

## Department Head Notes

In case you missed it in *Purdue Today* (April 10, 2009), Amy Patterson Neubert interviewed our own Professor Phil Troped about the possible connection between Indiana's stimulus money and Hoosiers' increasing interest in physical activity through improving Indiana's parks and trails. See below.

### **Indiana stimulus money for new jobs could step up physical activity**

WEST LAFAYETTE, Ind. - The federal stimulus money invested in Indiana's natural resources may not only stimulate the economy but also people's interest in physical activity, says a Purdue University public health expert.

Indiana Gov. Mitch Daniels announced last week that more than \$20 million in federal stimulus money will be used to hire more than 2,000 young adults for the Young Hoosiers Conservation Corps program, which is aimed at improving parks and trails. "There is growing evidence that environmental opportunities are important for encouraging more individuals to engage in healthy, active lifestyles," says Philip Troped, an assistant professor of health and kinesiology whose research focuses on how neighborhood environments influence physical activity. "Examples of environmental design that can influence physical activity include how we construct our neighborhoods, transportation systems, commercial centers, schools, and recreational facilities, such as parks and trails. Encouraging people, community leaders and policy-makers to think about such factors is a step toward making physical activity more accessible and getting more people to incorporate physical activity in their daily routines."

For the first time, the U.S. Department of Health and Human Services published physical activity guidelines for all Americans last fall. The recommendations indicate that adults should get at least 150 minutes a week of moderate-intensity physical activity, and youth should accumulate 60 minutes of activity daily. For adults, this activity should be in bouts of at least 10 minutes.

"The reality is that every person is not going to be able go to the gym five days a week to meet these recommendations, so we need to create safe, accessible neighborhood environments that support routine physical activities, such as walking on sidewalks and on nearby community trails," Troped says.

Writer: Amy Patterson Neubert, (765) 494-9723, [apatterson@purdue.edu](mailto:apatterson@purdue.edu)

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*Perhaps the truth depends on a walk around the lake.*

--Wallace Stevens (1879-1955)





Vitality



Mark Your Calendars!



APRIL

April 12 - EASTER SUNDAY

April 14 - Deadline for pending incomplete grades to become failing grades.

April 24 - Last day for students to pass the final examination. (Presentation or thesis defense)

You are Invited

- ◆ **Nate VanRaden**-MS Project Presentation, April 13 at 1:00.  
Title: *Effect of Hydration Status on Impact Test Performance.*
- ◆ **Michelle Whipple**-MS Project Presentation, April 17 at 2:00 pm.
- ◆ **Annie Elble**-MPH Thesis Defense, April 20, 10:00 am. Title: *Global Health Perspectives: A Two-Week Public Health Service-Learning Program in Swaziland and its Effect on Cultural Awareness.*
- ◆ **Gretchen Daumen**-MS Project Presentation, April 20 at 1:00 pm.
- ◆ **Thomaseo Burton**-MPH Thesis Defense, April 20 at 1:30 in **LAMB 105**.  
Title: *Program Evaluation of a Mental Health Fair*
- ◆ **Jessica Daw**-MPH Thesis Defense, April 21 at 3:30 pm.  
Title: *Racial Differences in Trust in Health Care Providers: The added Role of Perceived Racial/Ethnic Discrimination*
- ◆ **Jeff Schoenle**-MS Project Presentation, April 22 at 2:00 pm in **ARMS 1109**. Title: *Lucas Oil Stadium: A Case Study in the Planning, Development, and Construction of a Sports Stadium*
- ◆ **Chris Rhea**-Ph.D. Thesis Defense, April 23 at 10:00 in **CIVL 1266**. Title: *Control of Adaptive Gait: Effect of Experience and Light Level on Action and Perception.*

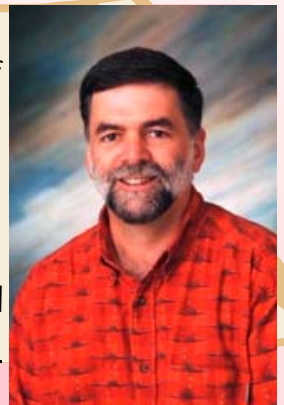


# Congratulations



Syidah Abdullah's, a first year MPH student, abstract was accepted for a poster presentation at the 42<sup>nd</sup> meeting of The Society for Epidemiologic Research in Anaheim, CA , June 23-26, 2009. The paper is titled "Will Grandma Leave Too?: The Health Burden of Obesity on Custodial Grandparents." The Society for Epidemiologic Research is considered the premier professional organization for epidemiologists in the United States. Additionally, she presented an earlier draft of this work at the Indiana Public Health Association meeting on April 8<sup>th</sup>, 2009. Her work on this project is mentored by Dr Haslyn Hunte. Syidah won second place for her poster presentation in the poster competition.

A paper that David Klenosky co-wrote with Eric Brey of University of Memphis was recently accepted for publication in the International Journal of Sport Management and Marketing special Issue on Event Marketing.



Klenosky, David B. and Eric T. Brey (in press), *Permission to Promote: A Conjoint Investigation of E-Newsletter Preferences*, International Journal of Sport Management & Marketing.

## AAHPERD National Convention



L to R: Susan Flynn, Janell Brown, Kristan Stone, Carole DeHaven.

Janell Brown and Kristan Stone were recognized last week by the Alliance for Health, Physical Education, Recreation and Dance as NASPE Majors of the Year. These two students were accompanied by Carole DeHaven and Susan Flynn and were recognized for their outstanding leadership and academic accomplishments. Congratulations to both of these outstanding health and physical education teachers as they continue to invest themselves in our mission of healthy, active, educated children.



## From the Desk of the HK Business Office

Effective 3/1/2009, Purdue has implemented a **mandatory** \$38.60 monthly charge for international travel. Also, as a reminder, it is very important to let the business office know of your international travel plans at least two weeks prior to leaving to allow for proper approval and insurance cards. Below is the notice that we received from Business @ Purdue plus additional information that Mona Holdcraft obtained. If you have any questions please contact Heidi, Ann or Carol.

A new medical and evacuation coverage package is available for Purdue University faculty, staff, and students who travel outside the United States on approved University business. Purdue Risk Manager Mark Kebert says the new program is a significant enhancement over the current one. This coverage is required for all travel outside the U.S.

Faculty and staff may find that the program has more comprehensive coverage than the MEDEX or SOS programs they currently purchase for their travels, according to Kebert. The cost is more competitive as well. The program for faculty/staff is \$38.60 per month of travel, and for students it is \$32 per month of travel. The program allows faculty, staff, and students to secure emergency assistance abroad by calling, emailing, or texting an emergency assistance provider - On-Call International.

The most important features of this program are the evacuation, emergency, and travel assistance coverage, Kebert said, noting that these are non-existent or minimal under traditional medical and work comp programs. For more information, please contact Laurie Kiser in the Risk Management Department by calling 496-7440 or by emailing [lkiser@purdue.edu](mailto:lkiser@purdue.edu). Risk Manager Mark Kebert also can be reached at 494-1689 or [Kebert@purdue.edu](mailto:Kebert@purdue.edu).



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# Reuse a Shoe!



**Purdue Reuse A Shoe is a large scale recycling program involving the entire Purdue community by collecting old tennis shoes to be recycled.**



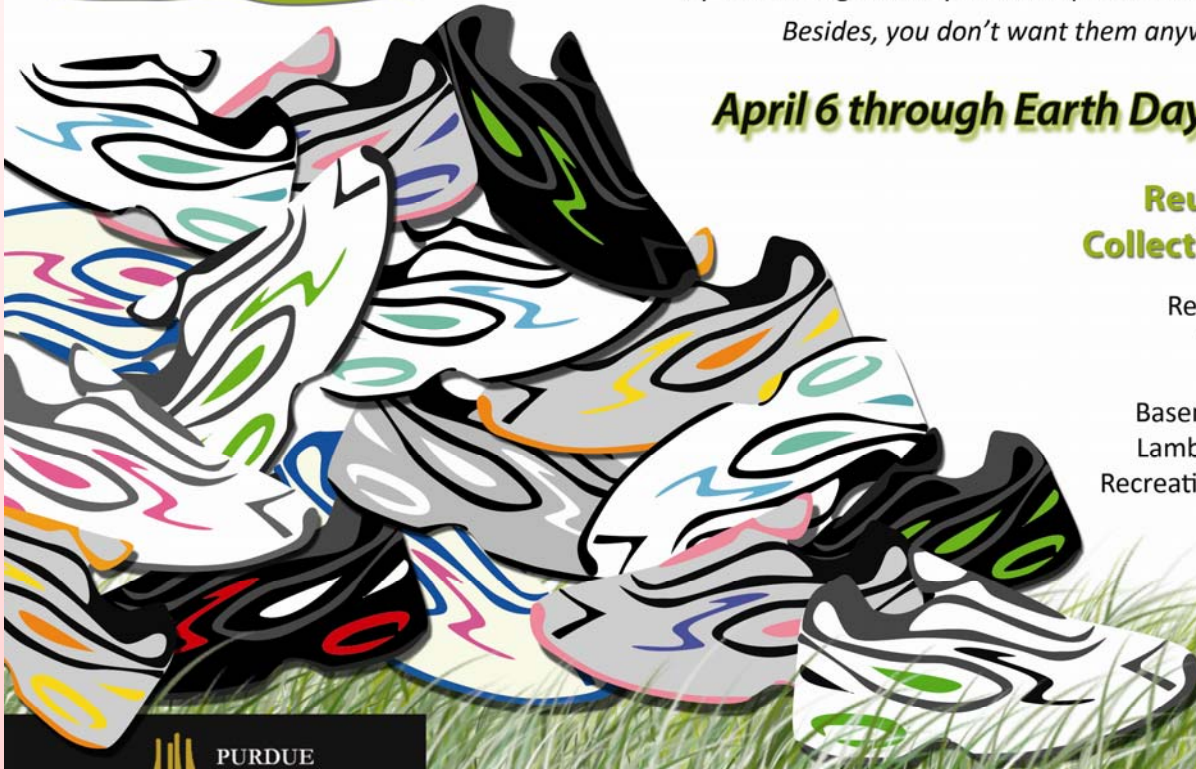
Recycling your extra shoes greatly benefits the environment by redirecting as many shoes as possible from landfills.

*Besides, you don't want them anyway.*

**April 6 through Earth Day on April 22**

### Reuse A Shoe Collection Locations:

- Residence Halls
- The Union
- Krannert
- Basement of Mackey
- Lambert Field House
- Recreational Sports Center
- BCC



PURDUE  
STUDENT  
GOVERNMENT





*Vitality*



# HK Club Spring Banquet

**INVITATION FOR ALL HK FACULTY, GRADUATE  
STUDENTS AND HK CLUB MEMBERS**

Faculty and HK Club Members are encouraged to attend!

Keynote Speaker Dr. Titi Okoror

Members and Seniors Recognized!

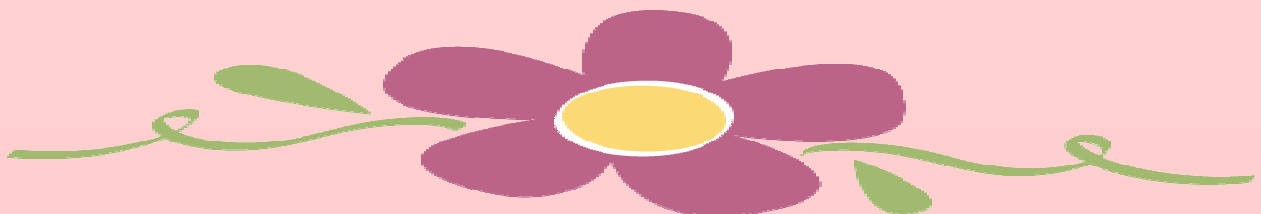
Dessert Buffet

**When:** Wednesday, April 22, 2009

**Time:** 7:00 p.m.

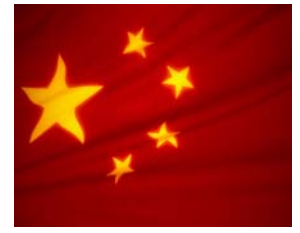
**Where:** Anniversary Drawing Room, PMU

RSVP to Destiny Baccino  
dbaccino@purdue.edu





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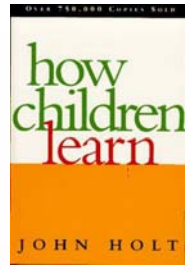
# Update from China



An update from Brandon House, HK alum who is teaching in China.

Things are going well here in Shanghai. It is a relief to finally have the space I needed in order to teach the children in a safe environment. I will attach some photos of my classes in the old room and the new gymnasium. I still have very little equipment, but the school did allow me to put a list together of all the equipment I feel necessary. They are giving me an almost unlimited budget to order from Gopher and have it shipped here by next school year. As far as lessons go, the youngest children are working on their throwing and starting to get the hang of personal space. The idea of personal space is easy to teach when the children understand English, but many of them are still learning the language so it has been a very slow process. The elementary children are in their dance unit right now. When I teach dance, we mainly do line dances. They are learning the cotton eyed joe, 5,6,7,8 line dance, and some others. I am also putting together a group to dance at Earth Day. Earth Day is huge here at the school. It will be in the zoo and there are games, activities, and a huge stage for performances. Along with this, I am planning another field day to coincide with ACES day. We are still working on the theme. Last year was the Olympics to go along with the Beijing Olympics.

Teaching at this type of school has definitely been a learning experience for me. I have had to adapt to the various different cultures that come to this school and the language barriers that come with it as well. I will probably be coming back to the states sooner than expected. I had planned to stay another year, but I have a son now and my wife would like to get started in her career which would be difficult to do in China. On another note, I am going to be taking the APENS certification test this summer so that is something to look forward to. I will be back this summer. Hope all is well.



## On Swimming and Learning and Too Much Peoples

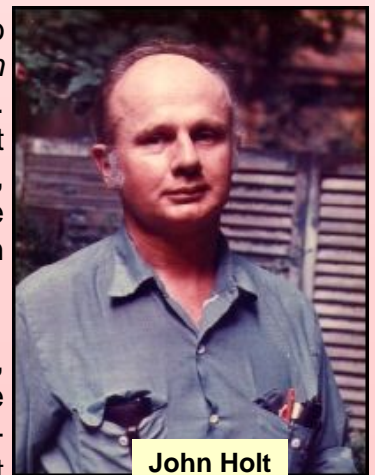


Three year old Tommy is learning to swim. His teacher is John Holt. On the first day, Tommy is standing on the second step of the ladder into the public pool. He won't get on John's back for a ride. Instead he just wants to feel the water on his feet and splash a little. In his exploring, he falls off the step. The water swallows him up, but his older sister grabs his shorts and pulls the sputtering and coughing youngster to the surface. Remarkably, Tommy doesn't panic. He rests on the deck, musters up another bout of courage, and re-enters the water. He agrees to go for a ride on Holt's back.

The next day, Tommy chooses to be towed around the pool at arms length, stretched-out, more like a real swimming position. He is invited to kick his feet, which he does. Holt lets go of him. Tommy doesn't seem to know it. He paddles as a dog does, sinking entirely as a dog usually doesn't. Tommy then reaches up for Holt who clutches him tightly. Tommy thinks a bit, but chooses to plug away at it again, no fear. "His progress in exploring this new element of water was not steady and uninterrupted" Holt recalled. "The courage of little children (and not them alone) rises and falls, like the tide—only the cycles are in minutes, or even seconds."

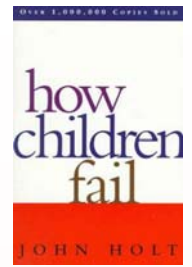
Well, within days Tommy grows more and more independent of Holt. He moves from mere towing, to towing-and-momentary-release: "You're swimming, you're swimming!" John Holt exclaims. Tommy's eyes light up. The next day while driving to the pool, Tommy tells John: "Don't hold me, John. I do it by myself." At poolside, Holt gave Tommy a plastic Styrofoam bubble to use for buoyancy. After a few more near-swimming and tug-of-play episodes with John, the bubble isn't much needed. Tommy is swimming, now motoring around the pool with other children, frowning and saying intermittently, "Too much peoples."

John Holt (1923-1985) was a school teacher. By the time the second of his two most famous books in educational philosophy was published (*How Children Learn*, 1967) he had been teaching and studying children for over 15 years. His first book, *How Children Fail* (1964), was controversial to say the least. In it he argued that schools aren't particularly friendly toward children; in fact, schools may be the major culprit in the academic failure of its students, he claimed. The two books have sold a million and a half copies and have been translated into fourteen languages.



Holt graduated from Yale, served in the United States Navy on a submarine, and worked for the World Federalists before he began teaching in private schools in three different states. He taught fifth grade, and he taught experimental mathematics and beginning reading in elementary schools. He taught English, French, and mathematics in high school. He also coached soccer. The once conventional teacher eventually realized that what he taught didn't have any holding power on his students. He tried a different approach to teaching math by getting his classes to actually *think* about math. He was summarily fired. About the message in his book, *How Children Fail*, he didn't mince words:

Con't...



## On Swimming and Learning and Too Much Peoples

*To put it simply, I pointed out that children do poorly in schools because they're bored with the meaningless work, scared of being punished or humiliated, and confused by the fact that most teaching progresses from abstract concepts to concrete examples instead—as would be more sensible—the other way around. In essence I'd realized, from observing and teaching, that school is a place where children learn to be stupid.*



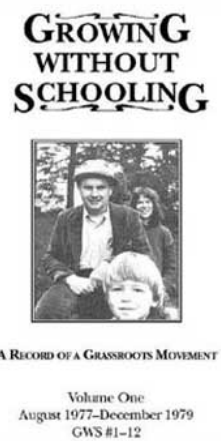
John Holt

At the very least a social critic and at the most a passionate school reformer, Holt was one of the primary voices in the alternative schools movement in the 1970s. Harvard and University of California, Berkeley both asked him to be a visiting lecturer in their respective departments of education. But he found little support while in either institution for his reforming ideas. The reform movement was too little and maybe—if you listen to Holt—much too late.

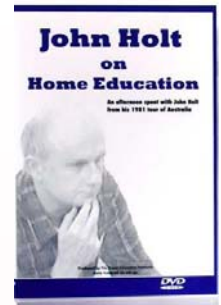
The alternative schools dried up in part because of the reformers themselves. When thinking back about that era Holt said “Some of us actually knew more about what we were *against* than what we were for, a few were trying to work out hang-ups about their own childhoods, and many of us thought of open education as a ‘secret’ motivating device that could be used to help children learn the same old curriculum.” But the real death knell was when Holt and the others came up against what they perceived to be true: “Nobody really *wanted* to make the schools better.” And that got Holt to thinking maybe that institutional teachers and the public at large don’t actually like children much at all. “To put it another way,” Holt said, “one of the foundation stones on which schools rest is a great big rock that says children are mostly no damn good.”

Thoroughly frustrated with only a faddish interest in real educational reform, he eventually gave up on the institution of schooling altogether. By 1977 he founded *Growing Without Schooling*, the first American magazine with homeschooling as its mantra. Holt believed that children are in fact learning animals, that they learn more instinctively than we believe they do, that they don’t need to be shown how to do it, and that they learn much better when they enjoy what they are learning. And that’s why Holt didn’t put much stock in the old saying commonly used to defend the amount of time children spend in school: that children go to school to learn how to learn. Holt learned that children come already so equipped, and powerfully so.

The bigger problem, Holt thought, was that we don’t unintentionally kill off this learning bent of mind. If we misconstrue how children learn, we are more likely to impose a way of learning that doesn’t reinforce their natural inclinations. Then, Holt says, “Most of them get humiliated, frightened, and discouraged. They use their minds, not to learn, but to get out of doing the things we tell them to do—to make them learn.”

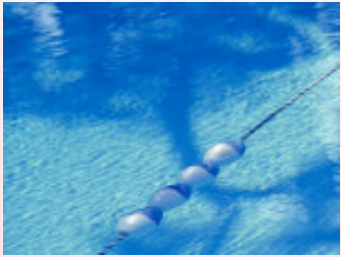


Con’t...



## On Swimming and Learning and Too Much Peoples

In *How Children Learn* Holt describes Tommy's learning to swim as a classic case of learning as such. The entire "teaching" process Holt used was invitation based. On the other hand, the more common parental approach to teaching (compelling) youngsters to swim is almost destined for failure: "On the whole, they (parents) don't get very far, because they are so insensitive to the rise and fall of courage in the child." Chasing after and then running from the challenge of learning allows the child "to fill up his tank of courage when he feels it will run dry, will move ahead into the unknown far faster than we adults could push him."



So Tommy is still swimming with too much peoples. But instead of following up on his swimming exploration, the next day he wants to investigate the rope and the floats dividing the shallow from the deeper water. There is nothing tidy about Tommy's choices; so much for the logic of the lesson plan. He learned that the rope will support him; after Holt let go of him, Tommy hung on but then asked Holt to "hold me." Then, "don't hold me," so Holt let him go again. Next it was the diving board; Tommy wanted to jump into Holt's arms. Holt didn't think he meant it, but he swam into the deep end and waited for

Tommy anyway. Tommy scrambled up the diving board ladder, walked to the end of the board, and jumped without hesitation. This Tommy did three more times. It wasn't long after his board jumping that Tommy then wanted to swim in the deep end of the pool. Tommy was on his way to becoming a swimmer.

Teachers, Holt believed, are by definition impatient. That's why they have a tendency to coerce, bribe, or bully. In other words, teachers—no matter the age—want proof positive that learning is not only going on, but that what they, the teachers, actually are doing means something. Learners, Holt believed, are by definition patient. They can tolerate all kinds of uncertainty, suspense, chaos, and confusion. In other words, learners—no matter the age—are most willing to wait for meaning to arrive.

Learning, for Holt, is like eventually making one's way from shallow to deeper waters. And it doesn't seem to progress particularly well with too much peoples given how herky-jerky the process is. While the learner may rely for a time on what a teacher knows, it is a matter of mutual fidelity between teacher and learner that makes learning possible at all. Trust, in the end, is the go-juice for successfully making our way in the world.

