1. What are the responsibilities of the strength and conditioning professional in regard to general supervision?

**Kintz:** Supervision of the weightroom belongs to the three physical education instructors (two male and one female) from 7:30 a.m. until 2:30 p.m. through seven 55-minute periods in our school day.

After-school supervision comes from the different coaches that use the facility with their in- and off-season programs. As I mentioned, we are typical in that the football coaches supervise the after-school program from December until August 15 when football practice begins.

**Reiman:** At the beginning of the school year, the assistant strength coaches are required to establish the program objectives and training program for their respective sports. We strive to present an organized and professional program to the sport coaches and ultimately, the athletes. The strength staff works as a team. Each supervisor has a particular sport he or she is responsible for, but everybody is expected to help whenever the need exists.

A staff handbook should include general facility policies, staff duties, dress code, organizational charts, maintenance and cleaning duties and staff ethical considerations.

Any intercollegiate athlete or athletic staff member may use the facility. The hours vary, but the facility is normally open from 10 a.m. to 6 p.m.

We have weekly oral communication with the administration.

**Mueller:** Each student must go through an introduction to the weightroom. The students must read and sign the rules and regulations for the class.

The weightroom handbook should contain guidelines and rules, goals and objectives of the class, an exercise list (explanation of the lifts), fundamentals of weight training (basic concepts related to the class), fitness-related terms (if your class is involved with this area) and program development (how to write a program).

**Cincotta:** In regard to overall program administration, the strength coach serves as the reference for all individual team coaches who will be participating in the program. He or she is responsible for the staff orientation that covers technique, safety and
program design. He or she is responsible to the athletes, coaches and administration.

**Gulgas:** At the high school level, administration of the strength complex and supervision of the program is no different than supervision of any other team sport. The school’s policies regarding behavior, eligibility and substance abuse are strictly enforced. It is the responsibility of the strength and conditioning coordinator to offer these athletes the best possible program based upon his or her expertise. He or she should also be a model for them and impress upon them the need for a drug-free training program.

The facility is open to anyone in the school; however, football athletes and prospective players are given first priority since its operation is monitored by the football staff. We offer a three day a week program after school for two hours for varsity athletes, from December through May. Also, the junior high (grades 7 and 8) players are encouraged to lift starting in February after their winter sports program is concluded. The junior high program is a two day a week progression regimen that serves as an introduction to weight training. The facility is open during the summer months before August practice begins and is solely a free weight complex.

**Latta:** We have monitored the progress of each individual in different ways over the years: through computer workouts with updated maxes keyed in by the athlete, published lifting/running journals and presently a lifting card that is filled out after each weight workout. Each method has its own advantages and disadvantages.

Any athlete at Dothan High School can use our facility. The primary users of the facility are the members of the football team during the athletic P.E. periods in the school day.

The weightroom is also open after school Monday through Friday from 3:15 to 5 p.m. This time is set aside for additional supplemental lifting for those in the athletic periods and for core lifting for the others.

Results of the football off-season program are issued to the head coach showing each player’s status and progress since the beginning of the off-season program.

**Kauffman:** It is my responsibility to oversee the development of the total athlete. This entails ensuring that athletes are trained by a knowledgeable, enthusiastic staff that promotes a safe environment and utilizes proper training techniques. The enforcement of policy and rule regulations entails documenting and reporting any breach to that athlete’s coach, who in turn is responsible for discipline.
Our system of accountability to administration and coaching staff is informal. Daily or weekly meetings are the forum for discussion of participant status and facility functioning.

**Toub:** It is crucial that a head strength and conditioning coordinator be surrounded by highly qualified, creative, aggressive and energetic assistants. At Missouri we work with 16 sports and are in contact with more than 350 athletes per day. The athlete/coach ratio is certainly something that cannot be overlooked in supervision. I have three capable assistants on my staff. Without a highly motivated support cast, it would be virtually impossible to implement effective supervision. When the weightroom is full, the athlete/coach ratio is 20 to 1. We meet as a staff regularly to discuss program designs, policies, lifting techniques and rules and regulations. We then meet with each athlete in every sport prior to every training cycle. We want the athletes to understand the goals and the scientific aspects of the program. When athletes fully understand the goals and program design, they become coaches on the floor, helping each other, giving the strength coaches more time to coach technique rather than program administration.

We have two weightroom facilities at Missouri. Only athletes that are actively participating in an intercollegiate sport are allowed to use the weightrooms. The operational hours of our primary facility accommodate the schedules of all 16 sports during their off-season programs (Table 1). While both weightrooms are similar, the primary facility contains a greater quantity of equipment to service the greater number of athletes that use it. In our secondary facility we have no set operational hours. The secondary facility is used mainly for sports during their in-season programs. My assistants coordinate with the sport coaches to set up specific workout times.

Accountability to administration is done mainly by feedback from sport coaches to our athletic director. Sport coaches must know they are receiving the best possible programs for their athletes. The strength coordinator should see that each sport coach is provided with clear and concise testing results. This enables the sport coach to make a clear-cut evaluation of the athletes', as well as the program's effectiveness.

**Reese:** The strength program is administered on an individual basis. Each athlete is an individual and has individual needs. The program is designed to meet each athlete's specific needs. When the athlete begins each weight workout he or she is given a sheet with every

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**Table 1. Operational Hours in the Primary Facility**

<table>
<thead>
<tr>
<th>Season</th>
<th>Dates</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>June–August</td>
<td>Noon – 9 p.m.</td>
</tr>
<tr>
<td>Fall</td>
<td>September–December</td>
<td>6 a.m. – 7 p.m.</td>
</tr>
<tr>
<td>Winter</td>
<td>January–March</td>
<td>7 a.m. – 6 p.m.</td>
</tr>
<tr>
<td>Spring</td>
<td>April–May</td>
<td>8 a.m. – 5 p.m.</td>
</tr>
</tbody>
</table>

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“No one philosophy dominates. Each P.E. teacher is somewhat different, as are the coaches in their respective sports.”

—Kintz
exercise set, rep and resistance to be performed. The athlete does not have to make calculations of percentages, or refer to a chart; all the calculations have been made by the strength staff. By writing each workout before the athlete arrives in the weightroom, the strength coach is free to supervise athletes during their workout.

Each athletic team is involved in an orientation process. The team is accompanied by its coaching staff and is introduced to the weightroom, equipment, operational procedures and safety rules.

We have a unique situation at Marshall. The current weightroom is part of the physical education department and is subject to its rules and schedules. In the fall the weightroom is open to the general student population from 12:30 to 9 p.m., Monday through Friday. Weight training classes are taught from 9:30 a.m. to 12:30 p.m. With such a heavy traffic flow it is a task to train the athletes. The football team is divided in half, with half training on Monday and Wednesday, and half on Tuesday and Thursday. The freshmen lift at 6:30 a.m. with the varsity lifting from 7:15 to 9 a.m., according to the athlete’s schedule. The rest of the athletes (i.e., basketball, tennis, baseball and track) lift around their class schedules.

The university has begun construction of a new football stadium complete with facilities building. A new 4,700-square foot weightroom for athletes only will be housed there. This will make a great difference in how our athletes are trained.

Alejo: In regard to general supervision we do several things:

1. Meet with the head coach and determine the training objectives and scheduling.
2. Receive input from the sports medicine staff on any limitations and rehabilitation for the athletes.
3. Design the program and review it with the individual head coach.
4. Orient athletes to the training program, explaining objectives and scheduling as well as rules and regulations.
5. Keep attendance by reviewing the workout sheets.
6. All workouts should be evaluated and re-written prior to the next training session.
7. At the conclusion of each training session, administer a testing program to evaluate strength, power and flexibility.
8. Meet with the head coach to discuss testing results and any other pertinent information that could be used to evaluate training performance.
9. Prior to the next training cycle, refer to #1. Following #4, there will be a discussion with the team about the interpretation of the testing results.

Our training facility is used by 23

"Each student must go through an introduction to the weightroom. The students must read and sign the rules and regulations for the class."

—Mueller

"Each member of the strength staff is required to make an informal inspection of the facility when he or she arrives and just before leaving for the day."

—Reiman
effectively during the academic year when we have personal contact with our student-athletes. Monitoring weight training and conditioning regimens during the summer months is difficult, as our student-athletes almost always spend their summers at their parental homes. We have devised a mail-in system that helps us to chart progress and identify problem areas. Testing at regular intervals is the most logical method of assessing program objectives and we believe it makes our student-athletes accountable for their training.

All student-athletes are responsible for documenting their weight training through the use of a program chart. This is critical for both the student-athlete and coach alike.

We have developed a set of rules that are appropriate for our facility and institution. A handbook should include information pertaining to facility rules, operational procedures, maintenance schedule and supervisory responsibilities.

Our facility is open to varsity, junior varsity and freshman athletic teams. Our operational hours are as follows: Monday through Friday, 9 a.m. to 8 p.m.; Saturday closed; Sunday, 2 to 5 p.m.

The head strength coach answers directly to the athletic director.

Cincotta: The supervisor should collect and analyze test data and make program recommendations based on the findings, then prescribe appropriate exercises necessary to obtain the program’s goals. If additional staff are available, it is the responsibility of the supervisor to evaluate their performance and delegate responsibility. Ultimately, the overall well-being of the program and its participants falls upon the supervisor.

Staff orientation is conducted in staff meetings prior to the beginning of the program. All involved parties must present current certification. Program goals and objectives are discussed, current player needs are ascertained and a time schedule is generated. In-service training consists of review of publications, review of clinic materials or review of any course materials. Our staff has been together for a long time and is experienced; however, even the most knowledgeable staff should submit itself to frequent update and review.

Supervisory personnel are assigned based on the safe staff-to-athlete ratio in the room. We like to maintain less than a 1:10 situation at all times.

The room is checked daily for apparent defects or hazards. The equipment is serviced annually and all welds, cables and parts are checked. Receipts for services rendered by the reconditioner serve to document the process.

Larson: Establishing realistic, individualized performance objectives is an effective means of creating program objectives. Supervising all activities leading up to measurement of appropriate parameters is essential for attaining optimum results. This can be done

Kauffman: The responsibilities of the strength and conditioning coordinator in regard to supervision are multi-fold. When monitoring staff it is paramount that they understand, implement and promote the program’s philosophy. Without such integration the

2. What are the responsibilities of strength and conditioning professional in regard to specific supervision?
engaging in open discussions of the program’s philosophy and training methods, a walk-through of the program’s operation and introductions to existing staff members. Specific job responsibilities are discussed in a one-on-one setting and then again in staff meetings. This ensures that all staff members understand exactly what is expected of them. Throughout the entire orientation process, questions are always encouraged.

Once per month a staff member or guest speaker is responsible for presenting an in-service training seminar. A pre-determined topic that relates to the program is presented to the entire strength staff. The presentation is designed to educate and generate an open discussion of the subject matter. This helps to continually educate staff members, reinforce the program’s philosophy and open lines of communication.

Recognizing the strengths and weaknesses of each staff member is the primary basis by which I assign supervisory duties. Seniority, personality traits and areas of specialization are also taken into account. Specific requests and time constraints are tertiary considerations.

Both the facility and equipment are inspected twice weekly during cleaning and maintenance routines. Any problems discovered are brought to the attention of either the coordinator or the facility manager (assistant strength coach) and are dealt with accordingly. Although no formal documentation is required, informal records are kept through purchase orders and maintenance requests.

Larson: Supervision of staff is a major responsibility of the head strength coach. He must clearly communicate to his subordinates what his directives are for them and he must direct them purposefully. These directives should encompass all specific responsibilities pertaining to monitoring of training sessions as well as enforcement of rules and regulations. Supervision of student-athlete training sessions should be shared by all members of the staff.

We are primarily an undergraduate institution with no undergraduate or graduate programs

“With high school students, it is important for the supervisor not to be cloistered in an office, but motivating and teaching correct lifting techniques.”

—Gulgas

program is unable to achieve its goals and objectives. Implementation of proper training, safety methods and motivational techniques are ways in which the staff displays its grasp of the program. Active supervision of the program’s participants comprises the greatest responsibility of the coordinator’s position. It is there that he or she monitors and evaluates prescribed programs in order to ascertain their practicality and effectiveness.

Staff orientation and training is conducted through an informal process. It is accomplished by

“As a football coach on the high school level, there’s no question that in the search for a strength and conditioning coach, one of the qualifications I’d be looking for would be a C.S.C.S.”

—Latta
offered in the area of exercise science. We are unable to employ graduate assistants in our program as a result of this. Training that takes place consists of an on-the-job method for our undergraduate student-assistants. My part-time assistant is encouraged to read, research and attend clinics/conventions when appropriate.

Personnel are assigned according to experience, personal strengths and interest level. I encourage all our personnel to reach beyond and broaden their experiences.

We inspect our equipment daily and adjustments are coordinated vertically in a hierarchic fashion: from staff to assistant athletic director in charge of facilities to our associate athletic director in charge of business affairs and finally to our athletic director.

**Alejo:** Specific supervision responsibilities are:

1. Review the program design for all sports.
2. Participate in the coaching of all sports.
3. Lay out the program philosophy and see that it is adhered to consistently by staff and athletes.
4. Attempt to conduct business fairly and consistently in regard to the athletes.
5. Keep attendance records.
6. Assign specific duties to the conditioning staff including equipment maintenance, supplies and purchasing.
7. Surround yourself with good people.

Unless there is a new assistant in the program, I do not see a need to conduct staff orientations. Instead, constant communication and reiteration of ideas, hints, philosophies, objectives and goals will keep both the conditioning coordinator and assistants moving ahead on the same path. Periodic informal conversations with coaches will achieve the same results.

Phil Frye, the assistant conditioning coach, schedules and supervises equipment inspection. He has enlisted volunteers in exchange for weightroom privileges, to help him maintain the equipment. He has designed a schedule with specific responsibilities for each individual that is discussed prior to the volunteer agreement.

**Latta:** The strength coordinator must insure that each lifter utilizes proper technique on the lifts and that those in the group use correct and safe spotting techniques. I also feel the coach must be actively involved in each workout, watching not only for the things already mentioned, but for creating adequate motivation and atmosphere in the weightroom during the workout as well.

**Reese:** The strength and conditioning coordinator is responsible for each athlete involved in the strength training program. With such a responsibility to the athletes, it is imperative that the head strength coach closely supervise and monitor each workout.

**Kinz:** No one program or lifting philosophy dominates. Each P.E. teacher is different, as are the coaches in their respective sports. However, our subscription and membership in the NSCA has informed all of us, as we share this information. Workshops and clinics also influence the programs at Bear Creek High School.

Our equipment is inspected three times per year and we also hold inventory at that time. We have little loss of weights or equipment because of the supervision during the day and the PRIDE after school. Our program is funded by the P.E. budget, an annual lift-a-thon and the all-school

*"The primary determinants of effectiveness include: how quickly the concept or method is adopted, what results are achieved, how well it promotes injury prevention and in what aspects it develops the athlete's total performance potential.*

—Kauffman
bench press contest, which has added a lot of interest and enthusiasm to our program. The Thursday prior to spring break we have the classes compete (freshmen through seniors) against each other to see which class can accumulate the most pounds in the bench press. Each contestant is charged $1 and announcements are made after each period as to the running total. Athletes from each class then drag people to the weightroom to lift (three tries). Numbers become more important than strength. We are a school of 1,800 students and we will have more than 700 kids participating. We award a traveling trophy that states, “Which class has the power.”

**Gulgas:** The strength coordinator is responsible for the daily management of the program—both content and staff supervision. Usually, the head football coach fills this capacity. With high school students, it is important for the supervisor not to be cloistered in an office, but motivating and teaching correct lifting techniques. At a high school of our small size, most of our football staff coach other winter sports. Therefore, availability of adjunct personnel is at a premium. When coaches are available, they assist the athletes in charting their progress, checking workout assignments and helping with assistance exercises.

Our in-service training consists of mandated sports medicine seminars, NSCA instructional tapes, CPR certification, attendance at local strength and conditioning clinics, and hands-on experience.

**Reiman:** The overall goal is to coordinate facility usage and to monitor its operation.

We conduct an individual orientation at the time of hiring. We also preview our policies at the beginning of each school year.

We assign our assistants by sport dependent upon their personal interests and time constraints (classes).

Each member of the strength staff is required to make an informal inspection of the facility upon arriving and just before leaving for the day. This involves making a walk around the area, making sure everything is in its proper place. All units are cleaned and lubricated once a week. If a unit is found to be in need of repair, it is done at that time.

**Toub:** The head strength coordinator has many administrative duties. I take care of the administrative duties during the slow times of the day. Thus, I’m free to be as active as possible in the supervision and coaching of athletes. We have the capacity for 80 athletes in our facility at one time. It is important to have every coach available when a large number of athletes are on the floor. The assistant coaches need to be on the floor to answer questions when they arise so that athletes can get immediate feedback. Every strength coach goes through a mental progression when supervising or monitoring athletes in the weightroom. The following is the four-step mental progression for a supervisor:

- **a. Program Design**—Is the athlete doing the right exercise? Are the exercises done in correct order? Is he or she doing the correct workout?
- **b. Safety**—Do the athletes have proper spotters? Are the spotters using proper technique? Is the athlete wearing a belt, knee wraps? Is the area clear of any dangerous obstructions?
- **c. Intensity and Volume**—Is the athlete using the right amount of weight? Too heavy? Too light? How many reps and sets were performed?
- **d. Technique**—Is the athlete using proper lifting technique to optimally improve strength, power and the prevention of injuries?

We meet as a staff twice a year (spring and fall) to review exercise...
"By being involved with athletes during the workouts, new strength staff members learn how to communicate program objectives with the athletes. This closeness to the practical application of the strength program allows young coaches to develop philosophies and ideas of their own."

—Reese

3. What formal education and experiential base do you recommend for the strength and conditioning professional?

Reiman: For graduate assistants or part-time assistants, we require a bachelor's degree and moderate to extensive experience (not necessarily at the university level or setting). For full-time assistants, we require a master's degree, NSCA certification (C.S.C.S.) and extensive experience (ideally in strength and conditioning at the collegiate level).

Reese: Anyone interested in a career in strength and conditioning should concentrate on the disciplines of physical education (i.e., exercise physiology, anatomy, kinesiology and motor learning). However, there is no substitute for hands-on experience. By being involved with athletes during the workouts, new strength staff members learn how to communicate program objectives with the athletes. This closeness to the practical application of the strength program allows young coaches to develop philosophies and ideas of their own.

Cinotta: I recommend that all our coaches stay abreast of current trends in the strength field. Our staff subscribes to various technical and popular publications. I also suggest that coaches attend strength or football clinics with a strength component annually. Course work dealing with exercise would be desirable. As for experience, a background in training is a prerequisite. The coach should be able to properly perform the core lifts, teach and assist in proper spotting and be well versed in safety and rules associated with weightroom management.

Toub: The full-time assistant is required to have a bachelor's degree in a health-related field. The full-time assistant should preferably possess a master's degree and C.S.C.S. The full-time assistants
should have at least two years of experience working as a strength coach at the college or professional level. The full-time assistant should have an athletic background, preferably at the college level. The graduate assistants should possess a bachelor’s degree in a health-related field and be actively working toward a master’s degree. The graduate assistant must have at least two years experience with a team sport either as coach or an athlete. Beyond formal education, the assistants should possess most of the following characteristics:

a. Effective speaking techniques.
b. Ability to relate to athletes and motivate them.
c. Creativity in program design.
d. A tireless person with the willingness to learn.
e. A loyal person who can follow design policies.

“Regardless of the amount of knowledge you have as a coach, if the athlete is not responding, then the teaching method must change.”

—Alejo

Larson: The head strength coach should possess a master’s degree in exercise science, C.S.C.S. certification and should have a minimum of four years experience as either a graduate assistant strength coach, part-time or full-time assistant strength coach. Credentials of a lesser amplitude would in my mind raise serious doubts as to an individual’s capability to instruct at the collegiate level. There are far too many so-called “strength coaches” who have been hired to act as baby-sitters or policemen for college athletes and do not possess professional credentials. They are a liability to our profession and should be exposed as frauds. Student-athletes deserve quality instruction from competent professionals and it is our responsibility to enlighten athletic administrators as to our professional licensor, C.S.C.S.

Full-time assistant coaches should possess a bachelor’s degree and C.S.C.S. certification and a minimum of two years of experience as a graduate assistant or part-time assistant strength coach.

Gulgas: It would benefit those individuals in supervising others to complete course work in basic exercise physiology and kinesiology classes. However, the NSCA conferences, instructional tapes, NSCA Journal and hands-on participation clinics give coaches the necessary knowledge upon which to build a program. Participation in various sports as well as strength training per se will better enable the coordinator to tailor the program to his or her athletes’ needs.

Alejo: A background of kinesiology, exercise physiology and biology is a great start for being able to determine how the body will react under stress. Although the aforementioned are critical for understanding and training the athlete, there is no substitute for practical experience. The more weightroom experience you acquire, the better you get. Actually seeing programming unfold on a daily basis with the trial and error learning that will accompany it becomes the most valuable on-going education a coach will receive.

I suggest keeping up with the recent literature on training and updating the program based on current findings. This will prevent the program design from stagnating while exposing the athletes to the latest training discoveries.

If a good educational base is achieved, there should be no reason why a coach would not be able to design a program for any sport. It is just a matter of writing it down and trying it out.

Latta: There’s no question that I would like to have all those who supervise our weight facility certified. In a high school situation, I would think that might be a bit unrealistic. However, as a football coach on the high school level, there’s no question that in the search for a strength and
conditioning coach, one of the qualifications I’d be looking for would be a C.S.C.S.

**Kauffman:** The levels of education and expertise I deem necessary for the various positions within our program are dictated by job criteria. A professional staff position requires a formal education in the physical sciences (bachelor’s or master’s degree) plus practical experience in the application of scientific training methods. C.S.C.S. certification is necessary for a professional strength position and is recommended and encouraged for all staff members.

4. **What strategies have you implemented for ongoing analysis and review of teaching methods and instructional effectiveness?**

**Alejo:** Our number one strategy is athlete input. Regardless of the amount of knowledge you have as a coach, if the athlete is not responding, then the teaching method must change. You may have to use eight different methods to teach the same technique to a team of 20. Once you have determined the training objective, the teaching method becomes problem solving.

Instructional effectiveness will be resolved when the coach reviews how many athletes understand and how long it took. Instruction and programming (design) are two different tasks, so testing results are not valid indicators of good instruction and should not be relied upon as an evaluation.

Choosing the correct time to move to the next step on the instructional ladder is critical for three reasons:

1. You cannot hasten the training response.
2. The athlete must be proficient at lower levels of training before moving to advanced levels. This will ensure proper entry into the next phase and decrease the chances of bad practice habits continuing.
3. As much time as possible should be taken in each phase to give the athlete a chance to be successful. Achieving success for the athlete will keep him or her on the program.

**Latta:** Each week on our light squat day I have a rotating system of lifts in lieu of the normal back squat. One of these is what I call a “pause” squat. After descending with a light weight (50 to 60 percent), the lifter stops for a one-second count at the bottom of the lift before returning to a standing position. This affords a much better opportunity for me to check for technique and gives the athlete a better “feel” for the correct depth and technique.

**Larson:** We are continually evaluating and searching for the most effective means of communicating our concepts to student-athletes.

**Toub:** My system for analysis of our program is through knowledge of results. We test every athlete after each training cycle. Testing not only serves as a motivator to athletes, but also allows us to evaluate our program’s effectiveness. Each sport has specific tests that we administer. If the desired goals of a particular test are not reached, we review the program and make revisions for the next training cycle. For example, if the average vertical jump of a team goes down after a particular training cycle, we meet as a staff and review the power aspects of
the program. We look at the volume, intensity and choice of exercise, then brainstorm and pinpoint a reason for the problem. Revisions for the next training cycle are made. Each program improves every training cycle because we eliminate the bad, keep the good and implement innovative ideas.

**Cincotta:** All the coaches involved with the program meet routinely during the various cycles of the year. We evaluate program effectiveness and look for viable alternatives if necessary. Discussion of program goals and needs is usually followed by an analysis of the coaches’ technical understanding and teaching procedure.

**Kauffman:** The utility of different teaching and instructional methods are analyzed by observing various criteria. The primary determinants of effectiveness include: how quickly the concept or method is adopted, what results are achieved, how well it promotes injury prevention and in what aspects it develops the athlete’s total performance potential.

**Gulgas:** I have attended various NSCA clinics in addition to subscribing to the *NSCA Journal* to update my expertise in the field of strength training. Also, I have written to other strength coaches throughout the country to gain insight into different programs, and the exchange of these ideas helped me develop as a strength coach. Fortunately, our school is located near Youngstown State University, whose strength coach, Dan Wathen, has been open to helping the surrounding high schools implement a sound strength program.

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