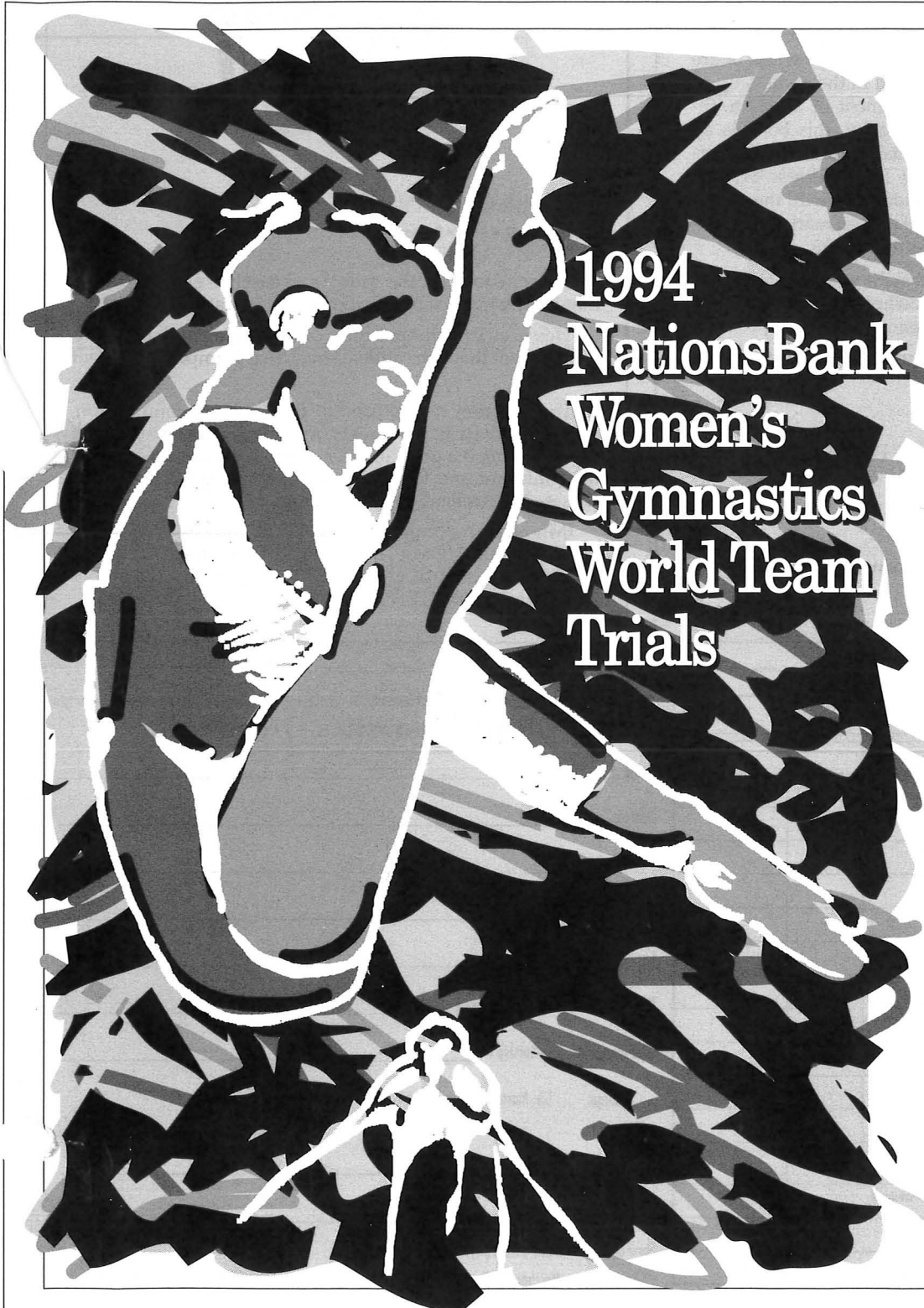


TECHNIQUE[®]

AN OFFICIAL PUBLICATION OF USA GYMNASTICS

November/December 1994
Vol. 15, #10



1994 NationsBank Women's Gymnastics World Team Trials

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Gymnastics*

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*Summary of Technical
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USA
GYMNASTICS

TECHNIQUE®

November/December 1994
Volume 15, #10

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TECHNIQUE (ISSN 0748-5999) is published 10 times per year by USA Gymnastics, Pan American Plaza, 201 S. Capitol Ave., Suite 300, Indianapolis, IN 46225 (phone: 317-237-5050). Third class postage paid at Indianapolis, IN. Subscription prices: \$25.00 per year in United States; all other countries \$48.00 per year. If available, back issue single copies \$4.00 plus postage/handling. All reasonable care will be taken, but no responsibility can be assumed for unsolicited material; enclose return postage. Copyright 1994 by USA Gymnastics and *TECHNIQUE*. All rights reserved. Printed by Sport Graphics, Indianapolis, IN.

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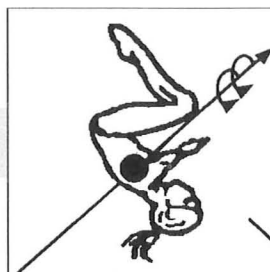
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EDUCATIONAL VIDEOTAPES

PLEASE NOTE: The videos listed in this magazine are provided for educational and historic purposes. While every effort is made to produce videos of the highest quality, it should be noted that some of the videos are produced at events utilizing handheld cameras from vantage points in the stands by non-professional volunteer technicians. Only limited editing and production enhancements are utilized in order to provide a timely product at a reasonable cost to the USA Gymnastics membership.

To order any of these videotapes, use the USA Gymnastics order form on page 2.

WOMEN'S PROGRAM LECTURES

(SLP 5:28:00)—Whipback Tumbling (0:39); Tumble Traks (0:44); Motivate Your Gymnasts (0:58); Tramp Techniques (0:51); Conditioning and Alignment (0:55); Rehabilitation of the Injured Gymnast. 2420 \$12.95

WOMEN'S PROGRAM LECTURES II

(SLP 5:28:00)—Beginning Beab (1:05); UB Conditioning (0:10); Get a Grip (0:59); Stage Presentation (0:52); Basic Bars (0:53); TU & Vault Basics (0:57); Beginning Basic Vault (0:41). 2421 \$12.95

MEN'S PROGRAM LECTURES

(SLP 5:23:00)—Ring Strength (0:58); Training Competitive Gymnasts (0:58); Running: Speed & Power (0:59); Whipback Tumbling; Motivate your Gymnast; Trampoline Techniques. 2422 \$12.95

ALTERNATIVE PROGRAMS

(SLP 5:50:00)—Abuse in Gymnastics (1:10); Pilates Conditioning (1:01); Cheerleader Gymnastics (0:55); Gymnaestrada (0:56); Classes need Attention Too (0:44); Tumble Trak (0:58). 2423 \$12.95

1994 USA GYMNASTICS CONGRESS LECTURES

NOTE: These lectures were recorded with hand-held mini-cameras. The quality of the tapes and sound is not of high quality...however, the information is very good! For those of you who were unable to attend Congress this year, these tapes along with the *Congress Proceedings Book* should provide some excellent information on a variety of topics.

SPORT SCIENCE LECTURES

(SLP 5:45:00)—Nutrition (0:56); Imagery Training (0:56); Overcoming Mental Blocks (0:56); Female Athlete Triad (0:55); Burnout (0:59); Energy Deficits (0:55). 2424 \$12.95

SPORT SCIENCE LECTURES II

(SLP 5:25:00)—RSG National Team Testing Results (0:55); Heman Performance Technology for Coaches (0:39); Pilates Conditioning II (0:52); Rehabilitating the Injured Gymnast (0:50); Basic Bars (0:53). 2425 \$12.95

BUSINESS TOPICS

(SLP 5:55:00)—Team Problems (0:44); Business Planning (0:55); Capitalize on the Atlanta Games (0:59); Booster Clubs (1:09); 1.3 Million on \$200 per month (1:00). 2426 \$12.95

BUSINESS TOPICS II

(SLP 3:48:00)—Your Best Defense Against Lawyers (0:54); Protect Your Assets (0:50); Newsletters (0:58); Three to Get Ready (0:59). 2427 \$12.95

PRESCHOOL/DEVELOPMENTAL SESSIONS

(SLP 3:38:00)—Real Preschool Skills (1:03); Coaching Skills from Down Under (0:38); Coaching Ideas (0:58); Exploration and Discovery (0:58). 2428 \$12.95

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- Multi-media video integration

HALLS OF FAME FOR GYMNASTICS

(A Chronology—1900-1993)

Prepared by A.B. Frederick, Ph.D., Curator
International Gymnastics Hall of Fame

Forward

This chronology is offered to clarify the status of Halls of Fame for gymnastics in the United States. The original Hall of Fame recognition program was founded by a NAAGC (National Association of American Gymnastic Coaches—presently the NACGC-M) committee in 1957 chaired by George Szypula. The purpose was to identify and elect worthy candidates. There were no provisions for collecting materials or establishing a museum for the field. The Helms Foundation provided certificates and a trophy (lost over the years) with the names of the original honorees inscribed upon it. In 1986, the International Gymnastics Hall of Fame (IGHOF) was founded in Oceanside, CA as a non-profit organization. It is the first facility in North America designed to collect and display gymnastics artifacts. IGHOF has no role in electing American Hall of Famers. In time, outstanding individuals from the world community of gymnastics will be honored at the facility. A special USA room has been established to recognize those elected by the Szypula committees since 1959. IGHOF's first Director was, and is, Glenn Sundby. Although the *International Gymnast* magazine, also founded by Sundby, is published on the premises, it has no relationship to the IGHOF and is a separate, for-profit entity. The Hall of Fame and museum operates with the authority and supervision of a Board of Directors.

1900

The Hall of Fame for Great Americans was founded on the present campus of the Bronx

Community College. It is generally recognized as the first American Hall of Fame. Nominations are made by any citizen of the United States. Candidates must be American citizens. Nominees are eligible 25 years after their death. A **simple majority of electors** must vote for the person(s) to be honored. Electors are historians or professors of history or literature, scientists, authors, editors and artists, and high public officials. Elections occur every five years. **Limits are placed on the number of honorees elected at any one time.** These original rules, and other criteria developed later, have been used by early sport halls of fame (Buck Dawson, *The Halls of Fame*—Vol. I. Chicago: Ferguson Pub. Co., 1977. Two volume set).

1920

Doubleday Field was dedicated in Cooperstown, NY. Baseball's Hall of Fame, the **first Hall of Fame featuring a single sport**, was dedicated later on the same site in 1936 (Dawson, 1977, op. cit.).

1936

The Helms Athletic Foundation was founded in 1936 by Paul Helms and was the first multiple-sports Hall of Fame in America. The Foundation initiated Halls of Fame for a number of sports which eventually established their own Hall of Fame facilities (Dawson, 1977, op. cit.).

1947

The Amateur Athletic Union (AAU) first certified an "All American" designation for its National AAU Gymnastics Champions. The original group

of All Americans included Frank Cumiskey, Rudy Hradecky, Robert Sears, Ed Scrobe, Waldimir Baskovich, Chas. Thompson, Garvin Smith, Ed Hennig, Helen Schifano, Meta Neumann, Clara Scroth, Margaret Dutcher and Jo Ann Matthews. Each received a certificate of selection. (From an original 1947 AAU Certificate of Selection donated to IGHOF by the Hradecky family).

1948

In a "Gym Sketch" of Frank Haubold, Frank Cumiskey wrote, "If we had a Hall of Fame for gymnasts, this name would surely be included—FRANK HAUBOLD." (*AAU Gymnastics—1948 Official Rules—Men and Women*, pp. 33-34).

1954

Dr. E.A. Eklund, National Secretary for the American Turners, **first proposed** an, "... annual election to a 'Hall of Fame' to be established (by the AAU) to honor those who have contributed outstandingly in the past as competitors and/or coaches." (From a Letter to Roy E. Moore 7/6/54 in IGHOF's files).

1957

Roy E. Moore passed away (2/9/57) after more than 50 years of service to gymnastics. He has often been called the "Father of American Gymnastics." (From Eugene Wettstone's eulogy, "The spirit of Roy E. Moore will live forever."—Program of the 1957 National AAU Championships, Univ. of Chicago, May 3-4).

George Szypula, Pres., NAAGC, made an inquiry of Bill

Schroeder, Helms Athletic Foundation Director, about Hall of Fame honors for Mr. Moore. Schroeder replied that there was no Hall of Fame for Gymnastics but the Helms Foundation would assist with the establishment of same if desired by the NAAGC. Szypula formed the original HOF gymnastics committee consisting of Mssrs. Wettstone, Cameron, Gulack, Pond, Loken, H. Price, and Eklund. (Frederick, A.B., A study of correspondence leading to a Hall of Fame for gymnastics, IGHOF Report #5, 1988).

1958

Nominating Criteria were established for the Helms Hall Gymnastic Hall of Fame. Criteria were based upon Schroeder's experience with the election criteria of a number of Halls of Fame, many of which he helped to develop. (Letter from Szypula to Schroeder seeking approval of criteria for electing nominees—1/17; in IGHOF files).

The first set of honorees were elected by the HOF Committee and sent to Schroeder for approval by the Helms Board of Directors (8/20; in IGHOF file). The list was acknowledged by Schroeder (8/25; in IGHOF file), but an official announcement could not be made until the Helms Foundation Board convened. The presentation of the first group of honorees was set tentatively for the National Collegiate Gymnastics Championships in 1959 (NAAGC's *THE NEWS*, Spring Issue, 1958).

1959

The Helms Athletic Foundation accepted the proposal from NAGC (National Assoc.

of Gymnastics Coaches; formerly NAAGC) to establish the Helms Hall, Gymnastics Hall of Fame for the sport of gymnastics. (Letter from Schroeder to Szypula, 4/24; in IGHOFF file).

James F. Simms, Secretary—Treasurer of the AAU, queried Schroeder why the new gymnastic HOF was not under the supervision of the AAU. Schroeder replied that the NAAGC was the established body through which Helms will recognize gymnasts, coaches and contributors many of whom are AAU people. (6/8; in IGHOFF file).

A press release was issued about the election of ten gymnasts and ten coaches to the Helms Athletic Foundation, Helms Hall, Gymnastics Hall of Fame (6/11; Press release files). The official induction of the first group of honorees occurred at NAGC meetings preceding the Pan Am Games (Glenn Sundby, "III Pan American Games," *The*

Modern Gymnast, Nov-Dec, 1959. pp. 17-21).

1967

Sponsorship for a Turner Hall of Fame was granted to the American Turners by the Helms Athletic Foundation (Letter from Forest Steinlage, Turner Historian, reported in the *International Gymnast*, Feb. 1988, p. 40).

1970

United Savings Bank of Los Angeles assumed responsibility for the Helms Hall Gymnastic Hall of Fame program. The Helms Foundation was dissolved. A new Foundation, the United Savings Helms Athletic Foundation assumed responsibility for the Helms collection. Gymnastics HOF Certificates issued from 1970-1973 were United Savings-Helms certificates (Frederick, A.B., A brief history of the Helms Hall of Fame," *International Gymnast*, 2/88, p. 40).

1972

A letter from Roberta Bonniwell (US Gymnastics first national AAU All-Around Champion, 1981) to Bill Schroeder suggested that **women should also be elected to the Hall of Fame.** Mrs. Bonniwell wrote to Szypula who replied that Jackie Fie was organizing a women's sub-committee (Letters in IGHOFF archives).

The Hall of Fame awards procedure was officially added to the by-laws as a legitimate function of the NACGC (11/19) (*USGF News*, 12/72).

Eugene Wettstone and Frank Cumiskey were the **first USGF Masters of Sport honorees** (Announced in the USA Gymnastics Newsletter, October, 1972).

The National Gymnastics Judges Assoc. (NGJA, founded in 1969) elected Frank Cumiskey as the first honoree in the *NGJA Hall of Fame* (NGJA minutes, 11/18/72).

1973

The United Savings Bank merged with Citizens Savings Bank. The Citizens Savings Athletic Foundation was created and assumed responsibility for the former "Helms" collection (Frederick, 1988, op. cit.).

At the request of Chairman Szypula, Jackie Fie recruited the original Hall of Fame Selection Committee (Wachtel, Sjursen, Vogel, M. Grossfeld and Weaver). **She outlined a set of guidelines approved by Chairman Szypula** (Letters in IGHOFF archives dated 2/3 and 9/11).

1974

Seven individuals were elected to the Women's Division (Citizens Savings Athletic Foundation Gymnastics Hall of Fame). The list was submitted to Bill Schroeder by Chairman Szypula. An induction service was conducted at the National Collegiate Women's Meet at

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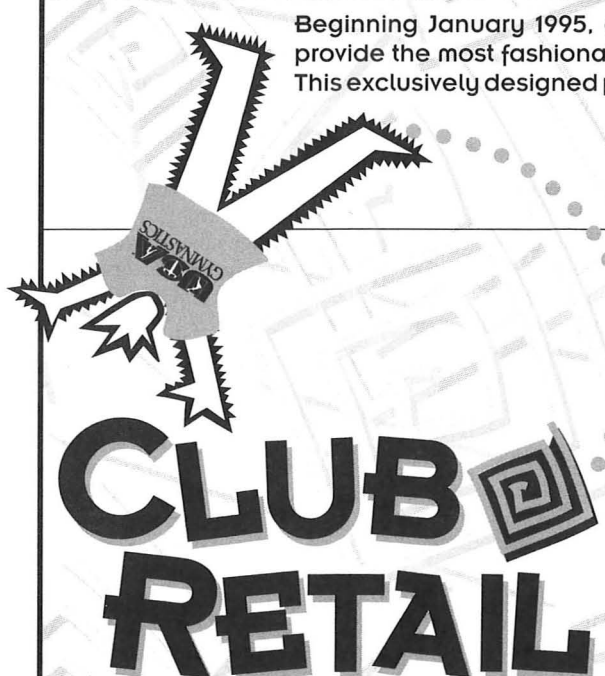
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Southern Illinois Univ. The practice of announcing women's division honorees at the annual Congress did not begin until 1975 (*USGF News*, June, 1974, p. 14).

George Nissen and Larry Griswold became first two honorees elected to the United States Trampoline Assoc. (USTA) Hall of Fame (Letter and archival material from Newt Loken in IGHOFF files).

1976

Erna Wachtel assumed Chair for the Women's Selection Committee, Citizen's Savings GHOF (Letter from J. Fie in IGHOFF file, 4/18/91).

1979

The First Interstate Bank assumed responsibility for the Citizen Savings GHOF program. First Interstate became an official sponsor of the Olympic Games in Los Angeles (1984) which led to the eventual assumption of the Hall of Fame program by the Amateur Athletic Foundation of Los Angeles

following the 1984 Olympiad (Frederick, 1988 op. cit.).

1982

Dick Mulvihill became the first honoree of the United States Assoc. of Independent Gymnastics Clubs (USAIGC) Hall of Fame.

1986

The International Gymnastics Hall of Fame (IGHOF), a long-time dream of innovator Glenn Sundby, was incorporated as a California non-profit on June 26, 1986. Main purpose: to establish a collection for the field featuring gymnastics memorabilia, books, films, videos and other artifacts. George Gulack's uniform (1932 Olympic Gold medal) and Steve Cohen's Nissen award, the second (1967) are featured. Periodically, internationally famous gymnasts are honored.

1988

The Amateur Athletic Foundation of Los Angeles (AAFLA) assumed control of the First Interstate program. AAFLA

houses the former Helms Athletic Foundation Collection (Cartwright, Al, *International Assoc. of Sports Museums and Halls of Fame Membership Directory*, 1991).

Olga Korbut became the first IGHOFF inductee (Oct. 15, 1988).

1992

Abie Grossfeld (Presently Chair of USAG's Awards and Recognition Committee), presented a paper on the establishment of a special recognition system to certify outstanding people for USA Gymnastics purposes. (Letter and attachments dated 11/5/92; Letter from Mike Jacki, Exec. Dir. USA Gymnastics, 12/15/92).

1993

A.B. Frederick succeeded George Szyplula as the second Chair of the AAFLA Gymnastics Hall of Fame Selection Committee (minutes, 6/15/93). A transition of responsibility from AAFLA to USA Gymnastics was under consideration. AAFLA remained the certifying agent for

all 1993 honorees and male honorees for 1994.

Nadia Comaneci became the second IGHOFF honoree at the USA Gymnastics National Congress in Atlanta, Georgia.

1994

The USA Gymnastics Board of Directors (May meeting) approved an organizational meeting for the transfer of responsibility, from the AAFLA to USA Gymnastics, for the Hall of Fame program. Other honors programs of the national governing body will also become the responsibility of this committee. The Committee was to be composed of members including the existing AAFLA Hall of Fame Selection Committee and would function with the approval and support of the USA Gymnastics' Board of Directors—replacing the former Awards and Recognition Committee. Transition procedures were finalized at the 1994 USA Gymnastics National Congress in Nashville, Tennessee. The minutes to be subsequently published for the membership.



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HUMAN PERFORMANCE TECHNOLOGY FOR COACHING PROFESSIONALS

Patty Hannan B.S., Peggy Liddick M.S., Sharon Weber M.S., Dr. James Lackner Ph.D., Dr. Paul Carmichael M.S. M.D., Dr. Mary McCabe Ed.D., Lt. Col. John Carmichael M.M.A.S., Donna Robacker M.O.O.T.R.

Below is the second of two papers presenting advances in the Human Performance Sciences and its applications for gymnastics professionals. The first paper addressed the unique Human Performance demands placed upon gymnastics officials, and methods for increasing the efficiency and accuracy of skill analysis. This paper presents "cutting edge" performance research emanating from zero gravity space studies illuminating fascinating physiologic orientation methods used by the brain to enhance movement awareness. This information possesses unique training applications for gymnastics coaches. A Technical Board of top specialists from the fields of gymnastics, science, medicine, and education has been assembled to disseminate this information to the gymnastics community-at-large.

B iomechanics and exercise physiology permit sport scientists to define and measure skill performance. This knowledge has improved the performance base of all sports. However, these fields explain only one side of the performance coin; the other side is understanding how the athlete can "realize" i.e. "bring into being" that performance. An athlete capable of understanding the biomechanics of a Tkatchev (for example) does not know by what thinking process they can accurately execute the Tkatchev. This paper will present a method for understanding the other side of the performance coin—how the brain thinks about movement. This method will provide the athlete the opportunity to learn

a skill in the same way the brain thinks about a skill, providing the opportunity to communicate more directly and deliberately with the athlete. We will outline a scientifically based approach describing how an athlete defines and controls a movement experience physiologically (body) and perceptually (mind). First, we will review the two orientation systems responsible for successfully navigating a movement from start to finish. Second, we will define the components that comprise each orientation system. Finally, we will describe unique coaching applications for helping the gymnast truly understand coaching commands. These concepts are based on relatively new scientific understandings. However, many coaches and athletes will recognize an old familiarity with these systems due to their many hours of experience in the most provocative of orientation laboratories—the gymnastics facility!

Human performance scientists studying spatial orientation problems in zero gravity are becoming aware of the existence of two physiologic orientation systems (Lackner 1993). These orientation systems are used by the brain as types of road maps that successfully navigate a person through a skill from start to finish. These maps, when recognized and used, allow for the successful repetition of a skill wherever and whenever it is performed. These orientation systems are used by the brain to successfully navigate a movement within the space/time continuum of earth. Earth possesses a space/time con-

tinuum effected by gravity. The force of gravity gives the world and our movements an up/down orientation unlike zero gravity where there is no up/down orientation.

EOS (External Orientation Systems)

The first systems known as the EOS (External Orientation System), is the mapping system that guides the athlete through the linear directionality of our space. Gymnasts recognize their movement through space as up or down, forward or backward or right or left. The EOS uses this understanding of an "up/down" orientation of space as the standard for defining a body's location within that space while performing a skill. For instance, a gymnast in a handstand perceives his/her position as "upside down" because he/she is relating body position to the traditional orientation of the "upside rightness" of space. The EOS provides the gymnast awareness of the direction in which the body is moving through that space via the body axis. To better illustrate the role of the EOS in defining a movement through space we will use the back salto as an example. The gymnast recognizes

the back salto as a backward rotation around the breadth axis and also as the body lifting "up on the take-off and coming down for the landing" along the longitudinal axis. When the gymnast is focusing (concentrating) on the directionality of movement through space, the gymnast's EOS knowledge is being applied.

IOS (Internal Orientation System)

The IOS (Internal Orientation System) is the mapping system that navigates the athlete's movement through time. The IOS map provides the athlete awareness of the proper timing of a movement. Timing can be considered as consistently achieving a desired body position at exactly the same points in time (located between the start point and end point of a skill) wherever and whenever it is performed. In gymnastics we recognize the critical importance of these points to the success of skill performance. On bars we recognize the importance of "taps" for defining a swinging movement; on vault we recognize the point of dynamics on

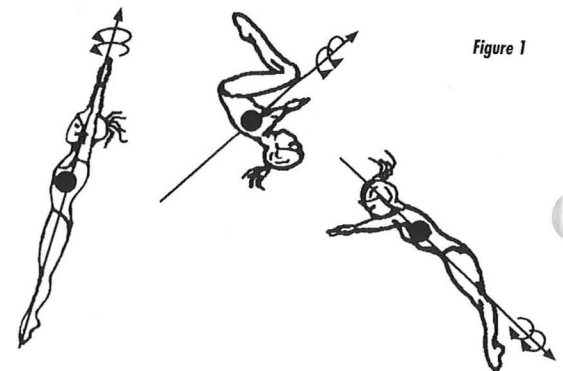
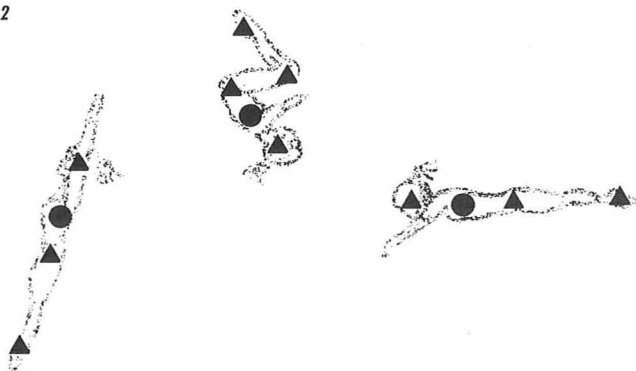


Figure 1

repulsion; on dance and acrobatic elements we recognize points of rhythm and/or timing that assure the desired presentation of a skill. Coaches understand that a very specific body position should be attained when each point is performed in order to achieve the proper timing of a skill (see Figure 1).

The IOS provides a unique and complementary interpretation to the back salto skill. For example, to be sure the gymnast achieves the desired "set," the IOS defines a point of time in performance just after take-off. The gymnast recognizes this point just after take-off as an opened stretched body position. The gymnast is aware of an open shoulder and hip angle and a

Figure 2



neutral head position. Once the gymnast achieves this point, a salto is initiated in order to reach the next critical point of time in the performance, which is the tuck position at the top of the salto. The accomplished gymnast can add a third point of time in performance to maximize the skill presentation by showing an open stretch position at a point on the way down (see Figure 2).

When gymnasts focus (concentrate) on the timing of movements, the IOS is being applied. Using the back salto illustration as an example, a space map and a time map for every skill can be constructed. Providing the athlete a clear understanding of the function and purpose of each map will allow for a more comprehensive learning opportunity for the athlete.

The term "orient" implies a direction or familiarization to an object. For the purpose of this presentation this point will be called the orientation standard. The function of these standards is to provide a critical link between the physiology of the performer and the physics of the environment.

The Physiology of Orientation Systems

Each orientation system utilizes specific physiologic structures of the body that allow for accurately defining body posi-

tion. While all people have this brain networking (physiology), it is up to the athlete to become aware of and focus on the specific information these structures provide so they can purposefully access the structures to improve performance. Next, we will present the components of each orientation system to better illustrate their function and purpose.

Each Orientation system employs a standard or point of reference necessary for defining an orientation, a physiologic structure that allows for the perception of an orientation to that standard and an imaging method to allow the athlete a way to perceive or "visualize" orientation. The purpose of this visualization process is to provide a way for updating orientation crucial for the accurate

analysis of a performance. These components represent the foundations of each orientation system that allow successful navigation of a skill through the space/time continuum.

Orientation Standards

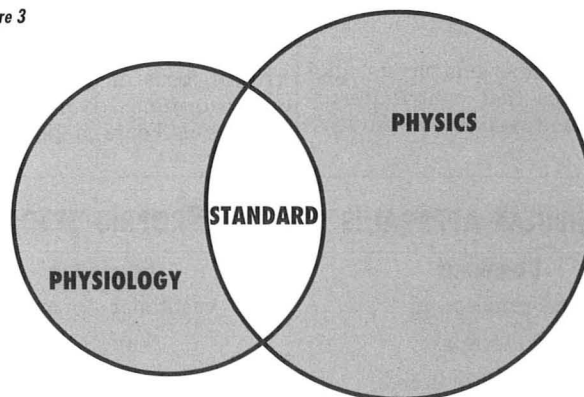
The term "orient" implies a direction or familiarization to an object. For the purpose of this presentation this point will be called the orientation standard. The function of these standards is to provide a critical link between the physiology of the performer and the physics of the environment. Each standard orients the athlete to the force of gravity as it uniquely effects movement related to space or time. These standards provide the interface of physics to physiology that we define as Human Performance. The force of gravity effects every living thing. Defining gravity as it effects performance is critical for movement to be successful. The force of gravity acts upon a performer just as any other object of physics. Objects of physics possess two standards that define the

type of movement and the trajectory of movement—the three axis of motion and a center of mass. These are the standards that orient a performance to space and time (see Figure 3).

The EOS uses an external standard which is located outside the body in the external environment. As described earlier, gravity defines an up/down directionality to our world that effects not only how our world looks but how we move within it (refer to handstand example). The external standard of the EOS is the up/down nature of the space in which we perform. This static, linear (up/down) standard gives our movements a directionality that we define as along or around the body axis. For instance, the back salto is understood as a "backward rotation"—but, rotating backward in relation to what? Answer: to the basic orientation of up and down. The EOS standard provides the athlete with an orientation to space.

The IOS uses an internal standard which is located within the body. This standard is known by several terms depending upon training and/or background—center of mass, center of gravity or center of balance. This center is recognized by athletes as critical to defining body awareness during a movement. The linear EOS standard is outside the body and non-moving (static). The angular IOS standard is inside the body and moving (dynamic). The fact that this standard moves with the athlete allows the athlete to ap-

Figure 3



The EOS provides an understanding of the location/directionality of the athlete's body as a "whole" within the external space. The IOS defines the position of the body parts to create awareness of the orientation of the "whole." The body possesses specific physiologic structures that provide the brain specific information to appreciate an orientation to these standards.

precipitate the process of time aspects the skill. For example, the gymnast performing the back salto determines the location of the body parts on the "set" point as stretched or open—but, stretched or open in relation to what? Answer: to the center which defines the orienting point of the relative location of limb positions to the torso. The IOS standard provides the athlete with the orientation point for appreciating time in performance.

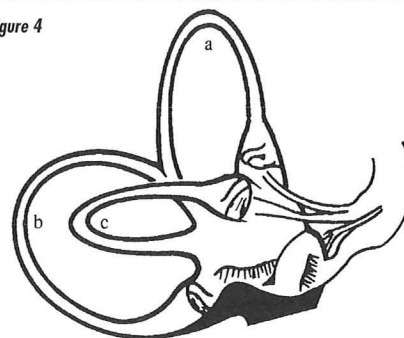
It is important to note the unique distinction of purpose of orientation between the standards of the EOS and the IOS. The EOS provides an understanding of the location/directionality of the athlete's body as a "whole" within the external space. The IOS defines the position of the body parts to create awareness of the orientation of the "whole." The body possesses specific physiologic structures that provide the brain specific information to appreciate an orientation to these standards.

Physiologic Movement Structures

There are several physiologic structures that contribute to movement awareness—the ves-

tibular apparatus of the inner ear, the proprioceptive mechanism, kinesthesia, and the somatosensory (touch) system. While all these systems act together to provide an understanding of movement, athletes can determine which source of movement information can best enhance their performance goal. When the athletes choose to focus concentration upon a particular structures data, that structures information becomes the dominant source around which the other systems provide supporting data. For instance, the ability to balance on the hands requires the brain to retrieve much information for the balance to be successful. Gymnasts know the most important movement control aspect of the handstand is maintaining the inverted longitudinal axis position. Therefore, a strong focus on the axis' orientation to space is best provided by the vestibular mechanism of the inner ear. The other systems relate the required information from their systems that will help best achieve control of the handstand. Achieving correct specific points in time becomes the critical focus of concentration in performing advanced tumbling skills. For high speed skills

Figure 4



- a Superior semicircular duct (sensitive to nodding).
- b Posterior semicircular duct (sensitive to head tilting).
- c Lateral semicircular duct (sensitive to head turning).

such as required for advanced tumbling, achieving correct body positions at specific points in time (repulsion, snap downs, sets) becomes the critical focus of concentration. In this case the information received from the proprioceptive apparatus becomes the dominant medium for information and the other structures provide supporting information to enhance the body awareness desired (see Table 1).

Both the vestibular apparatus and the proprioceptive mechanisms provide critical information concerning the speed, angle and force of movement. The vestibular apparatus of the inner ear is a structure that provides the brain with information concerning motion along and around the body axis. This structure relies on gravity to function properly. It is specifically calibrated to define position relative to the "upness" of space. Therefore the vestibular apparatus is the dominant physiologic structure that provides movement data for the EOS (see Figure 4).

The proprioceptors found in muscle fibers and joint spindles provide speed, angle and force information concerning limb positions. The body awareness provided by this system is unique in that we recognize limb position by "feel." The "feeling" aspect of the proprioceptive mechanism makes it

a qualitative source of information (see Figure 5).

Gymnasts recognize that they are very capable of determining if a precise body position was achieved during a skill even though it can not be seen. For example, a gymnast performing a split leap can tell whether a 180 degree split position was achieved or the back leg was "dragging." The proprioceptive mechanism is the dominant physiologic structure of the IOS. The center of mass becomes the orienting standard for determining the relative location of the limb positions. The EOS provides awareness of the location of the whole body within space via the vestibular system, whereas the IOS provides awareness of the location of the parts that make up the awareness of the whole via the proprioceptive mechanism (see Table 2).

Gymnastics professionals have long recognized the unique functions of these physiologic structures. Coaches refer to their athletes as "optics" (EOS) or "haptics" (IOS) (Sands, 1984). The visual system is intricately wired

Figure 5

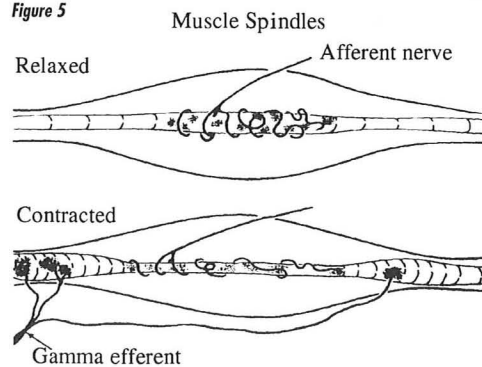


Table 1

VESTIBULAR APPARATUS	PROPRIOCEPTOR
Dominant	Dominant
proprioceptors	vestibular apparatus
kinesthesia	kinesthesia
somatosensary (touch)	somatosensary (touch)

Table 2

<p>EOS relates whole body to space</p>	<p>IOS relates body parts to space</p>
-------------------------------------------------------	-------------------------------------------------------

to the vestibular system. When athletes use a "spot" for focusing it provides the brain additional information for defining body position to space. Haptics are the athletes observed who do not rely heavily on the visual system for defining body awareness, but prefer the "feel" (proprioceptive information) of a skill. "Optics" prefer operating predominantly within the EOS. "Haptics" prefer operating predominantly within the IOS.

'OPTICS' = EOS
'HAPTICS' = IOS

Dr. Bill Sands in his book, *Coaching Women's Gymnastics* provides excellent observations of the different performance capabilities between "optics" and "haptics."

The brain assembles the data from each orientation system and creates a type of "visualization" of the maps navigating the movement through space and time. The athlete can determine to focus on the performance aspects of a specific map to enhance performance awareness. The most accomplished athletes can combine the two maps to create a very comprehensive multidimensional view of performance and apply them interactively. Athletes will tend to function predominantly in one system as the "haptic" - "optic" theory implies. If the gymnast is trained to understand how to access and use these systems it will be less a hit or miss process for defining a predominant style, but rather a more deliberate access of the most effective system for enhancing a particular performance requirement. The final component of the orienta-

tion systems, the visualization process will be described next.

Visualization Process

The visualization process assembles the physiologic data received concerning a movement into a recognizable form for the accurate monitoring and analysis of movement performance. This type of visualization is crucial. Most aspects of a movement can not be "seen" by the athlete as it is being performed but must be clearly recognized somehow to be sure the required aspects of performance have been achieved. Some sort of recognition process (visualization technique) is necessary to accurately define actual performance. To illustrate the unique picture each system supplies the brain, imagine yourself driving a car. When accessing the visualization process of the EOS to imagine driving a car your "mental picture" is locating yourself behind the wheel of the car, looking over the steering wheel, out the windshield, down the street. When accessing the visualization process of the IOS imagine driving a car and trying to focus on all the biomechanical processes required to successfully drive the car. You would notice the stretched back, the 90 degree hip angle, the action of your feet working the pedals, your arm

and hand positions required to successfully steer the wheel. The EOS provides an image of the orientation of the body to the external space. The IOS relates the body parts to the whole to present a definition (orientation) of the timing required to successfully accomplish the "skill" of driving a car. The visualization process of the EOS is referred to as "imaging" and provides the visualization of the movement through space. The visualization process of the IOS is referred to as "modeling" and provides the visualization of the movement through time.

We now can define the components of each orientation system and their performance goal:

<p>EOS*</p> <p>up/down external standard</p> <p>vestibular apparatus dominant</p> <p>"imaging" visualization process</p> <p>*EOS = awareness of movement through space</p>
<p>IOS</p> <p>center of mass, internal standard</p> <p>proprioceptive mechanism dominant</p> <p>"modeling" visualization process</p> <p>*IOS = awareness of movement through time</p>

Movement Characteristics

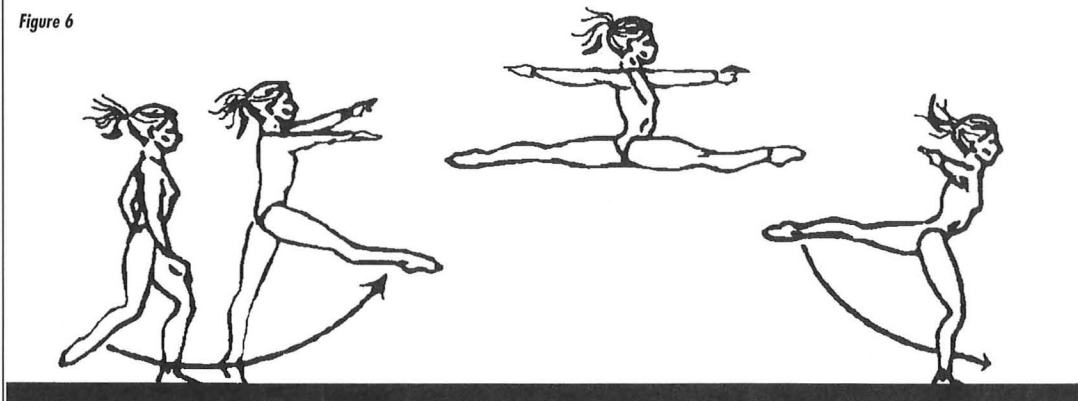
Each orientation system provides the athlete the opportunity to define, appreciate and control a specific characteristic of movement. The three basic movement characteristics inherent in all movement skills are: external amplitude, internal amplitude, and overall performance quality. External amplitude includes all movement qualities that require the athlete to measure the relationship of their body position to the apparatus (space) to determine the accuracy of a performance requirement. External amplitude movement qualities include: height, distance, degree of turn, most landing errors, amplitude of casts, direction...

The External Orientation System (responsible for relating the athlete to space) is the system that provides the athlete the opportunity to define, appreciate and control the movement characteristic of external amplitude.

Internal amplitude includes all movement qualities that require the athlete to measure the relationship of the athlete's body parts to determine the accuracy of a performance requirement. Internal amplitude movement qualities include: arm position, leg position, degree of split, torso position, tuck, pike or stretch, body alignment...

The Internal Orientation System (responsible for relating the athlete to time) is the system that provides the athlete the opportunity to define, appreciate and control the

Figure 6



movement characteristic of internal amplitude. Overall performance quality is the movement expression of how well the athlete interacts their EOS and IOS during a performance. These movement qualities include: artistry of presentation, rhythm, timing, dynamics...

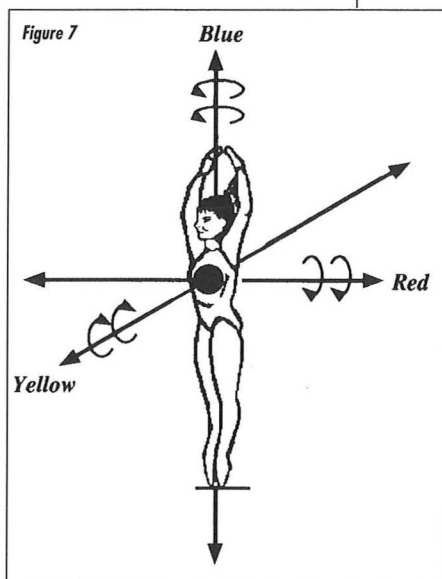
Overall performance quality is the function of the time paradigm.

All movement qualities can be categorized within one of these three movement characteristics. In fact, the "Human performance technology for officials" paper published in the June 1994 issue of *Technique* magazine addresses in detail how judging performance can be facilitated by analyzing movements as they relate to the three basic movement characteristics. This approach provides the unique opportunity for all gymnastics professionals to "speak" a common language: coaches can coach with it, athletes can learn with it, and officials can judge with it. The ability for all gymnastics professionals to communicate from the same reference would logically improve the performance base of the whole sport. For example, using these movement characteristics officials can "see" and coaches can "analyze" how a gymnast performs a skill more effectively. To illustrate this concept, we will evaluate the split leap on the beam (see Figure 6).

Look at the illustration carefully. Analyze the height of the leap. Clearly, it is a very high leap. But how did you determine this? In order for you to correctly assess the height of the leap you automatically measured the distance between the gymnast's body and the apparatus. Whenever your eye analyzes a movement characteristic that requires a measurement of the athlete to the apparatus (space) you are evaluating the "external amplitude" (EOS) of a skill.

Look at the illustration again. This time evaluate her degree of split and body alignment. Clearly, there are no body position faults. What did your eye do this time to determine this measurement. In order for you

to make the determination concerning the body position of the leap your eye measured the relationship of the gymnast's limb position to itself. This measurement can be recognized whether the apparatus (external space) is present or not. When measuring the relationship of the gymnast's limb position to itself the observer is recognizing and evaluating the "internal amplitude" of skill performance. The single picture is thus analyzed in two distinct ways. Not only does the brain of the athlete orient performance according to the EOS and IOS but also the observer can appreciate these performance characteristics by measuring performance in a similar way.



Coaching Applications

Finally, we will discuss coaching methods that can help your gymnast to best "realize"—"bring into being"—recognition of these two systems so movement awareness can be enhanced through space and time. When teaching a skill it is best to emphasize the training of one system at a time. In this way the athletes can clearly recognize the unique function of each orientation system for enhancing skill performance.

Later, as the athletes become accomplished with these systems they will have a very clear understanding whether an error in performance occurred in relation to space or time. The athletes can then access the most appropriate system to make a deliberate and accurate correction to skill performance.

It is important to recognize the limited information processing capacity of the human brain. Information should be presented clearly and in increments allowing the athlete to concentrate on one or two performance requirements at a time. Coaches will be most successful first presenting

and securing the athletes recognition of a performance to space. Once the gymnast has achieved the skill with confidence through space they no longer have to fear the sense of being "lost" during a performance. Once they feel comfortable moving through the space they can relegate that task to an automatic level for repeating the desired performance. For example when learning to tie a shoe lace it takes great effort, motor control and concentration. Once the task is learned and mastered through repetition it can be accomplished automatically and even while performing other brain functions such as talking. The same holds true for athletic performance. Once the athlete is confident moving through space they can then realize the use of time for improving performance. At this level the gymnast can concentrate on achieving precise limb and trunk positions that will provide the performance with clear rhythm and timing.

Space Map Development

Coaches can use three techniques to facilitate the development of a space map for every skill:

1. Provide a visual focus for enhancing the vestibular mechanism's information concerning the up/down EOS standard.
2. Coach the gymnasts' movement as movements along or around the body axis.
3. Help the gymnasts analyze personal movement in relation to their body axis. Developing a clear image of the body axis through repetition of a skill creates the space "map" for the athlete. The goal of the space map is to provide an accurate recognition of a body's orientation through space. Having this imaging process of the body axis will allow the athletes to clearly define if actual performance reached desired performance as it relates to space.

As just described, relating a skill to the body axis helps the athlete to better visualize a

All movement qualities can be categorized within one of these three movement characteristics...This approach provides the unique opportunity for all gymnastics professionals to "speak" a common language: coaches can coach with it, athletes can learn with it, and officials can judge with it. The ability for all gymnastics professionals to communicate from the same reference would logically improve the performance base of the whole sport.

When the gymnast becomes comfortable with recognizing movement as possessing a "color" the movement can then be described in a more conceptual manner which is more accessible to the learning style of children.

movement within space. Ray Bright (1983) of Chico State University color coded the body axis to help his students to better conceptualize axis movement. This is a very useful way to help children better understand and control their movement. See Figure 7 which illustrates the axis and their colors.

When the gymnast becomes comfortable with recognizing movement as possessing a "color" the movement can then be described in a more conceptual manner which is more accessible to the learning style of

children. For example, the coach could describe the back salto to an athlete as being *blue* first (to achieve the upness—height—on the take-off) then as a *red* rotation (to achieve the backward flipping action of the skill). If the athlete is whipping the salto back too early the coach could then describe the error as, "You need to start out *blue*—there is no *blue* in that salto, I can only see *red*." Whether the coach applies color to the axes or speak in traditional terms is not of great consequence as long as they describe and define

movement as it relates to the body axis. Relating movement to the body axis helps the gymnasts make the critical link to the vestibular apparatus which does in fact define movement that way. This method provides the gymnasts the opportunity to learn a skill in the same way the brain thinks about a skill—thus streamlining the coaching process and making it more direct and deliberate.

Time Map Development

Coaches can use three techniques to facilitate the development of a time map for every skill.

1. Help the athletes develop an "internal focus" that provides the appreciation of the location of their center of mass throughout a movement. This can be accomplished by having the athletes develop an awareness of how the center of mass

effects the trajectory of movement.

2. Coach the skill defining position of limbs (via joint angles) as points that have a position relative to the athletes' center of mass points. This method is referred to as defining a "skill constellation" that becomes the time map for the skill.
3. Help the gymnasts, through skill repetition, develop a clear visualization of this time map for each point of time determined for their performances. Using the "skill constellation" approach provides the gymnasts the opportunity to learn the skill the way the proprioceptive apparatus sends information to the brain about limb position.

Orientation maps are presented using the back salto skill as an example (see Figures 8 and 9).



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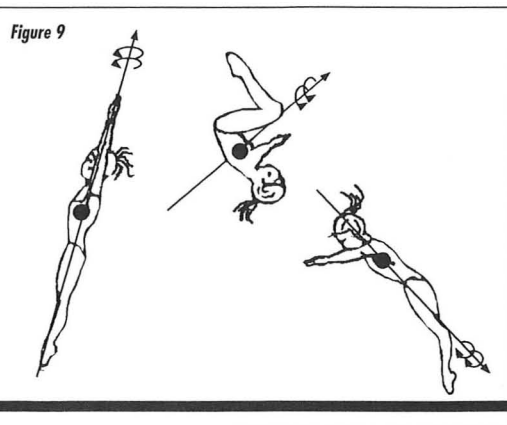
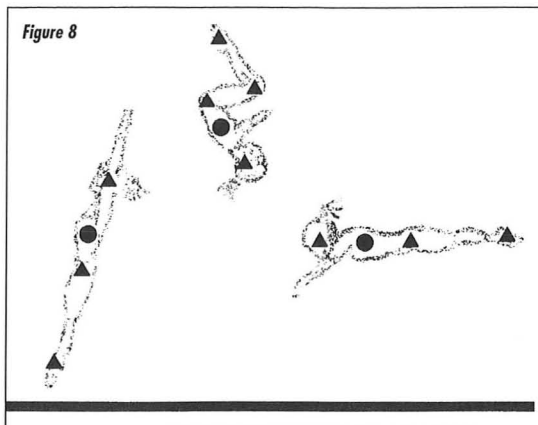
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When you have athletes execute repeat performances of skills or drills (repetitions), have them perform half the skills focusing on their relationship to space via the space map (body axis). Execute the last half of the repetitions having the athletes concentrate on their relationship to time via the time map (center of mass). Currently, skill repeti-

tions provide the athlete with a "figure it out on your own" approach to "brain" training. Using the orientation systems approach, the mind/body training becomes more defined and purposeful.

When presenting skill maps it is useful to review the three learning styles the brain uses and how applying them will

improve the athletes understanding and application of these maps.

Educators recognize that the brain uses three distinct learning styles for processing information and that people tend to possess a dominance in using a particular style. People are described as being visual, kinesthetic, or auditory learners. Providing all three learning styles to athletes for each drill and skill taught will provide the most comprehensive opportunity for athletes to learn those skills. Coaches provide visual information to the gymnast through observation of demonstrations of the skill or drill. Coaches provide kinesthetic information to the gymnast by "spotting" the gymnast to help them define the correct body position to be attained for the skill or drill. Coaches use language to provide information to the auditory system (see Table 3).

It is critical to use words that specifically speak to the physiologic orientation structure you are wanting to access to improve

the gymnast's performance. Now that we have defined the EOS and the IOS as the orientation systems for defining performance through space and time we can now define the language that best accesses these systems. When accessing the EOS the coach should use terms that speak to the directionality of a movement. All words that describe a direction or an orientation to the external space would apply to the EOS. Words that help gymnasts define the "feel" and timing or rhythm of a skill would apply to the IOS. Table 4 is an example of words to address the EOS and IOS.

Understanding the concept of orientations systems to define how the brain navigates a movement provides coaches a useful framework for effectively applying coaching methods. Coaching directly to the physiologic structures responsible for orienting an athlete through space and time provides for a more purposeful and deliberate approach to skill acquisition.

LEARNING STYLES

Visual
demonstration
observation


Kinesthetic
spotting techniques

Auditory
language

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WORDS TO ADDRESS THE EOS AND IOS

EOS/Space

Up Lift
Down Straight
Right High
Left Low
Rotate 'Square up'
Turn 'Stick it'

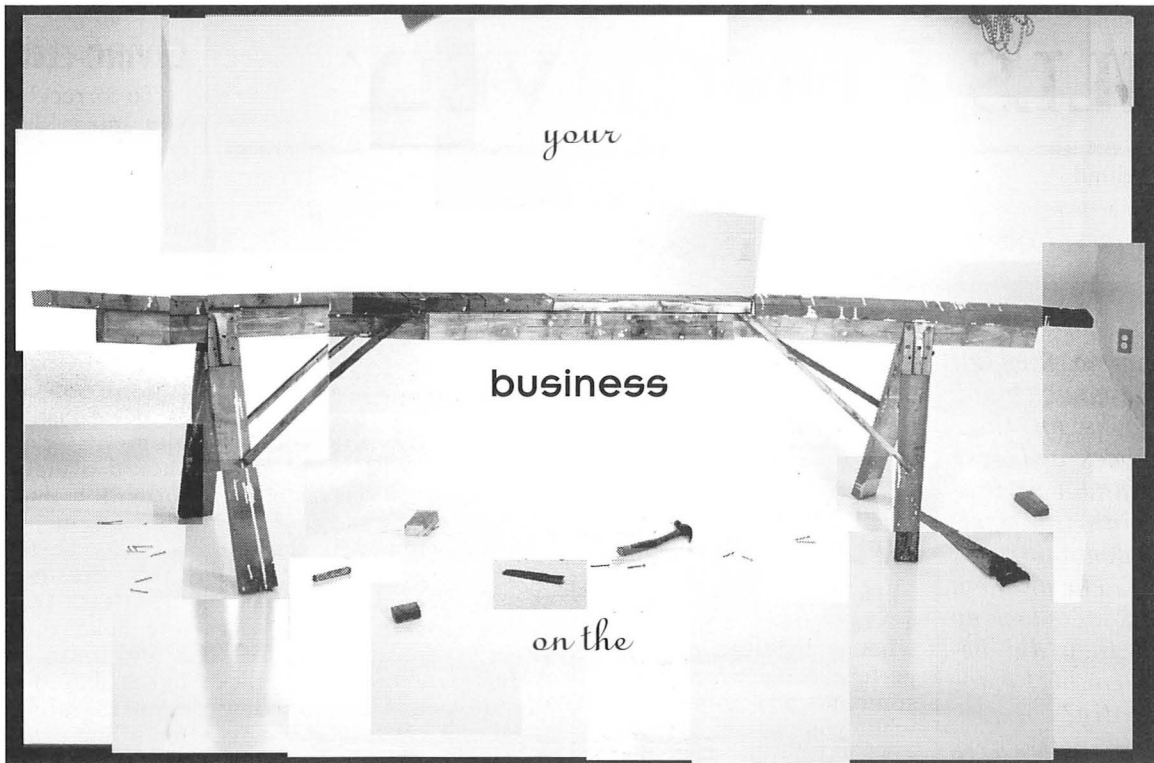
IOS/Time

Sharp Reach
Quick Fast
Soft Stretch
Defined Open
Continuous Close
Tight Extend

Table 4

You would never dream of teaching gymnastic skills on a beam of sawhorses and lumber scraps

get



...so why run your business on a jerry-rigged group of disparate software programs?

right

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DEMONSTRATING SKILLS EFFECTIVELY

Dawn Roselund

Reprinted by permission from *Coaches' Chalk Talk, The Coaches' Coach*, from the American Sport Education Program (ASEP), Champaign IL, Fall 1994.

16

Why do they all have such blank looks on their faces? The back walkover is complex and I've broken it down into five small parts and demonstrated each of them. The problem is, their walkovers look no better than they did before. What could I have done differently?

Plenty, according to Daryl Siedentop, professor in the school of Health, Physical Education and Recreation at The Ohio State University. As explained in *Successful Coaching* (2nd ed.) by Rainer Martens, demonstrations will produce the best results if coaches focus on four steps: introducing the skill, demonstrating and explaining it briefly, practicing it, and giving athletes feedback to correct errors.

INTRODUCING THE SKILL

Position your athletes where they will be able to concentrate. Get the team's full attention and check that all can see you clearly. Once you've named the skill, explain why learning it will be important and when they will use it. Siedentop adds, "Show the whole skill first, before emphasizing the critical elements, which are the parts of the technique

needed to perform the skill successfully." Keep your introduction brief and move on to the demonstration.

DEMONSTRATING AND EXPLAINING THE SKILL

How coaches demonstrate a skill often depends on whether they can physically perform it. If you cannot, have someone else demonstrate while you explain. Siedentop says videos are best "when athletes can use them because they feel the need."

"Show the skill at the speed and in the context of a competition," Siedentop says. For example, do blocking in volleyball at the net, not in the middle of the gym floor. Where appropriate, show the skill several times from different angles for both right- and left-handers.

Also keep in mind the skill and knowledge levels of your athletes. "Keep it simple for younger and novice athletes," Siedentop says. Point out only one or two things for them to look for and be careful if you slow down the motion. "Slowing down often changes the motion," he says, "and you may show improper technique as a result. Other common mistakes include emphasizing non critical elements, emphasizing too many elements to begin with—and taking too much time." But which elements are "critical"? Siedentop suggests checking "three or four sources on your sport, particularly those written for

younger athletes, to look for things in common."

PRACTICING THE SKILL

Invite questions from athletes to check their understanding. However, "the best way is to get athletes practicing so you can detect basic errors quickly and correct them," Siedentop adds. "Athletes should not practice independently until they have the critical elements down correctly."

But should the practice be of the whole skill or parts? *Successful Coaching* recommends practicing the whole skill when possible. But if the skill is complex enough physically and mentally, first teach the whole skill, then

break it up into parts, and later recombine them into a whole.

GIVING FEEDBACK

To correct learning errors, you must know the skill's critical elements, how to perform them correctly, and what can cause learning errors. According to *Successful Coaching*, a common mistake is to give inaccurate feedback and advice about how to correct an error. Siedentop agrees, saying "some coaches prompt one element, then give feedback on a different element. Your feedback should contain specific information that is related to instruction." For example, say "Good extension!" rather than the more general, "That's it!" Wait until an athlete makes the same mistake a few times before correcting it, but don't let or become ingrained. And if athletes make more than one mistake in the same skill, correct only one at a time.

Both *Successful Coaching* and Siedentop advocate a positive approach to feedback. "Feedback should be supportive of correct performance as often as it is corrective of errors." Siedentop says.

"Feedback should be supportive of correct performance as often as it is corrective of errors," Siedentop says.

SO HOW CAN I IMPROVE?

- Observe other coaches, both novice and experienced.
- Ask other coaches any your athletes.
- Watch yourself on video.
- Learn more about the critical elements of skills and practice demonstrating them.

"Demonstrations are important starting points," Siedentop says. Once that base has been established, "get athletes practicing" so the skills you've introduced can be refined.

ASEP COACHING PRINCIPLES

To more accurately reflect their current programs and future efforts, ASEP is now ASEP, American Sport Education Program. In addition, the Sport Science Course is now titled "Coaching Principles Course." USA Gymnastics feels this is a positive change which indicates more specifically the content areas covered in this comprehensive course curriculum.

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1. The textbook for the Coaching Principles course is *Successful Coaching*. The textbook is included in the course fee. Preregistered participants will receive their materials at the course.
2. The course fee is \$80. USAG Professional Members may register at the reduced rate of \$70.
3. Successful completion of this course fulfills the Sport Science requirement for PDP Level II Accreditation.
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ADDITIONS TO WOMEN'S CODE OF POINTS

Effective November 1994

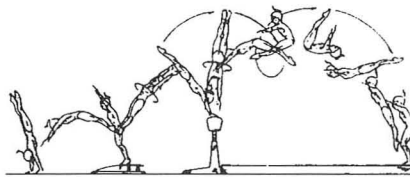
18

1994: WC — New Vaults

HORSE VAULT

GROUP 4 E-VAULTS

4.507



Round-off, flic,flac with $\frac{1}{2}$ turn (180°) on—
 $\frac{1}{2}$ turn (180°) and piked salto backward off (Chorkina)

NEE ENE

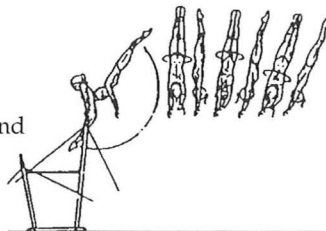
10.00 P.

1994: WC — New Elements

UNEVEN BARS

3. BACKWARD SWINGS—CASTS D-ELEMENTS

3.402

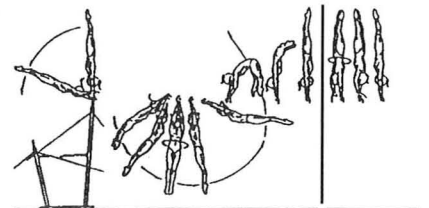


Supplement: Cast to handstand with $\frac{1}{1}$ turn (360°) in handstand phase, also with $1\frac{1}{2}$ turn (540°)—either as $\frac{1}{2}$ turn (180°) in handstand phase and $\frac{1}{1}$ turn (360°) after or $1\frac{1}{2}$ turn (540°) after (Miller)

NEE ENE

4. CIRCLE SWINGS C-ELEMENTS

4.315

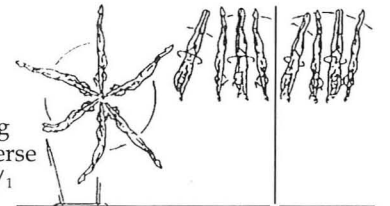


Handstand on HB—swing downward between both bars with grip change to crossgrip, $\frac{1}{2}$ turn (180°) in range of hang position and swing upward with stretched body to handstand on HB, also with $\frac{1}{2}$ turn (180°) after handstand (Shahaf)

xN | xNE

D-ELEMENTS

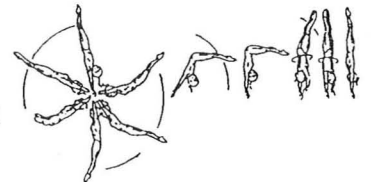
4.406



Supplement: Giant swing (circle) forward with reverse grip to handstand with $\frac{1}{1}$ turn (360°) to eagle hang or reverse grip hang on HB (Miura), also with $\frac{1}{1}$ turn (360°) in handstand phase or after (Portocarrero)

NEE | NI

4.407

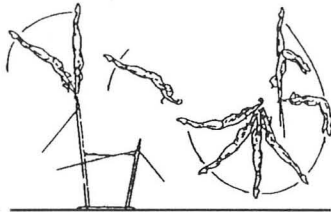


Supplement: (Handstand on HB)—giant swing (circle) forward to handstand in eagle grip, with bending of hips in last part of upward swing (Eagle Giant), also with $\frac{1}{2}$ turn (180°) in handstand phase (Zavtseva)

NEE

Women's Code

4.410

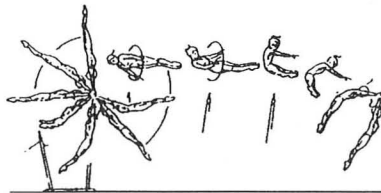


Giant swing (circle) forward with regular grip to handstand on HB (Galloway)



6. LEG SWINGS D-ELEMENTS

6.401

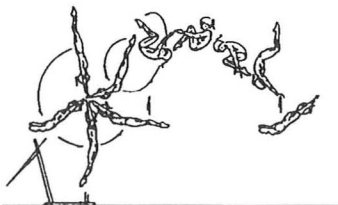


(Handstand on HB)—circle swing forward in reverse grip with $1/2$ turn (180°) and straddle flight backward over the HB to hang on HB (Chorkina)



E-ELEMENTS

6.501

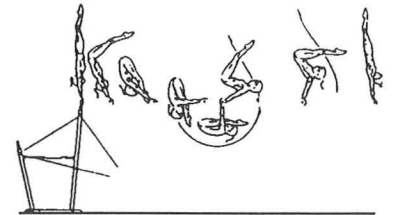


Eagle grip circle swing on HB with salto forward tucked over HB to hang on HB in reverse grip (Mo-Salto)



7. KIPS D-ELEMENTS

7.402

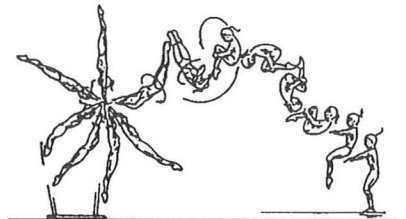


Handstand on HB, stoop in to Adler circle swing forward through clear extended support near handstand (Luo-Circle)



8. DISMOUNTS D-ELEMENTS

8.409



(Handstand on HB)—swing down between both bars, swing forward to salto backward tucked with $1/2$ twist (180°) into salto forward tucked (Fontaine)



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1994: WC — New Elements

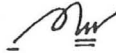
BALANCE BEAM

1. MOUNTS
C-ELEMENTS



1.318

Salto forward tucked with take-off from both legs, landing on one leg in extended-tuck cross sit with support of hands behind hips—approach at end of beam (Poulin)



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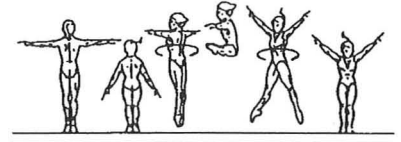
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2. GYMNASTICS LEAPS, JUMPS AND HOPS
D-ELEMENTS

2.404

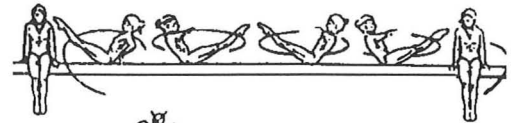
Straddle pike jump or side split jump (separation <math>< 180^\circ</math>) with $\frac{1}{2}$ (180°) or $\frac{3}{4}$ (270°) turn (Borden/Hill)



3. GYMNASTICS TURNS
B-ELEMENTS

3.204

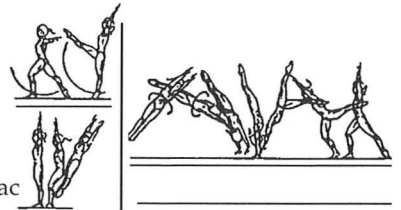
Supplement: $\frac{1}{1}$ to $\frac{2}{1}$ turn (360° to 720°) in sit—alternate support of hands permitted



7. WALKOVERS, CARTWHEELS, ETC.
D-ELEMENTS

7.404

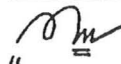
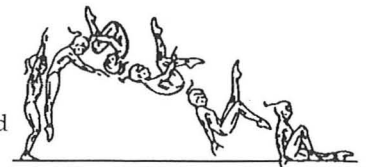
Flic-flac or gainer flic-flac with $\frac{1}{1}$ twist (360°) before hand support (Kochetkova/Chorkina)



8. SALTOS
C-ELEMENTS

8.301

Supplement: Salto forward tucked, take-off from one leg or stand or to extended-tuck sit, also without hand support (Porto-carrero), Likewise with take-off from both legs to extended-tuck sit (Poulin)



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Membership in USA Gymnastics is a privilege granted by USA Gymnastics. That privilege can be withdrawn by USA Gymnastics at any time where a member's conduct is determined to be inconsistent with the best interest of the sport of gymnastics and of the athletes we are servicing.

The following former professional members have had their membership with USA Gymnastics terminated.

Larry Dutch	Bangor, ME
William Etheridge	Franklin, TN
Rick Feuerstein	San Marcos, CA
Joseph Fountain	Gaithersburg, TN
Roy Larry Gallagher	Wall, PA
Robert Garner	Hixson, TN
Robert D. Head	Shepherdsville, KY
William Munsinger	Minneapolis, MN
John H. Row	Dover, DE
Steve Waples	San Antonio, TX

(T1094)



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Julie Bejin, USA Gymnastics Special Events Coordinator, strolls along downtown Indianapolis with her husband Joe.
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A. CORPORATE CREW

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#69411 50 \$26.00

B. FULL ZIP STRIPED JACKET

For those who appreciate a nautical style. Navy, aqua, white and purple stripes wave over this pre-washed fully-lined cotton twill jacket. Details include embroidered two-color USA Gymnastics logo on front and embroidered Reebok logo on sleeve and front.

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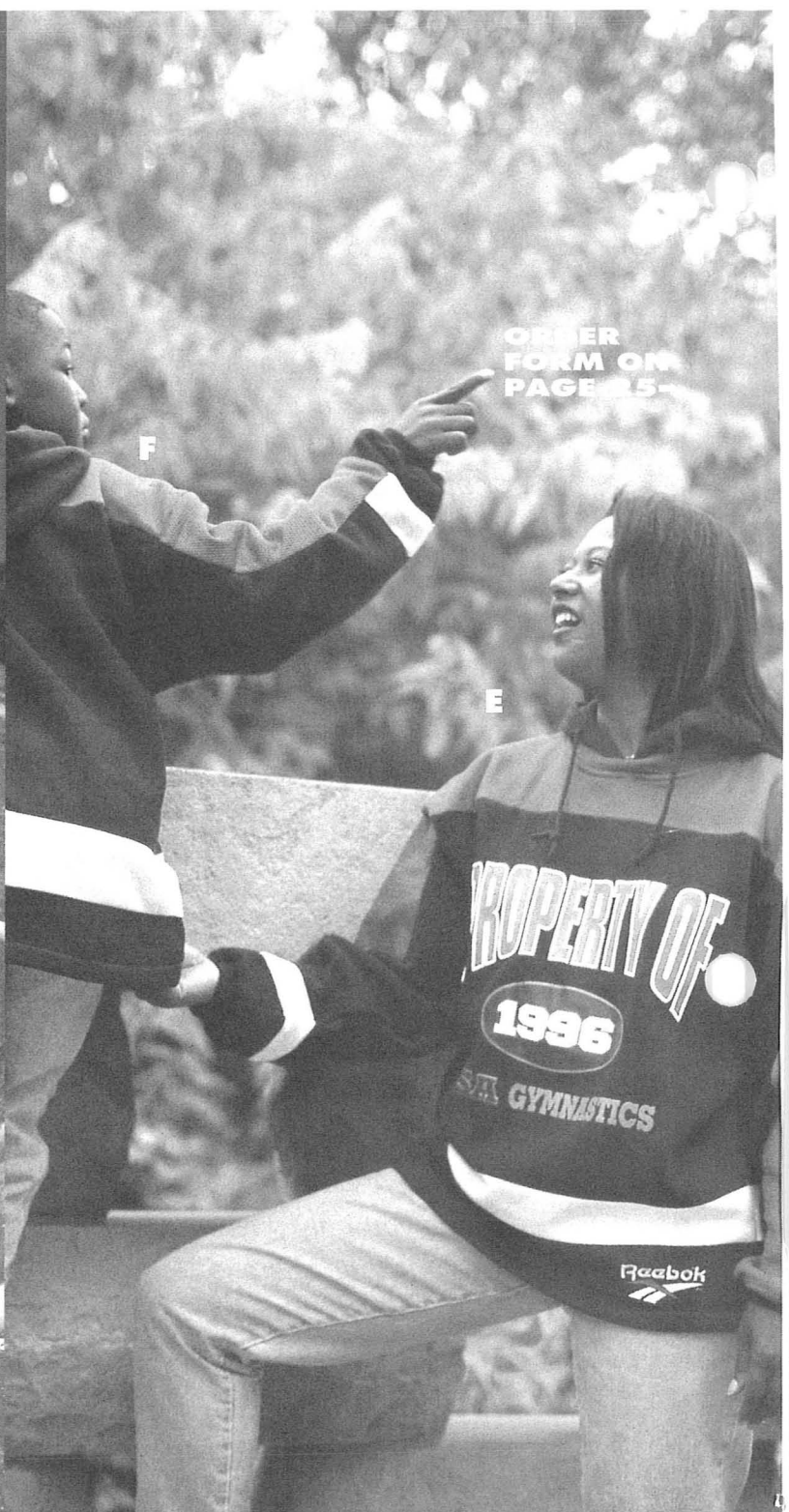
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PAGE 45

Daron Motley, USA Gymnastics Merchandising Manager, Sherry Lloyd, USA Gymnastics Membership Supervisor (Daron's sister), and Sherry's son Brandon, play together in the park.

PHOTOGRAPHY: ILL HANCAET

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MEN'S SELECTION PROCEDURES

I. Winter Cup Challenge

A. The 1995 Winter Cup Challenge will be held January 27-28, 1995 at the U.S. Olympic Training Center in Colorado Springs, Colo.

B. Qualification: Athletes will qualify to the Winter Cup Challenge from Elite Qualifying meets approved by the Men's Program Director to be held at various sites, but concluding no later than January 21, 1995.

The USA Gymnastics Men's Program Director will certify these approved meets. Approval allows that FIG rules will be used. NCAA competitions using the NCAA modified FIG rules may be approved. All athletes using qualifying scores from an approved competition using straight FIG rules will have 2.5 points added to their optional all-around score for ranking purposes. Two or more nationally certified judges, who are approved by the Men's Program Director, will be required. Two or more judges per event will be required. Three or more programs must be involved in the competition for approval.

No qualifying meet will be approved unless a request for approval is received a minimum of four weeks prior to the competition. All official results of qualification scores will be sent to the Men's Program Director within 24 hours of the conclusion of the qualification meet. In addition all results must include for all athletes age, birth date, and declaration of the division for which they are qualifying.

All seven members of the 1994 World Championships team will be allowed to retain their National Team Rank, without competing in the Winter Cup Challenge, until the 1995 National Championships. Those athletes who finished in rank order numbers 8-14 from the 1994 National Championships will automatically qualify for the 1995 Winter Cup Challenge. No automatically qualified athletes will be replaced for any reason. There will be three divisions at the 1995 Winter Cup Challenge. The divisions and the number of qualifiers for each division are:

- Team Atlanta-compulsory and optional—24 gymnasts
- Team 2000-optional only 19 and under—16 gymnasts
- Team 2000-optional only 20 and over—16 gymnasts

Age will be determined by the first day of competition for the Winter Cup Challenge, January 27.

C. Competition Format: For compulsories the Team Atlanta group will be divided into three squads of eight. The starting events will be FX, PH, and SR and will be determined by random draw. After the first event the squads will rotate in Olympic order. For optional competition the two Team 2000 divisions will be divided into four squads of eight. The seven squads will be assigned a starting event by random draw with competition on all six events with one bye. The bye will occur between HB and FX events. Optional competition will utilize the Additional Special Requirements of the Men's Program Committee.

All-around ranking will be determined from the compulsory and optional totals for Team Atlanta with the all-around total weighted 60% compulsory and 40% optional. For both divisions of Team 2000 ranking will be done by optional all-around total only.

D. U.S. National Team: The total number of gymnasts, determined by rank order, who comprise the U.S. National Team will be:

- Team Atlanta- compulsory and optional 10
- plus 7 from World Championships Team = 17
- Team 2000 optional only 19 and under 7
- Team 2000 optional only 20 and over 5

Petitions to the Winter Cup Challenge will be considered only if the following conditions exist. Athlete must be a current or previous (within last 12 months) National Team Member and have competed in one of the immediately two previous national events (Winter Cup or National Championships). Petitions should be completed by the coach and include a doctor's statement and any other documentation necessary. No petition which is submitted in an incomplete form will be accepted. Any petition which is ultimately accepted by the Men's Program Committee will not exclude a competitor qualified by competition.

II. Pan American Games March 4-19, Mar del Plata, Argentina

A. Qualification: Athletes for the 1995 Pan American Games Team will be selected by rank order from the U.S. Men's Team as of January 29, 1995. The 1995 Pan American Games will utilize a compulsory and optional format using the 1996 Olympic compulsory exercises.

Coaches selection for the Pan American Games, will be made by the coaches of the Pan American Games Team members, with MPC final approval.

III. U.S. Olympic Festival July 21-30, Denver, Colorado

A. Qualification: Athletes for the 1995 U.S. Olympic Festival will be selected in rank order from the U.S. Winter Cup Challenge (excluding the top seven 1994 World Championships Team members) from the following divisions:

- Team Atlanta Compulsory + Optional 6 athletes
- Team 2000 19 and under 3 athletes
- Team 2000 20 and over 3 athletes
- Total of 12 athletes

In addition, 12 Junior National Team competitors will come from J.O. Nationals.

Coaches selection for the U.S. Olympic Festival has not yet been determined by the MPC.

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26

The song, "Girls Just Want to Have Fun" is true—and, so do boys! If you make fitness fun, they'll participate, enjoy it, and continue to like it throughout their lives.

Starting children out early with fun and fitness is very important. A study through autopsies done on preschoolers showed that even as young as three years old, children show signs of coronary risk factors (Newman and Strong, 1978). They had discovered streaks of fatty deposits in the children's blood. We have to get our children active and help keep them active throughout life. Obviously, it is extremely important to promote regular exercise to our children.

Because children's bodies are so small, they naturally have impaired cardiac output, stroke volume and lower oxygen capacity due to smaller heart and lungs. Because of this inhibited lung capacity, they breathe more quickly than adults and prefer a start and stop activity over something that is aerobic in nature. Most children naturally don't like aerobic activity. They lack the attention span and it is physically uncomfortable for them. What can we do then as parents and coaches to see that are children are growing and physically getting stronger? Encourage active play. Encourage them to join gymnastic and structured exercise classes, soccer teams, and any group of kids that MOVE!

Society has helped to make couch potatoes out of children and adults! With the crime rate as it is, many parents don't feel comfortable allowing children to go out to play freely as they did when they were kids. In many families, both the mother and father work and don't get home in time to allow their children to go out and play. And, many parents don't feel comfortable for the baby-sitter to watch the children outside. In light of this, we have to take charge of our children's fitness. As parents, it's our job to get the children to team practices, gymnastics or dance classes. These activities help to prevent adult obesity, and are worth the extra time and effort.

Dear Steve,
I wrote an article for a local newspaper about children's fitness. I didn't know if this could be used in USA Gymnastics or Technique as a sample article for gym owners to use it in their local papers. Or, they could send it home with their students as a source of information so their students will want to continue their lessons with them. I handed this out to my gym kids as I promoted summer registration.

I hope that this will be helpful to your *Technique* readers.

Sincerely,

Patti

Some shocking statistics that have come to light recently from Dr. Cooper's Institute cannot be ignored.

- For school age children, 30-35 percent are at risk for heart disease.
- Half of all children don't engage in physical activity long enough to receive aerobic benefit.
- Only 32 percent of children ages 6-17 met the minimum standards for physical fitness out of 12,000 children tested.

- For children ages 5-8 it was found they already have at least one heart disease risk factor.

- Only the State of Illinois requires four years of daily physical education in high school.

Parents, we have to take action! Register your child today for activity classes—gymnastics, dance, KidzStep, and so forth. Sign them up for team sports and encourage them to play outside. More than this...we as parents need to play with them. Let

Get your family active and show the kids that fitness can be a FUN family affair!

Only 32 percent of children ages 6-17 met the minimum standards for physical fitness out of 12,000 children tested.

this be your excuse to act like a kid. Jump in and play with your children. They'll love you for it, and they'll appreciate what you're doing for them.

According to a 1987 Harvard study, during the last 20 years there has been a 54 percent increase in body fat in children. That percentage has doubled since the 1960's. This is partially due to poor eating habits, but mainly because of lack of physical exercise. The psychological ramifications resulting from children making fun of overweight peers can be harmful to young boys and girls. The chances of an overweight teen becoming an overweight adult is 80 percent. If a child comes from a home where both parents are obese there is an 80 percent chance they too will become obese adults. How can we stop this terrible down swing of physical fitness in our youth? They have got to start moving!

Add activity and movement to your child's life whenever you can. Encourage your child to ride their bike or walk to their friend's house. Park further away from the store and walk. Take the stairs instead of the escalator or elevator.

During the summer months make sure your children don't overheat. Children have an under developed thermal regulatory system. They have problems regulating their own tem-

perature and can't effectively sweat like adults. They also need water replacement continually. Make sure they drink water before, during and after activity... especially in warm weather. Have them drink water at room temperature as it is absorbed by the body more readily.

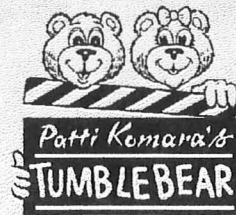
The best advice is to be a good example. Ride your bike with your children. Go on family bike rides. Go swimming. Don't just lay on the beach and watch the kids. Get in there and play! Ice skating or roller skating are great family activities! Go skiing as a family. Get your family active and show the kids that fitness can be a FUN family affair! Start a newer, fitter life for your loved ones today! Remember, the family who sweats together sticks together!

For more information on the educational and fitness activities such as gymnastics, dance, cheerleading, aerobics (Step Reebok), and swimming that <your club's name> offer, <your number>.



Parents, we have to take action! Register your child today for activity classes—gymnastics, dance, KidzStep, and so forth.

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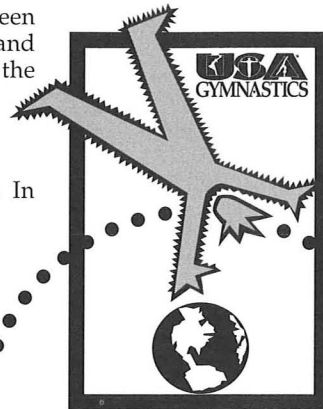
Club Gymnastics is a brand new fan-based membership opportunity that has been developed by USA Gymnastics. This new club is designed to increase the interest and involvement in gymnastics by offering its members excellent benefits and insights into the world of gymnastics.

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WHY PROMOTE CLUB GYMNASTICS IN THE CLUBS?

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CAN THIS BE USED AS A FUNDRAISER?

Yes, in tune with the renewed dedication to member services, USA Gymnastics has developed a Club Gymnastics State Fundraiser. USA Gymnastics will give a rebate of \$1.00 per member to the state fund where a new Club Gymnastics member resides. This rebate will continue until the end of 1994, at which time each state will be sent a check from USA Gymnastics.

In order to qualify for the rebate, simply fill in the "St. Code" blank on the form on the following page with your state's abbreviation and mail it to USA Gymnastics. We encourage you to distribute copies of the form to those you feel may be interested. It is important to remember to fill in the appropriate state abbreviation to take advantage of this fundraising opportunity.

If you need additional brochures/flyers or have any questions, please contact your state chairperson or call us at 317/237-5050.

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Honorary Captain
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Kim Zmeskal



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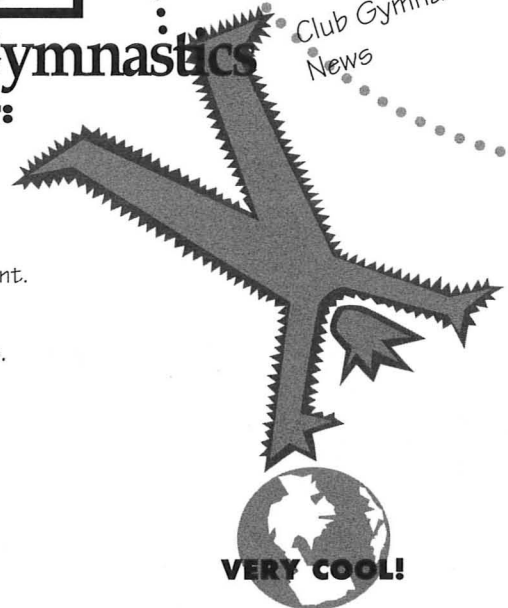
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JUDGES' CERTIFICATION, INC.

August 28, 1994 Nashville, TN

Meeting was called to order by the President, Delene Darst, at 3:00 PM.

I. ROLL CALL

Members present:

Sue Ammerman	Vice President, Policies & Procedures
Varina French	Vice President, Certification Coordinator
René Niccolai	Vice President, Written Examinations
Cheryl Hamilton	Vice President, Practical Exam
Betty Sroufe	Vice President, Judges' Training
Liaison Members present:	
Connie Maloney	USAG
Yvonne Hodge	USAG
Guest: Kathy Kelly	USAG

II. APPROVAL OF MINUTES

Minutes of the March 6, 1994 conference call meeting were reviewed and approved as written.

III. CERTIFICATION COORDINATOR'S REPORT - V. French

A. Financial Report for 1994 was presented with discussion centered around the fixed costs per exam and the necessity for charging a minimum of \$72.00 for each test administration. A concern was also expressed by the lack of new judges testing.

B. The cost breakdown per exam was presented, which showed that the \$12.00 charge is not covering the cost. (Exhibit A) This is the fee that has been charged since 1988 and postage alone has gone up twice since that time.

1. Discussion occurred on how to cut costs.
2. Suggestions presented were:
 - a. Improve computer skills and technology,
 - b. Keeping the rules for one year rather than changing them twice a year.

C. **MOTION MADE AND PASSED** to increase the cost of testing to \$15.00 per part with a minimum of five (5) parts per test administration. This rate increase will be effective beginning January 1, 1995.

D. The question of providing an honorarium for Test Administrators was discussed. This idea was presented by the USAG Women's Technical Committee.

1. Who would pay this honorarium and where would the money come from?
2. What amount would be paid and what would this amount be based on? Amount of time, travel, etc. ?
3. **MOTION MADE AND PASSED** to recommend to NAWGJ and USAG State and Regional Boards to pay their Test Administrators \$25.00 per test administration, beginning January 1, 1995.

E. 1994 Budget

The budget for 1994 was reviewed by the officers.

MOTION MADE AND PASSED to amend the budget as presented.

F. Request for additional Level 10 TA's for Region IV.

1. Discussion occurred on this question with information provided by the Certification Coordinator.
2. It appears that Region IV and Region II Test Administrators are not providing enough test opportunities for the judges and "would-be" judges in their regions.
3. **MOTION MADE AND PASSED** to increase the number of Level 10 TA's in Region IV by three (3), if the Certification Coordinator deems it necessary after reviewing her records.

G. Annual written report representing testing from August 1, 1993 to July 1, 1994 was presented. (Exhibit B)

H. Request by the Certification Coordinator to upgrade the hard drive on the computer to 60 Mg. This request was tabled until information on costs could be obtained.

I. C. Maloney (USAG) offered to upgrade forms and letterhead for the Board. (This will be done as soon as the Certification Coordinator has been named.)

J. All ACTIVE JUDGES who do not have an RT number by December 31, 1994 will be deleted from the judges' list by the Certification Coordinator.

IV. VICE PRESIDENT ON POLICIES & PROCEDURES REPORT - Sue Ammerman

A. A written report for January through August 1994 was presented with the following information included:

1. 98 Test Administrators have been provided since January 1, 1994.
2. USAG- TA's have administered 16.
3. NAGWS- TA's have administered 6.
4. NAWGJ -TA's have administered 71.
5. Level 10 -TA's have administered 5.

B. Expenses for the period of November 1993 through June 1994 were \$530.39, which does not include printing costs.

C. Problems related to changing the exams and dating them according to the year were discussed. This must be done each year as the TA's are used to this procedure. There was confusion this year because the date on the exams was not changed.

D. We are still having a problem with TA's not sending their requests for scheduling of the exam on time. JCI is doing all it can to honor all requests even when the proper procedures are not being followed.

E. All organizations are asked to remind their TA's that the requests for the Certification exam must be made IN WRITING and must be a MINIMUM OF 4 WEEKS prior to the requested date.

F. C. Maloney and Y. Hodge need to send an updated list of all officers to S. Ammerman as soon as possible so that JCI may update the list of Test Administrators.

G. JCI will provide a list of all judges who are up to date on Active Status to USAG on January 1, March 1, August 1 and October 1. (Due to Varina French's accident, this will not be possible until January 1, 1995.)

V. VICE PRESIDENT OF PRACTICAL EXAM REPORT - C. Hamilton

A. Cheryl was welcomed by the Board to her first meeting.

B. She is familiar with the procedures, etc., concerning her position as she had helped Audrey Schweyer in the past with this project.

C. All responsibilities of this position were discussed with a review of the job description prepared by Audrey.

VI. VICE PRESIDENT - WRITTEN EXAMINATIONS REPORT - R. Niccolai

A. Mary McClellan's letter of resignation was read to the Board and accepted.

B. R. Niccolai was welcomed by the Board to her first meeting. René is also familiar with the job responsibilities and procedures of this position since she had worked very closely with M. McClellan during the writing of the exams over the last two cycles.

C. Timelines established for exam revisions:

1. Fall revisions will be incorporated by January 1.
2. Winter/Spring revisions will be incorporated by August 1.

D. C. Maloney (USAG) will revise the document presented by USAG for approval of Judges' Certification exams.

E. New exams will be released January 1, 1995. These must be in S. Ammerman's office by December 1, 1994.

F. The new WTC-USAG rules are included in the present exam as of September 10, 1994.



G. All pertinent materials have been transferred from M. McClellan's office to René as of this date.

VII. VICE PRESIDENT FOR JUDGES' TRAINING AND EVALUATION REPORT - B. Sroufe

- A. Level 10 Exam schedules
1. A national schedule for 1995 will be provided to USAG and NAWGJ by B. Sroufe.
 2. This schedule should be published in the NAWGJ and USAG publications immediately.
 3. Due to lack of participation, JCI will not offer the Certification Exam at the USAG National Congress in 1995.

VIII. NAWGJ REPORT - Y. Hodge

A verbal report was given. All business with JCI seems to be progressing well.

IX. USAG REPORT - C. Maloney, K. Kelly

A verbal report was given throughout the meeting as needed to provide input from USAG.

X. PRESIDENT'S REPORT - D. Darst

- A. The contract will be reviewed and sent to USAG with revisions by September 15, 1994. (*Due to Varina's accident, this has not been completed.*)
- B. The next meeting of the Board of Directors will be a conference call scheduled for February 20, 1995 and the next regular meeting will be held at the National USAG Congress in New Orleans on Sunday, August 20, 1995.

Meeting was adjourned at 9:30 PM.

On September 7, 1994, Varina French was involved in an automobile accident which has made it necessary for the Certification Coordinator's office to be moved. Varina's responsibilities have been divided up among present Board members as follows:

- | | |
|------------------------------------|--------------|
| A. Scheduling of videos | S. Ammerman |
| B. Grading of exams | M. McClellan |
| C. Active Status cards and records | B. Sroufe |
| D. All other activities | D. Darst |

A new Certification Coordinator will be appointed by January 1, 1995.

Judges' Certification would like to thank all the Test Administrators and judges who have helped us with this transition. Thank you for your patience and understanding in this time of crisis.

Varina's family would like to thank you all for your prayers and concerns. They feel them each and every day and expressed this to me. Keep praying for God to perform a miracle, for she is still in critical condition.

Respectively submitted,
Delene Darst, President JCI

EXHIBIT A

Judges' Certification, Inc. Certification Fee

\$12.00 per exam (Current scheduled fee originating 1989)

The following information is based on the number of 1993 processed exams (1924) and the projected 1994 budget.

Accounting/Legal	\$.67
Computer	.10
Education and Training	.13
Electricity	.16
Equipment	.10
Equipment Maintenance	.21
Insurance	.05
Miscellaneous	.13

Payroll/taxes	6.76
Postal Service /UPS	.96
Printing	.52
Rent	1.09
Secretarial	.08
Supplies	.31
Telephone	1.04
Travel	1.04
Administrative	1.16
TOTAL	\$14.51

EXHIBIT B

VICE PRESIDENT CERTIFICATION COORDINATOR REPORT

AUGUST 1, 1993 - JULY 31, 1994

Ratings with Expiration Date as of December 31, 1997

Exam Status (Aug. 1, 1993 - July 31, 1994)

Total number of Exams administered	2913
Total number of Test Sessions Administered	174
Total number of Test Administrators participating	68
Total number of Pending exam results	0

Current total earned ratings To July 31, 1994

Level 10	582
Level 9	706
Level 8	948
Level 6/7	1194
Level 5	1564
Provisional	11

Total number of ratings earned	5005
Total number of Certified Judges (Many hold multiple ratings)	1683

Total number of 1997 Certified Judges by Region and Level

Region	I	II	III	IV	V	VI	VII	VIII	TOTALS
L-10	64	45	66	42	109	90	77	89	582
L-9	74	57	78	48	130	112	85	122	706
L-8	102	75	111	64	161	183	106	146	948
L-6/7	138	93	171	91	206	176	143	176	1194
L-5	179	123	228	117	287	230	166	234	1564
Prov	0	0	0	0	11	0	0	0	11
TOTALS	557	393	654	362	904	791	577	767	5005

The state with fewest number of judges is Delaware (002).
The state with the greatest number of judges is California (191).

EXAM TEST STATISTICS - January 1 - July 31, 1994

LEVEL	5c	6/7c	8o	9o	10o	Prac.
No. of exams given	279	135	119	121	170	164
No. of exams passed	194	72	65	85	89	150
Passing Percentages	70%	53%	55%	70%	52%	91%

ELITE PROGRAM COMMITTEE

Phoenix, AZ

September 30 - October 1, 1994

Region I	Julie Knight
Region II	Brad Loan
Region III	Kristi Krafft
Region IV	Mike Hunger
Region V	Gary Warren (in part)
Region VI	Byron Knox
Region VII	Gary Anderson
Region VIII	Tim Rand (absent)
EPCC	Roe Kreutzer
ETC	Audrey Schweyer (absent)
WPA	Kathy Kelly
Nat'l Staff	Muriel Grossfeld
	Tammy Biggs
	Vladimir Artemov
	Artur Akopyan
	Steve Elliott
	Geza Pozsar
	Toby Towson
	Tony Gehman

The Meeting was called to order at 8:00 PM Friday.

K. Kelly announced that T. Gehman had been added to the National Staff primarily to assist with the new conditioning program for the third phase of the Video series "THREE TO GET READY."

Also announced was the hiring of Gary Warren to the National Office as the Talent Opportunity Program Director. Gary has been a great asset already and K. Kelly is very excited about the expertise Warren brings to the USAG office staff. Thanks to Region V for another great find.

The purpose of this meeting was to finalize the National Testing Program for the Elite Junior Nationals. The committee requested a joint session with the complete National Team Coaching Staff to achieve this end. Each staff member addressed the committee regarding their opinion of the substance, purpose and specific content of the testing program. The committee had an opportunity to question each staff member regarding the program needs.

The staff requested that the committee continue to stress the BASICS and to keep the DANCE portion separate in the performance and the evaluation process.

The staff retired from the meeting at 10:30 PM. K. Kelly thanked the staff for their continued guidance, dedication and excellence. The committee continued discussion and adjourned at 11:30 PM. The committee reconvened at 7:00 PM on Saturday.

The following decisions were made regarding the Elite Junior National Testing Program:

The testing program will count as 30% of the score, with the optionals (Competition II rules) counting as 70% of the All Around Score.

The testing scoring will be counted as four event scores with Beam Dance combined with Beam tumbling and Floor Dance combined with Floor tumbling. The Dance testing can be competed within the same rotation as the tumbling portion or in a separate rotation. Each region can make that determination based upon the needs of the competition. The National Gymnastics Festival will compete the testing portion in six rotations but will combine for four event scores as required.

Motion—B. Loan
Second—K. Krafft
PASSED (5-1)

VAULT

Athletes MUST demonstrate:

- 1) HANDSPRING - Mats stacked above horse height (8") to hop handstand straight body fall to back. One (1) attempt.
- 2) AND A CHOICE OF THE FOLLOWING:
 - a. YURCHENKO TIMER (Round-off entry to a raised surface onto feet or over rotate) OR
 - b. TSUKAHARA TIMER (1/4 to 1/2 on to a raised surface onto feet or over rotate) One (1) attempt of the vault of your choice.

The one Handspring timer vault will be averaged with the one vault chosen from the other two timers to determine the Final Vault Score.

Motion—M. Hunger
Second—G. Anderson
PASSED (7-0)

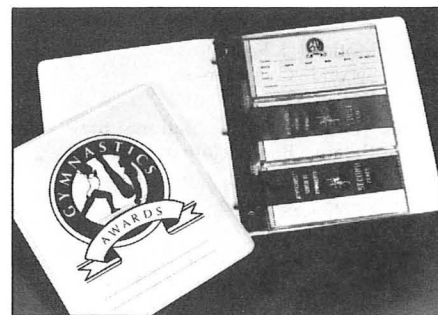
UNEVEN BARS

- 1) Long hang kip
- 2) Cast Handstand
- 3) Clear-hip Handstand
- 4) Giant to half (180°) turn (inward pirouette) (half turn before or after or during) to reverse grip *
- 5) Front Giant with a half (180°) turn
- 6) Backward Giant
- 7) Layout Flyaway

Motion—Brad Loan
Second—Julie Knight
PASSED (5-1)

Motion that if an athlete performs #4 * series in the compulsory program within her optional bar routine, NO DEDUCTION WILL BE TAKEN FOR USE OF COMPULSORY ELEMENTS.

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Total			_____

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Make checks payable to Sterling Sports, P.O. Box 536, Sterling, MA 01564. Be sure to include shipping and handling charge.

Allow 6 to 8 weeks for delivery.

Motion— J. Knight
Second— G. Anderson
PASSED

Motion to accept the National Staff's proposal for Balance Beam (floor and dance).

Motion—B. Knox
Second—K. Krafft
PASSED (6-0)

Motion to accept the National Staff's proposal for the floor tumbling elements.

Motion—G. Anderson
Second—M. Hunger
PASSED (6-0)

Committee requested that the staff submit a list of the floor dance elements by October 18, 1994 for final approval. A conference call to approve these elements will be conducted on Friday, October 21th.

Motion that qualification to Gymnastics Festival for Junior Nationals is a 36.50 Optional ONLY or a 68.80 Testing and Optionals (30%-70%).

Motion—G. Anderson
Second—B. Loan
PASSED (6-0)

Motion that any Junior National Elite who enters a Regional Elite meet can participate in the American Classic Clinic.

Motion—K. Krafft
Second—B. Loan
PASSED (6-0)

* Note: Sr. National Elites must score the qualifying score as listed. Emphasis at the clinic will be on teaching the new Jr. Testing Program because of the lateness of the program's introduction.

Motion that competition for the Junior and Senior National Elite levels will be NEW LIFE (NO CARRY OVER OF COMPULSORY SCORES FOR JUNIORS) at the U.S. Classic. (THIS IS A CHANGE FROM THE RULES AND POLICIES AND IS EFFECTIVE FOR THE 1995 SEASON)

Motion—K. Krafft
Second—B. Loan
PASSED (6-0)

Recommendation to the AD Hoc Committee that the competition format for the Junior International Level at USA Championships be

Day One: Either Comp. 1b or II
Day Two: Comp. III.

Recommendation to the AD Hoc Committee that, in order to improve vaulting in our country, bonus be awarded to higher level vaults to encourage specific vaults.

The Committee requested that the list of final elements be published in *Technique* and sent to all regional officers, national team coaches, and the Elite Coaches Association in a effort to get information to the community as soon as possible. The list should be sent no later than October 24th. The complete written program will be available by January 7th. Qualification for the Junior National level in the first season is by Optional Only Score. The Training Camp at the American Classic will be directed to the National testing program for the Junior National Level.

Please contact your Regional Elite Program Chairman for further information.

Meeting Adjourned at 10:00 PM

Approved by Kathy Scanlan October 24, 1995

CONFERENCE CALL

Elite Program Committee

October 21, 1994 - 2:00 pm

Conference call was conducted to approve the Floor Dance Elements for the New Program.

Recommendation to accept the National Staff recommendation for Floor Dance elements as amended.

Motion—J. Knight
Second—M. Tracy
PASSED

1995 JUNIOR NATIONAL ELITE TESTING PROGRAM

Vault

Athletes MUST demonstrate:

- 1) HANDSPRING - Mats stacked above horse height (8") to hop handstand straight body fall to back. One (1) attempt.
- 2) AND A CHOICE OF THE FOLLOWING:
 - a. YURCHENKO TIMER (Round-off entry to a raised surface onto feet or over rotate) OR
 - b. TSUKAHARA TIMER ($1/4$ to $1/2$ on to a raised surface onto feet or over rotate) One (1) attempt of the vault of your choice.

The one Handspring timer vault will be averaged with the one vault chosen from the other two timers to determine the Final Vault Score.

Uneven Bars

- 3) Long hang kip
- 4) Cast Handstand
- 5) Clear-hip Handstand
- 6) Giant to half (180°) turn (inward pirouette) [half turn before/after/during] to reverse grip*
- 7) Front Giant with a half (180°) turn
- 8) Backward Giant
- 9) Layout Flyaway

Beam

ACRO—the same as old program:

Press mount, two flic-flacs, front handspring, handstand $1/4, 1/4$ pirouette to sitting kneel, round off, back layout dismount.

Dance

1. From kneel on beam: $1/2$ good (primary) side leap, immediate bad (secondary) side leap.
2. $1/4$ (90°) turn to open side-arm movement, $1/2$ (180°) turn to open side-arm movement.
3. Turn with leg held behind, then in front (it was in the last routine)
4. Preparation—long stretch (hecht) jump.
5. In parallel passé (primary or good side)— $1/2$ turn drill, $1/2$ turn drill. Preparation—full turn to hold on toe.
6. 2 (two) forward chassés, 1 (one) back chassé and pivot turns in a nice mixture.

7. Leg holds—back, side, forward, a contraction and a relevé hold.
8. 2 (two) sissones. A big leg swing to touch head (rear).
9. Split jump•
10. Swing leg forward $1/2$ turn, leg held behind fouetté turn from last routine
11. Arabesque, Scale, Arabesque, Scale, Arabesque.
12. Body wave, step forward to finish as in last routine.

Floor

ACRO—3 passes:

1. From a stand—jump into round-off, 2 (two) whip saltos, 2 (two) flic-flacs, layout salto.
2. (On a vault board) from a handstand: Snap-down (knees may bend) to 3 flic-flacs, tuck open backward salto.
- *3. From a run—front handspring, 2 (two) flysprings, tuck front salto landing on 2 feet; with continuous forward momentum.

Dance

1. Pike Jump•
2. Wolf Jump with a ronde jambe entry (choice of sides)•
3. Hop with free leg sideward at 90°. Both sides.
4. With turnout (ballet style)—Cat Leap•
5. Tuck Jump with $1/2$ (180°) turn. (choice of sides)
6. Straddle Jump•
7. Tour jeté. (choice of sides)
8. Straight Jump with $1/2$ (180°) turn. Both directions.
9. Switch/scissor leap to arabesque•
10. Half (180°) turn outward in passé. Both directions.
11. Full (360°) turn inward in passé. Both directions.
12. Partial backbend on the knees with arm movements.
13. Handstand to front walkover with a dance connection.
14. Movements of the arms and head.



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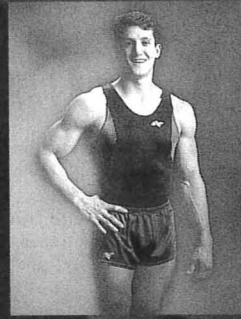
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Meeting called to order 11:05am by Chairman Bill Roetzheim.

Members on Call:

Bill Roetzheim	Chairman, FIG/MTC Member
Tim Daggett	Vice-Chairman
Fred Roethlisberger	Sr. Coaches Rep.
Mark Williams	Sr. Coaches Rep.
Dusty Ritter	Jr. Coaches Rep.
Kevin Mazeika	Jr. Coaches Rep.
Peter Vidmar	Athletes Rep. (Absent)
Mas Watanabe	Men's Tech. Director (Voice no vote)
Dennis McIntyre	Assistant Men's Program Director (Voice no vote)
Ron Galimore	Men's Program Director (Voice no vote)
Ed Burch	Guest (Voice no vote)
Chris Waller	Guest (Voice no vote)

I. Winter Cup

Discussion about last qualifying date being too close to Winter Cup. A decision was made not to change the date of the last qualifying meet for Winter Cup. Any competitions which are granted a sanction that is held within 14 days of Winter Cup, must send a note stating that anyone who qualifies at their competition without previous travel arrangements may encounter problems with air travel.

1995 Winter Cup Challenge Qualifying Meets as of October 26, 1994

West Point Open	West Point, NY	Jan. 13-15
Windy City	Chicago, IL	Jan. 13-14
Gymnastrum Open	Lehigh Valley, Pa.	Dec. 3-4
Spartan Open	San Jose, Ca.	Jan. 13-14
Cypress Fall Classic	Houston, Tx.	Nov. 12-13
Frostbite Invite	Tallahassee, Fl.	Dec. 3-4
Jason Whitfield	Ann Arbor, Mich	Jan. 19-21
Rocky Mountain Open	Colorado Sp, Co.	Jan. 20-21
GymMasters Invite	Houston, Tx.	Jan. 19-22
UCLA	Los Angeles, Ca.	Jan. 7-8

II. Pacific Alliance

Discussion about the selection procedures for athletes participating in the Pacific Alliance meet. Majority agreed to invite by age group of Developmental Team regardless of whether gymnast is a member of the senior or senior developmental team. The top four athletes who would be invited first are Jeremy Killens, J.D. Reive, John Macready and Jay Thornton. Coaches would be selected by rank order of gymnasts that accept invitations.

III. National Apparatus Leaders and Competition Committee Member Proposal

Discussion about proposal. F. Roethlisberger suggested wording be changed to "review for reappointment," and "work with..." be added to responsibilities of judge and competition committee mem-

MEN'S PROGRAM COMMITTEE

Conference Call / October 13, 1994

bers and "ability to communicate" be added to the factors that evaluations will be based on.
ADOPTED

IV. World Championships Team Report

F. Roethlisberger talked about inviting additional gymnasts to the training camp.

Motion that if a gymnast is injured and can not participate, three gymnasts will be brought into training camp and letters would be sent to next three athletes with comments to keep training hard.

Motion - F. Roethlisberger
Second - Mark Williams
PASSED

V. Pan American Games Team Coach Selection

Coaches of gymnasts participating in Pan American Games will select coaches.
ADOPTED

VI. World University Games Team Selection

World University Games Team will be selected at USA Championships in rank order starting with eighth place.

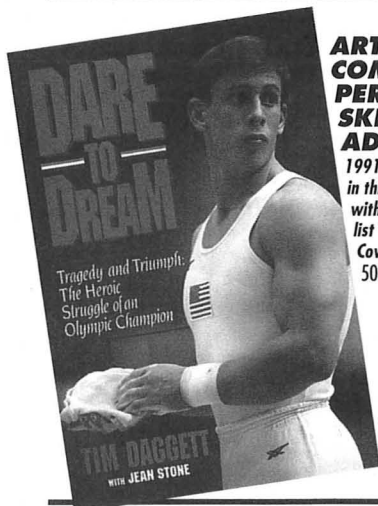
ADOPTED (Selection procedures pending approval from USOC)

Meeting adjourned 12:56 PM
Submitted by Ron Galimore
Men's Program Director

USA GYMNASTICS

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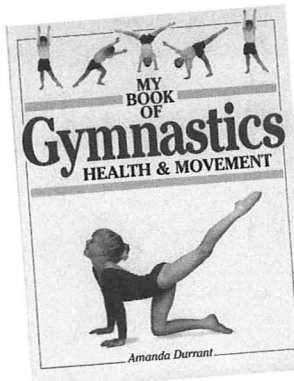


ARTISTIC GYMNASTICS: A COMPREHENSIVE GUIDE TO PERFORMING AND TEACHING SKILLS FOR BEGINNERS AND ADVANCED BEGINNERS

1991 • paper • 413 pp • Turoff • All of the skills covered in this text are A-level or easier. Each skill is presented with a description of how it should be performed, a short list of common problems, and teaching suggestions. Covers men's and women's events.
50 \$21.95

DARE TO DREAM

1992 • cloth • 235 pp • Daggett • Tim Daggett's own account of his pursuit of a gymnastics dream—a positive, motivating and inspiring story.
3615 \$18.00



MY BOOK OF GYMNASTICS: HEALTH AND MOVEMENT

1993 • Hard cover • 32 pp • Thompson Learning, New York, NY • A children's guide to the basics of gymnastics. Easy-to-follow instructions and step-by-step photos take a child through all the important routines. Starts with simple exercises like stretching, balancing, bending, and jumping, then moves up to balance beam, vault and floor exercises. Teaches children skills that improve posture and coordination.
3639 \$19.95

CREATING GYMNASTICS PYRAMIDS AND BALANCES

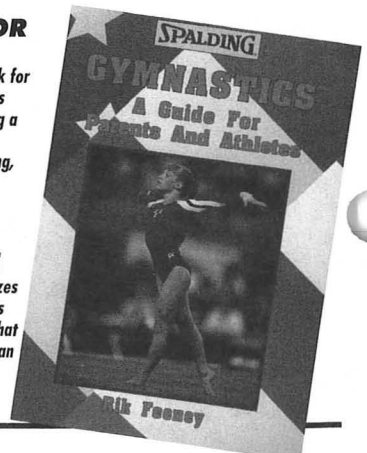
1989 • spiral • 120 pp • Fodero & Furblur • Pyramid building is safe and fun with the thorough instructions and guidelines found in this guide. Choose from 268 carefully illustrated and explained formations.
3614 \$18.00

GYMNASTICS: A GUIDE FOR PARENTS AND ATHLETES

1992 • paper • 171 pp • Feeney • An excellent book for beginners as well as experienced gymnasts. Contains information to guide parents and athletes in choosing a gymnastics program that will best suit their needs. Provides pertinent information on safety, conditioning, and the guidelines of the sport.
3612 \$15.00

PORTRAIT OF AN ATHLETE

1992 • paper • 88 pp • Durbin • This book emphasizes the ideals that make athlete successful in both sports and life. It features advice, motivation, and values that help young people understand what athletics can mean to their future.



BRISBANE '94 SUMMARY OF TECHNICAL ASSISTANTS' REPORT

38

Federation of International Gymnastics
Men's Technical Committee

Statement with regard to the contents of the performed optional exercises at the Individual All-Around and Individual Event World Championships in Brisbane, 1994

The Men's Technical Committee hereby publishes some content statements on the difficulties performed on all apparatus at the 1994 Individual World Championships. The foundation for this publication stems from the reports of the Technical Assistants (TA).

The following details relate to the Qualifying Competition as well as to Competition II and Competition III. Contained here are the most frequently performed elements, the mounts and dismounts and also the contents of the specifics to the apparatus. Moreover, for the first time specifications were made for determining the start value, respectively the awarded bonus points, as they are to be determined according to the 1993 edition of the *Code of Points*.

Floor—Vassil Parushev, BUL

The following Difficulties were performed:

	No. of Gymnasts	E	%	D	%	C	%	B	%
Qual. Comp	76 (122)*	49	0.64	235	3.10	122	1.60	77	1.01
Comp. II	83 (24)	36	0.43	244	2.93	150	1.80	96	1.15
Comp III	8 (8)	18	2.25	25	3.12	8	1.00	5	0.62

* Number of Gymnasts at the 1993 World Championships in Birmingham

Relation of the Difficulty of the Dismounts to the Mounts

Mount	Dismount	Qualifying Comp.	Comp. II	Comp. III
E	E	0	0	0
E	D	23	13	8
E	C	2	5	0
D	D	24	19	0
D	C	20	32	0
C	C	5	10	0
D	B	1	1	0
C	B	1	2	0
B	B	0	1	0

The most frequently performed E-Parts were:

	Nr.	Qualif.	Comp III
• Double salto backward (piked or stretched) $2/1$ turn	VI/40	2	1
• Double salto backward stretched with $1/1$ turn	VI/30	15	6
• Double salto backward stretched with $2/1$ turn		3	0
• Salto backward with $5/2$ turn & salto backward tucked		2	0

The most frequently performed D-Parts were:

• Double salto backward stretched	VI/9	41	6
• Double salto backward tucked with $1/1$ turn (Tsukahara)	VI/24	40	3
• Salto backward with $2/1$ turn & salto forward tucked		7	0
• Jump backward with $1/2$ turn & $3/2$ salto forward stretched	VI/53	8	0
- Salto forward stretched with $1/1$ turn		42	4
- Thomas with $1/2$ spindle to handstand		4	3

The most frequently performed D + E Connection was:

• Salto forward stretched, salto forward stretched, salto forward stretched with $1/1$ turn	12	5
---------------------------------------------------------------------------------------------	----	---

The most frequently performed D + D Connections were:

• Gogoladze—Gogoladze	5	2
• Gogoladze & Thomas with $1/1$ spindle to handstand	6	0

The most frequently performed D + C Connections were:

• Salto forward stretched, salto forward stretched, salto forward	3	1
• Salto forward stretched, salto forward, salto forward	3	0

The most frequently performed C + D Strength Connection was:

• Support lever 2 seconds, press handstand (2 seconds)	7	1
--------------------------------------------------------	---	---

The following Start Scores were established:

	Qualifying Comp	Comp. II	Comp. III
10.00	2	3	6
9.90	9	6	0
9.80	9	9	1
9.70	5	2	0
9.60	9	9	0
9.50	9	13	1
9.40	8	7	0
9.30	11	7	0
9.20	9	11	0
9.10	3	8	0
9.00	12	3	0
0.00	1	5	0
	76	83	8

Pommel Horse—Ron Smith, GBR

With the help of new and expedient symbols, Ron Smith was successful in accomplishing writing down the exercises as they were being performed. This allowed for establishing the bonus points and checking the special requirements in the quickest way.

At these World Championships in total 384 D and E parts were recorded. Only 27 were single elements, namely the Tong Fei (19 times) and Russian wende swings on one pommel (8 times).

Men's Program

The most frequently performed **D and E Connections** were:

	Qualif.	Comp III
• Variations of Magyar travel	D 54	48
• Variations of Sivado travel	D 34	28
• Full spindle in one circle (mostly flaired)	E 16	15
• On one pommel: Direct Stöckli B	D 16	5
• Nikolay with one additional double leg circle or one direct Stöckli B 2 times and 1 circle	E 14	7

The most frequently performed **Dismounts**:

• Thomas to handstand and 1/1 turn	B 43	50
• Thomas to handstand and 1/1 turn from reverse or direct Stöckli	C 8	8

Rings—Dr. Istvan Karácsony, HUN

The following **Difficulties** were performed:

	No. of Gymnasts	E %	D %	C %	Total
Qual. Comp	78	75 0.96	213 2.73	198 2.53	486
Comp. II	85	41 0.48	192 2.25	230 2.94	463
Comp III	8	20 2.50	27 3.37	20 2.50	67

Relation of the Difficulty of the Mounts to the Dismounts

Mount	Dismount	Qualifying Comp.	Comp. II	Comp. III
A	B	1	1	0
A	C	6	3	0
A	D	1	2	0
B	B	1	2	0
B	C	1	11	2
B	D	2	2	0
C	A	0	1	0
C	B	2	1	0
C	C	6	5	1
C	D	3	4	1
D	A	0	1	0
D	B	3	2	0
D	C	22	22	0
D	D	15	16	3
E	C	8	8	1
E	D	7	4	0
		78	85	8

The following **Dismounts** were performed:

	Qualif.	Comp III	
• Double salto backward stretched	21	28	
• Double salto backward stretched with 1/1 turn	23	23	
• Double salto backward tucked with 1/1 turn	20	19	
• Double salto backward tucked	5	6	
• Double salto backward tucked with 2/1 turn	3	3	
• Double salto backward piked with 1/1 turn	1	2	
• Double salto backward piked	2	0	
• Triple salto backward	3	1	
• Double salto forward piked with 1/2 turn	0	1	
• Falls on dismounts	0	2	
		78	85

The following **Strength Parts and Connections** were performed in **Competition II**:

• Kip to cross in L-position	30
• Inverted cross	18
• Back kip to swallow (free support scale at ring height)	8
• Azarian	2

Strength Connections in Competition II

• Cross in L-position, pull-up to L-support	19
• Inverted cross, pull-up to handstand	12
• Support scale, press with stretched body and stretched arms to handstand	3

Connections between Swing and Strength

• Inverted cross, stemme to inverted cross	12
• Li Ning, stemme to cross in L-position	1
• Stemme backward to support scale	4
• Stemme backward to swallow	13

Further interesting **Swing Parts**

• Guczoghy twice	3
• Guczoghy with stretched body	1
• Jonasson with crossing of the cables	1

The following **Start Scores** were established:

	Qualifying Comp	Comp. II	Comp. III
10.00	14	3	7
9.90	7	4	1
9.80	6	6	0
9.70	8	12	0
9.60	9	10	0
9.50	10	7	0
9.40	4	8	0
9.30	7	11	0
9.20	4	7	0
9.10	4	7	0
9.00	1	10	0

The following **Execution Errors** were recorded:

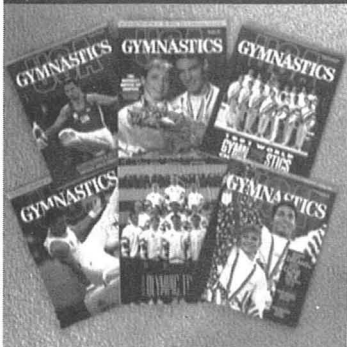
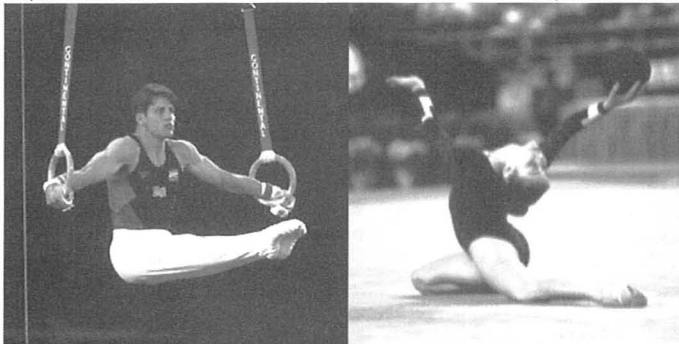
	Qualif.	Comp II	Comp III
• Special Requirements	1	0	0
• Missing Difficulty	2	0	0

Vault—Lee Bo Sun, KOR

The following **vaults** were performed:

	Number of Gymnasts	Structure Groups					
		I	II	III	IV	V	VI
Qualifying Comp	72	0	0	19	42	0	11
Competition I	86	0	0	10	66	0	10
Competition III	8	0	0	9	3	0	4

Sixty-five (65) vaults (90%) were performed from the D/ E vault groups and 7 vaults (10%) were performed from the A/B/ C vault groups.



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The most frequently performed vaults were:

	Nr.	Qualif.	Comp II	Comp III
• Kasamatsu stretched	444	14	28	0
• Kasamatsu stretched with 1/2 or 1/1 turn	445	11	9	1
• Tsukahara stretched with 1/2 or 1/1 turn	419	11	15	0
• Cuervo stretched with 1/1 turn	340	7	0	3
• Yurchenko stretched with 1/1 turn	604	3	5	0
• Yurchenko stretched with 2/1 turn	605	4	4	2
• Tsukahara stretched with 1 1/2 or 2/1 turn	420	0	5	1
• Handspring, double salto forward tucked	315	0	0	2
• Handspring, salto forward stretched with 1/2 turn or Cuervo stretched	339	0	0	1
• Round-off, 1/2 turn, salto backward stretched with 1/2 turn	620	0	0	1
• Tsukahara, salto backward tucked	410	0	0	1

New Vaults

• Handspring forward with 1/1 turn, salto forward piked	1
• Round-off, salto forward stretched with 1 1/2 turn	1
• Double Tsukahara tucked	1

Awarding of Bonus Points

	0.10	0.20
Qualifying Comp	3	1
Competition II	3	0
Competition III	3	0

Parallel Bars—Klaus Haller, SUI

The following high Difficulty Value elements were performed:

	No. of Gymnasts	E	%	D	%
Qual. Comp	82	44	0.53	218	2.65
Comp. II	85	41	0.48	201	2.36
Comp III	8	16	2.00	27	3.37

The most frequently performed Mounts were:

	Nr.	Qualif.	Comp II	Comp III
• Glide kip to straddle cut backward	C	VII/18	19	23
• Cast to support	B	VII/22	15	19
• Basket to handstand or with straddle cut	C	VII/28	14	21
• Glide kip through L-sit to handstand	D	VIII/14	12	12
• Basket with 1/2 turn	D	VII/29	4	3
• Basket with 1/1 turn (Tikhonkikh)	E	VII/30	1	1
• Straddle cut to L-sit	A			2

The following Dismounts were performed:

• Double salto backward piked	D	XI/24	57	58	8
• Double salto backward tucked	C	XI/23	17	16	
• Double salto forward tucked	D	XI/9	4	5	
• Salto forward with 1 1/2 turn	C	XI/3	2	2	
• Salto forward with 1/2 turn	B	XI/2	1		
• High wende and salto backward tucked	D	XI/14		1	

Further Elements and Connections

• Healy-Healy	CC or D	46	4	7
• Healy, backswing with 1/2 turn hopped to handstand	C + D	34	31	4

Men's Program

• Diamidov with 1/4 turn	D	III/9	17	16	
• Double salto forward tucked to upperarm hang	D	IV/39	16	17	4
• Double salto backward tucked (Morisue)	E	III/30	14	12	9
• Salto backward with 1/2 turn to upper arm hang	D	V/35	9	12	
• Moy piked with straddle backward to handstand (Tippelt)	E	V/10	7	8	2
• From giant swing backward, double salto backward to upper arm hang (Belle)	E	V/35	6	9	
• Makuz	D	III/24	5	3	

The following Start Scores were established:

	Qualifying Comp	Comp. II	Comp. III
10.00	4	0	2
9.90	7	4	4
9.80	7	13	2
9.70	7	5	0
9.60	7	9	0
9.50	12	7	0
9.40	11	12	0
9.30	6	8	0
9.20	5	10	0
9.10	5	8	0
9.00	10	9	0

Horizontal Bar—Chen Jian, CHN

C, D and E Parts as Mounts and in the Middle of the exercises

		Qualif.	Comp II	Comp III
• Regular grip Endo through handstand with 1/2 turn	D	69	80	5
• Regular grip Endo through handstand	C	31	39	2
• Giant swing rearways forward (Russian giant swing)	C	30	28	3
• Regular grip—free hip circle rearways forward through handstand	E	14	18	4
• Reverse grip Endo with 1/2 turn to handstand	C	12	3	
• Giant swing backward, swing down with 1/2 turn to one arm elgrip and upward swing with 1/2 turn to reverse grip	D	12	7	1

In the Qualifying Competition 132 regular grip Endo to handstand were performed, of which 74 were performed as D, and 15 as E. Thus 104 times 0.1 bonus was awarded. In Competition II there were 140 (83 as D, 18 as E). Bonus of 0.1 was awarded 119 times (without bonus connections).

The most frequently performed Mounts were:

		Qualif.	Comp II	Comp III
• Regular grip Endo 2 times with 1/2 turn	D	15	16	
• Giant swing forward with regular grip	B	14	16	
• Underswing with 1/2 turn to momentary handstand	B	13	5	
• Back uprise with reverse grip and vault over the bar with 1/2 turn to hang	C	5	3	
• Regular grip—free hip circle rearways forward 1/2 turn to handstand	E	4	3	
• Endo with 1/2 turn to handstand	C	4		

The most frequently performed Dismounts were:

• Double salto backward stretched with 1/1 turn	D	28	30
• Triple salto tucked	D	17	11

• Double salto backward stretched with 2/1 turn	E	15	16
• Double salto backward stretched	C	8	5
• Double salto backward tucked with 2/1 turn	D	8	8
• Double salto backward tucked with 1/1 turn	C	6	4

Remark: In both the Qualifying Competition and Competition II, 98% salto backward variations were performed. In Competition III, 100% salto backward variations were performed.

The most frequently performed Flight Elements were:

• Double salto backward over the bar to hang (Kovacs)	E	18	17	4
• Tkatchov		15	14	2
• One arm giant swing backward—Gienger	D	11	11	3
• Tkatchov—Gienger	C + D	8	8	
• Tkatchov—Tkatchov	C + D	7	6	
• Tkatchov—Tkatchov—Gienger	C+D+D	4		1
• Tkatchov stretched	D	4	11	1
• Back uprise stretched over the bar with 1/2 turn		4	1	
• Tkatchov stretched—Tkatchov straddled	D + D	4	1	
• Kovacs—Gienger	E + D	3		1
• Salto backward stretched with 1/2 turn in hang	E	3	4	
• Salto with 1/2 turn straddled (Delitchev)	C	3	1	
• Double salto backward over the bar and salto backward with 1 1/2 turn to hang	E + E	3		
• 1 1/2 salto forward piked over the bar with 1/2 turn	E	3	4	

The following Difficulty Elements were performed:

	No. of Gymnasts	E %	D %	C %
Qual. Comp	88	64 0.72	207 2.35	165 1.87
Comp. II	85	48 0.56	215 2.52	154 1.81
Comp III	8	15 1.87	27 3.37	10 1.25

The following Start Scores were established:

	Qualifying Comp	Comp. II	Comp. III
10.00	1	2	1
9.90	6	1	2
9.80	6	9	2
9.70	9	8	2
9.60	16	12	1
9.50	8	13	0
9.40	9	13	0
9.30	11	8	0
9.20	8	9	0
9.10	6	4	0
9.00	14	6	0
		85	8

The excerpts contained in this summary from the reports of the Technical Assistants should give to the national federations and those interested individuals an overview on the contents of the performed exercises in the various competitions and should establish some details. In spite of some differences in which the details for each apparatus are given, this summary represents valuable material for the gymnasts and coaches and serves the national federations as an orientation for their further work.

The Men's Technical Committee takes this opportunity once again to thank all Technical Assistants for their accomplished work and their valuable reports.

*Karl-Heinz Zschocke, President, FIG Men's Technical Committee
Berlin, August 1994*

Translation of the original German language report by Becky Riti (9/28/94)



MEN'S PROGRAM COMMITTEE

July 23, 1994

Meeting called to order 8:15 am by Chairman Bill Roetzheim.

Members Present:

Bill Roetzheim	Chairman, FIG/MTC Member
Tim Daggett	Vice-Chairman (Arrived 10:30 AM)
Fred Roethlisberger	Sr. Coaches Rep.
Francis Allen	Sr. Coaches Rep.
Dennis McIntyre	Jr. Coaches Rep.
Mark Yancey	Jr. Coaches Rep. (For Kevin Mazeika)
Peter Vidmar	Athletes Rep. (departed 11:45 AM)
Mas Watanabe	Men's Tech. Director (Voice no vote)
Ron Galimore	Men's Program Director (Voice no vote)

I. Jr. Pan American Games

Roetzheim and Galimore reviewed the importance of the competition and age requirements.

Motion to make USA Championships a trials for Jr. Pan American Games for the Jr. Elites and select team by rank order and drop into the Jr. Olympic division if the spots cannot be filled.

Discussion about D. McIntyre's voting status. McIntyre will vote until replaced at Congress.

Motion - M. Yancey
Second - F. Allen
PASSED

II. Coaches Selection for Jr. Pan American Games

Motion to select coach by placement of gymnast on team with approval of Men's Program Committee.

Motion -
Second - F. Roethlisberger
PASSED

The Men's Program Committee understands the importance of international experience and wants to weight all factors when this selection is made.

III. Team '96 Funds

D. McIntyre reviewed mission statement and proposals for Team '96 funds. Proposal "A" was the most positively received. The first three ranked gymnasts receive the same amount, fourth through seventh receive the same, and eighth through tenth receive the same. It was explained how Operation Gold and the Men's Program will reward for international success. McIntyre showed how funds would have been distributed if the '91 World Championship and '84 Olympic Team had been using this system.

F. Roethlisberger talked about wanting USA Gymnastics to cover medical insurance for the National Team Members. Discussion.

Motion to adopt plan "A" and move toward a larger incentive attack the question of health insurance.

Motion -
Second - M. Yancey

PASSED

Motion to get medical insurance for National Team members who are not insured.

Motion - F. Roethlisberger
Second - D. McIntyre
(To be investigated by USAG)

IV. Grant Program

D. McIntyre talked about the Grant Program and having forms in place by Congress. Galimore discussed UCLA's situation and the need to award money before year end.

V. Compliance Document

D. McIntyre talked about the need for a policy about how to deal with people who commit and then change their minds. Galimore gave examples of situations that have happened since he has been in the office. Discussion. McIntyre talked about lost money by the Men's Program because of lack of communication. Roethlisberger talked about the travel forms having the due date.

It was moved that the compliance document be accepted with the modification that due date be placed on acceptance forms.

Motion -
Second - F. Allen
PASSED (see attachment)

F. Roethlisberger—Policies must be put in the *Rules and Policies* book so that there is no misunderstanding. Galimore—R & P book will come out after Congress to make sure that it has current information and has been proofed by everyone.

VI. Active Athletes Voting on MPC

Should an active athlete be able to vote? Discussion.

It was decided that it did not matter if an athlete was active or not. He was voted on by his peers to represent them on all matters.

VII. World Championships Training Schedule

M. Watanabe reviewed ideas with MPC that would be sent to coaches and used as a starting point for the training of the World Championships team members. After receiving the information back from the coaching community, the revisions will be presented to the coaches at Championships and to the coaches of the World Championships Team for final additions and changes. Discussion about judges who would review athletes and funding for them.

Galimore discussed what will happen if coaches could not make a decision on coaches and training camp issues. MPC would make the tie breaking decision.

Roetzheim—public relations campaign for World Championships Team going into Dortmund.

Daggett—picture of arena... something that people are not going to throw away.

VIII. 1994/95 Schedule

R. Galimore gave dates of invitational that will take place in 1994 and gave information about the Soap Berry Shop World Gymnastics Challenge.

Motion that the gymnast to attend competition will assigned by rank order from USA Championships.

Motion - Roethlisberger
Second - M. Yancey
PASSED

Galimore discussed The Birmingham Classic Grand Prix Gymnastics competition. The dates are the same weekend as the Canadian meet. There was confusion about which ranking list being used. Discussion about who should be sent to the competition. Discussion about whether or not the specialists are members of the National Team.

P. Vidmar: Specialists that qualified to the World Championships will remain on the National Team for one year (unranked) to give them the opportunity to participate in invited competitions.—Adopted

Specialists will not be allowed to compete in the 1994 USA Championships.—Adopted

The Birmingham Classic participants will be selected from the top finishers of the USA Championships. USA Gymnastics Office will find out if ranked gymnasts automatically qualify into finals and who the host is paying for.

Galimore talked about Turoff's proposal to have the "B" team compete against Israel's World Championships Team. MPC did not think it would be a good idea for the National Team members and suggested Israel compete against a college team.

IX. Winter National

McIntyre discussed the concerns of schedules, re-ranking and funding as reasons why Winter Cup was dropped. Discussion about what the format of Winter Cup would be if reinstated. Discussion.

Motion to reinstate Winter Cup on Jan. 27 & 28, 1995 with the following modifications:

- 24 gymnasts Compulsories & Optionals
- 32 gymnasts 16 - 19 and under
16 - 20 and over
- Must qualify in the age group that you will be competing in at Winter Cup.
- No USAG Special Requirements
- Certain qualifying meets will be by Jan. 22, 1995
- 2.5 will be added to competitions that have a 9.0 start value
- 1994 World Championships Team will maintain their one through seven (1-7) ranking to the 1995 USA Championships
- National Team will consist of:

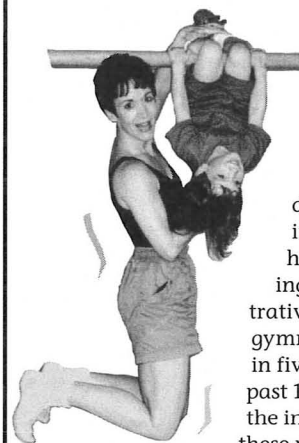
Team '96

- 1 - 7 1994 World Championships Team Members
- 8 - 17 (Places 1-10 at 1995 Winter Cup)



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Team 2000

1 - 5 Age 20 and over
1 - 7 Age 19 and under
Motion - D. McIntyre
Second - M. Yancey
PASSED (see attachment)

X. American Cup

Roethlisberger talked about what the criteria will be for selecting the gymnasts who participate in American Cup.

Motion to suggested criteria for gymnasts who participate in American Cup are selected based on the following:

- Defending American Cup Champion
- U.S. Champion
- Highest Ranking International Gymnast
- Winter Cup Champion

Motion - F. Roethlisberger
Second - F. Allen
PASSED

XI. Germany/France/USA Triangular Meet

Galimore explained Germany wanted to host a competition in Europe in 1995. Discussion about the 95 schedule and how many competitions were in place. Discussion about the Visa Challenge and the Budget Dual meets and not knowing the dates for those competitions. Unanimous to wait until T.V. events are finalized. USAG to look into competitions in Asia.

XII. 1995 USA Championships Format

It was decided that the format will basically be the same as Winter Nationals. There will be a division of Compulsories & Optionals and a division of Optionals Only. After input, MPC will come up with specific numbers per age groups and divisions. Discussions about T.V. package and requested format for 1994 Championships. A suggestion was made that D. McIntyre will form an Ad Hoc Committee to formulate the specifics of the 1995 USA Championships. Committee to be made up of one Sr. Representative and one Jr. Representative, to be named at a later date.

ADOPTED

Motion that Juniors allowed to make finals at USA Championships

Motion - F. Roethlisberger
Second - F. Allen
PASSED

XIII. Chunchi Cup and DTB Cup

Motion that gymnast would be chosen from the World Championships Team.

Motion - T. Daggett
Second - D. McIntyre
PASSED

XIV. Pacific Alliance

USAG will get more information about team makeup.

XV. Pan American Games

Motion to give World Championships Team first right of refusal, then select from the National Team as of Jan. 30, 1995 in rank order.

Motion - T. Daggett
Second - D. McIntyre
PASSED

XVI. Olympic Festival

Motion - To choose from Winter Cup:

- 6 - C & O (starting with 8th ranked)
- 3 - Team 2000 — 20 & over
- 3 - Team 2000 — 19 & under

Motion - D. McIntyre
Second
PASSED

XVII. 1995 Budget

Galimore talked about upcoming budget and items that should be included. Discussion about USOC grants and our FIG/MTC candidate campaign. USAG was asked to bring information about Foundation grants to next meeting.

XVIII. Petitions

Discussion about gymnasts that were petitioning into USA Championships. Motion that in addition to doing compulsories at a Regional competition, Trent Dimas must do compulsories and optionals on all six events at the National Championships in order to qualify into finals on any event.

Motion - F. Allen
Second - F. Roethlisberger
PASSED

Consideration was given to the following petitions:

- Dennis Harrison—accepted
 - Tom Meadows—accepted
 - Chris Waller—accepted
 - Mike Williams—accepted
 - Marshall Nelson—accepted
- More discussion followed about the petitions and how they are written.

The MPC decided for the future, to only take petitions from gymnast who finished among the top 14 within the past two competitions.—ADOPTED

XIX. Coaches Incentives

Discussion about sacrificing money to have gymnasts compete at the level that they should. The present Coaches Incentive Program is still in effect.

New Business

Allen reported on NCAA Men's Rules Committee meeting held in Kansas City, July 5, 6, 7 & 8. Rule change: Six gymnasts compete and four scores count.

No more than three gymnasts from the same team can compete in finals.

XX. World Championships Coaches Selection

Discussion. USAG Program Director and MPC will have short meeting with coaches of World Championships Team after competition to congratulate and review criteria for selecting head coach. MPC will meet on Friday at 12:15 pm shortly before meeting with coaches at 12:45 pm. Location of meeting TBA.

Meeting Adjourned 4:34 pm
Submitted by Ron Galimore
Men's Program Director

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MEN'S PROGRAM COMMITTEE MEETING

August 26, 1994, Nashville, Tennessee

Meeting Called to order 12:15 pm by Fred Roethlisberger

Members Present:

Bill Roetzheim Chairman (Absent)
 Tim Daggett Vice-Chairman
 Fred Roethlisberger Sr. Coaches Rep. (Chair)
 Francis Allen Sr. Coaches Rep.
 Dennis McIntyre Jr. Coaches Rep.
 Kevin Mazeika Jr. Coaches Rep.
 Ron Galimore Men's Program Dir. (Voice no vote)

I. Invitational Meets

Roethlisberger talked about the two international competitions that we received invitations for and the competitions being on the same date.

Motion that we invite the following gymnasts to these competitions:

Birmingham Classic Grand Prix

Scott Keswick
 Steve McCain
 John Roethlisberger
 Mihai Bagiu (Alternate)

Soap Berry World Gymnastics Challenge

Bill Roth
 Mihai Bagiu (Alternate)
 Motion - Roethlisberger
 Second - Mazeika
 PASSED

Motion that the coach is selected by the highest ranking gymnast.

Motion - Roethlisberger
 Second -

II. Winter Cup Format

Motion that a gymnast who is trying to qualify to Winter Cup will have his optional score be automatically considered for the Optional Only division if his combined optional/compulsory score is not high enough to qualify for the C & O division.

Motion -Roethlisberger
 Second - Daggett
 PASSED

Motion that a gymnast in the 19 and under age division, competing C & O, who does not make the Senior National Team can have his optional score used to qualify him for the Team 2000 selection.

Motion - Mazeika
 Second - Allen
 PASSED

III. Petitions

Motion that Chainey Umphrey, Chris Waller, Jair Lynch and Drew Durbin be accepted onto the National Team unranked.

Motion - Roethlisberger
 Second - Allen
 PASSED

IV. Special Requirements

Motion to eliminate the special requirements.

Motion - Daggett
 Second - Roethlisberger
 MOTION TABLED

V. Apparatus Leaders

Motion to revise the Compulsory Committee to take on additional responsibilities. The name to be changed to the Competition Committee.

Motion - Mazeika
 Second - Allen
 PASSED

Motion that the committee be headed by Ron Galimore and Mas Watanabe and select between 6 and 12 members, with 6 assigned to an event and work with the apparatus leaders in evaluating those events.

Motion - Roethlisberger
 Second - Allen
 PASSED

Meeting Adjourned 3:12 pm
 Submitted by Ron Galimore
 Men's Program Director

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Calendar

Date	Days	Discipline	Event	Location	Contact	Phone
NOVEMBER						
11	3	MW	National Health and Fitness "Exhibition"	Dublin, IRE	Galimore/Kelly	317-237-5050
15	6	MW	Team World Championships	Dortmund, GER	Galimore/Kelly	317-237-5050
12	1	MWR	Safety Certification (1:00 p.m.—5:00 p.m.)	Clearwater, FL	Karl Bishop	813-447-2108
13	1	MWR	Safety Certification (Time: TBA)	South Burlington, VT	Woody Clifton	802-863-4714
13	1	MWR	Safety Certification (1:00 p.m.—5:30 p.m.)	Denver, CO	Betsy Sprague	303-750-9821
13	1	MWR	Safety Certification (9:00 a.m.—12:00 noon)	Knoxville, TN	Billy Bob Taylor	304-344-3279
17	11	R	National Group Training Camp	Colorado Springs, CO	Nora Campbell	317-237-5050
19	1	MWR	Safety Certification (3:00 p.m.—7:00 p.m.)	Nebraska	Mike Stanner	402-339-2924
20	1	MWR	Safety Certification (10:00 a.m.—3:00 p.m.)	Pittsburgh, PA	Janette Jay	412-279-4344
25	3	W	7th Edition of the Trophy Massilis	Marseille, FRA	Kathy Kelly	317-237-5050
30	5	W	T.O.P. Training Camp	Tulsa, OK	Kathy Kelly	317-237-5050
DECEMBER						
2	3	M	DTB Pokal	Stuttgart, GER	Galimore/Kelly	317-237-5050
3	1	MW	Broadcast World Championships-Team	NBC	Julie Bejin	317-237-5050
4	9	M	ODP Jr. National Team Camp	Colorado Springs, CO	Ron Galimore	317-237-5050
8	4	M	Coaches Workshop	Colorado Springs, CO	Ron Galimore	317-237-5050
9	3	MW	Pacific Alliance Championships	Auckland, NZL	Galimore/Kelly	317-237-5050
10	6	W	Chunichi Cup	Nagoya City, JPN	Kathy Kelly	317-237-5050
11	1	MWR	Safety Certification (11:00 a.m.—3:00 p.m.)	Bow, NH	Tony Retrosi	603-742-0853
16	1	MWR	Safety Certification (6:30 p.m.—9:30 p.m.)	Sumter, SC	Kim Damagalski	803-452-6525
18	1	MWR	Safety Certification (8:00 a.m.—12:00 noon)	Hawaii	Beth Ann Arnold (Kee)	808-638-7456
27	19	R	National Group Training Camp	Colorado Springs, CO	Nora Campbell	317-237-5050
28	1	NWR	Safety Certification (4:00 am—9:00 pm)	Edina, MN	Scott Gay	612-920-5342
JANUARY 1995						
5	3	W	First Elite Regional	Various Sites	Kathy Kelly	317-237-5050
7	1	MWR	Safety Certification (1:00—5:00 p.m. New/2:00—5:00 p.m. Renewal)	Decatur, GA	Christine Calvert	404-377-0241
7	1	MWR	Safety Certification (5:00 p.m.—9:00 p.m.)	Harahan, LA	Caesar Garcia	504-275-4210
27	2	M	USAG Winter Cup Challenge	Colorado Springs, CO	Ron Galimore	317-237-5050
27	2	W	Second Elite Regional	Various Sites	Kathy Kelly	317-237-5050
21	1	MW	Reese's International Gymnastics Cup	Portland, OR	John Kirchner	317-237-5050
TBA	1	MWR	Safety Certification (Time: TBA)	RI	Mike Franco	401-789-8096
TBA	1	MWR	Safety Certification (Time: TBA)	Winter Springs, FL	D.J. Milem	904-641-9966
FEBRUARY						
3-5	3		Peachtree Classic & Team Cup	Atlanta, GA	Micahel Strada	404-664-7292
4	1	MWR	Safety Certification (1:00 p.m.—5:00 p.m.)	Chicago, IL	Monte Kimes	312-347-6770
10	2	R	Rhythmic Challenge	Colorado Springs, CO	Nora Campbell	317-237-5050
9	1	MWR	Safety Certification (1:00 p.m.—5:30 p.m.)	TBA	Betsy Sprague	303-750-9821
16	3	W	Pan Am Games Trials/American Classic	Oakland, CA	Kathy Kelly	317-237-5050
24	3	MW	Gymcarolina Classic	Raleigh, NC	Barbara Blidden	919-848-7988
TBA	1	MWR	Safety Certification (Time: TBA)	Edina, MN	Scott Gay	612-920-5342
MARCH						
2 & 4	2	MW	McDonald's American Cup	Seattle, WA	John Kirchner	317-237-5050
4	1	MW	Broadcast McDonald's American Cup	NBC/Live 4-6pm EST	Julie Bejin	317-237-5050
4	16	MWR	Pan American Games	Mar del Plata, ARG	Galimore/Kelly/Campbell	317-237-5050
5	1	MW	International Mixed Pairs	Seattle, WA	John Kirchner	317-237-5050
8	4	MWR	International Messe Cup	Hannover, GER	Galimore/Kelly/Hitzel	317-237-5050
11	1	MW	Broadcast Reeses' International Gymnastics Cup	ABC/4:30-6pm EST	Julie Bejin	317-237-5050
12	1	MWR	Safety Certification (10:00 a.m.—5:00 p.m.)	New Jersey	Cathy Finkel	201-586-1808
18	1	MW	Broadcast Int'l Mixed Pairs	NBC/TBA	Julie Bejin	317-237-5050
APRIL						
8	1	W	NCAA Regional Meets	Various Sites	Kathy Kelly	317-237-5050
8	1	M	NCAA Regional Meets	Various Sites	Ron Galimore	317-237-5050
9	1	MWR	Safety Certification (1:00 p.m.—5:30 p.m.)	TBA	Betsy Sprague	303-750-9821
11	5	MW	USA Gymnastics Collegiate Championships	Denton, TX	Galimore/Kelly	317-237-5050
15	1	W	USA Gymnastics Nat'l Invitational Tournament	Cape Girardeau, MO	Kathy Kelly	317-237-5050
20	3	W	NCAA National Championships	Athens, GA	Kathy Kelly	317-237-5050
20	3	M	NCAA National Championships	Columbus, OH	Ron Galimore	317-237-5050
22	2	W	Level 10 Regionals	Various Sites	Kathy Kelly	317-237-5050
27	2	MW	VISA Challenge	Fairfax, VA	John Kirchner	317-237-5050
29	1	MWR	Safety Certification (New: 1—5:00 p.m./Renew: 2—5:00 p.m.)	TBA	Christine Calvert	404-377-0241

*tentative

SAFETY CERTIFICATION COURSES

NOVEMBER

- 5 Portland, OR
8:30 am-12:30 pm
Multnomah Athletic Club, 1849 SW Salmon, 97207
Course Dir.: Ruth Sandoz (503) 646-8455
Local Contact: Doug Hills (503) 639-5388
- Minot, ND
6:00 pm-9:30 pm
Minot Magic Gymnastics
1212 Fourth Ave. NW
Course Dir.: Bill Allen (605) 393-1848
Local Contact: Donna Doepke (701) 462-1222
- 10 Keene, TX
6:00 pm-10:00 pm
Southwest Adventist College
Course Dir.: Jan Eyman (817) 694-4214
Local Contact: Jennifer Galland (800) 433-2240
- 12 Clearwater, FL
1:00 pm-5:00 pm
Apollo School of Gymnastics
2140 Range Rd. Unit G, 34625
Course Dir.: Karl Bishop (813) 447-2108
- 13 South Burlington, VT
Time: TBA
Champlain Valley Gymnastics
21 Berard Dr., 05403
Course Dir.: Woody Clifton (802) 863-4714
Knoxville, TN
9:00 am-12:00 noon
Knoxville Gymnastics Training Center
5331 Western Ave., 37921
Course Dir.: Billy Bob Taylor (304) 344-3279
Local Contact: Lisa Collins (615) 588-2105
- Denver, CO
1:00pm-5:30 pm
Site: TBA
Course Dir.: Betsy Sprague (303) 750-9821, (303) 750-3356
- 19 Nebraska
3:00 pm-7:00 pm
Course Dir.: Mike Stanner (402) 339-2924
- 20 Pittsburgh, PA
10:00 am-3:00 pm
National School of Gymnastics, 2101 Greentree Rd., 15220
Course Dir.: Janette Jay (412) 279-4344, (412) 429-8879

DECEMBER

- 11 Bow, NH
11:00 am-3:00 pm
Granite State Gymnastics Center, 71 River Rd.
Course Dir.: Tony Retrosi (603) 742-0853
Local Contact: Drane Cote-Burk (603) 228-8424
- 16 Sumter, SC
6:30 pm-9:30 pm
Sumter YMCA Conference Room
Course Dir.: Kim Domagalski (803) 452-6525
- 18 Hawaii
8:00 am-12:00 noon
Rainbow Gymnastics School, 98-023 Hekaha St. #7, AIEA 96701

- Course Dir.: Beth Ann Arnold (Kee) (808) 638-7456
Local Contact: Cora Fonseca (808) 488-7030
- 28 Edina, MN
4:00 pm-9:00 pm
TAGS Edina, 5201 Eden Circle, 55436
Course Dir.: Scott Gay (612) 920-5342
This course is to be held following a PDP Level 1 Video Clinic from 12:30pm-3:00pm.

JANUARY 1995

- TBA Rhode Island
Time: TBA
Course Dir.: Mike Franco (401) 789-8096
- TBA Winter Springs, FL
Time: TBA
Broadway Gymnastics
140 St. Rd. 419, 32708
Course Dir.: D.J. Milem (904) 641-9966
Local Contact: Scott Johnson (407) 327-7200
This course is to be held in conjunction with the Elite Zone.
- 7 Decatur, GA
1:00 pm-5:00 pm New certification
2:00 pm-5:00 pm Renewal
Decatur DeKalb YMCA, 1100 Clairmont Ave.
Course Dir.: Christine Calvert (404) 377-0241
- Harahan, LA
5:00pm-9:00pm
Elmwood Gymnastics, 1200 S. Clearview Pkwy. Ste. 1200, 70123

- Course Dir.: Caesar Garcia (504) 275-4210
Local Contact: Jay Thomas (504) 733-4496

FEBRUARY

- TBA Edina, MN-Time:TBA
TAGS Edina, 5201 Eden Circle, 55436
Course Dir.: Scott Gay (612) 920-5342
- 4 Chicago, IL
1:00pm-5:00pm
Harrison Park, 1824 S. Wood St., 60608
Course Dir.: Monte Kimes (312) 347-6770
Local Contact: C.P.D. Gymnastics (312) 347-6770

MARCH

- 12 New Jersey-Site: TBA
10:00 am-5:00 pm
Course Dir.: Cathy Finkel (201) 586-1808

APRIL

- 9 Site: TBA
1:00pm-5:30pm
Course Dir.: Betsy Sprague (303) 750-9821, (303) 750-3356
- 29 Location: TBA
1:00pm-5:00pm New certification
2:00 pm-5:00pm Renewal
Course Dir.: Christine Calvert (404) 377-0241

JULY

- 29 Decatur, GA
1:00 pm-5:00 pm New certification

- 2:00pm-5:00 pm Renewal
Decatur DeKalb YMCA, 1100 Clairmont Ave.
Course Dir.: Christine Calvert (404) 377-0241

OCTOBER

- 1 New York, NY
11:00 am-3:30p m
Sutton Gkymnastics, 20 Cooper Square (7th Floor), 10003
Course Dir.: Joan Hicks (203) 924-8666
Local Contact: Joanne Satres (212) 533-9390

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