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Indiana Association
for Health, Physical
Education, Recreation
and Dance



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JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 28, Number 1

Winter 1999

Indiana Association for
Health, Physical Education, Recreation and Dance

Indiana AHPERD 1998-99

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Message from the President

Transforming Indiana AHPERD in the 21st Century

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The opportunity to serve Indiana AHPERD membership during 1998-99 as President is an honor. I am excited about the possibilities and opportunities ahead for the organization. It is easy to observe many dedicated members from diverse backgrounds working to provide service through IAHPERD. They are enthusiastic, energetic, and have positive attitudes toward IAHPERD as an organization of the future. They are students, seasoned professionals, retirees, national leaders, local leaders, novice professionals, and more. Many believe that IAHPERD has not yet come of age for the new millennium, the 21st Century, meaning that some organizational transformation must be initiated. The theme for 1999 is "THRESHOLD TO TRANSFORMATION IN MILLENNIUM 2000". Three subpoints of the theme include: Walk the Talk! Embrace Opportunity! Beyond Change—Transformation!

During my tenure in education over the past 34 years, certain values have become important to my professional philosophy. Service to the profession is one of those values. This is a value, a sense of responsibility, which I have consistently taught and supported among physical education, health and recreation students, and colleagues. I hope to draw upon my leadership experience from a number of professional organizations; my enthusiasm, energy, and positive outlook; an abiding interest in the HPERD professions, and a propensity for dreaming and ideas, to help facilitate the continuing IAHPERD journey toward transformation in the 21st century. Transformation is a journey with high points and low points, not a destination. Recent changes in the Constitution, By Laws, Operating Codes, and guidelines for Awards and Mini Grants, indicate that IAHPERD has begun the transformation journey. There are yet miles to go!

Most members of this state organization already have plenty of challenges in professional endeavors they pursue daily. Yet many also continue to serve the organization and the Indiana constituencies. Dedicating time, energy, leadership and talent to the profession through professional organizations is an excellent way to "Walk The Talk". Those in education may

have the ultimate opportunity to set the example. For all IAHPERD members, service to others through the professional organization may be the ultimate opportunity to lead by example.

During the past year over 100 IAHPERD members, professionals and students, have reflected upon their service by completing either the "Walk The Talk" program self-assessment, or the 1998 Conference "Health" self-assessment. These professional services initiated and activities completed by members all contribute to the strength of the association. If IAHPERD is to begin transforming into a "21st Century Organization" the grassroots membership must be strong and play an active part. What we DO as individuals, and as an organization will determine our success.

As President I have purposely not set a lengthy or lofty set of goals to be accomplished during the year. However, in coaching terms, I am dedicating my efforts toward keeping the ball rolling, turning the pace up a notch, revising some plays, and setting a game plan in motion for the future. My goal is to challenge the membership to reflect upon and act upon what we should be; what we should be doing; and where we should be heading! In order to be successful in the new millennium IAHPERD must accomplish more than subtle and occasional change. Annually we must determine what priorities should be accomplished in given time frames for our continuing journey of transforming IAHPERD into a 21st century organization.

To offer a simple strategy, if one is possible, I propose a focus upon three concepts. All three should remain in focus for each and every IAHPERD activity encountered during the year. The three concepts should become common cause for moving the organization forward.:

- 1) Support for and provision of quality professional services that are initiated by individual members or through association activities must be a constant - This requires continuous self-assessment and reflection by individual members, as well as, periodic assessment of organizational structure, functions, programs and activities

of the association. Discovering the need for new programs, identifying new constituencies, and initiating structure changes to achieve compatibility with other organizations may also be results. It is also vital that members, especially those in leadership, understand all areas of operation and the interrelationships which exist within IAHPERD. Our various functions must not each operate in a vacuum.

- 2) Identification of opportunities which will support IAHPERD in becoming a stronger more accountable and innovative organization must be consistently pursued-

This might include collaboration and reciprocal agreements with other organizations and institutions; getting more mileage out of programs such as JRFH/HFH, Mini Grants, and Advocacy; identifying our 21st Century audience (potential members/constituencies); capitalizing on technology where it can enhance quality, effectiveness, communications and promotion; seek new resources, etc.

- 3) Service, growth, accountability, and innovations must be achieved in such a manner that focus is upon supporting the IAHPERD purpose for existence.

IAHPERD will be moved toward transformation in a changing world only if our organizational purpose is appropriate, understood by members, and those with whom we associate and serve. "TRANSFORMATION" is something beyond ordinary "CHANGE". It is accomplished by WHAT WE DO, as long as what we do is not done for the sake of appearances, temporary reform, prestige or hollow symbolism. Transformation is not tweaking. It requires will, vision, focus, information/data, tenacity and civility. Some consider moving toward transformation as "operating on the edge".

Indiana AHPERD can rightly be characterized as a dy-

namic professional organization. Change is a constant in IAHPERD. Services, programs, and activities flourish throughout the organizational structure, as well as, through individual member activities. Good things for worthy causes are regularly accomplished for the benefit of members and a state-wide constituency. That social institutions including economic, educational, technical, governmental, political, business/industry, and health care, are advancing or transforming at an accelerated pace, should be evidence of the need for proactive steps in IAHPERD. IAHPERD can not rest on laurels. We must look at where we should be, what we should be doing, and where we should be heading.

As President, and with input from members, we will plan and facilitate activities where by the association can embark on the journey for transformation of IAHPERD in the new millennium. It is the effectiveness of change, not the degree of change which begins to transform an organization. You can begin the process by visioning how you see IAHPERD over the next year, five years, and ten years into the future. This is a year to "DO", to plant the seeds of transformation. As Ralph Waldo Emerson so aptly quipped, "What you do speaks so loudly that I cannot hear what you say." I hope to emphasize a broader understanding, among all IAHPERD leaders and members, of the functions, structure, programs, activities, and opportunities of IAHPERD. WITH MORE UNDERSTANDING WE CAN MEET IN THE MIDDLE AND WALK THE REST OF THE WAY.

Challenges For Professionals

"For every right that you cherish, you have a duty which you must fulfill. For every hope that you entertain, you have a task that you must perform. For every good that you wish to preserve, you will have to sacrifice your comfort and your ease. There is nothing for nothing any longer."

Walter Lippmann

Looking for a Chance to be Published?

THE IAHPERD JOURNAL IS REFEREED.

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Teachers At All Levels

NOTIONS From YOUR EDITOR. . .

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The Path to Publishing: An Idea, a Contract, Maybe Even Royalties

Academics write textbooks for a variety of reasons—from the lofty to the mundane. Some may be interested in restructuring the pedagogy of a discipline; others may want to earn some extra cash.

Whatever their motives, the path to becoming a published textbook author is essentially the same for everybody.

It begins with an idea. The prospective author may have thought of a better way to present information in a discipline that is already full of course material, or may be an expert in a subject in which no textbook has yet been written.

First, an author must send a prospectus to publishing companies. A prospectus typically includes an outline of the proposed text, a statement of the rationale or philosophy behind the book's concept, and a few sample chapters. The length of the prospectus might vary, with the type of book and the degree to which the author needs to be "sold" to the publishers. A first-time author, for example, might need to write a long prospectus, thoroughly explaining the book and the reasons it should be published.

Since many publishing companies specialize in certain disciplines, an author should send the prospectus to the appropriate ones. It helps if the author has made contact with editors at the companies. An author at a college may find it easiest to talk to the publishing companies' sales representatives, who periodically visit campuses to sell text-

books. The representatives are good links to the acquisition editors, who eventually may sponsor the author's work.

After a proposal is accepted by a publishing house, the author needs to be savvy about a writer's rights and obligations. From that point on, writing a textbook becomes a business proposition, with all the accompanying legal and financial responsibilities and rewards.

M. L. Keedy, executive director of the Textbook Authors Association, recommends that the author contact a lawyer who knows the nuances of copyrights and of the tax laws applicable to publishing. He suggests that the author also learn about different types of contracts and the terms of other authors' contracts.

The contract provisions for royalties, advances, and grants—perhaps more than other clauses—are meant to be negotiated. The following information comes from Mr. Keedy and Michael R. Lennie, a lawyer who works with the authors' association.

• The royalty rate for a college text ranges from 10 per cent to 18.75 per cent of a publisher's net receipts, equal to sales

minus returns and discounts. A 15-per-cent royalty is common. In some cases, royalties are paid as a percentage of the book's list price. In those cases, a lower rate may apply.


• Sometimes an author is asked to pay for part of the book's production costs, such as illustrations and copyright permissions. Such payment is often made against the author's future royalty earnings. This type of arrangement should be carefully negotiated—or, if possible, avoided.

• An advance—the payment of anticipated royalties to the author before publication—provides compensation for the time and risk taken to write a textbook. An author should try to obtain at least half the expected royalties from the first edition, or the total of the projected first year's royalties. The author should make sure publishers cannot recoup any of the advance except as a credit against future earnings.

• The author should try to have a portion of the advance paid in the form of a signing bonus or grant. Grants can be given to pay the costs of travel or of such equipment as a word processor, or to compensate the author for income lost while writing the book.

It may take more than five years to see a manuscript through to publication, Mr. Keedy says. It takes dedication, patience, and a willingness to work closely with editors, designers, and, often, co-authors and other contributors. Expect rewriting, extensive proofreading, and production delays, he adds.

"It's a big task, but it's a rewarding one, Mr. Keedy says. "You're helping students to learn, and may even put a little money in your pocket."



The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.

—Mark Twain

State of the Profession



SURFING THE WEB

by

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Technology is certainly upon us and in fact engulfing us as it moves along. More and more people have access to computers on-line and more and more material is available through the web. This month's article will list some of the important web sites that all professionals in our fields can access for information and ideas. Some of these sites have data and others have teaching tips. Let your fingers do the walking! If you have others, send them and this list will be updated.

AAHPERD

<http://www.aahperd.org>

American College of Sports Medicine

<http://www.acsm.org/sportsmed>

American Council on Exercise

<http://www.acefitness.org>

American Public Health Assoc.

<http://www.apha.org>

American Running and Fitness Association

<http://www.arfa.org/indes.htm>

American School Health Association

<http://www.ashaweg.org>

Centers for Disease Control & Prevention

<http://www.gov/nchswwww/textoc.htm>

Cooper Institute for Aerobics Research

<http://www.cooperinst.org>

Fitness Link

<http://www.fitnesslink.com>

Fitness World

<http://www.fitnessworld.com>

KidsHealth

<http://www.KidsHealth.org>

National Association of Governor's Councils
On Physical Fitness and Sports

<http://www.fitnesslink.com/Govcouncil>

National Recreation and Parks Assoc

<http://www.nrpa.org>

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<http://pe.central.vt.edu/>

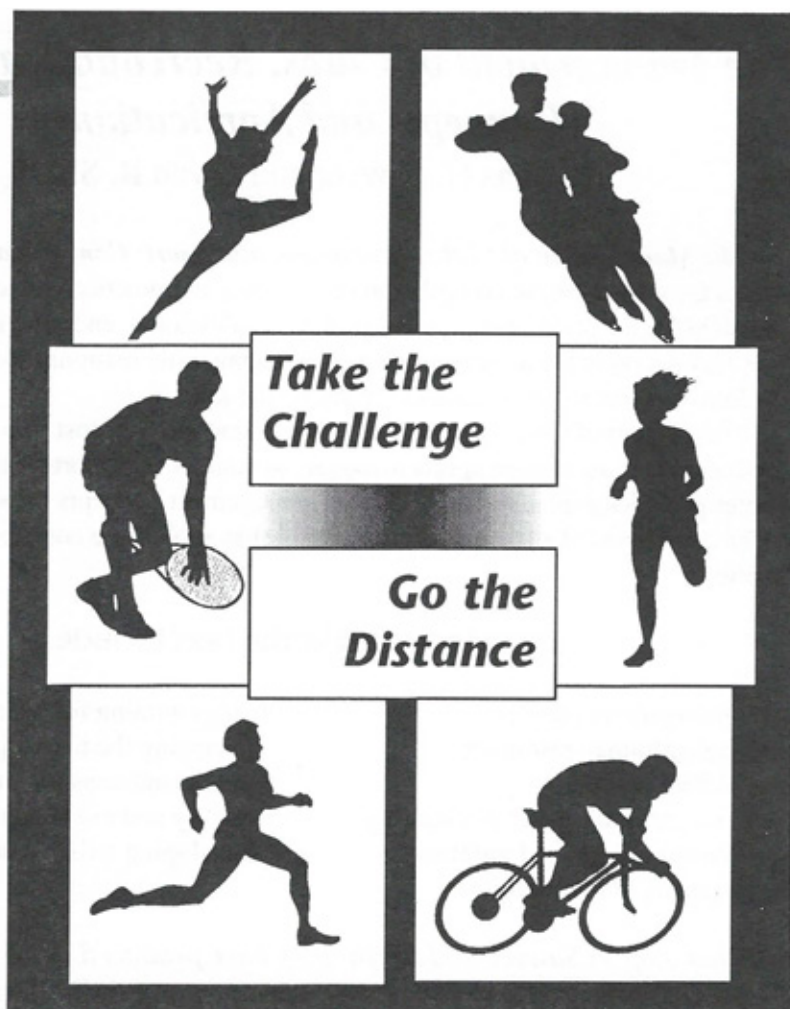
Shape Up America

<Http://www.shapeup.org>

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The 1999 AAHPERD National Convention & Exposition will be April 20-24, in Boston.

Presentation proposals are being accepted now. Call 800-213-7193, ext. 401 to receive an application or visit our web site at www.aahperd.org.



Looking forward to ...

1999

*April 20-24
Boston, MA*

Boston's role in shaping American history makes it a popular destination. See where the American Revolution was conceived and began, Paul Revere's House, the Boston Tea Party Ship. As America's Walking City, Boston offers history on every corner.

2000

*March 21-25
Orlando, FL*

With 66 attractions, including, of course, Disney World, Orlando is a great place to mix business and pleasure. Dine with sharks, visit an art museum, go on an island safari, or take a plunging ride on a roller coaster.

2001

*March 27-31
Cincinnati, OH*

Cincinnati combines old-world European charm with a cosmopolitan polish. Its 16 block elevated Skywalk system links hotels to specialty shops, professional sports and cultural attractions, restaurants, nightclubs, and department stores. On the banks of the Ohio River, Cincinnati welcomes visitors to enjoy its diversified landscapes, from hilltops to riverfronts.

2002

*April 16-20
San Diego, CA*

How do I choose? This is the question you'll ask yourself when you arrive in sunny San Diego. Balboa Park, the San Diego Zoo, Coronado, Point Loma, Mission Valley, Mission Bay, and La Jolla are all within a short drive of downtown San Diego. And the climate — well, it's just as close to perfect as you can get.

2003

*April 1-5
Philadelphia, PA*

One of the oldest cities in the U.S., Philadelphia's Waterfront and Historic Park area is considered "America's most historic square mile." From history to culture, sports to shopping, museums to markets, Philadelphia is unrivaled in its diversity. Having been voted the Best Restaurant City in America by Conde Nast Traveler, the cuisine is incomparable as well.

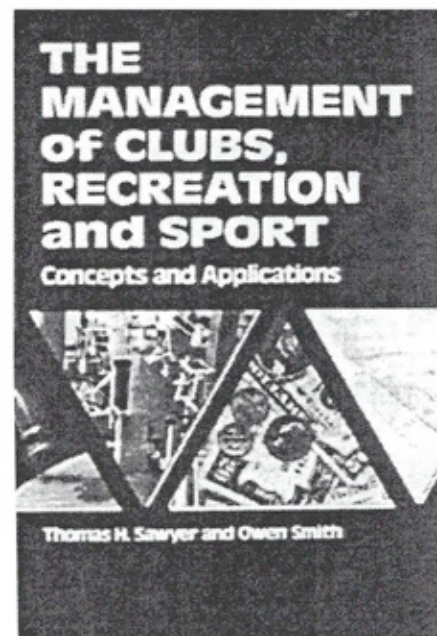
2004

*March 30-April 3
New Orleans, LA*

The Crescent City, The Big Easy, City of Lights — by any name, New Orleans is among the most unique cities in the U.S. New Orleans' reputation as an "international city" is rooted in history, with a melange of cultures and ethnic influences. From jazz music to creole cooking, the flavor of New Orleans is phenomenal.

The Management of Clubs, Recreation, and Sport: Concepts and Applications

Thomas H. Sawyer and Owen R. Smith



The Management of Clubs, Recreation, and Sport: Concepts and Applications is a comprehensive compilation of concepts and practical subject matter published for the sport management student, professional, and practitioner. The book focuses on those activities that a club manager, recreational sports manager, or competitive sport manager face everyday on the job.

The content of the book focuses on issues that are the most important for either a club manager, recreation sports manager, or competitive sports manager. Each chapter provides explanations of various management concepts important for the reader to understand and how-to information that applies the concepts to realistic situations.

Topics covered in the text include:

- the management process
- managing human resources
- the budget process
- revenue generation and profitability
- equipment control and purchase
- fund raising and promotions
- programming for success
- managing the marketplace
- public and consumer relations
- facility and event management
- developing a risk management plan

“My hat’s off to Sawyer and Smith- they have produced a text of exceptional value and utility! They have done their topic, and the industry which they obviously enjoy, full justice.”

-John McCarthy, Executive Director of IHRSA

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- Chapter Three: Planning Successful Programs
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- Chapter Six: Promotion and Advertising
- Chapter Seven: Fund Raising
- Chapter Eight: Membership Retention
- Chapter Nine: Equipment Control and Purchasing
- Chapter Ten: Managing the Marketplace
- Chapter Eleven: Public Relations
- Chapter Twelve: Designing a New Facility
- Chapter Thirteen: Facility and Event Management
- Chapter Fourteen: Legal Issues in Sport Management
- Chapter Fifteen: Risk Management

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Appropriate Physical Activity for Elementary School Children: Executive Summary



Summary Rationale

Extensive evidence, including information from the Surgeon General's Report on Physical Activity and Health, has documented the health benefits of regular physical activity. The report also indicates that Americans become increasingly less active with each year of age. Inactivity among children has now been linked to sedentary living among adults. For this reason, efforts to promote active lifestyles among children have been targeted by the Centers for Disease Control and Prevention (CDC) as well as other groups interested in the health and well-being of all Americans. To be effective in promoting lifetime activity habits early in life, developmentally appropriate guidelines for activity of elementary school children are outlined. A more detailed rationale for the recommendations is included in the attached comprehensive report.

Summary Guidelines

- Elementary school aged children should accumulate *at least 30 to 60 minutes* of age and developmentally appropriate physical activity from a variety of physical activities on all, or most days of the week.
- An accumulation of more than 60 minutes, and up to several hours per day, of age and developmentally appropriate activity is encouraged for elementary school aged children.
- Some of the child's activity each day should be in periods lasting 10 to 15 minutes or more and include moderate to vigorous activity. This activity will typically be intermittent in nature involving alternating moderate to vigorous activity with *brief periods* rest and recovery.
- Extended periods of inactivity are in-

appropriate for children.

- A variety of physical activities selected from the Physical Activity Pyramid is recommended for elementary school children.

Summary: Appropriate Models of Activity

The models used to outline amounts of appropriate physical activity are based on research with adults. These models are *not* appropriate for use

with children (for more details see the comprehensive report).

Summary: Important Activity Concepts for Children

Because children are not small adults, activity recommendations should be based on the characteristics of children. Several important concepts outlining the unique characteristics of children are described and provide the

Attention: Undergraduate Physical Education Programs!

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Guidelines for Teacher Preparation in Physical Education: NASPE/NCATE (4th Edition)

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- NAPEHE Conference in San Diego, CA—Thursday, January 7, 1999
- AAHPERD Convention in Boston, MA—Tuesday, April 20, 1999

Announcing workshops for folio preparation in undergraduate physical education

- Southern District AHPERD Conference (Greensboro, NC—Wednesday, February 17, 1999)
- AAHPERD National Convention, Boston, MA—Tuesday, April 20, 1999

Schedule for NCATE Folio Reviews:

- Feb. 1 and Sept. 15 each year: Folios due to NCATE
- Trained readers review the folios Dec. and June: NASPE Adjudicators meet in Reston to make decisions about compliance, partial compliance, and non-compliance
- Jan. 15 and June 30 each year: NASPE reports are due to NCATE
- NCATE notifies institutions following receipt of reports

If interested in any of the above workshops, please contact Mary Ellen Saville, NASPE/NCATE Liaison, for further information at (800) 213-7193 ext. 414 or msaville@aahperd.org.

basis for recommendations in this report (for more details see the comprehensive report).

Summary: Guidelines for Promoting Physical Activity in Schools and Physical Education

- Provide Time for Activity in the School Setting

- Individualize activities
- Expose youngsters to a variety of physical activities
- Focus Instructional Feedback on Process, not Product
- Continue to Teach Physical Skills
- Be an Active Role Model
- Care about the Attitudes of Students
- Teach Positive Approaches to Lifetime Activity

- Promote Activity Outside the School Environment
- Consider Lifetime Activities that Endure

Copies of the full document are available by calling (800) 321-0789.

The cost is \$10 for NASPE/AAHPERD members and \$13 for nonmembers.

Stock number is 304-10175.

NASPE—POSITION STATEMENTS

SCHOOL PHYSICAL EDUCATION PROGRAMS IS YOURS MAKING THE GRADE?

Does your elementary, middle or high school physical education program help students attain the knowledge, skills and attitudes necessary for them to lead healthy and productive lives? This school year the National Association for Sport and Physical Education (NASPE) urges physical educators, principals, teachers and parents to conduct a self-study of their school's physical education program—the child needs many opportunities to participate, evaluate its strengths and weaknesses and then develop a plan for improvement.

“From elementary through high school, physical education programs are an integral part of the total educational program of every child,” said NASPE Executive Director Judith C. Young, Ph.D. “To become a fully functioning individual, the child needs many opportunities to participate in well-conceived, well-taught learning experiences in physical education.

“Unfortunately, many states are not living up to recommendations of the *IS Surgeon General's Report on Physical Activity and Health* and the Centers for Disease Control and Prevention to require daily physical education for all students, K-12. As a result, the percentage of young people who are overweight has more than doubled in the past 30 years,” added Dr. Young. “NASPE, who has the resources to help improve physical education programs, recommends that elementary school children receive a minimum of 150 minutes per week of instructional physical education, middle

and high school students receive a minimum of 225 minutes per week.”

Here is a sampling of questions to ask:

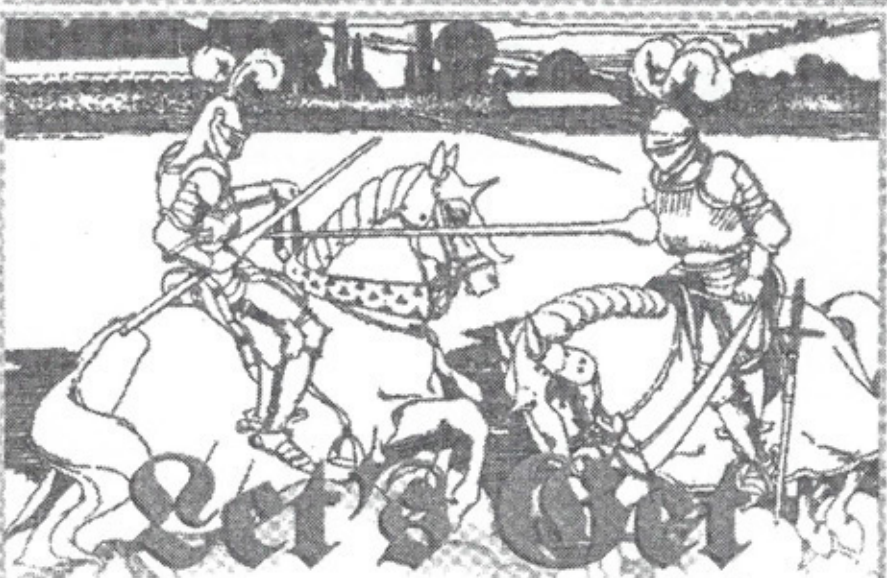
1. Is K-12 physical education taught by teachers who have baccalaureate degrees that license them as physical education specialists?
2. Is physical education taught daily (or the equivalent) throughout the year? (Recess, band, athletics, etc. do not count as physical education.)
3. Are there adequate indoor or outdoor facilities so that physical education classes need not be canceled because of inclement weather?
4. Do physical education classes contain similar numbers of students as regular classrooms—about 25 students per class?
5. Does the K-12 curriculum have an obvious scope (what to teach) and sequence (when and in what order) based on NASPE standards?
6. Does the K-12 curriculum help students understand physical fitness and its contribution to a healthy life?
7. Is assessment of student achievement used to plan the physical education curriculum, identify students with special needs, communicate with parents, and evaluate the programs effectiveness?
8. Are students given the opportunity to master skills and to apply those skills in modified or controlled settings before they participate in full sport, dance, gymnastic or aquatic activity?
9. Do activities emphasize self-

improvement, active participation, physical development and working with others—not just winning?

10. Does the program avoid jeopardizing positive/self-esteem by using fitness as punishment (e.g., students running laps), by having “student captains” pick teams (thereby exposing students picked last to peer ridicule), or by restricting access to any physical activities by grades?

For copies of NASPE's program guidelines and checklists for elementary, \$8, and self study guides for middle and secondary school physical education programs, \$8, as well as the NASPE's content recommendations, *Moving Into the Future: National Standards for Physical Education*, \$22, call (800) 321-0789, plus shipping and handling.

Information about the National Association for Sport and Physical Education (NASPE) can be found on the Internet at www.aaahperd.org, the web site of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). NASPE is the largest of AAHPERD's six national associations. A nonprofit membership organization of over 25,000 professionals in the fitness and physical activity fields, NASPE is the only national association dedicated to strengthening basic knowledge about sport and physical education among professionals and the general public. Putting that knowledge into action in schools and communities across the nation is critical to improved academic performance, social reform and the health of individuals.



Get a Get Armored!

Hear disease is a dangerous killer! — and it's not just a disease of the elderly. Heart disease attacks all ages, even children. Teaching children about heart healthy habits is like providing them with a shield to protect against America's no.1 killer: heart disease and stroke. As a JUMP ROPE FOR HEART or HOOPS FOR HEART coordinator, you have given a precious gift to your students: a gift of knowledge about exercise and the prevention of heart disease and stroke. Equally impressive, the money your school raised will support vital cardiovascular research—research that could save lives. The American Heart Association thanks you and your stuets for joining the fight against heart disease and stroke—by supporting research, by educating your community, by getting *involved*. Your involvement is part of the armour against heart disease and stroke.

American Heart
Association
*Fighting Heart Disease
and Stroke*



HOOPS
for heart

**INDIANA
ASSOCIATION
HPERD**

Sexual HARASSMENT

IN ATHLETIC SETTINGS



In light of the heightened awareness of sexual harassment in society today, it becomes imperative for those in athletic settings to become knowledgeable about what types of behavior constitute sexual harassment and to be educated about healthy and positive ways for coaches, athletic directors, and athletes to interact. The recent Supreme Court Decision *Gebser et al. v. Lago Vista Independent School District* (96-1866, June 1998) established the liability of a school district official who has knowledge of sexual harassment yet fails to respond or is indifferent to the misconduct.

Sexual harassment and sexual relationships with athletes violate ethical boundaries. Harassing behavior, if ignored or not reported, is likely to continue and become worse. The impact of sexual harassment on an athlete's well-being may be significant and can impede an athlete's progress toward athletic, academic, and personal goals (U.S. Department of Education Office for Civil Rights, *Sexual Harassment. It's Not Academic*, 1997).

Sexual harassment is a form of prohibited sex discrimination under *Title IX of the Education Amendments 1972* (Title IX). Accordingly, no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance (62 Federal Register 12038). Two types of conduct constitute sexual harassment:

(1) *Quid Pro Quo Harassment*—Occurs when a school employee causes a student to believe that he or she must submit to unwelcome sexual conduct (sexual advances; requests for sexual favors; or other verbal, nonverbal, or physical conduct that is sexual in nature) in order to participate in a school program or activity, regardless of whether the student submits to the demands.

(2) *Hostile Environment Harassment*—Occurs when the unwelcome sexual conduct is so severe, persistent, or pervasive, that it affects a student's ability to participate in the educational program or activity (62 Federal Register 12038).

Sexual and/or romantic relationships should not be tolerated between coaches

and athletes. Such relationships are unprofessional and represent an abuse of professional status and power (*Prevention of Sexual Harassment in Athletic Settings*, Women's Sports Foundation). Coaches cannot absolve themselves of the responsibility of avoiding intimate sexual relationships with athletes simply because the intimacy may be initiated by the athlete. Because of the superior-subordinate relationship, the coach must realize that the subordinate is not in a position of taking responsibility for eliminating the sexual harassment, especially if the athlete is a minor. The nature of the coach/athlete relationship requires that the coach is always responsible for maintaining the professional relationship. Intimacy initiated by the subordinate must be anticipated, discouraged, and avoided by the coach.

Sexual harassment can occur at any level of relationship. In addition to the coach/athlete relationship, other examples may include:

- Athletic directors and athletes
- Coaches and assistant coaches
- Athletic directors and coaches
- Athlete and athlete

Sexual harassment includes:

- Sexual advances
- Touching of a sexual nature
- Graffiti of a sexual nature
- Displaying or distributing sexually explicit drawings, pictures, and written materials
- Sexual gestures
- Sexual or dirty jokes
- Pressure for sexual favors
- Touching oneself sexually or talking about sexual activity in front of others
- Spreading rumors about or rating students regarding sexual activity or per-

Does Your School Take Steps to Prevent Sexual Harassment?

- ↔ Has your school developed and publicized a sexual harassment policy? Does the policy define harassment and emphasize nontolerance?
- ↔ Has your school developed and publicized a grievance procedure for resolving sexual harassment complaints?
- ↔ Has your school developed methods to inform new employees and students of the school's policy and grievance procedure?
- ↔ Does your school conduct periodic sexual harassment awareness training for employees, parents, and students?
- ↔ Does your school have discussion groups for students to talk about sexual harassment?
- ↔ Does your school survey students about the prevalence of sexual harassment?

If you have answered "no" to most of these questions, your school needs to do more to help solve the problem of sexual harassment.

formance
(U.S. Department of Education Office
for Civil Rights, *Sexual Harassment.
It's Not Academic*, 1997)

Examples of sexual harassment in athletic settings include the following scenarios:

- A coach tells an athlete that they will not play in the next game unless they hug the coach.
- An athletic director makes sexual comments about an assistant coach's body.
- An athlete taunts another athlete with sexual jokes or gestures.

Coaches and athletic directors should educate their athletes and staff about sexual harassment. Education can help prevent incidents and prepare individuals to act appropriately.

Under federal law, schools are required to have grievance procedures for students to report sex discrimination, including sexual harassment. Schools are also encouraged to implement policy for the prevention of sexual harassment (62 Federal Register 12038). Schools with accessible, effective, and fair policies against sex discrimination and sexual harassment send a message of nontolerance and encourage students to report harassment (62 Federal Register 12040).

Dealing with Sexual Harassment

Coaches and Athletic Directors

- Use discretion when alone with an athlete, and when coaching students, try to have another coach or supervisor present.

- Don't touch an athlete outside of necessary touch to teach a skill.
- Don't drive alone with an athlete.
- Stay in separate sleeping quarters when traveling for athletic events.
- Educate your athletes about sexual harassment and encourage them to talk to you if anyone makes them uncomfortable.
- Document any behavior by students directed toward you which is sexual in nature. Include witnesses, how you dealt with the situation, and who you talked to about the situation. Tell your athletic director or school principal about any accusations.

Students

If you believe you are being sexually harassed:

- Tell someone—Seek support from a friend, colleague, or counselor. Tell your parent, athletic director, principal, or a teacher that you are being harassed.
- Keep records—Keep a written record of what happened and when. Include the date, time, place, names of people involved, witnesses, and who said or did what to whom.
- Say "No" to the harasser—Tell the harasser verbally and non-verbally, his or her behavior is unwelcome and you want it to stop. Be as direct as you can.
- Take personal action—Report the harassment to a school official. File a complaint with the Department of Education Office for Civil Rights. "How to File a Complaint with the Office for Civil Rights" (www.ed.gov/offices/OCR/ocrpubs.html) will assist you. To find your regional OCR Enforcement Office, go to: www.ed.gov/offices/OCR/ocrshpam.html.

- Be confident—Nobody deserves to be the target of sexual harassment. Take necessary steps to eliminate the abuse and seek guidance from school or governmental officials.

School Administrators

- Notify students, parents, and employees of sex discrimination grievance procedures, including where complaints may be filed.
- Conduct thorough and impartial investigations of complaints, including the opportunity to present witnesses and other evidence.
- Designate reasonable and prompt time frames for the complaint process.
- Notify the parties of the outcome of the complaint.
- Assure that your school will take steps to prevent the recurrence of harassment.

References and Resources

- National Women's Law Center. *Do the Right Thing: Understanding, Addressing, and Preventing Sexual Harassment in Schools*, 1998.
- National Women's Law Center, *Righting the Wrongs: A Legal Guide to Understanding, Addressing, and Preventing Sexual Harassment in Schools*, 1998.
- Supreme Court of the United States, *Gebser et al! Lago Vista Independent School District*, No. 96-1866, June 22, 1998.
- U.S. Department of Education Office for Civil Rights, *Sexual Harassment: Its Not Academic*, 1997.
- U.S. Department of Education Office of Civil Rights, Federal Register, Vol. 62, No. 49, *Sexual Harassment Guidance: Harassment of Students by School Employees Other Students, or Third Parties*, March 13, 1997.
- Women's Sports Foundation, *Prevention of Sexual Harassment in Athletic Settings. An Educational Resource Kit for Athletic Administrators*, 1994.

*Mark your Calendar Today
for the Fall Convention*

November 18-20, 1999 • Fort Wayne

Jump Rope For Heart/Hoops For Heart

Celebrating Twenty Years In an Educational Partnership

Indiana AHPERD/American Heart Association

1997-98 Jump Rope for Heart Coordinators

County	School	County	School
Alig, Rita	Dearborn	Denny, Janelle	Marion
Alwine, Tim	Carroll	Detmer, Sara	Dearborn
Amstutz, Pam	Porter	Devor, Diane	Rush
Amy, Clara	Harrison	Dougherty, Bev	Johnson
Ankenboise, Jada	Dearborn	Dobbs, Linda	Marion
Ardidon, Dorothy	Union	Donati, Raoul R.	St. Joseph
Arnett, Carol	Marshall	Darrell, Judy	Rush
Asberry, James	Lake	Doudt, Wendy	Marion
Ash, Jim	St. Joseph	Dougherty, Lana K.	Marion
Badry, Greg	Miami	Douglass, Susan	Daviess
Bailey, Jerry	Grant	Doyle, Bernie	Johnson
Baker, Lonnie	Lake	Dugger	Johnson
Bakke, Stefanie	Porter	Dull, Jill	Tippecanoe
Bammer, D'Lee	Marion	Duncan, Sue	Lake
Bauman, Tony	St. Joseph	Duprey, Vickie	LaPorte
Beavers, Mary	Jackson	Eaks, Madeline	Hendricks
Bergesman, Connie	Tipton	Edgar, Andrew	LaPorte
Berry, Dale	Floyd	Edmondson, Russ	Marion
Bewley, Donna	Lake	Elder, Larry	St. Joseph
Biggs, Phil	Porter	Elliot, Mike	Pulaski
Bishop, Anthony	Marion	Elliott, Mike	Marshall
Bishop, Nina	Marion	Ellis, Howard	Gibson
Bledsoe, Margaret	Huntington	Endris, Anna Marie	Washington
Borders, JoAnn	Fayette	Erwin, David	Vermillion
Bowers, Susan	Lake	Fairfield, Elaine	Marion
Bowman, John	Porter	Feece, Lisa	Starke
Boyd, Peggy	Shelby	Ferguson, Jackie	Johnson
Boyer, Sally	Vanderburgh	Ferguson, Kerrie	Parke
Boynton, Joyce	Marion	Fessel, Penny	Harrison
Brash, Beribeth	Fulton	Fields, Pam	Bartholomew
Bright, Pat	Marion	Fisher, Rod	Lake
Brown, Danny	Huntington	Fleetwood, Jinni	Monroe
Brown, Kerry	Rush	Folk, Susan	Huntington
Browne, Jackie	Randolph	Font, Casey	Elkhart
Bugajski, Debbie	Lake	Fortson, Laura	LaPorte
Buitron, Cara	Marion	Foster, Jim	Parke
Burnette, J	Allen	Foulds, Steve	Lake
Burns, Kenon L	Hancock	Fraleigh, Christy	Tippecanoe
Butch, Tracy	Gibson	Frantal, Mitchell	Lake
Butler, Julie	Poscy	Frayley, Jim	Allen
Byner, Shirley	Daviess	French, Janet	Monroe
Bynum, Kevin	Lake	Funk	Scott
Caito, Clara	Marion	Galik, Ken	Lake
Campbell, Margaret	Marion	Gamble, Tom	St. Joseph
Carpenter, Jerry	LaPorte	Gandolph, Ann	Johnson
Carter, Patricia	Lake	Garl, Ann	Elkhart
Carter, Patricia A.	Lake	Garrard, Sandy	Morgan
Cashen, Chris	Lake	Gavin, Lan	Clark
Chappelow, Paula	Shelby	Geddy, Cathy	Marion
Cheserian, Taminy	Morgan	Gieselbach, Beth	White
Clark, Mary	Lake	Glover, Nikki	Marion
Clark, Tim	St. Joseph	Govorka, Steve	St. Joseph
Claek, Connie	Johnson	Green, Tom	Bartholomew
Cleland, Lisa	Bartholomew	Gregory, David	Howard
Coleman, Nora	Bartholomew	Gregory, Ken	Henry
Collins, Judy	Jefferson	Griepentrost, Becky	Vanderburgh
Collison, Karen	Green	Groth, Robert	Marion
Cook, Jerry	Floyd	Gruenewald, Kathy	Kosciusko
Cotherman, S	Dearborn	Hadas, Peggy	Bartholomew
Cox	Shelby	Hall, Diana	Marion
Cox, Nanette	Madison	Hall, Julie	Hendricks
Cragen, Melody	Johnson	Hamlin, Truly	Whitley
Crawford, Jan	St. Joseph	Hamm, Mark	Hamilton
Criswell, Susan	Bartholomew	Hammel, Eric	Allen
Crum, Susanne	Cass	Hamon, Chris	Lawrence
Cunningham, Monique	Marion	Hancock, S	Marion
Cussen, Nancy	Miami	Harden, Sherni	Vigo
Cutter, Celeste	Ripley	Hargarten, Lisa	Porter
Cymbalist, Andrew	Harrison	Harness, Suzi	St. Joseph
Davies, James	Decatur	Haton, Jeff	Vigo
Davis, Charlene	Carroll	Haynes, Martha	Hancock
Davis, Darla	Allen	Hazlett, Judy	Lake
Davis, Janis	White	Heathcoat, Steve	Howard
Day, Pam	Marion	Heinrick Jessie	White
Debarts, A	St. Joseph	Heishman, Mary Anne	Fulton
		Heitz, Sandy	Noble
		Hensley, Mark	Johnson
			Heather Hills Elem
			Aurora Elem
			St. Mary's - Rushville
			Northeast Elem
			Sanders Elem
			Elm Road Elem
			Mays Elem
			Christian Park Elem
			Loogooti East/West Elems
			Raglesville Elem
			North Grove Elem
			Westwood Elem
			Dayton Elem
			Earle Elem
			Wanatah Public School
			Hendricks
			Edgewood/Pine Elems
			Skiles Test Elem
			Perley Elem
			Monterey Elem
			Culver Elem
			Barton Twnshp/Francisco Elems
			East Washington Elem
			N Vermillion Elem
			Bureau of Jewish Ed
			Oregon-Davis HS
			Greenwood MS
			Turkey Run Elem
			New Middletown Elem
			Mount Healthy Elem
			Nobel Elem
			Broadview Elem
			Roanoke Elem
			Trinity Lutheran
			LaCrosse Elem HS
			Rockville Elem
			Jane Horton Ball Elem
			Hershey Elem
			Forest Ridge Academy
			Irwin Magnet
			St. Charles Borromeo
			Johnson Elem
			Fieler Elem
			Michiana Christian
			Maple Grove Elem
			Model Elem
			Brooklyn Elem
			Parkwood Elem
			Tabernacle Christian
			Meadowlawn Elem
			Arlington Elem
			Walt Disney Elem
			Southside Elem
			Taylor Elem
			Spiceland/Tri Elems
			Care Elem
			Emmaus Lutheran School
			Eisenhower Elem
			St. Bartholomew
			Glenns Valley Elem
			Pine Tree Elem
			Churubusco Elem
			Hamilton Southeast MS
			Bunche Elem
			St. Vincent DePaul School
			Southport
			Otter Creek Jr. HS
			St. Patrick Elem
			Wilson Elem
			Sugar Grove Elem
			Lincoln Park Elem
			Benjamin Banneker Elem
			Sycamore Elem/MS
			Frontier Elem
			Columbia Elem
			Avilla Elem & MS
			Break-O-Day Elem

	County	School		County	School
Hewitt, Beth	Dekalb	J.E. Ober Elem	Nagel, Tonya	Starke	Oregon-Davis Elem
Hilligoss, Wendy	Madison	Pendleton South Elem	Natterman, Cheryl	Carroll	Camden Elem
Hoeffling, Mimi	Marion	St. Barnabas Elem	Nellans, Linda	St. Joseph	Kennedy Elem
Hoffman, Meg	Lake	Iddings Elem	Newton, Sue	Porter	Ethel Jones Elem
Hoke, Noel	Kosciusko	Washington Elem	Nichols, Chris	Marion	Irving Elem
Honegger, Roberta	Tippecanoe	Murdock Elem	Noble, Nancy	LaPorte	Coolspring Elem
Hooten, Cheryl	Jefferson	Anderson/Deputy/Eggleston/Rykers Ridge Elms	Norman, Renee	Marion	Hartmann Elem
Hope, S.	Tippecanoe	Mayflower Mill Elem	Norris, Amy	Gibson	Owensville Public School
Howard, Michele	Fulton	Rochester MS	Norris, L	Marion	Southport Elem
Howard, Paity	Clark	Charlestown MS	Notling, Harry	Knox	Decker Elem
Howarth, Bill	Steuben	Freemont Elem	O'Neal, Natalie	Delaware	St. Lawrence Elem
Hoyt, Jamie Jo	Hamilton	Fall Creek Elem	Orelup, Barb	Lake	Miller Elem
Huffman, Cindy	Marion	Wanamaker Elem	Paepelw	St. Joseph	Holy Cross Elem
Hughes, Stephanie	Union	College Corner	Page, Chris	Perry	St. Paul Elem
Ianne, Frank	Dearborn	Manchester Elem	Palmen, Pam	Johnson	Clark Elem
Igleheart, Justin	Knox	Clark Jr HS	Parcel, Denise	Pulaski	Eastern Pulsakie Elem
Ireland, Linda	Hendricks	Maple Elem	Parker, Kristin	Shelby	Hendricks Elem
Jackson, Ann	Morgan	Green Twp Elem	Payne, Sharon	Clark	Pleasant Ridge Elem
Jackson, Bed	Hamilton	New Britton Elem	Peak	Scott	Johnson Elem
Jastraub, Susan	Morgan	Charles Smith/Paragon Elms	Pease, Holly	Johnson	East Side Elem
Johnson, Cheryl	Marion	Brown Elem	Perry, Cathy	Floyd	Green Valley Elem
Johnson, Hackie	Sullivan	Dugger Elem	Perry, Gina	Hendricks	Mill Creek East/West Elms
Johnson, Mae	Marion	Riverside Elem	Peters, Meredith	Orange	Throop Elem
Johnston, Jenny	Lake	Black Oak Elem	Pickard, Jim	Elkhart	Waterford Elem
Jones, Ida	Lake	Ivanhoe/Pyle Elms	Pisarski, Karen	KPorter	Central/George Myers Elms
Jones, Sharon	Lake	Joan Martin Elem	Pittman, Karen	Wayne	Starr/Richardson Elms
Kalb, Martha	Bartholomew	Northside MS	Plummer, eff	Grant	Allen Elem
Kendall, Marilyn	Jackson	Crothersville Elem	Prteau, B	St. Joeph	Eggleston Elem
Kettlebar, Rose	Elkhart	Chandler/Parkside Elms	Potee, Mike	Delware	West View Elem
Kimbel, Deb	Wells	Ossian Elem	Price, Mary	Marion	St. Garriel Elem
Klinger, Judith	Brown	Nashville Elem/Van Buren Elms	Pride, John	Marion	Trinity Lutheran Schools
Knopfmeier, Howard	Vanderburgh	Stockwell Eem	Rabb, Peggy	Boone	Perry Worth Elem
Koontz, JoAnn	Lake	St. Edward/St. Mary Elms	Raduske, Maggie	Lake	St. Mark School
Kovens, Mel	LaPorte	Niemann Elem	Ramsey, Keanine	St. Joseph	Green Elem
Kovert, Peggy	Scott	Austin Elem	Ramsey, Matri	Marion	Harrison Hill Elem
Kuhn, R.B.	Lawrence	Stone City Christian Academy	Raseb, Cathy	Vanderburgh	Cynthia Heights Elem
Kuhn, Randy	Cass	Franklin Elem	Ray, Susan	Wayne	Crestdale Elem
Kwansy, Karen	Lake	George Bibich Elem	Reimers, Rhonda	Starke	St. Peter Lutheran
Labai, Ree	LaPorte	Barker MS	Reynolds, Mark	White	Buffalo/Reynolds Elms
Landers, Lonita	Clark	Stout Elem	Richards, Eileen	Floyd	S Ellen Jones/Silver Street Elms
Lane, Daryl	Wayne	Western Wayne Elem	Richardson, Elainey	Noble	Laotto/Northside Elms
Lawrence, Linda	Jefferson	Emery O Muncie Elem	Richardson, Steve	Vanderburgh	Daniel Wertz Elem
Lengacher, Dma	Daviess	Barr Reeve Intermediate	Richie, Jane	Dearborn	Dillsboro Elem
Leonard, Denise	Johnson	Hopewell Elem	Riney, Pat	Daviess	Lena Dunn Elem
Lincome, Cindy	Green	Bloomfield Elem	Roberts, Jennifer	Floyd	Northside Christian Ac
Lindner, Chuck	Vigo	DeVaney Elem	Rogers, Jane	Ripley	South Ripley Elem
Lindsey, Charlene	Lake	Ridge View Elem	Rose, Susan	Vigo	Meadows Elem
Linn, Ginny	Montgomery	Southmont Jr HS	Rouhselang, Nancy	Lake	Blessed Sacrament School
Lack, Lisa	Floyd	Greenville Elem	Roupp	Shelby	Southwestern Elem
Logsdon, Randy	Porter	Rowena Kyle Elem	Rowman, Kevin	Allen	St. Charles Barromeo
Lucken Deb	Lake	Morten Sr HS	Russell, Christine	Lake	Washington Elem
Lundgren, Diana	St. Joseph	Twin Branch Elem	Sanders, Aaron	Wahsington	Bradie Shrum Elem
Macer, Robin	St. Joseph	Marquette Elem	Sanders, Norma	Hancock	Doe Creek Elem
Manuel, Jim	Marion	Westside Christian	Sandfort, Tom	Bartholomew	St. Peter's Lutheran
Marr, Debbie	Bartholomew	Schmitt Elem	Satowski, Dave	Lake	Caldwell Elem
Martin, John	Bartholomew	Richards Elem	Scancon, Kevin	Marion	St. Pius X Elem
Mason	Marion	Grassy Creek Elem	Schipp, George	Dubois	
Massoglia, Jill	Marshall	St. Michael Elem	Schleter, Rena	Warrick	Tecumseh Jr/Sr HS
Mateo, Liz	Lake	Aetna Elem	Schlichte, Kathryn	Wayne	Selon Catholic
McClelland, Mary Jo	Wabash	Southwood Jr/Sr HS	Schneier, Kelly	Lake	Alexander Hamilton/Carl J Polk/Virgil Bailey Elms
McCure, Cheryl	Wells	New Life Christian	Schneider, Karen	Jennings	Virgil Baile Elms
McKinney, Judy	Monroe	Highland Park Elem	Schultz, Kathleen	Johnson	Brush Creek Elem
Mead, Jane	Marion	Rousseau McClennan	Schumpe, James	Jackson	Whiteland Elem
Meek, John	Rush	Rushville Elem	Schwenk, Charlee	Fulton	St. Johns Lutheran
Melton, Skip	Allen	Maplewood Elem	Scott, John	LaPorte	George M Riddle Elem
Meyer, Miki	St. Joseph	Swanson Highlands Elem	Scott, Lisa	Johnson	Lincoln/Riley Elms
Meyers, Kyle	Montgomery	Ladoga/Walnut/Vaveland Elms	Selund, Judy	Porter	West Grove Elem
Michell, Dale	Floyd	Pine View Elem	Seymour, Rob	Hamilton	Cnsman Elem
Michell, David	Floyd	Georgetown Elem	Shafer, Laura	Hamilton	Washington Elem
Mikesell, Carol A.	Delaware	Storer Elem	Shanks, Melissa	Daviess	N. Daviess Intermediate
Miler Jolie	Kosciusko	Lincoln Elem	Shemil, Jay	Marshall	Jefferson Elem
Miller, Connie	Lake	Wood Elem	Sheridian, Denk	Marion	St. Richards School
Miller, Janet R.	Fayette	Everton/Fayette Central/Orange	Shike, Pat	Howard	St. Joan Arc
Mitchell, Becky	Johnson	Needham Elem	Shipe, Kristin	Morgan	South Elem
Moberg, Luamm	Marion	Brook Park Elem	Shirley, Scott	Hamilton	St. Maria Goretti
Mohler, Tammy	Clinton	Clinton Prairie Elem	Shuck, Jamie	Hamilton	Adams Elem
Monce, Sandy	Kosciusko	Claypool Elem	Simmons, Steve	Howad	Bon Aie Elem IMS
Montemayer, Tom	Newton	S Newton Elem	Sinclair, Stephanie	Boone	Zionsville Elem
Moore, T	Lake	Franklin Elem	Slipher Vaughrie	Harrison	Morgan Elem
Moree, Sandy	Kosciusko	Scared Heart Elem	Smart, Becky	Boone	Thorntown Elem
Morrison, Ann	Boone	Granville Wells Elem	Smetzer, Kelly	Floyd	Grant Line Elem
Mosier, Ron	Jasper	Wheatfield Elem	Smith, Bonita	Lake	Central Elem
Mosson, David	Clinton	Rossville Elem	Smith, Dennis	Monroe	Lakeview Elem
Moyer, Jim	Marion	Cold Spring School	Smith, Elise	Bentlen	Otterbein Elem
Mmau, Nancy	Howard	St. Patrick Elem	Smith, Kean C	Ripley	Sunman Elem
Myer, Sue	Knox	Franklin/Riley/Washington	Smith, Stacey	Clark	Bo rden Elem
		Tecumseh Harrison/Vigo Elms	Sooner, Alvin	Jefferson	Jefferson Elem
					Canaan Elem

County	School
Sonder, Steve	Bartholomew
Spall, Kim	Madison
Sprecher, Bev	Floyd
Sroer, Jill	Howard
Stansfield, Susie	Hamilton
Stames, Tom	Marion
Steinberger, Lee	Wayne
Stellhorn, Robin	Allen
Stevenson, Jan	Vermillion
Stevenson, Sally	Perry
Sliver, Rachel	Elkhart
Stockhoff, Stacy	Putnam
Stolle, Randy	Wayne
Stultz, Sheryl	St. Joseph
Sturch, Julie	Miami
Summers, Jennifer	Marion
Sutherland, Brenda	Porter
Taulman, Linda	Jasper
Taulman, Linda	White
Taulman, Randy	Jasper
Todd, Jill	Lake
Trotter, Deborah	Owen
Tucker, Debbie	Clark
Tucker, Rebecca	Marion
Tyler, Lisa	Posey
Tyler, Lisa	Dearborn
Tyler, Tim	Dearborn
Underwood, Swaine	Dearborn
Vail, Mark	Howard
Berberg, Cindy	Hancock
Waggar, Mike	Marion
Walker, Chuch	Jennings
Walker, Peggy	Harrison
Wamer, Jeff	Marion
Weber, Elaine	Grant
Weimer, David	Huntington
Weisheit, Michelle	Clark
Wells, Julie	Warrick
Weston, Tern	White
White, Sherry	Marion
Whittaker, Pam	Washington
Whitton, C	Allen
	Knox
Wiggins, Tom	Marion
Williams, Valerie	Wells
Willoughby, Rick	Hamilton
Wilson, Dolores	Allen
Wilson, Paula	Tippecanoe
Wood, Sharon	Jackson
Woodling, Gary	Clark
Wright, Alicia	Utica Elem/Wilson Elem
Wright, Debbie	Blair Pointe Elem
Wright, Jim	Union Elem
Wright, Sonny	Madison
	Floyd
	Taylorville Elem
	St. Ambrose
	Galena Elem
	Eastern Elem
	Fishers Elem
	Riley Elem
	Garrison Elem
	Whispering Meadows
	Central Elem
	Newman Elem
	Millersburg/New Paris Elems
	Bainridge/Roachdale Elem
	Test Jr. HS
	Beiger Elem/Jr HS
	St. Charles Corromeo
	Forest Glen Elem
	Wallace Aylesworth Elem
	Remington Elem
	Walcott Elem
	Van Rensselaer Elem
	Eads Elem
	Gospert Elem
	Jennings Elem
	Brandes Elem
	Mt. Vernon HS
	Sunman-Dearborn MS
	Bright Elem
	Moore Hill
	Indian Heights Elem
	Eastern Hancock Elem
	Any Veberland Elem
	Jennings Couty MS
	North Harrison Elem
	Adams Elem
	Southwest Elem
	Lincoln Elem
	Thomas Jefferson Elem
	Tennuyson Elem
	Eastlawn Elem
	Central Elem
	Salem MS
	Blackhawk MS
	Franklin/Riley/Washington/Tecumseh Harrison/Vigo Elems
	LakesideElem
	Lancaster Central Elem
	Westfield Intermediate
	Haverhill Elem
	McCutcheon HS
	Brown Elem
	Utica Elem/Wilson Elem
	Blair Pointe Elem
	Union Elem
	Valley Grove Elem
	Mount Tabor Elem

County	School
Wright, Wes	Crawford
	English/Leavenworth/Marengo/Milltown/Patoka Elms
Yates, Bill	Delaware
Yates, Diana	Johnson
Young, Jason	Hendricks
Zachery, Sarah	Morgan
Zehren, John	Jefferson
Zent, Jerry	Allen
Zinselmeier	Tippecanoe
Zwilling, Mark	Warrick
	Royerton Elem
	Sugar Grove Elem
	White Oak Elem
	Eminence Elem
	Dupont Elem
	Shawnee MS
	James Cole/Mayflower Mill Elems
	Castle HS

1997-1998 Hoops for Heart Coordinators

Alexander, R	Hibbard Jr HS
Avery, Michelle	Richmond Senior HS
Bammer, D'Lee	Lincoln MS, Longfellow MS
Boyer, Sally	Thompkins MS, Tolleston MS, Turkey Run Elem
Collings, Kenneth	Eastern Sr HS
Catherman, Steve	Sunman-Dearborn MS
Dawes, Kathie	S Central Jr-Sr HS
Elliot, Mike	Culver Elem
Elliott, Mike	Monterey Elem, N Vermillion HS, Nativity Elem, Newburgh Elem
Ferguson, Jackie	Greenwood Middle School, Jamilton Heights MS
Govorko, Steve	Walt Disney Elem, Wes-Del MS, Zionsville MS
Gray, Bill	Kahler MS, Knox MS, Kouts Elem
Griswold, Jeny	Lewis Cass Jr-Sr HS
Gruenewald, Kathy	Eisenhower Elem, Forest Manor Jr HS
Hammond, John	Crawford Jr-Sr HS
Harris, D	Hibbard Jr HS
Hatch, Karen	John L McCulloch MS, John Marshall MS
Herr, Brian	Carroll MS, Chandler Elem
Hoppes, Amy	Madison Grant Jr HS, Mars Elem
Horn, Kay	Rochester MS, Rockville, Elem,
Juntsinger, Cathy	Frankton Jr-Sr HS
Johnson, Roberta	Tell City Jr HS
Kosior, Amy	Paul F Boston MS, Prairie Heights HS
Labal, Ree	Barker MS, Beiger Elem & Jr HS, Belmont MS, Benjamin Rush Jr HS, Carmel Jr HS
Linn, Ginny	Southmont Jr HS, Southside Sr HS, St. Bavo Elem, ST Bridget Elem, St. John Lutheran Schl., St. John the Baptist Schl, St. Joseph Central Schl, St. Joseph Hessen Cassell Schl. St Joseph Schl.
Maps, Pal	Delta MS, Donnan Jr HS, Eastern Hancock Jr-Sr HS
Mathis, Judy	Sunnyside MS, Sycamore Elem-MS, Tekoppel Elem
Petre, Janell	Highland Terrace Elem, Hoagland Elem, Hobart HS
Raduske, Maggie	Huntington Catholic Schl, Indiana Harbor Catholic Schl, Jerman MS, John H. Castle Elem
Sipe, David	St. Mark School
Smith, Galen	Salmonie Sch, Sharon Elem, Shoals Comm. HS**
Stephen, Kellie	Rochester MS, Rockville Elem
Westfall, John	Monroe Central Elem
Whitfield, Sara	Roosevelt MS
Young, Julia C.	Paoli Jr-Sr HS
	Kouts Jr-Sr HS

Karen Hatch, Hoops For Heart and Elise Studer-Smith, Jump Rope For Heart, state coordinators represented Indiana at the School Site Conference in San Diego in August.

The mission of the American Heart Association is to reduce disability and death from cardiovascular disease and stroke and two ways of doing that is through Hoops For Heart and the Jump Rope For Heart programs.

The objective of the Conference—“A Sizzling Past & Red-Hot Future” was to provide training to AAHPERD volunteers on the management, implementation and marketing of HFHJ JRFH and the HeartPower kit!

While at the conference Elise was honored for 20 years of service with the AHA and JRFH.

The conference was sponsored by the American Heart Association and the American Alliance For Health, Physical Education, Recreation and Dance.

If you need information please call:

Karen Hatch wk: 1.765.674.6917

e-mail: hatch@comteck.com

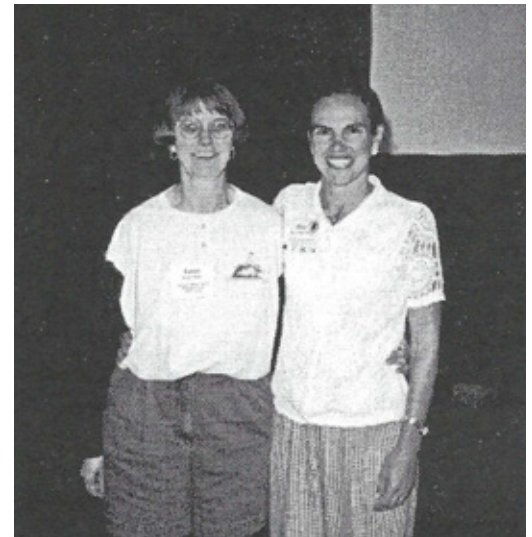
Elise Studer-Smith wk 1.812.888.6145.5717

FAX 1.812.623.4330

American Heart Association

Mark Gibson 1.800.677.5481

Mary Schroder 1.312.346.4675 ext. 247



"Celebrate National Girls and Women in Sport Day"

Title IX is over 25 years old. The National Association for Girls and Women in Sport (NAGWS) will celebrate 100 years in April of 1999. However, despite the strides that have been made to encourage girls and women's participation in sports, not all girls experience equal participation nor are they allowed in all fields, gymnasiums, and sports' arenas.

As HPERD professional, please do what you can, and encourage others to take up the challenge in helping "All Girls' Allowed" in a multiplicity of playing arenas. As Midwest District NAGWS Day Coordinator, I would like to suggest how you can help:

1. National Girls and Women in Sport Day will be celebrated February 4, 1999. Prepare now; get a community action kit and sponsor your own celebration at the local level.
2. Need ideas, contact your State/Midwest District NGWSD coordinators.

State Coordinators

Illinois -

Jean Hughes
Two Rivers Council of Girl Scouts
3236 Broadway
Quincy IL 62301
w: 217-222-1030

Indiana -

Doreen St. Claire
Franklin College
Morgantown IN 41160
w: 812-988-6766

Michigan -

Suzanne Martin
MHSAA
1661 Ramblewood Drive
East Lansing MI 48823
w: 517-332-5046

Ohio -

Mary Motley
19515 Sagamore Road
Walton Hills OH 44146
w: 216-687-4885

West Virginia -

Linda Meyers
610 4th Street
Williamstown WV 26181
w: 304-424-8287

Wisconsin -

Jo Lindoo
132 Williams Center
UW-Whitewater
Whitewater WI 53190
w: 414-472-5642

NGWSD Midwest District

-Kris Fritz
Sheboygan South High School 3128 South
12 Street Sheboygan WI 53081
w: 920-459-3637 h: 920-458-7347

4. Contact one of the cooperating/coordinating organizations:
Girls Incorporated (212-689-3700)
Girl Scouts of USA (212-852-8000)
Women's Sports Foundation (800-227-3988)
YWCA (212-614-2700)
5. Anyone who is able and willing to speak to groups in your area about girls and women in sports please send your name, address, and a short note concerning the specific topic to Kris Fritz, Midwest Coordinator as NAGWS is compiling a speakers' list.
6. Congratulations to all who hold some type of activity commemorating this celebration.

Thank you for your support!

Have a Great NGWS Day!

Reviewed Article

TECHNOLOGY: A TOOL TO ENHANCE ACHIEVEMENT OF PHYSICAL EDUCATION OBJECTIVES

by
Marilyn M. Buck
School of Physical Education
Ball State University
Muncie, IN 47306
765-285-1472

The use of technology in our lives has been increasing rapidly. This is especially true in schools. Money has been made available which is designated for the purchase of technology, both hardware and software. An effort is being made to provide all schools with internet access. Communication within the schools is increasing as school buildings are being networked with a computer available for each teacher in his or her classroom. Inservice meetings and workshops are being conducted to train teachers to use the new technologies.

These changes and more are occurring due to the increased availability of software and hardware appropriate for educational purposes. Though some have claimed that technology helps a person to be more efficient, in reality learning to use and keeping up with all of the changes in technology is not necessarily a time-saving activity. Teachers do not have enough time to accomplish all that is required without having one more expectation placed upon them. So why should a teacher consider using technologies in her or his classes? There is only one viable reason: to enhance the achievement of educational objectives. This article will list general physical education objectives and discuss various technologies which will assist the teacher and students in achieving those objectives.

The physical education objectives which will be considered are fitness, skill development, and knowledge development. Technology can provide a means for increasing student accountability for learning. Technology can also assist the teacher in determining the effectiveness of instruction. Technologies currently available to enhance the achievement of each objective will be presented. No attempt will be made to provide an in-depth discussion of the uses of each technology but simply to outline the possibilities that are available.

Fitness

The fitness objective has two components: fitness development and fitness assessment. Heart rate monitors are a technology that many schools in Indiana are using for several purposes. In the development of fitness a teacher knows if a

student is exercising at an appropriate level to expect cardiovascular fitness gains to be possible. On the other side a heart rate monitor can also alert a student and/or teacher that a student is working too hard and possibly placing that student in danger. All physical education teachers have students with medical problems such as asthma, heart disease, and obesity. A heart rate monitor allows these students an increased opportunity to participate while maintaining an appropriate level of effort. Teachers who have used heart rate monitors have experienced the increase in student motivation which usually accompanies the introduction of heart rate monitors.

Heart rate monitors are also an important fitness assessment tool. If during a cardiovascular assessment such as a mile run a student wears a heart rate monitor with the capability to download the information saved to a computer, the effort put forth by the student during the fitness assessment can be determined. If the effort at the next assessment remains the same, then an improvement in time would indicate improvement in this fitness component. In the past if a student knew that the test would be re-administered and that improvement was expected, the student could put forth less than a best effort during the first assessment and then show improvement by increasing the effort during the next assessment.

Several other assessment tools are also available. Body composition can be measured by computerized skinfold calipers and other technologies such as electrical impedance. A computer program exists to measure blood pressure. The system requires no knowledge except how to put on a blood pressure cuff. Another nice feature is the ability to save information and to print a graph which will show blood pressure trends. The result is the ability to see how blood pressure is changing as a result an exercise program or even to monitor blood pressure carefully in the event of a medical concern.

Many students find themselves experiencing highly stressful situations. Computerized stress assessment procedures can assist students in determining their stress levels plus help them learn what types of things such as music or certain thought

patterns may assist in lowering stress levels.

A couple of different companies have developed equipment and software that can provide an overall fitness assessment. These machines usually measure weight, body composition, blood pressure, muscular strength, flexibility, and cardiovascular fitness. At the end of the assessment a summary of the results and suggestions for improvements are provided. Typically information from each testing period can be saved and compared to later tests to determine changes which may have occurred in each assessment area.

Skill Development

In the area of skill development technology can be used to individualize instruction and to provide more authentic assessment while increasing student accountability for learning. Technologies available in this area include sport CD-ROMs, video cameras, computer cameras, and computer imaging systems. Sport CD-ROMs are available in many areas such as basketball, tennis, soccer, volleyball, golf, and track and field. Most of the CDs include instructional material with demonstrations of correct skill technique as well as sample drills for practicing the skills. Students can be asked to review certain sections of a CD during class on a computer brought into the gymnasium or in a room off the gymnasium or the assignment can be completed outside of class using a computer lab located in other areas of the building.

The CD-ROMs can be used in conjunction with a video camera to be most effective. The students, usually with a partner or in small groups, would view the correct performance of the skill on the computer. Then the students would practice the skill and videotape their performances. They would then view their performances and compare them with the correct performance on the computer. The students would continue to practice until they had perfected the skill as much as they thought possible. The video tape could then be submitted to the teacher for review. The students could also be asked to prepare an evaluation of their skill performances indicating weaknesses which still existed and how they would attempt to eliminate those weaknesses.

All schools have access to video cameras and should be using them to assist in skill development. An individual who sees his or her own performance has a better opportunity of making corrections to the performance especially when complex skills are involved. Computer cameras can be used in much the same way. Each of these can be used to develop electronic portfolios of the student's performances. A computer digitizing system can also be used with the video camera. Using this technology a student can view her or his performance on a computer screen beside the correct performance of the skill. These systems also allow students to do some analysis of their skill performances.

In each case the technologies listed above for skill development can be set up as a station in the gymnasium. As the students are focusing on their own skill development, the teacher is free to provide individual attention to students who need it and become more of a facilitator of the learning process than the sole director of the process. Hopefully this also teaches students how to improve their skill performances in activities outside of class.

Knowledge Development

Knowledge development can be enhanced by the use of sport CD-ROMs, the internet, and interactive software programs. Sport CD-ROMs were mentioned earlier in connection with skill development but they also include rules, cues, strategies, and usually a glossary of terms. Game rules and other information can be obtained through the use of the internet. Lists of sites about various activities as well as the search engines exist to find valuable material on the internet. Interactive software programs exist in many areas such as nutrition, weight control, and wellness.

Effective Instruction

A goal of each teacher should be to improve the effectiveness of his or her teaching. Various electronic tools are available to evaluate the effectiveness of a lesson and to improve efficiency. Presentation-type software is available and easy to use to enhance and add interest to classroom presentations. Computer cameras and scanners can be used to add pictures to presentations and to other documents. Video cameras can be used to videotape a lesson for later review and analysis of the effectiveness of the lesson.

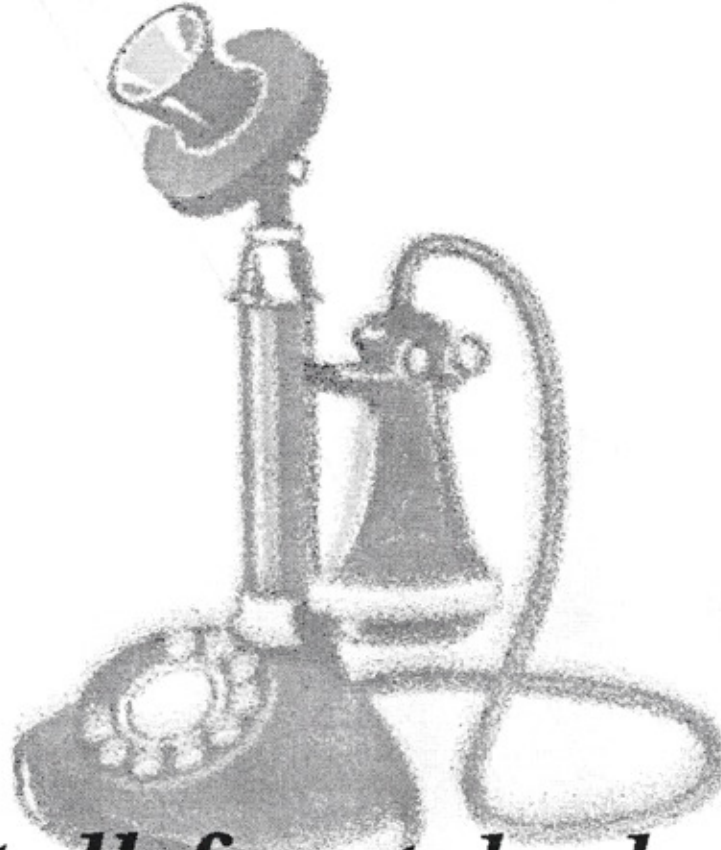
Software has been written for hand-held computers for application in physical education. Some applications include administrative duties such as taking attendance. Other programs are designed for recording results of testing. One will calculate grades as quickly as they can be entered so a student could be informed immediately of her or his grade in class. One type of hand-held computer allows the teacher to write directly on the screen. In each case the material collected during class on the hand-held computer can be directly downloaded into another computer. A recording device about the size of a credit card can be used to dictate notes and ideas during class and played back later when time allows.

Instruction can be improved by using heart rate monitors, videotapes of students, and the internet. If the goal of the lesson is to improve fitness levels, heart rate monitor printouts will illustrate the effectiveness of the lesson. Many teachers have been surprised when looking at these printouts. Activities which they thought would effectively raise heart rates do not do so while others are more effective. Videotapes of student performances can indicate how well students are progressing in their skill development. Several web sites have been developed which provide teaching ideas and other information to improve instruction.

Summary

Only one reason exists for using technology in teaching physical education or any other subject and that is to enhance the achievement of program objectives. Technology can enhance the following objectives in physical education: fitness, skill development and knowledge development. Technology can also be used to improve teaching effectiveness. Physical education teachers need to be sure that the gymnasium is included in any plans for wiring the building for computers. Requests for use of school technology funds should also be made by physical education teachers.

AAHPERD



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number!!!*

1-800-213-7193

AAHPERD hopes to serve its membership better with their new voicemail. You will be greeted with a message providing instructions for reaching a specific extension number, obtaining certain information, or speaking with an operator. The new toll-free number will also have FAX-back capabilities that will permit callers to request membership or convention registration

Cooperative Fitness Activities

by Steve Grineski (reprinted with permission from S. Grineski, 1994, "Cooperative Fitness Activities," *Teaching Elementary Physical Education*, 5(1): 14-15.)

Fitness education should enhance, not undermine children's self-esteem. It should provide successful, enjoyable and challenging participation for all children, regardless of ability level. The Council on Physical Education for Children (COPEC) of the National Association for Sport and Physical Education (NASPE) published a position paper on *Developmentally Appropriate Physical Education Practices for Children* (1-800-321-0789). This paper describes the idea of promoting self-esteem through activities designed to meet children's needs.

Cooperative learning is a teaching practice that can enhance self-esteem, promote positive interaction, provide enjoyable and challenging participation and accommodate needs for all learners (Johnson & Johnson, 1975).

Children participating in coopera-

Welcome to *The Right Moves*, brought to you by the National Association for Sport and Physical Education (NASPE) and Hershey Foods Corporation. This newsletter is designed to help you teach children about the importance of an active lifestyle and healthy diet.

We encourage you to share your "right moves" with others by submitting a short article (ideas, tips, facts, activities, resources) related to fitness, motor skills, integration and nutrition. Your article must be typed, double-spaced, and be a maximum of 500 words. Include your name, title, affiliation, city, state, as well as, work and home phone numbers. Articles will be reviewed, edited and used as appropriate. All published articles will be given by-lines. Send your articles to NASPE/The Right Moves, 1900 Association Dr., Reston, VA 20191-1599.

We hope that this newsletter will help you and your students make all the right moves this school year.

tive fitness activities shared these ideas:

"It was fun, because other people would cheer for you."

"It was fun to play; nobody loses."

Children involved with individual fitness activities responded this way:

"I liked trying to get my goal."

"I made it lots of times."

Here are some examples of Cooperative Fitness Activities:

Collective score push-ups

Working in small groups, children do as many push-ups as possible in a given time and add their scores for a collective total, trying to achieve a predetermined goal.

Parachute sit-ups

Sitting with their legs under a parachute, children use an underhand grip and perform sit-ups by collectively pulling on the chute, trying to achieve a predetermined goal.

Shadow running

Children, in pairs and standing one in front of the other, attempt to achieve the goal of running through the play space for a specific amount of time while maintaining arms length distance between each participant.

Cooperative beanbag touch-and-go

In pairs and holding hands, children run through the play space and touch as many scattered beanbags as possible, trying to achieve a predetermined goal.

Threesome obstacle course

Children work in groups of three. Holding onto a small rope, they negotiate a course of obstacles by jumping, pushing, crawling, running, leaping and climbing, while not trying to touch lily of the obstacles.

Human obstacle course

Children, working in pairs make



obstacles out of their joined bodies, while other paired students move over, under and around the human obstacles.

Group push

Children, in groups of four to six, attempt to push a stack of tumbling mats a predetermined distance.

Design your elementary fitness education programs with a child-centered emphasis which enhances children's self-esteem and provides a successful, enjoyable, and challenging experience. The practice of competitive fitness activities must be replaced with a more humanistic and productive practice—cooperative learning, a *right approach* to children's fitness.

Be The Best That **YOU** can Be

We all want to be the best we can be, especially physically. But it's only through healthy eating habits and physical activity that this is possible. Developing healthy habits early in life provides an advantage to making them life-long habits. They will remain life-long habits if they are fun and enjoyable. Below are some tips to make that possible.

Be flexible

All foods fit into a healthy diet. So don't feel guilty about eating a favorite food that may be high in fat or calories. The key is to balance your food choices and participate in physical activity.

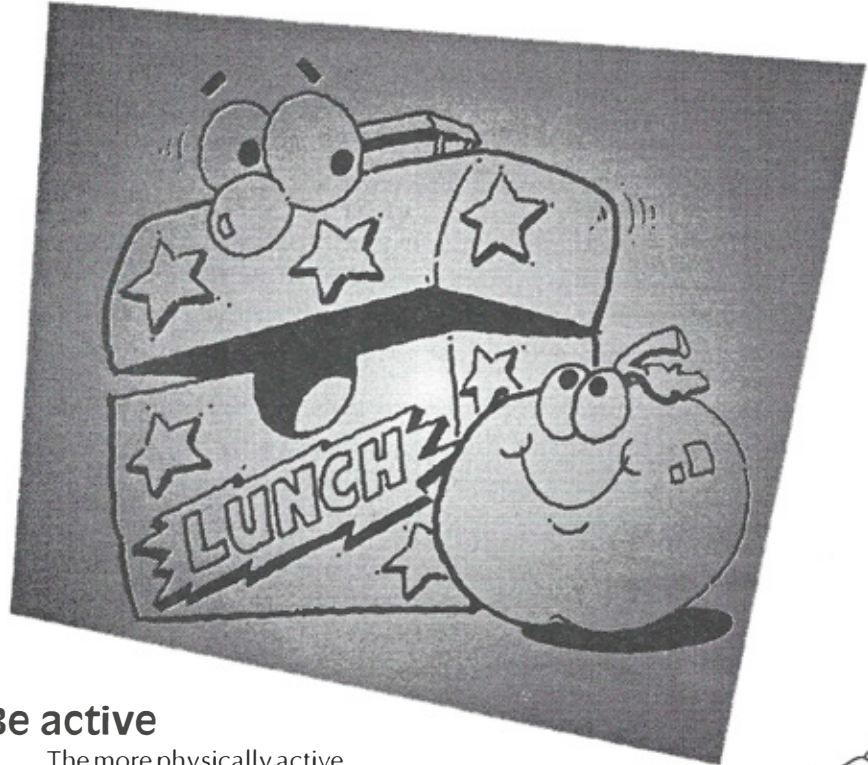
Vary after school snacks by having cookies and reduced fat milk one day, raisins and peanut butter with celery sticks the next, and an apple with cheese the following day.

Be sensible

Don't eliminate foods, just eat in moderation. Eating is meant to be pleasurable. If we don't have ice cream, chocolate, or cookies, life could get rather boring. You can always share your candy bar with a friend and say "No" when the person at the window asks you if you want to "super size" your meal.

Be realistic

Developing good eating habits takes time. Make changes in your diet gradually. Small changes add up to healthy eating over time. Be patient with yourself and don't give up.



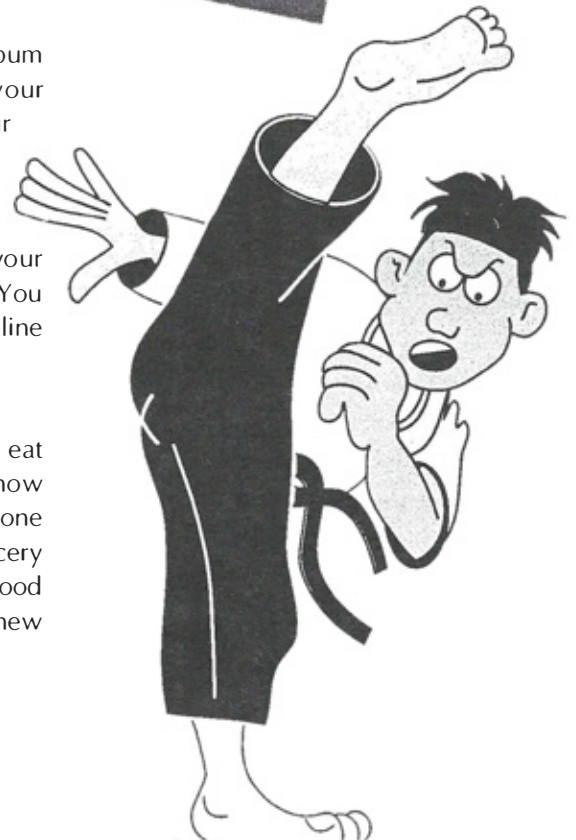
Be active

The more physically active you are, the more calories you can burn off. That means you can fit one of your favorite foods more easily into your diet — like an ice cream cone!

Increasing the amount of activity can be as easy as taking the stairs rather than the elevator or riding your bike to school rather than the bus. You can also try a new activity like in-line skating, gymnastics or karate.

Be adventurous

Expand the types of foods you eat and explore new tastes. You never know what you'll discover! Next time someone in your household is going to the grocery store, go with them and pick out a food you've never tasted. Try something new once a month and enjoy!



*** 1998 AWARDS ***

YOUNG PROFESSIONAL OF THE YEAR

Regina Wright

Criteria for the Young Professional Award states that the candidate shall display distinctive leadership and meritorious service to the profession. Regina Wright fits the role in each category. Her educational background includes a Bachelor of Science From IUPUI and an M.A. Counselor Education Degree from Butler University. She also recently completed the Pike Township School Teacher Leadership Academy.

Regina serves Indiana AHPERD as Regional Representative and Chair of Region 9. At College Park Elementary she is co-director of the Student Council, has chaired the Respect Program, the Just Say No Program, and was a member of the Special Olympics Planning Committee.

Among her various honors and awards are the William a Stecher Honor Award, Chancellor's Scholar Award, American Heart Association Merit Award, and the Phi Epsilon Kappa Key Award. She has received an Educational Foundation Grant, an Eli Lilly Grant and the Arthur Kruger Scholarship. Regina is an outstanding teacher. She recognizes physical education as a movement based and fitness focused discipline for persons of all ages and ability levels. In her philosophy she states, "the movement we select to implement should be purposeful with the intent to help children to use their bodies more efficiently and effectively."



ELEMENTARY PHYSICAL EDUCATOR OF THE YEAR

Dale M. Berry

In the years Dale Berry has been teaching physical education at Floyds Knobs Elementary he has turned a fledgling program which had little or no direction or equipment into a broad based curriculum where every child has the needed equipment. Class activities which he teaches are creatively designed, well-planned and well-executed.

Children in Dale's classes are taught to view physical education and physical activities as lifelong skills. All children participate, regardless of the degree of experience, as Dale designs his classes based upon a developmental scope and as sequential experiences. He is constantly looking for new and creative ways to teach new skills, often planning and writing her own curriculum or activities.

Much of Dale's emphasis is on the family unit, encouraging the entire family to participate in learning new physical skills. He uses the near by snow skiing facilities to strengthen her program. Dale creates a memorable classroom environment complete with posters Olympic flags, flags of each sport, interactive bulletin boards, motivational reward systems and student displays.



SECONDARY PHYSICAL EDUCATOR OF THE YEAR

Deb Fry

Deb Fry exhibits all the characteristics of an outstanding teacher. She is a positive role model for her students, participating with them instead of standing and watching. She actively enjoys teaching physical education and it carries over to the student's attitude and enthusiasm. Deb has never stopped learning, always actively seeking new ideas from colleagues, workshops and conferences. While being a mentor for student teachers, she also welcomes the opportunity to gain new ideas from them. She has incorporated technology into her classes by using heart rate monitors with her students.



While the curriculum focus is on physical fitness, Dale recognizes that students want to have fun. She uses mini-lessons such as foot bags as a lead up activity to soccer, and hand juggling to lead into handball and tennis. She adapts rules to meet the needs and capabilities of her students. Deb also served as Department Chair for four years, and feels a responsibility to all the students. To quote Deb,

“Even though I can not control class size and other outside forces, I try to focus on the things I can control. I can control how I teach my classes and what messages my students are getting about Physical ‘Education. As a professional I try to do as much as I can to promote the important concepts and ideas regarding personal fitness and lifetime health. I enjoy what I do because I believe we have one of the toughest jobs around — trying to get the adolescent to move!”

SPECIAL CONTRIBUTION AWARD

Mary Pat Leonard

Mary Pat Leonard has worked for the American Heart Association since 1994. Until this past summer she was the Regional Executive Director for Northeast Indiana working to help schools recognize the importance of heart health education through use of the “Heart Power”, “Jump Rope for Heart” and “Hoops for Heart” programs. She learned of IAHPERD through these programs and the many IAHPERD member professional who were volunteers .

Ms. Leonard has contributed much time and effort to cultivating and maintaining a positive relationship between AHA and Indiana AHPERD. She volunteered to serve as Chair of the Local Exhibitors when Indiana hosted the Midwest AAHPERD Convention in Fort Wayne. She has provided strong support for the Jump for Heart — Rope Skipping Demonstration Teams in her region.



In addition to the fund-raising activities. Mary also helped develop a program called “Heart Week” at Carroll Middle School. Heart Week dominated school activities during one week in February. The program encouraged teachers to incorporate heart health education in all subjects. Cafeteria food was heart healthy, and a Hoops for Heart contest capped off the week. Special guests were invited to speak before the students on a variety of subjects. Through Ms. Leonard's leadership in Northwest Indiana, two successful conferences regarding heart health and motivating children in physical education were held for teachers.

LEADERSHIP AWARD

Marilyn M Buck

Marilyn Buck has made outstanding contributions in the field of physical education, especially in the area of technology. She has been a driving force at Ball State University and throughout the state in the use of heart rate monitors in physical education. She developed and presented a 10-hour training workshop for teachers. Marilyn is “on call” for teachers throughout the state, giving time and effort to help them solve problems in the area of technology.

Physical Education majors at BSU are trained in the use of heart rate monitors as well as other technologies. Marilyn has been instrumental in the purchase of these technologies, as well as, the development of a Physical Education Teacher Resource Lab. The resource lab. is available for use by students and faculty.

In 1997 Marilyn was selected as the National Planning Committee Chair for the Second NASPE Technology in Sport and Physical Education Conference which was hosted at BSU. She has also made television presentations about integrating technology into middle and secondary physical education classes. Marilyn is achieving her goal of improving physical education teaching and the experiences of Indiana’s school children.



HONOR AWARD

Willie Mae Grissom

Willie Grissom could be recognized for longevity, having taught 46 years. However it is not quantity but her quality of service for which she is being honored. The unique aspect of Willie Mae’s career is that the quality has been consistent throughout her career. In 1975 Ms. Grissom was honored for service and dedication by the Vigo County Association for Retarded Children. In 1979 he received the Personal Award for Service from the National Dance Association. The Indiana AHPERD Leadership Award was presented to Willie Mae in 1983. The Performing Arts of Terre Haute presented her with the “Unsung Hero” Award for service in 1988.

Ms. Grissom’s dedication has been nonstop throughout her years of service. Through the ‘90’s she has continued to choreograph, perform, promote, film, consult, present, participate, direct and lead! Her accomplishments in the field of Dance could fill chapters of “Who’s Who in the World of Dance.”

Willie Mae has served as President of the National Dance Association, Vice President of Dance for Indiana AHPERD, as well as Midwest District AAHPERD Dance Chair. She has also served on the Dance Panel of the Indiana Arts Commission and the National Endowment for the Arts. She has presented sessions for the Association for Children with Learning Disabilities and the American Theater Association, as well as, the state, Midwest, and national levels of AAHPERD.

Few professionals have dedicated time and effort so consistently throughout their professional years as has Willie Mae Grissom. She truly deserves the highest recognition of the Indiana Association for Health, Physical Education, Recreation and Dance, the Honor Award!



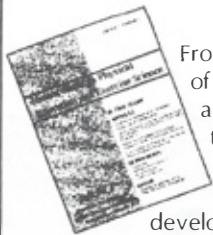
1998 IAHPERD AWARDS/RECOGNITION COMMITTEE:

Term*

- 1998 Dolores Wilson, Chair Southwest Allen County Schools
- 1998 Mike Fratzke, Indiana Wesleyan University
- 1998 Barbara Passmore, Indiana State University
- 1999 Genie Scott, Butler University
- 1999 Bobbi Lautzenheiser, Manchester Community Schools
- 1999 Jennifer Jones, Vincennes University
- 2000 Ed Schilling, IUPUI
- 2000 Kelly Nebel, Butler University
- 2000 Barbara Levy, Indiana State Department of Health

- 1999 Committee Appointments:
- 1999 Bobbie Lautzenheiser, Chair
- 2001 Betty Jones, IUPUI
- 2001 William R Rump, Vincennes University
- 2001 Jerry Stieger, Valparaiso University

(three year appointed terms)



An Important New Journal in 1997

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

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CATHRINE WOLF CONFERENCE SCHOLARSHIP WINNERS

Each year the Association awards one student from each Indiana college or university a scholarship to attend the state conference. Each institution determines its own scholarship winner based on college activities, leadership in HPERD activities and a philosophy statement. The 1998 Catherine Wolf Scholarship winners are:

Anderson University

Ball State University

Butler University

DePauw University

Franklin College

Huntington College

Indiana State University

Indiana University/Purdue
University — Indianapolis

Indiana Wesleyan University

Manchester College

University Of Indianapolis

University of Southern Indiana

Vincennes University

DeAnn Edge

Troy A Baker

Patrick Russell Moor

Aimee L. Euson

Michelle Singer

Randy LePage

Kyle Seaney

Dawn Gregory Shover

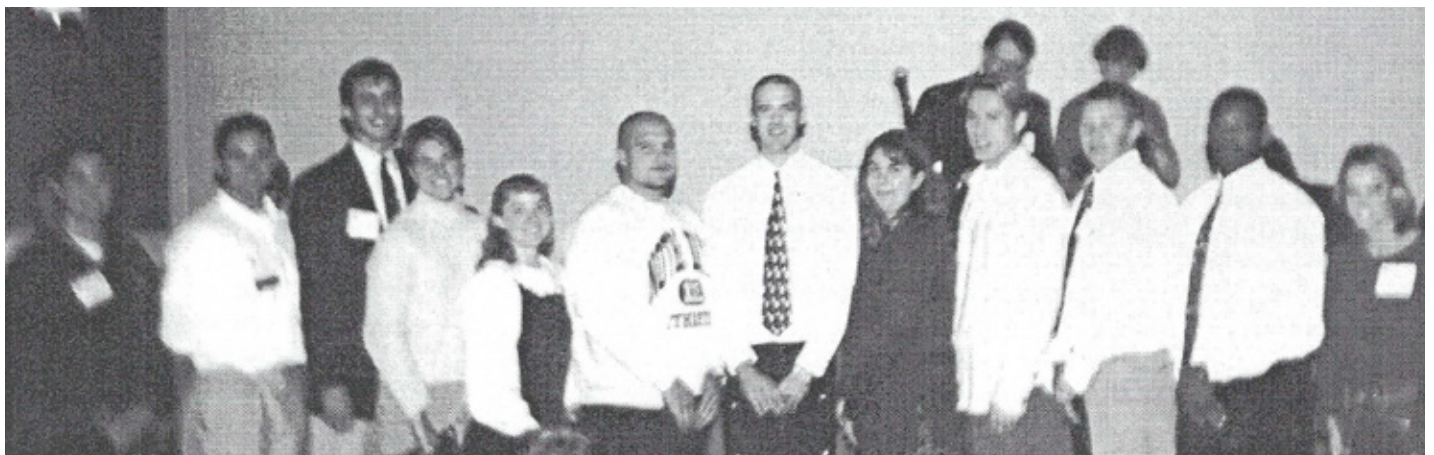
Darren Villars

Donovan Yarnell

Channing Dumont Russell

Ann-Marie Hourigan

Janis Huddleston



HIGH SCHOOL SCHOLARSHIP WINNERS

The Association awards two \$500. Scholarships each year to graduating seniors who are planning to major in one of the HPERD disciplines at an Indiana college or university. These competitive scholarships are based on scholarship, activities and need. The scholarship winners for 1998 are:

Laura B. Reising is a 1998 graduate of Evansville Mater Dei High School. She is a physical fitness and health major at Purdue University. At Mater Dei Laura maintained a high grade point average while participating in three varsity sports, various clubs and community activities. Laura has a keen interest in physical fitness and nutrition. She aspires to use her college degree to help others in developing healthy lifestyles. Faculty at Mater Dei boast of her academic achievement, her work ethic, dedication to training for sport competition, maturity and leadership abilities.

Matthew D. Maschino is a 1998 graduate of Jennings County High School, North Vernon Indiana. Matthew entered Purdue University this fall as a physical education major. In high school Matthew was active in student organizations, the honor society, and in three varsity sports. He received several honors and recognitions at Jennings County High School. Matthew was also active in community volunteer activities. He aspires to be a high school physical education teacher and coach. His teachers and coaches at Jennings County describe him as a very hard worker who faces academic and sport challenges with a positive and aggressive outlook, always striving for excellence.

JEAN LEE/JEFF MARVIN COLLEGIATE SCHOLARSHIPS

The Association awards two \$800. Scholarships each year to college students who are majoring in one of the HPERD disciplines at an Indiana College or University. Awards Are based on participation in collegiate activities, professional competencies, potential as a professional, grade point average and need. The winners for 1998 are:

Jennifer A. George is a physical education major at Indiana State University. She maintains a very high grade point index, is an IAHPERD member, and is active in the Organization for Students in Physical Education (OPSE). She is a member of Delta Psi Kappa, is on the Deans list, was a track team member, and serves as a substitute teacher. Jennifer states that as a physical education teacher she will emphasize "fitness for living". Professors at ISU site her enthusiasm and interest in "connecting" with students as her great strengths. Laura has been honored for her scholarship by Phi Kappa Phi, and the physical education department.



Hal (Rob) Mechant is a third year physical education major at Ball State University where he has maintained a B + grade point average. He is active in the Physical Education Majors and Minors Club, and is an honor student. Rob is active in IHSAA wrestling as an official, while also coaching an AAU wrestling team. Rob aspires to be a physical education teacher dedicated to teaching students about personal health and fitness. Professors at Ball State University state that Rob is enthusiastic, and is dedicated to the task of becoming a good teacher.



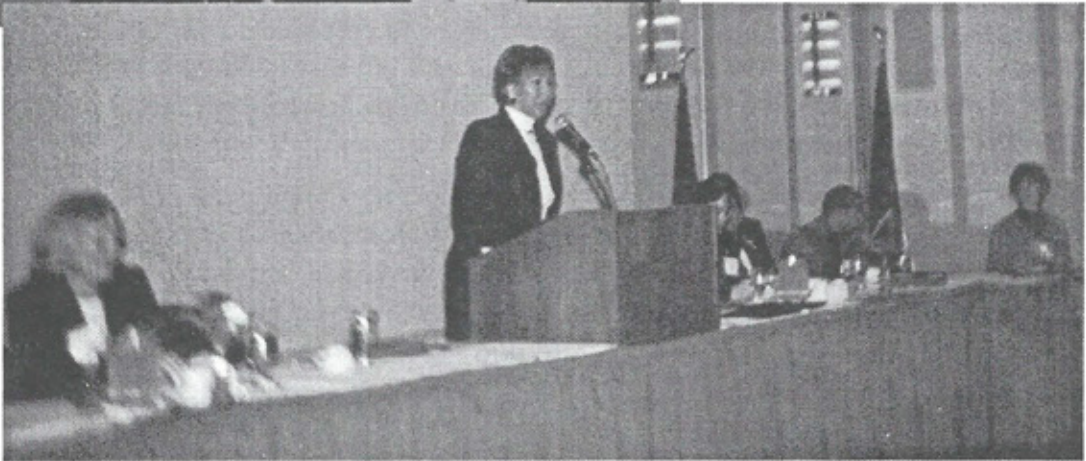
← Rox Ann outgoing president of SAC presents Ed Schilling with a plaque as he retires as the SAC Faculty Representative—a real mentor and student advocate.

Front left to right Ed Schilling, retiring Faculty Representative; Rox Ann Krohn, past president SAC; Heather Curless, President SAC; Janice Freels, president-elect SAC; Mark Ortel, new faculty representative SAC. →



← Indiana AHPERD Past Presidents gathered for Breakfast on Saturday.

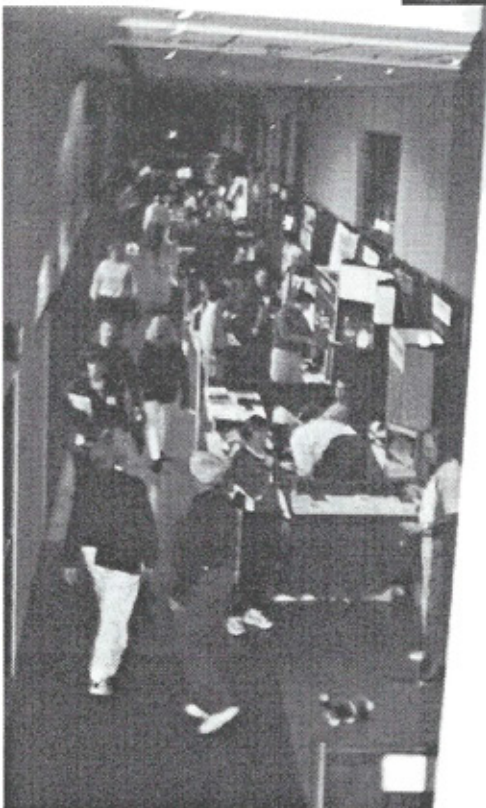
→ Carolyn Deeds, the Awards luncheon speaker, spoke about the challenges of hiking the Appalachian Trail at age 50.



Past President, Nikki Assman, presents President Karen Hatch with a plaque commemorating her service as the Indiana AHPERD President.



Soon to be the Past President, Karen Hatch with a smile of relief passes the gavel to new President Vernon Houchins.



Exhibits alley—a record number of exhibitors were in attendance at the convention.

President Houchins sets the stage for the next year.

IAHPERD DANCE GALA

November 20, 1998 at 4:00 p.m. in PE 156

Velvet Rope Greyhound Dance Team from the University of Indianapolis; Faculty Sponsor/Artistic Director: Karen Clayborn; Dancers: Abby Fink, Rebecca Long, Jenni MacBeth, Gina Miller, Christina McNew, Chris; Shultz, Jennifer Trock, Amy Tutterow; Choreography: Matt Hamilton; Music: Janet Jackson

Welcome and Introductions
Mary Maitland Kimball,
Professor and Director of
Dance, IUPUI, and Former
President National Dance
Association



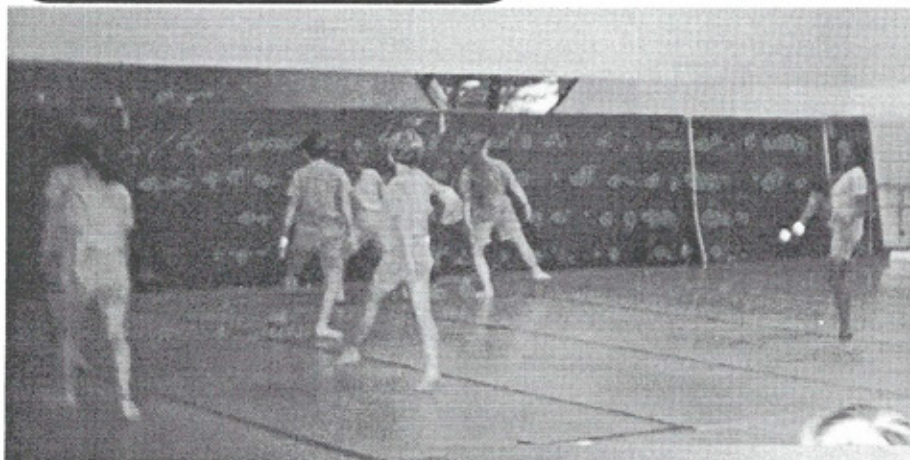
Great Gig in the Sky
University of Indianapolis
Ballet Class; Faculty
Sponsor/Artistic Director:
Karen Clayborn;
Choreographer and Dancer:
Barry McFarlane

Les Sylphides University
of Indianapolis Ballet
Class; Choreographer and
Dancer: Charmaine
Simpson; Music: Chopin

There Ya Go Footworks from the Shortridge Middle School Dance Magnet; Faculty Sponsor/Artistic Director: Melli Hoppe; Dancers: Lori Abner, Deara Ball, Antonia Bowman, Courtney Harris, Louise Junker, Whitney Jones, Christina McDonald, Sally McShane, Phillip Murphis, Erica Porter, Claudia Rosa Artis, Michelle Stutz, Katherine, Van Wyk, Andrew Williams; Choreography: Margot Faught; Music: Bobby McFerrin; This piece is intended to be quirky and fun, showcasing individual movement styles and creativity.



Knowing Nirvana (*Work in Progress*) The Moving Company; from Indiana University Purdue University Indianapolis (IUPUI); Faculty Sponsor/Artistic Director: Mary Maitland Kimball; Dancers: Jamie Alexander, Laura Boone, Danielle Brain, Jennifer Busenburg, Latin Caldwell-Rhodes, Heather Curless, Regina Jones, Andrea Lewark, Amanda Shore; Choreography: John Brinegar; Music: Kevin Braheny and Tim Clark



Perfect Beat The Moving Company from IUPUI; Dancers: Heather Hiatt (rehearsal director) with Corrie Balbinot, Allison Evans, Anna Gibson, Sarah Huldeen, Krissy Malast; Choreography: National Cheerleading Association (NCA DANZ); Music: National Cheerleading Association; *Perfect Beat* was taught by NCA DANZ instructors at an NCA DANZ Camp at Purdue University to attending students in 1994.



Heartdance (*Work in Progress*).. The Moving Company from IUPUI Dancers: Soft Shoe—John Brinegar, Amy Cleaver, Latin Caldwell-Rhodes, Allison Evans, Anna Gibson, Regina Jones, Amy Kranz, Krissy Malast, Rebecca Sandy, Amanda Shore, Andrea Scott, Kazuko Shibata, Cheryl Taylor, Rachel Vandivier; Hard Shoe—Jamie Alexander, Julie Andrews, Corrie Balbinot, Laura Boone, Danielle Brain, Jennifer Busenburg, Heather Curless, Heather Hiatt, Sarah Huldeen, Andrea Lewark, Anne Moe; Choreography: Maureen McGovern Williams; Music: Jack McCann



Top 10 reasons to attend

10. Visit the hometown of NASPE Executive Director Judy Young.
9. Enjoy a game with the Red Soxes or Celtics.
8. Take a walk along the Charles River in "America's Walking City."
7. Help celebrate the 100th anniversary of NAGWS and the 20th anniversary of Jump Rope for Heart.
6. Go back in time on one of the five self-guided historical walking tours.
5. Listen to the Boston Pops or Symphony Orchestra.
4. Get lost in one of Boston's top-notch museums.
3. Visit the home of more educational institutions than any other metropolitan area in the United States.
2. Network with other HPERD professionals from around the world.
1. Stay abreast of the latest developments, issues, and trends in the HPERD fields!

Getting around town

No Shuttle Service in Boston

Because of construction and traffic issues no shuttle bus service will be available among the official AAHPERD hotels and the convention center.

Public Transportation

As we've been saying, Boston is a great town for walking. But if your feet just won't walk anymore after a long day of running between sessions, Boston has a great public transportation system.

The "T"

Boston's fairly extensive subway service is known as the "T." Fares run from \$.85-2.00. The trains start running at 5:00 a.m. on weekdays and 6:00 a.m. on weekends. The last trains depart at 12:45 a.m.

Commuter Rail

Visiting family and friends who live in the surrounding suburbs is really easy with the MBTA Commuter Rail. The rail extends as much as 60 miles outside of downtown Boston. The Commuter Rail can be accessed at one of four subway stops.

Taxi Service

Taxi service is readily available in Boston. Fares vary by company and distance. 🍎

How do I get there?

Travel Discounts

Reservations early and take advantage of the special discounts that are unavailable to the general public. Boston promises to be a popular destination, not only to AAHPERD members attending the national convention, but also to the many people who will participate in the Boston Marathon and Patriots Weekend activities.

Association Travel Concepts

Association Travel Concepts (ATC), the official travel agency for the AAHPERD National Convention has negotiated discounts with Delta Airlines and US Airways to bring you special fares that are lower than those available to the public by 10 to 15 percent.

ATC will also search for the lowest available fare on any airline serving the Boston airport. They also offer e-mail access for convenient booking of your tickets.

To take advantage of these great rates, call:

Association Travel Concepts

(800) 458-9383

assntravel@aol.com

Fax: (619) 581-3988

If you prefer to call the airlines directly or use your own travel agent, special discounted fares are available for round-trip travel to Boston from anywhere in the U.S.

Delta Airlines (800) 241-6760 116572A

US Airways (800) 334-8644 74670781

Train Travel

The cost of parking in downtown Boston is very expensive; however, the Boston train station is centrally located and getting to the hotels is easy if you choose to come into town by train. Amtrak is offering a 10 percent discount to all AAHPERD National Convention attendees traveling to or from Boston April 17-27.

Amtrak

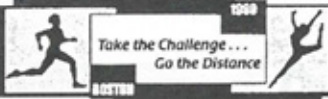
(800) 872-7245

File Number: X-64G-930

Car Rental

Because of ongoing construction in Boston as they prepare for the underground system, AAHPERD recommends that you not rent a car during your stay. Hotels, the convention center, and entertainment are all easily accessible in "America's Walking City." 🍎





Advance Registration Form

1999 AAHPERD National Convention & Exposition

April 20-24, 1999 Boston, MA

Please type, or print (blue or black ink only) clearly. Please read this form completely and fill out all information. The information for your convention badge will be taken directly from this form.

For Office Use Only

Dep Dt _____
 CK# _____
 CK Dt _____
 Amt _____
 ZACP _____

Registration Information

First Name: _____ Last Name: _____
 AAHPERD Membership ID# _____ MAHPERD Membership ID#: _____
 Address (home or work): _____
 City: _____ State: _____ Zip: _____
 Phone: _____ FAX: _____ E-Mail Address: _____

Badge Information

Name (as it should appear on your badge): _____
 Organization/School: _____ City: _____ State: _____

Registration Category

	Early Bird by 2/17	Advanced by 3/12	On-Site after 3/12
1 <input type="checkbox"/> Member	\$160	\$195	\$230
2 <input type="checkbox"/> Dual Member	\$140	\$180	\$225
3 <input type="checkbox"/> Collegial Member	\$160	\$195	\$230
10 <input type="checkbox"/> Undergraduate Student.....	\$5	\$15	\$25
11 <input type="checkbox"/> Graduate Student.....	\$60	\$75	95
12 <input type="checkbox"/> High School Student.....	\$25	\$25	\$25
30 <input type="checkbox"/> Non-HPERD Guest.....	\$40	\$50	\$65
Guest Name: _____			
21 <input type="checkbox"/> Retired.....	Complimentary.....		
22 <input type="checkbox"/> Emeritus.....	Complimentary.....		
23 <input type="checkbox"/> Nonmember	\$340	\$440	\$540
31 <input type="checkbox"/> Non-HPERD Guest of Nonmember..	\$85	\$85	\$135
Guest Name: _____			

Please check here if you have a special need in order to fully participate in the convention. A representative from the planning committee will contact you to further discuss your needs. Advance notice of your needs is necessary for special arrangements to be made.

Membership

Our membership form is now available on-line, visit www.aahperd.org to join. Or call us at (800) 213-7193 to renew your membership or to receive a membership application

Send completed forms to: AAHPERD Convention Registration, C/O Laser Registration, 1200 G Street NW, Suite 800, Washington, DC 20005-3967; Tel. (888) 707-3204; Fax (888) 707-3205; e-mail: AAHPERD@laserreg.com (note the double R)
 Preregistration forms must be received by March 12, 1999. After March 12, register on-site at the Hynes Convention Center in Boston, Massachusetts at the on-site rates.

Cancellation Policy: All cancellations must be received in writing by the AAHPERD Convention Department by April 9, 1999. A \$10 processing fee applies to all cancellations received by April 9. NO REFUNDS will be made for cancellations after April 9, 1999.

Attendee Information

Must be completed for proper registration.

Within what discipline(s) do you presently work? (Check all that apply)

- A Athletics B Dance C Health D Recreation
 E Physical Education F Other _____

Do you have a budget for purchasing HPERD related products and services?

- G Yes H No

If yes, under which category does your budget fall:

- I Less than \$1000 J \$1000-\$2500 K \$2500-\$5000
 L \$5000-\$7500 M \$7500-\$10,000 N More than \$10,000

You are: O Male P Female

The job title that most accurately describes your full-time employment, or the position that brings you to this convention:

- A Athletic Director H Program Director/Recreation-Parks
 B Athletic Trainer/Sports Medicine I Program Director/Agency
 C Coach J Intramural Sports Director
 D City/County/State/Federal Agency Administrator K Researcher
 L Sports Official
 E Dance Studio Owner M Teacher
 F Education Administrator N Teacher/Coach
 G Fitness Director/Business-Industry O Other _____

If you are employed by a school, which grade level applies?

- P Preschool Q Elementary R Middle School
 S High School T College/University U Not applicable

Payment Information

Method of Payment (check one) Registration\$ _____

- Check payable to AAHPERD Visa Membership.....\$ _____
 Mastercard American Express

*Purchase Order # _____ Total Payment\$ _____

Expiration Date: _____ *In U.S. Funds Only*

Credit Card # _____

Authorized Signature: _____

*Purchase orders can be submitted by state and federal institutions only. A copy of the purchase order must be attached for registration to be processed.

“It’s Everywhere You Go”...

National Health and Physical Activity Observations

Month	Date	Activity/Observance	Sponsoring Organization
February		American Heart Month	American Heart Association 800-AHA-USA1
	1st Thurs.	Girls and Women in Sports Day	Women’s Sports Foundation 800-227-3988
March		National Nutrition Month	American Dietetic Association 800-877-1600 312-899-0040
April		Cancer Control Month	American Cancer Society 800-ACS-2345 (800-227-2345)
		National Youth Sports Safety Month	National Youth Sports Safety Foundation 617-449-2499
		Zoo and Aquarium Month	American Zoo and Aquarium Association 301-907-7777
	7th	World Health Day	American Association for World Health 202-466-5883
	1st full week	National Public Health Week	American Public Health Association 202-789-5600
May		National Physical Fitness and Sports Month	President’s Council on Physical Fitness and Sports 202-272-3426
		National Bike Month	League of American Bicyclists 410-539-3399
		National High Blood Pressure Month	National Heart, Lung, and Blood Institute 301-251-1222
		National Mental Health Month	National Mental Health Association 703-684-7722
	1st week	National Physical Education and Sports Week	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) 703-476-3412
	1st Wed.	All Children Exercise Simultaneously Day	Youth Fitness Coalition, Inc. 201-433-8993
	2nd week	American Running and Fitness Week	American Running and Fitness Association 800-776-2732 301-913-9517

“It’s Everywhere You Go”...

National Health and Physical Activity Observations

Month	Date	Activity/Observance	Sponsoring Organization
	3rd Wed.	National Employee Health and Fitness Day	National Association of Governor’s Councils on Physical Fitness and Sports 317-237-5630
	4th week	National Water Fitness Week	U.S. Water Fitness Association, Inc. 561-732-9908
	last Wed.	World Challenge Day	Trim and Fitness International Sport for All Association (TAFISA) Frankfurt, Germany 011-49-69-67-00-225
	4th Wed.	National Senior Health and Fitness Day	Mature Market Resource Center 800-828-8225/708-816-8660
July		National Recreation and Parks Month	National Recreation and Park Association 800-626-6772
September		National Cholesterol Education Month	National Heart, Lung, and Blood Institute 301-251-1222
	last Sun.	Family Health and Fitness Day	Health Information Resource Center 800-828-8225
October		Family Health Month	American Academy of Family Physicians 800-274-2237 816-333-9700
	1st weekend	American Heart Walking Event	American Heart Association 800-AHA-USA 1
	1st Mon.	Child Health Day	National Institute of Child Health and Human Development, National Institutes of Health 301-496-5133
	3rd Sun.	World Walking Day	TAFISA (see May above)
November		National Diabetes	American Diabetes Association 800-232-3472 703-549-1500
	1st full week	Patient Education Week	International Patient Education Council 301-948-1863
	3rd Thurs.	Great American Smokeout	American Cancer Society 800-ACS-2345 (800-227-2345)

“It’s Everywhere You Go”...

Resources

The following national organizations, or their state or local affiliates, are effective resources in promoting physical activity. Contact appropriate organizations for information on planning and implementing national, state, and local activities; opportunities to link with existing physical activity events; and possible partnerships.

Aerobic and Fitness Association of America

15250 Ventura Boulevard, Suite 200
Sherman Oaks, CA 91403
818-905-0040

American Alliance for Health, Physical Education, Recreation & Dance

1900 Association Drive
Reston, VA 20191
703-476-3400

American Cancer Society

1599 Clifton Road, NE
Atlanta, GA 30329
404-320-3333
800-ACS-2345 (800-227-2345)

American College of Sports Medicine

P.O. Box 1440
Indianapolis, IN 46206-1440
317-637-9200

American Council on Exercise

5820 Oberlin Drive, Suite 102
San Diego, CA 92121
619-535-8227

American Diabetes Association

1660 Duke Street
Alexandria, VA 22314
703-549-1500

American Dietetic Association

216 West Jackson Boulevard, Suite 800
Chicago, IL 60606
312-899-0040

American Heart Association

7272 Greenville Avenue
Dallas, TX 75231
214-373-6300

American Lung Association

1740 Broadway
New York, NY 10019
212-315-8700

American Running and Fitness Association

4405 East-West Highway, Suite 405
Bethesda, MD 20814
301-913-9517

Arthritis Foundation

1330 West Peachtree Street
Atlanta, GA 30309
404-872-7100

Association for Worksite Health Promotion

60 Revere Drive, Suite 500
Northbrook, IL 60062-1577
708-480-9574

Bicycle Federation of America

1506 21st Street, NW, Suite 200
Washington, DC 20036
202-463-6622

Campaign to Make America Walkable

1506 21st Street, NW, Suite 200
Washington, DC 20036
202-463-6622

Congress for the New Urbanism

706 Sacramento Street, Box 148
San Francisco, CA 94108
415-291-9804

Disability Rights Education and Defense Fund

2216 Sixth Street
Berkeley, CA 94710
510-644-2555

IDEA-International Association of Fitness Professionals
6190 Cornerstone Court East, Suite 204
San Diego, CA 92121
619-535-8979

International Health, Racquet & Sportsclub Association
263 Summer Street
Boston, MA 02210
617-951-0055

League of American Bicyclists
749 North 26th Street
Philadelphia, PA 19130
215-232-7543

National Association of Governors' Councils
on Physical Fitness and Sports
201 5. Capitol Avenue, Suite 560
Indianapolis, IN 46225
317-237-5630

National Bicycle and Pedestrian Clearinghouse
1506 21st Street, NW, Suite 210
Washington, DC 20036
800-760-6272

National Coalition for Promoting Physical Activity
P.O. Box 1440
Indianapolis, IN 46206-1440
317-637-9200

National Gardening Association
180 Flynn Avenue
Burlington, VT 05401
802-863-1308

National Recreation and Park Association
P.O. Box 6287
Arlington, VA 22206
800-626-6772

National Youth Sports Safety Foundation
3335 Longwood Avenue, Suite 202
Boston, MA 02115
617-277-1171

Shape Up America
6707 Democracy Boulevard, Suite 306
Bethesda, MD 20817
301-493-5368

Sierra Club
85 Second Street, 2nd Floor
San Francisco, CA 94105
415-977-5653

Sporting Goods Manufacturers Association
200 Castlewood Drive
North Palm Beach, FL 33408-5696
561-842-4100

Surface Transportation Policy Project
1100 17th Street, NW, 10th Floor
Washington, DC 20036
202-466-2636

Rails-To-Trails Conservancy
1100 17th Street, NW, 10th Floor
Washington, DC 20036
202-331-9696

Transportation Alternatives
115 West 30th Street, Room 1205
New York, NY 10001
212-629-8080

U.S. Disabled Athletes Fund, Inc.
2015 South Park Place, Suite 180
Atlanta, GA 30339
770-850-8199

Walkable Communities
320 South Main Street
High Springs, Florida 32643
904-454-3304

Wetness Councils of America
7101 Newport Avenue, Suite 311
Omaha, NE 68152
402-572-3590

Young Men's Christian Association
YMCA
101 N. Wacker Drive
Chicago, IL 60606
312-977-0031

Young Women's Christian Association
YWCA
726 Broadway
New York, NY 10003
212-614-2700

1999 CONVENTION

NOVEMBER 18-20

GRAND WAYNE CENTER/HILTON HOTEL, Ft WAYNE

1999

THRESHOLD TO

TRANSFORMATION

IN MILLENNIUM

2000

WALK THE TALK!

EMBRACE OPPORTUNITY!

BEYOND CHANGE - TRANSFORMATION!

A Comparison of Women's and Men's College Basketball Coverage in Sports Illustrated and The Sporting News

By

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&

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Abstract

This study examines and measures the gap in media coverage over a ten-year period between men's and women's NCAA Division I intercollegiate basketball in *Sports Illustrated* and *The Sporting News*. Research was centered on individual issues from November, generally the first month of basketball season, through the NCAA Championships in April of the following year. Beginning with the 1985—86 season and ending with the 1994-95 season, each issue was examined from cover to cover for any mention of men's or women's collegiate basketball. A single point for each mention was assigned, then percentages were calculated for each issue, each season, and finally, for the entire ten-year period.

Results supported the stated thesis that the coverage would be greater for men's basketball, but at the same time, a gradual increase in the coverage of women's basketball would be indicated over the ten-year period. Overall, men's basketball had 80% of the mentions in *Sports Illustrated* and 97% of all mentions in *The Sporting News*. Women's coverage began at almost 8% the first season and reached a high of 32% in the 1990-91 season in *Sports Illustrated*. Coverage for women in the first year of *The Sporting News* was less than 2%, but increased to over 7% in the final season.

The mass media in the United States "wields great influence over public perceptions and attitudes," (McGregor, 1989) of Americans. It is supposed to inform and be our watchdog. But, the influence it carries can change opinions on everything from what to eat to whom to vote for in the next election. In sports, this influence can be seen in the coverage of men and women's sports. Through today's technology, sports fans can follow their team around the globe. Consider the NCAA Men's Basketball Tournament. CBS paid hundreds of millions of dollars to gain the right to broadcast all of the NCAA Men's Basketball Tournament games. Countless days of analysis and coverage lead up to and follow the championship game. Excitement and hoopla surround the mere mention of "The Final Four." While this is all taking place, however, the NCAA Women's Basketball Tournament is also occurring, but with much less exposure and coverage. Women's scores are men-

tioned, and occasional highlights are seen. Usually, only the final game is nationally televised as compared to the men's tournament where all sixty-three games are televised, albeit in a regional format. For those schools involved, there is considerable excitement. But unlike the men's tourney, there is not the national eruption of excitement. Why? Why does the perception exist that the majority of fans prefer the men's games to the women's? Researchers point to the mass media and its coverage of the two games as the deciding difference.

The purpose of this study is to measure and compare the amount of coverage of men's and women's Division I intercollegiate basketball in *Sports Illustrated* and *The Sporting News* over a ten-year period.

It can be assumed that the amount of coverage of men's basketball compared to women's basketball will greatly favor the men. There is simply more exposure of the men's game. But

from 1985, which is the beginning of this study, there should be a gradual increase in total women's coverage.

In order to compare the coverage of men's and women's collegiate basketball, this researcher chose to examine the two most dominant, comprehensive, highly respected, and popular national sports publications, *Sports Illustrated* and *The Sporting News*. The fact that both are published weekly was an equally important consideration.

This study will be limited because there are only two publications. They are also limited in scope because they are national publications. A local or regional publication in a certain area of the country might be heavily supportive of a particular team; whereas, the national publication might not provide the same degree of coverage. For example, one would expect the Knoxville, Tennessee, papers to provide a heavy exposure to the University of Tennessee's women's basketball team based on the fact that their attendance usually exceeds that of the men's team. Another limitation is that no attempt was made to assess the quality of coverage in each magazine. If a men's basketball article consisted of a cover story and ten pages, it still was assigned only a single point. A mention of women's basketball might consist of a single line, but it still, for the purpose of this study, was assigned a single point. Trying to assess the quality of the coverage for each would be a highly subjective matter.

The instrument design consisted of researching individual issues from November, which is generally the first month of basketball season, through the NCAA Championships in April of the following year. Each issue was examined from cover to cover for any mention of men's or women's collegiate basketball. A point was assigned for each separate mention of teams, players, or coaches. Points were recorded without any attempt to weigh the importance of the mention by number of pages or length of an article, size of picture, or prominence of story. The points for both men and women were added together to constitute 100% of the points available for that issue. The number of points for men and women each was converted to a percentage of the total. The date of each issue was recorded together with the points and percentages for each publication for each basketball season. Tabulation was completed for each magazine by adding the total number of points and percentages for men and women for each basketball season. These were compiled into a ten-year period beginning with the opening of the 1985-1986 basketball season through the NCAA Championships in April of the 1994-1995 season.

The results of this survey support the original hypothesis that the coverage of men's collegiate basketball far outweighs the coverage of women's collegiate basketball. Over the ten-year period, 697 points were tallied for the coverage of men's basketball in *Sports Illustrated*, whereas only 174 points were tallied for the coverage of women's basketball. Men's basketball received slightly over 80% of the coverage. Women's coverage was less than one mention in five. (See Figure 1)

The Sporting News, by far, had the greatest number of mentions of collegiate basketball 2,730 as compared to 871 in *Sports Illustrated*. Over 97% of those mentions related to men's basketball. Women's basketball coverage was less than three percent. In 1991-1992, the percentage of coverage for women's basketball doubled, but even at that it was less than 4%. In the last two years of the survey, the percentage dramatically rose to

Figure 1

SPORTS ILLUSTRATED — Total Number of Articles and Percentages For The Months Of November Through April

SEASON	MEN	PERCENT	WOMEN	PERCENT	TOTAL
85-86	83	92.22%	7	7.78%	90
86-87	65	92.86%	5	7.14%	70
87-88	63	92.65%	5	7.35%	68
88-89	67	90.54%	7	9.46%	74
89-90	78	74.29%	27	25.71%	105
90-91	76	67.26%	37	32.74%	113
91-92	65	70.65%	27	29.35%	92
92-93	65	69.15%	29	30.85%	94
93-94	66	76.74%	20	23.26%	86
94-95	69	87.34%	10	12.66%	79
*****	*****	*****	*****	*****	*****
TOTALS	697	80.02%	174	19.98%	871

over seven percent. (See Figure 2)

It is significant that the coverage of women's basketball in *Sports Illustrated* began to change with the decade of the '90s. From the 1985-1986 season through the 1988-1989 season, men's basketball coverage dominated over 90% of the issues. Beginning in the 1989-1990 season, women's basketball coverage increased from less than 10% to over 25%. In the following season, that coverage increased to nearly one-third. Since 1991, the coverage of women's basketball has declined from that height, but it still has remained over 20%. However, the 1994-1995 season saw a drop in coverage of women's basketball to slightly less than 13%. It is equally important to note that 1991 was the highest year of those surveyed for total mentions of both men and women's collegiate basketball (113). Since 1991, the total number of mentions of men and women's collegiate basketball has declined to a low of 79 in 1994-1995. (See Figure 3) It would appear that the coverage of men's basketball in *Sports Illustrated* has remained relatively constant depending perhaps upon what was considered newsworthy at the time.

Figure 2

SPORTING NEWS — Total Number of Articles and Percentages For The Months Of November Through April

SEASON	MEN	PERCENT	WOMEN	PERCENT	TOTAL
85-86	406	98.78%	5	1.22%	411
86-87	431	98.85%	5	1.15%	436
87-88	396	97.78%	9	2.22%	405
88-89	277	98.58%	4	1.42%	281
89-90	344	96.63%	12	3.37%	356
90-91	253	98.44%	4	1.56%	257
91-92	121	96.03%	5	3.97%	126
92-93	135	95.74%	6	4.26%	141
93-94	128	92.75%	10	7.25%	138
94-95	165	92.18%	14	7.82%	179
*****	*****	*****	*****	*****	*****
TOTALS	2656	97.29%	74	2.71%	2730

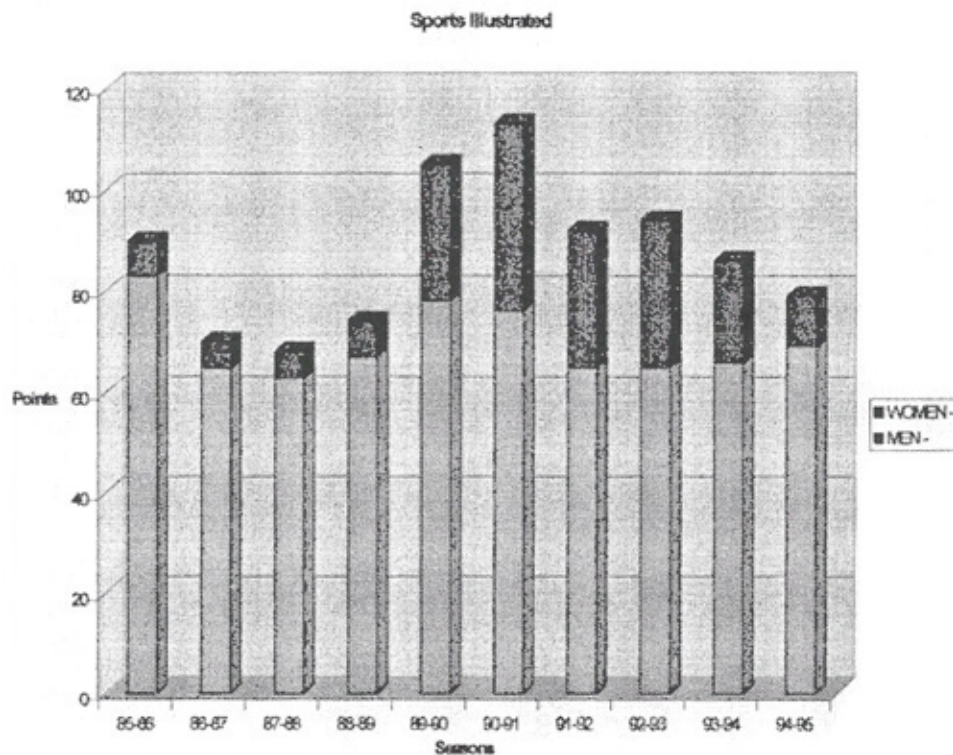
The increased coverage of collegiate basketball can be attributed largely to an increase in the coverage of women's basketball.

The coverage of women's collegiate basketball in *The Sporting News* has increased by percentage in the decade of the '90s. However, the overall coverage of collegiate basketball, both men and women's, in *The Sporting News* has decreased significantly. In the decade of the '90s, *The Sporting News* has published over fifty per cent fewer items concerning collegiate basketball. (See Figure 4)

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Figure 3
SPORTS ILLUSTRATED-Representation of Total Points for Men and Women per Season, 1985-1986 to 1994-1995



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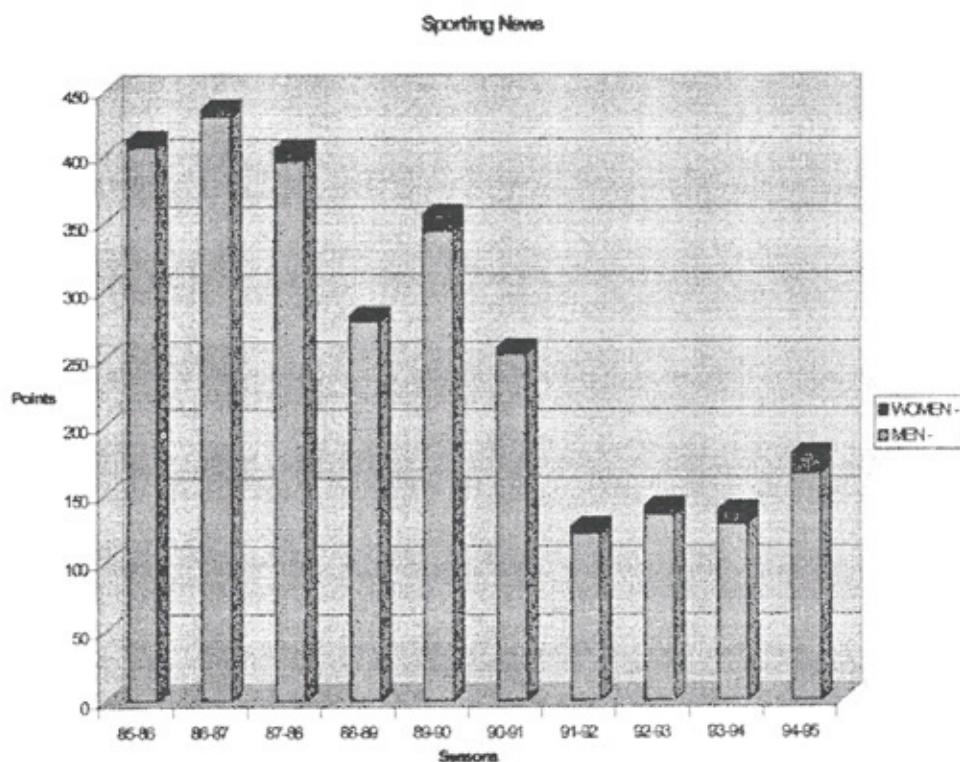
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Figure 4
SPORTING NEWS- Representation of Total Points for Men and Women per Season, 1985-1986 to 1994-1995



Assessment Series

Setting Your Sights on Assessment

Describing Student Performance in Physical Education

by
Sarah Westfall

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Imagine yourself at an important school board meeting. This meeting is to decide the fate of your physical education program. The crowd is unusually large, and the tension in the room is extreme. There are TV cameras and newspaper reporters in the crowd asking the public if they think physical education should be eliminated. You are the physical educator asked by the school board to provide evidence that students are learning and achieving high standards in physical education. Unfortunately, for the past decade the only tangible piece of information shared with the school board about physical education has been physical fitness test scores. Will you be able to describe the student learning that is occurring in your physical education classes?

There is really just one way to find out if students can demonstrate or perform an identified skill and that is to observe them performing it and judge this performance. This type of assessment is called performance assessment. It is a simple idea: We observe students while they perform a skill, we compare their performance against predetermined standards of excellence (or criteria), and we make a subjective judgment about their level of mastery. But where should you begin? Begin by describing the skill you want the students to perform.

Performance assessments are not a new or radical invention, but the variety of uses that are being applied to performance assessments today provide new strategies to improve teaching and learning (Stiggins, 1997; Stiggins & Conklin, 1992). Before we can think about what assessment might bring to our classes, we must be able to describe student perfor-

mance clearly and in a way both teachers and students can understand.

High quality assessment tools document and evidence learning in our classes. Designing such tools begins with clearly describing our expectations to students. We know that many teachers have not



had appropriate training or experience in how to design or use performance assessments that align the curriculum with the instruction (Stiggins & Conklin, 1992). The article helps us set our sights on assessment by addressing two questions: (a) What do you want to assess? and (b) how will you describe performance?

This process begins by identifying the broader instructional goals or learning outcomes you want the students to achieve and systematically plan or design down to the delivery of instruction. According to William Spady (1995) *designing down* starts by figuring out "where you want students to end-up" and planning from there. *Achievement targets* are the outcomes we want students to accomplish as a result of teaching. Instruction and assessment are planned to help stu-

dents "hit the target" and achieve a successful skill performance. Before instruction or assessment can be planned it is first necessary to identify the achievement target and begin the process of describing what a successful performance looks like. It is difficult to "hit a target" you cannot see.

What Do I Want to Assess?

Decide what it is you want to assess. Think about what you want the students to learn. What will that learning look like when you are finished with the lesson or the unit? Designing and administering effective performance assessments requires thoughtful planning. There is no place for "guessing," "intuitions," or "just knowing" about student learning. Achievement targets

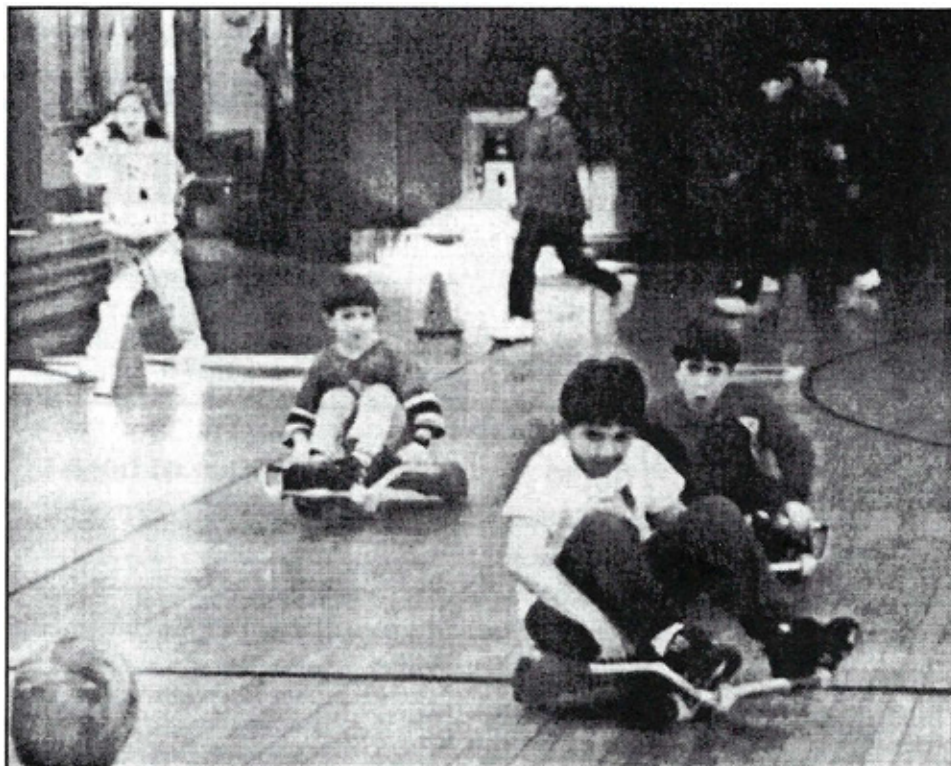
need to be identified, carefully detailed, and thoroughly described. This is important because the person who is evaluating the performance needs to know what he or she is preparing to observe and evaluate, and the performer, too, needs to know what he or she is preparing to focus on.

Locating Student Achievement Targets

A good place to locate achievement targets is in your district's curriculum. If your district does not have a curriculum guide for physical education, you may want to get acquainted with the *Moving Into the Future: National Standards for Physical Education* (NASPE, 1995) and *Outcomes for Quality Physical Education Programs* (NASPE, 1992). Both of

these provide a good place to find achievement targets for your grade level.

Before we delve into targets, we must consider the issue of ambiguous and often confusing educational terminology. When we discuss curriculums, we are sometimes bombarded by terms that seem closely related and interchangeable. Some of these terms include *goals, standards, exit outcomes, grade-level benchmarks, unit outcomes, objectives*, and so on. What makes it tough is that each of these words has a different meaning for different people. This creates confusion if someone refers to a benchmark, and you think that they are talking about a standard. To help clarify this, let's examine the difference between more general "content standards" from *Moving into the Future* (NASPE, 1995) and more specific "grade-level benchmarks" from *Outcomes for Quality Physical Education Programs* (NASPE, 1992).



Content Standards

Content standards are the general categories that organize the knowledge within a subject area (Marzano & Kendall, 1996). The national standards document in physical education has categorized the knowledge and content of physical education into seven categories or standard statements. These seven statements identify and describe a "physically educated person" (NASPE, 1995).

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

Content standards are intended to serve as tools for curriculum planning and development. The content standards are used by state departments of education and school districts to plan and

organize the content (both knowledge and skills) of physical education in a logical manner that reflects the needs of the students. The national standards are not meant to be a substitute for teacher curricular planning and development.

Grade-Level Benchmarks

Since standards are generally broad statements that provide categories of knowledge, we should use benchmarks—from the *Outcomes for Quality Physical Education Programs* (NASPE, 1992), for instance to serve as our checkpoints to select appropriate achievement targets and monitor student progress. There are several other helpful resources for identifying benchmarks, such as *Teaching for Outcomes: A Guide for Curriculum and Assessment* (Hopple, 1995) and *Children Moving* (Graham, Holt-Hale, & Parker, 1998).

Also, several sites on the Internet are dedicated to the discussion of physical education benchmarks. Three sites in particular are *The National Center for Evaluation of Standards and Student Testing* at UCLA <<http://www.cse.ucla.edu>>, *The Mid-Continent Regional Education Lab* in Denver <<http://www.mcrel.org>>, and *PE Central* at Virginia Tech <<http://pe.central.vt.edu>>. Each of these sites presents ideas on using benchmarks to plan instruction and assessment.

Identifying Achievement Targets

Once acquainted with your district's curriculum or the *Benchmarks for Physical Education* (NASPE 1992) you will need to decide on what achievement targets to accomplish. Start by asking the question: What do I want my students to learn? This is a critical point in the assessment process. Identifying the specific content you expect your students to master is the driving force behind determining what to assess and how to teach toward that assessment. If your learning target is appropriate and your assessment task is worthwhile—that is, if it truly allows students to demonstrate important and real world knowledge—then it becomes very appropriate to teach toward that goal. Stated simply:

Learning Target + Assessment Target =
me Achievement Target. (Mustain, 1997)

After the achievement target is identified, the process of describing a successful performance begins.

How Will I Describe Student Achievement?

The next step, then, is to identify the components of the achievement that are pertinent and useful in determining degrees of mastery of a performance. It is

critical to identify clearly your expectations for the students and how these expectations will be judged. Some questions to ask yourself as you begin describing achievement: What am I looking for in the performance? Can I recognize and describe the difference between a successful performance and an unsuccessful performance? Can I identify an outstanding performance if I see it? How will I describe an outstanding performance in a way that is meaningful to my students?

Identifying a Vision of Success

Those who teach in skill-based disciplines need to have a clear vision and firm understanding of the critical components involved in performing specific skills. Being able to convey to the students what it is that you want them to demonstrate and how they are to perform is essential in developing criteria for assessment. A moving target is more difficult than a stationary one, and an invisible target is nearly impossible.

Begin with an achievement target that you are familiar with and one you enjoy teaching. Begin by identifying the components of a successful performance and what an excellent performance will be like. Don't hesitate to use your own expertise as well as professional literature, texts, curriculum materials, and the Internet. It is also important to tap into the expertise from your colleagues.

Describing This Vision of Success

Once you have identified the skill's essential components and defined the meaning of excellence, you should divide performance into levels of achievement. Begin by identifying, describing, and comparing an excellent performance and a poor performance. Ask yourself these questions: What makes a performance excellent? What parts of the performance make it excellent? What does a poor performance look like? How are these performances different? How are they similar?

Next describe the levels of performance success in detail. Use clear language and good examples to create a picture of each point along a performance continuum. This continuum begins with a description of what an excellent performance looks like and ends with

Table 1—Suggested Achievement Levels

Degrees of quality	Degrees of frequency	Degrees of expertise
Excellent	Frequently	Expert
Good	Sometimes	Advanced
Fair	Rarely	Intermediate
Poor	Never	Novice

what a poor performance looks like. Now examine the continuum to distinguish levels of achievement.

The purpose of the assessment will determine the number of achievement levels you require. If the assessment is meant to find out if students are able to throw with opposition, a simple 2-point scale (*yes or no*) can be used.

Perhaps the purpose is to document whether or not students can exceed the standard. In this case, you will need to add a third point to the scale. Be careful not to create a "middle" on your scale. When a 3-point scale is used, we tend to assess to the "middle" without discriminating between good and excellent performance.

If your purpose is to determine whether or not students are progressing along the continuum, you may choose to measure this type of achievement with a scale with four or more points. A scale of this type begins by defining an expert performance, then proceeds to establish what a novice performance entails. After the number of levels has been determined, each level is labeled with a number or descriptive term.

Labeling achievement levels can be somewhat tricky. One method of naming the achievement levels is to use only numbers. If you decide to name the levels, though, be careful to distinguish

between terms used to label a level and terms used to define a performance. Table 1 (from the Vermont Portfolio Project) provides some good ideas for naming or labeling achievement levels. Remember that these are only the names for the achievement levels, *not* their descriptors. A single word of description cannot provide adequate information about a performance.

To summarize, begin by identifying pertinent components of the achievement. Next, describe the degrees of skill mastery that will be used to judge student performance. Then, clearly identify and articulate these expectations to students, and tell them how these expectations will be applied to their performance.

The following are some helpful guidelines for developing performance criteria:

- Reflect on the components of achievement target. What critical elements demonstrate mastery of the skill?
- Be sure assessments are developmentally appropriate.
- Clearly describe assessment and assessment criteria to participants involved in the assessment process, including teachers, students, parents, and the community.
- Link assessment directly to instructional objectives (i.e., the achievement target). Assess what is taught,

Table 2—Assessing the Overhand Throw

	Side to target	High elbow	Step with opposite foot	Throw ball forward	Point to target
David					
James					
Julien					
Michelle					
Robin					
Scott					
Shannon					

- and teach what will be assessed.
- Provide tangible evidence through documentation that communicates student learning and achievement to all participants. (Quellmalz, 1991)

Seeing is Believing: Examples From the Field

To get a better idea of how to describe a performance, let's take a look at two assessments. The first is from Susan Myers, an elementary physical educator. The second is from PE Central's Assessment Web Page (see <<http://pe.central.vt.edu>>).

Observation Checklist

Susan began by identifying an achievement target. She used her school district's physical education curriculum to identify a second grade benchmark she

Directions: In groups of three, you are to assess each other's throwing skills. Take a foam (or regulation) football, and find a safe working space. One student will be the performer, one the evaluator, and one the catcher. Your duties are explained below. Switch roles when you are done.

Performer: Perform each skill as described. If you have question, ask your evaluator

Evaluator: Read the details of each skill, and provide feedback to the performer. Check yes or not yet upon demonstration of each skill.

Catcher: Stand 10 yards from the performer, catch the ball, and toss it back.

Figure 2 Football throwing peer assessment allows several groups to perform at once.

planned to teach. The benchmark states:

As a result of participating in our physical education program it is reasonable to expect that a second grade student will be able to:

Throw a ball hard demonstrating an over-hand technique, a side orientation, and opposition.

Identifying the Achievement Target

The performance skill for this benchmark is the overhand throw. Susan created two learning objectives to focus both her teaching and assessment activities: (a) The student will *demonstrate* the critical elements of the overhand throw, and (b) the student will *be able to identify in writing* the critical elements of an overhand throw. Notice that the critical elements of the performance are what the students are held accountable for doing and knowing. She created two assessments to match her achievement targets. A checklist assessment was designed to evaluate the students' performance of the skill, and a written response assessment was designed to evaluate the students' understanding of how to perform the skill.

Describing the Achievement Target

Since the achievement target is focused on the critical elements of the overhand throw, performance cues were used to describe the critical elements. By identifying the critical elements and translating them into simple cues, Susan clarified what was to be learned and what would be assessed.

The following performance elements were used: (1) side to target; (2) high elbow (throwing arm); (3) step toward target with opposite foot of throwing arm; (4) throw the ball forward; and (5) point to the target.

Table 2 details the checklist used to describe and document this skill performance.

Written Response Sheets

To assess the second objective—written knowledge of the critical elements of the overhand throw—students were given a sce-

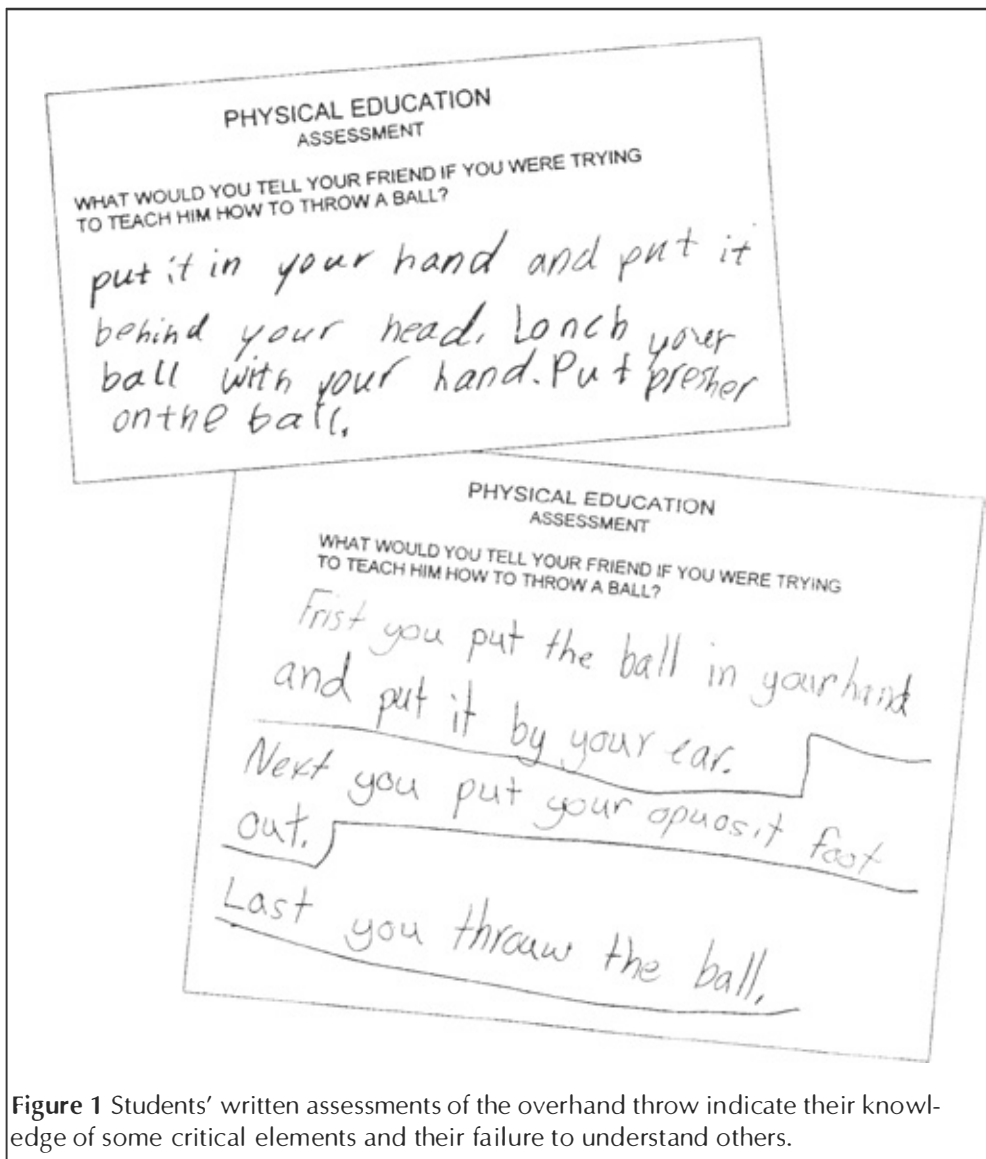


Figure 1 Students' written assessments of the overhand throw indicate their knowledge of some critical elements and their failure to understand others.

nario for which they had to articulate a brief description of the critical elements. Presented here are two examples of student written knowledge of the critical elements. The student in the first example (see Figure 1) identified the critical elements of high elbow and forward throw but missed side to target and step with opposition.

The second example points toward the fact that some students did not understand the elements of the overhand throw. This information can be used to modify future instructional planning, as well as to provide feedback for parents and students about student performance and comprehension.

Peer Assessment Checklist

A second example of assessment is a peer assessment from the PE Central Web site (see Figure 2). Remember that the assessments adapted from other sources need to be aligned with both the achievement target selected and your instruction.

Identifying the Achievement Target

This benchmark is adapted from Outcomes for Quality Physical Education Programs for the sixth grade (NASPE, 1992, pg. 13):

As a result of participating in our physical education program it is reasonable to expect that a sixth grade student will be able to: detect, analyze, and correct errors in movement patterns.

Describing the Achievement Target

The criteria identified by this assessment include: the grip, the throw, and the holistic execution of the skill. Each of these elements has been identified in the assessment checklist. The teacher must determine if these are the critical elements required to pass a football. If these elements match the achievement target, then the teacher must decide if the terminology matches the way the performance will be described. Once these decisions are made, the teacher may change or modify the recording tool to better match the achievement target (see Table 3).

Conclusion

In summary, describing student performance begins by first identifying the achievement target, then defining the cri-

Table 3—Throwing a Football		
Skill 1: The grip (performer does not throw)		
TASK/CUE	Yes	Not Yet
1. At least two fingers and no more than three fingers are on the laces.		
2. The thumb and index fingers are in front of the laces.		
Skill 2: The throw (performer does not throw)		
TASK/CUE	Yes	Not Yet
1. Stand sideways to the target.		
2. Non-throwing shoulder is aimed at the target.		
3. Step with opposite foot towards the target.		
Skill 3: Putting it all together (performer throws five times)		
TASK/CUE	Yes	Not Yet
1. Grip is correct on the football.		
2. Standing sideways to the target.		
3. Stepping with the opposite foot.		
4. Ball spirals towards the target.		

teria. When describing expected student performance assessment try to be as objective as possible. Stiggins (1997) suggests the following ideas to guide the process:

- Be mindful of the purpose of assessment.
- Be crystal clear about the achievement target, and keep it in the forefront of the planning process.
- Clearly describe in explicit terms the criteria for what a good performance looks like.
- Share the criteria with the students during the instructional and assessment processes.

If performance descriptions are not aligned with the achievement target, or if they are created without a clear vision of performance or knowledge goals, then you are shooting in the dark—and you risk shooting yourself in the tool. Hopefully, by setting your sights on achievement targets and clearly describing the performance you want students to achieve, you'll hit a bulls-eye.

Sarah Westfall taught for 9 years in the Central Valley of California. Currently, she is completing research on a standards-based physical education curriculum. Sarah is the list administrator for USPE-L, an electronic discussion list for K-12 physical educators.

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Advice for Parents, Preservice Teachers, and Others on a Budget

by Ellen Martin, Wendi Weimar, and Deanna Schnuelle

The Developmental Perspective

Looking at Physical Education From a Developmental Perspective: A Guide to Teaching is a position statement of the National Association for Sport and Physical Education (NASPE). This pamphlet is like a good checklist; it provides the criteria for assessing whether a physical education program is based on the tenets of the developmental perspective. Teachers who support the idea that developmentally appropriate programs provide children with the best opportunity to learn may use the handy reference guide to verify that their ideas are in accordance with the concepts that underlie the developmental position. Although the pamphlet is informative on the topic of development, it is not all inclusive. Therefore we give this pamphlet the Pocket Dictionary Award: For simple ideas and concepts, it is a helpful reference.

Contact: AAHPERD, 1900 Association Drive, Reston, VA 20191. Tel.: 800-321-0789. Web site: <<http://www.aahperd.org>>.

Motor Development Research

Motor Development: Research and Reviews edited by Jane E. Clark and James H. Humphrey (1997), is a collection of research papers on various motor development topics written in the previous decade. For the field practitioner, its information is not easily transferable to the classroom for practical use. Teachers looking for easy-to-use ideas should look elsewhere. We feel it serves well as a reference book full of seemingly solid research in the area. Therefore, this book would be useful to individuals interested in conducting motor development research. We give this book the Card Catalogue Award for assisting researchers who are compiling information for a literature review on motor development.

Contact: AAHPERD above.

Concepts for Future Physical Educators

Concepts of Physical Education: What Every Student Needs to Know edited by Bonnie Mohsen (1998), is like a good foundations book or overview. The groundwork on the various disciplines encompassed by the term *physical education* is solid and covers a broad base of issues. Although these concepts are vital to a physical education specialist's knowledge base, teacher practitioner's may find the information overwhelming. This book would be very appropriate for an undergraduate class in physical education and as a reference to teachers in the field. We feel the title is somewhat misleading, in that it seems to promise a focus on children in physical education programs. Instead, the book is geared toward future physical educators and the concepts they should know. We give this book the Cornerstone Award for providing a solid base for teachers to begin acquiring the requisite physical education content knowl-

edge today's professionals need.

Contact: AAHPERD above.

Advice to Parents Falls Short

How To Raise Your Child in the World of Sports by Jeff Risener (1998), is like a B movie that thrills us with its title but disappoints us with its plot. In a society where sports plays such a prominent role, we thought this book would provide general guidelines or strategies for parents wishing to help their children experience the benefits of youth sport. Instead, it provides little more than common sense conclusions. Although this book lacks substance, we were truly concerned with the chapter on first aid. Some of the information seems to conflict with proper first aid procedures. Risener would have been better off simply recommending that all individuals who work with children be certified in first-aid treatment. Movie critics probably would give this book two thumbs down for the lack of clarity in its writing and the redundancy of its ideas. We give it the RIP. Award for being repetitious, insulting, and poorly written, and we are concerned that parents who read this book will wind up with inappropriate information about children's participation in sport.

Contact: Vantage Press, 516 West 34th St., New York, NY 10001. Tel.: 800-882-3273 Web page: <<http://www.vantagepress.com>>.

A Good Deal Found

Creative Physical Activities and Equipment by Bev Davison (1998), is like a good yard sale in that there is something for everyone—provided you look hard enough and get your gem at a good price. With budgetary constraints afflicting schools throughout the nation, equipping one's physical education classroom with the necessary instructional materials is a challenge for many teachers. Looking for alternative solutions to the equipment problem has become an unspoken responsibility of the physical educator. From this point of view, Davison, like a good bargain hunter; details how every object or piece of material has practical value in the physical education setting. Although some of her ideas are repackaged versions of the some old thing, there is enough novel information to warrant a teacher's attention. We give this book the Gem Finders Award, because beginning teachers or those in poor school districts will find this book to be a priceless resource.

Contact: Human Kinetics Publishing, P.O. Box 5076, Champaign, IL 61825-5076. Tel.: 800-747-4457. Web site: <<http://www.humankinetics.com/>>.

Ellen Martin has taught at Auburn University for 9 years. Wendi Weimar has taught at Auburn University for 1 year. Deanna Schnuelle has taught at Cary Wood Elementary at Auburn for 8 years.

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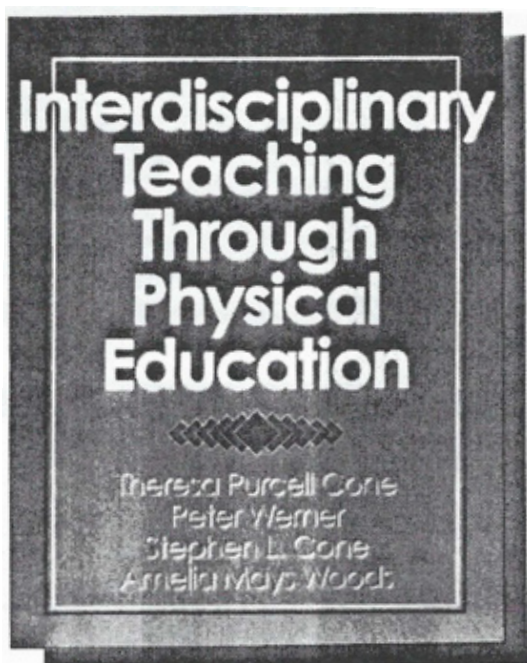
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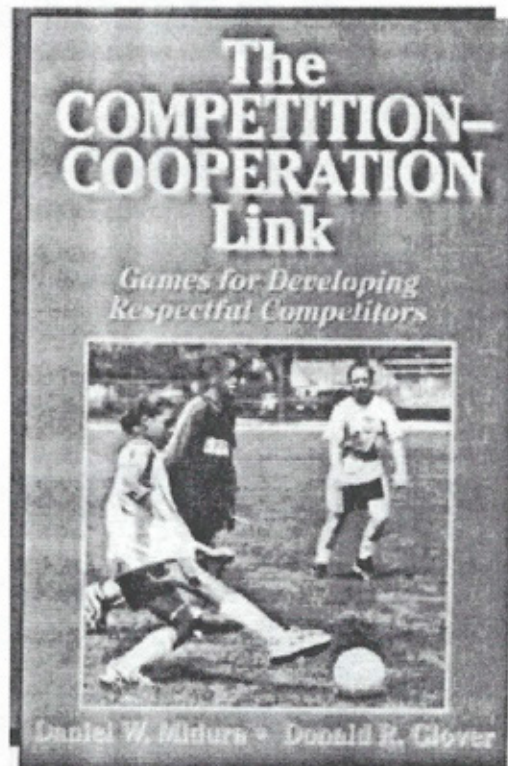
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2002	----- San Diego, CA	----- April 16-20
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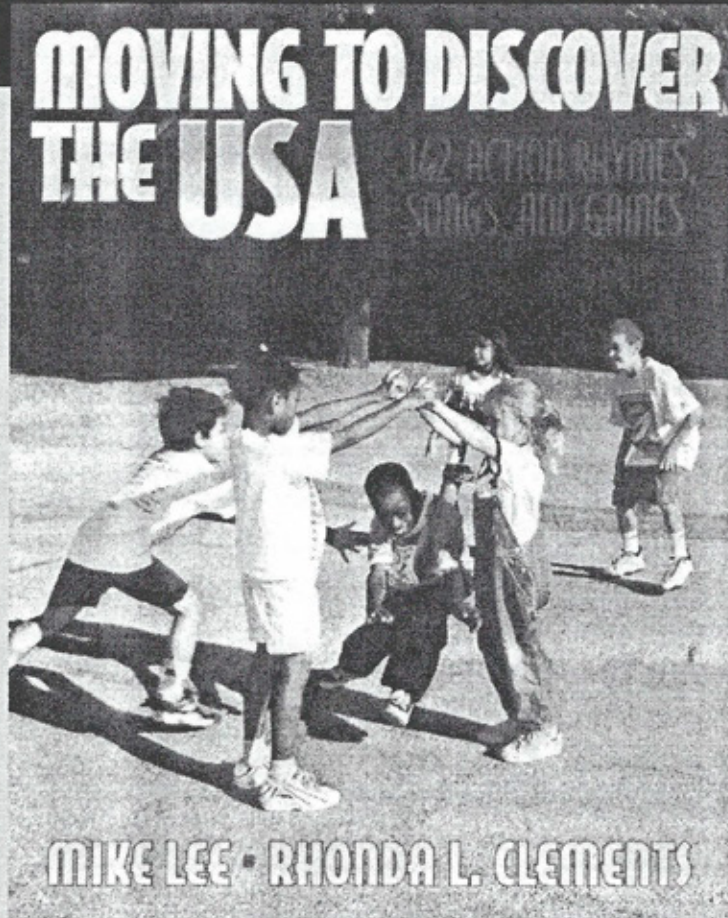
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2. Attend annual IAHPERD Leadership Conference. (Hotel and meals paid for by the Association.)
3. Solicit programming for the State Conference or Regional Workshops.
4. Serve as host to greet and direct presenters during the

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:

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