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The Relationship of Physical Education to Guidance

Raymond J. Patrick
Central Washington University

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THE RELATIONSHIP OF PHYSICAL EDUCATION TO GUIDANCE

by

Ray J. Patrick

A paper submitted in partial fulfillment of the requirements for the degree of Master of Education, in the Graduate School of the Central Washington College of Education

August, 1951
ACKNOWLEDGMENT

The writer of this paper wishes to acknowledge an indebtedness to the following persons for encouragement and assistance: Dr. E. E. Samuelson, chairman, for his many hours of guidance and thoughtful consideration, and to other members of his graduate committee, Dr. J. W. Crum and Mr. L. S. Nicholson.
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The following paper approved as partial fulfillment of the requirements for the degree of Master's of Education.

_____________________________
Dr. E. E. Samuelson, Chairman

_____________________________
Dr. J. W. Crum

_____________________________
Mr. L. S. Nicholson
CHAPTER I
INTRODUCTION

Physical education is a part of the curriculum that has a definite role in the overall program of pupil guidance. The purpose of this study is to show that through a proper physical education program pertaining to the instructional period, the intramural program, and the interscholastic program, guidance activities on the part of the person in charge can be utilized to their fullest opportunities.

During the adolescent years it is particularly important that boys and girls have a source to which they can and will go in confidence for advice and counsel concerning those experiences which make all the difference between abundance and richness in living. Such an opportunity is important, because adolescents lack a sufficient range of experience to recognize the part which law and order play in modern society. Williams states:

Our changing civilization, complex social order, extended knowledge and appreciation of physical force, and our pragmatic and dynamic philosophy of life, taken all together, have brought it about that the school of today must act as best it may to inform adolescents and direct them into a life of self-government and self control.1

There has always been a need for guidance in our public schools. The changing economic and social condition in the past century has made it increasingly necessary.

A definite need has arisen because of the changing condition of the home. In the colonial times, the home had the whole responsibility of training the youth. This training was through necessity as each person had a real part in the activities centered around it in order to survive.

Gradually the home has changed and no longer occupies the position in training it once did. In the modern home of today there is practically nothing left for the youngster to do. This changing condition has thrown upon the school added responsibilities. The schools must provide training in occupations, moral training, recreation and leisure time activities, besides assuming the educational development of youth. It is clear that guidance has an important role in the direction of all activities.

The changing conditions of labor and industry have increased the need for guidance. In colonial times men were all-round workmen in their occupations. Today, in order that large production may result, specialization in industry is in demand so that each man does one thing and does it well. The change in relative productive capacity of different age group shows that it is decreasingly necessary for young people to engage in gainful occupations. If they did large number of adults would be thrown out of work. The schools must
provide for them and help them adjust themselves so they will be ready when the time comes to take their place in society.

The changing population has increased the need for guidance. There has been a growth of population and a definite change in the character of the population. The nation has changed from one that was predominantly rural to one that is over half urban. This has brought about different living conditions, change in occupations, and a change in schools. There has been a mixture of different races that has complicated the situation. Jones says:

Problems of maladjustment are often directly related to customs, ideals, and languages that are foreign and often opposed to basic principles of our life and institutions. These adjustments cannot safely be left to haphazard methods; they must be consciously provided for and in a definite, organized way.²

The increase in amount of general education demanded not only gives the school an opportunity for guidance, but places a definite responsibility upon it to provide adequate assistance. The educational level is higher than ever before, and in order to succeed, it is necessary for every boy and girl to have a higher education than a century ago. This combined with the increasing age required for leaving school, the compulsory attendance law, the change in laws regarding the employment of children, have kept a greater number of

youth in school longer than ever before.

Leisure time creates a problem that arises out of the social, economic, and industrial conditions of our time. People are faced with shorter working hours and days, and how to employ the use of their waking hours is of vital importance to the individual and to society. The choice of wisely used leisure time is rendered difficult because of the many ways one can use this time. Through proper guidance of the school, the wise choice of leisure time activities can be given.

The amazing and rapid increase in the complexity of industrial and economic life, the changes in the conditions of living, and the phenomenal development of educational facilities have greatly increased the dependence of the individual upon outside help, and this dependence is steadily becoming greater. The young person now has a bewildering complexity of choice. Intelligent choice can result only where the young person has adequate facts and experiences, and receives careful counseling at all stages of his progress. Adjustments are necessary in the life of the youth of today that were not necessary half a century ago. The individual needs assistance and guidance as never before.

Society's very safety and progress demands that each individual be in that place, occupational, civic, and social, where he can contribute to the welfare of others, and contribute his best to this welfare. This involves the elimination of maladjustments or, at
least, a material reduction in the number of those who are maladjusted. It means, so far as possible, that each person will find a place in society so he can make efficient use of what abilities he may have. This necessitates conscious organized guidance.

Adequate guidance cannot be given unless all agencies that have contact with an individual unite to give the assistance needed. Upon the school falls the major responsibility of carrying on this work. The schools have the children most of the time when they are in an impressionable age, and its organization makes possible expert assistance of this kind. The need for organized guidance is found in the presence of life situations of such nature that individuals cannot meet them successfully without assistance.

Modern education is concerned with the balanced development of all phases of personality, including such emotional control and attitudinal growth as will free the energies of learners from self-concern, and will harness their minds and their hands to socially desirable goals. Guidance seeks to individualize education, to arouse a point of view, and to provide procedures whereby each student will grow in the directions planned for all.

Guidance implies first of all, recognition and understanding of the individual, creation of conditions that will enable each individual to develop his fullest capacities, and ultimately, to achieve the maximum possible self guidance and security both economically and socially.
In the early days of the guidance movement there was a feeling that guidance was to be advisement or direction of other human beings much as in the case of a physician and patient. In the very large majority of cases today, guidance must be in the nature of guiding the counselee to make his own decisions, helping him see his own problems, helping him find out what he needs to know to solve them, and helping him use that information about himself. Douglass says:

The value of the solution is in most cases dependent upon the degree to which it is his own and the degree of confidence he has in it; and the more permanent value of guidance is dependent upon the training the counselor has had in meeting similar situations independently in the past.3

One of the characteristics of teaching today as compared to that of a decade or so ago is the greater definite responsibility of the teacher for service as a counselor of youth. In modern education, in almost all schools, the service of the teacher includes various types of activities which will assist young people in solving problems of life seldom dealt with in their school subjects.

The guidance the youth receives at this age, the importance of the decision, and adjustments in his life cannot be over-estimated. Gruhn and Douglass state:

These decisions and adjustments will influence greatly such phases of his life as (1) the development of attitudes toward himself and his fellow men, (2) the development of a wholesome and effective personality, (3) success in his vocational activities, (4) the success of his home and family life, and (5) the value of his contribution to his community and to society.

Physical education can provide learning experiences which nurture qualities valued in our society. Through proper guidance physical education can meet many of the biological needs of the youth. Physical education can stimulate the growth process of the individual. Physical education, through proper health guidance, enables individuals to live active, constructive, and satisfying lives. Through guided physical education proper integrating emotions may occur and have a significant force in personality development. LaSalle says, "The measure of the worth of an experience is its capacity to help the individual attain the values deemed desirable in a democratic society."

The modern physical education program of today provides for the development of the individual by relating favorable mental reactions and wholesome emotional responses to activities to the end that the individual will participate in them later in life.

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Physical education aims to develop the individual so that he makes his maximum contribution to society. It develops skills so that the individual has some self-assurance in play experiences. It develops a knowledge which involves assumption of responsibilities.

The modern physical education program is concerned with the development of symmetrical and well-proportioned bodies, motor skills, grace of movement, and organic vigor. Guidance through physical education provides an avenue through which minds are directed, and desirable behavior patterns formulated which will help the child and the adult in solving more effectively the problems that face him in everyday life.

Personal guidance is an important part of physical education. Personal cleanliness should be stressed. Habits of cleanliness and neatness in the locker and shower room, and cleanliness and neat appearance in the gymnasium can be demanded, with a possible carry-over value in regular street dress.

The child who does not cooperate, who does not take his share of responsibility, who shows little or no group loyalty, who is not dependable, is easily and immediately spotted. Guidance can be given to this individual and the information can be used in the overall guidance program of that individual.

The physical education program should offer a maximum amount of social guidance through learning to work with others, assuming group responsibilities, attaining confidence through mastery of physical
skills and overcoming fears, the formation of habits and attitudes of fair play, the development of poise and pleasure in wholesome activities with the opposite sex, and the emotional balance in learning to win and lose without undesirable reaction.

Douglass shows the interrelationship of physical education and guidance in the following statement:

Physical education can make a major contribution to the general guidance program of the school. If the guidance program permeates the whole school, and if it attempts to give boys and girls help in selecting ways of living which will satisfy their needs as developing persons in a democratic society, then, by the very nature of its program, physical education has many insights and much information of great value. The teacher of physical education has an unparalleled opportunity to observe the state of development and velocity of growth of boys and girls. He or she can help determine appropriate activities. He can obtain vital information about the energy level of the student, if he is skilled in observing non-verbal symptomatic behavior.6

The physical education situation, largely because of the dynamic nature of its activities and their emotional content, is rich in potentialities for supplying data concerning the biological, social, and ethical aspects of guidance; therefore, it can contribute heavily to the cumulative record. Besides the direct guidance that will be given by the physical education teacher, the information about and understanding of the student gained by him can be of great value to other persons involved in guidance programs of that student. Both

directly and indirectly, by work with the student, and by close cooperation and sharing of information with guidance specialists, physical education has a definite role in the overall guidance program.

The selection of this topic was prompted by the fact that the author wished to gain a broader background in the ways of, and reasons for, giving guidance to youth under his supervision during the activity periods he is responsible for. As a result of having taught junior and senior high school boys physical education, administered intramural programs, and coached junior high athletics in Shelton, Washington, an interest has developed in the manner in which the physical education activities can contribute to the overall guidance of the youth, both during the program and by contributing information to the guidance specialists.
CHAPTER II

RELATIONSHIP OF THE INSTRUCTIONAL PERIOD TO GUIDANCE

The instructional period of physical education in Shelton has limitations that tend to prohibit a well rounded program. One gymnasium is shared by both the junior and senior high schools. There are six class periods that are available for girls and boys from both schools. In order to accommodate as many youngsters as possible classes are over crowded with the result that individual attention and guidance cannot be given as thoroughly as in a small class. This tends to limit the development of many of the benefits that can be derived from this program. The author instructs the boys' physical education classes in the junior and senior high school. This chapter will develop the many guidance possibilities the instructor has within this program.

Development of the Whole Child

Physical education is indispensable in modern society. Each individual is influenced by heredity and nutritive conditions in the amount of vitality he shows, but physical education is the sole source for the development of this vitality. The organic power the youth attains depends largely upon the activities he takes part in.

Modern society has set up the schools of today as a more or less effective agency to promote modifications of the individual in mind,
body, morals, and manners which society thinks will help the individual live a more effective life than would otherwise be possible. Physical education is not a frill attached to the school curriculum, but is a phase in the education of the whole individual.

With the educational philosophy of educating the whole child in mind, the physical educator should make a deliberate effort to set up situations calling for muscular responses, and related mental and emotional responses. The modern physical education program presents these types of situations which are significant to his intellectual development, social adjustment, and moral or character development.

Physical education must be thought of as primarily educational with the function of providing exercise to alleviate some of the evils of unnatural living that modern life has placed in our society. Education undertakes to help the individual live a full and happy life, and to develop his capacity to function successfully in the environment in which he lives.

Psychologists of today say that an individual is a receiving organism played upon by many forces. This individual responds to them, modifies them, or is changed by them. Man is a whole individual and every act that he does affects the whole man, not just one phase of him. Cultivating the body for the body's sake cannot be justified. It is easy to think that strength is an end instead of considering it a means to the end. In order to enjoy a healthy, vigorous life, physical strength is necessary; but it is not the ultimate goal.
In helping to develop the whole child through physical education, the basic aims and objectives are the same as those of education in general. Irwin says:

The physical education program should emphasize, perhaps to a greater extent than other fields, such phases of education as the physical, the social, the emotional, and the recreational development of each pupil. Also, there are certain important responsibilities for the intellectual development of pupils in the physical education program.¹

The phase of physical education which is designed to help the individual to develop skills and abilities in the performance of activities should be carefully considered. The development of proper social, emotional, and recreational attitudes depend much on the individual's ability to attain skills and abilities in physical activities. If sufficient skills are not developed so that the individual enjoys participation in activities, the result may be the development of undesirable social and recreation aims, resulting in retarded emotional development.

In developing the physical education program, the instructor should construct it with both the present and the future activities in mind. The present program should include team sports that have strenuous exercise in them in order to achieve proper physical development, certain social relationships, and desirable emotional

control. As the individual grows older he should develop skills that can be used during this period and also carry over into adult recreation. This is important since a great majority of pupils end their formal education at the secondary school level and will not have the opportunity to have further training in activities after graduation. These dual sport activities should be wisely chosen in fields in which they wish to continue participating in as adults.

Since every individual differs from every other individual, and since the physical education program should be planned to meet differences, the instructor should use the best guidance techniques in helping the child select experiences through which he may achieve his purpose. The instructor must function and cooperate with the guidance program of the entire school.

In developing the whole child, the instructor must guide his students to participate in new experiences, develop new interests, and leave the way open for the student to develop his own initiative. This gives the student an opportunity to make his own choices, and to have satisfactory experiences as a member and as a leader of a group.

Social Development and Democratic Living

So that physical education may help the adolescents meet their problems of living, the program must have an understanding of the needs that face them within our society. All adolescents must have
a feeling of social adequacy, and all activities they take part in must have a varied and meaningful social relationship. The experiences in physical education must contribute to his sense of personal worth and adequacy, and influence his social status.

Physical education can contribute greatly to the pupil's social status. The skills and abilities that the individual acquires, and the proper guidance of these skills so that each child builds up his ability to enter into group games is an important part of physical education. It must provide opportunities for these skills to be used successfully often enough so that the individual maintains this sense of adequacy. LaSalle says:

Democracy requires that its citizens be self-directing, have a sense of responsibility, consider the rights and feelings of others, plan together, and work out the plans co-operatively. The desire to develop these qualities is very important, but practice in doing them is equally important. Since the method of democracy is co-operation, social attitudes (the wish to do), and the abilities (the skill to do), are essential attributes for those who live fully in a democratic society.2

With the increased growth of junior high school pupils and the phase of growing up facing them, the individual concentrates upon making new social relationships, especially with the opposite sex. When the boys and girls are ready to play together, activities such as badminton, table tennis, volleyball, tennis, softball, and

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suffleboard should be at hand to lend themselves to their social experiences. At this age social dancing is a key to social success and should be a definite part of the physical education program. In Shelton, every Friday is devoted to co-educational classes where boys and girls have the opportunity to associate with each other in instructed social dancing and physical activities. Even though boys and girls of this age are interested in each other, there is a need for them to participate in activities with their own sex also. Therefore, physical education should offer a balanced program so that the individual has association with members of both sexes.

In physical education there are opportunities for children to do things in close association with each other. In physical education the pupils have an opportunity to be on a team in which they have to take turns; new games are played, team work is important; games are won and lost. This is an excellent opportunity for social growth, but it is not insured. Many times the group is run autocratically by one individual and the welfare of the group is forgotten. This practice can develop anti-social personalities.

Wise guidance on the part of the instructor is needed to make a consistent atmosphere of group purpose, and to insure the development of desirable social attitudes and abilities. The growth of group purpose is very slow and is influenced by many factors which are governed by principles of social growth.
LaSalle\(^3\) states that effective guidance is based on the following principles of social growth: (1) The greatest potential growth of each child is the primary objective. Development of the child as an active member of the group must be paralleled by his development as a distinctive self. (2) Social attitudes and behavior, desirable or undesirable, constantly result from the interaction of the child and his environment. Growth takes place only in those areas of the environment which meet the individual's needs, and his ability to assimilate. (3) Democratic attitudes and abilities can develop only through active, responsible participation in group enterprise. (4) The materials of instruction for social development are the individual and group problems inherent in playing and working together. (5) Conduct is specific in development. Social attitudes, understanding, and behavior have to be developed in each situation. (6) The individual child tends to assume the standards of conduct and the spirit of the group in which he is. Since status and security are basic human needs, the average child tends to accept as his standards those which bring him approval of the group. (7) The quality of behavior is determined by the attitude and understanding which prompt it. This makes all guidance, especially that of the unsocial or anti-social child, a matter of

\(^3\) Ibid., pp. 107-108-109.
determining, insofar as possible, why the child acts as he does. (8) Knowledge of what is socially desirable does not insure socially desirable conduct. (9) The child's attitudes, understanding of group and individual welfare, and felt needs, at the time determine his behavior. (10) Attitudes developed in the past strongly influence present development.

The potentiality for social development in physical education is without any doubt very great. It is the responsibility of the instructor to guide the activities so that the many possibilities are realized.

There are many emotional situations that arise through team play that the physical education instructor has to be aware of and give constant guidance to. He has to help the individual understand that each player has a job to do well if the team is to be successful. He has to help the individual have tolerance for the mistakes of his teammates. He has to teach the participant to accept victory gracefully and defeat with the thought of working harder so as to gain victory the next time. He has to help the individual gain a sincere appreciation for the good playing of an opponent. Above all, he must teach him that the game is played for the enjoyment of everyone.

In the upper grades there is a demand for increasingly mature social abilities. Proper guidance is needed so that the children have an opportunity to develop these social abilities to their full
potentialities. Guidance in developing abilities can be administered by helping the individual to become aware of common problems, and then suggesting or bringing about suggestions that will help solve them. There needs to be guidance in the development of the procedure that is undertaken and in carrying out the proposed plan.

To have the individual achieve the greatest benefits from his efforts, to improve his social abilities and social efficiency, the instructor should exercise extreme caution. The instructor should not group pupils on the basis of their social classification, placing all the "good sports" in one group and the "incorrigibles" in another, as this would be harmful for both groups.

In physical education ability grouping may be used. To have instruction more efficient, groups having similar abilities bring the best results. By bringing together groups of equal ability those who are ready for instruction on the same level, skills are taught more effectively and efficiently.

When competing groups are evenly matched more desirable social experiences are gained. When individuals who are equally skilled are playing together, and with the chance of winning greater, all the emotional and mental qualities of the individual are extended so as to win. When sides are unequal, the winning team is not required to exert itself, and many undesirable qualities may arise. The same is true with the losing team. They will usually just try anyway to complete the contest with no encouragement for continuing.
There is some argument that certain advantages result from having the more skilled and less skilled players on the same side. The skilled individuals will gain socially by helping the less skilled and gain tolerance for those individuals. The poor performer is given a better concept of the possible excellence in activities, and may extend himself beyond his ordinary performance by competing with skilled individuals; but the author contends that better and more lasting results are gained when ability grouping is used. Clarke says:

Homogeneous grouping may be, too, far more important in physical education than in scholastic phases of the educational program, as the manner of an individual's participation in many physical activities — what he does, how he reacts — depends to a large extent upon the actions of those participating with him.4

Individuals vary in social characteristics and needs as well as physical characteristics and needs. If the individual is to develop socially, his needs must be determined and the treatment must be based upon measurement. Retests should be given periodically to see what progress has been gained. Without measurement the physical instructor cannot tell if he is developing desirable social traits in his students. Clarke states, "In measurement, consideration

should be given to social traits functioning in physical education in school, and in out-of-school situations."

In physical education the instrument proposed for measuring social efficiency has been ratings based upon the judgment of observers. The measures based upon a rating of behavior frequencies are the only ones subjected to statistical treatment. In this method the rater has the advantage of specific data to guide his judgment as he estimates the frequency with which he observes certain types of behavior.

Blanchard\(^6\) compiled a series of tests with twenty-four trait actions selected for the behavior frequency rating scale. The reliability of this battery is .71 and the intercorrelation of one trait action with the rest of the items in its category is .93. Clarke says, "This rating scale is the best test at present available for measuring social traits in physical education."\(^7\) The complete scale appears in Table I.

McCloy\(^8\) proposed a rating scale that pertains more to the physical education class. No data are given to indicate the reliability

\(^5\) Ibid., p. 204.


\(^7\) Clarke, op. cit., p. 205.

\(^8\) McCloy, G. H., "Character Building in Physical Education", Research Quarterly, 1:42, October, 1930.
The frequencies of McCloy's test are designated by such descriptive terms as: extremely often, frequently, fairly often, seldom, never. The assurance of the rater is also indicated opposite each trait action, as follows: 0 (a mere guess), 1 (slight inclination), 2 (fair assurance), 3 (positive assurance). McCloy's test appears in Table 2.

Care should be exercised in making the ratings as they are the opinions of one person. Raters should be trained in habits of observation, and the qualities to be rated should be clearly pointed out. The reliability of the ratings will be increased if several persons on the faculty will rate each individual. If the student is rated on the same scale in the several subject fields in which he is enrolled, the physical education instructor can better judge his social efficiency training.

Social acceptance is an important requisite for satisfactory personal and social adjustments. Obtaining and maintaining social acceptability is important during adolescence, and the lack of social status usually results in discontent and unhappiness.

The learning of physical skills is an important element in social adjustment. It often makes the difference between a socially integrated individual, and an unsocial, withdrawn type. The physical education program can contribute much to the development of the student's personal social relationships. In selecting activities
### TABLE I
Measurement of Social Efficiency

Name: __________  Grade: __________  Age: __________  Date: __________
School: __________  Name of Rater: __________

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<th>BEHAVIOR RATING SCALE</th>
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<tr>
<td><strong>Personal Information</strong></td>
<td>No opportunity to observe</td>
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<tr>
<td>Leadership</td>
<td>1. Popular with classmates</td>
</tr>
<tr>
<td></td>
<td>2. Seeks responsibility in the classroom</td>
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<tr>
<td></td>
<td>3. Shows intellectual leadership in the classroom</td>
</tr>
<tr>
<td>Positive Active Qualities</td>
<td>4. Quits on tasks requiring perseverance</td>
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<tr>
<td></td>
<td>5. Exhibits aggressiveness in his relationship with others</td>
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<td></td>
<td>6. Shows initiative in assuming responsibility in unfamiliar situations</td>
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<tr>
<td></td>
<td>7. Is alert to new opportunities</td>
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<tr>
<td>Positive Mental Qualities</td>
<td>8. Shows keenness of mind</td>
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<td></td>
<td>9. Volunteers ideas</td>
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<tr>
<td>Self-Control</td>
<td>10. Grumbles over decisions of classmates</td>
</tr>
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<td></td>
<td>11. Takes a justified criticism by teacher or classmate without showing anger or pouting</td>
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<tr>
<td></td>
<td>No Opportunity observe</td>
</tr>
<tr>
<td>Co-operation</td>
<td></td>
</tr>
<tr>
<td>12. Is loyal to his group</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13. Discharges his group responsibilities well</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14. Is co-operative in his attitude toward his teacher</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Social Action Standards</td>
<td></td>
</tr>
<tr>
<td>15. Makes loud-mouthed criticism and comments</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>16. Respects the rights of others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Ethical Social Qualities</td>
<td></td>
</tr>
<tr>
<td>17. Cheats</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>18. Is truthful</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Qualities of Efficiency</td>
<td></td>
</tr>
<tr>
<td>19. Seems satisfied to &quot;get by&quot; with tasks assigned</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>20. Is dependable and trustworthy</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>21. Has good study habits</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Sociability</td>
<td></td>
</tr>
<tr>
<td>22. Is liked by others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>23. Makes a friendly approach to others in the group</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>24. Is friendly</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
TABLE II
Tests and Measurements

DEPARTMENT OF PHYSICAL EDUCATION
Behavior Rating Scale

<table>
<thead>
<tr>
<th>Name of person rated</th>
<th>Date of Rating</th>
<th>Grade</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of rater</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rater's Assurance

0 = a mere guess
1 = a slight inclination
2 = a fair assurance
3 = a positive assurance

<table>
<thead>
<tr>
<th>GROUP GOOD CITIZENSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plays to the gallery</td>
</tr>
<tr>
<td>2. Hogs the ball, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDIVIDUAL GOOD CITIZENSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Razzes, teases, or bullies opponents</td>
</tr>
<tr>
<td>4. Acts like a good sport towards opponents</td>
</tr>
<tr>
<td>5. Takes decisions, wins and loses, in good spirit</td>
</tr>
<tr>
<td>6. &quot;Crabs&quot; about officiating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDIVIDUAL SELF-SUFFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Makes loud-mouthed comments, criticisms, etc.</td>
</tr>
<tr>
<td>8. Swears freely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rater's Assurance</th>
<th>Frequency of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No opportunity to observe</td>
<td>Never</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

25
### Table II (continued)

<table>
<thead>
<tr>
<th>Rater's Assurance No opportunity to observe</th>
<th>Frequency of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td><strong>SOCIABILITY</strong></td>
<td></td>
</tr>
<tr>
<td>9. Is chosen by others of group as preferred companion in some activity</td>
<td>1</td>
</tr>
<tr>
<td>10. Shows timidity, hurt feelings, over-sensitivity</td>
<td>5</td>
</tr>
<tr>
<td><strong>POSITIVE ACTION QUALITIES</strong></td>
<td></td>
</tr>
<tr>
<td>11. Dominates others</td>
<td>1</td>
</tr>
<tr>
<td>12. Gives of his best efforts even when the team is losing</td>
<td>1</td>
</tr>
<tr>
<td><strong>POSITIVE ATTITUDES</strong></td>
<td></td>
</tr>
<tr>
<td>13. Is cheerful</td>
<td>1</td>
</tr>
<tr>
<td>14. Makes fun of others who like games he does not like</td>
<td>5</td>
</tr>
<tr>
<td><strong>EFFICIENCY</strong></td>
<td></td>
</tr>
<tr>
<td>15. Works conscientiously to perfect his form in sports</td>
<td>1</td>
</tr>
<tr>
<td>16. Thinks ahead of the play</td>
<td>1</td>
</tr>
<tr>
<td><strong>LEADERSHIP</strong></td>
<td></td>
</tr>
<tr>
<td>17. Schemes, works under-handedly to get his way</td>
<td>5</td>
</tr>
<tr>
<td>18. Advances ideas to which group pays attention</td>
<td>1</td>
</tr>
</tbody>
</table>
for a physical education program, the instructor should understand the value of these activities and keep in mind the purposes which they will serve.

No single factor means more to a boy's social status than the ability to play well with his class group. As a boy grows older and if he is lacking in physical skills, he loses status with his group and is usually forced to seek a substitute. Undesirable social attitudes usually result.

There is an obvious contribution of physical education to the social growth of boys. Skills should be taught early to the children and progressive development of them continued through school with special assistance given to those who need it.

Physical education can reach and promote democratic living in most of the activities that are learned and played in its classes. In physical education the student is able to learn to be decent, fair minded, and to cherish a sense of individual responsibility for the common welfare. The student learns to cultivate an attitude of acceptance of all other persons as individuals. He also learns to respect the abilities of others, and to develop responsibility and cooperation. He may learn the spirit and habit of fair play which is a part of true democratic living.

Physical education can build healthy bodies and healthy minds. In a democracy, the dignity and worth of every individual is an important phase of it. In physical education, through proper guidance,
the student learns to respect himself and to respect others. He learns that he is responsible for his own health and physical condition, and for the well-being of others. He learns that he has to avoid carelessness to help protect himself and others, and that this is part of being a good citizen. If a student fails to achieve success in developing physical skills, he can accept himself, and through guidance develop himself to his fullest capacity.

Through physical education for democratic living a student learns to cultivate respect for the abilities of others. If a person learns to recognize his own limitations he will also learn to understand the efforts of others who try to do their best. A word of encouragement from a fellow team mate on an individual effort spurs him on to greater effort. Praise is given and a player thrills with a sense of fellowship in having done, or attempted to do, something for his team. In the heat of a contest merit counts more than race, creed, or nationality. This general acceptance of worth can be guided by the instructor to help the participants set up standards in other fields.

Through physical education responsibility and cooperation can be developed which will lead to better democratic living. In the physical education class the student learns to take care of equipment, assume leadership of squads, be in charge of lockers and showers, help officiate, arrange schedules, check roll, be in charge of towels and many other duties. In this program there is
enough to do so that every person has an opportunity to assume the responsibility for at least one duty and usually more. It has worked out where the most irresponsible student became dependable when he had a real job to do. This can be vital to the success of some unsocial youngster. A person who feels that he belongs to a group and what he does is for the welfare of this group is more likely to become a good citizen in his community.

Every individual can contribute to group life through proper guidance from the instructor. Every program depends upon the instructor and no program is any better than what he puts into it. Teachers of physical education should never lose sight of the opportunity which is theirs to train students in a knowledge and practice of democratic living. The physical education classroom situation presents many opportunities to teach and demonstrate the rights and duties of the individual, as well as the rights and duties of society. The development of the great intangibles of team play, cooperation, leadership, sportsmanship, loyalty, good will, discipline, and freedom, is an important part of physical education. Through physical education the youths of America can be developed physically, morally, and spiritually. LaSalle says:

Democracy thrives, develops, and grows through the group process. It achieves its purpose of equal opportunity and obligation for all through mutual helpfulness organized into effective, conscious cooperation. It recognizes that the individual reaches his most worthwhile and satisfying development by identifying his purpose
with group purpose, by devising with the group effective ways of action, and by evaluating the results in terms not of individual welfare alone, nor yet in terms of a group's welfare alone, but always in terms of the welfare of the greatest number.9

Development of Proper Attitudes and Behavior Patterns

Physical education offers many opportunities for guidance in the development of traits that will help the individual act in desirable ways in many of the situations that they will face in adult life. Most activities in physical education are interesting and have natural motivation for learning. With this condition the pupil is eager to learn and is receptive to new ideas. It is possible to develop behavior patterns that will help him function correctly in the largest possible number of specific situations. Sharman says that it is possible to develop "knowledge and ideals concerning good behavior, attitudes and conscience, and habits of behavior."10

The subject matter in physical education must provide experiences that will emphasize the proper development of these ideas.

The subject matter taught in physical education must have definite meaning to the student and must challenge his interest so as to bring forth his best efforts. The instructor should try to make

9 LaSalle, op. cit., p. 4.

the pupil aware of his behavior so that he is able to modify it if necessary. The subject matter taught in physical education should also develop favorable attitudes toward worthwhile activities to the end that people will want to, and actually do, participate in them later in life, either as players or as spectators. Physical education, if properly guided, will help develop attitudes and behavior patterns that will seek to provide opportunities for wholesome recreation and equip the individual for a full enjoyment of it. It seeks to develop patterns that foster a sincere and deep respect for the rights and feelings of others and attitudes of friendliness, helpfulness, and fraternity toward them.

In physical education student interest prevails, activity is predominant, and authority and respect are accorded to those in charge. Physical education classes are actual laboratories where practice in development is going on constantly. It is one matter to talk about the proper response to a situation when sitting on the side lines, but it is altogether different to decide and act correctly in the heat of playing a game. If one player is fouled unnoticed by the official and unable to score because of it, he is not in the position to take time and think about the kind of action he should take. He must decide immediately and give his answer to the situation by his actions. This educational laboratory demands actual responses to tense situations just as an adult must face in life. This program provides rewards and punishments which, with
proper guidance, will serve to encourage all qualities that are necessary in the development of good character and behavior patterns.

Good health habits can be developed through guidance in the physical education class. The development of those habits can be prompted by athletic competition. In order to be a better player, the student must practice habits of good citizenship. Clean living leads to success, and the pursuit of interesting and desirable goals during the period of habit formation will help develop good behavior patterns.

Physical education has many natural qualities to teach proper attitudes. In physical education attitudes of respect—respect for authority, respect for individuals and personality, respect for achievement, and respect for the school and community—are readily taught. Through these the learner may acquire a desirable attitude toward playing the game, giving his best, admitting and analyzing failure and success. From these it is but a step to acceptance and happy adjustment in the culture of an adult life.

**Physical Development Through Testing**

Valuable data can be gathered through testing which will help the physical education instructor analyze the physical needs of his students, thus enabling him to give guidance in proper physical development. Testing has developed through trial and as needs have arisen. Tests were first constructed to measure symmetry and size
and later for strength of muscle groups of the body. Tests of cardiovascular measurement were used on the basis of the action of the heart to a given amount of work. Starting in the twentieth century, tests that measure the fundamental skills in the play life of the student developed, and this is where the present tests now stand.

There is a wealth of testing material available for the physical education instructor to use, but care should be exercised in the selection and application of this material. The instructors should select the tests best suited to his purpose, experiment with them, and make a decision concerning their value.

Methods of classification devised thus far attempt to provide for homogeneous grouping, individual instruction, and self-testing activities. The tests constructed have met with varied success. Norms have been made available in game skills, track and field events and gymnastics. Many physical education instructors prefer to prepare their own standards of physical education achievement based upon the classification system and objectives used. Regardless of which method the instructor chooses to use, he should always give consideration to the values, purposes, uses, and procedure of testing in planning methods and materials of instruction.

The purposes of measurement in physical education are many and are variously defined by many experts of physical measurement. Broadly stated, the objectives of testing are: (1) to measure the status of the student in health, motor ability, body mechanics,
physical fitness, achievement in motor skills, character development, and knowledge of activities; (2) to measure achievement of these traits over a time period; (3) to diagnose the needs of the individual and give help and guidance in specific weaknesses.

In order to have a more efficient program the instructor must know how his students are progressing from time to time. The information gained from this will help the development of techniques of teaching and help determine the emphasis to be given various parts of the program. In the measurement of skills, scales of achievement are necessary as this is the only way to compare improvement in distance, motor skills, height, and physical fitness. From the information gained by measurement, the physical education instructor has a means to further his guidance of individuals.

When selecting tests of measurement in physical education, it is essential that adequate criteria for use as a guide are available. Sharman says, "The earmarks of a good examination are validity, reliability, ease of administration and score, norms or standards for evaluation of results, and availability of equivalent or duplicate forms."11

A test is valid if it measures what it is suppose to measure. A test is reliable if it measures consistently whatever it measures. A test is practical if it can be given and scored without consuming

11 Ibid., p. 226.
too much time or effort on the part of the student or teacher. Norms of equivalent tests can be obtained or local norms can be established by the accumulation of local records. Duplicate forms are needed to test for improvement of the student, to accumulate date on achievement, and to set up standards.

The administration of tests and measurements in the physical education program should have a definite purpose. Nixon and Cozens say:

Measurement of any sort is good only if it helps the individual discover things which may aid him in becoming a more efficient teacher and thus provide better for the needs of the children under his direction. Our principal concern in educational research and investigation is in discovering ways and means of establishing a better program, a program that will reach more students and provide for these students a better all-around development and adjustment.  

In preparing to give a test there are certain administrative duties to be arranged. The classification of the pupils is one of the first duties to be taken care of. The investigators of classification say that in children between the ages of ten and sixteen, the factors of age, height, and weight play a part in determining physical performance. McCloy’s study shows that the best combination of these factors to determine classification is 20A plus 6H


plus \( W \), where \( A \) represents the age in years, \( H \) the height in inches, and \( W \) the weight in pounds. This classification has a correlation of \( .983 \). Classification attempts only to equalize the factors of physical size and maturity.

In giving the test all markings in playfield or floor should be made before the testing begins. Pupils should be arranged in groups so that they can be rotated easily with little loss of time. All materials that are needed should be ready for instant use.

Measurement in physical education helps the teacher to know how successful his class is in comparison with others, and to know the achievement level of his pupils. Measurement also helps the teacher to determine the capacity of the student to learn physical activities. Measurement can give to the instructor valuable data that can be used in guiding him in physical activities.

A program of self testing can be carried on to further the formal testing program. A self testing program should be set up as it has much to offer the instructor. This type of program is enjoyed by all and helps the students learn the fundamentals of the seasonal sports. Most youngsters are so eager to play the game that time is seldom taken to thoroughly learn the basic techniques.

The skills of this self testing program must be correctly taught and practiced in the regular class period. Each step should be explained, demonstrated, and then practised so each student is able to carry them on. This self testing program can be offered as
a pre-class activity. There is a period between the time the first boy reports for class and when the formal class period starts that is available for this program. The program must be interesting enough to make the students hurry from the locker room, and have variation so everyone has something to do.

This program should be arranged to have competition so the boy may compete against another or against his own best record. Improvement can be measured each day if desired, but learning comes faster when the student is relaxed and enjoys something which is pleasant and without tension. The less skillful student will probably carry on because of the chance of improving his skills without the thought of making a poor showing.

Caution should be used in giving tests in placing too much attention on the facts and skills mastered, rather than on the amount of progress made by individuals toward educational goals. Since the objectives of physical education are the same as the objectives of all education, the experiences in physical education should be a part of the evaluation program of the whole school.

Handicapped Program

The regular program of physical education was not set up to meet the needs of the physical handicapped. The activities in this program were usually beyond their capacity. Their opportunity for successful participation in these classes was very limited. If
forced to compete with normal individuals, the handicapped person usually developed a defeatist attitude or an inferiority complex. The program for the handicapped must be satisfactory to them so that they will have an interest and a desire to participate.

The trend in the handicapped program is away from corrective formal exercises and toward the advantages and opportunities of properly supervised games and sport activities adapted to meet their needs. "This newer trend takes the physical handicapped individual as he is with respect for what he may become, helps him to help himself and contributes to the better health and efficiency of the total individual." In education today the program must be made to educate toward the development of all the potentialities of each student. The handicapped student needs every possible obstacle removed so that he can make his adjustment to life. The student must be considered as a total personality. Special provisions must be made for taking care of those handicapped students who cannot be handled in the regular class period.

In a program for the handicapped, the question arises regarding more funful activities. Many students go to corrective classes of calisthenic exercises with no desire or motivation for going. There are many handicapped individuals that the physical education program

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cannot aid, but the program carried out will be more desirable to them with funful activities. There is little evidence to support the corrective value of this type of activity. There are however, socializing benefits and a correction of mental attitudes from this program.

There are many activities that can be used for handicapped students such as: ping pong, basketball shooting, tennis serving, volleyball, soccer dribbling, target throwing, football passing, golf putting, wall tennis, wall ball throwing, strike frame pitching, shuffleboard, badminton, paddle tennis, bean bag board, dart target throwing, and many others. The recreational value obtained from activities like these is unquestionable. The average individual has a large amount of leisure time. The handicapped individual may have more than an average amount of leisure because of his situation. Physical education has a unique opportunity to contribute to the recreational life of the individual by preparing him for better use of his leisure.

Recreational activities help to relieve the tension that a handicapped person may have. Strafford says: "The socializing benefits of recreative physical education activities are needed by the typical so that he may be temporarily released from the usual cares and routine of his daily tasks and allowed to participate in those
recreative activities which are within his capacity."15

Adapted sports have been used successfully in teaching the handicapped. Adapted sports aid the individual in making adjustments. They help him find ways for the solution of his conflicts. He learns to associate and mingle with other individuals as he must do throughout life. He is allowed to participate with normal individuals in sports which are within his capacity. His social adjustment may be secured through participation in adapted sports. He is able to develop the feeling of belonging to a group and competing in group activities. Through adapted sports the student will learn to adjust his behavior which will help him adjust himself later in the ever-changing social order. Adapted sports provide the individual opportunities for the satisfaction of thwarted desires, urges, conflicts, and drives.

Adapted sports do not take the place of corrective exercises. If the physician prescribes exercises for the student they should be executed whenever and wherever it is convenient for him. The desire to learn certain skills may be the motivating force for these corrective exercises. The wise instructor will grasp this opportunity to improve his program for these people.

15 Ibid., p. 11.
Development of Leisure Time Activities

The main objective of a leisure time education plan is to habituate youth to the worthy use of their leisure. The discovery of students' special interests and the development of skills and attitudes for the enjoyment of their leisure hours are important steps toward that end.16

Through physical education the instructor has the opportunity to develop the students' interests and promote the use of the community's leisure time activities. The skills and abilities that the youth learn and develop in the physical education class can be readily transferred to this use. No individual will develop an interest in activities with which they have no acquaintance. One primary function of physical education is to introduce to the youth many activities and help them develop a certain amount of skill in the hope that he will develop an interest that will carry over into adult leisure time.

A second function of physical education is to develop healthy attitudes toward leisure time activities.

If the physical education class is to interest the individual in worthy leisure time activities, care should be taken in making a favorable introduction to them. It will take careful planning and guidance by the instructor to be sure the correct attitudes are learned. Many individuals have developed an anti-physical education thinking because of a well-meant but unintelligent approach to the

activities. Physical education should attempt to develop in the individual a life-long interest in physical activities.

In physical education the activities presented must contain values that can be carried over into adult life, as well as be used by the individual during their present leisure time. This makes it necessary for the instructor to teach activities that have value for the youth at his particular stage of development. Every child has some form of physical activity during the out-of-school hours, so to make the physical education class serve many purposes, it is important to create a carry-over interest in worthy and beneficial activities. The interests of the child will change from one activity to another as he grows older. The intelligent instructor will introduce skills that the youth will need later in games in which he will want to participate.

In presenting activities it must be remembered that the youth prefers those in which he feels an interest and which give him satisfaction and pleasure. In presenting the activities it must be remembered that there are individual differences in capacity and ability which make it impossible to predict what will appeal to each individual. Actual skills must be presented and learned so that interest in adult life will not be abandoned because of the lack of skills.
Evaluation of Program

In evaluating a physical education program the instructor has to keep many things in mind. There are many guiding principles he must follow so as to have a well-rounded program that will include and take into consideration everyone involved.

(1) The fact that individuals differ, or that people are not alike, must be kept in mind. These differences appear in mental interests, physical capabilities, capacity to become a successful athlete, capacity to develop skills and ability, are a few. It is important that the instructor discover individual abilities and limits so that with this information the program can be adapted accordingly. Too many individuals will be missed in a program that fails to take individual differences into consideration.

(2) The student, affected by learning and custom, will prefer certain forms of activities to others. The individual will want to have competition, mastery in activities, and a feeling of superiority. The instructor should always attempt to group teams so they are evenly matched, and arrange it so that all individuals experience victory occasionally. Every individual likes to merge with a group and prefers to do things which are accepted by the group.

(3) The best learning occurs when there is interest. If interest is lacking, little is learned insofar as habit formation is concerned. The better prepared an individual is to respond, the better the response. If the student finds satisfaction in the
responses, he tends to repeat the act, and has a better chance of learning it. The program should be arranged so each individual gets some satisfaction out of his first contact with it.

(4) Proper progression in activities is essential. There is more learning if the activity is presented as a whole and then broken up into parts. In this process of learning the new activity, the student has a knowledge of what the end result will be. By breaking it up into parts, the individual gains the knowledge of the fundamental skills that are necessary to carry the activity on successfully. In practising in parts, the whole activity and final goal in mind should be kept in mind.

(5) In teaching an activity, the intelligent direction of practice is important. Careful consideration should be given in teaching only proper methods so that the goal is attained and proper improvement is shown. The instructor must be alert to correct any incorrect learning of skills and habits, because if skills are learned incorrectly they become a part of the individual’s response. The instructor is faced with the difficulty of unlearning skills if incorrect learning has taken place.

It is known that pupils learn exactly what they practice. The greater the amount of correct practice, the greater the tendency to learn the proper skills of the activity. Skill in the activity is not gained by just practicing fundamentals. Final skill comes from actually playing activity. It must be remembered to strike a
balance between practice of fundamentals and actual playing of the game.

The instructor must know the proper order for the presentation of skills. The skills that are taught should be restudied to make sure that all the skills are taught in proper order. If the skills are not taught in order, the finished product may not be the result desired.

(6) The pupil should understand what he is doing. Proper attitudes and behavior patterns will result and will pay dividends in pupil improvement. They will learn much faster that which is meaningful to them. Diagrams, charts and illustrations which they understand will also be beneficial.

(7) It is important that there is a transfer of learning that will carry over into adult life. The activity must be arranged and skills learned so the individual can enjoy it as a player or spectator.

There should be a transfer of training to meet other situations. The student must be guided to recognize common elements in different situations so as to project his thinking in advance of the situation that will arise.

Summary

In this chapter the author has attempted to show through physical education how the best attitudes toward right and wrong are
developed, and how, through proper guidance, the student can be directed in carrying out the correct response. Through physical education the student develops responsibility and learns cooperation. It is known that with a little responsibility placed upon them, some of the most uncivil students begin to take an interest and become very cooperative. In the physical education class leadership and fellowship are learned and go hand in hand with all activities. The students learn to respect the abilities of others. He learns the correct social response in the many situations that arise during the heat of an activity. The pupil develops social behavior patterns that are needed to carry on an active and happy adult life. In physical education the student develops healthy bodies and minds. In the activities, his muscles are developed and correct health habits are learned which are necessary for healthy bodies. In physical education the student learns skills in activities that are useful in his future life. These skills may be used as a participant in the activity or as a spectator. The skills that are learned and developed can be used in the youth's leisure time and in the adult's leisure time.

Physical education can contribute greatly to the cumulative record of the individual. In the physical education class the instructor can obtain the height and weight of the student. Eye and ear tests can be given that will show some deficiencies and the student can be referred to a doctor. By observing the student, the
instructor can see physical changes that may be used in giving reasons for studying the actions of the individual.

The instructor can obtain valuable information about the youngster through the behavior rating scales he uses. This information can be turned over to the guidance department of the school for the use of all teachers.

The physical education class holds a very important place in the curriculum of the school. The instruction given the students and the information that is gained from these classes can be invaluable.
CHAPTER III

RELATIONSHIP OF THE INTRAMURAL ATHLETIC PROGRAM TO GUIDANCE

Intramural athletics in Shelton have many obstacles to overcome in order to have a desirable program. It is impossible to get one hundred per cent participation. Over sixty per cent of the students ride buses and travel as far as twenty-five miles. Many of the boys are expected home after school to work. The noon hours are a half hour long and have staggered lunch periods during that time. The gymnasium is a four or five minute walk from both the junior and senior high school. No time is allocated for intramurals during the school day.

The intramural program in Shelton must be carried on either after school or in the evenings with the result that many youngsters are unable to participate in the program.

It is the intent of the author to relate the many phases of guidance activities that can be used in an intramural program.

Purpose of the Intramural Athletic Program

The development of the intramural program came when it was realized that the interscholastic program could not include everyone. It became evident when the average student stood around on the side lines watching the highly trained interscholastic teams practice, and
then wander off with nothing to do. The intramural athletic program was devised to provide an opportunity for a large mass of students to engage in activities. It gave the student an opportunity to enjoy the desirable results that come from this type of a program.

Williams says this about intramural athletics:

He is a member of an intramural team enjoying the thrills of success which crown achievement, learning to take defeat intelligently and graciously, developing worthwhile habits of leisure time, and forming a permanent interest in sports.1

The play in the intramural athletic program will not be on as high a level in skills as in the interscholastic program. The games are selected with the following criteria in mind:

The activities should be easily learned, interesting to students, and adaptable to average facilities. They should not require elaborate equipment or prolonged conditioning. Team games as well as individual sports should be promoted and all should be physically wholesome.2

To make the intramural program successful the student must have the opportunity to play. To have a successful program the activity must be healthful. The same principles of safety and sanitation that apply in the physical education class and to the interscholastic


athletics program should be insisted upon. Since there are so many students participating in the intramural program the opportunity is there for a sound health education program. Through proper guidance on the part of the instructor correct health habits and attitudes are formed.

The intramural program helps the individual develop recreational and leisure time activities. In the present civilization one should spend part of his leisure time in wholesome physical activity. The intramural program develops skills in games and sports which will help the individual in his selection of leisure time activities during school days and in adult life. A person enjoys doing things that he has success in. The intramural program gives the person a chance to discover and develop skills that will make him more proficient. This will help to build a lasting interest in physical activities.

The intramural athletic program helps to develop social competence which makes for good citizens. Many life situations develop in this program and, with guidance, the youngsters are aided in adjusting themselves to the social order in which they live. The intramural program facilitates the development of sportsmanship, truthfulness, cooperation, fair play, self-reliance, courage and friendliness. Every adolescent has a desire for many friends. Through the intramural program the adolescent can develop broad friendships with his team mates, opponents, officials and spectators.
The intramural program gives the student pleasure in the competition it affords. The intramural program should be varied enough so that individual differences in interest may be satisfied. Individual sports are included so that the non-team minded individual will be interested and be able to participate. Forsythe says:

It should be kept in mind that many of us have the time and chance to engage in activities or hobbies only when we are alone or with comparatively few others present. Most highly organized team games offer little chance for participation after high school or college.

It is important that the intramural athletic program be put on an elective basis. In order to have a better program the student should want to participate and not be forced to. The activities in the program should be so attractive that the student wants to play. Every individual should be encouraged through appropriate guidance to participate in some form of intramural competition.

Characteristics of an Intramural Athletic Program

To have an intramural athletic program function properly and carry on the educational responsibilities, there are fundamental characteristics that need to be carried out. The ideal program has the following characteristics:

1. It provides a program of


various interests, degrees of physical power and games of rugged na­ture, development of experiences and skills; (2) Adequate equipment is provided for everyone; (3) It equalizes the competition so the interest is maintained; (4) It provides leadership for the program; (5) It teaches and practices the rules of healthful living; (6) All facilities are in good shape so as to prevent accidental injuries; (7) It provides fun for all and the importance of winning is not stressed; (8) It stresses that fair and wholehearted play to win is more important than winning by foul methods; (9) It keeps recrea­tional values in mind in all activities presented; (10) It cultivates a respect for the abilities of others; (11) It helps to develop socially desirable behavior; (12) It shows dissatisfaction in poor sportsmanship; (13) It cultivates a friendliness toward the oppo­nent; (14) It stresses a development of emotional control; (15) It promotes good habits, attitudes, and conduct; (16) Material awards for participation are not offered; (17) It provides a place where the student may do well in some activity and win the approval of the group; (18) It provides a place to test out the fundamentals learned in the physical education class; (19) It provides an opportunity for everyone to participate in games of their own choice; and (20) it brings about conditions that through careful guidance will develop better democratic living.

Since man is competitive by nature the educational program has to provide a place for competitive activities. Education must give
the youth opportunity for practice in ways of responding to the fundamental urges which will make for both individual and group welfare. The intramural athletic program has this opportunity to fill its educational requirement. Nixon says:

Fortunately man is cooperative by nature under certain conditions, as well as competitive under others, and therefore the prime educational functions of group competitive activity is the promotion of cooperative types of responses and the proper modification of competitive responses, so that both may contribute ultimately to individual and group welfare.5

It is recognized by all organized education that group activity is one of the chief sources of learning which will promote better group living.

Development of the Whole Child

The theme of education today is that the whole child comes to school. The child comes to school and needs mental, physical and social development. Education today recognizes that in order to be a well-rounded individual he needs education in all of these phases. The intramural program of the school is one activity that helps educate the child in these ways. A good intramural program assists in the development of good mental, physical, and social habits.

In developing an intramural program thought must be toward the accomplishment of worthy educational ends. The intramural program has valuable opportunities to capitalize upon the urges and drives

5 Ibid., p. 135.
the youth has for educational benefits. In order to live in a democracy the individual must have actual practice and participation in it. In order to assume the duties, obligations, and responsibilities in a democracy, the student must have training that will carry over from youth to adult life. The intramural program can be arranged so as to give the youth needed training so that he will be able to meet and discharge these responsibilities as a grown-up.

The intramural athletic program possesses qualities which contribute to the complete education program. This program meets many of their needs and interests. It helps the child to learn by doing, and gives him life experiences. It contributes to personal happiness and exemplifies true service where the player gives up personal reward for the best interest of the group. The correct treatment of opponents, expression of sportsmanship, and group loyalty are degrees of social conduct that the youth needs to gain for proper development in a well-rounded adult life.

The basis of the intramural athletic program is that all students should have the opportunity to compete regardless of their degree of skills. Forsythe says: "They have an inherent right to play or to attain self-expression through intramural games." In setting up the intramural athletic program the activities should be

6 Forsythe, op. cit., p. 347.
those in which the youth is interested individually. The program should be so arranged so that they have an opportunity to learn new games which will mean learning new skills and developing new interests. The intramural competition should be for the contestants themselves.

The intramural program should be a part of the physical education program of the school, and those in charge of that department should be in charge of the intramural program. The skills and interests obtained in the physical education class should be carried over into the intramural program. Through proper guidance by the instructor, the activities of both programs can be made more beneficial to the individuals participating in them. As a result of the intramural athletic program there are more and better participants in sports, and better informed spectators.

The intramural program may be viewed in a second way. Many students have an ambition to play on the interscholastic athletic team. In many large schools where there is an abundance of so-called material for the team, the youth often lacks the skill in the fundamentals of the game and is unable to make it. In the intramural athletic program, the boy is able to learn and develop the skills necessary and is then able to make the team and realize one of his highest ambitions. This program can be likened to general courses in education. In music, dramatics, and debate the students have learned the fundamentals necessary and then the ones who show the
most proficiency are chosen for further work and often represent their school in that activity. The athletic program of the school could work the same way. The interscholastic program usually includes those individuals who are most proficient in a particular sport. The interscholastic program should be the outgrowth of the intramural program. In the intramural program many games and new skills are taught to the student and then the more adapt ones advance to the interscholastic program. The intramural athletic program provides play for all those who are interested, while the interscholastic program concentrates on a few; but the same benefits in interest and activity are realized by all. Neither activity should overshadow the other. The intramural program should be given proper emphasis and have recognition which will build interest so the large mass of students who want to play are given a chance.

The interscholastic and intramural program need not conflict. The purpose of both are distinct, yet both should contribute to the pupil's recreation and health.

The intramural athletic program is one phase in the education of the whole child which with proper guidance can help the individual develop desirable attitudes toward physical activities that are needed for a well-rounded individual.
Administration of an Intramural Athletic Program

The person in charge of the intramural athletic program should be from the physical education department. This person should not have charge of any interscholastic teams if it is at all possible. The main objection for having an interscholastic coach in charge is that he may let the interscholastic interests overshadow the intramural program. This is not true in all cases. There have been good intramural programs run by an interscholastic athletic coach.

The intramural director should be the executive in charge and should have at least two intramural managers to assist him. One manager should take care of equipment, post schedules, keep score during contests, keep permanent records that are needed, and any other duty that the director assigns him. The second manager should assist the first manager and be ready to do any function the director assigns him.

In the organization of the intramural program there are numerous ways of selecting the teams. The class period, home room, clubs, study groups, physical education class or classification based upon height, weight, age are a few. It is important that the teams are evenly matched to insure lasting interest and a successful program. If it is possible the intramural program should be a part of the school day program. Less strenuous activities can be carried on during the noon hour program.
If it is possible, there should be no eligibility rules. The only exception might be those who are way below average in work in school and their time may better be spent in studying. It will take careful guidance and close study to see what would benefit the student the most. An eligibility rule pertaining to undesirable actions by the participant during the game may be imposed.

In developing an intramural athletic program seasonal activities will usually develop and hold the most interest. Following are lists of seasonal sports that may be used for an intramural program for junior and senior high school boys.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch football</td>
<td>Basketball</td>
<td>Softball</td>
</tr>
<tr>
<td>Golf</td>
<td>Volleyball</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Archery</td>
<td>Badminton</td>
<td>Badminton</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Boxing</td>
<td>Speedball</td>
</tr>
<tr>
<td>Horseshoes</td>
<td>Ping Pong</td>
<td>Horseshoes</td>
</tr>
<tr>
<td>Soccer</td>
<td>Bowling</td>
<td>Swimming</td>
</tr>
<tr>
<td>Speedball</td>
<td>Foul Shooting</td>
<td>Tennis</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Shuffleboard</td>
<td>Field Hockey</td>
</tr>
<tr>
<td>Tennis</td>
<td>Gymnastics</td>
<td>Track Activities</td>
</tr>
<tr>
<td>Swimming</td>
<td>Archery</td>
<td>Archery</td>
</tr>
<tr>
<td></td>
<td>Swimming</td>
<td>Golf</td>
</tr>
</tbody>
</table>

In presenting intramural programs there are several types of competition that are used. The three most common are: (1) Round Robin Tournaments, (2) Elimination Tournaments, and (3) Ladder and Pyramid Tournaments.

Most intramural competition is set up so that round robin schedules may be played. It is best to set up leagues where not more than
eight teams are playing. At the end of the regular play, winners of leagues may play off for the championship if it is desired. If too many teams are in the same league interest may lag because of lack of play. It is better to have smaller leagues playing round robin schedules and if more games are desired, another round robin may be played. Table III is a round robin schedule that may be used for eight or less teams.

The elimination tournament can be of two types. Either a single elimination, in which after one loss the team is through playing in the tournament; or a double elimination, where it takes two defeats to eliminate the team from the tournament. The single elimination tournament has its weakness in that a good team may be eliminated early from the tournament, yet is a better team than some of the surviving teams. Table IV shows an elimination tournament.

The ladder and pyramid tournament are better for individual competition, after the numbers have been chosen to show their place upon the ladder or pyramid, a player may challenge the one above him. If he defeats the one above him he may take his place on the ladder or pyramid. Table V is a ladder tournament and Table VI is a pyramid tournament.

In administrating the intramural program the director in charge must have the cooperation of the school administration and teachers. The school administrators must be sold on the program so that they will work with the director in outlining space, time, and staff.
TABLE III
ROUND-ROBIN SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>3 Teams</th>
<th>4 Teams</th>
<th>5 Teams</th>
<th>6 Teams</th>
<th>7 Teams</th>
<th>8 Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-date</strong></td>
<td>1 plays 2</td>
<td>1 plays 2</td>
<td>1 plays 2</td>
<td>1 plays 2</td>
<td>1 plays 2</td>
<td>1 plays 2</td>
</tr>
<tr>
<td><strong>games</strong></td>
<td>3 bye</td>
<td>3 &quot; 4</td>
<td>3 &quot; 4</td>
<td>3 &quot; 4</td>
<td>3 &quot; 4</td>
<td>3 &quot; 4</td>
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<td></td>
<td>5 bye</td>
<td>5 &quot; 6</td>
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</tr>
<tr>
<td><strong>Second-date</strong></td>
<td>1 plays 3</td>
<td>1 plays 3</td>
<td>1 plays 3</td>
<td>1 plays 3</td>
<td>1 plays 3</td>
<td>1 plays 3</td>
</tr>
<tr>
<td><strong>games</strong></td>
<td>2 bye</td>
<td>2 &quot; 4</td>
<td>2 &quot; 4</td>
<td>2 &quot; 4</td>
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<tr>
<td><strong>Third-date</strong></td>
<td>2 plays 3</td>
<td>1 plays 4</td>
<td>1 plays 4</td>
<td>1 plays 4</td>
<td>1 plays 4</td>
<td>1 plays 4</td>
</tr>
<tr>
<td><strong>games</strong></td>
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<td>2 &quot; 3</td>
<td>2 &quot; 3</td>
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<tr>
<td><strong>Fourth-date</strong></td>
<td>1 plays 5</td>
<td>1 plays 5</td>
<td>1 plays 5</td>
<td>1 plays 5</td>
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<td>1 plays 5</td>
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<tr>
<td><strong>games</strong></td>
<td>2 bye</td>
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<td>7 &quot; 8</td>
</tr>
<tr>
<td><strong>Fifth-date</strong></td>
<td>2 plays 6</td>
<td>1 plays 6</td>
<td>1 plays 6</td>
<td>1 plays 6</td>
<td>1 plays 6</td>
<td>1 plays 6</td>
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<tr>
<td><strong>games</strong></td>
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<td></td>
<td>7 bye</td>
<td>7 &quot; 9</td>
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<td>7 &quot; 9</td>
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<td>7 &quot; 9</td>
</tr>
<tr>
<td><strong>Sixth-date</strong></td>
<td>2 plays 7</td>
<td>1 plays 7</td>
<td>1 plays 7</td>
<td>1 plays 7</td>
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<td>1 plays 7</td>
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<td>7 &quot; 9</td>
<td>7 &quot; 9</td>
</tr>
<tr>
<td><strong>Seventh-date</strong></td>
<td>2 plays 8</td>
<td>1 plays 8</td>
<td>1 plays 8</td>
<td>1 plays 8</td>
<td>1 plays 8</td>
<td>1 plays 8</td>
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<td>7 &quot; 9</td>
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</tbody>
</table>


TABLE IV

Double Elimination Tournament

<table>
<thead>
<tr>
<th>Game 1 - A plays B</th>
<th>Game 2 - C plays D</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;3 - E &quot; &quot; F</td>
<td>&quot;4 - G plays H</td>
</tr>
<tr>
<td>&quot;5 - Loser game 1 plays loser game 2</td>
<td></td>
</tr>
<tr>
<td>&quot;6 - &quot; &quot; 3 &quot; &quot; 4&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;7 - Winner &quot; 1 &quot; winner &quot; 2</td>
<td></td>
</tr>
<tr>
<td>&quot;8 - &quot; &quot; 3 &quot; &quot; 4&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;9 - &quot; &quot; 5 &quot; &quot; 7&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;10 - Loser &quot; 8 &quot; winner &quot; 6</td>
<td></td>
</tr>
<tr>
<td>&quot;11 - Winner &quot; 7 &quot; &quot; 8&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;12 - &quot; &quot; 9 &quot; &quot; 10</td>
<td></td>
</tr>
<tr>
<td>&quot;13 - &quot; &quot; 11 &quot; &quot; 12 (winner is champion; loser is runner-up)</td>
<td></td>
</tr>
<tr>
<td>&quot;14 - Loser game 11 plays loser game 2 (winner wins 3rd place; loser wins 4th place)</td>
<td></td>
</tr>
</tbody>
</table>

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TABLE V

Ladder Tournament

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Smith</td>
</tr>
<tr>
<td>2</td>
<td>Jones</td>
</tr>
<tr>
<td>3</td>
<td>Brown</td>
</tr>
<tr>
<td>4</td>
<td>Adams</td>
</tr>
<tr>
<td>5</td>
<td>White</td>
</tr>
<tr>
<td>6</td>
<td>Gray</td>
</tr>
<tr>
<td>7</td>
<td>Davis</td>
</tr>
<tr>
<td>8</td>
<td>Black</td>
</tr>
</tbody>
</table>

TABLE VI

Pyramid Tournament

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(D)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(O)</td>
<td>(U)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(G)</td>
<td>(L)</td>
<td>(A)</td>
<td></td>
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<tr>
<td></td>
<td>(S)</td>
<td>(J)</td>
<td>(E)</td>
<td>(R)</td>
</tr>
<tr>
<td></td>
<td>(R)</td>
<td>(Y)</td>
<td>(P)</td>
<td>(A)</td>
</tr>
</tbody>
</table>

The benefits of the program must be sold to the faculty so as to have their cooperation. If homeroom arrangements are used in selecting competition, the teacher of the homeroom must help the director administer the program. Homeroom captains must be appointed which may be done through the homeroom teacher. There are many cases where, through homeroom competition, the class has united, interest built, and cooperation of all in the room given, which was the making of the homeroom. More homeroom spirit and enthusiasm may result because of the intramural activity.

Getting the faculty members on the side of the intramural program is a real boost. It will be done easier if it is shown that every boy will get a chance to compete and will be reached by the program.

There is nothing that will kill an intramural program faster than poor organization. Good organization will stimulate and increase interest. There is no other part of the school extracurricular program that has the opportunity to reach all the students as the intramural program. Through the intramural program, guidance that is needed to cope with the many situations in the modern society of today can be given. The opportunity for guidance is there and must not be passed up if the school is to carry on its educational responsibility.

The reason many intramural programs have fallen short was that the participant was given little in acquiring skills, little attention to physical conditioning, and not enough thought given to the
methods of stimulating one hundred percent participation.

Summary

The intramural athletic program must point toward the accomplishment of worthy educational goals. The intramural program possesses qualities which contribute to the complete educational program. The intramural program contributes to, through highly organized guidance, many life experiences.

The intramural program contributes to the fundamental urge of competition by allowing every person the chance to play. Proper guidance helps the individual become interested in group activities or individual competition which the intramural program offers. The intramural program offers the student a chance for self expression, a chance to do well in some activity, and an opportunity to win the approval of others. The intramural program gives the individual the opportunity to discover and develop skills that will make him more proficient.

Through guidance from the educational staff the intramural program develops proper attitudes, correct social, moral and personal behavior patterns, physical development, and democratic living that every individual needs to live a normal, successful life.
CHAPTER IV

RELATIONSHIP OF THE INTERSCHOLASTIC ATHLETIC PROGRAM TO GUIDANCE

Competition in four major sports, football, basketball, baseball and track are carried on by both the Junior and Senior high schools in Shelton. There are four men who do the head coaching in one or two of the sports and assist in the others in the Senior high school. In the Junior high school there are also four men who do the coaching.

Participation in the interscholastic program is after school. This presents a problem as it affects the number of boys who can participate. It is usually five o'clock or after when practices are over and in the late fall and winter months it is dark when they start home. The boys have to provide their own transportation home which is usually hitch hiking. Many more of the boys would participate in the program than do if they lived closer to school.

The writer has coached all sports in the Junior High school, and football and baseball in the High school. It is his intent to learn and relate the many guidance opportunities that may be carried on in the interscholastic program.
Development of the Whole Child

Nixon and Cozen state that much of the characteristic behavior of man may be described in six categories of basic tendencies:

1. Man is a gregarious animal. 
2. Man is a competitive animal; the tendency to try to excell may be regarded as almost universal. 
3. Play is spontaneous; natural play of children is a natural response to organize needs. Fundamentally all sports and athletics have this same natural basis. 
4. Man tends to repeat and learn behavior - mental, emotional or physical - which brings him satisfaction. 
5. Man does not inherit codes or standards of moral or ethical conduct. He must learn them. 
6. Man is an imitative animal. He tends to adopt responses suggested by other persons.

By taking into consideration the six facts stated above, the educational staff that controls interscholastic athletics are able to promote a good athletic program. Man has been made competitive by nature and by necessity. Since modern living has been based upon competition, the responsibility lies with the schools to promote practices in ways to respond to the benefit of individual and group welfare. Past experiences in interscholastic athletics have shown that guidance was necessary to promote cooperative types of response and a proper modification of competitive responses.

Through proper organization and control of interscholastic athletics, the needs of the individual for physical, mental, and emotional self-expression are met. Athletics delve deeply into the

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emotions of the human being and have been considered important fac-
tors in molding ethical, moral, social habits, and personal behavior
patterns. Athletics, through proper guidance, can be one of the best
educational helps in educating the whole child.

Experience has shown that the experiences the individual has
gained in athletics can bring about undesirable habits as well as
desirable ones. The participant can learn selfishness as well as
cooperation, cheating and dishonesty as well as honesty, poor emo-
tional control as well as correct social responses, dangerous
physical welfare as well as healthy vigorous bodies, and improper
leisure time knowledge as well as constructive leisure activities.
The guidance given the youth who participates, plays an important
part in the existing social order.

There is an opportunity through athletics for the exercise and
teaching of fundamental traits and interests. Through them the
teacher of athletics has a means of conditioning the modern, ethical,
and character traits of desirable citizenship.

Social, Ethical, and Emotional Values of Athletics

Social training that will develop a social consciousness is an
important part of modern education. Interscholastic athletics pre-
sents to the educator one great activity rich in social possibilities.
Social results are inherent in athletics, and there is a natural
development of a number of desirable social traits and tendencies.
The basic one is group consciousness, or group spirit. This concept is the realization of one's identity with and a membership in a group, and its interests against selfish desires and accomplishments.

The athletic program has proven to be one of the unifying aspects of the educational program. The athletic program many times has been the expression of the school's personality. Many students have gained their first real conception of group consciousness and have submerged their individuality through the athletic program.

The Central League of the Southwest Washington Conference, has a sportsmanship trophy that is awarded each year to a school that maintains the best sportsmanlike behavior on the part of the spectators and ball players. Through this medium crowd and player behavior can be guided to its highest possibilities. It is known that crowd behavior has its own specific characteristics and qualities and the crowd therefore reacts to given situations in different ways from that in which any individual in the crowd may react. Whether the practice of sportsmanship stated above has desirable results over a period of time is questionable, but improved sportsmanship has been reflected in crowd behavior primarily because of it.

Loyalty is a part of the social values that has been developed through interscholastic athletics. In the athletic program loyalty has the opportunity for its expression. This is one phase of life in which loyalties to coach, school, teammates, and to ideas have been stressed. There is no claim to have definitely demonstrated
transfer value to life situation from this type of loyalty, but it has been taught with great intensity and impressiveness upon the participant.

Athletics make a great social contribution in the development of leaders and followers. The experience the boys obtain by being quarterbacks, captains, managers and other team leaders is worthy training in leadership. Being able to follow and assist a wise leader has its place in modern civilization.

No other educational teacher may command such cheerful obedience as the athletic coach. The rules of training, the authority of the officials, and the word of the coach have carry-over values that will lend itself to a better social order. The athletic leaders must guide and improve these influences.

The competition in interscholastic athletics compels many decisions that present opportunities for good or bad choices. The play fields, football field, and basketball court are places of repeated decisions of ethical nature. To have transfer value in adult life they must be put into practice in all of the varying situations possible until they become established as habits. There is no other educational force that can guide and develop ethical standards as there is in an athletic contest. The heat and intensity of the game, the temptation, the case of not being seen committing a foul, opponents taking unfair advantage, makes the athletic program a testing ground for the development of ethical standards. The
decision may not always be the right one, but the athletic program has to be in the hands of educators who are striving to build habit of correct ethical choice.

The interscholastic program has improved and has obtained many high ethical standards in matters of playing conduct. Few schools will employ a teacher or coach who will allow unethical practices. Educators, crowds and student bodies usually condemn a player guilty of infractions of ethical conduct.

Many schools have set up means by which the player of both teams meet after the game and are able to know each other off of the athletic field. The Central League of the Southwest Conference has developed a plan where after each contest the host school prepares a meal for their opponent. The boys of both squads are intermingled and have a much better chance of knowing each other. Any animosity that had arisen between players during the game has a better opportunity to come out, and they are able to see that they are fellows from another school who have the same things in common. The value of this type of program may be questioned by some, but the author feels that social adjustments are made which have helped interschool relationship.

The interscholastic athletic program has helped to develop self-control, sportsmanship, the way to win and lose, fighting spirit, clean life, self confidence, team work, sticking to it, and the respect for the other person. It is known that the intense and
peculiar emotional content of athletics brings with it a great opportunity to further educational goals, and guide the youth in becoming a well rounded individual.

Development of Democratic Living

Sports, wisely guided by the coach and officials, provide an ideal environment in which the individual may prepare for adult life situations while living and growing as an adolescent. To gain first hand experience in honesty, respect, sportsmanship, courage, sympathy, and control, the individual must have actual first hand experience. The environment in which this is learned must be organized and controlled for the best results to be obtained. This environment must be guided to direct the individual's response toward lines of proper conduct. Interscholastic athletics wholesomely organized and conducted provide an environment where democratic values are practiced and learned.

One significant trait of democratic living is cooperation. There has always been a need for cooperation and always will be. In a democracy the way of life requires that each person work toward a common end. The past has proven that there must be a willingness to give as well as take, and a spirit of helpfulness must be predominate.

There is a need for working with the players on the team in games where team play is involved. In making a touchdown the ball carrier isn't the only one who made it possible. It took the
blocking and teamwork of all the other players to make it succeed. To get a lay-in shot at the basket takes the skill and cooperation of five players. The examples are two of many that can be cited where it is important to have cooperation for success.

In no other part of school life are the opportunities for cooperation prevailing as they are in the interscholastic athletic program. There are definite opportunities for cooperative experience where there is much interaction of the individual with individual and of the individual with the group. According to McCraw, "Schools which fail to provide for maximum participation in games are missing excellent opportunities to develop the cooperative spirit so essential in modern life." 2

The individual who overcomes obstacles develops a feeling that brings satisfaction. It is through the opportunity to succeed that the interscholastic program builds competitive spirit. "To win today and lose tomorrow, but to keep on trying is the beginning of determination, pluck, and endurance." 3

Educators in charge of the interscholastic athletic program must continue to keep this equal opportunity for success. If it is


retarded the success of the program is then questionable. As long as there is interest and effort extended, constructive competition will continue.

The value of the athletic program in developing respect for the rules and the authority of the officials has been unquestionable. Those involved realize it is for the good of the game that rules and standards have been set up.

To have democratic living the individual must voluntarily submit to the laws and judgment of an official in a dispute. This comes not from fear of the consequence, but from the willingness to abide from what has been right for the common good of everyone involved.

In the athletic program, the essence of sportsmanship demands that the players be honest and fair with their team mates and opponents, recognize and encourage fair play, and condemn unfair tactics. The Sportsmanship Brotherhood code might well apply to the athlete:

(1) Keep the rule. (2) Keep faith with your comrades. (3) Keep your temper. (4) Keep yourself fit. (5) Keep a stout heart in defeat. (6) Keep your pride under in victory. (7) Keep a sound body and a clean mind. (8) Play the game.4

The social structure of a democracy demands that there be willing followship of many to an elected leader who acts for and in the interests of them. This democratic way of life necessitates the

4 Ibid., p. 479.
training of leaders and followers. The environment in the athletic program provides for the development of leadership, followship qualities.

The members of the athletic team recognize and understand the necessity for leadership. To run a team smoothly the quarterback calls the plays, and the captain makes decisions, rather than put it up to be voted on. The opportunity to gain experience in leadership may have carry over value into other activities.

This absorbing treatise on the interdependence of athletics and democracy strongly intimates that without democracy our system of athletics could not flourish, and without athletics our democracy would lose a vital, invigorating force. When athletics are conducted in the spirit of fair play and true sportsmanship, the values inculcated in team work, willingness to sacrifice, and acceptance of umpire's decisions, carry over into everyday living.5

There are many values to be gained from the interscholastic athletic program which have transfer value to democratic living. The extent to which these values may be realized depends upon the thought and guidance that is put into the program by the educators who conduct them.

The Coach's Role

The coach has the opportunity, because of his position, to apply the principles and techniques of counseling, and guidance. All boys are born with the desire to play; therefore, the interscholastic

5 McCraw, op. cit., p. 52.
athletic program has a vital and valuable part in the educational program. To further the total guidance program the guidance talents of the coach should be considered.

In athletic competition the student receives many benefits that he is able to use in later life. No other part of school life is able to give him these benefits. Because of the close physical contact and the development of competition the boys learn to get along with one another. With the proper guidance by the coach, the boys learn to accept responsibilities. He learns responsibility to himself, to his team mates, and to his school. These responsibilities are in the form of health habits, conditioning, team work and cooperation, honesty, and the way he conducts himself on and off the field. It is the coach’s job to establish the desire that these responsibilities will be attained.

Like many other teachers, the coach has been limited in the amount of time he can devote to guidance. The coach has usually been limited, too, in the guidance areas in which he can contribute. However, there are many situations where the coach has relationships with students in the athletic program and guidance opportunities arise.

Usually an informal type of relationship exists between the coach and his players. The individual attention that is required in coaching builds an intimate contact relationship and a close rapport can be established. An athlete sees in the coach a person in whom
he can confide and receive sympathetic, honest advice.

The coach has been able to render valuable service in health guidance. The coach has always been conscious of the physical and mental condition of his players. The players must have conditioning in proper health habits and mental attitudes to be able to compete successfully in the athletic program. Havel states: "Problems relating to diet, sleep, rest, physical development, strength, cleanliness, and safety are all within the province of the team supervisor and can be adequately handled by him."6

The coach should be consistent in conducting athletics with the health of the players in mind. He has to be constantly alert to see that the dressing room, towels, shower room and equipment has been cleaned to be in harmony with good health. Scheduling games before the players have had at least two or three weeks of practice and conditioning constitutes poor health practices. The athlete should have a tapering-off period before being allowed to enter another sport. Otherwise unnecessary damage to the boy's health may result. "When the philosophy 'to win at all cost - costs too much' becomes widely prevalent, the health objective of athletics will be more fully realized than it is today."7


The coach plays a guidance role as counselor when he gives advice or voices an opinion. The boys turning out for athletics usually do so on their own free will. The good relationship that develops between the coach and player presents an unique situation where the boy listens and does what is said without question. Because of this situation the coach gives unconscious guidance whenever he speaks.

A coach, well though of, gives unconscious guidance out in the community. Usually a young boy respects and looks up to the coach or his athletes. The training rules, such as no smoking and no late hours, can be established as tradition which will help the young fellow, and in the long run, the coach. The young boy usually mimics the athletes, and if they are non-trainers, he sees no reason for him to train. The coach must be constantly aware of this unconscious guidance. A man unwilling to accept the responsibility of this guidance should not be a coach.

A coach should always remember his limitations when consulted or asked for advice. If he has insufficient knowledge of the solution of the problem he should either delay his answer until he can get the information, or send the boy on to someone who is able to help him with his problem.

In the overall guidance program of the school the coach can provide information that will help the guidance specialists. The guidance personnel may call upon the coach to help counsel a student
with whom he has had previous contact and may be able to help.

For a coach to assume his place in the guidance pattern, he must develop an awareness of the potentialities of his position. He must cultivate his powers of observation. He must study and investigate the field of guidance, and then accept the total educational responsibility of leading youngsters.

Summary

The interscholastic program has developed from the muscle building factory to the building of the mental and social as well. As the educational philosophy broadened, the athletic program was given new significance.

Here were given great potentialities for developing in youth desirable knowledge, skills, habits, and attitudes. It was found that athletes, under proper guidance leadership, could become a powerful educational agency, particularly in the development of social and moral, as well as physical qualities. The dramatic nature of interschool athletics made them even more valuable in some respects than the physical education activities of the curriculum.

Athletics have been an important and vital part of the educational program and should be used to develop and promote worthwhile goals. To have athletics serve useful ends, they must be wisely guided and whole heartedly accepted by parents and educators.

8 Havel, op.cit., p. 44.
9 Voltmer and Esslinger, op.cit., p. 214.
Williams states: "The good and bad of our present athletic system are reflected in our national, social, moral, and economic mores." There is a need of standards and criteria for determining the worthwhileness of the interscholastic program. Educators have set up objectives for participants in the athletic program. Forsythe lists the following participant objectives which, while not all-inclusive, point out some possible achievements:

1. Opportunity to learn new games.
2. Improvement in playing skills.
3. Development of physical vigor and desirable habits in health, sanitation, and safety.
4. Opportunity to make real friendships with equal members.
5. Opportunity to widen a circle of friendship by acquaintance with members of opposing teams and to visit and play in other communities.
6. A chance to observe and exemplify good sportsmanship.
7. Realization that athletic competition is a privilege that carries definite responsibilities with it.
8. Association with real gentlemen and true sportsmen in the persons of athletic coaches.
9. A chance to enjoy one of the greatest heritage of youth — the right to play.
10. A chance to learn that violation of a rule of the game brings a penalty — and that the same sequence follows in the game of life.

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Forsythe has set forth the following salient factors a school administrator should keep in mind to make sure the athletic program is under proper control from the standpoint of the school or student body:

1. Athletics should occupy a position in the curriculum comparable to that of other subjects or activities.
2. Athletics should be made educational.
3. Athletics should be used to promote a fine school moral.
4. Proper student interest should be created by enlisted student aid at contests.
5. All visiting schools should be treated as guests.
6. A school's program in athletics, and the sports that it sponsors, should be based on the following factors:
   (a) The number of available students
   (b) The financial ability of the school to equip its teams properly and to furnish adequate facilities
   (c) Its ability to furnish competent instruction and wise leadership.
7. The athletic program should be an aid to school administration rather than a source of trouble.
8. There should be associated with the interscholastic athletic program a comprehensive plan for intramural activities.
9. The athletic program should be broad rather than narrow in its scope. It should include as many activities as possible in order to interest and be of benefit to more students.
10. In general, there should be no distinction between so-called major and minor sports. Each sport is of equal importance to the student participating in it.
11. The school policy should be definite so that athletes will not expect special privileges. If none are given, none will be expected.
12. Sportsmanship, fair play, and good school citizenship should be the objectives of all athletic programs.12

Athletic competition in the United States has been developed into an American tradition. The values gained by competing in an athletic program which has been correctly administered and properly

12 Ibid., pp. 7-8.
guided will bring results in the type of citizen that is desired in modern living. Sportsmanship, fellowship, development of character, responsibilities, physical vigor, aggressiveness, determination, self-control, initiative, and cooperation are desirable traits gained from the interscholastic athletic program, and when carried over into adult life form the basis of the competitive system under a capitalistic philosophy.
CHAPTER V

THE PHYSICAL EDUCATION TEACHER AS A GUIDANCE PERSON

In the preceding chapters guidance activities were related to the development of the student in the general program of physical education. Ways were shown where guidance could be given to develop proper attitudes, behavior patterns, democratic living, and physical development. The role the instructor has in guidance and his relationship to the total guidance program must be considered.

It is a well-known educational fact that no school can be greater than its staff nor can a program advance beyond the potentiality of those who administer it. The physical education program must have qualified instructors to carry on the responsibilities of this position. Voltmer and Esslinger state that the following qualifications in order listed should be considered: "(1) Personality, (2) Training (3) Experience, (4) Health".1

The personality of the instructor can be reflected in the personal guidance he gives to students. The personality of the physical education instructor and its fundamental basis of character are more important than other teachers. There are exceptions, of course, but

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more students will copy the physical education instructor than any teacher of an academic subject. Character qualities and acceptable reactions are caught and used by the student body more than what they are taught. A coach or physical education instructor can discredit his teachings of rule observance and being a good sport by breaking a rule during a contest. The team players will come to the conclusion that standards and rules can be broken if it is to their advantage. Guidance of this nature is carried on at all times and must be considered by the instructor of physical activities.

The time for personal guidance that the physical education teacher does must be considered. The physical education class or intramural athletic program are not teacher controlled as in many of the academic classes. Here the instructor can see the youngster react to many life situations that do not take place in other classes. Any problem the student has quickly shows itself. The instructor is in the position to give the guidance the individual needs to solve this problem. With private conferences with this boy the instructor may find the reason for his actions. The use of personal records in guidance office may help. Conferences with other teachers about this individual may help. The correlation of all three usually will produce the answer.

The teacher in physical education is in a good learning situation. The instructor becomes the counselor and authority through the personal relationships and competence which he utilizes. The
teacher must regard each pupil as a person and give guidance on this basis. The boy who have under-developed shoulder muscles or flat feet or poor coordination needs guidance in activities that will help him overcome these deficiencies. All children, normal or handicapped, profit through a program of personal guidance and counseling.

Evans and Gans say: "The pupils participation in sports, games, health work, and conditioning exercise means that not only his physical attributes but his emotional, social, and mental equipment are used as well."2 In physical education matters of individual adjustment and the solution of personal problems can best be done through the counseling approach.

Description of typical cases may indicate the need for personal help and counseling the physical education instructor can use. The case of Rollo illustrates one type of guidance.

The first week of physical education for Rollo was one of being the last one to do any of the activities. He was the last one to get his gym basket and put on his gym clothes, the last one to be out in the field, the last one in the shower, and the last one to get his clothes on after the class. During this week Rollo was teased by the other boys and didn't seem to have a friend. The climax came on Friday when the teacher found Rollo backed up against the wall with

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a knife threatening to cut anyone who came near him. The instructor took care of the situation that time by sending the boys on and then Rollo. As soon as it was possible the instructor went to the guidance people and talked with them and then went through his personal file. It was found that Rollo was the youngest of two boys. The oldest boy was killed in an accident and now his mother was very protective toward Rollo. She brought him to school in the car and took him home after school. She hardly let him out of her sight. It was found that the other boys made fun of Rollo because of this. The teacher realized that Rollo needed counseling, the boys needed it, and so did his family. Through help by the guidance department, Rollo's folks were able to see what they were doing to him and their relationship with him changed. It took several talks with the boys to enable them to see how they were acting toward Rollo. He then was accepted by the group and was able to get in with them. The acceptance of Rollo by the group changed him and made his relationship with others more healthy and happier for him.

The case of Richard illustrates another type of guidance:3

In a junior high school class in physical education, Richard was always the last child to come out on the floor, the last to engage

3 Ibid., pp. 201-202.
in a game or drill, the last to leave the shower room. He was not
treated unkindly by other youngsters; he seemed uninterested in
physical education. The teacher noticed this laggardness, but wisely
refrained from reprimanding or trying to hurry him. Instead, the
teacher asked him to come to the gymnasium office at the close of
school. The first conversation didn't get very far. Perusal of
Richard's record didn't indicate anything unusual in his previous
educational experiences; his attendance had been regular, his academic
work fairly good, with no indications of home tensions. After about
a week, the teacher asked him if he would like to take charge of the
issuance and checking in of equipment; Richard would. The responsi-
bility was delegated as much to learn to know him better as for the
delegation of responsibility alone. And the teacher did find out
some of the things which concerned Richard. Somewhere in the past
there had been built up in his thinking a fear of injury in athletics,
together with the idea that all athletes sooner or later got hurt.
Richard's interest in the sports page was prompted by his curiosity
over how many players on various teams had been injured. The teacher
was able to overcome this fear by judicious direction toward consid-
ering the number of boys who participated in sports with the school,
on city teams, and in the various leagues without injury. With the
furnishing of this information he was able to stress the need for
wholehearted participation in sports and other phases of physical
education as a conditioning safeguard: the boy who is in good
physical condition doesn't get hurt so easily. Within a few months, there was a noticeable change in Richard, a change which carried through to his relationships with other youngsters in other in- and out-of-school activities.

Each illustration emphasized the need for learning about the child. While many youngsters do not need the type of guidance mentioned, all of them face adjustments which very often cannot be made successfully without help.

Teachers of physical education are in superb position to know youngsters well enough to be of help; to know them well enough to have established the personal relationship basic to all effective counseling. Pupils, through their response to the inherent appeals of physical education are more receptive to the establishments of good counseling relationships in physical education than in any other area of school activity.4

A modern physical education program will seek multiple outcomes. Many of these outcomes of physical education are difficult to plan for and may not be seen. Oberteuffer has prepared a chart for the potential outcomes of physical education.5 Oberteuffer's chart is shown in Table VII.

In order to have an effective program the instructor must have some means by which he can measure the growth of the student. Any

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4 Ibid., p. 205.

## TABLE VII

**POTENTIAL OUTCOMES OF PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
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<tbody>
<tr>
<td>From participation at any age, one may derive</td>
<td>The zone of immediate and easily recognized values</td>
<td>The deeper zone of values difficult to plan for and produce without which no program fully makes its richest contribution either to society or to any individual</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Skill in the activity</td>
<td>Psychological characteristics</td>
<td>A deeper understanding of human nature and human relationships</td>
</tr>
<tr>
<td>Organic or &quot;health&quot; values</td>
<td>Social controls</td>
<td>An understanding of one's society-of the democratic way</td>
</tr>
<tr>
<td>Fun and amusement</td>
<td>---</td>
<td>Practice in reflective thinking</td>
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*Note: The table above is a simplified representation of the text.*
measurement that is carried on must have a definite purpose in mind so the instructor doesn't collect a vast quantity of data that will never be used. The type of measurement proposed is as an aid in evaluating limited aspects of pupil accomplishment. It seems reasonable that the teacher would want to know how the pupil is progressing in the development of skills, attitudes, behavior patterns and physical development and coordination. To further the guidance of each pupil this information is important.

In the case of Rollo, many of the students would be rated low in positive action qualities and positive attitudes when they were rated on the behavior rating scale taken from Table II. They tried to dominate him and make fun of him. Improvement would certainly be shown on their second rating as they did accept him, made allowances for the way he behaved. Using the same scale Rollo would be marked low in sociability, efficiency and leadership. In his case also, improvement would be shown in the second rating.

In the rating of physical skills and development a number of significant contributions have been made in the field of physical education along the lines of predicting present general status and
probable development.6 There have been tests prepared that will predict probable success in specialized athletic sports and tests in which they show possibilities of skill for use in leisure time. The type of guidance that can be given youth from these tests is important in their over-all development.

The physical education program that is organized to give guidance to the individual can give opportunities for self-expression. It will provide an opportunity for the new arrangements of old games, and the chance to try new games. They will be able to adapt activities to their own use.

In the physical education class self appraisal of one's ability or inability to develop skills may be accomplished. The teacher can guide the individual to the point where he has a chance to find success. The experience the student gains from physical education gives them an opportunity to know they are neither better or worse than they are and saves them from putting a false value on their

6 Rogers, Frederick Rand, Physical Capacity Tests in the Administration of Physical Education, (New York: Teachers College, Columbia University, Contributions to Education No. 173, 1925).


ability. The guidance the instructor uses to accomplish this must be fair, gentle and calm criticism. There is no need to humiliate a person, or praise a person who doesn't have the skills. Children can be taught and guided to know just what they can do and cannot do, and they are then able to develop satisfaction with themselves if they understand and do the most with it.

The physical education instructor should have a very close relationship with the whole school guidance program. He should have access to the records kept in the guidance office so he can use the information already gathered to provide better adjustments and help for each student in physical education, and also be able to provide additional helpful information that can be used by the guidance department or other teachers who need information about some child. Often times the coach or physical education instructor, through his supervision of after-school activities, may become aware of situations that no other person in the school knows about. If the situation requires the knowledge and direction of others, the guidance department should know about it. In sharing information about an individual, if it is of immediate importance, the teacher should forward this information to the counselor at once.

The aim of counseling in physical education is to develop the ability of the pupil to make decisions for themselves without the direction or assistance of others which, of course, is the objective of all guidance.
CHAPTER VI
RECAPITULATION

The purpose of this paper has been to give the writer a broader understanding of what can be done through guidance in physical education. The experience the writer has had in the programs he has administered has shown the need for giving guidance to youth under his supervision. A deep interest has developed in the manner in which the physical education activities can contribute to the over-all guidance of youth.

The reason for guidance, the needs of guidance, the basic concepts of, and the importance of physical education have been discussed.

The physical education program has been examined for guidance possibilities in respect to: The development of proper attitudes, the development of social behavior patterns, the guidance of proper physical development, the development of democratic living, the development of proper leisure time activities, the development of proper leadership qualities, the development of responsibility and cooperation and the cultivation of respect for the abilities and/or disabilities of others.

The role the physical education instructor has also been mentioned. The many guidance possibilities that the instructor has to
be continually conscious of and his relationship with the total guidance program have been discussed.

In Shelton many obstacles have to be overcome in order to have an all-inclusive relationship between physical education and the total guidance program. The knowledge and information gained by the author will enable him to prepare a better program and give more adequate guidance in areas that were overlooked before.
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