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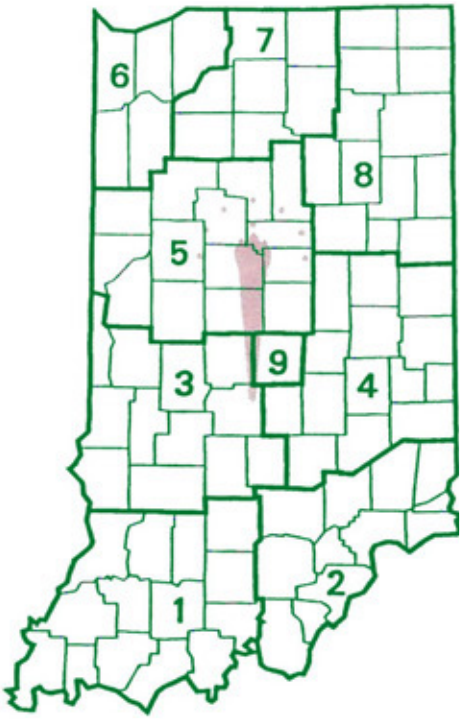

Indiana Association for Health, Physical Education, Recreation and Dance

Affiliated with American Alliance for HPERD

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 27, Number 1 **Winter 1998**

Indiana Association for Health, Physical Education, Recreation and Dance

Contents

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CHANGE OF ADDRESS

In order to receive the **IAHPERD Journal**, your change of address must be mailed to P. Nicholas Kellum, 901 West New York Street, Indianapolis, Indiana 46202-5193. A change of address sent to the Post Office is not adequate since **Journals** are ***not*** forwarded. When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request included funds in the amount of $5.00 to cover postage. Requests for missed issues will be honored for eight weeks following publication date.

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IAHPERD "WALK THE TALK" MEMBERS CHALLENGE

Approximately seventy (70) professional and student IAHPERD members have answered the challenge of the Walk the Talk program, and proudly wear the yellow recognition ribbon. This program was adopted by the IAHPERD Board of Directors as an incentive, recognition and organization building activity. Members who feel that they are performing at an intensity and in a variety of professional activities indicative of a committed professional should be recognized for their efforts. Individuals who recognize that there are areas where they could and should intensify or broaden their activities might see the program as a challenge. As individuals recognize the scope of committed professionalism stated in the program criteria guidelines, they can use the program as one gage of their professional involvement.

All professional and student IAHPERD members are invited to read about the program, to review the criteria, and to make a commitment. One participation option is to determine that you are now meeting the criteria and will complete the Criteria Self Assessment Form. A second option is to determine that you would like to improve your professional commitment in one or more of the program criteria areas. If this second option is your self assessment, you have the opportunity to set individual goals for achieving a higher level of professional achievement. When your goals progress to satisfaction that you are meeting the program criteria, the assessment form should be completed reflecting your achievements.

In order to participate, the assessment form must be completed in duplicate. Participants will keep one copy (with guidelines on the back) for their file, and send a copy to the IAHPERD President Elect (address below). Criteria Self Assessment Forms will be maintained on file for a number of purposes. The form will serve to perpetuate and maintain a record for the Walk the Talk program. Additional challenges will be issued by the IAHPERD President and/or Board of Directors, and presented each year through the IAHPERD conference and journal so that recognition of participants can be maintained as IAHPERD and individual members strive to meet new and timely challenges.

Secondly, the information will be used to establish a column for the journal each month. Significant professional achievements reported by members on their assessment form will be selected to feature in each issue. Thirdly, the Board of Directors and Executive Committee can refer to the assessment forms for information regarding a number of points of interest for strengthening IAHPERD. For example, candidates for committees, councils, directors, special projects etc. may be identified. Ideas for special programs, conference presentations, quality improvement of the association, etc. may also be identified.

Once the assessment form is completed and received by the President Elect, the participant will receive the yellow ribbon by mail or in person. PLEASE, PLEASE complete the information clearly and concisely so that proper credit and accuracy are reflected in the journal column. Some examples are provided in this issue under the column, IAHPERD MEMBERS WALKING THE TALK. The program information, guidelines, and assessment form are also included for your convenience.

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Share your ideas in the next issue!

IAHPERD "WALK THE TALK" MEMBERS CHALLENGE!

Program Description:

The **"Walk the Talk"** Members Challenge is designed to encourage professional and student IAHPERD members to be "active" in their professional or student "developing professional" lives. The goal is for members to actively **"walk their professional talk"** by contributing professionally on the job, in their communities, for IAHPERD, and in other professional endeavors. Perhaps you have heard it said that actions speak louder than words, or that words are worth little without action!

"Walk the Talk" will embrace the concept of challenging members to meet a number of criteria covering a broad scope of professional activity, and to make commitments to professional growth by intensifying or adding to their scope of activity. The program is voluntary. ***A Criteria Self Assessment Form*** *(available at the annual conference registration table, or from the President Elect)* must be completed. The self assessment will allow each member the opportunity to qualify as a professional who is **"Walking the Talk."** A pledge of commitment is included for the member to sign.

Some members might feel they currently are not adequately involved, *(according to the criteria)* and may become challenged to engage in actions which increase or intensify their professional activities. At any time a member feels he/she has met the criteria, the completed form may be sent to the President Elect who will send the member a **"Walk the Talk" recognition ribbon**. This self assessment process is designed to provide the member opportunities for periodical review of the adequacy, progress, and commitment to his/her professional goals.

It is the intent to integrate the **"Walk the Talk"** challenge with each annual convention theme. Thus, members will be challenged anew by the introduction of a new timely or strategic priority related to the theme of the subsequent convention. Prior to the subsequent convention, participating members may meet the new challenge or demonstrate that they have met significant additional criteria. Upon completion of a new self assessment form, (To be filed with the original) the participant will qualify for an additional recognition award to be added to their **original "Walk the Talk" recognition ribbon**. Each year that the individuals performance maintains or surpasses the criteria expectation, he/she is encouraged to wear the ribbon at IAHPERD or other professional events.

Summary of Recognition Requirements:

#1. Meet the stated program criteria and requirements; sign and submit the self the self assessment form and receive the "Walk the Talk" recognition ribbon to proudly wear at any professional function!

#2. Meet a new IAHPERD convention theme challenge (starting at the 1998 convention) complete a brief form and receive a symbolic recognition award to add to your ribbon. (Must meet qualifications in #1 above first or simultaneously.)

#3. Significantly increase the number or intensity of criteria/components previously demonstrated and receive the same recognition award as provided at the current convention, (#2 above). Your original self assessment form must be amended with a second copy (in duplicate) relative the achievements.

Application Process

Criteria Self Assessment Forms will be available at the state convention, the leadership conference, from Board members, through the journal and at IAHPERD events throughout the year. Participants must submit duplicate copies of the form. One copy will be signed and returned by the President Elect, and one will be retained for the IAHPERD "Walk the Talk" file. This opens new possibilities for program sources, board member candidates, awards program candidates, journal articles, and ideas for IAHPERD operations to be shared with the membership. The President Elect will oversee the program and will appoint (from Walk the Talk Participants) a three person committee, including one student, to review forms and coordinate with the annual convention.

IAHPERD "WALK THE TALK" MEMBERS CHALLENGE!

CRITERIA AREA	COMPONENT GUIDELINES
WELLNESS:	**Consistent life-style initiatives in most components of wellness-social, physical, spiritual, emotional, & intellectual:** (physical active life-style, proper nutrition, moderation or absence of contraindicated life-style risk factors, (tobacco, alcohol, substance abuse, etc.), practice of positive life-style habits, (regular medical exams, rest, relaxation, leisure pursuits etc.)
SCHOLARSHIP:	**Professional development & personal growth through lifelong learning:** (reading, writing, research, projects, workshops, conferences, academic course/ degree work, reviewer, editor, mentoring, certifications, teaching, speaking presentations, etc.)
SERVICE:	**General or specialized application of professional service:** (to professional or special interest organizations; community/public constituencies; governmental, private or voluntary agencies; in the work environment; with educational entities, other)
LEADERSHIP:	**Examples of effective leadership:** (Office holder, committee chairperson, committee/team work, work site leadership, advanced technology, creative projects, initiative to make change/improvement, providing direction for others, political engagement, providing vision, consensus leadership, leading by example, leadership with civility, motivation for others, practice and advocate for standards etc.)
ADVOCACY:	**Active advocate for worthy causes related to the profession:** (Speak out, submit articles, promote, show your pride, advocate for a special cause or group, join a campaign or project, political advocacy, lobby for a HPERD or related cause etc.)
MENTORSHIP:	**Mentor to colleagues, and to those considering or those otherwise engaging in activities related to the profession:** (to prospective or developing professionals & colleagues; to community groups or agencies engaging in wellness/or HPER endeavors; be a role model, teach someone/something, recruit members, promote education and training in the field, nominate students for scholarships and young professionals for awards etc.)

Process: Complete the **Criteria Self Assessment Form**, and sign the pledge. Submit the form in duplicate at the conference registration table. The form will be checked for completeness by a review committee including the President Elect. Once checked and signed, your copy will be returned to the registration area. You may then claim and wear the **"Walk the Talk"** recognition ribbon, and your copy of the form.

Students are eligible to participate in the program by completing the same form and signing the pledge. Students members are nominated by receiving the form from their college coordinator. Criteria for students may be based upon student level, or professional activities performed.

IAHPERD *WALK THE TALK* MEMBERS CHALLENGE

CRITERIA SELF ASSESSMENT FORM

Name:_____ Professional_____ Student _____

Address: _____ (nominated by)

_____ Phone No. Home _____ Work _____

Please read the program information and criteria guidelines attached. In at least 5 of 6 categories, describe the most outstanding examples of how you "Walk the Talk". Include what, when, where, how and with whom or for whom you are committed to high standards, intensity and breadth in professional practice.

WELLNESS
ELLNESS

SCHOLARSHIP
CHOLARSHIP

SERVICE
ERVICE

LEADERSHIP
EADERSHIP

ADVOCACY
DVOCACY

MENTORSHIP
ENTORSHIP

PLEDGE: Being proud of my profession, I am committed to activities of high standards, with intensity and in broad scope. My professional life-style is committed to "Walking the Talk" through on-going professional growth, and regular efforts to maintain wellness, scholarship, service, leadership, advocacy and mentorship.

_____ _____ _____ _____

Signature Date Vice President Elect Date

IAHPERD MEMBERS WALKING THE TALK

Cathy Huntsinger, Frankton High School: IAHPERD Secretary, developed health courses for students, started health/aerobic fitness program for colleagues and mentors them in their health and fitness efforts.

Janet Miller, Connersville: Leads by example in wellness, community service and advocacy in her community. Improved school playground, and rebuilt walking/jogging track at another school.

Jennifer Jones, Vincennes University: Coordinating the first all-country Jump Rope For Heart day, scheduled for February 22, 1997 at Vincennes University. Ten area grade schools will participate. The Seymour schools jump team recently gave an exhibition at five grade schools in Vincennes.

Judy Mathis, Lafayette: Runs the local Hoops for Heart program, is recreation activity leader for her church, works in a peer meditation program at her school, is the physical education department chair, and volunteers to teach Red Cross CPR, and swim classes in summer camps and in the community.

Gwen Robbins, Ball State University: Fitness workout five times each week, eat less than 30% fat of total calories, do not smoke, nor abuse substances, and practices stress management. Also very active in promoting fitness/wellness; (authored a text, BSU Wellness Task-Force, developed aqua circuit), Secretary to AAHPERD Aquatic Council.

Mike Fratzke, Indiana Wesleyan U.: Promoted new university physical education-general education requirement, mentors new faculty, advises many majors, recruits students to attend annual IAHPERD conference, speaks to many local service clubs.

Alan Lacy, Indiana State University: Brought outstanding Higher Education sessions to 1997 IAHPERD conference, holds office in IAHPERD and Mid West AHPERD, textbook coauthor, advocates physical education and fitness to many constituencies as Physical Education Department Chair.

Ed Schilling, IUPUI: Mentor to many IUPUI Physical Education students, promoted Walk the Talk program and 33 students met the student criteria. IAHPERD SAC sponsor, on Advocacy Committee for IAHPERD, organizes students in advocacy challenges, and recruits the largest contingent of students annually who attend the IAHPERD state conference.

Regina Wright, Plainfield: Participant in mini-marathon, teaches community step aerobics class, holds fitness night, and other extra curricular activities to involve both students and parents.

Diane Scales, Lafayette: Participates in student teacher, and teaching practicum activities with Purdue University at Sunnyside School, actively speaks to and writes to legislators regarding IAHPERD advocacy issues, runs a free fitness club at a local elementary school, works with elementary grade teachers to develop physical education curriculum in the absence of a specialist.

The following **IUPUI students** actively engage in a variety of professional student activities including: IUPUI Physical Education Student Organization (PESO), IAHPERD, Phi Epsilon Kappa, attending advocacy workshops, developing curriculum; volunteering and working at various schools, clubs and organizations; attendance at district/national AAHPERD and other organization conventions, volunteer coaching, substitute teaching/coaching at local schools, providing athletic training services; working at fitness, martial arts, and youth serving agencies; participating on or supporting varsity athletic teams, and serving as officers, and committee members in a variety of organizations. These students are working to meet the IAHPERD "Walk the Talk Challenge."

Maggie Booth
Heather Curless
Emily Bubb
Bryan Hanan
Bob Smith
Jennifer Anderson
Eric Sacks
Kyle Millholland
Heather Ward
Rox Ann Krahn
Roni V. Ballard
Amy Dunka
B.J. O'Connor
Scott Adams
Ashen Kixmiller
Laura Heritier
Melinda Jackson
Sean Edwards
Jack Parker Jr.
Chris Quinn
Chad Brown
Dan Jones
Eric Mahone
Jennifer Schopper
Kelli Busby
Katrina Schnarr
Jason Stewart
Matthew J. Evans
Johnathan P. Lewis
Amy Fearin
Nichole Ellis
Tiffany Church
Annie Selvaag

Message from the President

HEALTHY ME — HEALTHY YOU HEALTHY COMMUNITY

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It is with a feeling of excitement that I assume the IAHPERD presidency. My theme, Healthy Me - Healthy You - Healthy Community, was chosen to challenge each professional to do his or her part to strengthen the HPERD areas in Indiana.

First, I challenge you to join the "Walk the Talk" program of self-assessment. If you did not have an opportunity to do this at the conference, information is provided elsewhere in this Journal. A number of people have already joined the program and to those I issue a further challenge. Before the 1998 conference, do one or more of the items suggested under "outside your comfort zone" (or come up with your own), report the activity and receive special recognition at the conference.

Secondly, I challenge you to "go outside your comfort zone:. If you are at the secondary level, volunteer at the elementary level. This might include volunteering at a school, YMCA, or church. Those of you in elementary might choose to volunteer at the middle or high school level as a tutor, assistant coach, scorer, etc. Another idea would be to write an article for the Journal or Newsletter. A further choice is to send in a teaching tip that has been successful with your students or a new, innovative game that your students enjoy.

Never sponsored a Jump Rope For Heart event? Make 1998 your year to do this. Consider doing Hoops for Heart the newest program from the Heart Association.

In addition, there are a variety of ways to work within IAHPERD. Several possibilities are: become a region officer, host a region workshop, present at a workshop, or present or preside at the state conference.

Thirdly, I challenge you to "go on the offensive." Become an active advocate for your profession. There are a number of special events each year — Physical Education Week, AIDS Awareness Day, ACES, Girls and Women in Sports Day, National Sportsmanship Day, National Dairy Month, Great American Smokeout, etc. — that could become part of the curriculum as well as making the community aware of the things being done within your program. Don't wait until your school decides to reduce programs. Work this year to make your program more visible.

Please accept the challenge to "Walk the Talk" by going "outside your comfort zone" and being "on the offensive." Good luck and I look forward to hearing how the challenges are being met throughout the state.

NOTIONS From YOUR EDITOR. . .

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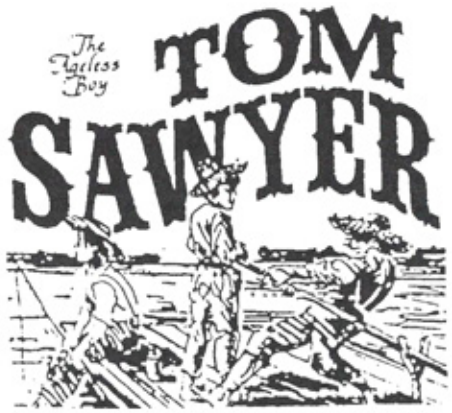

Alternative Career Paths in Physical Education: Fitness and Exercise

Janet L. Zak
Patricia Sullivan

Introduction

During the past 20 years, alternative professional preparation and certification programs have expanded within the field of physical education. Societal trends, the media, and demographics have dictated these changes. For example, a decline in the number of students attending grades K-12 has decreased the need for physical education teachers (Freeman, 1987). Fewer school systems today require physical education (Newell, 1990), yet Americans are increasingly interested in maintaining health and fitness into adulthood. Even the term "physical education," has gone through a transformation. Newell (1990) identified almost 70 different academic department labels in the area of physical education, including exercise and sport sciences, kinesiology, health promotion and human performance, and sport fitness and leisure studies. This Digest will examine the factors which led to an increase in the scope of career opportunities for physical education professionals and look at future trends, including a move back toward traditional teaching positions.

Development of Career Paths

Prior to the 1970s, physical education professionals were primarily channelled into the traditional roles of physical education teacher and/or coach. In 1970, Kenneth H. Cooper introduced the Aerobics Way to the general public, addressing the benefits of exercise as a lifetime activity. Jackie Sorenson (aerobic dance) and Jim Fixx (running) were also physical activity pioneers in the early 1970s and helped to further the idea. Within the next few years, jobs began to emerge in health clubs and corporate fitness facilities (Jacoby, 1990).

With the advancement of technological resources and timesaving devices, available time for leisure and recreation increased from an average of 34 hours per week in 1965 to an average of 41 hours per week for males and 40 for females in 1985 (Cutler, 1990). Facilities opened that gave the public a means and place to recreate.

Organizations such as the President's Council on Physical Fitness and Sport helped encourage the American population to spend leisure time pursuing lifetime physical fitness. Corporations and health maintenance organizations (HMOs) discovered the link between fitness and health, and employer-sponsored facilities began to proliferate (Seefeldt & Vogel, 1986). Hospitals began to conduct wellness programs.

This growth of fitness facilities and programs resulted in additional jobs for exercise and sport professionals as exercise specialists, corporate fitness directors, wellness consultants, and coordinators (Jacoby, 1990; Nieman, 1990). A need for additional physical education professionals in these alternative career areas was created.

The media also had a profound influence on the broadening of physical education career opportunities. With the advent of satellite capabilities and the increase in cable television stations such as Home Team Sports, ESPN, and local cable networks, the media has become a major factor in shaping and molding America's increased acceptance of exercise and physical activity (Spears, Swanson, & Smith, 1978). The media has given the public an entirely new perspective on exercise and physical activity in terms of acceptability and job possibilities.

Emergence of Professional Preparation and Certification Programs

As job opportunities expanded, knowledge increased, and equipment became more sophisticated, there was a greater need for specialists who could put theory into practice. The ability to draw knowledge from strong scientific foundations continues to be paramount as students prepare for careers in exercise and sport.

Courses such as anatomy and physiology, exercise physiology, kinesiology, and other courses in the study of human movement have provided these scientific foundations. In addition, students began to need specialization in a specific aspect of exercise and sport marketing (Neiman, 1990).

Due to the variety of academic programs available, in 1988 the National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical education, Recreation and Dance (AAHPERD), developed specific academic standards for students preparing for careers in exercise and sport. These standards provide students "with entry level skills and knowledge to competently function in a wide range of fitness employment opportunities" (Arnold et al., 1988). In addition to the Standards for Programs Preparing Undergraduate Students for Careers in Fitness, NASPE has compiled a listing of academic programs in exercise and sport (Blanke & Rice, 1991).

Along with college- and university-based professional preparation programs, many professional organizations now provide exercise and sport credentialing opportunities (Neiman, 1990; Summerfield, 1991). Examples of such organizations are:

American College of Sports Medicine (ACSM)
Box 1440, Indianapolis, IN 46206-1440

American Council on Exercise (ACE, formerly IDEA)
2431 Morena Boulevard, Suite 2-D, San Diego, CA 92110

Association for Fitness in Business (AFB)
965 Hope Street, Stamford, CT 06907

National Athletic Trainers Association (NATA)
1001 East 4th Street, Greenville, NC 27834

National Recreation and Park Association (NRPA)
3101 Park Center Drive, Alexandria, VA 22302

National Strength and Conditioning Association
P.O. Box 81410, Lincoln, NE 68501

Renewed Interest in Teacher Certification

As with most occupations, projections for physical education carer opportunities are largely dependent upon future trends and national economic forecasts. The increase in nonteaching job opportunities coupled with a decrease in the number of available teaching positions has resulted in a movement away from the traditional physical education teaching major. This trend, in conjunction with cuts in physical education programs due to budget constraints, meant that large numbers of physical education teachers left teaching.

However, even though there is still a shift away from the traditional physical eduction major, it is important to note that students who have already earned a degree are beginning to return to school for teacher eduction certification. There appear to be three reasons. First, the nonteaching exercise and sport job market has become so heavily saturated that job opportunities are not as plentiful today. Second, physical education teachers who have been teaching for 20 or 30 years are beginning to retire, and there will be a gradual increase in the number of physical education teaching positions available. And third, in some nonteaching careers there is no career ladder. There is potential for a shortage of physical educators as a result of the small pool of students being certified to teach physical education (Gerald & Hussar, 1990), although this shortage may be keener in specific geographic areas.

There are additional factors influencing the return to traditional teaching positions. In 1990 the Public Health Service of the U.S. Department of Health and Human Services established 16 health and fitness objectives for the year 2000. One of the objectives is to "increase to at least 60% the proportion of people age 6 and older who participate in moderate physical activities . . . 3 or more days per week for 20 minutes or more per occasion" (Public Health Service, 1990). This may have a positive impact on the number of school systems requiring physical education. Because the largest growing segment of the American population is adults over the age of 65 (Public Health Service, 1990), there will be an ever increasing need to provide people with opportunities to exercise throughout the life span (Nieman, 1990).

Conclusion

The challenge for physical education professionals and those who prepare them is to provide the knowledge necessary to be at the forefront of change. Emphasis must be placed on continued study of present trends and forecasts and their relationship to physical activity careers. The public's pursuit of a healthy life-style through physical activity will be best served if exercise and sport professionals are leading, rather than reacting to, the latest trends. Examples of some present trends that may have an impact on curriculum development include: aging of the population, more at-risk children in the school system, increased use of computers. While emphasis has been placed on nontraditional physical education careers, it is also important to continue a focus on traditional teaching and coaching opportunities.

References

References identified with an ED number (documents) have been abstracted and are in the ERIC database. Documents are available in ERIC microfiche collections at more than 700 locations. Documents can also be ordered through the ERIC Document Reproduction Service: (800) 443-ERIC. for more information, contact the ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036; (202) 293-2450.

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ATTENTION

On October 27, 1997 Valerie K. Wayda, author of the article "Portrait of Self Fulfilling Prophecy" published in the last issue of the Indiana Journal 26:3, 5-9, informed your editor that there were two authors to the article. Dr. Wayda accidentally attached a title page which did not include both names. The second author was — Stephen Page. The lead author should have been Stephen Page, please make note of this in your Journal.

State of the Profession

LICENSURE

by
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In October I was requested by the Professional Standards Board Committee on Licensure to provide information as a witness about issues the two disciplines, Health Education and Physical Education I represented, had with licensing. Each representative, social studies, special education, middle school developmental, home economics, etc. was given five minutes to present then there was an hour for questions and answers from the committee. Below you will find that talk.

"There are four issues which are of concern to the professionals in the fields of Health Education and Physical Education about possible new licensure. Specifically these are the (1) the generalist license, (2) the possible loss of K-12 licensing and its implications, (3) the lack of licensure in elementary for Health Education and (4) the continued separation of Health Education and Physical Education. In the next few minutes I will briefly address each issue."

"Currently, there are many teachers who are teaching health education and physical education who have had no training nor licensing to teach in those areas. This situation occurs through the current licensure called the Generalist. The Generalist license does not require students to take any course work in physical education or health education, yet schools expect teachers to teach these two subjects. The content areas in Health Education and Physical Education are two unique subject matters in the schools. These subject matters deal with everyday life and death issues and teachers of there subjects need preparation in such areas, cardiorespiratory fitness, obesity, nutrition, HIV/AIDS, substance abuse, consumer health, mental and emotional health, disease prevention just to name a few. This is essential information needed by people who will be educating our children."

"Health Education and Physical Education professionals want licensed Health Education and Physical Education teachers to teach those subjects, however, in reality we know that won't happen. What your committee can id is to require course work in Health Education and Physical Education to obtain the Early Childhood Generalist license. This would resemble course work presently required in science, English, and mathematics. That's would be a step in the protection and education of our children for a healthy life-style."

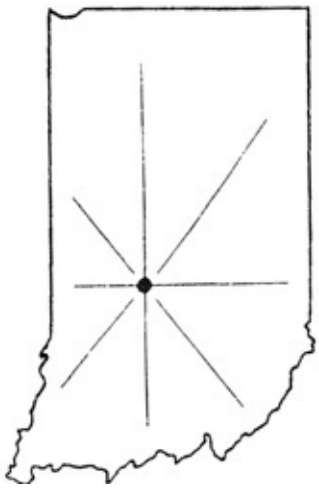
"Secondly, in the Physical Education field there is presently a K-12 licensure. If this type of license is dropped, many college physical education majors would have to pick up two licenses in order to teach in both areas. This type of licensing enables our graduates to find jobs easier. As you are aware, the market for physical education teachers is not large, so providing two licenses, K-12 and early adolescent through young adults, allows them flexibility and will aid in job placement. The K-12 license has worked very well for physical education and should not be eliminated. It's not broken!"

"The lack of licensing in health education at the elementary level is the third issue. Health habits and practices are developed at this level and problems such as substance abuse happen at that age. Providing a license, even a minor at the elementary level, would begin to address these problems. Having elementary students taught by a trained expert, not the generalist who has taken no health courses, will assure that the information is properly disseminated and behavior changes have been taught."

"Finally, Health Education and Physical Education are two entirely different disciplines. By using the phrase Health and Physical Education implies that these two fields are one discipline. This is not true. There are only two areas which are similar in these fields. One is the pedagogy component and the other is the knowledge content of fitness. However, even the fitness is different. Health Educators are not trained to assess and prescribe fitness activities like physical educators are. It is very important that the fields retain separate licensure so that in depth training can be obtained by majors in those these everyday life and death disciplines."

"This completes my comments. I trust I have been clear about the issues, however, I am available for questioning."

During the question and answer period, the two areas directed to me concerned the K-12 license and the separation of Health Education and Physical Education. From the comments made by several committee members, it appears that there is a move to keep the K-12 and even make the Health Education a K-12. There also appears to be an agreement that these two disciplines will each have their own license. We will have to wait on the results; but Louis Ciminillo, a member of that committee, will be providing some updated information at McCormick's Creek at the Professional Preparation Conference on January 22 and 23, 1998.



State of the State

by Sue Foxx
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Elementary Physical Educators Workshop Opportunity

The Indiana Department of Education is pleased to announce a one-day workshop to be held on Wednesday, February 18, 1998 in Indianapolis from 8:30 a.m. to 3:30 p.m. This workshop is open to teams consisting of a primary (K-3), a music, and a physical education teacher.

Susan Snyder, from IDEAS - Inventive Designs for Education & the Arts, will work personally with these teacher teams on various processes to integrate the arts and physical education throughout the curriculum. Developmentally appropriate movement and music learning experiences for primary children will be linked to literacy skills. We are excited about this opportunity for collaboration among individuals working with young children in the public schools.

This one day workshop will offer participants the opportunity to explore various topics, including:

- ***Implementing an active, hands-on learning approach*** - helping children use purposeful movement as a base for the ownership of curriculum concepts
- ***Balancing theory with practice***
- ***Exploring bridges between multiple forms of literacy*** that support collaboration among music, physical education, and classroom teachers
- **Learning effective classroom strategies**

The registration deadline is February 4, 1998. The workshop will be filled on a first come first served basis, with preference given to teams consisting of a primary (K-3), a music, and a physical education teacher. Additional team members are welcome to register. The registration fee, which covers the cost of *Integrate with Integrity: Music Across the Elementary Curriculum*, is $50 per participant. Participants will be on their own for lunch.

For more information or to obtain a registration form, contact Sue Foxx at 317-232-9136 or sufoxx@doe.state.in.us.

Sports-Related Recurrent Brain Injuries—United States

An estimated 300,000 sports-related traumatic brain injuries (TBIs) of mild to moderate severity (1), most of which can be classified as concussions (i.e., conditions of temporarily altered mental status as a result of head trauma), occur in the United States each year. The proportion of these concussions that are repeat injuries is unknown; however, there is an increased risk for subsequent TBI among persons who have had at least one previous TBI (2,3). Repeated mild brain injuries occurring over an extended period (i.e., months or years) can result in cumulative neurologic and cognitive deficits (4,5), but repeated mild brain injuries occurring within a short period (i.e., hours, days, or weeks) can be catastrophic or fatal. The latter phenomenon, termed "second impact syndrome," has been reported more frequently since it was first characterized in 1984 (6—8). This report describes two cases of second impact syndrome and presents recommendations developed by the American Academy of Neurology to prevent recurrent brain injuries in sports and their adverse consequences (9).

Case Reports

Case 1. During October 1991, a 17-year-old high school football player was tackled on the last play of the first half of a varsity game and struck his head on the ground. During halftime intermission, he told a teammate that he felt ill and had a headache; he did not tell his coach. He played again during the third quarter and received several routine blows to his helmet during blocks and tackles. He then collapsed on the field and was taken to a local hospital in a coma. A computed tomography (CT) brain scan revealed diffuse swelling of the brain and a small subdural hematoma. He was transferred to a regional trauma center, where attempts to reduce elevated intracranial pressure were unsuccessful, and he was pronounced brain dead 4 days later. Autopsy revealed diffuse brain swelling, focal areas of subcortical ischemia, and a small subdural hematoma.

Case 2. During August 1993, a 19-year-old college football player reported headache to family members after a full-contact practice during summer training. During practice the following day, he collapsed on the field approximately 2 minutes after engaging in a tackle. He was transported to a nearby trauma center, where a CT scan of the head showed diffuse brain swelling and a tin subdural hematoma. Attempts to control the elevated intracranial pressure failed, and he was pronounced brain dead 3 days later. Autopsy revealed the brain to be diffusely swollen with evidence of cerebrovascular congestion and features of temporal lobe herniation.

Summary of Related Data

The true incidence of second impact syndrome is unknown. During 1984-1991, four cases were described, and during 1992-1995, a total of 17 cases were described; most cases have involved male adolescents or young adults and involved participation in boxing, football, ice hockey, and snow skiing (8). Combined data from four states (Colorado, Missouri, Oklahoma, and Utah) during 1990-1993 indicated an annual rate of 2.6 cases per 100,000 population attributable to second impact syndrome is unknown.

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Editorial Note: The two cases described in this report involved repeated head trauma with probably concussions that separately might be considered mild but in additive effect were fatal. The risk for catastrophic effects from successive, seem-

Summary of Recommendations for Management of Concussion in Sports

A concussion is defined as head-trauma-induced alteration in mental status that may or may not involve loss of consciousness. Concussions are graded in three categories. Definitions and treatment recommendations for each category are presented below.

Grade 1 Concussion

- **Definition**: Transient confusion, no loss of consciousness, and a duration of mental status abnormalities of <15 minutes.
- **Management**: The athlete should be removed from sports activity, examined immediately and at 5-minute intervals, and allowed to return that day to the sports activity only if postconcussive symptoms resolve within 15 minutes. Any athlete who incurs a second Grade 1 concussion on the same day should be removed from sports activity until asymptomatic for 1 week.

Grade 2 Concussion

- **Definition**: Transient confusion, no loss of consciousness, and a duration of mental status abnormalities of ≥15 minutes.
- **Management**: The athlete should be removed from sports activity and examined frequently to assess the evolution of symptoms, with more extensive diagnostic evaluation if the symptoms worsen or persist for >1 week. The athlete should return to sports activity only after asymptomatic for 1 full week. Any athlete who incurs a Grade 2 concussion subsequent to a Grade 1 concussion on the same day should be removed from sports activity until asymptomatic for 2 weeks.

Grade 3 Concussion

- **Definition**: Loss of consciousness, either brief (seconds) or prolonged (minutes or longer).
- **Management**: The athlete should be removed from sports activity for 1 full week without symptoms if the loss of consciousness is brief or 2 full weeks without symptoms if the loss of consciousness is prolonged. If still unconscious or if abnormal neurologic signs are present at the time of initial evaluation, the athlete should be transported by ambulance to the nearest hospital emergency department. An athlete who suffers a second Grade 3 concussion should be removed from sports activity until asymptomatic for 1 month. Any athlete with an abnormality on computed tomography or magnetic resonance imaging brain scan consistent with brain swelling, contusion, or other intracranial pathology should be removed from sports activities for the season and discouraged from future return to participation in contact sports

Source: Quality Standards Subcommittee, American Academy of Neurology.

ingly mild concussions sustained within a short period is not yet widely recognized. Second impact syndrome results from acute, usually fatal, brain swelling that occurs when a second concussion is sustained before complete recovery from a previous concussion. Brain swelling apparently results from a failure of autoregulation of cerebral circulation that causes vascular congestion and increased intracranial pressure, which may be difficult or impossible to control (7).

Population-based data are needed to define the incidence of this condition, describe causes, and identify populations at highest risk. CDC is developing a multi-state system for TBI surveillance (10). Based on this surveillance system, CDC, in collaboration with participating states, is developing methods to conduct surveillance for sports-related second impact syndrome.

The risk for second impact syndrome should be considered in a variety of sports associated with likelihood of blows to the head, including boxing, football, ice or roller hockey, soccer, baseball, basketball, or snow skiing. The American Academy of Neurology has proposed recommendations for the management of concussion in sports that are designed to prevent second impact syndrome and to reduce the frequency of other cumulative brain injuries related to sports (9) (see box). These recommendations define symptoms and signs of concussion of varying severity and indicate intervals during which athletes should refrain from sports activity following a concussion. Following head impact, athletes with any alteration of mental status, including transient confusion or amnesia with or without loss of consciousness, should not return to activity until examined by a health-care provider familiar with these guidelines.

The popularity of contact sports in the United States exposes a large number of participants to risk for brain injury. Recurrent brain injuries can be serious or fatal and may not respond to medical treatment. However, recurrent brain injuries and second impact syndrome are highly preventable. Physicians, health and physical education instructors, athletic coaches and trainers, parents of children participating in contact sports, and the general public should become familiar with these recommendations.

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Student Section

STUDENT PERSPECTIVE OF THE AAPHERD MIDWEST LEADERSHIP CONFERENCE

by
Rox Ann Krahn
Dennis Hanson
Tracy Owens

L to R: Heather Curtess, SAC President-Elect, and Rox Ann Krahn, SAC President

From September 18th to the 20th, thirteen students from the Midwest attended the AAHPERD leadership conference at Pokagon State Park in Angola, Indiana. The conference was set up for students to learn about the Alliance and other universities in the Midwest. Indiana had the following three representatives: Rox Ann Krahn, a Senior and IUPUI, Tracy Owens, a junior at Ball State University, and Dennis Hanson, a junior at Huntington College. The three of us joined other students from Illinois, Wisconsin, Ohio, and a South African graduate student from Western Michigan. All the students bonded quickly, we got to know each other before the conference began.

On the first night, we had a chance to become aquatinted by being involved in some group activities. This was a way to learn names and get to know each other a little better. At this time we met our leader, Dr. Ray Cool, a professor at Western Michigan University. We also had an informational meeting about the association, how it was setup, and how we as students could be involved at the state, regional, and national levels. The rest of the night we spent at a social hosted by Indiana. This was the time for us to get to know some of the professionals and interact with the leaders of the association.

Friday brought with it a new set of challenges. After a long night of getting to know one another, we all felt comfortable with each other. First off, we attended a general session on technology for professional. Then we had a chance to do some problem solving and initiative games. We all worked together very well as a team. In the afternoon we had another chance to mingle with the professions during an afternoon break. We actually sat down and spoke one-on-one with the MWD Executive Board. It was a great opportunity for all of us to ask questions and see how we could get involved with them. The rest of the afternoon included more initiative games and another social in the evening, this one hosted by West Virginia.

Saturday morning we attended the MDAAHPERD Representative Assembly meeting. We found this very enlightening; we got to see how the whole system worked. It was very educational. After this meeting, the end of the conference was upon us and we had a wrap-up session. Dr. Cool gave us information on resumes, portfolios, and other essentials we will need to get the job we deserve. Overall, the students agreed that the conference was a big success. It was well worth the time it took to get there. We had a chance to interact with students form other schools and experience different teaching styles. We will bring the information we acquired back to our schools to help our programs. The three of us from Indiana realize that our experiences will help us with our future professions in the field of physical education.

SPORT MANAGEMENT
—ISSUES—

The Role of Athletics in Student Recruitment: A Case Study of DePauw University

by
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Introduction

One of the most important decisions a high school athlete can make is in choosing a college or university to continue his/her educational development and, if applicable, his/her athletic career. The student-athlete can choose between National Collegiate Athletic Association (NCAA) Division I, II or III as well as National Association for Intercollegiate Athletics (NAIA), and Junior Colleges. Selecting the proper university is a difficult task for any individual, and the combination of academics and athletics only compounds it. The student-athlete must screen every academic, athletic, and social aspect of each university being considered to insure he or she is picking the proper environment for them in all three areas. The student-athlete should question the appropriate individuals (on campus) about academics, athletics and social activities. They should also take the time to mix with current students and athletes to get their impressions and input regarding the university.

Obviously, there are differences in the philosophies, methods, aims and goals of athletic recruitment between NCAA Division I, II, and III schools, NAIA schools and Junior Colleges. NCAA Division I and II schools, NAIA schools and Junior Colleges are allowed to offer scholarships based on an individual's athletic ability. The goal of these institutions was to recruit the best athletes in order to field competitive programs that would increase university exposure on the national level, increase fan support, and ultimately generate revenue.

In contrast, NCAA Division III schools are only allowed to offer financial aid based on academic achievements and/or need-based aid. Since Division III cannot offer athletic scholarships, what is the Division III philosophy? The following is taken from the 1996-97 NCAA Manual[1]:

Division III Philosophy Statement

College and universities in Division III place the highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. (Revised: 1/10/95)

To achieve this end, Division III institutions:

(a) Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal consistency (students, alumni, institutional personnel) than on the general public and its entertainment needs;

(b) Award no athletically related financial aid to any student;

(c) Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators;

(d) Encourage participation by maximizing the number and variety of athletics opportunities for their students;

(e) Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;

(f) Assure that athletics participants are not treated differently from other members of the student body;

(g) Assure that athletics programs support the institutions's educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution;

(h) Provide equitable athletics opportunities for males and females and give equal emphasis to men's and women's sports;

(i) Give primary emphasis to regional in-season competition and conference championships; and

(j) Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

Purpose

Based on this Division III philosophy, the purpose of this study was to explore the relationship between athletics, athletic recruitment and the admission's department. Does sponsoring Division III intercollegiate athletics play a role in the ability of the institution to fill the incoming class, attracted students who would not consider the institution, and generated revenue through student tuition revenue? To achieve this purpose, DePauw University's Office of Admissions and Department of Athletics was used as a case study.

Null Hypotheses

The null hypotheses of this study were: (1) Athletics plays no significant role in assisting the admissions department at Division III institution in fulfilling the goal of an incoming class size; (2) Athletics do not attracted students to the university based on an interest in participating in intercollegiate athletics who would not have normally considered the institution; and (3) Athletics plays no part in generating revenue for the institution through the recruitment of student tuition revenue.

Research Questions

This study attempted to answer the following questions:

(1) Does athletic recruitment play a significant role in assisting the university's admissions department in fulfilling the goal of an incoming class size?
(2) Does athletics attract students who would not have normally have considered, applied, and attended a Division III institution?
(3) How important are athletics at the Division III level in terms of generating revenue through the recruitment of student tuition revenue?

Operational Definitions

(1) DePauw University[2]

Founded in 1837 by the United Methodist Church, DePauw University is a coeducational, undergraduate, residential liberal arts institution with nationally recognized programs. DePauw is a selective, private, four-year University with 2100 students. The 175 acre campus is located in Greencastle, Indiana, just 45 miles southwest of Indianapolis. The traditional liberal art curriculum offers both the bachelor of arts and bachelor of music degrees. Students can enroll in one of two colleges: the College of Liberal Arts, with a choice of 41 majors and the School of Music, with a choice of 5 majors. DePauw continues to increase and grow in areas of study such as black studies, women's studies and Asian studies to broaden the students liberal learning. Students have the option to double major as well as create an interdisciplinary major to fit their own needs.

Students also have the opportunity to challenge what they have learned in exciting situations through participation in four honors and Fellows programs, which all include a semester long internship. The four programs were: Management Fellows, Science Research Fellows, Media Fellows and Honor Scholars.

The DePauw education is not limited to the education that takes place in the classroom or on campus. DePauw has created opportunities for growth and development off-campus during the students four years. Each January, DePauw University students investigate learning in non-traditional ways through a month-long winter term program which takes place between semesters. Students have the opportunity to participate in a variety of ways including internships, off-campus travel and study with a professor, research on or off campus, independent study, on campus classes, and projects at other institutions. Students also have the opportunity to participate in semester long off-campus programs including study abroad or internships in areas of their interest.

DePauw students also have the ability to grow and develop in a number of extracurricular activities on campus including: 19 Division III NCAA Men's and Women's sports; an intramural program in which over 80% of campus participates in; Community service; Student Government; Yearbook, newspaper, literary magazine, radio and television; the Greek system with nine nationally recognized sororities and 14 nationally recognized fraternities; Orchestra, choirs, and theater opportunities; and the availability to become involved in over 100 clubs and organizations on campus.

With all this going for the student, it is understandable why DePauw graduates have distinguished themselves in the arts, business, science, education, government, journalism, law, medicine, music and public service. A few national publications and surveys point to this fact: *Standard and Poor's Executive/College Survey* (1994) ranked DePauw 8th among over 800 liberal arts colleges as the source of top business executives; *Fortune Magazine* (1990) ranked DePauw 11th among all universities in analyzing the likelihood of graduates' becoming chief executive officers of Fortune 500 companies; and according to a 1990 survey by Franklin and Marshall College, DePauw ranked 12th among private liberal arts colleges as the baccalaureate source for Ph.D. degrees in all fields.

(2) DePauw University Athletics[3]

DePauw competes at the NCAA Division III level and is a member of the Indiana Collegiate Athletic Conference (ICAC). DePauw fields 10 athletic teams for the women which are basketball, cross-country, field hockey, indoor track, soccer, softball, swimming, tennis, track, and volleyball. For the men, DePauw sponsors 9 teams which include baseball, basketball, cross-country, football, indoor track, soccer, swimming, tennis and track.

Up until 1976 DePauw was a member of the Indiana Collegiate Conference (ICC), which included Ball State, Butler, Evansville, Indiana State, St. Joseph's and Valparaiso. In 1976 DePauw left the ICC and became a member of the new Division III of the NCAA. This move made it possible for the university to participate in intercollegiate competition with institutions similar to itself, which follow a "no athletic scholarship" policy. In 1988 DePauw joined with Anderson, Franklin, Hanover, Manchester, Rose Hulman, and Wabash to form the ICAC. The conference only sponsored men's athletics until 1993 when the ICAC expanded to include women's athletics. Up until 1993 the women's teams at DePauw competed in the Hoosier Conference for Women which included all the ICAC schools (except Wabash and Rose Hulman) as well as St. Mary's of Indiana.

Since its first intercollegiate competition, a baseball game in 1866 verses Wabash College, DePauw has stood for a winning tradition and academic integrity. Today, this tradition continues as DePauw wins almost 70 percent of its athletic contests. DePauw athletics have not only achieved success on the playing fields but also have been recognized by several national organizations for academic success. Perhaps none of these honors is as prestigious as being named a GTE Academic All-American. Nine DePauw student-athletes in the last seven years have received Academic All-American honors through this program. In addition, thirteen students at DePauw have been awarded the NCAA Division III Postgraduate Scholarships which places DePauw in the top 10 nationally for receiving this award.

(3) National Collegiate Athletic Association (NCAA)

The NCAA was founded in 1906 to serve as the governing body for athletics for all member schools. The basic fundamental purpose of the NCAA is "to maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body and, by so doing, retain a clear line of demarcation between intercollegiate athletics and professional sports.[4]" The policies and standards of the NCAA and member institutions "shall apply to basic athletics issues such as admissions, financial aid, eligibility and recruiting. Member institutions shall be obligated to apply and enforce this legislation, and the enforcement procedures of the Association shall be applied to an institution when it fails to fulfill this obligation.[5]"

The NCAA is divided into three divisions: Division I, II, and III. The membership of the Association recognizes "that certain policies and practices enacted through the legislative process have applicability to all members, while others are applicable to division groupings of members, based upon a common philosophy shared among the individual members of the division and upon special policies and concerns that are common to the nature and purposed of the institutions in the division.[6]"

Methodology

The methodology of this study was designed for the purpose of seeing if there was a relationship between athletics, athletic recruitment, and admissions at the Division III level. This study required two different methodologies in answering the three research questions. Historical and survey data was gathered and used for this study.

In answering research question #1, historical data was used to look at the relation of athletic recruitment to admissions over a four-year period. The historical data regarding the number of inquires, applications, acceptances, and paid deposits were compiled for all 19 varsity sports DePauw sponsors and for the Office of Admissions over a four-year period (1992 to 1995). Of special note was the use of a distinct count in this section. Distinct count refers to the true number of individuals indicating an interest in athletics without regard to individuals who indicated interest in multiple sports. This historical data was gathered with the help of the Office of Admissions, who through record keeping has all this information available.

Research question #2 required the use of a survey to gather information regarding the feelings of students regarding athletics and the role athletics played in considering and choosing DePauw University. The DePauw University Class of 2000, which consisted of 579 entering male and female freshmen in the 1995-96 calendar year, was used as the population for this study. Only freshmen were used in this study in the hope that the admissions process is still pretty fresh in their minds and their responses will not be clouded by other issues which might have arisen throughout their educational experience.

The survey was developed with specific questions in mind in order to answer the research questions posed. Since there were not previous studies and surveys available to use as models for this survey, the survey was developed and then presented to a few of my colleagues at DePauw University to check for validity and understanding. Once the survey was developed, a sample test was done on six freshmen students in one of my classes. The sample included three athletes and three non-athletes. This was done to check on the clarity and understandability of the questionnaire.

All 579 of the students in the class of 2000 were surveyed representing 100% of the population. The survey was distributed by the use of the student mail boxes located in the student union building. The survey was printed on golden rod paper in the hope to catch the student's attention before they left the mail box area. A drop box was left in the first alcove of mail boxes. It was hoped that the students would fill out the questionnaires before taking them back to their room. The students will have one week to return the questionnaire and the goal is to get at least half of the surveys returned.

Research question #3 was answered by taking the "NO" responses of question #1 of the survey (Would you have looked at DePauw University if DePauw did not sponsor athletic programs?) and multiplying that figure by the total direct yearly cost[7] ($20,720) of attending DePauw University for the 1995-96 school year. The "NO" responses represent the number of students DePauw University attracts because of the sponsorship of intercollegiate athletics. This figure will represent the total revenue generated through student tuition fees by having intercollegiate athletics at DePauw University. This figure will be subtracted from the total monetary operating budget assigned to the athletic department by the university to give us a figure that shows if DePauw was generating income through student tuition income from the sponsorship of intercollegiate athletics

or is the sponsorship a drain on the university.

Descriptive statistics will be used in analyzing all three sections of the methodology. Mean averages and percentages are the main descriptive statistics used.

Results and Discussion

The results of this study showed that sponsorship of intercollegiate athletics by DePauw University does in fact have a significant impact in the recruitment of students to the university as a whole. When only 30.5% of the inquires about DePauw University over a four-year period yield 50% of the students who actually attend the university, the importance of athletics at a Division III institution shines through. Actually, this seems to be an upward trend as pointed out by the fact that in 1994 and 1995 the number of athletic inquires dropped to 26% of the total inquiry pool for each of those years but the yield of paid deposits was 49% and 48% respectively.

The results of question #1 suggest that athletics is recruiting the same quality student that admission's does. The fact that 76% (3189 accepts divided by 4187 applications) of the applicants with athletic interest were accepted over a four-year period suggests that the athletic recruiters were targeting the same market as those from admissions. In comparison, the university's acceptance rate was 81% (7047 accepts divided by 8431 applications) over this same period of time. This also points to the fact that DePauw University is not changing the admissions standards based on athletic ability.

Another telling point was that over a four-year period, the Office of Admissions was responsible for almost 70% of the inquiry pool but was only yielding 50% of the total incoming class. In comparison, Department of Athletics was only responsible for 30% of the inquiry pool but was yielding 50% of the total incoming class. This point was substantiated by the survey results which indicated that 52% of the respondents would not have looked at DePauw University, if it did not sponsor athletic programs. Further, 74% of these respondents also indicated that they would not have chosen to attend DePauw, if the university did not sponsor an athletic program in their area of interest. This was important because this points to the fact that even after students are aware of DePauw, and the educational opportunities offered, there was a group of students who would not consider DePauw as a option without an athletic sponsorship. This was especially true when you refer back to the four-year total of 50% of all incoming students indicating an athletic interest. This can also be re-enforced when you consider that 52% of the respondents to the survey indicated that the coach was very or somewhat influential in their decision to attend DePauw University.

This impact was felt not only in creating interest and paid deposits (yield) but can also be seen on the financial front. During the academic year of 1995-96, only 37.5 student-athletes[8] were needed to cover the operating expenses budgeted by the university. When you consider that 52% (43) of the students who responded to the survey indicated that they would not have looked or considered DePauw, if the university did not sponsor intercollegiate athletics, the financial gains can be seen. In other words, during the academic year 1995-96 the recruitment of 43 students who would not have considered DePauw generated $890,960 for an excess of $115,920 over expenses. It should also be mentioned that this figure was probably on the low side since only 15%[9] of the total surveys distributed were returned. Coupled with the fact that 48% of the incoming class in 1995-96 indicated an interest in athletics and upperclass revenue was not considered, it was assumed that the actual revenue generated through athletic recruitment was higher.

CONCLUSION

Based on the results of this study the null hypotheses can be rejected. The results clearly showed that athletics was an important part of the recruiting mechanism at DePauw University. This study proved that if athletic departments and offices of admission work together at the Division III level, the easier it will be for the university to meet its goal of an incoming class size. Athletics at the Division III level was an extension of the admission process and without it DePauw University would be hard pressed to meet it's admissions goals. Further, athletics can be a revenue generating arm to the university through the recruitment of student-athletes tuition dollars.

RECOMMENDATIONS

Through the course of this study it was shown how valuable athletics and athletic recruitment is to a university such as DePauw. Because of the importance of athletics here, it would be beneficial to expand this study to look at Division III athletic recruitment in more detail. It is recommended to survey other Division III institutions to discover if this extension of the admission's mechanism is true at other Division III institutions across the nation. It would also be interesting to discover if this same benefit arrived from Division III athletic recruitment holds true at the Division I and II levels as well.

This study can also be expanded to include gender issues. Does athletic recruitment play the same role for the recruitment of male students as well as female students or does the effect of athletic recruitment favor one gender or the other?

References

1 1996-97 NCAA Manual, pages 434-35

2 Excerpts taken from Profile of DePauw University.

3 Excerpts taken from History of DePauw Athletics

4 1996-97 NCAA Manual, page 1

5 1996-96 NCAA Manual, page 1

6 [*PICT is empty or cannot be processed. In-line Graphic*] 1996-97 NCAA Manual, page 31

7 Direct Yearly Cost: Tuition ($15,175), Room and Board ($5,245), and Additional Fees ($300)

8 37.5 was derived from dividing operating expenses ($775,040) by the Direct Cost to Student ($20,720)

9 82 students returned surveys out of 558 distribute

Peer Reviewed Article

Collaboration: Building Partnerships for Today's Youth

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Abstract

The creation of the Indianapolis Youth Sport and Fitness Network (Indy Sportnet) grew out of a preliminary study funded by the Indianapolis Parks Foundation in the summer of 1995. Indy Sportnet was established in order to assist the professional youth serving agencies of Indianapolis in providing high quality athletic experiences for the children of the City. To this extent, Indy Sportnet works as a catalyst for enhancing communication and collaboration among more than twenty-five youth agencies on a city-wide basis. Through coaching education, action research and community involvement, Indy Sportnet is improving the opportunities for children to participate in sport and fitness programs though the City of Indianapolis.

In today's world youth service providers are increasingly required to form partnerships that facilitate use of both the physical and human resources within the community. The City of Indianapolis launched a major effort in 1995 to expand and improve opportunities for youth participation in sport and fitness programs. Professional youth serving agencies of Indianapolis provide fitness and sport opportunities to over 18,000 children per day, many of whom are considered to be "at risk" (Indianapolis Youth sport and Fitness Study, 1995). Unfortunately, a significant number os the sport and fitness activities offered by the more than 25 city wide agencies had been limited in their outreach, or duplicated existing programs, thus creating a void in sport and fitness opportunities for many. In response to these concerns, the Indianapolis Foundation and the Indianapolis Parks Foundation requested the Department of Kinesiology at Indiana University to examine avenues for collaboration and ways to enhance communication among citywide professional youth serving agencies, many with a history of isolation and noncummunication.

Findings from the Indianapolis Youth Sport and Fitness (1995) study identified six manor obstacles faced by agencies in the delivery of youth programs: (1) communication; (2) finding and keeping qualified volunteers; (3) transportation; (4) the ability to reach inner city children; (5) coaching education, and (6) funding. These results were presented at the first city wide Youth Sport and Fitness Summit in which youth leaders from throughout the city participated in a day long workshop discussing common problems and issues faced in youth programs. For the first time, representatives from local youth serving agencies met face- to- face to discuss issues of mutual concern dealing with program delivery and how to breakdown long standing barriers which had prohibited meaningful collaborative efforts.

A common concern expressed by the youth leaders throughout the Summit was the need for information concerning current research and trends in the area of youth sport and fitness programs. Indianapolis youth leaders felt such information would allow agencies to update program offerings and to formulate long-range strategies for sport and fitness programs. Additionally, the youth leaders of Indianapolis sought a central clearinghouse which could disseminate this information, and that would facilitate enhanced communication and collaboration among agencies sponsoring youth sport and fitness programs. As a result of the concerns raised at the Summit, the Department of Kinesiology at Indiana University was asked to establish the Indianapolis Youth sport and Fitness Network.

Indianapolis Youth Sport and Fitness Network

Indy Sportnet was established in the summer of 1996 with a grant from the Indiana University Strategic Direction's Charter, and the Indianapolis Foundation.

Today, Indy Sportnet represents a unique initiative through

Figure 1. Mission Statement of the Indianapolis Youth Sport and Fitness Network

The purpose of the Indianapolis Youth Sport and Fitness Network is to assist professional youth serving agencies in providing high quality athletic experiences for the youth of the City. The Network acts as a catalyst for enhancing communication and collaboration among agencies through innovative sport programs, coaching education, action research and serving as a facilitator for community involvement.

which the City of Indianapolis has joined forces with a major teaching and research institution to bring about grassroot changes in youth sport and fitness opportunities. The creation of Indy Sportnet attests to the value of a collaborative approach to communication and cooperation among youth serving agencies, and the importance of sport and fitness activities in the social, physical and cognitive development of youth. (Figure 2)

Figure 2. Values of the Indianapolis Youth Sport and Fitness Network.

- A collaborative approach to communication and cooperation among youth serving agencies.
- Sport and physical activity as a means for strengthening character and responsible citizenship.
- Developmentally appropriate sport and fitness opportunities for youth.
- The role of sport in the social, physical and educational development of youth.
- Programs that are accessible to all youth of City of Indianapolis.
- Availability of interested, and high quality coaches.
- Training opportunities for individuals interested in working with youth sports through sound instruction and coaching education programs.
- Complementing the continuing commitment and dedication of the professional youth agencies of Indianapolis.
- Action research that is responsible to the program needs of youth serving agencies.

The goals of Indy Sportnet are to enhance communication and cooperation among the professional youth serving agencies of Indianapolis in order to facilitate high quality youth sport and fitness experiences through the utilization of the human and physical resources of the community (Figure 3). In order to do this, it has taken the dedicated efforts and visions of many groups and individuals to bring about change.

Communication

The first dilemma addressed by Indy Sportnet was the area of communication. Throughout the city, agencies were often unaware of program offerings by other youth groups. This lack of communication created an atmosphere of confusion as to what was taking place within the city. Furthermore, agencies did not really know who to contact in order to find out whether similar programs were being offered. The Network created several communication links enabling agencies were able to interface with each other.

- Quarterly Meetings: Sportnet established quarterly meetings which all participating agencies would meet to discuss their programs, future planes, success stories and current needs. This forum allowed representatives from the various agencies to get to know each other, and discuss ways in which they could work together to create a collaborative approach to youth sport and fitness programs.
- Access: Next, the Network established a telephone line, fax machine, E-mail address, and world wide web page through the Department of Kinesiology at IU. In order to provide direct access between agencies, a Network Directory was published in which agency phone numbers, and contact persons were listed.
- Interviews: The Network routinely conducts follow up personal interviews with top representatives from each agency in order to get feedback concerning the direction of the Network, and suggestions as to how the Indy Sportnet can more effectively assist in their youth outreach.
- Newsletter: The Network publishes a quarterly newsletter, Sportnet Update in which agencies can both report their collaborative successes, and find out what youth sport and fitness programs were offered throughout the city, along with current information in the field of youth sport and fitness. Additionally, Sportnet Update provides agencies with facts concerning the latest research findings in youth sport and fitness, along with information concerning resources for grant and educational materials.

Figure 3. Goals of the Indianapolis Youth Sport and Fitness Network.

- To enhance and support communication and cooperation among the professional youth serving agencies of Indianapolis.
- To promote collaborative efforts among agencies in order to facilitate high quality sport experiences for the youth of the City.
- To facilitate opportunities for all youth to participate in sport and fitness programs by enhancing utilization of the human and physical resources within the community.
- To assist in the development of transportation initiatives.
- To offer developmentally appropriate non-sport specific coaching education opportunities.
- Availability of interested, and high quality coaches.
- To assist in answering questions concerning program effectiveness and community outreach.

Utilizing Resources

Utilizing the human and physical resources of the community became the second major project of the Network. Through the original survey it was found that a major obstacle in offering high quality youth sport and fitness programs was providing qualified persons in terms of coaches, officials and supervisors to ensure that all children received quality experiences.

- Interns: The Network developed the idea of utilizing student interns from the various colleges and universities in the Indianapolis area in order to fill this void. Working together with the Indiana Alliance for Health, Physical Education, Recreation and Dance (IAHPERD) Indy Sportnet contacted area colleges and universities to promote a student internship and volunteer program. A questionnaire was sent to the Indy Sportnet members to determine the type and number of internship positions each organization hoped to fill. With this information, an Indy Sportnet internship booklet was produces. This publication provides descriptions of internship opportunities and is distributed annually to local colleges and universities as a resource guide for students interested in internship experiences. Additionally, the brochure provides the professional youth serving agencies of Indianapolis with information concerning internship dates and whom to contact at local colleges and universities when looking for student interns. The first Indy Sportnet internship program began in the summer of 1997, with the promise of providing students with practical experiences in working with children and youth, while providing local youth serving agencies a readily available resource pool of talent and interested young professionals.
- Coaching Education: Closely linked to the need of qualified volunteers was the area of coaching education. In the spring of 1997 and Olympic Symposium was sponsored by Indy Sportnet in which past Olympic athletes and coaches discussed the value of sport and fitness programs in promoting healthy life-style choices, and the importance of youth sport coaches in fostering positive attitudes toward sport and fitness. Beginning in the winter of 1998, Indy Sportnet will initiate a series of youth coaching clinics, utilizing the resources of the American Sport Education Program (ACEP), and the expertise of the IUB Department of Kinesiology. This program has been constructed to enhance awareness by youth coaches of the developmental needs of children and youth.

Program Effectiveness

Program effectiveness and community outreach is a major concern of many professional organizations. Members of Indy Sportnet noted that although they offer innovative youth sport and fitness programs, they had not found adequate means of conveying this information to the public. Agencies expressed an interest in developing materials to enhance community awareness of their activities. Indy Sportnet has assisted these groups in implementing ways to promote their programs within the city through the creation of informative materials and promotions. Additionally, Sportnet Update provides an avenue for agencies to publish upcoming events.

- Survey Research: Several agencies have asked Indy Sportnet to conduct independent surveys to determine the benefits received through involvement in their sponsored programs. These professional organizations acknowledged they were unable to accurately assess the effectiveness of their programs, and believed the Network, through the resources of Indiana University, was in a unique position to survey their constituents in an unbiased manner. Survey questionnaires and focus group formats have been developed which allow the Network to effectively assess the experiences of participants in specific sport and fitness programs. This information is then utilized by individual agencies to critically evaluate their limitations, as well as their achievements in youth sport and fitness programs offerings. Survey results provide agencies with an objective means for structuring future programs and events.
- CopsCare: Indy Sportnet and the Indianapolis Athletic League (PAL) recently teamed up to form the CopsCare program. Through this program Indianapolis police officers serve as community resources for the city's children to help promote sport, fitness, cultural and other educational programs sponsored by PAL. Sportnet assisted in the development of program goals, values and mission statement for the CopsCare program, and has promoted this initiative through Sportnet Update.

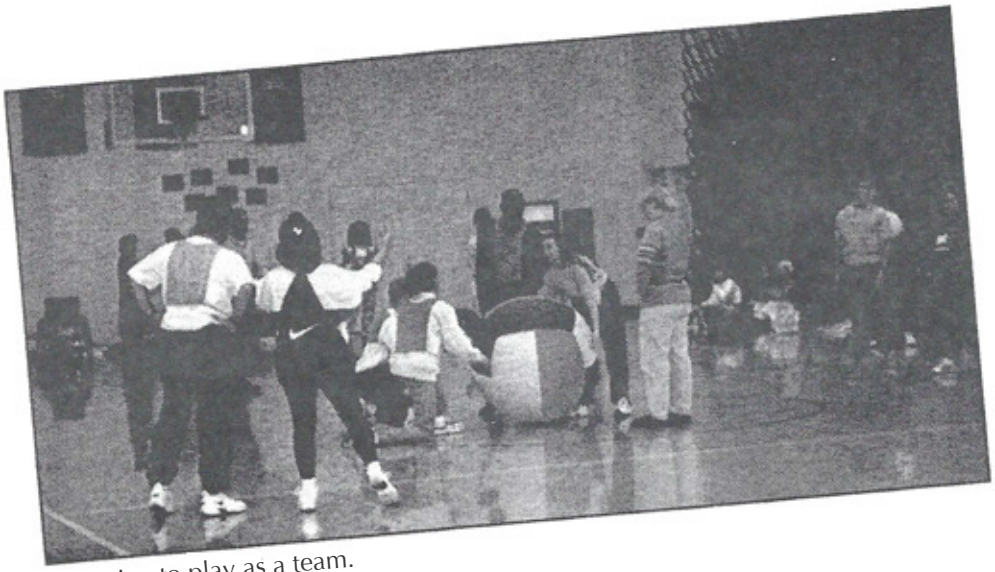
Summary

The Indianapolis Youth Sport and Fitness Network was inspired through recognition of the critical role that high quality sport and fitness opportunities play in the development of healthy life-style choices by children and youth. The Network was made possible through the combined efforts of the city wide professional youth serving agencies, coupled with an awareness that collaborative opportunities provided fiscal and economic appeal. The creation of Indy Sportnet is unique to the area of youth sport and fitness and offers an enlightened approach to program management and implementation. In order for city park and recreation departments, public schools and professional youth service providers to continue to effectively serve their cliental, collaborative efforts designed to facilitate existing community resources must be implemented. Indy Sportnet reflects the need for collaborative ventures in providing quality athletic and fitness experiences for children, and demonstrates how organizations can utilize city wide resources in order to effectively provide these opportunities.

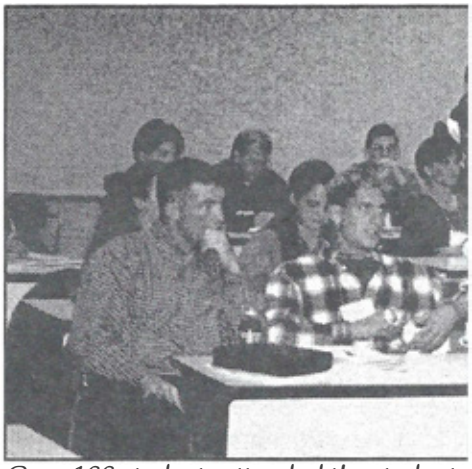
References

Gallahue, D.L. Wilson, G.S & Wigglesworth, J. (1995). Indianapolis Youth Sport and Fitness Study. Prepared for the Indianapolis Parks Foundation.

85th Annual Indiana AHPERD C

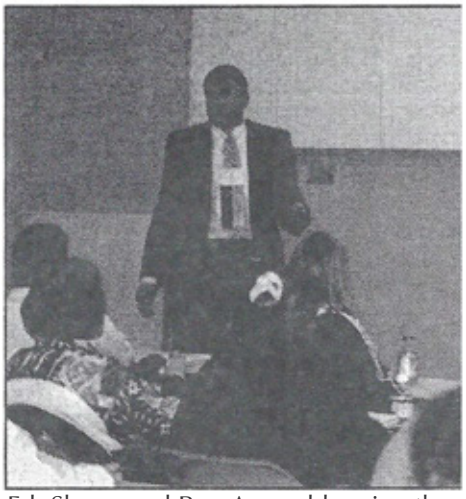


Learning to play as a team.

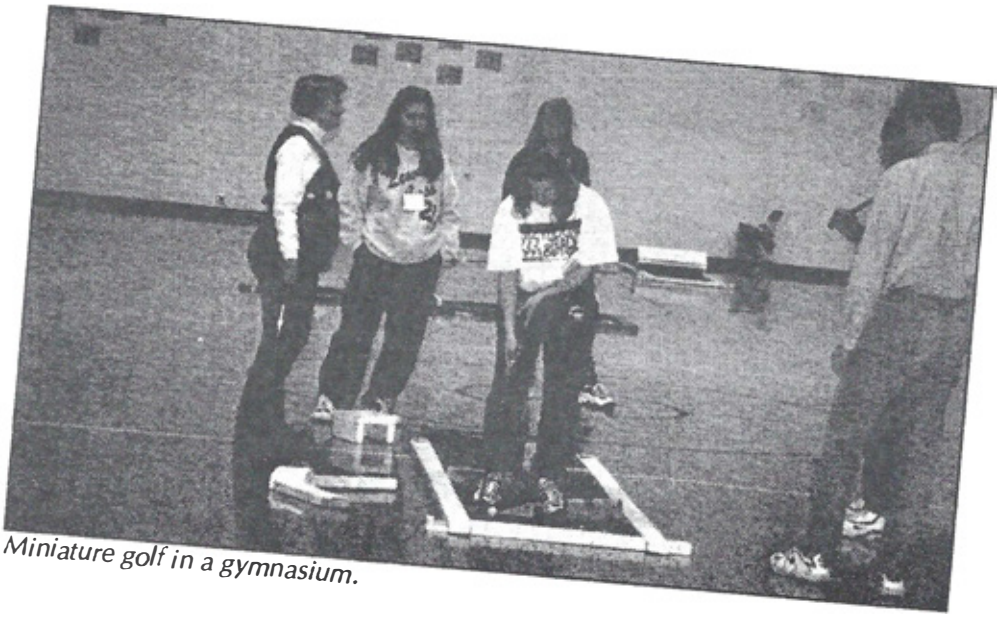


Over 100 students attended the student s

Learning to use and old favorite—the "Hula Hoop."



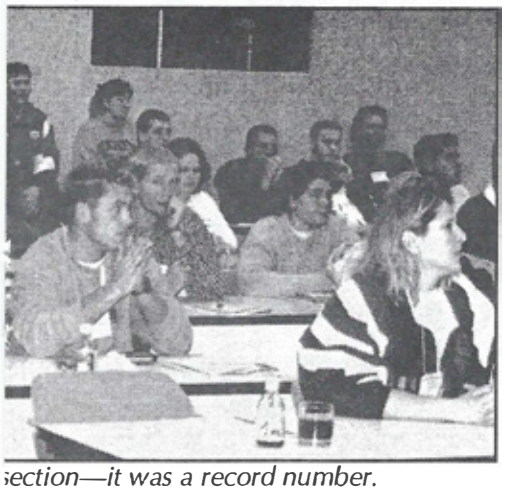
Ed, Shane and Rox Ann addressing the



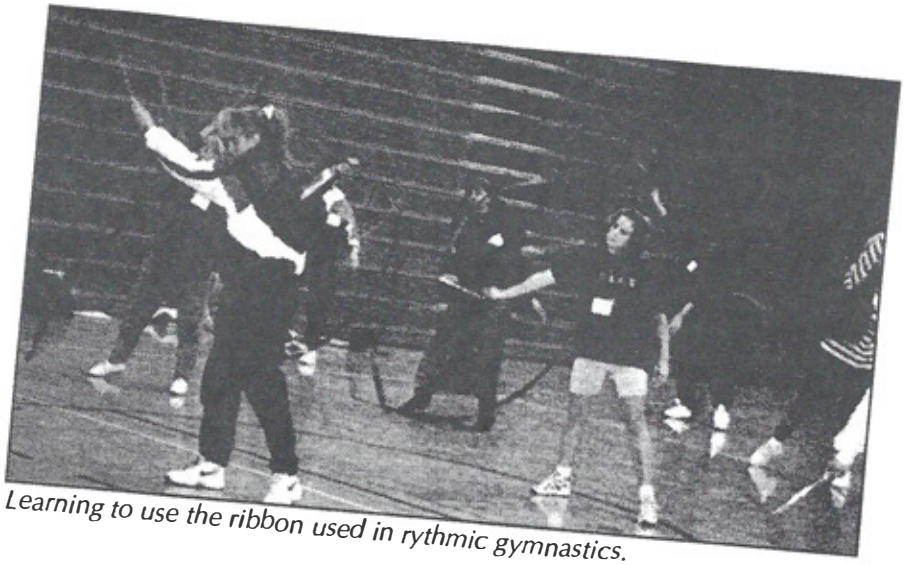
Miniature golf in a gymnasium.

Betty Jones leading a computer session.

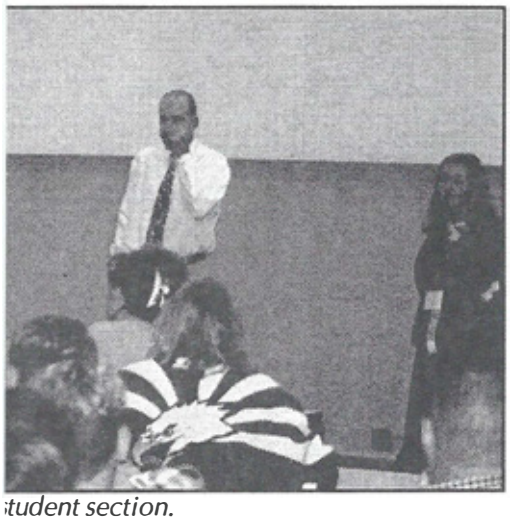
onvention 1997 — Indianapolis



section—it was a record number.



Learning to use the ribbon used in rythmic gymnastics.



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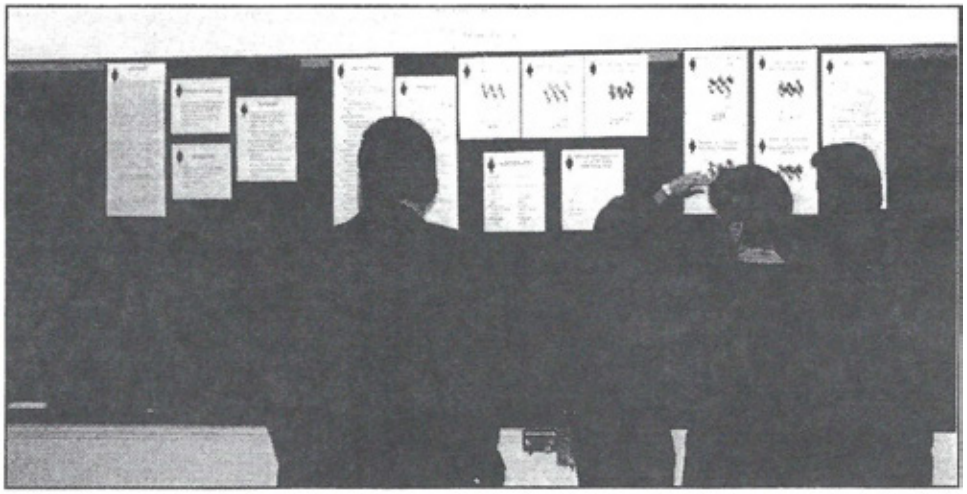
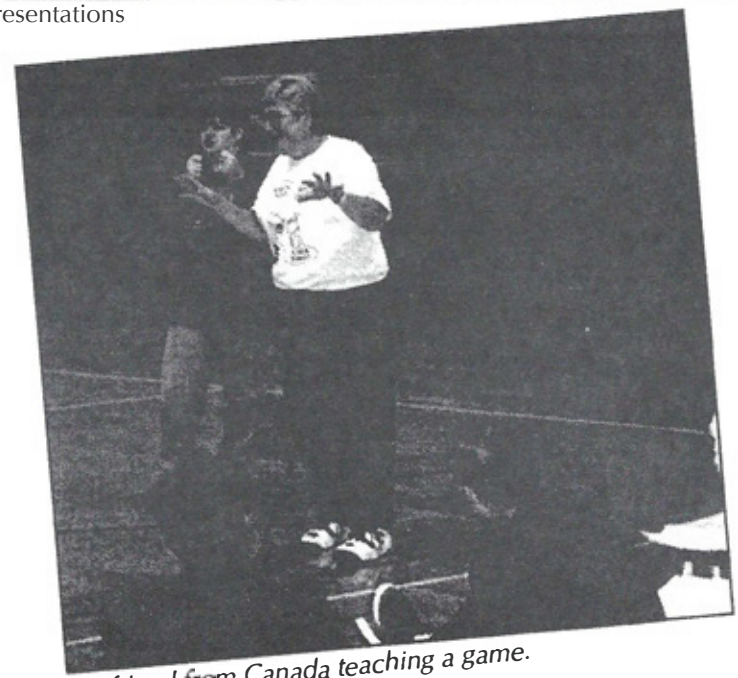


Poster presentations



Our friend from Canada teaching a game.

1997
Indiana AHPERD Award Winners

President Nikki receiving the 1997 Honor Award from President-Elect Vern Houchins.

President Nikki presents Steve Govorko the 1997 Young Professional Award

(Above) 1997 Catherine Wolfe Award Winners from l to r: Front row - Jordan Bigham, Jill Joros and Tracy Owens; middle row - Anna Freeman, Kristin Kinney, Carolyn Sullivan, Heather Curless, Kristina Serra and Annette Hutchison; back row - Dennis Hanson, Greg Wilson, Kara Scheumann, Nancy Wamser and Greg Hight.

(Left) President Nikki presenting the Leadership Recognition Award to Gwen Robbins.

5th Grade

INDIANA FUN AND FITNESS DAY

Sponsored by the Indiana Association for Health, Physical Education, Recreation and Dance

IAHPERD

Where	When	Time
Hanover College	April 25, 1998	9:00 a.m. - 12:00 Noon
Ball State University	May 2, 1998	9:00 a.m. - 12:00 Noon

For your convenience there will be two Indiana Fun and Fitness Days held in the spring of 1998. The first will be on Saturday, April 25th, at Hanover College; the second will be on Saturday, May 2nd, at Ball State University. Students in Grade 5 are invited to attend along with their physical education teachers. The students will participate in fun and fitness activities directed by physical educators from both the public school and college/university level. Teachers attending may view the activity sessions as a "mini"-conference or spend the morning networking with colleagues.

Your responsibility is to select students to attend. IAHPERD urges recruitment of both boys and girls. Your selection might be based on such components as leadership, physical education grades, personal commitment to a healthful life-style, fitness testing scores or citizenship. The Fun and Fitness Day is for ANY student, not just your best athletes. Students must bring "indoor" shoes to wear at both sites.

Each student will be charged a $5.00 registration fee. Teacher registration will be free for those who are IAHPERD members. Registration for teachers who are not IAHPERD members will be $5.00. Teachers are encouraged to join IAHPERD. A one year membership is $20.00. Memberships will be accepted at both sites. The Indiana Fun and Fitness Day is one of many ways your professional association works for you!

Look for a color-coded registration form for the site of your choice to arrive early in 1998. If you desire additional information, contact:

Dolores Wilson, Registration Chair
Indiana Fun and Fitness Day
Haverhill Elementary
4725 Weatherside Run
Fort Wayne, IN 46804
Ph: 219-431-2201
Fax: 219-431-2228

IAHPERD = Indiana Association for Health, Physical Education, Recreation, and Dance

American Association for Active Lifestyles and Fitness
1900 Association Drive
Reston, VA 20191
1-800-213-7193
Email: aaalf@aahperd.org/aaalf/aaalf.html

Three ways to earn Continuing Education Credit Through AAALF

Let AAALF be your continuing education provider at the 1998 AAHPERD Convention. The association is offering a variety of continuing education opportunities for all AAHPERD and Collegial members.

First, earn continuing education units (CEU) from California State University-Los Angeles. Choose from eleven tracks including athletics/coaching/sports, community based programs and issues, cultural diversity/multiculturalism, dance education, health promotion, leadership development/management, participatory activities/master classes, physical fitness, pedagogy, technology, and older adult/aging. Attend ten convention sessions in a given track and earn 1 CEU. The cost is $55 per 1 CEU. Both pre-registration and on-site registration are available.

Second, the University of Wisconsin, LaCrosse is offering a Continuing Education and Extension course through the Exercise and Sport Science Department entitled, "Experiential Learning Strategies for Implementing Active Lifestyles." One undergraduate or one graduate credit can be earned, and the fees are $130 (undergraduate) and $205 (graduate). This course provides an opportunity to employ experiential learning strategies to enhance professional development or contribution to the profession. Identified areas of study may include, concept, idea, theory, practical teaching techniques, or curricular content applicable to a professional setting. Attendance of a minimum of 5 AAALF sessions is required. Access to the Internet is required. Each student will develop a "topics" project that shows how a concept, idea, theory, practical teaching technique, or curricular content can be applied to an actual professional setting. A schedule containing due dates of assignments will be available online for all those enrolled in the course (and a 1-3 page summary will also be submitted online). In addition, a 3-5 page (undergraduate) or 6-10 page (graduate) final written project will be submitted to the facilitating instructor at the University of Wisconsin, LaCrosse.

Third, American Council on Exercise continuing education credits will be offered for the AAALF two day pre-convention workshop entitled "Fitness Programs for older Adults: A leadership training workshop", conducted by the Council on Aging and Adult Development (CAAD). The workshop will take place April 4-5, 1998 in Reno, NV.

To register, for convention or pre-convention CEU's, or for more information on AAALF continuing education please call 1-800-213-7193 ext. 430. To register for the Cal State-LA CEU's, send $55 payment to:

AAALF/CEU • 1900 Association Drive • Reston, VA 20191

For more information about the University of Wisconsin, LaCrosse, CEU's contact:

Maurita Robarge • 133 Mitchell Hall, University of Wisconsin, LaCrosse
608-785-8178 • robar_mb@mail.uwlax.edu

COME TO THE HILL PLANNED FOR JUNE

AAALF is planning a major advocacy workshop, June 21-23 in Washington D.C. which professionals concerned with physical activity for individuals with disabilities won't want to miss. This 2-1/2 day workshop, planned in cooperation with the National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID), will cover advocacy in all its many forms. It will provide useful tools for teachers, university faculty and parents. A culminating highlight will be a visit by each participant, either individually or in a group, with state senators and members of the House of Representatives.

General topics will include identifying the various types of advocacy such as use of the media, influencing policy at the school, school board and state legislature levels. We will show you how to target specific audiences and what type of information each wants and needs to hear. There will be break out sessions dealing with speaking to school boards, addressing current policy issues, state and federal funding, influencing legislation and regulation, ways of keeping parents informed to be multipliers of your message, avenues for seeking change in policy or standards at the local and state levels and public information strategies.

The workshop will start with a package of touring opportunities so you can turn this into a family vacation. The evening of June 21, however, will begin the serious and exciting adventure of developing new skills for effecting change on various fronts. The site is the Holiday Inn on the Hill...just 3 blocks from the Capitol building. Rates will be $109.00 per night, single or double occupancy. Pre-registration for the conference is $100.00 for AAHPERD and NCPERID members if made by April 9. Late registration for members and pre-registration for non-members is $125.00. Call AAALF at (800) 213-7193 X432 with your name.

Peer Reviewed Article

Skill Testing in Racquet Sports: Description of a Valid Testing Format

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Trying to find a valid, reliable, and expedient skill test can be difficult for many physical educators. In racquet sports such as tennis, badminton, pickleball, racquetball and others, skill testing generally involves separate tests of skills such as serving, forehand strokes, backhand strokes, and perhaps others. Testing takes time away from playing and practicing, and many skill tests are so sterile as to be unrelated to the real actions involved in playing the game itself. What follows is a description of one way of testing student skills as part of an overall grading process. This system is easy to schedule, and has proven successful in attaining realistic measures of student ability.

Overview - setting up skill divisions

This testing method uses a modified round robin tournament between students grouped into appropriate divisions. It would not be practical, from a time standpoint, to play every peer in a class of 30 students, but playing 10 or 15 peers in a division is certainly achievable within two or three class periods. Grouping students into divisions simply cuts down on the number of other students they have to play and allows for completion of the tournament in less time.

Two typical criteria on which division play may be based are skill level and/or gender. Skill level divisions are generally preferred. A general recommendation would be to include beginner and intermediate level divisions; however, three skill levels (beginner, intermediate, and advanced) might be used also. How students are placed into divisions may be determined by teacher assignment or student self selection. If gender is used (i.e., having a boys division and a girls division), all participants would need to understand that the decision to use divisions based on gender would not due to sexism but is done in keeping with real world practices. That is, at a local park or YMCA tournament all players enter either male or female brackets of play.

Format of tournament

In this round robin skill test tournament, each student plays one game against every other student in their division. For example, 10 or 11 point games are recommended in racquetball or badminton, while a 7-point tiebreaker game would be appropriate in a tennis class. The number of points a game is played to will, of course, depend on how many students have to play, number of courts, and amount of time available to complete the tournament. Experience shows that, given at least 5 courts in a class of 25-30 participants with two divisions of play, a student can usually play from three to five 10-point games of racquetball or badminton in one 40 minute period. Likewise, students can usually get in three to five tennis tiebreakers in the same amount of time.

When a game is completed, the students report the number of points they earned in that game to the teacher. After reporting their scores, these two players now find new opponents to play. Since there is no set order, they simply find someone in their division whom they have not yet played. This system frees the teacher from worry about scheduling matches. When two players come off a court, two waiting players go on to play their game. With games in various stages always going on, students are continually going on and coming off the courts. Their wait time between games is therefore typically quite brief, and spent finding a partner to play. Once that is done, they keep an eye on the courts to await the next opening. Visual learners may even learn from observing the ongoing play during this time. The teacher also has some time to "coach" students as they wait for the next open court, and can remind them of important shot mechanics or strategies. Following this format, students work through the tournament, winning some games, and at least gaining points in other games.

Performance evaluation

Final standings are not based on won loss records. Rather, after a game students report the total number of points they scored in that game. For example, in a badminton class tournament using 10-point game format, the winner would report a score of ten; the non-winner would report a score between zero and nine. Suppose players named Davis and Kozub played each other on the first day of the tournament and Kozub won the game by a score of 10-4. When these two players come to the teacher to report this result, the teacher

simply records the scores for each player. Figure 1 shows that Kozub earned 10 points against Davis; Davis earned 4 against Kozub. It is generally preferable to record student scores across a row rather than down a column. For testing purposes, to end a game one player only has to reach the prescribed number of points - they should not have to win by a two point margin, because this would mean some winners in some cases would earn more points than other winners.

After all students have completed the tournament (i.e., played everyone in their division) the teacher will have a score sheet like the example shown in Figure 2. It is then a simple matter to sum up each person's scores and rank the total scores accordingly from best to least best. In the example shown in Figure 2, the player named Kozub earned the most points and would receive the full amount of skill test credit toward his/her overall course or unit grade.

The teacher then assigns a value to each position ranking. Suppose the overall grading scale employed in this particular unit allowed for 40% of the total grade to be based skill test results (something like, e.g., 40% skill tests, 30% written test, 20% homework and worksheet assignments, 10% something else). Thus, a top scoring student in any division would receive full credit for their skill portion of the grade, which in this example case would be the equivalent of 40 points out of every 100 (40%). The teacher may decide to include more than one student, the top five scores perhaps, in this group receiving full credit (40/100) on their skill test. The remainder of scores are then assigned accordingly fewer points.

The immediate question one may ask is, "So, does the person who comes in last get a zero?" Probably no teacher would be that harsh, and would not want to put that kind of pressure on their students. Instead, the teacher may decide on one of two ways of assigning point values. One way would be to fix an absolute lower limit on score values. In this scenario, the recommended and typical lower limit given the person with the fewest points is about half of what the top scorers received. For example, if the top scorer(s) receive 40 points toward a total 100 point grade for their skill test total result, the person at the opposite end of the tournament scoring spectrum might be given 19 to 21 points, regardless of the actual distance they are from the higher scores. Other places (2nd, 3rd, 4th, etc.) would also receive fixed values preset by the teacher, perhaps, e.g., 38 points for second place, 36 points for third place, and so on. A second method of assigning values to raw point totals is to assign values based on the ratio of each person's score to the highest score. If, for example, one student's raw point total gained in the tournament is 80% of what the top scorer earned, then that student would receive 80% of the value given to the top scorer. Suppose a teacher assigns 40% of the grade to skill testing, and therefore rewards the highest scorer with 40 points towards their final grade. If the highest scoring player earned, for example, 85 points in the tournament (which now has been established as being worth 40 grade points), then someone who obtains 68 points during tournament play would receive 32 points towards their final grade (68 ÷ 85 = .80; 80% of 40 [i.e., 40 x .80] = 32). Another player who earns, for example, 60 points in the same division would then be given 28 grade points toward an overall unit grade (60 ÷ 85 = .70; 40 x .70 = 28). Figure 3 shows an example of how one teacher might assign point values to tournament results from one of the class divisions. In either case, assuring students they can earn some number of grade points regardless of their placing in the tournament lessens the ramifications of the competition. Highly skilled students are rewarded for their performance and feel good about it. Lower skilled students still have a chance to earn a passing or even a high grade in the class because, after all, the skill tournament is only a portion of their overall grade. In other words, if they have good marks in other aspects of the class, they have no fear of failing due to poor skill performance. In fact, with maximum performance in these other areas, even the last place student in the skill tournament could earn an above average grade in the class. Of course, a teacher can and will adjust his/her grading proportions to place more or less emphasis on the results of this type of skill testing procedure.

Additional considerations for implementation

These additional points may aid teachers in utilizing this system.

1. Handling students who are waiting to play . . .

Once play begins during the class period, many (most) students will be engaged in game play. Some will be waiting their turn, however, and this will be particularly noticeable during the first few minutes of the class when all games have just started (and therefore, no courts are open). It is important to realize that during this time the teacher can interact in many ways with their students. Skills, rules, and game strategies can be reviewed. Assignments can be discussed and turned in. Students could chart the points of games underway, keeping track of service winners, unforced errors, and similar kinds of pertinent data. In fact, a class project could be built around charting this type of information. Students could also have a practice area to work on strokes individually or with the teachers' help. It is important to designate specific areas where students wait to go on (near the area of the game courts) as well as any practice areas (away from play courts so as not to interfere with matches in progress).

2. Dealing with poor performing students . . .

As with any kind of testing situation, some students, for whatever reason, will not be able to achieve high marks. Getting beat continually in the tournament can happen. This is why it is especially important for the teacher to remind students before and during the tournament of two critical ideas:

(2a.) First, the tournament rewards total points, not won-loss records. Therefore, it is conceivable for a person to lose several matches yet still get high credit because they have gotten a large point total. Stressing smart play as well as perseverance can help students with lower skill level earn more points.

(2b.) Tournament play, as previously noted, is only one portion of the overall unit grade. Emphasis on achievement in other assessment areas of the class and unit as well as in the tournament will help alleviate worry over performance in the tournament. Prior to beginning the tournament, particular emphasis should also be placed on the fact that even the lowest scoring student will achieve a reasonable point value. Again, no student need fear failing physical education because they were the least accomplished tennis player in a particular semester.

3. Absent students . . .

In any testing situation, a teacher will have to allow for students who need to make up missed tests. Therefore teachers will usually try finish all testing one or two days before the end of the unit so as to allow time for make up testing of students who have been absent. In this format, students who have been absent could face a day in which four or five students have played everyone in their division except that previously absent student. The implication is that while several students need to play only one game or match, that previously absent student will need to play a number of games in a row. Teachers should plan for the possibility of a student getting tired, and try to occupy waiting students so they are not all congregating and watching the series of games this student is playing (not only would they be inactive physically, but they would have the opportunity of extra observing that students' strengths and weaknesses). Generally last days of units are spent in a game play anyway, and it would not be difficult for the teacher to have students playing singles or doubles games and individually calling, when ready, those students who need to make up missed games. Regardless of the type of testing used, absences need to be planned for.

4. Play a practice tournament . . .

Trying things out beforehand should help iron out many procedural issues. The teacher will have a clear idea of how long will it take to get through the "real" tournament. Students will know and be more accustomed to the tournament play format. Practice tournaments may also help the teacher to place students into skill-level divisions. Practice doubles tournaments, in which each student partners with every other student, allow students to not only get to know the tournament format but provide an extra dimension of social interaction. This gives teachers a vehicle in which to intentionally teach what it is to be a good partner, and how to support one another verbally as well as physically.

Summary

Round robin tournaments have proven a successful means of skill testing in secondary and college physical education classes. The benefits of this type of motor performance assessment make it a good alternative when the teacher feels product-based skill testing is appropriate. No schedule is necessary, and therefore absent students do not throw the schedule off. The number of divisions and points in a game can be modified - a teacher could create two, three, or even four divisions in a large class to allow completion of the tournament within two or three class periods. The more highly skilled students will receive higher scores (previous validation work has affirmed the logic of this - see author's note at end of this article), while lower skilled students need not fear a low course grade on the basis of the test alone. Finally, the system rewards students who put forth more effort. Earning an extra point or two per game through hustle, smart shot choices, and not giving up no matter the score will add up for the persevering student. All in all, this round robin tournament system, with students playing one another in what a good teacher will stress as friendly competition, makes for a fairer, more realistic appraisal of any individuals' ability level in sport game units such as are associated with the racquet sports.

Author's notes

Validation of the tournament system described here followed a concurrent validity method. Three independent raters chosen for expertise in racket sports ranked each student in college activity classes over the course of a two year, four semester period using both in class and videotaped observations. A high degree of agreement between raters was found, with correlations between expert rankings being consistently very strong (e.g., >.94). Apparently, these raters agreed on who the high and low skilled performers were. Using expert ratings as a criterion measure, correlations between expert rankings and tournament outcome ranged from .90 to .95, indicating that students who gained higher point totals in these tournaments were consistently ranked as better players than students who obtained lower tournament scores. Likewise, students rated as being of lesser skill consistently scored fewer points in the tournaments.

Figure 1. Example of score recording after completed game.

	Name	1	2	3	4	5	6	7	8	Total
1	Adams									
2	Baker									
3	Davis							4		
4	Foster									
5	Gardner									
6	Kozub				10					
7	Law									
8	Mendoza									

Figure 2. Example of a completed score sheet for one division in the tournament.

	name	1	2	3	4	5	6	7	8	Total
1	Adams	x	4	5	6	6	5	4	10	40
2	Baker	10	x	10	8	10	10	2	3	53
3	Davis	10	7	x	6	8	4	2	10	47
4	Foster	10	10	10	x	1	3	7	8	49
5	Gardner	10	5	10	10	x	5	10	5	55
6	Kozub	10	8	10	10	10	x	8	10	66
7	Law	10	10	10	10	8	10	x	4	62
8	Mendoza	5	10	5	10	10	7	10	x	57

Figure 3. Example of grading scale used to convert raw tournament scores to skill test point values.

name	total points	rank	value for total points*
Kozub	66	1st	40.0
Law	62	2	37.5
Mendoza	57	3	34.5
Gardner	55	4	33.0
Baker	53	5	32.0
Foster	49	6	30.0
Davis	47	7	28.5
Adams	40	8	24.0

* Assumes skill grade allows for a maximum of 40 points to be achieved of a possible 100 points for the entire unit. In this case, Law's 62 points represented 94% of Kozub's 66 (62 ÷ 66 = .9393, or 94%). Thus, 37.5 represents 94% of 40. Taking each raw score (62, 57, 55, etc.) and dividing by 66, then multiplying the product by 40 obtained the value displayed in the "value for total points" column. This process took less than two minutes to compute using a handheld calculator.

Peer Reviewed Article

After the Fall: Common Injuries and Fear of Injury in Youth Gymnastics

by
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Sport involvement at all levels holds a risk of injury. Gymnastics is no exception and presents a possibility of experiencing some form of injury during practice or competition. Most of the information concerning injury rates in this sport is based on collegiate gymnasts, with sprains and strains being the two most common injuries experienced at all levels (Caine, Lindner, Mandelbaum, & Sands, 1996). The effects of injuries on performance has been examined in gymnastics and found to be the most commonly cited reason for leaving competition by gymnasts (Klint & Weiss, 1986). Also, research has indicated that gymnasts report getting injured as a source of performance-related worry (Duda, 1995; Duda & Gano-Overway, 1996; Weiss, Wiese, & Klint, 1989). Thus, injury can be a disruptive force in a gymnast's competitive career. However, little research has been done to examine the fears that gymnasts experience stemming from their injuries. With a better understanding of these fears, coaches and parents can be more effective in teaching coping strategies to improve performance and increase enjoyment. Therefore, the purpose of this article is to present typical injuries experienced by elite youth gymnasts and examine the types of fears associated with these injuries. Secondly, we will provide some training techniques and psychological strategies that may help prevent injuries and overcome fear of injury in gymnastics.

METHOD

Participants

Eleven female gymnasts, between the ages of 8 and 17 years ($M = 12.3$ years), were interviewed individually during a practice session. The gymnasts were members of a competitive gymnast club in which gymnasts competed at levels 5 th rough 10. These gymnasts typically practiced three to four hours a day, five days a week, for eleven months a year.

Interview

Permission to interview the athletes was obtained from the parents, coaches at the gym, and the athlete prior to the interviews. The gymnasts were informed that the purpose of the interview was to learn about their gymnastic experiences and that the interviews would be tape recorded. The interview consisted of questions designed to determine the type and extent of injuries each gymnast may have sustained, and the gymnast's fears elicited from these injuries. These questions were developed by the investigators based upon previous research in this area (Klint & Weiss, 1986; Rotella & Heyman, 1993; Weiss et al., 1989) and conversations with expert coaches, athletic trainers, and sport psychology consultants. General questions were used to encourage the gymnasts to identify all possible responses (e.g., Are there any other injuries?). Then, specific questions were used to encourage the gymnasts to expand on their responses (e.g., Can you tell me more about what you were afraid of after the injury?). As recommended by Scanlan and her colleagues (Scanlan, Stein, & Ravizza, 1989), special care was given to ask all questions in a similar manner, by the same interviewer, for all interviews. The interviews varied in length from 20 to 30 minutes.

Interview analysis

The interviews were analyzed using an inductive content analysis (Scanlan et al., 1989). In this process, the purpose is to reduce the data from individual interview responses into common themes that represent general dimensions or categories. The investigators read and reread the interview transcripts to become familiar with the responses. First, the gymnasts' responses were categorized into common themes relating to their types of injuries (e.g., fractures, sprains, or lacerations). The injury site was recorded, as well as, a frequency count of the types of injuries. Then, the responses to questions about their fear of injury were categorized into common themes. This inductive process continued clustering themes together until there were no longer any common clusters. At this point in the analysis, the remaining themes are labeled as general dimensions. The general dimensions for types of injuries and fear of injury are reported in the results section. To check the reliability of the inductive analysis, a third researcher, familiar with the transcripts but not involved in the content analysis read each

interview. Independently this individual replicated the analysis from selected quotes to general dimensions. A reliability of 94% was calculated between the original researchers and the external checker. Similarities and differences in the analysis were discussed and triangular consensus between all three researchers was obtained.

Table 1. Category of injury, frequency of injury, and site of injury for gymnasts

Category of Injury	Frequency	Injury Site
Fractures	17	vertebrae, wrist, ankle
Sprains	14	ankle, wrist, knee, arch
Tendinitis	2	wrist, knee
Concussion	1	head
Epiphyseal Injury	1	tibia, fibula, femur, humerus radius, ulna
Laceration	1	hand
Bruise	1	heel

RESULTS

Types of injuries in gymnastics

The gymnasts indicated that they had experienced a multitude of injuries as well as different types of injuries. Table 1 presents the general types and number of injuries experienced by the gymnasts in this study. There were many fractures reported by the gymnasts and this constituted the largest number of injuries. Fractures occurred at various sites. The wrists and ankles were two of the more common, with two cases of vertebral fractures reported. The second most common injuries were sprains. They occurred at a number of different sites such as the ankle, knee, wrist, and arch of the foot. Two cases of tendinitis were reported for a wrist and knee. One concussion was cited, in which the gymnast experienced a blow to the head that resulted in a contusion (bruise) of the brain. One epiphyseal injury occurred. In this instance, the gymnast injured a growth plate in her arm. Stitches were applied to a laceration on one hand. Finally, one gymnast reported experiencing a deep contusion of a heel commonly known as a heel bruise.

Fear of injuries in gymnastics

The gymnasts stated that they had a wide range of fears elicited from their injuries. Table 2 lists the five general dimensions that were derived from the interviews. The dimension with the highest occurrence was the seriousness of pain and injury. This consisted of gymnasts describing the pain of the injury, being overwhelmed by the injury, fear of death, and a general fear of injury being the most important. In other words, the gymnasts fear being injured because of the pain and general unpleasant emotions involved with being injured.

Two dimensions that occurred five times each were unable to perform and difficulty regaining gymnastics skills. The former dimension refers to the gymnast not being able to compete due to an injury. For example, one athlete mentioned missing Nationals because of a broken ankle. The latter dimension consisted of the difficult procedure of relearning skills after a layoff. One gymnast mentioned how she had grown during one period of injury and that made it extremely difficult to relearn her skills because of her change in body size. These two dimensions were different than the first because they did not reflect fear of pain but rather fear of the consequences of being injured (e.g., not being able to perform as they would like).

The fourth most common dimension was the fear of failure to meet goals. Most of the athletes who were interviewed were very ambitious and set specific competitive goals for gymnastics. Therefore, some of the gymnasts were concerned they would not reach a certain level of competition (e.g., Nationals). In the case of some of the older gymnasts, losing the possibility of obtaining a collegiate scholarship was a fear. The final dimension was frustration. They were afraid of injury because this often brought on situations in which coaches would become frustrated and disappointed with them. As a result, they would also become disappointed with their own performance. These last two dimensions also reflect fear of the consequence or performance related fears.

DISCUSSION

Techniques to help prevent injuries

The interviews revealed that youth gymnasts do indeed experience injuries, and the types of injuries correspond to those of previous research (Caine et al, 1996). Several injuries were reported to be of a very severe nature. With the exception of the two cases of tendinitis, the heel bruise, and the epiphyseal injury, the injuries reported were of an acute, traumatic nature rather than a gradual onset. With such a high number of sudden onset injuries, proper preventative techniques become of extreme importance. Spotting and safety mats can decrease the probability of injury; however, gymnasts, coaches, and parents can also contribute to the prevention of injuries. For example, proper training and conditioning in strength, flexibility, and endurance will contribute to the overall fitness of athletes and help prevent injuries. Adequate warm-up prior to practices and meets can help prevent sprains and strains. Proper nutrition is also beneficial in the prevention of injuries. Practicing or competing when not consuming enough calories, known as energy deficit, is not conducive toward remaining injury free. Furthermore, failure to maintain proper levels of calories, vitamins, and minerals can lead to muscular skeletal deficiencies, which predispose an athlete to injury. Also, it has been suggested that gymnasts receive a pre-performance physical examination before entry into competitive gymnastics, each change in level, and when returning to full practice following any injury. It has also been recommended that clubs include money in the budget for hiring an athletic trainer to aid in early detection of stress injuries, identification of hazardous practice techniques, act as a liaison between the gymnast, coach, and physician, and develop rehabilitation programs for injured or injury prone athletes (Caine et al, 1996). Finally, adequate recovery time from injuries and gradual incremental return to full activity is essential to preventing further, more severe, damage to joints and soft tissue.

Techniques to help overcome fear of injuries

The results revealed that gymnasts have fears about performance difficulties and fears of serious pain and injury. First, to help youth athletes overcome their fears it is helpful to discuss

the fact that fear is a natural response. In many situations, it is okay to be fearful. A fearful response might even be a helpful method that prevents the athlete from attempting skills that she/he is not yet capable of performing. Therefore, coaches and teachers should encourage athletes to discuss with them their fears about performing or fear of injury. Reassure the athlete and then discuss ways to conquer their fear together.

The high proportion of sudden onset injuries might explain the number of fears categorized under the theme of seriousness of pain and injury. An acute traumatic injury will leave a lasting impression, one that, understandably, might lead to fear of situations similar to the incidence that caused the injury. Gradual return to full activity will allow adequate opportunity for an athlete to regain confidence and cope with fears. Furthermore, gradual return will afford a gymnast greater opportunity to regain lost skills, possibly reducing some of the performance fears and frustrations.

Fear of injury and performance difficulties are often a result of a lack of confidence (Feltz, 1994; Magyar & Chase, 1996). Following an injury or problems performing a skill, there are several techniques a coach or parent can implement to help an athlete increase her/his self-confidence. The best method is to insure performance success via modified skills or equipment. For example, if the athlete fears a skill on the high beam, then start with a line on the floor and slowly progress to a modified version of the beam of the floor beam and then a low beam. Set performance goals to be achieved at each level until the athlete has the confidence and the past performance successes to move on to a higher level.

Watching others perform skills correctly or viewing their own past performances can increase confidence. Seeing themselves perform will remind them that they do have the necessary skills and abilities. Seeing others or using a model allows them to make comparison (e.g., if she can do it, so can I) and make useful observations of successful techniques. Coaches and teachers can also increase self-confidence by providing the athlete with positive informational feedback. Praise and encouragement are more likely to increase confidence than negative comments, however, the feedback must also contain some information about performance and how the athlete can improve. Lastly, some psychological skills training can be useful to teach athletes how to overcome their fear and increase confidence (Magyar & Chase, 1996). For example, mental imagery is used to visualize the skill and mentally practice prior to actual practice. Relaxation techniques (e.g., deep breaths) can help athletes avoid tight muscles, upset stomach, and other nervous responses that hinder performance and substantiate fears.

Injuries are a part of sport competition, especially at a more elite competitive level. Coaches and parents can help youth athletes by recognizing the risks involved in participation and by making the environment and training procedures as safe as possible. If an athlete is injured, properly caring for the athlete is important not only physically but mentally in assisting them to overcome the fear of injury.

Table 2. Fear of injury themes, frequency of injury, and components of theme for gymnasts

Fear of Injury Theme	Frequency	Component of Theme
Serious of Pain and Injury	12	pain of injury, general fear of injury, fear of death, being overwhelmed by injury
Unable to Perform	5	unable to compete, forced to miss competitions
Difficulty Regaining Gymnastic Skills	5	frustrating and difficult to regain lost skills
Fear of Failure to Meet Goals	3	level of competition difficult, potential for collegiate scholarship pressure
Frustration	2	coaches a source, disappointment in performance

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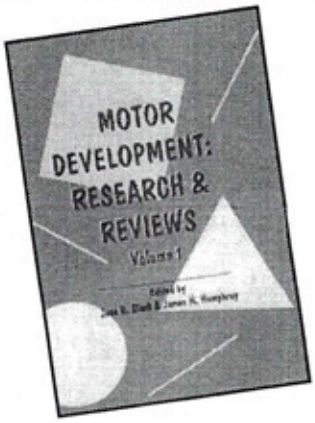

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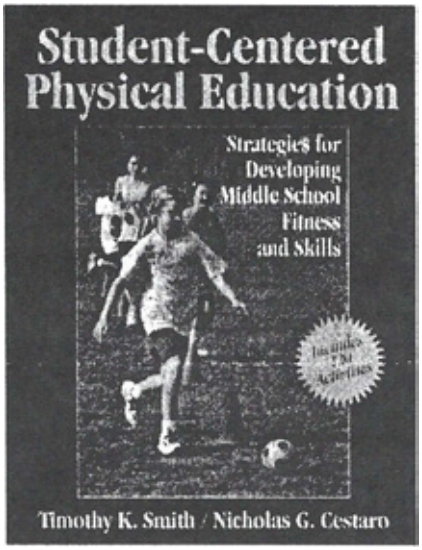

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CHAMPAIGN, IL—Remember the dejected classmate who was always picked last by the team captains each gym class? Having a physical education class in which all students participate enthusiastically is possible, and **STUDENT-CENTERED PHYSICAL EDUCATION**, a recent release by Human Kinetics, shows teachers how to do it. **STUDENT-CENTERED PHYSICAL EDUCATION** features a new, modular approach to teaching physical education that creates multiple opportunities within each class period for students to succeed. Included in the book are 120 fun physical activities that teachers can mix and match to make physical education relevant to students, and to motivate students to participate in physical activity both in the gym and after school.

Authors ***Timothy Smith*** and ***Nicholas Cestaro***, who together have more than 50 years of teaching experience, have developed this student-centered approach to physical education to replace the traditional, subject-driven one. By focusing on the needs of the preadolescent student rather than on sports or calisthenics, this proven program challenges exclusivity, boredom, and gender bias, and stimulates student participation.

Part I, "A Student-Centered Modular Approach," helps teachers develop and organize classes, showing them how to assemble modular lesson plans and increase their effectiveness using the teaching strategies presented. Physical education teachers will also find a chapter on authentic assessment, which discusses the use of rubrics, portfolios, and portfolio cards, in this section.

Part II, "Teaching Modules," provides teachers with easy-to-follow, step-by-step directions for 120 fitness-related activities, including

- warm-ups,
- skill development activities,
- team-oriented activities, and
- individual and paired activities.

Each activity is ready to be inserted into the modular lesson format presented in Part I. In addition, 10 detailed health-fitness modules-—one for each month of the school year—present and reinforce key lifestyle concepts in addition to the "physical" components of physical education. These modules convey the message that physical activity can help children while they are in school—and later in life.

STUDENT-CENTERED PHYSICAL EDUCATION is a suitable reference for middle school, junior high, K-8, and 7-12 physical education teachers; physical education supervisors, directors, and administrators; university physical education methods instructors; and physical education majors who are involved in student teaching.

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ABOUT THE AUTHORS

Timothy Smith, MEd, has been a physical education teacher, volleyball coach, and lacrosse coach in the East Syracuse-Minoa public schools in East Syracuse, New York, since 1991, but his physical education and fitness experience goes back much further. He also has been an adjunct faculty member in Adelphi University's Department of Physical Education and Human Performance Sciences, the director of Adelphi University's Adult Fitness Program, an exercise physiologist in private practice, and a general partner in a physical therapy and sports medicine practice.

Smith has written many articles on fitness-related topics for publications such as the *Journal of Physical Education, Recreation and Dance (JOPERD), American Fitness,* and *Fitness Management.* He has been a member of the National Strength and Conditioning Association since 1987.

Nicholas Cestaro has been a physical education teacher since 1971, working with children in kindergarten through high school. Since 1985 he has taught physical education at Kinne Street Elementary School in East Syracuse, New York. From 1974 to 1988 he also had coaching responsibilities in five sports at the junior high level. He was presented with the Teacher of Excellence Award in 1990 by the East-Syracuse-Minoa School District faculty and board of education.

Cestaro has been a master teacher in conjunction with Syracuse University since 1988. He has written articles for *JOPERD* and has spoken at the New York State Physical Education Conference.

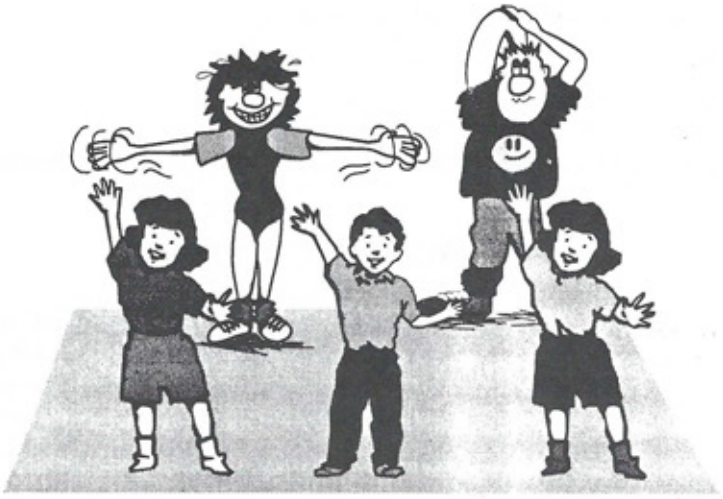
Special Invitation for Parents

You are cordially invited to attend any of your child's physical education classes during a special parents' PE week at:

_____
School

The classes will be held on:

_____ _____ _____
Day/Date/Time



Please meet at:

_____
Room

Parents may observe, but it's more fun if you participate, so please bring your gym gear.

If you have any questions, please call me at _____
Phone #
Hope to see you in class!

Sincerely, _____

WE NEED YOUR HELP!!!

Do you have any contacts in the community whom we could approach for financial support? If so, please indicate below.

Your name _____

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Would you be willing to contact any of these potential sponsors for us? If so, who?

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Thanks for filling in this survey!!

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c/o _____

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Refereed Articles: Guidelines for Authors

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

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

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

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

Articles about programs within schools or at workshops, etc., should be written so that readers can use the material as a model to establish such a program in their own schools or benefit in some way from the content of the program. A synopsis of only who did what is only of interest to those who participated.

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

TECHNICAL SUGGESTIONS

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

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

Cover Page. Type title manuscript about three inches from top of page, followed by author name(s) as it/they appear in the published piece. Drop down a few spaces and type complete name, address and phone number of author with whom editor should correspond. Also, state number of words in manuscript (rounded to nearest hundred). Author name'(s) should appear only on this page, since the editing process is conducted as "blind review."

The Text. Full title should appear again at top of page only. Use only white 8 1/2x11" paper and dark typewriter ribbon. Margins on all sides should be at least one inch. Pages should be numbered consecutively in the upper right hand corner and carry a running head (partial title) just below the page number. Long quotations should be single spaced and given extra indentation of five spaces to make them stand out. All copies should be "letter perfect"—free from inaccuracies in grammar, spelling and punctuation.

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

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

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

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

SUBMISSION REQUIREMENTS

Copies. Submit 3 paper copies. Copies should be double spaced on 8 x 11 paper and carefully proofread. It is preferred that the article be prepared on a computer. Include a disk (3.5" or 5.25") with the manuscript. **The disk should be in IBM compatible or Mac format.** Label the disk with the author's name, manuscript title, and word processor and version used. WordPerfect is the preferred format, but Word, or other major word processors are acceptable. Save a copy in the word processor native format. **PLEASE SEND A SELF-ADDRESSED STAMPED POSTCARD. The postcard will be returned to acknowledge receipt of articles. Articles can also be sent attached to an email message. Please send the article to cstockto@runet.edu Your article if sent by email will be acknowledged as being received via return email.**

Deadlines. July 1 for Fall issue. December 1 for Winter issue. March 1 for Spring issue

Address. Materials for Journal review should be mailed to:

Dr. Tom Sawyer, Editor
Indiana AHPERD Journal
5840 South Ernest Street
Terre Haute, Indiana 47802
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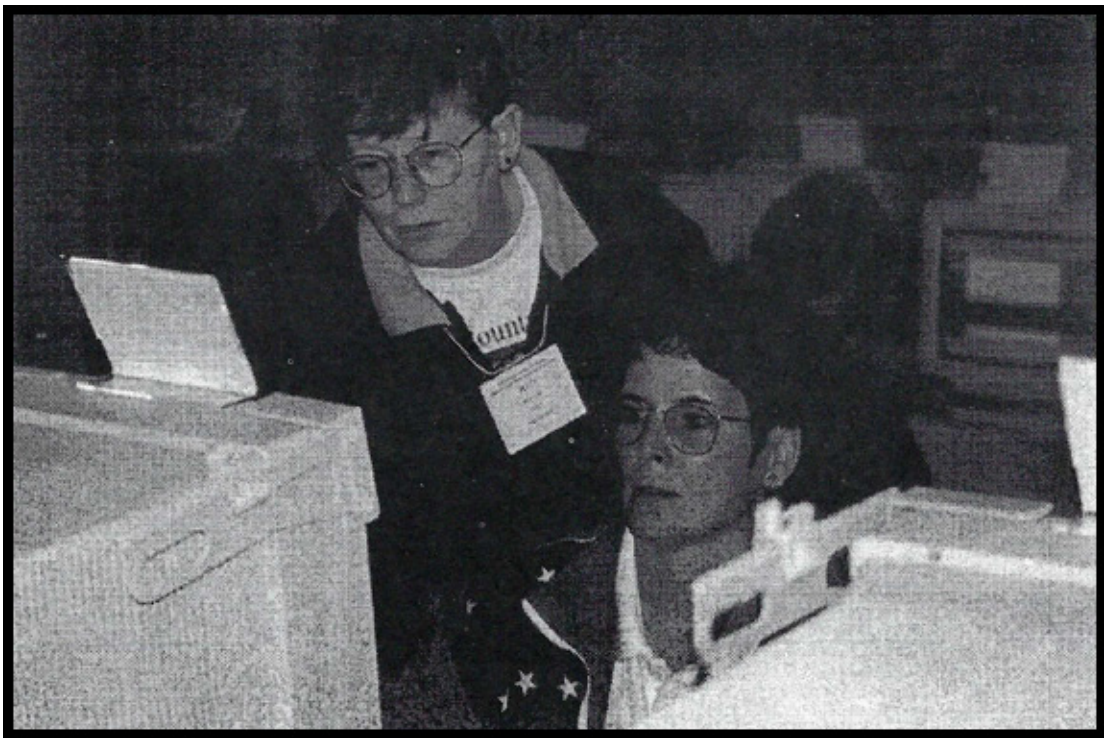
Parting Shot...



Betty, I think I lost the minutes!! Be patient Cathy, I'll find them for you.

Leadership Opportunities on Councils

FUNCTION. The duties and responsibilities of the Program and Regional Councils are to:

1. Work closely with the Program Director or Regional Coordinator to promote the special program area.
2. Attend annual IAHPERD Leadership Conference. (Hotel and meals paid for by the Association.)
3. Solicit programming for the State Conference or Regional Workshops.
4. Serve as host to greet and direct presenters during the conference.
5. Serve as presider for the various programs in your special area. Support includes introducing presenter, assisting during the presentation (distribute handouts), and providing presenter with the special gift from the Association.
6. Make nominations to the Awards Committee chair for Teacher of the Year and Association awards.

PROGRAM AREAS. The various program areas include:

1. Adapted Physical Education
2. Aquatics
3. Council for Future Professionals
4. Dance
5. Fitness
6. Health
7. Higher Education/ Research
8. Jump Rope and Hoops for Heart
9. Physical Education: Elementary
10. Physical Education: Middle School
11. Physical Education: Secondary
12. Recreation
13. Sport
14. Sport Management
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Involvement is the key word to making a contribution to your professional association. The IAHPERD provides an opportunity for involvement through the choices below and we encourage each of you to become active participants by serving on a committee or by holding an office. Please, check any position listed below that interests you.

HELP NEEDED:

_____ Would you be willing to become involved?
_____ District level
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_____ Committee Involvement
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