not include physical education within the new Time and Learning (900 hours per year at the elementary level and 990 hours at the secondary level) Model. Both decisions leave physical education programs at the mercy of local school boards whose members may not have understanding of the value of quality physical education within the school curriculum.

MAHPERD has attempted to view the educational reforms in Massachusetts as an opportunity. This is a call to action for our members and others who teach physical education to "start at home" in advocating for their programs. It is also a time to stress the need for quality programs. It is not enough that we fight for the required time to teach, we must also be absolutely certain that we teach the best possible programs in that time! We must be sure our students meet appropriate learning objectives and demonstrate such achievements. Here are highlights of some of MAHPERD's extensive outreach efforts to support physical education in Massachusetts:

- Established a Task Force to write the MAHPERD Guidelines which include excerpts from Healthy People 2000, the National Standards for Physical Education, and other curriculum and assessment materials.
- Distributed these Guidelines to specific contact persons throughout each school district.
- Organized monthly meetings and workshops in each region of the state.
- Encouraged contact persons to not only disseminate pertinent information, but to also establish a positive rapport with the school committee, Superintendent, and the Chair of the PTA/PTO. These are the key individuals that will aid

our health and physical education professions to remain integral components of the school curriculum!

- Demanded of ourselves quality programs and a total commitment to the children we teach and our profession.
- Encouraged administrators to be held accountable and to take the necessary time to properly evaluate physical education professionals and programs.
- Established a statewide Advocacy Network in which Regional Directors and Sub-Committee Chairs assisted in disseminating information and organizing events and workshops to bring about public awareness of the need for HPERD programs within schools.
- Developed the MAHPERD fall single focus conference, which now is an annual event concentrating on whatever the current needs of the association are at that time.
- Presented a program on quality physical education at the State PTA Convention.
- Cosponsored an informational booth with Health and Family and Consumer Sciences at the State School Committee Convention.
- Worked with the media to convey points of view on physical education.
- Sent letters to all of the mayors in Massachusetts stressing the need for their support of health and physical education programs in their schools and extended invitations to attend our fall conference to speak with constituents.
- Contacted NASPE who has been a tremendous support in providing information and press releases for our efforts to keep the mandate.
- Established a MAHPERD video, soon to be completed for educating the public on various cable stations, as well of distribution of a supplemental brochure.
- Assembled parent packets with information about how they can lobby for physical education to remain within their individual schools.
- Sent delegates from MAHPERD who presented comments at the public hearings before the mandate vote and distributed a set of MAHPERD Guidelines to each Board of Education member.
- Made presentations to major corporations, hospitals, insurance companies, and other businesses to help develop major marketing strategies for health and physical education programs across the state to increase the need for these programs within all schools.
- Met with the House Majority Whip at the State House and the Commissioner of Education, Dr. Robert Antonucci, who made the recommendation to the Board of Education to repeal the physical education mandate. In these meetings we expressed concerns of the health and well being of students and that proper time has not been devoted within school systems to address these concerns.
- MAHPERD presented a proposal to the Commissioner and Board of Education before the vote, asking them to rescind the recommendation to eliminate the mandate with MAHPERD's commitment to establishing a monitoring system, mentor program, semi-annual data on individual school systems and educating professionals through conference and workshops. MAHPERD received no response from the Board of Education until the day of the vote when they were asked once more to view the proposal again so that our efforts to form a partnership could properly ensue. Chairperson, Dr. John Silber, took it under advisement and plans to meet with him are underway. Dr. Silber appeared on Good Morning America the day after the vote, stating that he thought that the Board of Education made a mistake and that every student should participate in daily physical education.

MAHPERD is now working with legislators to submit Bill 1090 for physical education and Bill 3318 which supports a comprehensive health program in the schools. Together, with advocacy and outreach we can make an impact in education and make a difference in the lives of students. MAHPERD has challenged us all to change...it is our professional responsibility! Anyone wishing further information, may contact Massachusetts President Maria Melchionda at (508) 697-7187.

Share your games
in the next issue!

Part 3

Preservice Elementary Education Majors Beliefs about Their Elementary Physical Education Classes

Penelope Portman
School of Physical Education
Ball State University
(317) 285-8697

*This is the third in a three part series.
The remaining part will appear in the 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.

Beliefs about elementary physical education held by elementary education graduates from Ball State University

Several years ago Lortie's (1975), reporting his research on schoolteachers, stated that personal experiences in school, first as students and then later as a full time teachers, were more influential than ones undergraduate teacher preparation program. Among his reasons was that only in the schools do teachers "learn the ropes," what to do, how to survive, what is the reward system, etc. From his work and that of many others

arose interest in the theoretical framework of occupational socialization as a means of explaining the process through which beginning teachers became veteran teachers. Lawson (1983) further defined organizational socialization as the process "by means of which prospective and experienced teachers acquire and maintain a custodial ideology and the knowledge and skills that are valued and rewarded by the organization" (p. 211).

Studies on recently graduated physical education teachers have found that they spend more time managing classes while maintaining activity time

(Freeman, 1985), were more 'plan dependent' than veteran teachers (Stroot and Morton, 1989), yet planned less than they did when undergraduate students (Barrett, Sebren, and Sheehan, 1993), and held fewer special events (Jones, Tannehill, O'Sullivan, & Stroot, 1989). Also, beginning teachers experience feelings of marginalization, reality shock, role conflict between teaching and coaching, and isolation when moving from an undergraduate program to the school setting (Cruz, 1993; Smyth, 1992; Smyth, 1993; Stroot, Faucette, & Schwager, 1993; Williams and Williamson, 1993). Despite these

experiences, Lawson, Bossel & Belka (1992) found their 13 physical education teachers were reluctant to belong to professional associations for teachers preferring instead to belong to coaching organizations and reading coaching journals.

Unfortunately, few undergraduate teacher preparation programs in physical education have had much impact on teachers' beliefs systems which partially explains why physical education teachers tend to teach the way they were taught to teach (Garber, 1993; Kagan, 1992; Revegno, 1992; Weinstein, 1990). What is not known from the literature is whether teachers trained in another aspect of education, in this case elementary education, retain their beliefs about elementary school physical education after graduation. This article, the third of three, reports what 126 elementary education majors from Ball State University who completed a 2-hour course, Physical Education in the Elementary Schools, believe about physical education after graduating.

Method

Two hundred two elementary education majors who had completed PEP 491, Physical Education in the Elementary Schools, taught by me, and graduated from Ball State University received a cover letter and survey form approved through the Internal Review Board at Ball State University. The survey asked 7 closed-ended questions, for example, What year did you take PEP 491?, Are you currently teaching? In addition, 7 open-ended questions were asked, for example, What are 5 physical education rules you would have?, or What activities would you teach? One hundred twenty six returned completed surveys for a response rate of 62 percent.

The responses to the close-ended questions were analyzed by the University Computer Services. Descriptive statistics, frequencies and percents, were used to make sense of the information provided by the graduates. The responses to the open-ended questions were typed verbatim. Initial categories were identified and definitions written. Other categories and definitions were added as needed. Answers to each question, then, were inspected for common categories. Once all the

answers were sorted into categories, a percent of the number of total responses to categories was calculated.

A final descriptive analysis was run to checking if there were differences in beliefs about elementary physical education between those who have taught physical education as a regular class and those who have not.

Results

Most of the graduates were currently teaching. Fifty percent of the respondents were classroom teacher (over 43% were teaching kindergarten or preschool) and had been teaching between one and three years. Another 11% of the teachers serve as resource teachers primarily but not exclusively in elementary schools, while 17% regularly substitute in elementary schools. Eighteen percent reported that they had taught at least one year since graduating but were no longer currently employed as teachers. Of those who were teaching or had taught, 17% had taught physical education as a regular class, mostly to their own students.

The graduates were asked to recall characteristics of a good elementary physical education program taught in PEP 491. Their results, which correspond

were now considered of greater importance than realized before, where as high time on task and high practice time were slightly less important. There were no differences between those who had taught physical education and those who have not. Neither were there any differences between those who took the course 4 years ago and those who had taken the course more recently.

All but one of the graduates said that physical education should be required at the elementary level. Over one-half indicated they favored physical education 2 times a week for 30 minutes. Another 41% wanted physical education 3 to 5 times a week, some wanted physical education for longer periods especially if only taught twice a week (22%).

Several questions addressed current beliefs about good elementary physical education programs. These questions included: If your next teaching job included teaching physical education to your class, what activities would you teach?, What five rules would you have for your physical education class?, and Give three answers you would like your students to answer about their elementary physical education program (likes and dislikes).

In general, there was a high agreement between the answers to all three questions. Graduates felt that physical education should concentrate on learning motor skills, by developing active orientated disciplined classes where in all participated at a high rate of success, encouragement, and fun. Physical education should not keep students waiting, stress winning and losing, play certain activities, nor be a place where some students are highly critical of others' performance. The results are shown on Tables 2, 3, 4, and 5.

The final question asked how their

Characteristic	Percentage of cases	
	PEP 491	Now
Having fun	97.1	95.6
Learning motor skills	87.0	83.8
Well organized classes	87.0	91.2
High time on task	78.3	73.5
Receive teacher support	76.8	75.0
Enough equipment for all	69.6	72.1
Success rate of 70%	53.6	50.0
Practice time high	50.7	55.9
High time spent waiting	1.4	1.4

highly to the objectives of the class are found in Table 1.

When asked what you consider important indicators of a good physical education program, their answers were remarkably similar. Well organized classes and having enough equipment

What activities would you teach?	% of cases
Motor skills	29
Games	20
Fitness	15
Cooperative	15
Developmentally appropriate	12
Other (movement, dance, student choice)	5

I really like PE when...	% of cases
we learned skills	25
we had fun	19
we played	19
all participated	17
kids cooperated with each other	12
I felt better about myself	9
other (used a variety of equipment, played outside)	5

I really don't like PE when...	% of cases
we spent time waiting	17
winning and losing were stressed	15
we ran, played relay races, dodge ball, red rover, did stretches	14
we were harassed	13
we picked teams	11
we were bored	10
I was not successful	6
the teacher was absent	6
the teacher had favorites	6
I got in trouble	5

Rules for physical education classes	% of cases
Be supportive of each other	27
Listen	22
Try	16
Be a good sport	12
Care for the equipment	10
Have fun	9

views about elementary physical education had changed since graduating and why? Less than 5% of the students indicated their views had changed since taking PEP 491. If they did indicate their views had changed, they now realized the importance of physical education. As one graduate said:

I feel PE is more important than I used to. Now that I work with children everyday I realize how important physical education is in helping people become well-rounded.

or as another expressed:

I knew the importance of a well rounded physical education program at the elementary level but I have really seen the importance of learning skills.

Of those whose beliefs about physical education had not changed since taking PEP 491 over 80% reiterated

the importance of physical education including the learning of skills, working together, getting fit, and as an outlet to the classroom. A few (4%) have incorporated physical education into their classroom. Here is what some of the graduates said:

I think PE is important so the children can burn energy, release stress, and work on their motor skills. I feel PE should be everyday not just once or twice a week. I personally feel many children today are overweight and out of shape. I personally do 5-10 minutes of exercise with my class every morning.

Elementary physical education is extremely important, not only in fitness, but in acquiring skills and positive self-esteem as well. I have always felt this way but being in the schools I see how sedentary and out-of-shape kids are. They need PE.

Some (15%) indicated their beliefs about good physical education programs citing negative examples, where in a physical education program did not meet their criteria of "good." Here are some of their quotes:

I think most programs are ineffective. They do not provide non-competitive individual learning experiences in a non-threatening environment.

Since I took the course I find myself evaluating my school's PE class. They play dodgeball a lot, not real appropriate some times.

I've always felt the PE is crucial to a child's development, that hasn't changed. It is discouraging, however, to pick up my class from PE and find out they have watched a movie

or just walked around in a circle.

Discussion

This study sought to discover if elementary education majors continued to conceive of elementary physical education as they were taught at the university of whether their current views about physical education more closely resembled the way in which they had experienced elementary physical education. Although there is literature to suggest that physical education majors within five years after graduating return more closely to the way they were taught physical education that how they were taught to teach, there are not any studies which examine the beliefs of those not directly teaching a subject that their students would take.

In this study, beliefs about elementary physical education largely agreed with those expressed at the completion of the PEP 491 course. At that time, the students indicated a preference for a less comparison-based, safer, skill-designed curriculum developmentally appropriate for all students; that the activities would be designed for a high rate of success and fun; and that the role of the teacher was to facilitate learning and to create a safe environment. In this survey the graduates continue to place an emphasis on developmentally appropriate content, affective measures (high success, teamwork, and fun) and sound teaching practices (all participate and high activity time). In addition these graduates felt strongly that physical education should be required albeit most were comfortable with the two day-a-week-model.

These findings are in sharp contrast to the physical education program these students encountered when growing up. As noted in the first of these three articles, **Preservice Elementary Education Teachers Beliefs about their Elementary Physical Education Classes** (Portman, 1996), their physical education program, largely, was traditional and team games oriented. Perhaps because their recollection of that program was more negative than positive (2:1), these students/graduates were not anxious to replicate the program they had and were, therefore, more open to new ideas about what a good elementary physical education should look like.

Personally I was very encouraged by the results of this survey. It would

appear that we are empowering a group of elementary education teachers to understand what developmentally appropriate physical education is, teachers who can be critical of current practices and in their own schools, and may even do physical education with their own classes. Maybe through their powers of persuasion, the importance of physical education will be realized and changes in our programs may occur.

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Survey about Elementary Physical Education

Please complete the following information.

1. What year/semester did you take PEP 491 (Physical Education in the Elementary Schools)?

- | | | | |
|-------|-------------|-------|-------------|
| _____ | Fall 1992 | _____ | Fall 1994 |
| _____ | Fall 1993 | _____ | Spring 1995 |
| _____ | Spring 1993 | | |

2. Are you currently teaching? If so, please check as many as apply. If you are not currently teaching, skip to question 3.

- _____ Classroom teacher (if checked how many years have you been employed? _____
 What grade do you teach? _____)
- _____ Resource teacher
- _____ Substitute teacher
- _____ Other (please specify) _____

3. If you are not currently teaching, have you taught since graduating? _____ yes _____ no

If yes, for how long? _____



National Conference on Technology in Physical Education and Sport

July 31-August 3, 1997

Ball State University
Muncie, Indiana

Conference Focus:

Applications of technology in physical activity,
physical education and sport.

Target Audiences:

K-12 Physical Educators, Coaches, Administrators,
and College/University Faculty.

The National Association for Sport and Physical Education (NASPE), an association of the
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Sponsored by

Midwest District Association for Health, Physical Education, Recreation and Dance (MDAHPERD)
and Indiana Association for Health, Physical Education, Recreation and Dance (IAHPERD).

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Bonnie Mohnsen, Orange County Department of Education, CA
Brad Strand, North Dakota State University, Fargo
Charlene Burgeson, National Association for Sport and Physical Education, Reston, VA

The local committee is comprised of faculty and staff in the Department of Physical Education at Ball State University.

Registration Information

Early registrations must be postmarked by July 2, 1997. Registrations postmarked after 7/2/97 are an additional \$50 each. Refunds must be requested in writing and post-marked no later than 8/15/97. Refunds will be made to the party that submitted the original payment and will be for the total amount paid less a \$50 processing fee.

Early Registration Fees:

Includes materials, Thursday evening reception, lunch on Friday and Saturday, and brunch on Sunday. Breakfast on Friday and Saturday in the university cafeteria can be purchased for \$7 (total for both).

NASPE/AAHPERD member	\$150
IAHPERD (Indiana) member	\$200
CAHPERD (Canada) member	\$150
Non-member	\$250
Full-time student	
graduate	\$75
undergraduate	\$50
One day participant	\$100
Guest	\$50

Special group rates are available for four or more employees of a K-12 school system. To take advantage of these rates, all employees must submit registration forms and payment together.

	regular rate	4-5 people	6+ people
NASPE/AAHPERD members	\$150	\$125	\$110
IAHPERD (Indiana) members	\$200	\$175	\$160
non-members	\$250	\$225	\$210

If some employees are members and some are not, the special rates apply but will be mixed. For example, if a school system is sending four employees, two of whom are NASPE/AAHPERD members and two of whom are not, the special rates would be: 2 @ \$125 and 2 @ \$225. Contact NASPE with questions via phone (800-213-7193, ext. 413) or e-mail (cburgeson@aaahperd.org)

Get credit for your participation!

Continuing Education Units (CEUs):

NASPE is offering 1.0, 1.5, and 2.0 CEUs to conference participants at \$10 per unit. Ten contact hours are required per 1.0 CEU. Participants attending the pre-conference workshop and the complete conference can earn 2.5 CEUs for \$25. It is recommended that you get pre-approval of NASPE CEUs from your school/organization.

Graduate Credit:

Ball State University is offering 3.0 hours of graduate credit at a cost to be determined (approximately \$350). Participation in all conference sessions is required (pre-conference workshop is not required).

Note: Information for both CEUs and graduate credit will be available at the on-site conference registration table. An informational meeting for graduate credit will be held on Friday morning.

Registration Form

National Conference on Technology in Physical Education and Sport

Please print or type:

Mr. Ms. Dr.

Name: _____ Title/Position _____ School/Organization _____

Mailing Address/City, State, Zip _____

Home Phone _____ Work Phone _____ Fax _____ E-mail _____

I will be attending the reception on Thursday. yes no

I will be attending brunch on Sunday. yes no

Member of NASPE/AAHPERD AAHPERD member number/expiration date _____

I want to join NASPE/AAHPERD (must enclose \$100 membership fee)

Member of IAHPERD (Indiana) IAHPERD member number/expiration date _____

Member of CAHPERD (Canada) CAHPERD member number/expiration date _____

Non-member

Full-time student (please designate: undergrad graduate)

One day (please designate: Thursday Friday Saturday Sunday)

Guest (non-physical education/sports professionals only)

Pre-conference Workshop

I want to attend the pre-conference workshop (please designate: PC Mac).

Participation Credit:

Yes, I'd like to earn CEUs offered by NASPE (please designate: 1.0 CEUs for \$10 1.5 CEUs for \$15 2.0 CEUs for \$20 2.5 CEUs for \$25).

I'm interested in earning graduate credit from Ball State University. Please send me more information.

Accommodations/Dorm

Single \$44/night

Double \$44/night (\$22/person/night)

Nights: Wednesday Thursday Friday Saturday

Roommates and/or *request for adjoining rooms/shared bathroom (if applicable):

Room #1: _____

*Room #2: _____

Fees:

Conference registration \$ _____

NASPE/AAHPERD membership fee (\$100) \$ _____

Guest registration (\$50) \$ _____

Late Fee (after 7/2/97) (\$50) \$ _____

Pre-conference workshop (\$50) \$ _____

Continuing Education Units (CEUs) \$ _____

Breakfasts (Friday, Saturday) (\$7 for both) \$ _____

Dorm room (hotel accommodations are not handled by NASPE) \$ _____

Airport/Muncie shuttle (R/T) (\$25) \$ _____

Hotel/Ball State University shuttle (daily)(\$10) \$ _____

Total payment due: \$ _____

The following items will be available for purchase at a later date: Friday evening dinner/social, Saturday evening dinner/social, graduate credits from Ball State University.

Payment in full must accompany your registration.

A check/money order is enclosed, payable to NASPE/Tech Conference.

Charge my credit card: VISA MC AMEX

Name on card _____

Acct. No. _____ Exp. Date _____

Signature _____

Send to: NASPE/Tech Conference, 1900 Association Drive, Reston, Virginia, 20191-1599 or if using credit card, fax to: (703) 476-8316.

Contact NASPE with questions via phone (800) 213-7193, ext. 413 or email (cburgeson@aaahperd.org).

Marketing News

Summer 1996



USOC and ARC



American Red Cross



Reach Agreement on Sport Safety Training

USOC, 36 USC 380

In a historical move, the two most recognized logos in the United States will be displayed together as the American Red Cross and the United States Olympic Committee (USOC) begin a collaborative effort to train athletic coaches in a new safety program. This program, *Sport Safety Training*, will be developed by the American Red Cross in cooperation with USOC and jointly released. Expected to release early in 1997, it will provide athletic coaches with the basic first aid skills and knowledge needed to care for athletic injuries.

Sport Safety Training will have a significant impact on all levels of coaching, especially at the grassroots level, where volunteer coaches may lack the knowledge and resources to provide adequate first aid to injured athletes.

The USOC can only require this program for coaches working under USOC governance, and coaches will not be allowed to participate in USOC-controlled events without *Sport Safety Training* certification. But demand will far exceed that of just Olympic trainers. This course can be marketed to non-Olympic groups such as Little Leagues and other amateur sports organizations, most of whom are members of the USOC.

This course would expand most units' market in first aid and CPR training. *Sport Safety Training* has the potential to reach over 1 million coaches in the United States annually. This goal won't be reached in the first year, but the foundation for the success of the program will have been built.

Marketing Plans

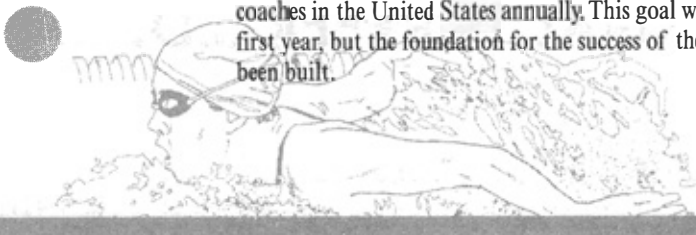
- ARC and USOC will collaborate on events to roll out the program with great fanfare.
- A brochure will be available at the release of the program. This brochure will promote the features and benefits of the *SST* program and materials.
- Space ads will be placed in specific coaching journals throughout the year.
- Coaches will receive information directly through the national governing bodies of their sport.



ROUTE TO:

Chapter Manager

Public Relations



Student Advocacy

Are You Contributing to the Profession?

by

Shane A. Crabtree

President

Student Action Council

Indiana Association for Health, Physical Education, Recreation and Dance

Indiana University/Purdue University at Indianapolis

Indianapolis, IN 46237

(317) 787-3520

The biggest issue facing today's teaching profession is advocacy. Physical education teachers' jobs are in jeopardy due to budget issues, which are now being defined to provide a means to an end. So, where does advocacy make its place in our profession? This question can be answered in many forms; but, one answer that all should agree upon is that everyone should take action.

Students who are on the verge of graduating this coming May will be looking for jobs for the upcoming school year. Many of these students may have discussed advocacy at one time, but really didn't take action. One may ask, "Why should I be an advocate once I get a job in the teaching profession?" There are many school corporations and school

administrators who feel that there is no need for physical education. What are your actions going to be when your school administrator walks up to you and says, "What is the need for physical education in our school?" What are you going to say? What are you going to do to prove to your school corporation that physical education belongs in your school?

Vern Houchins, Vice President Candidate of Operations for IAHPERD, wrote an article titled, "Walk the Talk and Talk the Walk" in the teaching profession and become strong advocates while attending school. Students must realize the importance of becoming advocates for physical education. The

more practice and service that you provide as a student, the more experience and positive changes you will bring as a professional for the profession. Sure, graduating from school is a big deal; but, making positive contributions and providing services to the profession as a professional is an even bigger deal.

It is extremely important for students, who will soon become professionals, to continue to be advocates for physical education. Our future is dependent upon tomorrow's professionals. Student must "Walk the Talk and Talk the Walk" in order to prepare themselves to become proactive professionals instead of becoming reactive professionals.

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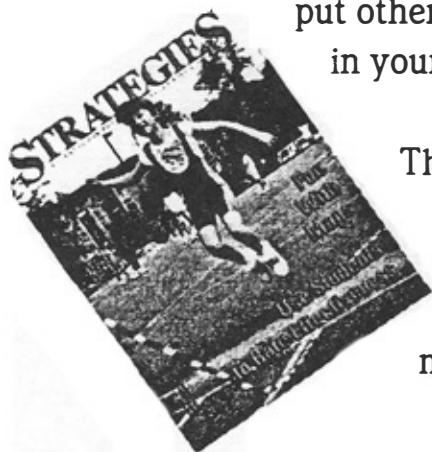
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Journal of Health Education

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PROGRAM :

O'Malley Fit Kids

School: O'Malley Elementary School
11100 Rockridge Drive
Anchorage, AK 99516

Phone: (907) 346-2323

Contributor: Bonnie Hopper—NASPE TEACHER OF THE YEAR

Program Objectives

- to increase physical education from two (2) times a week to physical participation three (3) times a week
- to improve mile run test scores as administered from the Health Related Fitness Test

Materials/Equipment Needed

- AAHPERD's Physical Best (see reference under "After School Enrichment Program" on pages 82-83)
- Jazzercise materials
- gymnasium/recreation area with appropriate flooring
- sound system
- tapes, charts, scoresheets, etc.

Procedures and Teaching Strategies

- chart personal improvement through the use of charts (1st - 4th) and portfolios (5th - 6th)
- introduce an aerobics class as the second and third physical participation activity of the week
- utilize volunteers from the community and 4th through 6th grade students to assist with aerobics classes

Program Description

O'Malley Fit Kids is a program designed to increase the amount of physical education class time from two (2) to three (3) sessions per week. This program centers around the use of innovative aerobics. Topics include:

- whys, hows and whens of aerobic vs. anaerobic exercise

- vocabulary associated with exercise
- ideas to make exercise fun for a lifetime
- charting personal improvement
- exercise options available in a cold climate
- increase awareness of health related risk factors
- increase awareness of good nutrition
- how to lower stress
- improving personal fitness

Innovative aerobic options might include:

- dance aerobics
- monthly theme-oriented mile runs
- timed runs for distance
- beat the clock or teacher runs
- circuits
- cross-training

OTHER:

- interval runs
- strength work-outs

Regular physical education curriculum is taught on T, W, and Th. Aerobics is taught on M and F, ten classes per day. Students have an opportunity to improve their cardio-respiratory endurance each Monday and Friday.

Classes are 25 minutes in length. Two (2) classes are taught back to back with a ten (10) minute break between each set of two (2) classes. Six (6) sessions can be taught in the morning and four (4) sessions in the afternoon.

For organization, each student has a "home-base position" where they go upon entry into the gym. Procedure is to begin safe

stretching/warm-up to prepare the body for the work-out.

Parent volunteers who are certified aerobic instructors are utilized to give students the opportunity to learn from other instructors. Other parent volunteers assist for 1 1/2 hours during the morning classes. If over 20 parents volunteer, it works out to one time per month. In the afternoon classes which are primary students, 4th through 6th grade student assistants help out. There is no shortage of student volunteers as this program is the "cool" thing to be involved with.

Program Results

The pay-off has been tremendous! Listed below are some of the results.

- fitness scores improving
- duration, intensity, and skill improvement in regular curriculum physical education noted
- classroom teachers claim that their students are more focused
- behavior on the playground is more positive
- students express their enjoyment of this program to the principal

Program Tips

Promote the program within the community. Perform at half-time of sporting or community events. Let organizations know what is happening in the schools to promote youth fitness.

Invite guests to be a part of some of the fun theme runs or lead dance aerobics.

Media coverage in the local newspapers and TV is a good way to inform the community and motivate the students further.

MILE RUN SCORES

YEAR _____

SEPTEMBER (Fitness Test)	_____ :	FEBRUARY (Cupid's Caper)	_____ :
OCTOBER (Pumpkin Fun Run)	_____ :	MARCH (Lucky Leprechaun Run)	_____ :
NOVEMBER (Turkey Trot)	_____ :	APRIL (Break-up Blast)	_____ :
DECEMBER (Holiday Hustle)	_____ :	MAY (Water Bottle Fun Run)	_____ :
JANUARY (Frosty's Frolic)	_____ :		



CHART YOUR PROGRESS



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	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY

SAMPLE

NUMBER OF LAPS

Name: _____ Grade/Teacher: _____

Date:	Number of Laps:	Minutes:
_____	_____	_____
Date:	Number of Laps:	Minutes:
_____	_____	_____
Date:	Number of Laps:	Minutes:
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MINUTES I CAN JOG

Date:	I can Jog	Minutes without walking
_____	_____	_____
Date:	I can Jog	Minutes without walking
_____	_____	_____
Date:	I can Jog	Minutes without walking
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Date:	I can Jog	Minutes without walking
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Date:	I can Jog	Minutes without walking
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OTHER MILE RUN TIMES

Date:	Time:
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Date:	Time:
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Date:	Time:
_____	_____
Date:	Time:
_____	_____

S A M P L E

CONCEPT: An AEROBIC workout or activity is when you exercise with your whole body working together to make your heart, blood, blood vessels, lungs, and muscles work more efficiently. (If you need, find the word “efficient” in the dictionary, so you will understand its meaning.)

You know the activity is AEROBIC if:

1. it is continuous for 20-30 minutes, at least;
2. it is rhythmical, (1-2-3-4, 1-2-3-4, etc.)
3. it moves the large muscles of the body, and;
4. it is an activity you can do without gasping to breathe.

HOMEWORK: Please, draw and/or cut out pictures from a newspaper or magazine, showing, at least, 4 different kinds of aerobic activities. Glue the pictures on one side of the construction paper you received and under or by each picture, write or print what the activity is. Cut out the label below, fill in your name and grade/teacher, and also glue it to the right side. In a few weeks, we will fold this construction paper in half and it will become the cover to our individual portfolios. Throughout this school year, you will add worksheets, scoresheets, and so on to your portfolio. Hopefully, you will have fun learning about aerobic fitness and how it can help you feel better for your lifetime!

DEADLINE/GRADING: This assignment is due by (date) if you wish to earn a grade of “OUTSTANDING,” providing it meets the requirements and is neatly done. This assignment is due by (date) , if you wish to earn a grade of “SATISFACTORY,” providing it meets the requirements and is neatly done. Students choosing to not do the assignment will earn a grade of “NEEDS TO IMPROVE.”

My
AEROBIC
ACTIVITIES
—PORTFOLIO—

Name: _____ G/T _____

Join with community parks, schools and child care facilities across America to promote
National Playground Safety Day: April 24, 1997

Each year, more than 200,000 children are injured on playgrounds. Most of these injuries could have been prevented. The National Program for Playground Safety focuses attention on this national problem and guides the efforts of thousands of individuals who want children to play in safer playground environments.

On Thursday, April 24, concerned adults and children are asked to assess their playgrounds together in recognition of National Playground Safety Day. (See reverse.) This year's theme is "**America's Playgrounds: Make Them SAFE.**"

By concentrating efforts in just four areas, the number of playground injuries resulting in emergency room visits and death would dramatically decrease.

Supervision: Supervisors should be present and actively observing *all ages* of children on playgrounds. This includes making sure children's shoes and clothing offer protection and do not have loose strings. Supervisors should be prepared for any emergency.

Age-Appropriate: Because of developmental differences in pre-school and school-aged children, playground designs should include separate equipment and play areas for children ages 2-5 and 5-12.

Designing playgrounds to include physically and visually challenged children is also important.

Falls: Shock-absorbing surfacing under and around equipment is extremely important. The type, depth and area covered combine to create a safe play environment.

Hard surfaces such as asphalt, concrete, dirt, or grass are unacceptable. Alternatives include wood products, pea gravel, sand, or rubber products.

Equipment: Equipment should be in good repair, appropriate for the age of the users, and monitored through a regular maintenance program. Hazards should be corrected immediately.

Detailed information for these areas is addressed in the *National Action Plan for the Prevention of Playground Injuries*. The Plan suggests actions to be taken by groups and individuals at the national, state and local levels to help prevent playground-related injuries. It supports the Consumer Product Safety Commission's (CPSC) *Handbook for Public Playground Safety*.

For your copy, contact the National Program for Playground Safety at 800/554-PLAY. Multiple copies are available at \$3 per copy. To receive the *Handbook for Public Playground Safety*, call the CPSC at 800/638-2772.

For more information about creating safe play environments, visit the National Program for Playground Safety's website at: <http://www.uni.edu/coe/playgrnd>



Promoting Playground Safety Awareness in your area

Is playground safety a growing concern in your community? Here are some ideas to spread the message in your area.

- Write to the editor of your area newspaper commenting on local playground safety issues. Remember, recognize positive efforts as well.
- Suggest that your church, family doctor, pediatrician, and local fast food restaurants distribute playground safety resources (available for a nominal fee by calling 800/554-PLAY.)
- Promote playground safety education through parent-teacher groups, high school child development classes, and babysitter training.
- Report any safety concerns to appropriate local playground officials. Make sure hazards are addressed.
- Submit a brief playground safety item for your local school, child care center, neighborhood association or civic group newsletter.
- Encourage Boy Scout, Girl Scout and other youth groups to share playground safety information as a community service project.
- Ask your local cable station to list National Playground Safety Day and the "SAFE" theme on the local calendar of events.

NATIONAL PLAYGROUND SAFETY DAY (THURSDAY, APRIL 24) TARGETS REDUCTION IN CHILD INJURIES

Editor's Note: For interviews with National Program for Playground Safety Director Dr. Donna Thompson, contact the University of Northern Iowa Office of Public Relations at 319-273-2761.

CEDAR FALLS—It is estimated that every 2-1/2 minutes in America, a child is taken to an emergency room for a playground-related injury. That's more than 200,000 children every year. Most playground injuries can be prevented, and this spring, people across the nation will take steps to do so.

The National Program for Playground Safety is sponsoring National Playground Safety Day Thursday, April 24, 1997. On this day, adults and children will assess their playgrounds in support of this year's theme, "America's Playgrounds: Make them SAFE!" To help this assessment, the National Program for Playground Safety developed an interactive survey to be used anytime during April.

"As school officials, child care personnel, neighborhood play groups and families visit their playgrounds, they will become more aware of potential safety hazards," says Dr. Donna Thompson, director of the National Program for Playground Safety.

Copies of the survey can be obtained by contacting the National Program for Playground Safety through its world wide web site at <http://www.uni.edu/playground> or by calling 800/554-PLAY. Thompson urges participating groups to report their findings, as well.

"All groups who send us a copy of their completed survey will be listed on our web site," she says. "They will also receive a certificate of completion and be eligible for a random drawing to receive a copy of our video, 'America's Playgrounds: Make them Safe.'"

The National Program for Playground Safety, supported by a grant from the Centers for Disease Control and Prevention, focuses attention on this issue. The program serves as an information clearinghouse for playground safety resources across America and guides the efforts of individuals who want to provide safer environments in which children can play.

"By concentrating our efforts in just four areas," Thompson says, "the number of playground injuries resulting in emergency room treatment and death would dramatically decrease."

According to Thompson, these areas include supervision, age-appropriate playground design, falls to surfaces, and equipment maintenance. These can be remembered with the acronym SAFE.

Supervision:

Lack of proper supervision contributes to approximately 40 percent of playground-related injuries, according to one

estimate.

"Supervision is more than sitting on a park bench," Thompson says. "Supervisors should be present and actively observing all ages of children on playgrounds. This includes making sure children's shoes and clothing do not have loose strings that could catch in equipment." She also suggests that supervisors be prepared for an emergency if children are injured.

Age-Appropriate Design:

Because of developmental differences in pre-school and school-aged children, the Consumer Product Safety Commission (CPSC) recommends playground designs that include separate equipment and play areas for children ages 2-5 and 5-12. According to Thompson, a well-designed playground includes something for children with special needs, as well.

Falls to Surfaces:

Shock-absorbing surface material under and around equipment is extremely important, Thompson emphasizes. "Falls to surfaces are involved in nearly 70 percent of playground-related injuries. To minimize the severity of these injuries, it's important to have a surface material that absorbs the fall of the child."

Hard surfaces such as asphalt, concrete, dirt, or grass are unacceptable. Acceptable alternatives include wood products, pea gravel, sand, or rubber products. The surface type, depth and area covered all contribute to a safe play environment.

Equipment Maintenance:

"All equipment needs ongoing maintenance," Thompson says. "Equipment and grounds can become safety hazards through regular use. If you notice something has become broken or needs attention, please report it to the playground officials and check to see it is addressed."

Detailed information for these topics is addressed in the National Action Plan for the Prevention of Playground Injuries. The plan suggests actions to be taken by groups and individuals at the national, state and local levels to help prevent playground-related injuries. It supports the guidelines found in the Consumer Product Safety Commission's (CPSC) Handbook for Public Playground Safety.

For a copy, contact the National Program for Playground Safety at 800/554-PLAY. Multiple copies are available for \$3 per copy. To receive the Handbook for Public Playground Safety, call the CPSC at 800/638-2772.

For more information about creating safe play environments, visit the National Program for Playground Safety's web site at: <http://www.uni.edu/playground>.



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- 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

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(A check here does not affect your association affiliations.)

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- Journal of Health Education*
- Research Quarterly for Exercise and Sport*
- Strategies*

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NEW GRADUATE STANDARDS RELEASED FOR HEALTH EDUCATION

Washington, DC—Marking another milestone for the health education profession, the American Association for Health Education (AAHE) and the Society for Public Health Education (SOPHE) released today new competency-based standards for graduate preparation in health education. The competencies, contained in the report *Standards for the Preparation of Graduate-Level Health Educators*, outline knowledge and skills all students should be expected to demonstrate upon receiving an advanced degree in health education.

"These new standards will help improve the consistency of graduate training programs in health education for the benefit of students and academicians alike," said Randy Schwartz, MSPH, SOPHE President. "Furthermore, the standards will delineate for employers the unique role and services of graduate-prepared health educators, and assist practitioners to identify their continuing education needs in this changing health care environment."

The graduate-level competencies are built upon a set of entry-level competencies for practicing in the profession, known as "The Framework." These standards have been used by the National Commission for Health Education Credentialing, Inc. to certify health education specialists since 1988. Expanding on the original Framework, the new standards include three new major responsibilities for graduate-prepared health educators: applying appropriate research principles and techniques in health education, administering health education programs, and advancing the profession. In addition, they identify 46 new competencies and sub-competencies related to social marketing, community organization, cultural sensitivity, coalition building, advanced communication techniques, and other areas.

"These graduate standards in health education represent four years of extensive work, validation and consensus development across the profession," and AAHE President Darwin

Dennison, PhD, CHES (Certified Health Education Specialist). "Health education is one of the few professions to develop measurable educational outcomes, as recommended in the 1993 PEW Report on the health professions."

Health educators plan, implement and evaluate the effects of educational programs and strategies designed to improve the health of individuals, families and communities. Health educators work in schools and universities; federal, state and local public health departments; hospitals and managed care settings; voluntary groups; businesses; international organizations; and other settings. Currently 134 academic institutions provide graduate training in health education throughout the United States.

"These standards will help ensure health educators are effectively prepared to promote the health of the public, regardless of the institution or its faculty," said Noreen Clark, PhD, Dean of the University of Michigan School of Public Health. "All graduate professional preparation programs in health education should examine their curricula and ensure students 'make the grade' in these areas."

"The health education profession is at a juncture of unprecedented opportunity," said John Seffrin, Executive Vice President, American Cancer Society. "Armed with these skills, health educators will be at the forefront in dealing with changes in U.S. demographics, public health infrastructure, health care payment, and other areas to improve individual and community health."

The 36-page report, *Standards for the Preparation of Graduate-Level Health Educators*, is available for \$14, plus \$5.25 shipping and handling (prepaid) by writing SOPHE 1015 15th St., NW, Suite 410, Washington, DC 20005; or AAHE/AAPERD, P.O. Box 385, Oxon Hill, MD 20750-0385, or by calling AAHE/AAPERD Publications at (800) 321-0789.

AAHE is the oldest and largest professional association in the United States serving health education and health promotion specialists. The mission of AAHE is to promote individual and community health by furthering quality in the health education profession and enhancing the delivery of comprehensive health education through multiple settings.

SOPHE is a non-profit professional organization founded in 1950 to promote the health of all people by stimulating research on the theory and practice of health education; supporting high-quality performance standards for the practice of health education; promoting public policies conducive to health; and developing and promoting standards for professional preparation of health education professionals.



Standards for the Preparation of GRADUATE-LEVEL HEALTH EDUCATORS

To meet the challenges of the 21st century, health educators must be equipped with essential knowledge and skills to function effectively. An important first step is assuring that all students graduating with an advanced health education degree demonstrate a core level of knowledge and skills in areas relevant to health education research and practice. This publication outlines new responsibilities and competencies for graduate-level health educators, expanding on the original Framework used to certify entry-level health education specialists since 1988. This document includes:

- history of the evolution of health education standards
- 3 new graduate-level responsibilities and 48 new competencies and sub-competencies
- background on three new graduate-level responsibilities
- glossary of health education standards

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SPORT MANAGEMENT —ISSUES—

Administrative Positions held by Women in Major League Baseball

by

Michelle C. Blanco
Office of Player Development
Chicago Cubs Baseball Team, Inc.
Wrigley Field
Chicago, IL

Thomas H. Sawyer, Ed.D.
Professor of Recreation and Sport Management
Department of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47809

(812)237-2186; FAX (812)237-4338; pmsawyr@scifac.indstate.edu

Abstract

The purpose of this study was to determine how many women were employed by major league baseball teams in front office positions, the type of positions customarily held by women and the departments in which they usually work. The 28 major league baseball teams were selected to be the subjects. The results were analyzed by team, year, league, and department.

The results of this study showed that over a four-year period major league baseball teams employed women in 33.2% of their positions. There were 2,948 women employed by professional baseball teams and 8,886 total employees. A majority of women still hold the traditional positions of secretaries or administrative assistants.

Based upon this study, the following recommendations were made for future research or studies: (1) the average time women stay in baseball, (2) the level of education attained by women in baseball, (3) the number of women employed in the three major professional sports: the National Football League, the National Hockey League and the National Basketball Association, and (4) the number of women employed by minor league baseball teams.

Introduction

As college and professional sports approach all-time highs in both participation and attendance, the need for people to manage and run these businesses has increased.

This study focused on the management role of women in professional baseball. Each year, more and more women are becoming interested and employed in professional sport management. Further, this study, however, shows that women have not held middle to upper-level management positions in

baseball — or any professional sport.

In recent years, the area of sport management has become an acknowledged academic pursuit. This area of study consists of management skills combined with business skills such as marketing, accounting, economics, finance and sports law to create a very balanced curriculum (Parkhouse, 1996). A sports/fitness management degree, either undergraduate or graduate, is now offered at over 85 colleges in the United States. This growth in programs has accompanied the increase for manage-

ment specialists in all areas of the sports and recreation industry (DeSensi & Koehler, 1989). As these programs continue to grow in the 1990s, so do the employment opportunities for women in athletics. Although opportunities have increased, recent studies have shown the actual number of women involved in sport management has not increased at a similar rate (Acosta & Carpenter, 1985b; DeSensi & Koehler, 1989).

A 1994 study indicated that 287 of the 301 NCAA Division I athletic directors were men (95.3%) (Kramer,

1994). Of the 106 major college schools that play Division I-A football, only four had women athletic directors: Michigan State University, Northern Illinois University, the University of Washington, and the University of Maryland.

Furthermore, the NCAA, while sponsoring both men's and women's collegiate sports, employed women in only 22 of its 65 high administrative positions as recently as the late 1980s (Milverstedt, 1988; DeSensi & Koehler, 1989). This study will show that similar trends exist in major league baseball front offices.

Statement of the Problem

This study determined the management status of women in professional baseball. The information was obtained by using the information/media guides of the 28 Major League Baseball (MLB) teams. These guides contain a directory of front office personnel which was used to determine the employment status of women within each organization. The purpose of this study was to determine in which departments women are most frequently employed and the positions held.

Hypotheses

Three hypotheses formed the basis of this study:

1. There is only a small presence of women in the front offices of MLB.
2. Most women are in secretarial positions.
3. Of the few women in higher positions, most are not in baseball related departments (i.e. human resources, accounting/finance).

Research Questions

The following are the basic research questions for the study:

1. How many women are employed by major league baseball teams in front office positions?
2. What type of positions are customarily held by women in the front offices of MLB teams?
3. What departments employ a majority of the women?

Assumptions

The basic assumptions for this study are: (1) the front office information will be taken from each team's information guide, (2) an information guide was pub-

lished by every MLB team every year, (3) this study was representative of MLB only and no other professional or amateur sport, and (4) each team's information guide was accurate.

tal number of guides examined for this study was 108. Basic descriptive statistics were used to analyze the data collected in this study.

The population for this study will consist of the following teams:

<u>National League East</u> Atlanta Braves Florida Marlins Montreal Expos New York Mets Philadelphia Phillies	<u>National League Central</u> Chicago Cubs Cincinnati Reds Houston Astros Pittsburgh Pirates St. Louis Cardinals	<u>National League West</u> Colorado Rockies Los Angeles Dodgers San Diego Padres San Francisco Giants
<u>American League East</u> Baltimore Orioles Boston Red Sox Detroit Tigers New York Yankees Toronto Blue Jays	<u>American League Central</u> Chicago White Sox Cleveland Indians Kansas City Royals Milwaukee Brewers Minnesota Twins	<u>American League West</u> California Angels Oakland Athletics Seattle Mariners Texas Rangers

Delimitations

The delimitations pertaining to this study might be considered as organizational differences. The organizational differences could also be a limitation because each organization is structured differently. The departments and employee titles will often vary from organization to organization.

Methodology

The purpose of this study was to determine in which departments women are most frequently employed and the positions held.

Subjects

The media/information guides from each of the 28 major league baseball teams were studied to distinguish the different positions women hold within the sport. The information for this study is based on each team's club directory. The directories may vary from year-to-year in terms of detail and number of employees listed.

The study used data from four information guides (1991-1994) for 26 of the 28 teams. Two teams, Colorado and Florida, had only been in existence for two years; therefore, only two years of data can be used for those teams. The to-

The total number of teams examined for this study will be 108. The total number of subject will be the 108 different information guides that were examined. The results will be analyzed by team, league, geographical region, year and company departments. Basic descriptive statistics were used to analyze the data collected in this study.

Results

The purpose of this study was to determine how many women were employed by major league baseball teams in front office positions, the type of positions customarily held by women and the departments in which they usually work. The results of the study show that for the 1991-1994 seasons, there were 8,886 people employed by major league baseball teams. Of that total, 33.2% or 2,948 were women. Table 1 shows the year-by-year total for number of women employed.

While the numbers increased each year, the percentage of women started to decline after the 1992 season. One reason for the increase in number of

Table 1

Year-by-Year Breakdown of Women in Baseball

Year	# of Women	Total Employees	Percent
1991	623	1,920	32.45
1992	704	2,080	33.85
1993	788	2,367	33.29
<u>1994</u>	<u>832</u>	<u>2,519</u>	<u>33.03</u>
Total	2,948	8,886	33.18

women between the 1992 and 1993 seasons was the addition of two new teams, the Colorado Rockies and the Florida Marlins. Over the four-year period, the average for women increased from 24.0 employees per team in 1991 to 29.7 in 1994.

The results of the study were analyzed by team, year, league, geographical region, and company departments. Table 2 shows the year and team breakdown for the four-year period. The Montreal Expos, the Cincinnati Reds, and the Oakland Athletics had the highest percentage of women employed for the 1991-1994 seasons.

The breakdown by league in Table 3 shows the National League (N.L.) teams with a better percentage of women employed, but the American League (A.L.) teams employ more women. The A.L. teams have 269 more women and 1,104 more total employees working in their front offices.

The data is broken down by geographical region. There are 10 teams in the eastern region (N.L. and A.L. East Divisions), 10 teams in the central region (N.L. and A.L. Central Divisions), and eight teams in the western region (N.L. and A.L. West Divisions).

The final research question asked which department employs a majority of the women in an organization. The top three departments were human resources, accounting/finance, and the ticket office.

Discussion

The purpose of this study was to determine how many women were employed by major league baseball teams in front office positions, the type of positions customarily held by women and the departments in which they usually work.

Women employed by major league baseball teams

The percentage of women em-

ployed by major league baseball teams remained consistent over the four-season period that was studied. In 1991, 32.5% of the employees were women; by 1994, that figure had only risen to 33.0%. However, the actual number of women employed rose from 623 in 1991 to 832 in 1994. The total number of employees increased from 1,920 to 2,519.

One reason for the increase was the addition of two new teams, the Colorado Rockies and the Florida Marlins. The teams began play in the National League in 1993. The year before expansion showed the best percentage of women in the study at 33.9%.

The first hypothesis stated that there is only a small presence of women in the front offices of MLB. Overall, women accounted for 33.2% of the 8,886 employees listed in the information guides from 1991-1994 (2,948 women).

When the data was analyzed by

Table 2
Number of Women Employed by Team and Year
(Total Women on Left-Total Employees on Right)

<u>Team</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>Total</u>	<u>Percent</u>
Atlanta	22-74	38-91	41-98	44-106	145-369	39.30
Baltimore	59-142	65-154	59-156	58-151	241-603	39.97
Boston	24-72	23-69	26-75	19-63	92-279	32.97
California	22-65	26-71	24-70	25-73	97-279	34.77
Chicago-AL	38-127	45-147	41-152	38-160	162-586	27.65
Chicago-NL	3-33	28-90	34-93	32-91	97-307	31.60
Cincinnati	21-49	23-47	23-51	23-52	90-199	45.23
Cleveland	31-101	34-109	36-105	40-109	141-424	33.25
Colorado	0-0	0-0	30-75	37-96	67-171	39.18
Detroit	16-71	20-71	15-59	16-82	67-283	23.67
Florida	0-0	0-0	31-89	33-106	64-195	32.82
Houston	6-41	6-40	2-22	27-57	41-160	25.63
Kansas City	23-61	25-64	24-66	22-70	94-261	36.02
Los Angeles	1-26	2-30	47-147	43-141	93-344	27.03
Milwaukee	28-82	32-95	31-101	31-107	122-385	31.69
Minnesota	21-63	21-63	18-62	18-61	78-249	31.33
Montreal	42-86	35-71	37-70	35-66	149-293	50.85
New York-AL	18-91	18-88	13-77	16-82	65-338	19.23
New York-NL	29-90	33-97	31-100	35-119	128-406	31.53
Oakland	40-96	39-88	36-88	33-89	148-361	41.00
Philadelphia	27-79	30-83	29-100	33-104	119-366	32.51
Pittsburgh	31-85	31-92	27-87	28-86	117-350	33.43
St. Louis	10-41	13-44	11-44	16-49	50-178	28.09
San Diego	9-28	9-28	9-39	11-41	38-136	37.94
San Francisco	34-107	35-111	35-97	37-102	141-417	33.81
Seattle	22-68	22-66	25-71	27-79	96-284	33.80
Texas	18-61	21-67	23-74	28-85	90-287	31.36
Toronto	28-81	30-104	30-99	27-92	115-376	30.59

Table 3
Number of Women Employed by League (Ranked by Percentage)

<u>National League</u>			<u>American League</u>		
Montreal	149-293	50.85	Oakland	148-361	41.00
Cincinnati	90-199	45.23	Baltimore	241-603	39.97
Atlanta	145-369	39.30	Kansas City	94-261	36.02
Colorado	67-171	39.18	California	97-279	34.77
San Diego	38-136	37.94	Seattle	96-284	33.80
San Francisco	141-417	33.81	Cleveland	141-424	33.25
Pittsburgh	117-350	33.43	Boston	92-279	32.97
Florida	64-195	32.82	Milwaukee	122-385	31.69
Philadelphia	119-366	32.51	Texas	90-287	31.36
Chicago-NL	97-307	31.60	Minnesota	78-249	31.33
New York-NL	128-406	31.53	Toronto	115-376	30.59
St. Louis	50-178	28.09	Chicago-AL	162-586	27.65
Los Angeles	93-344	27.03	Detroit	67-283	23.67
Houston	41-160	25.63	New York-AL	65-338	19.23
Totals	1339-3891	34.41	Totals	1608-4995	32.19

team, the three teams that employed the most women (by percentage) were the Montreal Expos, the Cincinnati Reds, and the Oakland Athletics. The Expos employed 50.9% women, the Reds 45.2%, and the Athletics 41.0%. The three teams with the least percentage of women employees were the New York Yankees (19.2%), the Detroit Tigers (23.7%), and the Houston Astros (25.6%). The Baltimore Orioles employed the most number of women (241) and the most total employees (603).

Women composed of 34.4% of the work force in the N.L. and 32.2% in the A.L. The A.L. teams employed 269 more women and 1,104 more employees. The data were broken down by three geographical regions: eastern, central and western. The regions were determined using both leagues' already formed divisions of East, Central and

West. The eastern and central regions consisted of 10 teams and the western region had 8 teams. Eastern region teams employed 1,185 women and 3,508 employees (33.8%). Western teams shared the same percentage of 33.8%, but employed less people (770-2,279). The central teams were close at 32.0% (992-3,099).

Types of positions women customarily hold

The second hypothesis stated women are in secretarial positions. The results of the study supported this hypothesis. While a majority of women hold secretarial or administrative assistant positions in baseball, the number of women working in executive positions, such as directors and managers, has been increasing. Some women have advanced past the director/manager positions to a higher status. Some of those

higher positions include: a vice-president of planning and development, an assistant general manager, executive vice-president, vice-president/assistant to the president, assistant vice-president of finance and vice-president/general counsel.

Departments that employ a majority of women

Seven departments were selected to be analyzed: accounting/finance, baseball operations, human resources, marketing, media/public relations, stadium operations, and ticket office. The departments that were thought to employ the most women were human resources and accounting/finance.

The department that employed the highest percentage of women was human resources at 91.2%. Of the 57 people listed as human resources representatives, 52 were women. The next four

Table 4
Number of Women Employed By Geographical Region
 (Ranked by Percentage)

<u>Eastern Region</u>	<u>%</u>	<u>Central Region</u>	<u>%</u>	<u>Western Region</u>	<u>%</u>
Montreal	50.85	Cincinnati	45.23	Oakland	41.00
Baltimore	39.97	Kansas City	36.02	Colorado	39.18
Atlanta	39.30	Pittsburgh	33.43	San Diego	37.94
Boston	32.97	Cleveland	33.25	California	34.77
Florida	32.82	Milwaukee	31.69	San Francisco	33.81
Philadelphia	32.51	Chicago-NL	31.60	Seattle	33.80
N Y-NL	31.53	Minnesota	31.33	Texas	31.36
Toronto	30.59	St. Louis	28.09	Los Angeles	27.03
Detroit	23.67	Chicago-AL	27.65		
N Y-AL	19.23	Houston	25.63		

departments were accounting/finance (62.4%), ticket offices (48.8%), marketing (38.3%), and media/public relations (35.7%). The two departments with the lowest percentage of women were stadium operations (20.8%) and baseball operations (17.6%). Both departments are typically male-oriented. Stadium operations includes the grounds crew, maintenance, and security offices. Baseball operations contains the general manager and his assistants. This department will sometimes include the minor league and scouting departments along with the trainers and other medical personnel.

The third hypothesis stated that of the few women in higher positions, most are not in baseball related departments (i.e., human resources and accounting/finance). This hypothesis is supported by the research. Not only do human resources and accounting or finance employ the highest percentage of women, but they also have the most number of women in top positions.

Conclusions

The results of this study provided answers to the three research questions. The first research question dealt with the number of women employed in the front offices of professional baseball teams. The data indicated that over a four-year

period major league baseball teams employed women in 33.2% of their positions. The best team percentage was 50.9% while the worst was 19.2%. The answer to the question is 2,948 women were employed by professional baseball teams. There were 8,886 total employees in baseball during this study.

A second research question asked what positions most women customarily hold in baseball. A majority of women still hold the traditional positions of secretaries or administrative assistants. Women are starting to assume positions of more authority throughout baseball. Among the prominent positions women now hold are: owners, executive vice-presidents, vice-presidents, assistant general managers, and general counsel.

The final question asked which departments employ a majority of women in baseball. The study found the department with the best percentage of women was human resources. Over 91.0% of all human resource employees are women. The accounting or finance departments came in second with 62.4% women. These were the two departments which were thought to have the most women employees.

Recommendations

Based upon this study, the following were the recommendations for future

research: (1) a study of the average time women stay in baseball, (2) a study on the level of education attained by women in baseball, (3) a study of the three other major professional sports: the National Football League, the National Hockey League and the National Basketball Association, and (4) a study on the number of women employed by minor league baseball teams.

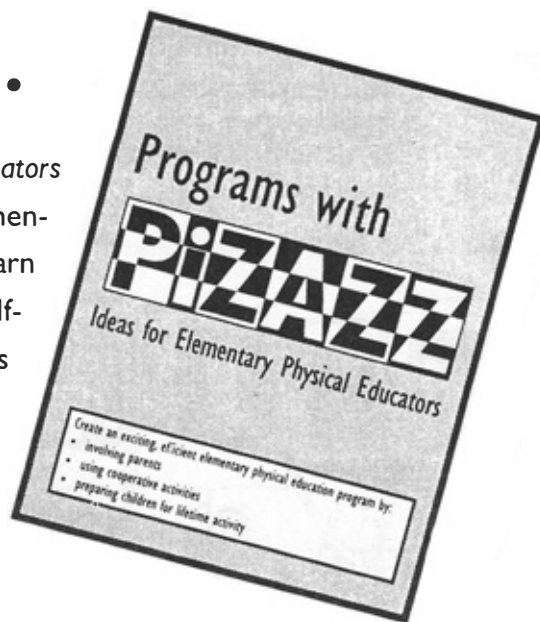
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BECAUSE YOU SAID "THANKS COACH," I'LL DO IT AGAIN

Well, the season is over,
The games are all done.
When I think of it now,
Was it really that fun?

Did we practice and play
As hard as we could?
If I coach them again
Will they really be good?

I coach them for free
My time is all taken.
If I coach them again
Will I be mistaken?

I'd like to be home
With my family and friends.
Should I coach them again?
Well, that all depends.

What is it that keeps me
Returning each season?
I need to make sure
I have a good reason.

I like to see them work hard
And do the best that they can.
I enjoy watching them succeed,
I'm their number one fan.

But sometimes they don't listen
Or even attend.
Sometimes, I regret all the time
That I spend.

I attend workshops and clinics
To learn the latest techniques.
I work hard on my practices
To make them unique.

Do they know all the time
That it takes to coach well?
Do they know what it takes
To make a team gel?

Sometimes I get discouraged
By their attitudes and air.

Sometimes they appear that
They don't really care.

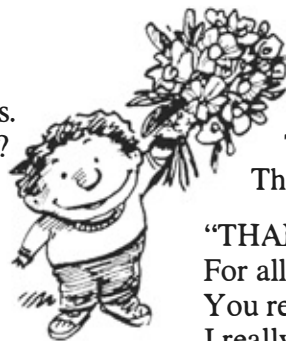
But I remember so fondly
And cherish it yet.
Those three little words
That you didn't forget.

"THANK YOU, COACH...
For all that you've done.
You really helped me.
I really had fun."

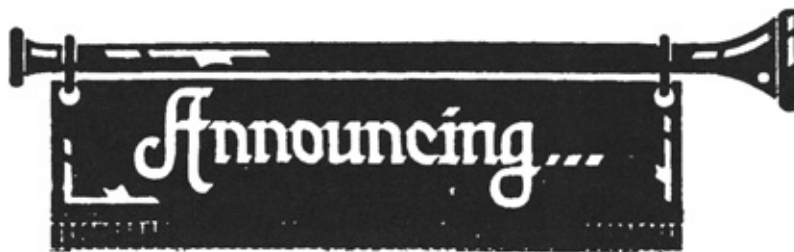
Those three little words
Are all that I need
To keep me going.
On them I will feed.

For the next season to come
I will hold them to heart.
And hope that another
Will also take part...

In those three little words:



*Janet Evans, Athletic
Department Head,
John Rennie High School,
Pointe Claire, Quebec.*



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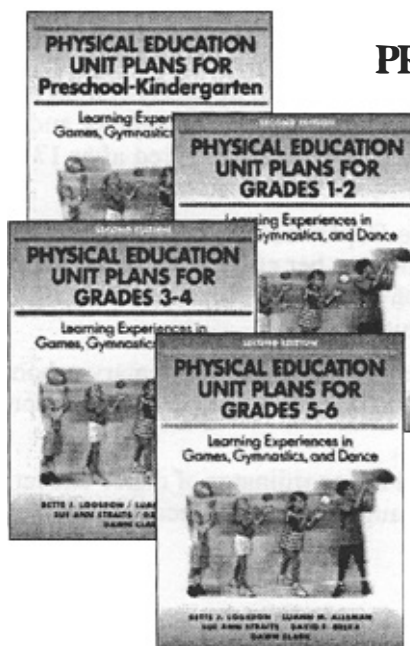
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**PHYSICAL EDUCATION
UNIT PLANS FOR
PRESCHOOL-KINDERGARTEN,
FOR GRADES 1-2,
FOR GRADES 3-4, AND
FOR GRADES 5-6**

***Bette J. Logsdon,
Luann M. Alleman,
Sue Ann Straits,
David E. Belka,
and Dawn Clark***

Pub Date: March 1997

NEW LESSON PLANS COVER GAMES, GYMNASTICS, AND DANCE

CHAMPAIGN, IL—Instructors can now spend less time planning and more time personalizing lessons with four new guides that meet the National Association for Sport and Physical Education (NASPE) standards and the National Standards for Arts Education (Dance). Previously compiled in a two-book set entitled *Physical Education Teaching Units for Program Development*, **PHYSICAL EDUCATION UNIT PLANS FOR PRESCHOOL-KINDERGARTEN, FOR GRADES 1-2, FOR GRADES 3-4, and FOR GRADES 5-6** provide a detailed scope and sequence for an early childhood movement program and an elementary physical education program.

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Written by five specialists in physical education and dance, who together have more than 100 years of teaching experience, **PHYSICAL EDUCATION UNIT PLANS** can dramatically reduce time spent in day-to-day planning and preparation and can help teachers challenge students to reach their full movement potential.

ABOUT THE AUTHORS

Bette J. Logsdon has 37 years of physical education experience—5 years in public schools and 32 years at the university level preparing teachers with special interest in elementary school physical education. She spent the last 15 years of her career at Bowling Green State University (Ohio).

Luann M. Alleman has 25 years' teaching experience in public and private schools. She has worked with children, including physically challenged students, at the elementary and high school levels, and with college students in university teacher-preparation courses. She is retired after 17 years as department chair of elementary school physical education for the Toledo School System.

Sue Ann Straits has been a lecturer in the Department of Education at The Catholic University of America (Washington, DC) since 1993. Since beginning her career in physical education in 1972, she has gained extensive practical experience teaching physical education and dance in early childhood and elementary education settings overseas and in the United States.

David E. Belka has taught physical education classes to elementary school students and has taught pedagogy and elementary content courses at the college level. An expert in developing and teaching games, David is the author of *Teaching Children Games*.

Dawn Clark is an associate professor and the coordinator of dance education at East Carolina University, where she teaches dance pedagogy. She taught physical education and dance at the elementary level for five years.



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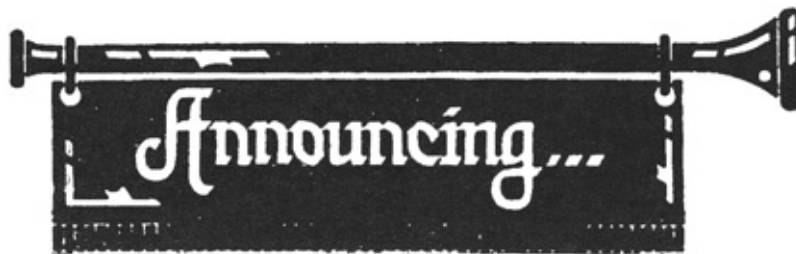
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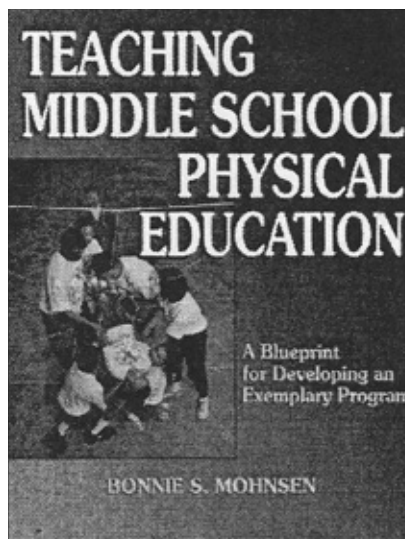
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TEACHING MIDDLE SCHOOL PHYSICAL EDUCATION

Bonnie S. Mohlsen

DEVELOP AN EXEMPLARY MIDDLE SCHOOL PHYSICAL EDUCATION PROGRAM

CHAMPAIGN, IL—The first comprehensive guide to offer a blueprint for designing a quality middle school physical education program is now available. **TEACHING MIDDLE SCHOOL EDUCATION** describes how to create a program that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood.

Written by a veteran middle school physical educator, this book provides practical information that's flexible enough to use in a variety of settings. *Jean Flemon*, 1990 National Teacher of the Year, says **TEACHING MIDDLE SCHOOL EDUCATION** is a valuable reference. "There exist very few middle school resources for the grassroots practitioner," he says. "This cutting-edge text can provide assistance to the personnel wishing to improve, revise, or update their existing curricula. Teacher preparation programs at the college and university level will also find this book to be very helpful in presenting a quality curricular model as well as a philosophical vision."

The strategies in the book cover all aspects of teaching middle school physical education, including:

- Selecting instructional units
- Integrating with other subject areas
- Developing unit and lesson plans
- Assessing and grading students
- Motivating students
- Demonstrating positive teaching behaviors
- Selecting teaching styles and strategies
- Choosing instructional materials
- Incorporating technology effectively

TEACHING MIDDLE SCHOOL EDUCATION also examines current reform efforts in the middle school, discusses the physical and psychological environments of a quality program, and encourages physical educators to become equal partners in their school's entire education program.

Plus, the book includes sample programs for sixth, seventh, and eighth grade that illustrate how all of the elements of a successful program fit together. Handy checklists, anecdotes, and detailed examples are also provided to help instructors put the information into practice.

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ABOUT THE AUTHOR

With 13 years of middle school physical education teaching experience, **Bonnie Mohnsen** is no stranger to the needs of middle school students and teachers. She has been recognized many times for her outstanding achievements in the field of physical education. Her numerous honors include being named the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) Southern District Outstanding Physical Education Teacher (1989) and receiving the CAHPERD State Honor Award (1995). Dr. Mohnsen is also a highly sought after consultant and speaker.

An outspoken proponent of using technology in physical education, Dr. Mohnsen is the coordinator of physical education and integrated technology for the Orange County Department of Education. She is a member of the technology task force for the National Association for Sport and Physical Education and the author of *Using Technology in Physical Education* (Human Kinetics, 1995).



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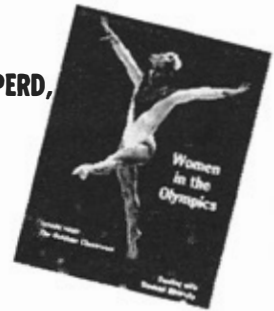
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