CONTRIBUTIONS OF PHYSICAL EDUCATION TO SELECTED
PROBLEM AREAS PROPOSED FOR A CORE PROGRAM
IN THE SECONDARY SCHOOL

DISSERTATION
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CHAPTER I

THE PROBLEM INTRODUCED

A democratic social order which understands its own character and purpose is bound to have a distinctive system of education.¹

Overview of Secondary Education

Through actions citizens express the moral values and the ideals of their society. History judges the contributions of nations to posterity largely by these two standards. These are accepted tenets of the writer. Often, it is repeated that Egypt, Athens, Rome, and Modern Germany declined in prestige because their citizens were led astray from the concepts which had brought them to their greatness.²

In a unique society, such as the Democracy of the United States, the writer holds that the foremost purpose of all education must be the creation of citizens whose basic tenets and practices will uphold, perpetuate, and strengthen the philosophies, in actions as well as in verbal


acclamations, of the Declaration of Independence and the Constitution of the United States. Through such education may lie the averting of such a fate as the one suffered by previous, great civilizations.

Best-known among the philosophers of the Founding Fathers for his political ideals is, of course, Thomas Jefferson. He should be equally as well-known and revered for formulating and stating the goals and methods for democratic education. If they had been followed and expanded, the lives of the men and the women of today might possibly refute all arguments about the possible failure of a democracy as the best way of life.³

Only the most picayune can disagree with the statement that the education of youth in the United States as conceived by Thomas Jefferson, Horace Mann, and other leaders is democratic in origin, concept, and purpose. Equality of opportunity is to be offered to all youth. To the public schools the individual is to bring his natural gifts and abilities for development and fulfillment. In the schools the future citizen is to learn and to practice justice and tolerance toward other members of the group; he is to acquire discipline and the ability to govern himself; his faith in the common man is to be developed. Intelligence that will produce adult citizens with high ideals and strong

morals, who can rise to greatness in all walks-of-life, is to be the sum-total of education.\(^4\)

Just as too few people recognize Thomas Jefferson as an educator, too few realize that he was one of the foremost scientists of his time. Should it bring a smile then to read that the methods which he advocated for successful learning were scientific. He recommended experiments and experiences as the most valuable roads to bring reality to the learner.\(^5\)

Naturally, the question arises why were such wise and excellent goals and concepts permitted to lie dormant and undeveloped by the educators of the United States. These thoughts from a book on curriculum explain, "Our national leaders left the methods to the schoolmasters. And the schoolmasters somehow failed to give creative leadership in the development of a school system for the training of youth in democratic life."\(^6\) As a result the organization of schools, the direction of goals, the techniques of instruction developed in a most haphazard fashion.\(^7\)

The writer can sympathetically understand the practices of the early schoolmasters of our nation and excuse

\(^4\) McConnell, op. cit., Chap. I.
\(^5\) Ibid., pp. 8-10.
\(^6\) Ibid., p. 5.
\(^7\) Ibid., Chap. I.
the conservative teacher of today who defends vigorously the system perpetuated by the pedagogues of the eighteenth and nineteenth centuries. In a list of the natural causes that explain the old-type school, even unto today, the following rank high in importance:

1. Since many of the early teachers had been educated in Europe, especially England, the old world habits of teaching were transmitted to this country.

2. Fixity of ideas regarding subject matter, discipline, and school organization was transferred through colonial education to the schools of the new Republic.

3. The United States continued late into the nineteenth century to regard the culture of Western Europe as the apex of all cultures. Educators gave little thought to developing a system to fit the needs of a differing society.

4. Religious and parental teaching put no confidence in the ability of a youth to govern, to control, and to discipline himself.

5. Verbal methods were the accepted means of instruction in the home, in the church, and in the school.

6. There was wide acceptance of the belief that mere knowledge and information lead to effective and desirable actions of citizens.

7. The education of the early days was for the selected few who enjoyed a privileged status in life; and therefore,
had no need for the experiences that are essential for the educated person of today.\textsuperscript{8,9}

The finished product of the schoolmasters was educational institutions that functioned smoothly for the administrators and the teachers. The chief end of teaching was to impart factual knowledge to the individuals who came in increasing numbers because of growth in population, immigration, and compulsory attendance laws. A superior teacher faced two primary requirements in his job; to teach as much subject matter as possible; to be a disciplinarian who demanded interest in his subject. Surely Shakespeare must have smiled at "the school boy who came laggardly to school." Not only did the machine age take over the industrial world; it took over the schools as well.

Silent revolutions always precede open demonstrations it appears. In the opinion of the writer, long before the majority of educators were aware of it, many of the Forgotten Men were silently but forcibly resisting the standardized education given to one and all in the belief that an equal opportunity to acquire the same thing was democracy. Learners were unwilling, or could not become like

\textsuperscript{8}Arnold R. Meier, Florence D. Cleary, and Alice M. Davis, \textit{A Curriculum for Citizenship} (Detroit: Wayne University Press, 1952), Chap. III, IV.

parts in any mechanism, even though that were the unex-
pressed aims of the body politic of their country.\textsuperscript{10}

Just as the writer's teaching shows some of the
pressing needs of students today, so the sensitive teachers
and educational leaders were aware of these dissatisfactions.
Many sympathized and varied the pattern of instruction as
much as they could.\textsuperscript{11} Others tried to talk away, to jus-
tify, and to defend the monotonous and meaningless process
to the dissatisfied ones. As the school populations grew,
so did the number of drop-outs as soon as students reached
the required age. Inward resistance to learning or to
teaching increased. Many said frankly that a high school
diploma or a college degree was only capital gains to them.
Far too few of the total number were the individuals who
were challenged, changed, and strengthened by public school
instruction.\textsuperscript{12}

In the opinion of the writer, it is not surprising
that the growing discontent expressed itself forcibly, both
verbally and in the press, against the schools, when the
country's moral tone declined markedly in the period fol-
lowing World War One. All public institutions were forced

\textsuperscript{10} \textit{General Education in School and College} (Cam-

\textsuperscript{11} William H. Kilpatrick and William Van Til (eds.),
\textit{Intercultural Attitudes in the Making} (New York: Harper &
Bros., 1947), Chap. VII, VIII.

\textsuperscript{12} Caswell, \textit{op. cit.}, pp. 1-20.
to look inwardly, to consider their weaknesses, to recognize their mistakes, and to be about "the mending of their fences."

To an idealist, it might seem that the ideals of Thomas Jefferson had been waiting for the men of the twentieth century. At any rate, philosophers, educators, and politicians, such as John Dewey, William Kilpatrick, and Justice William O. Douglas have revitalized the Jeffersonian theories advocated over a century ago as the way in which to educate today's citizens for successful living in a democracy.\textsuperscript{13} Perhaps they should be called reactionaries instead of progressives. Either way they have revived the courage of a thinking percentage of educators and teachers to face the complex problems of today's life in and out of school; to question traditional methods in many respects; to reassess the processes of education as they affect youth; and to do battle with words and actions for new schools for a new age.

Now ages have always altered the methods by which peoples achieve their goals and perpetuate the constant values of their culture, it is believed. History shows that this is true of any form of government yet tried by man. In some civilizations a few citizens direct a change of habitual patterns; but in the United States the majority confirms alterations of such. Therefore, in the United States

\textsuperscript{13}Mayo, op. cit., pp. 291, 298, 324.
the vitality of its culture, both for itself and for the world, depends upon the number of its citizens who can be taught wisely how to alter their thinking and their acting to meet successfully the exigencies of a new age. So, to the "schoolmasters of today" is given a most difficult task; the realignment of school processes which creates citizens who can cope successfully with a changed age that descended upon them with great rapidity--almost without warning.

A certain percentage of schools has experimented boldly with new procedures. In these the leaders responsible for shaping curriculums have altered goals and changed procedures so that the activities have meanings and connotations to the learners. Each day's experiences are designed to contribute to the successful development of personality. From the time of entrance until the time of departure, the student has situations to meet, problems to solve, and decisions to make that are comparable to those which he has to face in his immediate and in his future environment. If the learner makes a mistake, a wrong judgment, or a bad decision, he learns that this method of acquiring knowledge is often a very informative one. Continuous opportunity in cooperating and working with members of a

14 McConnell, op. cit., pp. 10-14, 166-188.

group helps him learn to value others' intellects, abilities, emotions, and to be concerned for the general welfare. Teachers are regarded as guides who are to be consulted because they have had broader and more varied experiences, but who are still learning from every situation and from every group. These precepts of education envision a different type of school in the future than those found in the old order: changed curriculums; teachers specifically educated in group techniques; increased facilities of the school plant; and altered relationships between the schools and the communities. 16, 17

Changes which have been introduced into school curriculums within the recent past show that educators have had deeper concern for the elementary than for the secondary level. Yet, the high schools of the United States are unique in the educational world—they have no exact counterpart in any other leading country's school system. The necessity for school men to study, to revise, and to improve the secondary link of teaching is immediate and essential. A few considerations, the writer gleaned from reading, show the imperativeness of this:


1. High Schools are for many the last change for a directed education. In high school, youth must acquire deepened abilities and understandings to serve him now and in his adulthood.

2. Pressure from the greatly increased numbers of adolescents with varying economic backgrounds, cultures, degrees of education, and racial differences demands a common molding of opinion to insure the public good.

3. A seepage of high school population based on dissatisfactions—some known—some unknown—indicates that the immediate needs, drives, and goals of adolescence are not being met successfully.

4. Great emphasis upon subject matter curriculums, even abetted by extracurricular activities, does not meet the recommendations of modern psychologists to develop properly the adolescent's personality, character, sense of values, and moral ideals—the intrinsic intangibles of education.

5. Adolescents today are much more dependent upon the school for all types of education than ever before; the average size of the American family and the narrowing of the family's influence continues at a rapid pace; the re-entering of mothers into the commercial world leaves the teen-ager to fend for himself.

6. Modern high school education is not yet available to all youth. Too many fail to complete the four years because
of economic strain, undue regimentation into classes and courses, classification based on intelligence tests rather than aptitude tests, lack of guidance, and other remedial deterrents. 18, 19

Opinions about methods of coping with some of these vexing and crucial problems of secondary education vary widely among school leaders and citizens throughout the breadth and scope of the land. Different points of view are proclaimed loudly through the many cultural media of the democracy. But underneath all the discordant sounds and the temporary stresses created by such is the underlying belief held by the majority that "the means of public education shall be forever encouraged." This is as firmly believed today as it was in the post-revolutionary period. Indeed, the concept of public education is much wider since every one accepts as his right twelve years of education at public expense.

To say that the continuation of such an ideal is an easy one would be to view unrealistically the enormity of the task. For the United States of the mid-twentieth century is a most complex society in a world of complexities.

18 Caswell, op. cit., Chap. I, II, III, IV.

Its present-day schoolmasters must courageously accept the fact that a new culture demands new practices in democratic education. They must seek new ways to give youth the vision and abilities to deal with the peculiarities of this age—already at variance with the one just preceding. Only by so doing can the death of an old order be made less painful and the establishment and success of a new and better one be assured.

Why build these cities glorious
If man unbuilt goes?
In vain we build the world, unless
The builder also grows. 20

Core Development in Secondary Education

A program of reorganization for general education to assist youth to develop an integrated personality, to assume a successful place in group living, and to solve the ever-changing problems of his culture is demanded of education if it is to remain a potent factor in a democracy. A suggested procedure, based on the common and persistent needs, interests, and problems of youth is to develop problem areas appropriate to a core program. The core curriculum with which physical education is oriented in this study is described by Alberty as consisting of, "broad, preplanned problem areas, from which are selected learning experiences in terms of the

psychobiological and societal needs, problems, and interests of students." To clarify the significance of this type of core program, needs are defined by Alberty as:

Needs are held to be personal-social in character. A need always has two inseparable and interrelated aspects. The first aspect is a biological or somatic tension. It refers to some want, a desire that the individual seeks to satisfy, some problem that he wants to solve; some interest that he wants to develop or maintain. But this is only half of the story. Needs do not exist "under the skin of the individual" in isolation from the physical and social environment. They are in continuous interaction with it. Therefore, they cannot be adequately described or defined without taking into account the environmental (social) aspect.

Lucile Lurry in her doctoral dissertation, "The Contributions of Home Economics to Selected Problem Areas in the Core Curriculum of the Secondary School," developed sixteen problem areas as a basic core curricular structure. The selection of the problem areas was predicated upon the following twelve criteria:

1. Represent persistent problems of a personal-social nature common to adolescents in our culture.

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21 Harold Alberty, "Designing Programs to Meet the Common Needs of Youth," Adapting the Secondary-School Program to the Needs of Youth, Fifty-second Yearbook of the NSSE, Part II (Chicago: University of Chicago Press, 1953), p. 120.


2. Be adapted to the maturity level of the group.

3. Provide experiences for growth in terms of such values as tolerance, social sensitivity, cooperativeness, civic competence, aesthetic appreciations, self-direction, critical thinking.

4. Encourage the use of the problem-solving technique to attack problems in all areas of living.

5. Provide opportunity for cooperative planning in the group, i.e., teacher-pupil, teacher-teacher, pupil-pupil planning.

6. Provide opportunity for generalizations beyond the experience of adolescents and their own daily lives.

7. Provide opportunity for meaningful direct experiences and enriching vicarious experiences through a wide variety of resources in men, materials and techniques.

8. Provide for the integration of knowledge through the use of subject matter as it bears upon the problem at hand.

9. Provide experiences which develop continuity in the emotional, intellectual and physical aspects of the learning process.

10. Provide opportunity for the guidance functions of teaching, both individual and group, to become an integral part of the curriculum.

11. Extend the interests of individuals into the various special-interest areas.

12. Lead to other meaningful learning experiences--suggest new problem areas.

Thirty prominent educators in the field of core program development endorsed Doctor Lurry's statements gleaned from a review of the literature over a period of ten years (1938-48) of the following sixteen problem areas:

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24 Harold Alberty, (Compiler), Some Statements of Common Needs of Adolescents and Problem Areas Suitable for a Core Program ( Mimeographed, Department of Education, The Ohio State University, 1950), pp. 7-8.
1. PROBLEMS OF SCHOOL LIVING: How can we get most out of our school experiences?

2. PROBLEMS OF SELF-UNDERSTANDING: How can we know more about ourselves?

3. PROBLEMS OF FINDING VALUES BY WHICH WE LIVE: What means most to us and why?

4. PROBLEMS OF SOCIAL RELATIONSHIPS IN A DEMOCRACY: What is our responsibility (individual and group) in facing and helping to solve the social problems of our community, state, and nation?

5. PROBLEMS OF EMPLOYMENT AND VOCATION: What are our opportunities for employment in the community now?

6. PROBLEMS OF USING AND CONSERVING NATURAL RESOURCES: How can our natural resources be best developed and used?

7. PROBLEMS OF EDUCATION IN AMERICAN DEMOCRACY: Why is education an important factor in our lives as citizens of a democracy?

8. PROBLEMS OF CONSTRUCTIVE USE OF LEISURE: How can we become more interesting and better adjusted people through extending individual and group interests?

9. PROBLEMS OF FAMILY LIVING: How can family living make for happier individuals?

10. PROBLEMS OF COMMUNICATION: How can we express our ideas more clearly to others, and how can we understand better the ideas of other people?

11. PROBLEMS OF DEMOCRATIC GOVERNMENT: How do we share in government in a democracy?

12. PROBLEMS OF COMMUNITY AND PERSONAL HEALTH: How can we achieve and maintain healthful living for ourselves and all others in the community?

13. PROBLEMS OF ECONOMIC RELATIONSHIPS IN A DEMOCRACY: How can we become more intelligent consumers? How does the pattern of economic life relate to the ideal of democratic economic participation of all?

14. PROBLEMS OF CRITICAL THINKING: How can we develop skill in forming conclusions? What are the sources of information? What is a sound basis for forming conclusions?
15. PROBLEMS OF ACHIEVING WORLD PEACE IN THE ATOMIC AGE: What are the contributions we can make toward world peace? How does atomic energy affect our living today?

16. PROBLEMS OF INTERCULTURAL RELATIONS: What are the factors involved in living democratically with many diverse social groups? What is our individual and group responsibility in becoming aware of and helping to decrease intercultural tensions?

Elsie Stalzer, Williams Jennings, and Monir Mikhail, respectively, in their doctoral dissertations concerning the contributions of mathematics, business education, and science, cooperatively expanded Doctor Lurry's sixteen problem areas into activities for a core program. The cooperative expansion included: the general statement of the problem, the objectives, the scope, and the activities. The activities were tested against the following criteria:

1. Have potentialities for developing and promoting values basic to democratic living.
2. Deal with significant problems and issues that have a bearing on a problem area without regard to subject-matter boundaries.
3. Be sufficiently diversified to provide for individual differences among students.
4. Suggest sufficient direction for action.
5. Provide the kind of experiences that are likely to contribute to the students' all-round development.

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6. Be organized in such a way that they can most effectively be used.

7. Be comprehensive rather than fragmentary in character.

Although these studies have not been used experimentally, they seem to indicate a step toward an increased integration of the student's learning experiences. A reorganization that can assist an adolescent to meet realistically his needs, arouse his interest, and find a solution to his problems seems a feasible plan to investigate. Whether all areas of living can contribute to the solution of the problem areas posed is still a matter of conjecture, and therefore, of research. Certainly, problem areas of a core curricular structure developed into activities to which these three areas of education have indicated contributions point to an initial avenue of approach for other areas. The focus of the core program under consideration, is on the student's interacting in his environment of people and of institutions; the whole student—socially, emotionally, mentally, and physically. Since the concern of educators is primarily on the growth and development of the student toward finer living in all areas, the implications of the above basic core curricular structure cannot be overlooked by educators sincerely desirous of improving the curriculum.

**Previous Studies**

In physical education there have been no previous
studies in the area of relationships to general education where the basic curricular structure is a core program expanded into problem areas. Physical education as a specialized field has operated largely outside of the core program. A concept of physical activities as a medium for the accomplishments of the purposes of education has been a concern of leading educators in the field of physical education for many years. There has been no attempt, however, to relate the field of physical education to a specific core program or to the specific activities of a core program approved by educators.

Oberteuffer in *Physical Education: A Textbook of Principles for Professional Students*, has indicated core programs that are possible in the area of physical education to achieve cohesion and integration with other subject matter areas. He does not, however, indicate the contributions of physical education to a core program as the basic curricular structure of a secondary school education.

**Purpose of the Study**

The purpose of the study is to direct attention to the vital contributions of the area of physical education to education through relating physical education to the activities derived from the problem areas comprising a basic core curricular structure for the secondary school.
Basic Assumptions

It is believed:

1. That general education should be provided for all youth in the secondary school.

2. That the core program is a significant trend in curricular reorganization in the secondary school.

3. That the core program considered here is based upon the problem areas developed from an analysis of the persistent needs, problems, and interests of youth in the major aspects of living.

4. That psychological research has proved that the mental, physical, emotional, and social aspects of human growth and development are inseparable.

5. That educational philosophy accepts the above concept and therefore all education is directed toward the development of the whole child.

6. That physical education has a significant contribution to make to such a program since physical education is a means of education to meet the needs, problems, and interests of youth in society and not an end in itself.

7. That physical education conceives its educational purpose to be the development of an integrated personality whose emphasis in living is upon moral values rather than merely the development of physical skills.

8. That because physical education has the above aim, it has a dynamic contribution to make to general education.
Hypotheses

It is the belief of the writer:

1. That general education will be more meaningful because of the contributions which physical education can make to the activities of the problem areas which provide the basic curricular structure of a core program.

2. That the role of physical education in education requires that educators conceive a new breadth and depth in the contributions of physical activities in helping create integrated personalities which lead to the inner security of the individual and to the success of the group.

Plan of the Study

The study develops the possible contributions of the area of physical education to the problem areas of a basic core curricular structure in three ways. Contributory and supplementary activities of physical education, selected on the basis of a set of criteria, imply an expansion of or an alliance to the activities of the problem areas of a basic core curriculum. These two means of indicating an integrative process for the area of physical education and the core activities, although similar in selection, differ in relationship to the problem areas. The study also delves into significant aspects of the problem areas from a philosophical base that previous studies have not probed. Concepts, which the writer derived from readings in the fields
of psychology, education, sociology, and physical education, seem to indicate some needs for and cogent contributions to a deepened and widened interpretation of physical education.

Chapter One presents an overview of secondary education, a previous core development in secondary education, the purpose, the basic assumptions, the hypotheses, the plan, and the limitations of the study. Chapter Two introduces and develops twelve concepts to serve as guides to the physical educator and the core instructor in securing a deepened insight into the possible integration of the area of physical education and the problem areas.

In Chapter Three and in Chapter Five, two approaches develop the contributions of the activities of physical education to the activities of the Problems of Intercultural Relations and the Problems of Constructive Use of Leisure, respectively. These relationships, developed on the basis of criteria, establish the contributory and supplementary activities of physical education to the previously structured activities of a basic core curriculum.

In Chapter Four and in Chapter Six, the twelve concepts relate the bases of physical education to the Problems of Intercultural Relations and the Problems of Constructive Use of Leisure, respectively. The concepts serve as guides for the physical educator and the core instructor who seek a broader viewpoint of the educational implications of the area of physical education.
Chapter Seven presents the summary, the conclusions, and the recommendations of the writer.

In the Appendix, the development of the other fourteen problem areas is stated. These were developed through the formulation of a general statement of summary and a detailed statement of experiences in order to achieve a meaningful understanding of the areas previous to the selection of two areas for intense study.

Limitations of the Study

The study is limited to two problem areas of a basic curricular structure of a core program based upon sixteen problem areas. The study is also limited to a formulation of the contributions of physical education without experimental validation of the proposals.

In no way does the study consider the values that might accrue to physical education as a special area of learning from the core activities. However, there is reason to believe that the findings are adaptable to the physical education program. Although the proposals are geared to a core program structure, they are still fundamental to the field of physical education wherever the activities of physical education are used to promote the development of the inner values basic to happy and successful living of the individual and of the group in society.
CHAPTER II

THE CONCEPTUAL ANALYSIS

In brief, the school must be a place where pupils go, not merely to learn, but to carry on a way of life.¹

In the present study, the basic curricular structure of a core program is developed through problem areas couched in terms of activities; likewise, the contributions of physical education are approached in the same terms. The trend toward complete integration of activities around the primary concerns of youth indicates the crucial need for physical education to merge its dynamic contributions with other fields. Since physical education is an area of education concerned with the satisfaction of the needs, interests, and problems of youth; a basic core curricular structure based upon these is the most adequate to consider. To do so, physical education must probe the situations that arise constantly to foster the integration of physical education into a core curriculum.

¹Boyd H. Bode, Democracy As a Way of Life (New York: Macmillan Co., 1948), p. 77
The purpose of the study is to relate physical education to a basic core curricular structure. Such a structure has been set up in problem area activities by Stalzer, Jennings, and Mikhail as stated in Chapter One. These activities, theoretically at least, can be deepened and expanded by the contributions of other educational fields considered outside the scope of the core program. Mathematics, business education, and science have already established defensible contributions which they can make to the activities of the problem areas based upon the needs, interests, and problems of youth. Since this is true, it seems challenging to consider and to formulate contributions which physical education frequently dismissed as far-afield from a core program, can make.

Physical educators must plumb the mental, physical, emotional, and social depth of human relationships that are achievable through participation in the activities of the physical education area within the problem areas of a basic curricular structure of a core program. In this study, the physical education area is probed for depth of meaning that is applicable to the problem area, but which is not evident in either the contributory or the supplementary activities discussed in Chapter Three and Chapter Five. The meanings are conceptualized and are illustrative of the significance of physical education in helping individuals attain values in human relationships for life in a democracy.
The writer formulated twelve concepts from extensive reading that seemed applicable to establishing the possible integration of the area of physical education with a basic core curricular structure. It was a most difficult task to limit the concepts to twelve. However, those retained harmonize with modern educational theory as well as with the principles set forth by Williams, Oberteuffer, and Brownell. Although a semblance of order evolved, each concept was judged as an entity with no specific reliance upon the previous or following one. Yet, the twelve concepts are interdependent thus, an hierarchical arrangement seemed to be indefensible.

The total personality, the inner security, and the satisfactions of the individual and the group are integrated through attitudes based on the individual's values. These values find expressive reality as attitudes are acquired and become active influences in the lives of youth in the dynamic interaction of the individual with his environment of activities and people. The significance of these values are found in the cultural matrix of living. The behavior of an

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individual changes as the values which are cogent for his culture are tested in a situation; behavior is the result of a doing process. Experiences which provide for acceptable behavior in many and varied situations are the most potent force in establishing flexible habit patterns. Where can a synthesis of all facets of behavior be found in more dynamic interaction than on the playing fields and in the gymnasium?

Perhaps these activities may be carried on in the core program; perhaps in the physical education program; perhaps in clubs or recreational programs; perhaps outside the school's jurisdiction. The place is not important, but the selection of the activities, the objectives sought through the activities, and the guidance provided for the accomplishments desired, are of utmost importance. Physical education to become an integral part of the core program must probe the vast realm of materials of the area for contributions which assist the whole man, organically, socially, and emotionally, to be an integrated human being. Sidney Hook aptly expresses this:

All school education in every society performs one or the other, and usually both, of two functions. The first is the imparting of certain techniques, skills and bodies of knowledge. The second is the inculcation, with more or less deliberateness, of generic attitudes and habits of evaluation to a point where they become a part of the unreflective behavior pattern of those who have undergone the
The following concepts are based upon a scientific knowledge of man, of his environment, and of his interaction with his fellow men and his environment. That both man, his environment, and his interaction will be unique to each individual is accepted. That man lives and acts as a unified whole is also accepted. Therefore, certain basic concepts of the integrated man can be envisioned. In no way does the writer infer that the twelve concepts, presented in this chapter, represent an exhaustive or an inclusive list of possible statements; they merely represent his preference. These concepts which are applicable in a democratic culture to education, and also, to physical education as an integral phase of education, are considered in the following context.

Democracy is more than a form of government; it is a people's faith in a way of living that essentially embodies respect for personality. In every phase of the relationships of one individual with another, so long as the relationships are harmonious with group welfare, is built the ideal of the individual's rights and privileges; for democratic skills of living and working together culminate from myriad experiences in living democratically. Within the framework of respect for the individual, experiences in the home, in the school, in the church, and in the neighborhood

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are guided toward facing problems, interpreting facts, solving conflicts, gaining insights, and building attitudes. Thus, the self is built with understanding and purpose. To be effective a personality with socially built facets enjoys a coalescence with the culture in which he is operative. Since cultural changes today are exceedingly rapid, the personality in order to maintain an integrated, activated wholeness must be adaptable. The individual who maintains a cohesion of his purposes and his moral values is flexible and intelligently directs his behavior which is inextricably interwoven with the fabric of his environment. Hopkins discusses personality as:

(1) a constantly changing outer shell which acts as a buffer to protect (2) the inner self which is the central core or the very heart of the growing personality. This core is a center of energy, an ongoing dynamic concern, acting and being acted upon. It is a fluctuating collection of memories, attitudes, meanings, habits, hopes, and the like, which gradually emerges into an integrated philosophy of life. It acts as the integrating center of the organism and its environment. . . . The core of the personality is not present at birth. It is socially and culturally built.5

The teacher and the community accept the obligation in a democracy of providing opportunities for a youth to assume increasing responsibility for himself. The acceptance of responsibility determines his character. Such responsibility is built through experiences suited to his maturity

which allows him to weigh the facts, to make decisions, and to be accountable for the consequences. The effects of the decision on the group's welfare test a person's acting on thinking in the cultural milieu. Therefore, the guidance provided by modern education should assist youth toward the realization of self within the confines of his environment.

Physical education through games and sports and dance presents innumerable experiences that can be conceived and guided toward the development of self within the democratic design. Nevertheless, physical education programs today are not characterized in toto by this guidance: class work may be, games may not; dance class may be, dance performance may not; intramural activities may be, interscholastic athletics may not; class swimming may be, competitive swimming may not. Yet, all can be used to achieve the integrated personality through the proper use of physical education activities as means not as ends.

Too often the aims of education are not met through the physical education curriculum as well as they are through other curriculums. Competition in physical education activities builds respect for the individual in his culture. The securing, the sharing, and the exchanging of toys of the young child is a form of competition. The opportunity to pitch, to bat, to field a ball, to make an out at first base are competitive situations. The winning of a race, a partner, a place on the team, a game, ad infinitum is a part of the
competitive aspects of living within the realm of physical education.

The contributions of competition in games and sports to an individual are a basic privilege which he must not be denied. The right of a few at the sacrifice of the majority to play and sport experiences of such dynamic potency must be denied. Competition is a right and a necessity for all American youth. Each person has a right to know how good he is in reference to his peers in his own culture and in an expanding world culture. If a child is the best runner in his school--he has the right to know it. Eventually, if he is the best runner in state, national, and international competition--he has a right to know this, too. This is the privilege of each person living in a competitive world providing it is not diametrically opposed to the welfare of all youth.

To capitalize on another aspect of competition, a teacher must provide experiences which culminate in the ability of students to accept defeat or victory with equal personal security. If a boy or a girl never experiences defeat, he is lacking in the competence to cope with frustrating issues in life. On the other hand, youth needs to experience success if only in a minor activity area or his personal security is so threatened that his ability to function at optimal capacity is lessened. That physical education activities offer to the sensitive teacher many opportunities to provide such experiences for boys and girls is a fact
that has been shrouded in an emphasis on skill per se. If his status within the team is cleanly defined and intelligently woven into the fabric of his group living, a youth finds security, satisfaction, and joy in living.

The rules and the etiquette of the game, comparable in significance to the laws and the mores of community life, require acceptance, understanding, and appreciation by the individual. Physical education activities from Drop the Handkerchief to softball have ever more complex laws or rules, and mores or etiquette. To provide experiences in which these are operative within the comprehension level of the youth is a fundamental task of the teacher of physical education. To allow flagrant infringements of either the rules or the etiquette of a game violates the spirit and essence of the play experience and teaches immoral values. The teaching of the significance of the rules and the etiquette of a game in relationship to the pleasure and enjoyment of playing is often neglected to the detriment of the student's growth in ability to operate within the confines of the game and eventually in the confines of society. The skills of the game make participation possible, but the rules and etiquette differentiate the civilized from the barbarous on the field of play. The coach who deliberately teaches youth subtle ways of evading the rules is guilty of corrupting youth in the spirit of play. Such a leader fails to teach the basic precepts of democracy; respect for the individual; respect for law and order.
Physical educators who guide the action in the playing arena toward respect for the individual within the dynamically interacting game situation build for the democratic living of all people everywhere to secure the integrated personality. This potent avenue of self-realization in the sports of American life must be exploited to revitalize the faith of youth in democracy. MacConnell says:

Democracy is nothing if not a faith. It may evolve through patterns, but if we ever make it a pattern we shall lose it in a pattern. Then we shall have left only a legalism, a body of conventions such as have strangled so many humanistic idealisms of the past. . . . It is the task of the new education to tip the balance of the scales of history.7

Physical activity is a biological necessity for the growth and the development of children and youth, as well as for the continued well-being of adults. The natural desires of children to run, jump, throw, climb, lift, and carry are manifested early in life and remain dynamic in the pattern of living of youth. Therefore, the opportunity for an individual to participate in manifold variations of these natural activities, pertinent to the culture in which he lives, is biologically necessary to maintain the magnificent heritage of the human organism. Participation is also a necessity to secure and to maintain an accepted place in the culture.

Physical education activity is related to the psychological behavior which the organism exhibits. When the organism functions at maximum or near maximum efficiency, the psychological stress of living in the complexity of modern society is less devastating. If the physiological functions are less adept, the psychological imbalances are more frustrating. An increase in frustration brings a concomitant strain on the physiological functioning of the organism and consequently deterioration in the ability of the whole man to meet and to solve his problems. As Cole says of adolescents:

The body, the mind, the emotions, and the total personality are so interdependent that any consideration of one away from the other is dangerous. . . . The learner is a living, growing, developing organism.

Serenity and poise which allow the individual to consider a problem wisely and to make sage judgments are more apt to be possible when the organism enjoys the ability to carry on the day's work with joy and ease and still has vitality to participate and to enjoy leisure time pursuits.

The physical educator who is concerned with teaching students and not activities supports actively adequate medical examinations and follow-up programs for the correction of remedial defects; develops an awareness in youth of the significance of nutritional needs for healthful living; and

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contributes continuously to the understanding and promotion of mental health. But, his major objective is the guidance of youth in vigorous bodily activity which meets the purposes of today's culture evolved by youth. The constructive program provides the skills of games, dance, and sports in satisfying situations where the youth acts in desirable democratic ways—acts in appropriate relationship to his culture.

Program planning should be a responsibility shared by students and teachers. However, the teacher measures the values of the selected activities and uses those that foster natural movements, yet are characteristic of the culture; that are within the skill level of the individual and the group, yet demand increasing skill and ability; that are directed toward socially acceptable behavior, yet retain the play spirit; and that meet the purposes of the individuals within the group, yet the purposes of the group. Through such activities the teacher takes into account the psychosomatic factors of the human organism. He builds with the student a physical climate that is attuned to wholesome living. MacConnell recognizes the physical when he says:

An even more important extension of the school program on all levels should be in the direction of providing outlets for doers, people who prefer physical activity to the academic emphases of the past. It is a fact that our school programs have been based largely on the assumption that most learning, or at least most worthwhile learning, must be wrung out of books. Such an assumption ignores certain basic truths. For one thing, biological survival, throughout the eons, even including human history,
has been predicated on elements quite different from the wisdom that is supposed to come out of textbook schooling. Survival is sustained rather by action, adaptation, experience, and the ability to adjust and not through mastery of factual knowledge obtained in formal programs. This predisposed nature of the organism cannot be ignored in human affairs. In fact, it is well that the schoolmaster's efforts to make scholars of all who came to him have never met with conspicuous success. The world's work is not done from an arm chair. The arm chair has its place, when real thinking goes on in it, but the projection and consummation of ideas always demands action of the big muscles as well as the neurones and their connections. And this too: the heavy neurone work involves only a few individuals as compared to those required for its muscular projection. The work of the world is accomplished through intelligent and skill action. . . . The school of tomorrow, then, will provide expressional outlets and training for doers as well as thinkers . . . . Doing and thinking are complementary processes. Together they make a whole. . . . We learn by doing. That is the process. But we learn for doing. That is the purpose.9

For too long, man has relegated the idea of physical activity to a secondary position in his living. The rapidity of industrial growth with its sedentary work, the emphasis on mental attainment for success in the world, the scientific discoveries which give cognizance to the inter-relationships of physical and mental health are all exhortatory evidence demanding functional physical activity.

Williams says:

\[\text{We need to remember always that the muscles are controlled by nerve centers and that the centers in control of the muscles of the trunk are older, tougher, and have more endurance than the centers governing the extremeties. To strengthen these older centers is an act of prime importance because}\]

\[\text{MacConnell, op. cit., pp. 174-5.}\]
they are the centers of that endurance which will enable us to withstand the strains of modern life. The toughness, endurance, and nervous poise of the individual who has experienced vigorous, physical activity in youth are in striking contrast to the high-strung, easily fatigable, and weak children who are the product of a kind of living now widely practiced by our industrial, business, and professional classes. 10

Moral values are the basic ingredients upon which a person bases his attitudes and behaviors to achieve exemplary living. Moral values are the embodiment of the ethics which guide the relationships of the person with institutions and people. They are essential for complete self-realization, for continued worthy group living, and for personal happiness. Each individual acquires his values in specific situations. The family is the primary source of the moral values on which a child acts. The adolescent, however, in his desire to sever the familial ties, is prone to shift his value sources to his peer group. The educator, therefore, is challenged to provide the adolescent with varied experiences that cause him to weigh conflicting values, to make decisions, to act on the decisions, and to accept the consequences of his actions. Through intellectualizing this process, the teacher helps the student to gain an insight into the need for moral values on which to act. The continuous development of insights by an adolescent creates an ability to harmonize his values with those of his family

and his peers. The experiences provided by an alert teacher are the means by which an adolescent acquires standards and ethics that have a cohesive quality with the standards and ethics of his culture.

Moral values are represented by such words as courage, unselfishness, courtesy, honor, cooperation, respect, sportsmanship, truth, and tolerance. Although each word connotes meanings along a continuum, these meanings have a similarity in the concept of each individual. To achieve manifold similarities, situations are provided for adolescents to have like experiences. As these like experiences increase, the group tends to acquiesce to certain behavior patterns as the acceptable mode of action. Thus, the behavior becomes an integral part of the culture mores of the group. These experiences are then intellectualized to achieve a commonality of understanding.

In physical education, situations abound in which the student acts on the basis of the values he holds. These values which a student brings to the environmental interaction with people and things emerge from his past experiences. Therefore, physical educators select specific situations to further the emergence of deepened values. But, the important thing is the action of the individual in each situation, his achievement of clarity with which to test a specific action against his individual values and his group values.
Basic values of human personality such as self-realization, self-respect, and personal integrity are achieved in games, sports, and dance. In baseball the student is a member of a team; he has a position to play; he has a turn at bat; he matches his skill and judgment against his opponents in cooperation with his team. He has a place of security and has a base from which to evaluate his ability in reference to others; to realize his self in relations to skills, teammates, and opponents. In baseball, as well as in other physical education activities, the teacher continuously provides specific situations for growth in moral values of self-respect, security and competence, cooperative behavior, acceptance of consequences of action, and self-discipline. Therefore, society and communities are responsible for a renewed emphasis on the moral and spiritual values mandatory for the preservation of the attitudes and the behaviors acceptable in a democratic culture. As Cantril says:

The "morality" or "ethical" nature—the correctness or rightness—of any action, then, is to be judged in terms of the degree to which it includes and integrates both the purposes of the individual actor himself and the purposes of all other persons concerned in the action or possibly affected by it. In this way, the "effectiveness" of an action and its inclusion of a common denominator of relevant purposes become inseparable. This has been recognized by nearly all the prophets in their teachings that we do unto others as we would have others do unto us. Emerging personal goals must be in harmony with emerging social goals while still emerging on
the concrete individual level.\textsuperscript{11}

Purpose is a guide for the selection of experiences and for selection within the experiences of an individual and reflects personal values comingled with prior experiences. Purpose uniquely conditions the degree of involvement of the self in life experiences. To each new experience an individual brings both a purpose and a set of values which are conditioned by past experiences. The action of the individual is more often directed by purpose than by values, for the intensity of purpose at times overwhelms moral values as a directive for an individual's action. The purposiveness of the human organism is a unique characteristic that determines the direction of his action. Cantril says:

\begin{quote}
A characteristic of the behavior of any living organism is that there seems to be some purpose behind it. Behavior is not random and chaotic. Current biological theory finds directive activity even in cellular structures.\textsuperscript{12}
\end{quote}

An individual not only tends to repeat behavior that has brought satisfaction in his past experiences but also to repeat those behaviors that have brought the greatest degree of satisfaction. Learning, therefore, is largely dependent upon purpose. As the teacher elicits a change of purpose in

\begin{itemize}
\item \textsuperscript{11}Hadley Cantril, The "Whys" Of Man's Experience (New York: Macmillan Co., 1950), p. 167.
\item \textsuperscript{12}Ibid., p. 60.
\end{itemize}
his students, he changes their behavior. Cantril says:

For example, if a habit is regarded as an activity that has proved successful in carrying out a purpose, it becomes apparent that we don't perform an action because we accidentally acquire the habit of doing it, but, on the other hand, we have the habit of doing something because it has proved an effective action in carrying out a purpose, as Dewey pointed out long ago. It follows that the simplest way to "break" a habit is to alter purpose.\(^{13}\)

How often in physical education is this fact ignored. The purpose of the team is to win a game. Any maneuver that accomplishes this is too often condoned by public opinion. If the purpose shifts to playing the game for skill, players will endure long, hard drills. As the purpose changes so that everyone plays the game for enjoyment, tension lessens; the novice feels welcome to play; more students participate; and active fun is evident. The major emphasis of teaching is to guide the purposes of the adolescent toward moral action.

When a student feels that a purpose is meaningful to him, he responds actively to learning. Dewey says, "Since learning is something that the pupil has to do himself and for himself, the initiation lies with the learner."\(^{14}\) Therefore, the activities offered in the area of physical education must be selected to coincide with the avowed purposes of the student. However, the purposive organism is so

\(^{13}\text{Ibid.}, \text{pp. 62-3.}\)

\(^{14}\text{John Dewey, How We Think (New York: D. C. Heath and Co., 1933), p. 36.}\)
conditioned by his culture milieu that the teacher must reconcile the climate of the school, the community, and the home to serve the purposes of his students. Because physical education is allied with athletics, recreation, and health, this is not an easy task. Only as the physical educator relates the kind and the quality of his program to the stated purposes of education in the American Democracy can he build on firm foundations. If physical education is related dually to the purposes of education and the purposes of the individual, it will offer experiences that demand concrete action; that demand daring; that build security; that require cooperation; and that establish group relationships.

Although purposes remain highly individualized, they are deeply influenced by the complexities of the societal culture. This is a directive to the institutions of society that they be concerned about the cultural surroundings of youth so that the purposes of an individual are directed into channels to bring benefit to himself and to his society. The teacher must be cognizant of the importance of the purpose of each individual in order to guide learning into effective channels for personal development and for the betterment of society. On the other hand, the student for meaningful learning to take place, must be immersed into the initiation and the execution of plans for solving problems and for evaluating results. For this method of learn-
ing to be repeated, the evolving process and the resulting actions must be permeated with feelings of satisfaction.

The teacher makes careful plans for the use of purpose in a physical education class. Through suggestions he guides the group in a discussion of its desired objectives and aids it in formulating an effective program to accomplish its ends. Leaders are selected and assigned group responsibilities by the students. A period of guidance precedes the class experiences. During this period the teacher confers with the leaders regarding their responsibilities. The members participate in the planned experiences with teaching and guidance from the teacher both through the leaders and through his personal participation in the group. Plans are then adjusted to serve more adequately the objectives or purposes previously formulated. To this situation, each student brings a diverse experiencing organism for the teacher to amalgamate into a functioning group. Since purpose is both personal and social, the teacher must be aware and sensitive to successfully guide the selection of purposes. Cantril says:

Participation implies much more than simple interaction between people. It involves doing things with others, making value judgments within a social situation that would not have the characteristics it does except for the mutual cross-relationships of purposes that exist.15

15Cantril, op. cit., p. 136.
The characteristics that are perceived and that change with the social context in social life are largely characteristics of the purposes we assume individuals or groups to have and the potential effects of their purposes on ours in different situations.\(^\text{16}\)

The fulfillment of individual living is manifested in social group participation. Group participation is enhanced by common goals. The mutuality of purposes and capacities embodied in a successfully functioning group gives emerging values to the individual. The reciprocity of individual purpose and group purposes indicates the tenor of a group, for purpose is both personal and social—shaped by present values and past experience. Dewey says, "The mind at every stage of growth has its own logic."\(^\text{17}\)

Perceptual meaning coming from the experiences of the individual is a major directive for his behavior. Perceptions are unique to the individual since they depend on his prior experiences for reality and for validity. Yet, an individual's perception is closely allied to his purpose. Kelley says, "So the meaning extracted from the scene is not only unique to the viewing person on account of this individual experiential background, but also because of unique purpose. This makes a perception doubly personal and subjective."\(^\text{18}\) The significance which an individual ascribes to

\(^{16}\text{Ibid.}, \ p. \ 137.\\
^{17}\text{Dewey, op. cit.}, \ p. \ 83.\\
a person, an object, or an idea is dependent upon the sensitive and inclusive form of his perception and of his purpose. But, action adjudicates the meaning of a person's awareness. Too, he perceives and designates characteristics to all he perceives on the basis of his own unique experiences. Dewey says, "For an object is more than a mere thing; it is a thing having a definite significance."\(^{19}\)

Upon the synthesis of perception, purpose, and past experience, the individual forms an hypothesis upon which he acts. But his actions are inextricably bound to the cultural context of living. Therefore, it is important that the characteristics assigned to a perception by an individual be as accurate as possible so that his attitudes and actions have a congruity to the matrix of his culture.

Kelley says:

> Since the perception, not the object, is a directive for action, it is important that I get as accurate an estimate as possible; otherwise, my actions will be too much in conflict with my surroundings. My actions are always at variance with my surroundings to a degree, and when this becomes too great, failure is the result.\(^ {20}\)

The distorted room and other experiments carried on at the Hanover Institute have demonstrated the nature and influence of individual perception.\(^{21}\) They have also

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\(^{19}\)Dewey, *op. cit.*, p. 20.


\(^{21}\)Ibid., pp. 24-48.
demonstrated the importance of personal perception of individual action. For instance, in relation to moving objects, an individual judges movement, speed, and direction by perceived changes in the size of an object. He acts on this assumption because his prior experience has demonstrated this phenomena in numerous ways. His purpose has often been satisfactorily culminated by similar action.

In physical education the significance of this factor of perception is manifold, both to the novice and the skilled player. The depth and meaningfulness of personal perception are extended through a multiplicity of situations. However, the purpose of the individual is allied to the expansion of the perception both by the extent of group acceptance and by the extent of personal satisfaction derived. If purpose is strong, the perception is active in many situations, and is as varied as the cultural pattern of the group.

The movement of a person into a strategic position to receive a ball depends upon the accuracy of his perception. This is gradually built through specific experiences from an awkward, random, disorganized movement of the organism into a rhythmical, coordinated action conveying a feeling of beauty. From Teacher and Class, a game of a specific method of throwing a ball from a motionless position through a designated space to a stationary person, the perception is meager. Through dodge ball, a game of various
methods of throwing a ball through a fluctuating space at a moving person, the perception grows. Through basketball, a game of skilled and varied methods of throwing a ball in shifting spatial relationships at a diversity of moving persons and a specific object, the perception is extended. Thus, a student's judgment of movement, speed, and direction of an object is increased through augmented experiences in the area of physical education.

The individual continues to act on his perception in an increasingly complex situation only as long as his actions bring satisfying results to his purposes. In life this perceptual meaning becomes a safety factor for people in walking, in driving a car, in dodging an object, and in other hazards. Individual purpose in the foregoing situations becomes of secondary importance as a person's skill becomes automatic or so immediate as to carry its own purpose. However, the survival of the person is often dependent upon the immediacy of his reactions to a perception that bears similarities to ball-handling games.

The human organism has a selective quality that is an essential aspect of his freedom, yet it is at the same time an aspect of his responsibility. Therefore, the teacher, whether it be the school, the family, or the community has the responsibility of providing the experiential background to augment the breadth and depth of the individual's perception. For the quality of individual action is limited
to the capacities and desires of the experiencing organism derived from prior experience. The teacher also has a responsibility to guide student experiences, to generalize from the experiences for insight, and to intellectualize the experiences for probably transfer in specific situations. Kelley says:

... the things around us have no meaning except as we ascribe meaning to them. They are nothing until we make them something, and then they are what we make them. This can only be determined by what we are and where we have been (by our prior experience). 22

Perceptual forms in relation to people in a society are of crucial importance to the physical educator preparing students to live in a democracy. These relationships are built and are fortified through the games, sports, and dance of physical education. In the gymnasium or on the playing field, interaction one with another is an inescapable phase of the activity. Perception of people, of their purposes, of their reaction to the situation is portrayed in dynamic action. From the novice to the skilled player, each is trying to perceive the movement and the intent of others; each is trying to reconcile his actions and intents with those of his partner in relation to the opponents.

The game of hockey, matching individual and team skill and strategy, presents a complex situation for eleven people to play cooperatively. Yet, the crucial factor that

22Ibid., p. 28.
challenges the player and his team is to diagnose the strategy of the adversaries. A player responds to the acceptance accorded him by his teammates and his opponent. He sacrifices personal glory to team strategy. He gains recognition through group pleasure and success in the game. He analyzes, individually and in the group, the skills and strategy of the opposition. This analysis is based on his perception. The keenness of his perception combined with his ability to diagnose the strategy of the opposing team depends on the extent of his meaningful experiences in hockey. The meaningfulness of his experiences is dependent to some extent on his personal and group purposes. His social status in the group and his personal recognition are determinants of his actions in future hockey games.

Cantril says:

All of life's activities are carried on in an "environment" which includes objects of nature, artifacts man has produced, other human beings, and their institutions and ideologies. Man's only contact with the environment in which he is born is through his senses. The impressions given man by his senses are meaningless until they become functionally related to his purposes. These sense impressions are like cryptograms or the writings in some queer cypher or code which are completely incomprehensible until we learn some clues. It is out of what Einstein has called the "rabble of the senses" that man must create for himself some sort of world in which he can act effectively, a world which will take on a degree of order or system or meaning. For this is the only kind of world in which man can act effectively.23

23Cantril, op. cit., p. 65.
The mandate to education and to physical education is clearly to provide experiences where the student acts in a social milieu that is conducive to extending his perceptual meanings within his group. For an individual gradually to build these experiences requires active participation that is related to his purpose. The teacher is the guide who assists the student to extend the quality of his living and to deepen and to broaden his perceptual understanding as a guide to his actions.

Assumptions, uniquely and continuously derived from the experiences of the human organism, are tentative guides for action. Assumptions are drawn from the perceptions, purposes, and values of the individual, and are cues for action. They are tentative and subject to change after momentary consideration or after a period of deliberation. However, assumptions must be reconciled with the present environment, the past experiences, and the future expectancies of the individual. There is also an inverse relationship between assumptions and experiences since the assumption that an individual holds while interacting within a specific situation affects his perceptions in that experience. Man influences men while men influence man. The social awareness of the individual adds people to the source of meanings derived in experience. The ability to coordinate the external and internal facets of an hypothesis to provide a continuity of guides for acting, maintains and
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enhances the inner security of the individual, and thus the continuous correlative progress of his group, his society--his culture.

The probable success of a prediction when translated into specific action in a specific situation is the major value criterion. Although assumptions are both personal and social, the personal security derived from acting on the assumption is the major determinant of action. Nevertheless, the effects of environmental factors of people and institutions upon a person adjudicates the repetition of the action since the enhancement of his ego is secured through the social medium. Each action, moreover, must be pertinent to the situation for the individual evaluates his experience through his search for its meaning. The inability of an individual to make a prognosis and achieve personal status value is frustrating. This dichotomy of assumptions and actions can result in an inner deterioration of security, a disintegration of personality, to the extent that the individual requires psychiatric care. For anxiety and frustration restrict individual awareness, effective participation in life, and personal confidence.

Self-realization is brought about through successful action in which the person experiences security, satisfaction, and inward pride. Self-confidence, an aspect of an expanding personality, is developed through the surety with which the individual formulates and acts on assumptions that
indicate an awareness of the reality of future goals. The inclusiveness of cognition makes it possible for a person to see beyond the frustrations of his immediate goals. The factor of inclusiveness is crucial for the emerging self to act with confidence and reliability in developing situations.

Education is responsible for the expansion of the comprehensive data considered in the formulation of assumptions. The opportunity for people to act on an assumption and to test its validity is imperative; otherwise, an unused, untried assumption deteriorates and is lost. Therefore, the provision for experience that brings satisfying results is important if the individual is to consolidate and again to use that pattern of behavior.

An orderly, or at times an erratic formulation of predictions by an individual and the ability constantly to alter these on the basis of new evidence are a necessity for living. The great leaders of history are those who have the vision to recognize the assumption on which to act to achieve the highest values for the individual and for society. Flexibility of a person in deriving assumptions from the present situations, the past experiences, and the future expectancies is imperative for continued participation of the individual within his extending cultural context.

In the area of physical education, most skill movements are habitual. Yet, the adaptations of these movements to game situations cannot be so routinized that new cues for
action are ignored. Coaches, especially of college and professional teams, have tried to remove this element of creating and of testing an assumption in the immediacy of the situation. But, the outstanding player is the one who can do just that. He is called a "natural." Actually his capacity to synthesize the facts of the present developing situation with his past experience and to predict with enough assurance to act is the factor that permeates his play.

The high school youth needs reassurance through successful action so that he may develop an increasing ability to form judgments on which to act. These are provided through student responsibility for planning, carrying out, and evaluating activities whether it be Three Deep, captain ball, or golf. That expert teaching assists in indicating the means for continuing improvements is not questioned; but the directing, planning, carrying out, and evaluating is a prerogative of the student if he is to gain in capacity to form judgments. For only as action satisfies the individual's perceptual level, his personal and group purposes, and his personal and societal values can the quality of his living be enhanced. Both Kelley and Cantril have expressed this in differing ways.

Kelley says:

Since all I get is a prognosis, knowledge can never be absolute. It is what I extract from a situation when my experience and purpose are brought to bear on what comes to me from my environment and from which I make my prognosis. It is personal, and different from any other knowing. It is the only kind
of knowing (mine not yours) which will serve my purposes.\textsuperscript{24}

Cantril says:

The only world we know is created in terms of and by means of our assumptions. It is the world which provides what constancy there is in our environment; the world which gives our experience its consistency. And it is a world of assumptions—a world which we could not have at all except for our past experience in acting for the purpose of enhancing the quality of life.\textsuperscript{25}

\textbf{The method of intelligence is implemented by critical, independent thought to enable a person to formulate mature guides to action.} No one formula can solve all situations; each situation is unique and requires its unique solution. The method of intelligence, the problem solving technique, is a means that allows initiative in the resolving of problems. A person who has had experiences in using this mode of solution for his problems develops a facility which enables him to attack and to find a satisfactory solution for other problems. Dewey writes, "The nature of the problem fixes the end of thought, and the end controls the processes of thinking."\textsuperscript{26} As the complexity of the situation increases, an individual who participates in the on-going process of living is led to reflective thinking as indigenous to a mature mind.

\begin{footnotes}
\item[24]\textit{Kelley, op. cit.}, pp. 59-60.
\item[25]\textit{Cantril, op. cit.}, p. 87.
\item[26]\textit{Dewey, op. cit.}, p. 15.
\end{footnotes}
This scientific method is a procedure for the solution of problems along a continuum of increasing complexity. If the child, youth, or adult is versed in the techniques of the scientific method, has been guided in the intelligent use of the method in a variety of situations, and has found satisfactory solutions through its use, he continues to use it with benefit to himself and to his society. Skillful use of the method of intelligence depends on many factors: the emotional state of the human organism, the recognition and reconciliation of values in a rapidly changing culture, and the continuous reconstruction of evidence. The amenability of the method of intelligence has an infallible quality as a means of solving problems.

The responsibility of educators is to provide a range of experiences that give the individual control over the methods involved to the degree that he turns to this method, yet allows for flexibility within the method. Formulating the problem, collecting the data, and stating the tentative solution on which to act—all are conditioned by such factors as the relevance of the data, the continuity of the assumptions, and the development of insights. Action is the proving ground for an assumption. In the method of intelligence, successful action becomes a criterion for a favorable attitude toward the method involved. Educators are responsible for providing experiences for youth to act. Some actions are successful; some unsuccessful. When action
is unsuccessful, youth is guided to question not the results but the data on which the results were formulated.

The area of physical education provides continuous acting experiences in which problems are met whose solutions are mandatory to continue the action. Each game situation is unique; each requires a decision based on many factors. The more complicated the sport, the more numerous the factors entering into the solution of the problem, the more youth participates, the more situations he meets, the more solutions he tests in action.

The game is football, an activity that can be planned and directed by students with a teacher available only for consultation. The first play is an end run which is stopped at the line of scrimmage. In the huddle, a quick analysis is made. A line plunge produces a three-yard gain. With third down and seven yards to go, the huddle maps strategy. The opponents expect a pass or a repeat of a play that has produced yardage. A reverse spinner not previously used is successful—the strategy works. It is first down and ten yards to go.

A game of football, planned and conducted by the players under the supervision of a physical educator, presents multiple opportunities for trying out tentative plans in action. If the players are a cooperative and effective group, many hours are spent in considering all the available data: from past experiences, from plays seen or read, from
creative ideas. They plan probable strategy for a game although they realize changes must be made to fit a game situation. The plan is tested in action. As the purposes of the players are guided to respect the ability and ideas of all the team, to play for the pleasure of playing, and to do their own planning; the game of football becomes an excellent medium for the use of the scientific method. This does not happen by chance; it is planned and deliberately taught through experiences where acting on thinking is required by the situation. Dewey says:

Thinking is not a separate mental process; it is an affair of the way in which the vast multitude of objects that are observed and suggested are employed, the way they run together and are made to run together, the way they are handled. Consequently any subject, topic, question, is intellectual not per se, but because of the part it is made to play in directing thought in the life of any particular person.27

In the interactive environment of living, some decisions are productive; others unproductive. Through analysis, an individual can grow in ability to think reflectively concerning situations and to develop patterns of behavior that are acceptable to his maturity level and to an increasingly mature level of action. As youth delves into the many facets of games, sports, and dance, a vista emerges of diverse and devious interrelationships. These are comparable to life, for in each decision there are choices to make on the bases of an individual's best knowing—

27Ibid., p. 56.
that is to the extent and depth of his present data and his perceptual relationships. He comes, thus, to an intellectualization of his choices on the basis of his purposes, his experiences, and his tentative expectancies.

How the child is guided to use the method of intelligence in his experiences, the youth in his formative years, and the adult in his work and social world are crucial issues in advancing the world toward fine, joyous, productive living. The youth is at bat with a man on first and second. The coach has instructed him to bunt in the best tradition of professional baseball. The batter knows he can hit this pitcher; he always has. He swings and sends a long foul to left field. From the bench comes the admonition to do as he is told or warm the bench. The batter bunts successfully, that is he advances the two players, but he is out. He remains on the team, but has he made a decision on his known facts? No, he has merely bowed to authority, has lost an opportunity for ego involvement and social acclaim. The adolescent did not act on his own solution to the problem, but on the stereotyped decision of an adult who could not know the confidence the batter held when he made his decision. In amateur athletics, especially in the formative years of adolescence, an indispensable aspect in the development of reflective thought is the opportunity to act on the basis of the tentative decision. Even though the batter had struck out, his learning was present. Since
he acted as an automaton, his learning may have an emotional content but certainly not a thinking content. Mead says:

We need to teach our students how to think, when you don't know what method to use, about a problem which is not yet formulated. And is that not in a nutshell our actual position? So if we, who live now, can fully realize and incorporate into our every teaching word and gesture our parlous state, we will, as we transmit it to our pupils and students give them just the sense of an unguessed-at process which nevertheless must be found, which if they incorporate it, should equip them as no generation has ever been equipped to make new inventions which are necessary for a new world.28

Flexibility in patterns of living is essential for a person to meet contiguous situations readily, for life is a becoming process, novel and personal. The aspects of flexibility are personal and social, for they relate to the purposes and values of both the individual and the group. Flexibility is also a factor in both the personal and cultural emerging maturity level of society. For the person or the society that has ceased to form new judgments on which to act has ceased to live and is merely a reliable agent in living; in fact, he and his society have ceased existing as far as the welfare of a democratic culture is concerned. The adjusted person or society has the ability to adapt to the environmental circumstances with adequacy and surety and thus to be forward looking. Emerging adaptabilities of individuals and groups are expressed through

creativity. Therefore, the social order that provides an understanding and appreciative climate of opinion toward change is the society that is conducive to the productivity of human beings who respond to the creative elements of life.

The educational mediums in a democracy can foster an adaptive people and society through experiences that give credence and tolerance, tentatively at least, to deviations from the established norms of thoughts and of behavior. The educational climate depends to a greater degree upon the values of the group than upon the values of the individuals who form the group; thus, the primary adaptation of the individual is often toward conformity to the group values. Especially in adolescence, when youth is seeking acceptance and security within his peer group, yet is breaking the tenacity of the home ties; his environmental climate becomes the criterion by which he seeks to establish himself.

The individual's actions, based on his emerging values, are tested by their success or failure to meet his purposes. If his actions do not prove effective, he ends with a sense of frustration. The thwarted youth may then return to his past behavior pattern, he may cling tenaciously to his new pattern, or he may turn to other behaviors that denote his conflict with society. In too many instances today, youth and youth society are in conflict
with the established norms of behavior. These conflict behaviors become increasingly inflexible. The educational mediums of the community are over extenuated in their efforts to help youth reconcile his actions, assumptions, and purposes to the standards of his culture.

The basis of adequacy is, Cantril says, "to cultivate the capacity to cope with emerging situations." With the rapidity of change in today's world, improved individual and group living requires the capacity to act effectively on the bases of worthy assumptions. These assumptions are effective to the extent that they may be tentatively held until tested by members of the group. Man must, then, experience the results of his assumptions in concrete behavior with other people. Unless increments in personal and group values result from an experience, the activity will not be held worthy of further pursuit.

Within the experiential scope of games, sports, and dance, there is a constant and consistent requisite for setting goals, gathering data, postulating assumptions, acting on proposals, analyzing actions, altering assumptions, and retesting with action. The adaptations are often immediate or foresighted, individual or group. Only the use of a combination of flexible patterns can meet the complex, interacting experiences which are continually arising. These combinations range from simple adaptations in Brownies

29 Cantril, op. cit., p. 170.
and Fairies to complex ones in tennis. In the simpler game circumstances, the teacher helps the student verbalize and act on behavior changes both within the rules of the game and within the standards of group conduct. He also helps the individual toward an improved skill level.

In tennis, to the highly personal nature of the adaptations to a constant stream of situations, there is the added factor of personal reactions and relationships. If the opponent is a member of the same group, the changing personal situations are amenable to the accepted social mores of the group. If the opponent is a member of another group, the shifting situations are charged with the necessities of adaptations to differing, social contexts. In neither situation, however, will a stereotyped pattern of action suffice for the playing of the game and for personal responses. The physical educator is just as responsible for the action pattern in personal relations as he is for the action pattern in skill and strategy. Too often, the development of flexibility in personal living is consigned to change; flexibility should be the result of emerging values at a more mature level of action.

The teacher who is educating through the physical seeks to develop in a student adaptability to cope with emerging situations. He also seeks to increase the maturity level of individual action. He seeks diligently to bring continuity to individual experience. All this, he
knows, is necessary if an individual is to meet successfully the rapid changes of the democratic world of today. Cantril says:

You are the self-acting, responsible agent that makes a value judgment for a purpose as you operate through the changing environment. And because your action in the "now" is determined both by your past and your expectancies for the future, you experience a sense of continuity. All of these experiences are concurrent or collateral with physiological processes as yet only dimly understood.  

The emotional climate of experience is an eminent determinant of values, attitudes, and behaviors on which the inner security of the individual, and thus, his group welfare depends. For experiences to have meaning to man and to be used as data for assumptions on which he bases behavior, a person must react with a degree of emotional involvement in a situation. An individual can use intelligently the results of an experience only as he experiences it with his emotions. Beck says:

... we cannot know without the intellect; we do not know until we experience with the emotions. All the current evidence in the study of personality, both integrated and disordered, leads to this conclusion.  

Although conclusive evidence is lacking as to the exact nature of the interrelationship of emotion, there is

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30 Ibid., p. 106.

sufficient experimental proof for Prescott to say:

Emotions, then, are among the most basic, deeply-rooted, and biologically useful forms of behavior. They are the modes of physiological integration through which we meet relatively critical situations. 32

Emotions develop functionally in the dynamic interactions of the experience. The effect is both individual and social, yet the individual is primary. For the individual brings an emotive behavior pattern into the social context even though it may be a response to a variety of stimuli. Actually, emotions have an adjustive quality which is illustrated physiologically by the adaptation of the organism to the requirements of the whole experience. This adjustive reaction is more sensitive to the intensity of the emotion than to the specificity of the stimuli. This adjustment is the important component that maintains the equilibrium of the organism physiologically as well as psychologically.

In mild emotion the physiological functions are tonic in effect while in strong emotion the physiological function can be disintegrative depending upon the cause, the duration, and the intensity of the emotion. It is also noted by Prescott, "That the tonic condition is produced by unpleasant as well as by pleasant stimulations, and that it persists for quite a time after stimulation has ceased." 33

33 Ibid., p. 20.
This indicates to physical educators that winning is not imperative, as the organism responds in a similar manner physiologically at least, to either winning or losing providing undue emphasis is not placed on either one.

In mild emotional reactions, there is a temporary imbalance, a minor tension, in the organism which comes from an action that does not bring the expected results. With the resolution of the tension to the satisfaction of the individual, the emotional components of the experience become a functional part of his personality.

In strong emotional reactions, associated in the biological heritage of the race with vigorous action, the organism reacts with its physiological resources mobilized and integrated for immediate action. Therefore, if this mobilized force is unused, it must be dissipated. However, efforts of the organism to eliminate the physiological results of the reaction are not as clearly channelized as the mobilization. Consequently, diseases sometimes result when there is a continued, virulent reaction. Dunbar indicates these deleterious effects in saying:

Their inability to cope with the environment in which they find themselves sets up an emotional disturbance which translates itself into a physical disorder, and the tortured system thriftily selects an ailment which may have compensating features. The sufferers lose their symptoms when their personality difficulties are remedied, that is, when they are helped to become the kind of people they have the capacity to be.34

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The emotional content of any specific experience is dependent upon the meaning that the experience has for the individual, for individuals respond to meaning rather than to differentiated stimuli. If an individual's experiences promote repetitious emotional meanings, he establishes an emotional pattern with which he reacts to similar future situations. He responds to experiences in learning to swim with tenseness. He may be unable to breathe, to coordinate his movements. The teacher translates these tangible physical reactions into the context of fear. He seeks the cause—the meaning on which the individual is acting. Until the educator can locate the cause, the pattern of behavior that has been built through previous experiences, he cannot help the person efficiently. The purpose of the physical educator who deserves the name of an educator is to help his student understand and solve his emotional tensions through finding a quality of experience that is pleasurable; master the techniques of swimming; experience new values; and thus, alter his assumptions and actions.

The play spirit is primarily an attitude and is the major determinant in providing the joy of activity so essential to present and future participation in physical activities. If the present experiences of youth are geared to his purposes, are within the grasp of his perception, reach toward his expectancies, and provide quality of satisfaction; he responds with enthusiasm. Once the adolescent
becomes a participating member in an emotionally satisfying experience, his attitude, and consequently, his actions are in a state of flux. Only as the adolescent perceives and experiences the satisfactions inherent in the area of physical education can he develop the play spirit fundamental to continued participation in youth and adulthood.

Past experiences are not given equal weight when an individual evaluates data on which to make an assumption. The degree of emotional quality attached to an experience enhances or detracts from its evaluation. Attitudes and meanings which youth attach to situations decrease or increase in value in accordance with the emotional content of the experience. If an individual sacrifices his values, which denote the quality of his experiential background, he jeopardizes the future quality of his expectancies and thus decreases his chance of growth in deepening his satisfaction. Educators are responsible for the direction of the emerging experiences as this direction is determined by the expectancies of the individual which are adjudicated by his prior experience and by his values.

Teachers are also responsible for building an emotional climate that is functional to the democratic culture. This responsibility indicates a need for experiences to build values, attitudes, and loyalties about the democratic concept. Situations that mitigate against an individual's opportunity to function in experiences that are meaningful,
that have quality worthy of himself and of his society, are unsound—mentally, physically, socially, and emotionally. Kraines says:

\begin{quote}
We are not decrying the role of social amenities nor the value of self-discipline; we are merely emphasizing the fact that the human body is totally oblivious to such niceties and continues to react to the person's real feelings. One may fool one's fellow men, but one cannot fool one's body.\footnote{Samuel H. Kraines and Eloise S. Thetford, \textit{Managing Your Mind} (New York: Macmillan Co., 1943), p. 84.}
\end{quote}

Leadership and followership abilities in group activity are paramount for youth to expand his ego, grow in worthy leadership, and assume a beneficent adult role. The desire for a secure and accepted place in a group demands an ability to conform, to follow, to subjugate personal gratification to the welfare and success of the group. In apposition the desire for independence and individual recognition demands the ability to initiate plans, to assert leadership, to dare new ideas, and to promote adventure for creative individuality. These two desires of youth must be reconciled to establish a stable, yet ever expanding society.

Since leadership is a developing process which depends upon the experiences of the individual, educators must recognize the importance of this and provide a multiplicity of developmental situations. Kraines indicates the important need for leaders; "Probably no other one factor
is more potent in determining the kind of world we shall have than is the quality of our leadership."

Research indicates that the area of physical education has a unique relationship to leadership. Firstly, superior size, strength, and physical stamina are factors that often distinguish leaders; secondly, superior athletic ability and greater athletic participation are aspects of the same type; thirdly, many of the extrovert behavior patterns indigenous to joyful participation in activities correlate highly with this quality. Again however, the accrual of these assets within the area of physical education depends fundamentally upon the philosophical tenets of the program; upon the type and kind of experiences in the program; and above all upon the guidance of the physical educator.

The teacher has the responsibility of providing experiences in leadership on the basis of an individual's readiness and maturity; never permitting these dynamic qualities to become static. Equally important is the responsibility of the teacher to provide followership experiences in the same manner. Followership is of no less importance. This dual role is common to adolescents and to

36 Ibid., p. 358.

adults who find happiness in living in a democracy. Any group, worthy of the service and devotion of an individual neither accepts nor endures for long the continuing leadership of one member.

The distinguishing characteristics of the adolescent for adventure, independence, and initiative, as well as for security, cooperation, and conformity to the peer group, find satisfaction in the opportunities provided in the activities of physical education. Games, sports, and dance are culturally acceptable avenues for the satisfaction of these demands of youth. Leadership, followership, and the constant interchange of these roles are inherent in physical education activities. Through these experiences the individual learns to accept his role with equanimity. He satisfies his ego status in socially acceptable situations; likewise, his group status is satisfied through acceptance of group purposes in lieu of individual purposes. Thus, in the dynamic interaction of games, sports, and dance, the adolescent constantly meets situations where his role as leader and follower is important not only to his welfare but also to the welfare of his group. Such experiences, if they are to guide him toward quality living, must be within his expectancy range.

In physical education there is a constant flow of opportunities for individual and group interaction in play situations. There is a constant selective factor operative
from choosing "it" to choosing the team captain. The possibilities for intelligent participation in this democratic process so inherent in life—namely, choosing leaders—should be carefully nurtured on the playing greens of the nation. The cooperative effort of the group should be brought to bear in setting up its own standards for selection. A continuous, intelligent evaluation of the results of selection, guides youth in astuteness as a selector and as a selectee. Through the medium of physical activities, a teacher may provide degrees of leadership experience for each student according to his ability to assume such responsibility. Group solution of a problem contributes to the growth of the individual in using intelligent methods of resolving a controversy expeditiously. The teacher must, however, present increasingly complex experiences which challenge the capacity of youth to participate in the democratic process with assurance, intelligence, insight, and satisfaction to himself and to his society. Caswell says:

The high school should bring out the qualities of potential leadership in all its students, it should contribute to the upbuilding of special leadership powers of the few who show outstanding promise, but it should also keep the would-be leaders in close touch with the realities of the social situation in which they may function.38

Social attitudes and skills of an individual for group participation are indispensable in group living to give direction to human effort and to maintain a civilized state. The experiences of man from which his personality grows are social. He is dependent on the social milieu for the satisfaction of his needs, the direction of his purposes, and even the perceptual meanings in a situation. The quality of the group experiences shapes the values of individuals. The degree of group integration determines the intensity of the loyalty and the interactive influence of the group for personal and group realization of their purposes. Thus, the group becomes the major medium for evaluation of the meaningfulness of experiences and the emerging quality of living. Nisbet says:

But to recognize the role of privacy and the importance of autonomics of choice is to be forced to recognize also the crucial problem of the context of privacy and personal choice. For man does not, cannot live alone. His freedom is a social, not biological derived, process. We are forced to consider...the indispensable role of the small social groups in society. It is the intimacy and security of each of these groups that provide the psychological context of individuality and the reinforcement of personal integrity. And it is the diversity of such groups that creates the possibility of the numerous cultural alternatives to a society.  

Through the capacity to enter into group living, the individual finds security and personal surety to act. The family is an individual's first social group where he

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participates in the emerging experiences and where he becomes aware of values. The adolescent turns to his peers for the continuation of experiences that offer him security and new values as well as for the opportunity to realize his selfhood within his culture group. The adult continues this expanding role in community organizations while establishing his own familial group. In all these experiences the purpose of the people who make up the group affect the individual, and the individual affects them through his actions. Man is only understood in his social context.

Respect for and emancipation from parental authority enriches the living of youth in his family and in his society. Physical education activities present experiences for youth to form new and strong feelings of loyalty to a group if they are guided toward that end. Here, the student gives allegiance to a social order in which he takes an active part. His partner or his team cannot function unless he carries the share of responsibility delegated to him by the rules of the game. The situation offers him the opportunity for loyalty, esteem, and membership in the group which has meaning for him. The extent to which this is constructively operative, however, depends on the philosophy of the school and the teacher. The school that forces each student through a set activity, that by-passes helping him in finding his place in the group, or that denies him personal satisfaction in activity, fails in upholding the ideals of democratic living.
As a boy or a girl finds status, independence, group fellowship, and satisfactions in his activities, he emancipates himself from the home. As he gains in breadth and expertness of skills, he widens his horizon through community service. A student expresses an interest in badminton. The teacher meets his need for skill to play with enjoyment. Facilities and equipment are provided for continuation and pleasure in playing badminton. The student becomes aware of the rules, etiquette, history, and purchase and care of equipment as a part of his learning. He is asked to join the high school badminton club, to attend the city club and see better players. He is then asked to play in local tournaments and in every way is encouraged to find new avenues of contact and pleasure. Through new friendships, enlarged environments, expanded opportunities, he becomes a member of an ever-widening section of his culture. He may then help another to play; he may lay out a court in his back yard; he may interest his father in the game. In fact, his home may become the focal point of the neighborhood as he expands his interests. This can be done through a school that forwards growth in social skills for its student. Thus living in the community is enhanced at least in the area of physical activities.

Social skills are demanded for successful participation in physical education activities. The social
heritage found in games, sports, and dance is vital to group welfare. Manifestations of social qualities of behavior are exhibited in games, sports, and dance through physical motion, through physical reactions, perhaps more astutely than through words. The behavioral patterns exhibited in the gymnasium and on the playing fields reflect the quality of the individual's inner values--the attitudes on which he bases his judgments. These are tested in primary contacts with teammates and adversaries. The student makes an adaptation to establish or to retain an accepted place in the group. This is a two-way avenue to evaluating individual and group values. If group values conflict with individual values, the dichotomy may be resolved in either direction or in compromise. The manifestations of the individual's purpose may lead to a change in group purpose. The group purpose may be adopted by the individual, and his purposes harmonized toward group progress--all a vital adaptation to maintain a stable society. Lombard says:

...understanding, if it is to be achieved, must be demonstrated in face-to-face interactions in the present. This means that each of us must be able to recognize and behave in terms of what is important in our relationship here and now. Distinguishing this present reality from the way in which our past experiences have taught us to see it is vital to securing, first, understanding; then, communication and active cooperation.40

In basketball the group is small and the action rapid so the opportunity for face-to-face contacts are numerous and dynamic. The five or six players have a similar purpose and a commonality of skills and strategy. Therefore, they plan together to achieve their expectancy—a good game of basketball. In the dynamic interaction of the game situation, shared meanings are apparent as one play works and another fails. The players share experiences in success and failure as well as in diagnosing their opponent's plays. They evaluate the skill of each other in action. Through these numerous experiences the group is amalgamated into a functioning unit of deep loyalty. Youths who have experiences in physical education that bring deep and satisfying actions of their purposes are more apt to participate actively in all phases of living. Hook says:

The objects of our deepest loyalties are systems of shared meaning. The occasions of our most productive growth are shared experiences. . . . No one lives completely unto himself even in withdrawing from the world. Common needs, common objectives, and common dangers embrace us all.41

Cultural values evolved through an understanding of, a sympathy for, and an appreciation of the contributions of other races and creeds are vital to a citizen living in a world democracy. In this one-world era, personal

understanding based on a knowledge of and experience with other cultures is essential in solving world problems. A culture that countenances prejudice and disparaging attitudes toward other cultures handicaps world understanding and peace. Emotionalized behaviors which result from biased values cannot be tolerated if various cultures are ever to operate together to improve the quality of living for all. A democracy founded on the Bill of Rights and governed by the Constitution of the United States must be vociferous in promoting among peoples the values, attitudes, and behaviors that exhibit a respect for all races and creeds. For cultural values that are nationalistic foredoom growth in world understanding.

Bias and prejudice blind an adolescent or an adult to the heritage from the past and the present civilizations; blind them to the debt the present inevitably owes the past both for its successes and its failures. Knowledge and understanding of the false premise on which most discrimination is founded assist a person in intellectualizing his reasons for bias but do little to change his attitudes. Actual contact with the people and the artifacts of races is more effective in changing attitudes upon which values are interpreted. Youthful contacts need the wise guidance of an adult who himself has found his cultural values in the matrix of living cooperatively with many races and creeds.
Since values are directives for action as well as criteria for evaluation, the cultural values of an individual and of his group are highly significant in the continually maturing processes of successful living. Each culture establishes sanctions which act as molders of the on-coming generation. This is particularly true at the period of adolescence--the period of transition from childhood to adulthood--which varies in all cultures. A degree of significance is attached to this age that is indicated historically through tribal ceremonies. These rites are the means for the perpetuation of the adult ways of living in a culture. Such traditions pass from one generation to the next in a relatively stable form, but actually each generation adapts and changes customs to suit its purposes. Today the rapidity of change in all aspects of living, especially notable in respect to the mores of youth, has seemingly caused youth to discard much of the heritage of the American culture.

The real problem of education is the reconciliation of existing cultural animosities that, although not as strong now in many places, impede the potentialities of living for both the one who discriminates and the one against whom he discriminates. As foreign cultures impinge upon each other in the cultural context of the United States, disrupting problems arise. The problem is further complicated by the intercontroversies within each culture. The
Youth of communities of inter-racial and inter-cultural strife live and act within environments that have potentialities of great frustration. Therefore, educators must provide opportunities for youth to find security, recognition, and status with all races and creeds.

Youth needs guidance in the selection of activities which assist him in adjustments within his environment. To lack skill in a game, sport, or dance area that is a part of the cultural pattern of a community, is to lack the ability to make friends and to find a place in communal living. Many sports are indigenous to the United States; many enjoy world participation—all involve to some degree running, jumping, throwing, catching, and hitting. The language of movement is universally used although the medium may vary. Therefore, the physical education activities must provide opportunities for youth of other races to learn the adaptations of their skills to the specific skills that are an accepted part of the democratic culture. Nevertheless, he must not lose appreciation for the skills of his culture and the skills used by his familial group. In this way, adolescents are helped to establish relationships more easily and to find status in their community of peers.

Participation in sports events and dance productions, democratically conceived and conducted with other races and creeds, promotes an emotional involvement
conducive to understanding and appreciation. From participation in a local folk festival to the Olympic games, youth gains a perspective which helps him in establishing a tolerant, appreciative attitude based on the values of other cultures in reference to his own.

There is an empathic quality of imagination that enters into any understanding of another culture. A youth must play the games of other countries, dance the dances of other peoples to catch the flavor and the spirit of their cultures. He must understand the significance of the movements, feel the rhythm of the motions, involve himself in the emotional spirit to secure a harmony that is meaningful. What adolescent can participate in the primitive rhythms of the Negro culture without an emotional reaction; or in the game of cricket without a feeling of admiration for the skill, stamina, and sportsmanship of the British. The individual may not accept these as relevant to his way of life, but he may find bias and prejudice fade. Also, he may change the values upon which his attitudes are based. Educators must teach for values and behaviors that reflect the genuine concern of thoughtful citizens of the United States for the elimination of bias and prejudice and for the growth in appreciation of the cultural contributions of all races and creeds to the improved welfare of mankind. Hopkins says:
This means that his education is going on in every activity of life for all hours of the day. It takes place in the home, at the school, on the street, with the gangs, at the clubs, in the church, on the playground, on the job. It takes place through all activities, whether they be directed toward vocation or leisure, whether they result in success or failure. From all these activities of life, the individual builds his beliefs, attitudes, values, philosophy of life, personality, relationships toward life and therefore his education. And this is true of all cultures, regardless of their age, complexity, internal organization, or institutions.42

CHAPTER III

THE CONTRIBUTIONS OF PHYSICAL EDUCATION TO PROBLEMS OF INTERCULTURAL RELATIONS THROUGH CONTRIBUTORY AND SUPPLEMENTARY ACTIVITIES

Freedom is a creative spirit that summons the energies of all men to the task of building the kind of community, the kind of nation, the kind of world in which they want to live. It is a dream world in which all men, women, and children are encouraged to grow to their fullest—physically, mentally, spiritually—so that they may fulfill the great promise of their inner potential.1

Introduction

The selection of Problems of Intercultural Relations as one problem area in which to seek the contributions that physical education can make through the contributory and supplementary activities is based on the dual premise; (1) that intercultural relations are a major concern in today's world; (2) that the physical educator can contribute dynamically to intercultural relations if he so desires and so teaches.

The tense world situation, the juxtaposition of cultures,

and the intercommunication of peoples demand calm, deliberate, understanding judgments by all youth. A heavy obligation rests on all fields of education and demands their vital contributions to assist youth in acquiring the ability to act on wise judgments.

The first two approaches of the study are made in this chapter. In the first approach, the contributions that physical education makes to a specific suggested activity are stated in relation to a developed core program. No attempt is made to alter, to enlarge, or to add to the original activity. The area of physical education is merely searched for aspects which contribute to the specific activity as stated, even though the original activity is only suggestive. The activities from the physical education area are called Contributory Activities and are stated in relation to the Problems of Intercultural Relations. The continuity of the problem area and the contributions of the area of physical education requires not only a statement of the entire problem area but also an established order. Therefore, the Contributory Activity is stated immediately following the problem area activity to which it contributes.

In the second approach, the area of physical education is considered in relation to the scope of the problem area where many harmonizing activities become evident. The activities emphasize the integration of the experiences
of the student in the core program and the physical education area. These contributions are grouped at the end of each division of the scope and are called Supplementary Activities. They are closely allied to the scope of the problem area yet go beyond the original suggestions to expand them into the area of physical education in relation to the Problems of Intercultural Relations.

In both the Contributory Activities and the Supplementary Activities, the following criteria are used to govern their selection. The selected physical education activity should:

1. Complement core activities and indicate leads to further development.
2. Harmonize with the criteria for the selection of core activities. (Found on pages 16 and 17)
3. Utilize the ability of the physical educator to enrich the problem area.
4. Sensitize the teacher to related problems and issues.
5. Extend interest into the area of physical education.

In the first and second approaches, the relationship of physical education to a theoretically useful set of suggestive activities is indicative of the integrative opportunities in a core curricular structure based on problem areas. To make physical education an accepted phase of the educational experiences in a core program developed into the activities of the problem areas, the
relationship must be stated clearly, simply, and concisely; yet must emphasize the unique contributions of the physical education area. This, the Contributory Activities and the Supplementary Activities do.

PROBLEMS OF INTERCULTURAL RELATIONS

"On local, national, and international levels we are facing serious problems in the field of human relations. Prejudices based on suspicions of racial, religious, and class differences, discriminations, biases, misunderstandings impair good human relations and constitute a real threat to democracy which is founded on the principle of human equality.

"Since a cooperative world cannot be built on ignorance and misconceptions, students need to be provided with intercultural knowledge that is scientific in nature and democratic in value to serve as a broader moral support to them when they have to take a stand in matters related to intercultural problems. But knowledge alone is not enough; intercultural attitudes should be lived and thus learned. This suggests that the school should provide wholesome experiences for practicing desirable inter-group relations both inside and outside the school. In this way the school contributes to the integration of the American culture and the building of a better world.

"This unit seeks to provide an opportunity for raising to a conscious level not only the values inherent in good inter-group activities but their bearing upon the intercultural problems that must be met and solved intelligently."3


3Note: Hereafter in this chapter, the material in quotation marks and single spaced is taken from the source given in Footnote 2; the material not in quotation marks and double spaced is original.
Objectives

To help students:

"1. Develop an awareness of intercultural conflicts in the immediate and wider communities and study their causes and effects.

"2. Develop a feeling of personal concern and responsibility for the solution of intercultural problems by democratic processes.

"3. Acquire knowledge of and appreciation for the contributions of all cultures to the welfare of mankind.

"4. Understand and appreciate the composite character of the American population and its consequent advantage to the American culture.

"5. Realize the conditions under which racial or minority groups live within our nation.

"6. Practice wholesome, friendly, mutually respectful human relationships in everyday living.

"7. Recognize and understand both the similarities and the differences between various culture patterns.

"8. Examine the origin, prevalence and persistence of existing beliefs and attitudes that influence intercultural relations and develop a willingness to modify these attitudes that are not based on facts.

"9. Evaluate inter-group relations in terms of the democratic ideals.

Scope

Studying problems of intercultural relations at the:

" I. Community level
" II. National level
" III. International level

I. Studying Problems of Intercultural Relations at the Community Level

A. Racial Problems

"1. List and report to the class derogatory remarks about minority race groups which you
hear in your school, in your family, in your community, over the radio, or in your church. Are they founded on fact or are they prejudiced? Are they generalizations made unfairly from one incident?"

**Contributory Activity**

1. Derogatory remarks heard on the play fields and in the gymnasium where the student is freer in his inter-group relationships are often expressed against minority groups. Are these remarks based on unwritten codes in athletics? Are they directed toward an individual or a group?

"2. Make a survey of newspaper articles which reveal race prejudice. Try to discover the reason for prejudice. Who is responsible for the article? What is the purpose of it?"

**Contributory Activity**

2. Note the tones and undertones of newspaper articles on minority groups in sports. Analyze a newspaper article on a sport's event in a northern and a southern newspaper, especially where one or more participants are of a minority group.

"3. Keep a record of movies given during a period of time which portray racial or national groups as undesirable or inferior people. What constructive measures could films take to promote understanding between peoples and to portray members of groups fairly?

"4. Invite an anthropologist to discuss racial characteristics and other scientific facts that refute prejudices about racial "superiority"; or a socio-economist to discuss the motivation of prejudice."
"5. Interview workers in an employment agency to find out about employment practices. Are races or religions of persons registered in applications? What would happen if people were sent out for jobs only on the basis of merit? What concern does the agency have with discriminatory employment practices?"

**Contributory Activity**

5. Analyze the number of coaches or officials who are of the Negro or yellow race. What factors operate to keep qualified candidates of these races from prominence?

**Supplementary Activities, I-A**

1. Investigate the selection of individuals for athletic participation. Does racial discrimination enter into the selection?

2. Are the recreational opportunities of the community open to all races on an equal basis? Is the conclusion based on verbal data or observational data?

3. Visit a church, a community, or other recreational programs in dance and sports. Sample racial groups and note specific answers to a prepared questionnaire on numbers and kinds of activities open to each.

4. Study the winning teams in high school competition for several years. Have all racial groups in the community been represented? Should they have been? Support the answer.
"B. Religious Problems
1. Interview leaders of various churches and temples in order to better understand and appreciate different faiths. Clergymen may be asked whether they accept minority groups into their congregations. What reasons are given for acceptance or rejections of certain groups?

"2. Attend services of various denominations. Notice the similarities of ritual, beliefs, and architecture of building. Are there any similarities among Jews, Catholics, and Protestants? List similarities and differences among the protestant churches."

Contributory Activity
2. What beliefs do each hold concerning physical activity? Are their beliefs based on scientific facts or decree or custom?

"3. Study the backgrounds and the bases on which the Jews, Catholics, and Protestants built their faith. Is understanding and cooperation difficult among these faiths? Why?"

Contributory Activity
3. Learn the historical religious dance movements used in various faiths and evident today in the processionals and rituals. Why were these barred? Did they serve a purpose? Would they serve a purpose today?

Supplementary Activities, I-B
1. Compare the effects of the recreation, athletic, and physical education programs of various religious groups: such as, the Catholic Youth Organization, The Sokols, The Turners, and the Young Men's and Women's
Christian or Hebrew Association. How are these programs used to further or hinder inter-group or inter-racial understanding and tolerance? Are the physical education programs supported by religious groups promoting democratic ideals in practice? Is loyalty to and winning for the group more important than respecting the opponent?

2. Dances often express the religious beliefs, attitudes, and feelings of a culture more vividly than words. Prepare a program of dance numbers used by man to express his religious beliefs or ideals: such as, the Indian dances.

"C. Ethnic Problems"

"1. Study juvenile delinquency in the community. What groups, if any, produce more delinquency than others? Why? Does the police department have any kind of remedial program? Sources of information are: a judge of a juvenile court; top police officials, and social workers."

Contributory Activity

1. Do remedial programs of the police department include athletics? Is the organization open to all ethnic groups on an equal basis? Are the leaders educated in the area of physical education? Has the incident of delinquency decreased since the inauguration of the program?
"2. Read and give individual reactions to one or more of the following books: A Tree Grows in Brooklyn, The Yearling, Grapes of Wrath, The Jungle, Not Without Laughter.

"3. Write down the first thing that enters your mind when you hear the following terms: Negro, Japanese, Jew, American, German, Russian, Chinese, English, Democracy, freedom, justice.

"4. Invite a foreign-born parent to describe his adjustments to life in the community. A vivid picture of his conclusions and frustrations induced by strange customs and strange people, should help create sympathetic understanding for immigrant problems."

Contributory Activity

4. Did dance, sports, and games help the foreign-born parent adjust to his community? What groups were of most assistance?

"5. Consider the phrases, "tight as a Scotsman," "cunning as a Slav," "Irish temper." Are all Americans "money-mad?" Are all Negroes musical? Are all Spaniards romantic? What stereotypes can we find in comic books? Radio and television programs? Movies? Magazines? How can we best combat them whenever found? Do stereotypes inhibit clear thinking?"

Contributory Activity

5. What stereotypes refer to sports and race: such as, "Japanese are all good swimmers"; "Germans are good gymnasts."

"6. Discuss how cooperation enriches all aspects of cultural life through exchange of knowledge, methods, ideas, and experiences."

Contributory Activity

6. Dances, games, and sports of a people communicate their culture through movement.
Learn the dances of another culture. How are feelings, emotions, and appreciations of foreign cultures communicated through these dances? Would language be an insurmountable barrier to such learning?

**Supplementary Activities, I-C**

1. Plan a festival including representation from ethnic groups of their folk dances, games, foods, and arts. Following a short demonstration, invite all to join in a simple folk dance or game of several ethnic groups.

2. Study the opportunities in the schools for the children, youth, and adults of ethnic groups to secure special help with the skills and understandings of the games, dances, and sports of the United States.

3. Collect magazine articles on the growing importance of various minority groups in many sports.

4. Does the community invite immigrants to participate and to contribute to the recreational life of the community?

5. Invite various ethnic groups to demonstrate and teach others their folk dances to further an appreciation of a foreign culture.
6. If possible, learn some of the games which an ethnic group plays in the school, at parties, with adults, and at their festivals.

"D. Socio-Economic Problems
"1. Investigate the composition of cliques in schools. Do some students like to work or play only with their own group or gang? Do well-to-do students exclude poor students from their group? Are there clubs in your school which are too expensive for some students? Are all students given opportunity to join glee clubs and ball teams?"

Contributory Activity
1. What cliques exist due to skill in physical activity? Do athletics exclude students who must work? Do economic conditions bar individuals from participation in any physical activity? Has the school any responsibility for providing for all students to participate?

"2. Plan field trips to some of the following places in order to compare and contrast the economic status: a settlement house, "China town," an Indian village, a Negro church, and a cosmopolitan club."

Contributory Activity
2. Compare the recreation programs offered by various economic groups: such as, a settlement house and a cosmopolitan club.

"3. Study housing and its relation to prejudice. Investigate both good housing and slum housing by visiting both areas. What are the reasons for these conditions? How does our economic system influence housing? How do prejudice and segregation influence housing?"
Friendly conversation with some of the occupants might reveal interesting facts."

**Contributory Activity**

3. When studying housing investigate the provision for recreation for all groups. Should public housing be responsible for providing ample play areas, adequate equipment, and trained leadership for recreation?

"4. Visit a factory and ask to be conducted through the shops. Talk with union men and their stewards, and with management officials. Take advantage of opportunities for informal interviews on problems of discrimination in employment."

**Contributory Activity**

4. Study factory and union recreation programs and their contribution to inter-group welfare through physical activities. Visit an active program and discuss the problem of teaching skills with the leader.

"5. Check opportunities given minority group members to become teachers. How many religions, races, or national backgrounds are represented among the teachers in the school? Are there rules of the Board of Education which discriminate against qualified teachers because of any particular origin?"

**Supplementary Activities, I-D**

1. Investigate the problem of subsidizing athletes through provisions that are not under the educational jurisdiction of the secondary school. Does color, race, or creed have any influence?
2. Is there equal opportunity for all economic groups to participate in a good physical education program? What factors operate to cause this inequality or equality of program?

3. Can the selection and care of physical education equipment and facilities by the student body decrease the destructiveness in certain economic areas?

"II. Studying Problems of Intercultural Relations at the National Level

A. Racial Problems

"1. Represent graphically the total population of the United States showing the black, white, red, and yellow segments according to the census of 1950; 1940; 1930; 1890. Have there been any significant changes since 1890?"

Contributory Activity

1. Look up the great athletes of various races for the years, 1950, 1940, 1930, and 1890. Compare these with the population census for any change in athletic competition. Compare the races representing the United States during these different years in international and national competition.

"2. Make maps showing the concentrations of racial groups in the state; in the nation. What is the effect of these concentrations upon the total life of the area; the nation; the racial group?"

Contributory Activity

2. Do recreational opportunities and programs affect concentration of racial groups in certain
areas?

"3. Invite speakers from the National Association for the Advancement of Colored People, for the Negro; from the YMCA, for the yellow race; from the Indian Bureau, for the American Indian, to lead a discussion on the major problems faced by each of these groups. What are possible solutions?

"4. Make a study of the Negro in American life. What is the Negro's present place in American life? What opportunities in industry are there for the Negro? What provisions are made for his education? How can the contradictions between the caste status of the negro and the ideals of democracy be reconciled? What are the next steps in improving the Negro-white relations?"

Contributory Activity

4. Study the expanding opportunities for Negroes in sports: such as, boxing and golf. What have dance educators contributed to the acceptance and appreciation of Negro culture?

"5. Have a round table discussion: "Is Racial Discrimination Confined to Any Section of the Country?"

"6. Make a study of recent bills introduced in Congress to prevent discrimination in the South, e.g., the Anti-Lynching Bill and the Anti-Poll Tax Bill. Information concerning the provisions of these bills may be obtained from the Congressional Record. Find out how your representative voted on these bills.

"7. Give a sociodrama in order to get a picture of how certain individuals feel in regard to segregation. Assume these roles: a white southerner who has worked along with the Negroes in industry; a social worker who has worked extensively in "China town"; a college trained Negro who served as a mess steward in the war; a Japanese high school student who was at a resettlement center during the war.
8. Devise a set of questions to discover the extent of racial prejudice in the class. For example, white students might answer questions similar to the following: Would you dance with a Negro? Would you vote for a qualified Negro for mayor? If you owned a house in a white section, would you rent to a Chinese?

9. See the films:

- **Americans All** March of Time Forum Films
  - Duration: 16 min
  - Medium: sd
  - Location: New York, New York
  - Price: $55
  - Year: 1945
  - Description: A study of the vital problems with which many U.S. communities are concerned today; how to prevent racial and religious intolerance.

- **Boundary Lines** International Film Foundation
  - Duration: 10 min
  - Medium: sd color
  - Price: $90
  - Year: 1947
  - Description: A plea to eliminate the arbitrary boundary lines which divide people from each other as individuals and as nations, invisible boundary lines of color, origin, wealth, and religion. The film is composed of animated paintings, moving lines, realistic and abstract symbols; the music is an integral part of the drama.

10. Write and present skits using the "March of Time" technique. Incidents involving race relations which lend themselves to this technique are: Detroit race riots; activities of the Ku Klux Klan; various techniques used to stir up group antagonisms.

**Contributory Activity**

10. Suggestions for skits are the St. Louis swimming pool incident and Detroit athletic difficulties between Negro and white students.

**Supplementary Activities, II-A**

1. Participate in the programs of the Young Men's and Women's Christian or Hebrew Association. Study the contributions of racial groups to
the many activities. Share in their cultures by playing and dancing with them.

2. Invite a group from a high school that is primarily of another racial group to a sports' day or dance symposium where the emphasis is on understanding each other.

3. Present a combined program of physical activities for a state or national organization.

4. Secure information from the national organizations on how they plan national meetings to include all races. Consult the National Education Association, American Association for Health, Physical Education, and Recreation, and Olympics.

5. Secure national personalities in sports or dance of various racial backgrounds to present a participating program for representatives of all high schools in the area.

6. Attend a sport or dance program presented by another race or mixed group such as the Balinese dancers.

"B. Religious Problems

1. Visit houses of worship to get first-hand appreciation of the ceremonials and varying beliefs.
   a. Arrange with a rabbi to visit a Jewish temple or synagogue. Ask him to show the class some of the symbolic articles of the faith. Attend a ceremony and talk with some members of the temple.
b. Visit a Protestant church. Ask the minister to explain some of the church rituals. Attend a social event or service at one of the churches.

c. Visit a Catholic church and ask the priest to show some of the articles used in the mass.

Contributory Activity

1. Attend athletic events in which the various denominations participate. Note the differences in conduct and loyalty.

"2. Conduct a survey to discover the number of various local denominations. What is the total number in the United States? At what points do these groups agree? Differ?

"3. Have a panel discussion on: "The Influence of All Religions in the Life of America"; "the Guarantee of Freedom of Worship to All Peoples of America."

"4. Explore the scapegoating method of blaming one group for the difficulties of society by dramatizing the witch trials of colonial days and the kind of scapegoating found in America today--drawing comparisons and evaluating. Discussion might center around such questions as: How may a minority religious group today be used as a scapegoat?"

Contributory Activity

4. How can athletics be used as a means in scapegoating?

"5. Keep a record of all Jewish and other minority characters represented in comedy and dramatic programs broadcast on national chains for a given period. Classify them according to their type and role--the shrewd, the menial, the avaricious. How many characters are handled as comic characters? How many are presented favorably? How does this create good attitudes or bad attitudes toward members of these groups?"
Contributory Activity

5. Observe dance programs on television and record the comedy secured by mimicry of characteristics. Record the use of the religious medium for fostering appreciation for the beauty of ceremonials as exemplified in dance.

"6. Draw a series of cartoons illustrating examples of religious prejudice in the United States today.

"7. Collect magazine and newspaper articles which reveal religious prejudice. Discuss the articles and try to discover the reason for the prejudice. What person or organization is responsible for the article? What are they trying to accomplish and why?

"8. Report on prejudices in the United States that led to the development of one of the following organizations: The Ku Klux Klan; The Know Nothing Movement; The American Protective Association."

Contributory Activity

8. Study groups whose original purpose has been fulfilled and are now recreational: such as, the Anti-Horse Thief League, The Sokols, The Zionist.

"9. Investigate groups in the nation whose avowed purpose is to suppress Jews and Catholics. Are any of these groups active in the community? What methods do they use? What organizations are actively engaged in promoting the welfare of these groups?

"10. Make a study of the influence of Judaea-Christian tradition on the men who formulated the principles of American democracy. Discussion might center around the ideal of
religious freedom and separation of church and state; The trend toward religious cooperation and understanding; Why religious misunderstanding and conflict have no place in a democracy."

"11. Construct a test for appraising attitudes toward people of various religious faiths.

Contributory Activity

11. Construct a test for appraising attitudes of famous athletes.

Supplementary Activities, II-B

1. Discuss the significance of prayer to the Catholic team before a contest. What attitude is desirable for other high school athletes?

2. Through the medium of modern dance, encourage students to express religious conflicts or beliefs. Encourage a feeling of reverence and understanding through programs at Christmas, Thanksgiving, and Easter.

3. Plan and carry out a Mexican Christmas with the traditional pinta and dances.

4. Invite a leader of a racial minority to teach the games and dances used to celebrate a ceremony of religious significance in his country.

5. Does the Judaea-Christian tradition influence equally the daily living and the sports' participation of people? Is there a dichotomy? If so, what influences have promoted this?
"C. Ethnic Differences
"1. Invite a foreign-born parent to describe his adjustments to life in America. What were some of the pleasant and unpleasant experiences he had when he came to this country? Did he find it difficult to get a job because of his nationality? Were the "old Americans" friendly or unfriendly toward him?"

Contributory Activity

1. Was the immigrant welcome in the recreational life of the community? Did he find help in learning the games and sports of America?

"2. Use role playing situations to get the feel of the problem of the immigrant who is faced with the necessity of making new adjustments to a new life. How are these feelings similar to the way urban people feel when adjusting to country life; the way Americans feel when traveling in other countries? Discussion should bring out why Chinese, Poles, Indians, Germans, and other nationality groups have tended to form their own separate groups in the New World."

Contributory Activity

2. Use role playing to indicate the activities of the nationality groups in their organizations.

"3. Find out if there are areas of concentration of nationality groups in the community? Are there similar concentrations in the state? in the nation? What is the effect of a "Little Italy" or "Chinatown" on the total life of the community? Why is there "voluntary segregation?"

"4. Secure the map, "America--A Nation of Many People from Many Countries" from the Council Against Intolerance, Lincoln Building, New York City. This map is pictorial in type showing the location of many of the large racial and national minorities, and indicating their occupations."
5. Make a study of groups of different national origin in the United States and present the findings in pamphlet form. Include sections on population, content of the United States, areas of concentration, income ranges for the groups, occupations, and mobility.

Contributory Activity

5. Add to the pamphlet the activities engaged in for leisure time and for group contacts. Soccer clubs and leagues are one example.

6. Make a chart comparing the number of foreign-born living in the United States in 1950 with the number in 1920; in 1890. From what countries did they come? What characterized the immigrants? Have there been any significant changes in immigration since 1890?

7. Invite an immigration officer to lead a discussion in the immigration and Americanization policy. What is the immigration policy towards Orientals; refugees; displaced persons? What program does the United States have for the education of the foreign-born? What would be the policy toward the various ethnic groups?

Contributory Activity

7. Through the immigration officer secure information concerning the promotion of folk arts of ethnic groups. Where do they flourish? Why do they flourish? How can they be promoted? The St. Paul Folk Festival is an example of this.

8. Construct a "Social Distance Scale" to discover attitudes toward nationality groups of the United States. For an illustration of this technique see Vickery and Cole, *Inter-Cultural Education in American Schools*, p. 141.
"9. Present an assembly program based on the cultural gifts of the various nationality groups of the United States. Give special emphasis to groups which are important in the local area."

Contributory Activity

9. Present an assembly program including the dance, table games, and recreational activities of the various groups.

"10. Develop a pageant showing the work of various nationality groups in building the nation."

Contributory Activity

10. Have the pageant stress the contributions of various nationality groups to the games and dances now prevalent in adapted form. Folk dances, especially if the spirit is captured and the background presented lend color and appreciation for a culture.

Supplementary Activities, II-C

1. Compare the influence of the climatic, occupational, and topographical aspects of a country on the movement habits of a people as exemplified in their games, sports, and dances.

2. Visit a Sokol or a Turner gathering place, especially a camp. With how much success can an American participate? Is it a good feeling to be left out?
3. Attend meetings and programs at International House or a neighborhood hall. What are the personal feelings of a minority representative?

4. Hold an International Night and invite ethnic groups to present their dances in native costume. Ask for an explanation of the meaning and significance of each dance. Provide an opportunity to examine and to ask questions about costumes.

5. Suggest to national organizations that they have demonstrations from ethnic groups of their folk arts and games.

6. Ask the members of an ethnic group to teach one game. Play the game long enough for the participants to acquire some skill. What are the implications for use of this game in today's world?

"D. Socio-Economic Disparities"

1. Invite a member of the local branch of the United States Employment Service to discuss employment practices. Are races or religions of persons registered in the applications? How do wage scales for Negro and white workers in the same occupation compare? What occupations are not generally open to members of certain racial or national groups? What concern does the agency have with discriminatory employment practices?

2. Give sociodramas in order to gain insight into the class struggle in America. Topics such as "Tenant Farming in America" and "Negroes in Industry" lend themselves to this approach."
Contributory Activity

2. A sociodrama topic of interest is "The First Negro in Baseball," or "Negro Dancers in America and Abroad."

"3. Make a chart showing the hierarchy of occupations in social acceptance. Discuss the relation of one's occupation and his social class status. What barriers to employment exist?"

Contributory Activity

3. In the hierarchy of occupations in social acceptance, the sport's figures, especially the Harlem Globetrotters, have gained a special status. What are the problems they face in various sections of the United States? How has the status of such sport's figures changed over a period of years?

"4. Make a study of the class system in the United States. What are the classes. Who belongs to each? Can one move from one to another? What evidences of a class system are there in the community?"

Contributory Activity

4. Does athletic ability tend to push students into other social classes? Is this temporary or permanent? What factors contribute to its maintenance?

"5. Study the Bill of Rights proposed by the National Resources Planning Board in 1943. This suggested bill was chiefly in the area of economic rights. Would the achievement of such rights do anything to help eliminate the cause of prejudice in the United States?"
"6. Prepare a panel discussion on one or more of the following topics: "The Caste System in the United States"; "The Importance of Socio-Economic Factors in Determining an Individual's Personality and Behavior"; "Social Mobility in Our Society"; "The Effect of Anti-Catholic and Anti-Foreign Organizations upon Class Consciousness."

Supplementary Activities, II-D

1. Study the rules and regulations of the national sport organizations. Do these organizations admit all racial and religious groups? Have there been changes in the past few years? Are all professional sports open to all minority groups on an equal basis?

2. Hold a panel discussion on the "Contributions of Outstanding Athletes Toward Understanding of Their Race."

3. Compare the salaries paid to professional athletes. Are there disparities in compensation evident toward a racial group?

4. Attend a high school tournament and rate the sportsmanship of the teams. Compare these ratings with the racial and religious composition of the team. Note also the actions of the coach in each case. Are there any reliable comparisons?

5. Survey public and private recreational areas such as skiing lodges and fishing camps. Are they open to all races and creeds on ability
"III. Studying Problems of Intercultural Relations at the International Level

"A. Race and National Stereotypes"

1. Make a study of such questions as: What is race? Is there a pure race? What do biological differences of skin color, hair, eyes, etc., indicate? What are the causative factors influencing variations in mankind? Is there any relationship between cultural achievement and race? Do groups of mankind differ in their innate mental characteristics? Does race mixture produce inferior off-springs?"

Contributory Activity

1. Are physical characteristics indicative of differing athletic or dance abilities?

Support the answer with facts.

"2. Make a chart contrasting myths about race with scientific facts. Illustrations.

<table>
<thead>
<tr>
<th>Myths</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. There are pure races.</td>
<td>a. The ancestry of all peoples are mixed.</td>
</tr>
<tr>
<td>b. There is a superior race.</td>
<td>b. There are only superior individuals, and they are members of all races.</td>
</tr>
</tbody>
</table>

Contributory Activity

2. a. Athlete is poor student.

b. Vigorous activity strains the heart.

a. Athletes are outstanding students.

b. Research shows that lack of physical activity contributes to a tendency
3. Collect and list stereotypes regarding national or racial groups. Example: "Scotchmen are tight-fisted." Present evidence which would tend to either prove or disprove the stereotype.

4. Indicate your response to the following items by showing whether you agree; disagree, or uncertain. Compare responses of all members of the class and discuss them.
   a. Dark-skinned people are as clean as light-skinned people.
   b. The average Italian is as intelligent as the average Englishman.
   c. Jews should be excluded from the United States.
   d. Nordics characteristically display more vigor than other people.
   e. A Jew is likely to be reliable as is a Nordic.
   f. Americans have many desirable traits not possessed by Japanese.
   g. History has shown Italy to be more aggressive than the United States.
   h. Japanese are inclined to be dishonest in commercial relations.
   i. Mongolians are ordinarily cruel and bloodthirsty.

5. Ask a large number of students in school to give the characteristics of various vocational groups such as the Irish; the Germans; the Italians; the Japanese; the Chinese. Analyze their responses in the light of scientific facts. What dangers are there in the existence and use of stereotypes?

Contributory Activity

5. Survey the students concerning their knowledge and understanding of the recreational activities of various nationality groups.

6. Display on a bulletin board pictures of people from different nationalities or races. Ask members of the class to try to identify
them. To what extent are they successful?"

Contributory Activity

6. Display pictures of various games uncommon to the United States. Have the class try to identify the sport.

"7. See the films:
Towards Unity Brandon Films, Inc.
11 min sd New York, New York
Shows that, fundamentally, the peoples of the earth are very much alike. A definite plea against racial and national intolerance and prejudice and for peace.
Man--One Family British Information
17 min sd Services
$37.50 rent $2.50 New York, New York 1946
Illustrates the scientific principles that there is no physiological master race. Points out that there are no distinct racial groups among human beings and that children everywhere are generally alike in potentiality for growth and achievement, granted sufficient opportunity and encouragement.
Brotherhood of Man Brandon Films, Inc.
10 min sd color New York, New York 1946
Presents the scientific facts of the basic likeness of all people."

Supplementary Activities, III-A

1. Do groups of mankind differ in their innate physical characteristics? What are the causitive factors in physical variations? What relationship do these variations have to athletic ability? Are these relationships real or culturally formed?

2. Is there a relationship between race deterioration and lack of physical activity? Study
this problem in several civilizations.

3. Study a group of famous performers in athletics and dance to test the veracity of the myth that they are stereotyped.

4. Present in poster form some stereotypes of the sport and dance world.

5. Have groups present the games, sports, and dances characteristic of various nationality groups.

6. Give a comprehensive report on a game or sport not indigenous to the United States.

"B. Contemporary Cultures
"1. Develop a comparative study of several cultures in their various aspects, emphasizing the likeness of all people."

Contributory Activity

1. Trace a common American game back to its sources in various cultures.

"2. List some of the great books of the world. What cultures do they represent? Make an analysis of the qualities which they possess that have made them an enduring part of world literature. Find outstanding examples of literature which have fanned the flame of discrimination and intercultural conflict. Discuss the significance of literature in molding public opinion with respect to intercultural attitudes."

Contributory Activity

2. Discover illusions to the forms of physical activity found in great literature. Consult the Iliad and Odyssey for example.
"3. Invite foreign students to talk about their cultural background, their marriage customs, boy and girl relationships, education, dress, houses, and family life."

Contributory Activity

3. Have foreign students discuss the relationship of their games, sports, and dance to marriage customs, boy and girl relationships, and family life.

"4. Arrange an international festival depicting the symbolism, idealism, and beauty appreciation of various nations."

Contributory Activity

4. Include dances of various cultures in the international festival.

"5. Prepare reports on the holidays and holiday customs of various nations. Celebrate one or more of the holidays in the foreign manner."

Contributory Activity

5. Report on the part played by games and dances in the holiday celebrations of various nations.

"6. Exchange recipes or actually enjoy food prepared by people from various cultural backgrounds."

Contributory Activity

6. Study the cultural differences concerning diets of athletes as a phase of training rules.
7. Classify the popular sports of the present time according to the country which first popularized them.

8. Invite the art teacher to speak to the class on the subject, "Art, a Universal Language."

Contributory Activity

8. Ask the art teacher to indicate the relationship of art to dance.

9. Make a scrapbook in which specific examples are given of the contributions of other peoples to our music, literature, architecture, sculpture, and painting.

Contributory Activity

9. Include in the scrapbook the contributions of other peoples to the sports and dance of America.

10. Make a poster of the world's greatest inventions and indicate the nationality of the inventors.

11. Display the work of the great artists of several nations.

Contributory Activity

11. Include in the great artists, the cultural representations of the dance.

12. Use recordings to illustrate music types found in various parts of Asia, Europe, and Latin America.

13. Arrange a "Hall of Fame" bulletin board on which can be placed the pictures or original sketches of prominent people of all races who have made contributions to world progress.

Contributory Activity

13. Add to the "Hall of Fame" bulletin board the
prominent people of all races who have contributed through games, sports, and dance.

"14. Correspond with students in foreign lands. Share information about other lands with the whole group.

"15. Make a "one world" idea map to show how we are linked by our needs and our ideals of service to the brotherhood of man.

"16. Compare the governmental organizations of several of the major European, Asiatic, and Latin American nations."

**Contributory Activity**

16. What function does the governmental organization serve in the athletic world of the major European, Asiatic, and Latin American nations?

"17. Prepare a chart showing the rights, privileges, and duties of a citizen under a democratic and an autocratic form of government.

"18. Prepare a chart showing the exchange rate between the money of the United States and other countries.

"19. Write a paper discussing the benefits of knowing a foreign language."

**Contributory Activity**

19. Include in the paper on the benefits of a foreign language to athletes.

"20. Prepare a graph showing the relationship between literacy rates and standards of living in selected countries of Asia, Europe, and Latin America. Compare these figures with those of Russia and the United States."

**Contributory Activity**

20. Study the increase in participation in sports
of the Russians since 1930 in graph form.

"21. Use a bar graph to compare population density and standard of living in each of the following: Russia, the United States, Sweden, Italy, Peru, Argentina, China, India, and Iran.

"22. Choose some cultures and prepare reports on major economic problems of each.

"23. Write and present a play depicting family life in a foreign country."

Contributory Activity

23. Present a play that depicts the games and dances of families of various cultures.

"24. Make a study of the factors which tend to influence man's culture. Illustrate.

"25. Make a report on the effect of natural resources on culture. Illustrate by referring to some rich and poor countries."

Contributory Activity

25. Report on the influences of the natural habitat upon the physical activities of a culture.


"27. Check the cumulative book index to secure information as to the number of foreign books that have been translated into English in recent years.

"28. Make a study of the class system found in some foreign countries and compare it with that in the United States."

Contributory Activity

28. Study the influence of the class system in
foreign countries on participation in physical activities. Compare it with the United States.

"29. See the films:

**Expanding World Relations**, United World Films, Inc.
11 min sd color New York, New York
$48.78 1947

Emphasizes how the complexities of modern industrial society enlarged the interdependence of men and nations, and how invention has simplified various methods of communication. The "moral" drawn is that isolation no longer exists and consequently nations must work out ways of settling their differences peacefully.

**Story of Culture**, Venard Organization
40 min sd Peoria, Illinois free

Shows man striving for truth and beauty from the past to the present time.

**Home in Different Countries**, Ideal Pictures on the Globe Corporation
15 min Chicago, Illinois rent $1.50

Shows what the sentiment "home" means in different countries."

**Supplementary Activities, III-B**

1. Consult modern literature to discover its attitude toward games, sports, and dance.
   Are these attitudes realistic? Do they vary with cultures?

2. Make a bulletin board display of the costumes worn in various sports. How are these functionally related to the activity?

3. Make a chart of the growth of industries resulting from the increased participation of the masses in physical activities for
recreational purposes. Special costumes, outdoor equipment, and sports equipment are a few examples.

4. Pretend to be a guest at the Christmas celebration of another culture. Report upon the type of activities used for the celebration. Is an American youth capable of participating?

5. Compare the eating habits, living habits, and attitudes of participants at the Olympic Games.

6. Dramatize in sound and movement the opening and closing of the Olympic Games.

7. As a class project, create a mural of the dramatic events of the Olympics.

8. Make a one-world map to trace the spread of a national sport through the expansion of its culture.

9. Study the advisability and present the findings of the United States Government participation in sports.

10. Study the language of movement as discussed by Ted Shown in Dance We Must.

11. Hold a panel discussion to account for the increased interest and participation of Modern Russia in physical activities.

12. Contrast the types of movement that characterize a culture in various climatic conditions.
13. Prepare a bulletin board display of books that depict the overcoming of physical handicaps through physical activities.

14. Prepare a list of books for a foreign student to read to secure a picture of the place of athletics in American life.

"C. International Cooperation"


Contributory Activity

1. Does the Marshall Plan consider physical education?
   a. Study the contributions made by outstanding American physical educators to other countries through United Nations Economic, Scientific, and Cultural Organization.

"2. See the filmstrip:
   Marshall Plan for European Recovery
   40 frames silent with text-guide
   $3
   Describes the postwar needs of Europe and the program and philosophy of the Marshall Plan.

"3. See the films:
   Let's Be Childish!
   21 min sound
   free loan
   A. F. Films, Inc. New York, New York 1950
Children of several nationalities, playing together, prove to themselves that cooperation and united efforts produce a better and happier world.

Story of a Rescue  
A. F. Films, Inc.  
8 min sd color  
New York, New York  
Free loan  
1950  
A color cartoon film explaining how European recovery is being carried on with Marshall Plan aid.

"4. Make reports of UNESCO and its contributions to promoting good relations among nations. The following questions serve to guide you in making reports: What is UNESCO? Who belongs to UNESCO? How is UNESCO put together as an organization? What is UNESCO's working area as a specialized agency within the framework of the United Nations? How does UNESCO work? What is UNESCO's program?"

Contributory Activity

4. Study the contributions made by outstanding American physical educators to other countries through UNESCO.

"5. Hold a panel discussion on the topic: "What can the individual do to aid UNESCO programs?"

Supplementary Activities, III-C

1. Discuss the significant contributions physical education could make through a plan similar to the Marshall Plan.

2. Prepare a list of the mediums usable by a culture to acquaint the world with the purposes of its games, sports, and dance. What influence has communication on world-wide understanding of the purposes of physical
education? Can this understanding promote the growth of common games, dances, and sports for all people?

3. Present a radio skit which projects into the future one world era. Emphasize the commonality of the games, sports, and dances of various cultures. Show that the language of movement is universal.
CHAPTER IV

THE CONTRIBUTIONS OF PHYSICAL EDUCATION TO THE
PROBLEMS OF INTERCULTURAL RELATIONS
THROUGH THE TWELVE CONCEPTS

The dogmas of the quiet past, are inadequate to
the stormy present. The occasion is piled high
with difficulty, and we must rise--with the oc­
casion. As our case is new, so we must think
anew, and act anew.¹

Introduction

The role of physical education in relation to
Problems of Intercultural Relations is founded on the
belief that through physical activities man can learn
to appreciate the contributions of all peoples to his
culture, to know that bias and prejudice are antagonis­
tic to democracy and must be eradicated, and to share
on the common joyous field of play in the biological
heritage of all men--the need for vigorous physical
activity.

The development of the role of physical educa­
tion through the twelve derived concepts, stated in
Chapter Two, is in harmony with the known physiological,

¹Abraham Lincoln, Annual Message to Congress,
December, 1862.
sociological, and psychological facets of learning and living. The twelve concepts act as guides for the correlation of the area of physical education and intercultural relations in terms of the materials of physical education. In the dynamic interaction of the innumerable experiences of games, sports, and dance, intercultural relations become meaningful through concrete action. These actions test the reliability and validity of man's assumptions concerning other races and creeds. Only as they are tested in action can individual behavior patterns be sanctioned or changed.

The ideas suggested in the following conceptual development of the plausible interplay between intercultural relations and the area of physical education determine meanings that lead to action. Each concept is used to guide the physical educator and the core instructor in promoting intercultural relations among youth that lead to a finer quality of living within a democratic framework of the world today.

Statement of the Problems of Intercultural Relations

Intercultural relations that lead to an improved life for all men, both individually and socially, are built on the essential ingredients of a democratic life; respect for the individual, life that is cooperative, and intelligence as a guide to behavior. To establish this democratic ideal, a permeating spirit of moral integrity
must guide the behavior of men. Respect for personality as one of the foundations of democracy is meaningless without equality of human rights. Therefore, to live without discrimination at home, at school, and in the community, youth must extend his friendship to all groups. Also, he must learn to consider his prejudices objectively and to appreciate the cultural contributions of various groups before he can learn to live with his neighbors, far or near. Since democracy is a process as well as a belief and a government, man must use democratic methods to create a world society where all men can grow to their greatest potential.

This problem area should provide experiences that help the student: to learn the basis of prejudice and discrimination; to understand the race, creed, and color groups in the community; to use group discussion as a basis for group action; to develop an appreciation for the contributions of minority groups to American life; to build the habit of searching for the facts, weighing the evidence, and considering the ethical values before acting; to understand the interrelationships of community groups to prejudice; and to develop a feeling of responsibility for the solution of problems in the school and community through cooperative action.

 Contributions Through the Twelve Concepts
Democracy is more than a form of government; it is a people's faith in a way of living that essentially embodies respect for personality.

The first purpose of the area of physical education is exemplified by a deep concern with the curricula materials and methods that create a favorable climate for personality growth in all cultural groups. Provision of innumerable experiences in a congenial group atmosphere for youth to develop personal skills—skills in activities, skills in group participation, skills in intercultural relations—is the role of physical education. These opportunities provided by the physical educator through guidance of situations in games, sports, and dance reveal a basic philosophy that is democratic in origin, faith, and action; an understanding of the individual student and his culture; and a knowledge of the methods of presentation as a means for the realization of the purposes of the individual and his world society.

In making a maximum contribution to intercultural relations, physical education gives primacy to the cultural context in which students reach adolescence. The concept decries the idea that any physical education activity is good or evil within itself; naturally, some activities are more pertinent to the democratic culture than others. The educator, therefore, selects in reference to the general objectives of his program, a wide and inclusive
range of activities which acquaint the students with various cultures. Final acceptance of the material, however, must satisfy the expressed choices of the majority of the group if purposeful learning takes place. If the aim is to teach respect for all cultures, the emphasis of teaching should not be on activities but on the democratic concept that all cultures have and will continue to have valuable assets to contribute to each other. Direct experience in the thoughts and actions of an alien culture cannot leave the participant unchanged in his attitudes.

Intercultural relations are promoted on a gymnasium floor or a playing field that does not differentiate people on unsound bases. All students should be welcome in these places in the genuine spirit of play. Naturally, some require more help than others with skill improvement, with analyses of team play, with emotional components of self-control and surety, with acceptance of all who are present, and with the maintenance of good sportsmanship. In a satisfactory program for a democracy an educator must honor and must teach all students as individuals.

If the field of physical education contributes maximally to intercultural relations, the educator envisions with clarity and sincerity that all phases of action exemplify the democratic faith that everyone, regardless of the limitations in his cultural background, can be helped to achieve personal security within the group.
Physical activity is a biological necessity for the growth and the development of children and youth, as well as for the continued well-being of adults.

Physical educators recognize that they have a unique and essential contribution to make to a functioning physical life. Their mandate is to develop the human organism through the physical, for they realize that the complete fulfillment of life depends upon physical well-being. Many difficulties hinder the realization of this ideal in an intercultural group. The belief that the physical is subordinate to the mental and also evil, and that the body is a shameful thing for which atonement must be made is an active deterrent. For a youth who holds such beliefs, the natural course is a withdrawal from the physical activities of the community to the detriment of his biological growth and development.

Research is continually unfolding the intimate relationships between the mental, emotional, social, and physical facets of man. Physical educators have the specific responsibility to educate people to the desire for a harmoniously, functioning organism attuned to action. For the frustration of non-participation in physical activity is emotionally, physically, and mentally disabling. Therefore, the youth of an alien nationality faces undue complexities of adjustment if he lacks skills requisite for American games, sports, and dance.
Those who teach physical education in an intercultural atmosphere must be aware of the great need for competence in skills, and provide vigorous activity satisfying to each individual. A curriculum promotes this by incorporation into the program the games, sports, and dance of other cultures, such as folk dances of other nations.

Youths of other cultures often lack the skills indispensable for participation to a satisfying degree, either for themselves or for their group. If the high school cannot provide the activity required by a youth to develop his capacity physically, he must depend upon the community recreational opportunities. For physical competence in sports, games, and dance is, more often than not, the amalgamating wedge for entrance into the social life of his peer group and community group. Only by such means can a physical educator realize the primary purpose of the concept--the physical well-being of all individuals in the group. Only by doing this can he create a truly democratic culture.

Moral values are the basic ingredients upon which a person bases his attitudes and behaviors to achieve exemplary living.

Physical educators concerned with intercultural relations seek an universal core of moral values, more or
less common to all cultures, on which to build student attitudes and behaviors. They recognize that this commonality must be sought, translated, and applied to the games, sports, and dance experiences of youth. Thus, the intercultural behaviors of men transform themselves into acceptable behaviors for a democracy. Through the dynamic activities of physical education, the astute teacher has preeminent opportunities to create in youth an awareness of the correlation between the depth of his inner security and the excellence of his moral and spiritual values.

Since moral precepts are acquired in the cultural context, youths of various races and creeds bring a continuum of values to the playing fields. To become functional, these differing ethics must be molded into a form acceptable to the participating group. In this way, the physical educator assists the group to establish the moral values by which it plays. This is often a major adaptation for a minority group, and care must be taken that the acceptance of the code is more than verbal. The worth of any code of ethics lies in the depth of its penetration into an individual's living that extends into all areas of his life.

An adolescent of an alien family called upon to function within a differing code of ethics develops a feeling of great insecurity if he is called upon continually to accept the decrees of others. He, too, deserves an
opportunity to express his convictions and to have these convictions treated with respect. Without such privileges he often develops a consciousness of shame, quite unwarranted, for his family and his race. However, he may grow in attitudes and behaviors acceptable in a democratic culture if he has participated in the formulation of the group's code of morals; a fact which often determines his actions as a citizen. Attitudes and behaviors of such individuals continuously permeate into the home and influence a wider community toward appreciation of the privileges of arriving democratically at decisions.

The actions of individuals in sports and games portray visibly to the educator and to his group, youth's operational moral values. Excellency in his code of ethics expresses itself in respect for himself, his teammates, his opponents, the officials, and the rules of the game. The youth who wills to achieve a moral code eradicates immoral values such as malice, envy, and dishonesty. By seeking the core of morality in each culture, the physical educator finds, uses, and enhances the spiritual life of the young people under his leadership. For upon the superiority of the individual's ethical code depends the moral strengths of intercultural societies.

Purpose is a guide for the selection of experiences and for selection within experiences of an individual
and reflects personal values comKngled with prior experi-ences.

The morality of purpose determines the quality of action. For purposes are the motives of all meaningful activity. The area of physical education expresses its morality of purpose through basic tenets that guide the formulation of an effective program of selected activities. These purposes must harmonize with the purposes of American and intercultural democracy to further the improvement of the kinship of all people. For it is through a common purpose that games, sports, and dance--all physical activity--are organized, improved, and carried through to establish significant relationships.

Physical education, wisely guided, assists youth in establishing relations with all cultures through the cooperative purpose of the playing of games. The group that reaches even a modicum of pleasure, is motivated by a common purpose. In order to achieve an equality of opportunity for students that represent various cultural groups, the sensitive teacher holds his purposes within the realm of the comprehension of all. As individuals grow in ability to function cooperatively, the extension of purpose promotes higher levels of satisfaction and achievement.

Since physical education activities afford face-to-face contacts in the dynamic interaction of a meaningful
situation, the purposes of youth can be blended or torn asunder through undue emphasis by the physical educator upon one motive. Winning can be stressed until the emotional climate creates divided purposes. Overstressing respect for the individual can make team play untenable. Cooperative play which respects each player regardless of race, or color, or creed; regardless of team or adversary status; regardless of skill or lack of skill achieves democratic ideals.

Utilization of the commonality of purpose inherent in the activities of physical education presents enviable opportunities for the physical educator to promote unified purposes where various cultures have an equity in the outcomes in action. Personal enjoyment arrived at through cooperative physical education activities extends itself into cooperative community life.

If the purpose of teaching is noble, it permeates to the students, it catches them up and modifies their purposes. The accomplishments of life in any society, democratic or otherwise, rest upon the purposes that lead people to cooperative action at a highly moral level.

Perceptual meaning coming from the experiences of an individual is a major directive for his behavior.

Since past experience and purpose govern the perceptual meaning of the present for people, a youth of another cultural milieu cannot be expected to attach an
analogous meaning to a game, sport, or dance as an American youth. However, the activities of physical education are a means to establish a commonality of perception among people; firstly, through physical motions based on the natural movements of man which originate with the biological organism; secondly, through the joy of group action that does not rely on words for meaning; thirdly, through the situations of physical education that require an immediacy of behavior. Using this common heritage of perceptual meanings found in all cultures through games, sports, and dance, the physical educator has an opportunity to adapt or change the behavior of youth to a greater degree than other educators.

If the group whose perceptual meanings are being altered consists of individuals from various cultural groups, the alterations or changes should reflect a wide variance of meaning—not just an emulation of American ideas. Successful changes in the perceptual meanings of youth become the directives for lifting his ideals to enhance his actions toward all cultures.

The Russian peasant youth who has known only a hand plow or a straw doll as childhood toys cannot readily grasp the intricate strategy of basketball simply because he is old enough to play. Nevertheless, the participation of the Russians in the Olympic Games gives proof that games and sports afford an opportunity for youth with widely different
political perceptions to act together.

The augmented means of communication today have mitigated to a degree the uninformed state of people. This does not signify, however, that differences in perceptual meanings of people living in various parts of the world have been entirely effaced. A democratic concept, illustrated by the ardent activities of the World Health Organization, is translating this faith in the significance of perceptual meaning into constructive behavior. A physical educator should realize that the materials of his area offer a rich field for individuals to deepen and to expand perceptual meanings. Through such insights, youth becomes aware of the significance of perceptual interpretations to all phases of intercultural relations.

Assumptions, uniquely and continuously derived from the experiences of the human organism, are tentative guides for action.

The assumptions which govern the action of a youth are a crucial factor in promoting intercultural relations that are of benefit to him and to his society. If a youth's experiences with other races and creeds place a limitation on his understandings and appreciations, he reflects this lack in his attitudes. Respectful tolerance is built among young people who enjoy a mutuality of experiences. Therefore, a physical education program that provides for a
myriad of experiences with the materials and activities indigenous to many racial groups is an excellent medium for the promotion of improved intercultural relations.

There are two mandates to physical education: (1) to provide a level of skill that makes activity a pleasure and affords an accepted position in the group for each participant; (2) to establish a breadth of relationships and a depth of meaning in human relations that inculcate qualities of loyalty and of social amenity.

Too often, assumptions gained from the learning of the activities of physical education are taught apart from their cultural orbit; apart from the understanding of and the possible insight into other nations. Dance movements often fail to portray the historical and cultural development of a people. The physical educator who presents a folk movement to students as a mere routine of steps overlooks the opportunities to teach an understanding and appreciation of other societies. By participating in activities presented in their historical settings, youth enriches his cultural experiences and perpetuates racial feelings that deepen his assumptions.

The role of physical education is to clarify and to extend the insightful learning of students; to help them form increasingly accurate assumptions based on the augmented data. Since a person's assumptions govern his actions, the area of physical education, like other areas of
learning, is concerned with helping youth to test his expectancies in action and to revise them to meet the conflicts of today's world.

The method of intelligence is implemented by critical, independent thought to enable a person to formulate mature guides to action.

The dynamic quality of the situations in physical education activities, suffused as they are with emotion, is highly influential in the formation of attitudes and values on which assumptions depend for the direction of reciprocal actions. Satisfying experiences in physical education help an individual learn to respect first, himself; then, his fellow man. Heightened satisfactions depend on the facility with which a student uses the method of intelligence, implemented by critical thinking, to secure a depth of meaning through game, sport, and dance activities.

Evaluation of behavior and its effects demands critical analysis by an individual of the bases on which he acts. Since the situations in physical education are vital experiences, the results of an individual's action are immediate and crucial—they are tangible in form. Therefore, the physical educator has primary factors, tangible aspects, from which to discuss, to bring understanding, and to alter the student's bias and prejudice. As factual information, harmonious experiences, and
understanding insights become active influences in the life of a youth, he learns to intellectualize the bases of his discriminations. Those who understand the false premises on which discriminatory attitudes are based are more likely to change the predictions on which they act, and consequently, to change their behavior toward men of other cultures.

By using the method of intelligence as a means of solving problems, the area of physical education contributes to a student's growth through the opportunity to test his behavior in actual situations. Physical education activities present problems in each situations that require a solution before further action is possible. The physical educator often teaches patterns of maneuvers and requires their use; he can, however, orient the student to the problem and allow him to plan his own maneuvers. If the student acts on his own solution, then his evaluation—made in action—is more meaningful. A discussion with the educator, which follows, helps the student to gain an insight and to improve future action. As the student participates in analyzing the results of his decisions, he is encouraged to think critically and to think independently. Through penetrating analyses, by means of the scientific method, the student becomes aware of the homogeneity between the area of physical education and other areas of learning.
As information is gathered to illuminate the phases of the problem, the student is encouraged to think independently and critically concerning his values and assumptions toward other races and creeds. If the play of the team produces satisfying outcomes, a youth will not question a cooperating teammate about his racial heritage. All share in the joy of accomplishment. The method of intelligence, readily acquired by youth through their physical activities, is a superior means of alleviating the conflicts and tensions of a young people of mixed nationalities, religions, or political patrimony.

**Flexibility in patterns of living is essential for a person to meet contiguous situations readily, for life is a becoming process, novel and personal.**

A flexibility of curriculums, methods, and materials is the only means of approach to cope with the rapidity of change which is constantly occurring in group relations today. An adaptable curriculum of physical education is broad in scope; it is stated in expansive terms only. To satisfy the needs and interests of his immediate group, the physical educator who is concerned with the development of a world culture draws upon the games, sports, and dance of various cultures.

Through his methods the educator honors the individuality of each student, helps him to appreciate and to
understand others, and teaches him the ways of improving himself and his group to meet the everchanging aspects of living. By the same procedure, a sagacious teacher eliminates inflexible motives and behaviors from the field of play.

Of necessity, a culture imposes many patterns of behavior and thought upon youth through its sanctions of religion, of dogma, of creeds, of politics, or of racial custom. When these conflict with the manifestations of other cultures, a young person finds himself in a serious dilemma. In his attempts to resolve his frustrations, the individual often jeopardizes his inner security. If the family pattern of living is dogmatic and inflexible, the youth who accepts and upholds it is often denied entry into his peer group. If he either ignores or compromises his familial sanctions, he is unhappy and in conflict with parental authority.

Any choice means a frustrating experience, at least for a time, until a student reconciles new evidence with the sanctions of his culture. Satisfactory adjustment of these conflicts through adaptability brings increasingly mature guides for living. Games, sports, and dance, comprised of flexible components, serve to promote better intercultural relations among people.

Through a flexible approach to education, youth is guided to evaluate and to modify continuously the dogmatic
sanctions of his culture so that he may meet new situations satisfactorily and courageously. Such amenability to change is necessary to insure his personal integrity and his social improvement. The implicit nature of physical education activities commands an individual to acquire and to maintain an immediacy of adaptative behavior to meet the unexpected in each situation. The dynamic primary contacts provided by an area where change is ever present are the heart of physical education.

The emotional climate of experience is an eminent determinant of values, attitudes, and behaviors on which the inner security of the individual, and thus, his group welfare depends.

In intercultural situations, the emotional feeling of an individual concerning a particular race, creed, or culture, is one of the major factors for determining his actions. He may, in accordance with the social demands of the occasion, control the emotional element and act in an acceptable manner. Even though outward control is maintained, he often imparts his genuine feelings to other members of the group by gesture, tone, or facial expressions. Openly expressed opinions often reveal thoughts and feelings not founded on reliable data. Because factual knowledge of the truth always has emotional involvement, it is not a sufficient directive for attitudes and actions. Only as an individual shares pleasant and personally profitable
experiences with people about whom he holds a prejudice, will he reconcile gradually his factual knowledge with his actions. The emotional ingredient of experience is an active element in changed behavior, which is also true of intercultural relationships.

To accomplish changed behavior toward discriminated races and creeds requires a sincere desire and a studied self-control on the part of the biased person. It also requires a reciprocal desire and a depth of understanding on the part of the one against whom discrimination is shown. All this does not happen by chance, it takes place through the efforts of an enlightened teacher who guides students to disregard the differences of a nationality or a religious faith.

Physical education offers youth many situations for participation in groups that are suffused with emotional tensions. Especially is this true of groups composed of many races. Through wise guidance the sensitive teacher capitalizes on the emotions to evolve an intrinsic knowledge, understanding, and appreciation of the contributions of one race to another. Through the medium of physical education activities, where action is mandatory, the educator helps students translate their verbalizations into meaningful reality.

A class who participates in Negro rhythms and creates on the basis of Negro spirituals acquires an awareness
of the religious implications, the depth of feelings, and the emotional significance of the movement and words of spirituals in Negro life. Through his songs and dances, the forebearing, courageous spirit of the Negro is conveyed to students. The class may verbalize its concern for the plight of the Negro and for his rights to equal opportunity. But until a Negro group is invited to participate in the dance with them, these statements are only statements. They may not affect action. With the intermingling of the groups, the students' verbal assumptions are challenged in face-to-face contacts. These dynamic circumstances are steeped in emotion. Only in such reactions between cultural groups is the student challenged to act upon his factual and emotional cues rather than upon his unjustifiable discriminatory ones. The part which physical education activities play should be greatly intensified in any program that attempts to improve intercultural relations.

Leadership and followership in group activity are paramount for youth to expand his ego, grow in worthy leadership, and assume a beneficent adult role.

To deny a youth of another culture needed assistance in the acquisition of skills in physical education activities is to close a major avenue of opportunities for the development of leadership. Such denial also handicaps the youth in acquiring the art of followership—an equally
important asset for individual acceptance and recognition by a group. Democratic beliefs and practices reject the idea that versatile leaders and devoted followers do not abound among the manifold adherents to foreign cultures residing in America.

Play activities of children and youth are a major vehicle for the extension of personality into the world of people and things. Through the same source, the games, sports, and dance areas, individuals can acquire skills and habits of worthy leadership. Likewise, they can be guided into wise following. Upon the development of numbers of citizens possessing strong characteristics of leadership and followership rests the security and future well-being of the nation.

Large classes and multiple extracurricular duties are often assigned to physical educators. To be called upon to give additional guidance to students who may be retarded because of their cultural backgrounds, does not seem feasible. What better opportunity for direct experience in leadership could be found for the capable student than to ask him to aid his classmates. As the youth assists his classmate in skill improvement, he assists him in understanding and appreciating the democratic concept. The acting student-teacher at the same time experiences the demands, responsibilities, and the rewards of leadership. Through recruitment from varying sources and the
use of varying methods of education, the quality of leaders and followers who possess deep responsibilities for democratic continuation is possible and necessary.

The constant demand for the assumption of leadership and followership roles in games and sports calls for dynamic experiences where the physical educator can promote quality in intercultural leadership. The American admiration of sport skills presents ample opportunity for those of alien birth to secure a place of prominence in the school and the community through the medium of physical education activities. In these activities, he is thought of as a cooperating teammate; not as a young person of foreign extraction.

Social attitudes and skills of group participation are indispensable in living to give direction to human effort and to maintain a civilized state.

As participants and as spectators, the games, sports, and dances of the American people, serve as major means for group identification. A youth who lacks ability in the skills, strategy, rules, and etiquette of physical activities mitigates his opportunities for social living with success and pleasure within his school or his community. Frequently, young people of other races, creeds, or cultures come to dislike the American way of life because their social skills of group participation, a primary source of joy, status, and extension into the world are restricted.
In the one-world era, it is essential for the youth of America to realize the primacy of games, sports, and dance as a means to socialization of intercultural groups in a democracy. The educator has a direct responsibility to help the youth of one culture assume the obligations which bring about an assimilation with the youth of other cultures. The student as well as the teacher must concern himself with each member's advancement in physical and social skills.

Play, games, and rhythms are recognized as the primary means used by the child to extend his area of comprehension of people and things. Too often, this meaningful area for social and cultural identification is overlooked in youth society. Even the adult is dependent upon physical education activities, to a degree, for social relationships in his community living. Actually, the quality of the play contacts of children and the quality of the recreational life of the youth and adult determine the moral quality of their community and their world.

From successful experiences in the games, sports, and dance areas youth feels an affiliation with a group. He acquires a loyalty, a belongingness, and a security in his team life that become meaningful through shared activities. As he acts with the team in competitive situations, he grows in group feeling. As he dances in a square with others, he gains an insight into group cooperation. As he
plans with a group for the responsibilities of a leader and of a follower, he gains in feelings of personal satisfactions. Once acceptance is assured a student of foreign culture, the educator must help him realize that he, of necessity, now must assume a responsibility for continuing group action. Thus, he becomes an active, secure person in his social group.

Improved home, school, community, and national life in America relies upon skills in the group process. The success of living in a democracy is functionally related to the ability of people to participate worthily in the group process. Democratic people, understanding the importance of participating, give unselfishly of themselves to maintain and to improve their way of living.

Cultural values evolved through an understanding of, a sympathy for, and an appreciation of the contributions of other races and creeds are vital to be a citizen living in a world democracy.

The diminished size of today's world brings perplexing problems of intercultural relations to all civilizations. No nation can isolate itself and continue to teach that it alone has superior virtues and values; neither can a field of knowledge so assume. Preservation of the world lies in shared values, shared wisdom, shared feelings, shared experiences. Because of its basic tenets, democracy has an preeminent responsibility for leadership in the
amalgamation of world cultures.

The field of physical education has much to offer to the creation and preservation of the democratic values. For its basic precepts: the development of physical well-being, the expansion of social skills through the zestful situations, and the contributions of skills and leadership in community recreation contribute to improved intercultural relations.

In the diversity of American living, minority groups whose cultural heritage contrasts markedly with the American culture find it difficult to achieve common purposes in acting, similar skills in activities, and like appreciations of cultural minorities. The European who dances a waltz or a square dance with his American neighbor finds a joyous shared experience, the first step toward lasting friendship.

In the United States untold opportunities are present for citizens to acquire an appreciation of all cultures, for here, nationalities have congregated. For the preservation of the worthy aspects of all cultures of a democracy, education and physical education must amend and expand their programs to provide the requisite physical and social skill for all groups. Unless youth is given satisfying overt experiences in physical activity both in his culture and in the American culture, world democracy is a dream of the future.
CHAPTER V

THE CONTRIBUTIONS OF PHYSICAL EDUCATION TO PROBLEMS OF CONSTRUCTIVE USE OF LEISURE THROUGH CONTRIBUTORY AND SUPPLEMENTARY ACTIVITIES

People tend to be interested in what they know, to enjoy what they can do, to appreciate what they can understand.¹

Introduction

The selection of Problems of Constructive Use of Leisure as a second problem area to seek the contributions of physical education through contributory and supplementary activities is based on the premise that the activities of the area of physical education are and will continue to be a major source of recreation for all people. The child's joy in his play, the youth's exuberance for sports and dance, and the adult's increasing participation in all forms of physical activity are indicative of the need for guidance in these areas if the maximum contribution to worthy living accrues.

The first two approaches to the contributions of physical education to the constructive use of leisure time

are made in this chapter. In the first approach, the contributions that the activities of physical education make to a specific suggested activity are stated in relation to a developed core program. No attempt is made to alter, to enlarge, or to add to the original activity. The area of physical education is merely searched for aspects which contribute to the specific activity as stated, even though the original activity is only suggestive. The activities from the physical education area are called Contributory Activities and are stated in relation to the Problems of Constructive Use of Leisure in this chapter. The continuity of the problem area and the contributions of the area of physical education require not only a statement of the entire problem area but also an established order. Therefore, the Contributory Activity is stated immediately following the problem area activity to which it contributes.

In the second approach, the area of physical education is considered in relation to the scope of the problem area where many harmonizing activities become evident. The activities selected emphasize the integration of the experiences of the student in the core program and the physical education area. These contributions are grouped at the end of each division of the scope and are called Supplementary Activities. They are closely allied to the scope of the problem area yet go beyond the original suggestions to expand them into the area of physical education
in relation to the Problems of Constructive Use of Leisure.

In both the Contributory Activities and the Supplementary Activities, the following criteria are used to govern their selection. The selected physical education activity should:

1. Complement core activities and indicate leads to further development.
2. Harmonize with the criteria for the selection of core activities. (Found on pages 16 and 17)
3. Utilize the ability of the physical educator to enrich the problem area.
4. Sensitize the teacher to related problems and issues.
5. Extend interest into the area of physical education.

In the first and second approaches, the relationship of physical education to a theoretically useful set of suggestive activities is indicative of the integrative opportunities in a core curricular structure based on problem areas. To make physical education an accepted phase of the educational experiences in a core program developed into the activities of the problem areas, the relationship must be stated clearly, simply, and concisely; yet emphasize the unique contributions of the physical education area. This the Contributory Activities and the Supplementary Activities do. Therefore, through these two approaches, the area of physical education is coordinated with other areas through common problems and common learning experiences that
are used in a core program to challenge youth.

PROBLEMS OF CONSTRUCTIVE USE OF LEISURE

"The substantial increase in leisure for all people, as a result of our technological developments, has made the question of its worthy use of paramount importance. Depending upon the use made of it, leisure can degrade or elevate people."

"The school cannot escape the responsibility of giving definite attention to this problem, if education is to prepare young people to meet successfully the realities of living. A much larger share of school time and energy than ever before should be devoted to developing in youth the ability to use leisure time constructively. The relationships of school experiences to the future use of free time should be considered; the whole question of extending the use of school facilities for the benefit of the people should be reviewed; cooperative efforts between the school and other agencies concerned with the problems of leisure, should be promoted."

"To such a comprehensive leisure-time program, this unit could make a significant contribution, by helping students solve their leisure problems, extend their interests into new channels, and develop their abilities to select, pursue, and enjoy worthy recreational activities."3

"Objectives"

"To help students:

"1. Use their leisure time healthfully, safely, and enjoyably.

"2. Get acquainted with available resources for leisure-time activities in the community, nation, and other lands and make use of such resources.


3Note: Hereafter in this chapter the material in quotation marks and single spaced is taken from the source given in Footnote 2; the material not in quotation marks and double spaced is original.
"3. Develop skills and attitudes for the enjoyment of a wide variety of leisure-time experiences--physical, emotional, social, intellectual, and cultural.

"4. Cultivate hobbies they can enjoy and become aware of the opportunities which avocation holds for vocational pursuits.

"5. Assume personal responsibility for solving leisure-time problems in the home, school, and community.

"6. Plan for a rhythm of work, rest, and play.

"7. Develop a feeling of personal success and satisfaction.

"8. Understand the historical development of recreation and the relationship of recreation to social standards of living.

"Scope

"Guiding students to constructive use of leisure by exploring:

"I. Hobbies
"II. Available leisure resources

"I. Guiding Students to Constructive Use of Leisure by Exploring Hobbies

"A. Collecting Hobbies

"1. Invite a stamp collector to talk to the class on such points as: Why people collect stamps; how to start a stamp collection; what tools are needed; how to become acquainted with other collectors; what magazines are devoted to this hobby.

"2. A student or staff member whose hobby is collecting coins might give the class some information on: How to start a coin collection; what coin catalogues are available; how to mount coins; what periodicals are devoted to coin collecting; what organizations for coin collection and exchange are available.

"3. Display collections of newspaper and magazine clippings. What is the value of this hobby? Should clippings be classified and filed?"
Contributory Activity

3. Make a display of newspaper and magazine clippings of sports' figures, sports' events, or a series of helpful hints for a sport. Arrange these in various ways such as batting forms, football plays, golf swings, or tennis strokes.

"4. Visit a museum to study collections of minerals and rocks. Ask someone who is in charge of the museum to tell how to start a collection."

Contributory Activity

4. Plan hikes for the specific purpose of collecting rocks or other hobby collections.

"5. Invite the science teacher to talk to the class about the kinds of insects that live in the locality and to demonstrate how insects are collected and preserved. Visit a museum to study insect collections."

Supplementary Activities, I-A

1. Study the activity of insects to discover the area travelled in relation to their size.

2. Have a clinic on the art of hiking in which a discussion leads to an understanding of how to hike, preparation for hikes, plans for hikes, and training for hikes.

3. Hold several short hikes to help students learn to enjoy this art.
4. Hold a demonstration on camping skills such as fire building, bed rolls, outdoor cooking, and handling collections until they can be processed.

5. Organize a trail blazing group to mark interesting trails in the area.

6. Organize a bicycling club for collecting expeditions.

"B. Animal Hobbies
"1. Visit the Humane Society or a veterinarian to obtain information on the care of pets."

Contributory Activity

1. Plan a training routine to do tricks with a dog or to teach him animal courtesy.

"2. Invite a show dog trainer to talk to the class about the entrance requirements, judging points, and personal rewards of shows."

Contributory Activity

2. Compare a dog show with an athletic event. Are there points of difference that are significant? On what bases can they be evaluated?

"3. Visit a pigeon loft and ask the owner to talk about the problems and pleasures of pigeon-raising.

"4. Invite a canary bird hobbyist to talk to the class on how to start a canary aviary; breeds of canaries; how to teach canaries to sing correct clean notes; and what publications are available. Have a canary in the room for care and observation."
"5. Construct a glass ant hill. Keep a diary of the activities observed.

"6. Invite a hobbyist to talk to the class about rabbit-raising. He might give information on: Personal benefits to be realized from rabbit raising; selection of a breed; cost of materials; record keeping; housing and equipment; birth and care of the young."

Supplementary Activities, I-B

1. Plan a show of animal tricks which the students have taught their animals.

2. Hold a demonstration on such things as how to teach tricks to animals.

"C. Gardening

1. Plan visits to different kinds of gardens; for example, rock gardens, flower gardens, water gardens, and vegetable gardens. Ask someone in charge of the various gardens to talk on such points as: Making a garden plan; garden equipment; cultivation problems; amateur gardening."

Contributory Activity

1. Analyze the proper body mechanics of gardening. Do these mimetically to insure an understanding of the proper and efficient use of the body.

"2. Grow plants in water culture. Observe the growth of plans and keep a record of your findings."

Supplementary Activities, I-C

1. Learn the proper way to care for blisters.

2. Try in mimetics the body mechanics of various movements in gardening. Work these into dance studies.
"D. Arts and Crafts
1. Invite students or staff members whose hobbies are arts and crafts to demonstrate leathercraft, woodwork, metal work, pottery making, papercraft, weaving, block printing, and painting."

Contributory Activity

1. In the demonstrations of various crafts, learn how to make things useful in athletics or how to use the craft for repair.

"2. Visit an art museum to see collections of textiles, metals, jewelry, ceramics, and paintings. Visit an art studio, pottery company, glass factory, or metal shop."

Contributory Activity

2. Plan the use of the findings in textiles and paintings in dance.

Supplementary Activities, I-D

1. Learn such crafts in archery as bracing the bow, fletching the arrow, and serving the string. Apply this idea to other physical education activities.

2. Relate the study of fabrics and colors to a dance production that the group is considering.

"E. Photographic Arts
1. Invite a specialist or an amateur to demonstrate some common types of cameras and to explain the advantages and limitations of each."

Contributory Activity

1. Plan a sequence of pictures to illustrate a
sport skill or dance sequence.

"2. Construct pin-hole cameras; take pictures; develop and print the negatives. Mount the pictures on cardboard for display."

Contributory Activity

2. Take pin-hole pictures and mount them to illustrate a dance or sport sequence or idea.

"3. Take a trip to a newspaper plant and observe: The half-tone cuts; the photographic mats; the plates on the presses that actually print the pictures."

Contributory Activity

3. Note the amount of space and type of print and pictures that are used on the sport page.

Supplementary Activities, I-E

1. Plan and carry through a publicity program for a sport or dance event.

2. Take action shots of a dance in progress. Evaluate the publicity value of the pictures taken. Mount the acceptable one and place on display with suitable captions.

"F. Musical Hobbies

1. Invite members of the school orchestra or band to demonstrate their musical instruments. Ask each to tell the class how he started his hobby; how he plays his instrument; what special skills are needed for a good performance; what books he recommends for beginners."

Contributory Activity
1. Illustrate various instruments of an orchestra in dance. Plan these into a full orchestration.

"2. Invite members of various vocal groups to talk to the class on such points as: The different vocal groups in the school; how to become a member of such groups; and special skills needed to participate effectively in group singing."

Contributory Activity

2. Correlate a choral group with a dance group both in modern and in folk or play party games.

"3. Invite the music teacher to hold a music appreciation hour."

Contributory Activity

3. In a music appreciation hour note music that is danceable and analyze the reasons.

"4. Announce radio and television programs that are of special value in enhancing music appreciation."

Contributory Activity

4. Announce radio and television programs that contribute to various types of dance.

Supplementary Activities, I-F

1. Plan a Thanksgiving or Christmas program in which the instrumental, vocal, and dance groups coordinate their presentations.

2. Ask the instrumental or choral group to make recordings of numbers that might be useful
for dance classes in composition.

"G. Dancing"  
"1. Demonstrate various kinds of dances; What are the values of dancing as a hobby?"

**Contributory Activity**

1. In demonstrating various kinds of dances, have students participate as much as possible.

"2. Learn several simple folk dances of different countries."

**Contributory Activity**

2. In learning simple folk dances, learn something of the culture of the country, of the characteristic way of doing the dance.

"3. Invite an expert to teach the fundamental steps of social dancing. Plan a class dance.

"4. Hold a square dance for beginners."

**Supplementary Activities, I-G**

1. Provide opportunities for creative dance in the various mediums with which the students have had experiences.

2. Organize a square dance group and give demonstrations to stimulate interest among the student body and the community.

3. Plan a festival in which various dance, art, and musical groups participate.

"H. Amusement and Entertainment Hobbies"  
"1. Ask students whose hobbies are palm reading or fortune telling to give a demonstration
to the class. Ask each person to give a brief history of the art.

"2. Have demonstrations of ventriloquism or sleight of hand and magic. Try to find out how the various tricks are performed."

Contributory Activity

2. Discuss the relationship of sleight of hand tricks to movement skills in activities. Discuss the practice necessary to acquire the skill.

"3. Develop a set of criteria for rating movies. Make scrapbooks of movie reviews. Classify the reviews under headings such as social values, story, direction, settings, dialogue, photography, lighting, and sound effects. Post movie ratings on the bulletin board."

Contributory Activity

3. Develop criteria and appreciation for dance which is so prominent in moving pictures and television.

"4. List favorite radio and television programs. Post the radio and television time tables for each week, calling attention to some of the most outstanding programs."

Contributory Activity

4. Note the amount of time on television devoted to sports and dance.

Supplementary Activities, I-H

1. Present a television show that involves as much variety of material as possible.

2. Conduct a weekly short for radio or television to publicize the various departments
and activities of the school and community.

"I. Sports and Games

1. Survey the kinds of games and sports which boys and girls of high-school age enjoy; such as, football, baseball, archery, basketball, bowling, boxing, golf, skating, swimming, and tennis. Report on each of these sports with regard to its basic rules, skills needed for its mastery, when and where played, cost, equipment, and appropriate dress."

Contributory Activity

1. In the study of games and sports the customs and courtesies observed and the history add color and significance.

"2. Provide a recreational equipment library. Assume responsibility for the loan, care, and repair of the equipment."

Contributory Activity

2. Offer to teach others the fundamentals of the various games in the recreational equipment library.

"3. Draw cartoons or collect pictures relating to sports for a bulletin board display.

"4. Debate: Resolved, that every student should be an expert in one activity."

Supplementary Activities, I-I

1. Survey community recreational possibilities and on this basis plan and provide opportunities for students to learn the fundamental skills needed for participation.

2. Assume the responsibility of teaching a neighborhood group of smaller children
some activity that they might use such as ice skating, roller skating, or bicycling.

"J. Travel"
1. Ask students or members of the community who have traveled widely to share their experiences with the class. They might tell about places they have been, what one can see and do there, and the cost of the trip."

Contributory Activity
1. Discuss the values of trips provided through athletics and dance. What advantage and disadvantage can be listed concerning such trips?

"2. Write a feature article on an interesting trip.

"3. Prepare talks on such wonders as Yellowstone National Park, the Great Smokies, the Grand Canyon, and Yosemite. Discuss the location; what one may see there in the way of geological formations, forests, plants, and animals; the possibilities for camping, fishing, mountain climbing, horseback riding, swimming, and skiing. Report on foreign travel."

Contributory Activity
3. Discuss and plan for the possible contributions the high school can make to the skills necessary for the suggested activities.

"4. Plan a camping trip for the class. List the responsibilities of each person, equipment, menus, and expenses."

Contributory Activity
4. Hold a camping skills clinic for those
interested. Learn to handle knives, fires, and other camping tools.

Supplementary Activities, I-J

1. Prepare and teach automobile games, quiet games, outdoor games, or campfire games for use in traveling.
2. Take short weekend camping trips or day camp trips for small groups.

"K. Dramatics"
"1. Invite members of the school dramatics club to talk on the values of dramatics; types of activities appropriate for an amateur dramatics organization; how to select, produce, and present plays."

Contributory Activity

1. Hold a demonstration of movement aspects of dance and drama that have similarities.
2. Make puppets of paper sacks for a play.
3. Develop criteria for judging dramatic productions. Attend a play and compare evaluations.

Contributory Activity

3. Develop criteria for judging dance performances. Evaluate a few class studies and compare with an evaluation of a professional performance.
4. Do group charades, give pantomimes, and dramatize short stories.

Contributory Activity

4. Do dance studies of comic strips, television
shows, or familiar figures. Guess their identity.

"5. Write and produce a play for an assembly or class meeting. Use committees for writing, casting, staging, designing, directing, and making sets and costumes."

**Supplementary Activities, I-K**

1. Combine dance with dramatic presentations using movements in dance that convey the feeling for the dramatic mood.

2. In dance form, present the incidents of a day at school in humorous episodes.

"L. Reading and Writing"

1. Make a survey of the reading interests of the class. Check in the school library to find out how much reading is done and the types of books and materials that are read by students in the school.

2. Make a bulletin board display calling attention to new books and materials in the library."

**Contributory Activity**

2. Make bulletin board displays of dance or sport figures.

3. Display various magazines that are read regularly by the members of the class. Discuss quality of illustrations, kinds of advertisements, degrees of sensationalism, arrangement of features, and value of the editorial."

**Contributory Activity**

3. Display new books and magazine articles in the dance and sport fields.

"4. Present a program of favorite poems and
short stories."

Contributory Activity

4. Dance to readings and poems.

"5. Invite a writer to discuss criteria for judging the quality of writing and to give suggestions for developing a good style."

Supplementary Activities, I-L

1. Write newspaper articles on sport or dance events in the school or community.

2. Interview local people who are active in various sports for information on the value of playing as an adult. Use these in newspaper articles.

3. Prepare a booklet on the duties of various officials in games and sports to guide students who serve in these capacities.

"M. Scientific Hobbies

1. Plan a star gazing evening with an expert. Observe some of the familiar constellations. Follow up with a visit to an observatory."

Contributory Activity

1. Take one of the stories concerning the name of a star group as a basis for creative work.

"2. Have a demonstration-participation period on microscopy. Learn how a compound microscope is made; how to examine large specimens; how to make a microscope slide; how to kill, dissect and section a specimen; how to mount an object.

"3. Invite the science teacher to perform several experiments in chemistry; Ask him to
suggest some books for the amateur chemist, chemical apparatus, and materials for performing simple experiments.

"4. Invite the science teacher to give a talk and demonstrate how to make a crystal receiving radio set; how to put up a simple one-wire aerial; where to buy the needed equipment; what books are of special value to beginners.

"5. Attend a school or regional science fair, and study the various exhibitions."

Supplementary Activities, I-M

1. Analyze the relationship of the body to various scientific data as levers or contractions.

2. Experiment with sounds from various materials and instruments to provide accompaniment for dance movements.

"II. Guiding Students to Constructive Use of Leisure by Exploring Available Leisure Resources

"A. Family Recreation

"1. Report on the various leisure-time activities pursued by the family. Compare them with activities reported by other members of the class. Which activities seem to be most popular?

"2. Make constructive suggestions as to possible leisure-time activities that can be enjoyed by the family. What equipment is necessary for carrying out such suggestions?"

Contributory Activity

2. Teach the group some activities in which a family can participate such as badminton or square and folk dancing. Have them teach it to their family and see how it is accepted.
"3. See the film:
Fitness Is A Family 
Affair of Canada
19 min sd New York, New York
$50 rent $2.50 1948
Neighbors, by pooling their resources, find new interests and enrich community living. Two families in a neighborhood are contrasted, one that has no sense of unity, the other that works together, sharing the business of living. The first family is persuaded to try out the cooperative ideas of the second and discovers new kinds of fun and recreation."

Supplementary Activities, II-A

1. Plan a family evening where the student plays with his own family. Have the students exchange families for a part of the evening.

2. Plan an afternoon when mothers may leave toddlers with the students for an hour of recreation and care.

"B. School Recreation
"1. Explore opportunities for pursuing leisure-time activities. Obtain information on requirements for participation as well as the time schedule for various activities."

Contributory Activity

1. Post the meeting times of dance and sports' clubs that are open to everyone.

"2. Survey students' interests in leisure-time activities. In what activities are students most interested? Least interested? Disinterested? On the basis of these data, make recommendations for possible improvements. Submit these to the student council.

"3. Have a hobby fair. Invite parents and other members of the community to participate."
Supplementary Activities, II-B

1. Study school recreation opportunities for all students regardless of skill. Plan to improve opportunities for the beginners to learn under favorable conditions.

2. Plan for expanded opportunities for students to acquire new skills in sports and dance not offered at present.

3. Demonstrate through a workshop or clinic the opportunities now present for student participation. Use beginners, intermediate, and advanced work where feasible.

"C. Community Recreation"

"1. Survey facilities in the community for leisure-time activities such as playgrounds, lodge halls, churches, the Young Men's Christian Association, the Young Women's Christian Association, and parks.

"2. Make a report on how community recreation is financed. What are the chief sources of revenue for the support of public recreation? Investigate the cost of supervision and care of community recreation.

"3. Visit a settlement house to observe types of recreation available. How are supervision and instruction provided for various age groups?"

Contributory Activity

3. Are adequate provisions made in the settlement house for the folk dances of various nationality groups?

"4. See the film:"
"5. Visit the recreation center of a large industrial concern. What recreational programs are provided for employees? What benefits are gained from such programs?"

Contributory Activity

5. Do industrial recreation programs use the various forms of dance as fully as possible?

"6. See the film: After Work Brandon Films, Inc. 10 min sd New York, New York $25 rent $1.50 1945
Contrasts working conditions in factories with the leisure time pursuits now available to workers. We see them bowling, swimming, dancing, sketching, sewing, and doing carpentry.

"7. Visit a recreation department to secure information on regional planning. Has recreation in the community been adequately planned? Have cities and counties neglected to retain water fronts and other spaces for beaches, parks, playgrounds, and civic centers?"

Contributory Activity

7. Does the city conduct a "Learn to Swim" program? Are water shows used to publicize swimming?

Supplementary Activities, II-C

1. Have the group assume responsibility for
junior leadership in their community.

2. Hold a leader's class to help young people gain in ability to assume leadership roles with younger students.

3. Compare the provision of facilities for recreational activities with the opportunity to learn these activities. What can students do to bring these into close relationship?

4. Map the recreation areas of the community. How available are these to various age groups? Are children provided with ample space and leadership? Could the class assist?

"D. Recreation at the State and National Levels"

"1. On a map of the United States, locate points of interest that anyone may visit. Display pictures of parks, forests, deserts, mountains, and caves. Consult Holiday magazine.

"2. Make a study of how the state plans for recreation. Compare recreational facilities of your state with those of other states. What recommendations can be made for improvement of the state program?

"3. Investigate recreational programs offered by such agencies as public libraries and museums."

Contributory Activity

3. Do the museums use dance programs in correlation with art as a part of their community service?
"4. See the film:
Yellowstone--Grand Tetons Paul Hoefer
22 min sd Productions
color Los Angeles,
$180 California
1947

Emphasis recreational facilities as well as natural wonders and wildlife of the parks.

"5. Trace the growth of recreation in the United States. Compare the rigor of pioneer days and the puritan idea of "detestation of idleness" and disapproval of games, sports, and amusement to the present day concept of leisure."

Contributory Activity

5. Learn some play party games used in Puritan days and compare them with square dancing today.

Supplementary Activities, II-D

1. In a study of recreation at the state and national levels, compare the increase in opportunities for participation in active sports for the last ten years.

2. Debate the relative merits of teaching casting, canoeing, and other recreational skills in high school.

3. Invite experts in various activities not included in the high school physical education program to hold a demonstration-teaching clinic.

4. Plan an exhibit of equipment for the opportunities provided by the state in the
recreation area.

"E. Recreation at the World-Wide Level

1. Invite the physical education teacher to lead a panel discussion on: "The International Character of Recreation."

2. Report to the class on modern and ancient Olympic Games. When and where were the games first played? Why were they discontinued? Give details of the games in 1932 and 1948. Discuss how these games have been instrumental in bringing about better international relations. Consult a history of the Olympic Games."

Contributory Activity

2. Conduct a local Olympic Games day. Use simplified games but try to maintain the spirit and ideal of the Olympics.

3. Learn to play games of other countries. How do these compare with those of America?

4. Arrange an international music festival. Include music of various countries, native dances, and costumes. Invite natives of other countries who live in the community to such a program.

5. Invite foreign students to talk to the class on leisure and recreation in their countries."

Contributory Activity

5. Learn some games and dances of other countries from foreign students in the group.

Supplementary Activities, II-E

1. Secure information and make a bulletin board display of the Youth Hostel Movement in the United States and abroad.

2. Hold a folk festival and learn the folk dances
of several countries.

3. Prepare a program of creative dance to illustrate the possible significance of many cultural groups playing together.

4. Trace the source of some sports played in America. How many other countries play some variation of the same sport?
CHAPTER VI

THE CONTRIBUTIONS OF PHYSICAL EDUCATION TO THE
PROBLEMS OF CONSTRUCTIVE USE OF LEISURE

THROUGH THE TWELVE CONCEPTS

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.

And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man.1

Introduction

The proximity of the area of physical education to the Problems of Constructive Use of Leisure provides for the known needs and expressed desires of people living in an industrialized, urbanized world. The advent of

the increasing hours of leisure found in such a society demands augmented recreational facilities and extended opportunities for people to acquire skills in a variety of sports and dance through which they may establish companionship with people of like interests. However, all of these are still inadequate to serve the felt needs and expressed interests of all the people.

Mechanized living, too often, leaves man wanting in the personally satisfying experiences of creation and completion of his work; it also leaves him wanting in close satisfying human relationships with his fellow men--both of these lacks may deny man the emotional involvement of joy, of inner security, of spiritual beneficence, of worthy ideals, and of moral values.

The group most seriously affected by this industrialization process is the displaced segment, called youth. Not only are they displaced in their work opportunities but also in their recreational outlets. These lacks among youth are indicated by delinquency, by gang rebellion, by anti-social behavior--all perpetrated in youth's leisure hours. The immediacy of this problem demands the profound consideration of both physical educators and recreational leaders.

The area of physical education is one of the major channels through which a youth may seek and find myriad opportunities for the constructive use of his leisure.
Although it is not the only channel, it is a required one for the complete and satisfying functioning of the human organism. For in this sedentary world of today, the physical heritage of man must be perpetuated in his recreation if it is to be adequate for living. The test of the efficacy of the teaching of physical education activities is the individual's use of these skills in his leisure time. Although there are other considered factors, the physical education activities that are indispensable to the student are most often indispensable to the adult. In the dynamic interplay of individuals, situations, and objects in games, sports, and dance activities meanings are realized in action—behaviors are developed and matured.

The development of the role of physical education to Problems of Constructive Use of Leisure is guided by the twelve concepts, stated in Chapter Two. Hence, each concept may be used to guide the physical educator and the core teacher in promoting wholesome and satisfying recreation within a world democracy of today.

**Statement of the Problems of Constructive Use of Leisure**

Technological developments always result in a greater amount of leisure time for more and more people; therefore, the responsibility for education in the constructive use of leisure is both a community and a personal concern. All social agencies need to cooperate in extending and enriching the school, the community, the state,
and the national recreational opportunities. Since the American mind is forever devoted to the improvement of education for its citizens, it appears logical to look to the schools for leadership in the fulfillment of this ideal.

In the school workshop, the adolescent acquires recreational patterns of activities for the worthy use of his leisure time, increases his proficiency in his chosen hobbies, and develops new skills. Much of this youthful learning he carries into adulthood. Since leisure time activities contribute to an interesting, adjusted personality, schools that provide manifold occasions for a student to learn valuable uses for his free time, enrich the individual as a person and as a member of a community.

Therefore, this problem area should provide experiences that help the student: to understand his recreational needs and the needs of the community; to select worthy leisure time activities based on tested criteria; to increase his understanding and proficiency in his present hobbies; to learn new skills that contribute to the worthy use of leisure time; to extend his aesthetic experiences; to have creative experiences individually and with groups; and to enjoy recreational activities in youth and adulthood.

Contributions Through the Twelve Concepts
Democracy is more than a form of government; it is a people's faith in a way of living that essentially embodies respect for personality.

The area of physical education enhances a people's constructive use of their leisure time in so much as it places its available facilities at the disposal of citizens, provides a varied program of activities for children and youth, and contributes leadership and consultation services. In a democracy, citizens expect community, state, and national agencies to discharge their obligations by providing ample recreational opportunities. Through these the individual feels he has a right and a privilege to satisfy his needs for participation and to increase his capacity for active recreation. A community that recognizes, plans for, and demonstrates its belief in the sanctity of the individual provides varied types of recreation for people of all ages, all economic levels, and all cultures.

Physical educators, dedicated as they are to the tenets of the republic, recognize the necessity of providing children and youth with an extent and profundity of experiences. By this procedure, a student procures adequate skill in many activities, cooperative abilities in group living, joyful attitudes in play life, and comprehensive appreciation of the happiness found in recreation.

In myriad ways, the personnel of the school and
the community can demonstrate their cooperative desire to improve the quality of the recreation. As an example, the teacher at the elementary level familiarizes the pupil with the basic skills of judging, handling, and stroking various objects with an extended reach in racquet games; to youth he teaches the fundamental strokes of tennis. A tennis club and intramural recreation provide places for young people to participate and to improve these fundamental skills of tennis. For adults, ample tennis courts in the community offer continued participation, and local and state tournaments encourage further excellence in play. Similar interests may result from like procedures in other activity areas.

If the area of physical education makes a maximal contribution to the constructive use of leisure time from childhood through adulthood, the individual must come in contact with those activities in which he can develop and maintain a satisfying level of skill, secure and expand his companionship with partners and opponents, and share and enjoy the activity with his familial and community group. The mandate to physical education is to provide these potentials within the democratic culture, directing them toward an increasing appreciation for individual personalities.

Physical activity is a biological necessity for the growth and the development of children and youth, as well
as for the continued well-being of adults.

The area of physical education and the constructive use of leisure time enjoy a marked propinquity when they consider an individual's need for physical activity throughout his life. The lack of time, space, facilities, personnel, and the general policies in many of today's schools force youth to gratify their ultimate biological needs for physical activity during their leisure hours. Therefore, the recreational opportunities of the community must be of eminent concern to the physical educator who is teaching an individual not a mere program. The high school program of physical education illustrates this concern when it includes multiple occasions for a student to learn, at least, the basic skills in games, sports, and dance for which the community provides recreational outlets in a social setting. Also, the high school personnel demonstrates by cooperative action an interest in improving the recreational opportunities of his community, state, and nation by extending access to physical education programs among the people.

The educator who is aware of the physical needs of all ages recognizes his obligation to help each student find joy and satisfaction in as many games, sports, and dances as possible in childhood; to select a variety of individual and dual activities in order to acquire an increasingly satisfying level of skill as a youth; and to encourage continuation of those skills applicable to
adulthood. Thus, the physical education teacher supplies the primary requisite for the constructive use of leisure in active recreation—the skills that make activities permissive. If a student gains a command of the fundamental locomotor movements and the traditional steps of dance in the elementary school, he is ready to include folk, square, social, and modern dancing in the high school. As an adult, he can then choose the areas of dance that the community facilities and his interest allow. In a community that promotes a cooperative plan, an individual finds occasions to select activities in any area that is atuned to his physical and emotional needs.

The alert educator uses physical education to lay the groundwork of skills that make the students seek a chance to use them in their leisure, in order to develop and to maintain a functioning organism that brings happiness in movement.

Moral values are the basic ingredients upon which a person bases his attitudes and behaviors to achieve exemplary living.

The leisure time pursuits of people both reflect and mold their moral values. Experiences provided for youth in the physical education and recreational programs of the community are molders. The individual's patterns of behaviors and attitudes as he participates in his recreation are the reflectors. Therefore, any leisure time
program has as its bases democratic moral values of which the individual becomes aware and with which he harmonizes his ethics. This is more likely to happen if the individual sees that the recreational experiences reflect desirable moral values which bring personal satisfaction and pleasure to him.

The area of physical education contributes to the individual's accomplishments of democratic moral values through a program that exemplifies a similar code of ethics, that helps children and youth establish a personal set of morals in the interactive processes of games, sports, and dance, and that provides innumerable experiences for youth to test his assumptive beliefs in action.

In games and sports, the participants in a recreational program often do much of their own officiating. Here, they face the necessity of maintaining honesty—a fundamental moral value. The leader helps the players through a thorough development, verbally and actually, of the rules, through his maintenance of the play spirit, through his faith in youth's ability and desire to play well and fairly—he establishes the climate of the situation. If the youth experiences similar situations in his high school program, he is apt to continue this commendable behavior and attitude in his leisure pursuits. If he experiences winning the game by any means he can, this too, he reflects in his leisure play.
Therefore, the physical educator is responsible for the worthiness of the student's play—not only in school but also in the community. The quality of the community recreation, the moral integrity of the participants, the attitude of excellence in relationships are deeply indebted to the quality, integrity, and attitude held by those who are responsible for the physical education activities of the schools.

**Purpose is a guide for the selection of experiences and for selection within the experiences of an individual and reflects personal values cominglyed with prior experiences.**

Purpose is of primary importance in an individual's constructive use of his leisure, for only as he elicits his purpose toward effective and acceptable kinds of recreation will he select this type. Purpose, therefore, is the major determinant of a person's chosen leisure activities. In order to guide youth's values which govern his actions toward the highest ideals, the important question for physical educators, then, is how to provide experiences that are meaningful and estimable. Since the use a student makes of his leisure time is generally his own decision, it is imperative that his experiences in school be permeated with purposes that are significant to him. Especially in adolescence, group goals influence to a high degree individual purposes. Therefore, the physical educator synthesizes
the purposes of his program with the purposes of his students. Only as the games, sports, and dances presented in physical education meet the needs, interests, and abilities of the students, will they become the pursuits of youth during their recreation.

Without inspirational leadership, purpose has little meaning regardless of the available equipment and facilities. The harmony of purpose between groups of various urban areas and various cultural groups brings about alleviation of group loyalties. From numerous studies, it seems that too often a youth does not find significant and personal purposes in his physical education program that dynamically inspire him toward a sincere desire to pursue these activities in his leisure hours.

Physical educators have an obligation to the youth of American schools to strive to focus the activities on the purposes of the students. They also must provide experiences in physical activities that are meaningful and synthesized with the personal values which youth holds. In all of these the crux of the situation lies in the basic ideals that the school and the recreational agencies hold to guide their purposes.

Perceptual meaning coming from the experiences of the individual is a major directive for his behavior.

The perceptual meanings of an individual acquired in physical education activities are a crucial factor in
his selection of leisure pursuits, for he is free to choose what he will do with his own time. Since meanings are dependent upon past experiences, the physical educator within his program, both in schools and in intramurals, concerns himself with the insightful learnings of his students.

Although an individual's perceptual meanings are difficult to ascertain accurately, their basic importance to his happiness and esteem in living during the increasing leisure of people indicates the need to provide serviceable perceptions. The youth who experiences the joy and inner satisfaction of paddling a canoe upstream; the pleasant emotional feeling of accomplishment; the companionship of a canoe mate; and the opportunity to observe the rippling water and the far horizon plans and finds opportunities to go canoeing again. Such a young person has the skill, but he also has varieties of meanings which enrich and promote increased use of his skill—he has experiences which direct his behavior.

These pleasant, joyful experiences of an individual are adventures into increasing perceptions that are powerful directives in the use of his recreational hours.

Youth's understanding, coupled with youth's skills and permeated with youth's enthusiasm, can change the character of the immediate recreational environs and eventually of the community recreational opportunities. The behavior of people who gather to participate stems from their
perceptual meaning which in turn reflects their past experiences. Therefore, satisfactory experiences create a desire in people to continue and to repeat an activity particularly in their leisure hours. Consequently, the worthy use of leisure through physical education activities depends on the perceptual quality of a student's experiences in his physical education program in the school and in the community.

Assumptions, uniquely and continuously derived from the experiences of the human organism, are tentative guides for action.

The assumptions which an individual holds concerning his personal values from physical education activities direct to an extent the cues for his probable recreation. Since these are personal and fluid in each person, physical educators must constantly enhance, extend, yet solidify the experiences of an individual in the games, sports, and dance areas to strengthen youth's desire to use them for recreation. A variety of assumptions, unique to each one, derives from many experiences. Consequently, the educator strives to know each student's needs, to help him formulate satisfactory assumptions, to plan tentative actions, and to accomplish his purposes. In physical activities this indicates the need for concerted plans and actions by the school and the community to provide ample opportunities for the constructive use of youth's leisure.
A student may assume that he is too unskilled in badminton to play with the recreational club, yet he attend as a spectator. He finds that the group is divided according to skill and experience so he adjusts his assumptions in relation to the datum. He may then decide he is eligible to play but lacks the time. This process of non-participation through inadequate assumptions indicates a lack of sufficiently satisfying experiences in badminton, in personal relationships, in eager participation, or in formulating plans and acting on them. Any of these deficiencies in a young person indicates a need for clarifying, dynamic experiences in the activity to involve him significantly. If the youth does not act on his assumptions, he does not change his behavior and subsequently decides his assumptive values are impractical. The capacity of an individual to direct his behavior on the basis of probabilities is a requisite for personal security. Constant indecision or self-doubt is disintegrating and a hindrance to satisfactory functioning in a variable social milieu. To assure progress, the rapidity of change today necessitates an adjustive human organism. An individual's recreation helps him maintain an adaptability where he acts on his best judgment. To change the behavior of a student toward constructive use of his leisure in the games, sports, and dance areas is the ultimate goal of the area of physical education.
The method of intelligence is implemented by critical, independent thought to enable a person to formulate mature guides to action.

The area of physical education requires the constant use of the problem solving technique to deal adequately with situations as they arise. If the solution of a problem employs critical, independent thought, an individual resolves his affairs astutely. By this method, personal behavior reaches a desirable maturity level. In recreational activities, a youth relies on his previous experiences to guide his present behavior. Therefore, individual action based on intelligence practiced in the physical education program is apt to be transferred to the recreational program.

If the student solves the problems which arise in the games, sports, and dance experiences through careful, personal thinking, likewise he develops the capacity to solve the problems of his leisure time. If he resolves the problems of physical education emotionally, then it is likely that he will resolve the problems in his recreational activities in the same manner.

It is within the realm of the physical educator to provide experiences in the program for students to assume responsibility for planning, initiating, and directing the games, sports, and dance in recreation. In such situations, students receive guidance through leader's clubs, class
leadership, team captains, and intramural councils for the solutions of problems and the maintenance of standards for the group. The necessity for individual action premised on careful thinking is imperative if the group is to function at an increasing level of maturity. The educator hopes that the problem solving method will become persistent in student behavior so that his recreational activities will follow a similar pattern.

Greater opportunities for people to express desires, to plan and carry out activities, and to assume direction for their conduct are an essential aspect of the constructive use of leisure. As a result, the area of physical education must prepare students to become active participating members of the community through school experiences where students solve their problems by the method of intelligence implemented by personal, independent thought.

Flexibility in patterns of living is essential for a person to meet contiguous situations readily, for life is a becoming process, novel and personal.

In the fluctuating experiences of his leisure activities, man finds an adaptative mental, social, physical, and emotional manner of living essential. Since situations are not identical, only similar, a person finds happiness in his recreational program if he is able to use skills, adapt experiences, find emotional satisfaction, and enjoy participation. This indicates that a fluid interrelation-
ship of people and situations exists within the individual's recreational pattern so they may meet his changing needs and interests.

To create an adaptive quality from the student's learning experiences must be an underlying purpose in the planning and teaching of physical education. In recreational activities the necessity for constant change is obvious; the personnel of the active groups fluctuates generally as interest affects attendance; the situations continually vary because the organization is not rigid; and the outcomes reflect the individual's reasons for participation. The feeling of oneness is at times concrete, at times nebulous, dependent upon the composition and purpose of the group. The class develops an objective manner of considering its accomplishments as it gains meaningful insights.

Alert instructors of physical education extend the leisure activities of the community by correlating the purposes of their programs with the purposes of the group. In a flexible program, participants have continuing occasions to set up their own standards, conduct their own activities, and evaluate their experiences. Thus, they prepare themselves to meet changes with equanimity. Intelligent programming exhibits flexibility in the selecting and the planning for relationships that contribute to the welfare of groups, and thus to the constructive use of leisure where change is ever present.
The emotional climate of experience is an eminent determinant to values, attitudes, and behaviors, on which the inner security of the individual, and thus, his group welfare depends.

The activities of physical education that remain important and meaningful in a person's constructive use of his leisure are those that involve him emotionally. Usually, the activity that is pleasant and satisfying emotionally is the one that an individual is desirous of repeating. However, if the game, sport, or dance is frustrating to the participant, he is inclined to ignore, limit, or avoid repetition of the action. Often, his annoyance stems from a personal lack in skills or social areas, from individual or group disorganization, or from memories of disquieting previous experiences. Any one of these, or any combination of them, causes a person to seek a more satisfying recreation.

The essence of an individual's constructive use of leisure is the play spirit--an emotion of joy, happiness, satisfaction, and inner security. This play spirit is essential to the individual, for it creates in him an attitude which impels him to seek expression of his interests. He constantly searches for every outlet for those skills in which he feels a significant emotional satisfaction.

The physical education teacher who hopes that the sports and dances which he presents are apropos for leisure
enjoyment ascertains the values and attitudes attached to the activity by his student. Unless the student comprehends and accepts the values of the game or dance; unless he develops an attitude of enjoyment, he rarely exemplifies constructive behavior in his leisure pursuits. Since the individual's constructive use of his leisure is an eminent concern to today's teachers, the area of physical education must embrace in its programs the emotional components which will encourage and give meaning to all people who participate in physical activities.

Leadership and followership abilities in group activity are paramount for youth to expand his ego, grow in worthy leadership, and assume a beneficent adult role.

The person's use of his leisure, whether individual or in a group, is most often self-instigated. Since this is true, ability in leadership becomes a function of importance not only in the initiation of the activity but also in its continuance; for a chaotic condition develops in group functions where leadership is deficient or ineffectual. In fact, many activities are never started, let alone carried through, for lack of self and group leadership. A similar condition exists where adaptability in followership does not characterize the individuals who compose the group.

Too often, the school fails to provide the circumstances that demand student leadership and followership
necessary for success in the game, sport, or dance activity. Only courageous teachers permit students to make their own mistakes. It is the youth, who assumes responsibility in his own recreational sports and dances, who is capable as an adult in creating active, adequate, leisure opportunities.

The area of physical education must afford students opportunities to assume leadership and followership roles in a diversified pattern of status within the group. Without self-leadership in child, youth, and adult living, a person's estimable recreational opportunities and participation are meager, if not minus.

Leadership whether it be individual, social, professional, or volunteer must concern itself with the satisfaction of individual needs which serve a social purpose. Such leadership alters with the changing values, needs, and interests of the group; for youths need the status involvement demanded of leaders in the constructive use of leisure. They need the chance to serve the younger group, the peer group, the familial group, and the community as leaders. The service demands in the constructive recreational activities of people help an adolescent assume an adult role of benefit to society.

The area of physical education offers the thoughtful teacher innumerable occasions to guide all students into an awareness of the need for self, group, and service leadership and for wise followership. By teaching self
evaluation in reference to the awards of satisfaction, a youth develops capacities for successful leadership and adroit followership as an adult of significance to his society.

Social attitudes and skills of an individual for group participation are indispensable in group living to give direction to human effort and to maintain a civilized state.

Since the play activities of the child are primary learning situations, the social factors of play must be stressed in today's world. Sometimes the child who lacks contacts with other children needs adult guidance to help him find security in the group. The youth is no less in need of assistance whereby he establishes meaningful relations with his peer group through his recreational activities. Especially, where family responsibility is meager or deficient, urban youths have an over abundance of leisure time. The drive for social acceptance with their peers may lead to socially disintegrating leisure pursuits, for the desire to belong to the gang is more persistent than the desire to please adults. Peer mores are more significant than adult customs. Society must be aware of this need and promote through every available means commendable recreational activities.

Games, sports, and dances are mediums of natural appeal to a youth if they are taught in such a manner that
purposeful learning accrues. Through facilities and organizational leadership, society must provide sagely for the gratification of the interests of youths. Adolescents who have pleasurable experiences in the activities of their physical education program will create opportunities to again experience this feeling of joy. To assure sports and dance an esteemed place in the recreation of youth, the school must secure purposive participation, provide a satisfactory skill level for varying abilities, offer understanding guidance in leadership, and appeal to the adventuresome, challenging spirit of youth.

An adult uses the activities learned in physical education many times as a means of establishing community contacts, of building social relationships in a new community or a group, and for gaining entry into clubs and groups where excellency of performance commands satisfactory recognition. Thus, the skills of games, sports, and dance open vistas of social significance to those who have found enriched living through such participation. The quality of the play and recreational contacts of the people of a community becomes a major determinant of the moral quality of that community.

Cultural values evolved through an understanding of, a sympathy for, and an appreciation of the contributions of other races and creeds are vital to a citizen living in a world democracy.
If the leisure of a person is to contribute to his cultural values, he not only accepts but also seeks to find in all races and creeds contributions for the enrichment of his life. In searching for these contributions to his own culture, he learns to appreciate the intermingling of cultures that make America the haven for peoples of many and varied persecutions. He also develops an understanding of and a sympathy for the need of alien people to learn to use their leisure in constructive ways.

Since immigrants and their children are often without the skills that Americans possess so abundantly for recreational activities, a thoughtful citizen helps such people acquire the skills that bring a feeling of belonging. The physical educator who visualizes a world democracy promotes this in his school situation in order to prepare youth for the assumption of responsibility for sharing with other races the sports and dance skills that are indigenous to American recreation. A sensitive teacher recognizes the need for youth to accept young people of all races in their play, to help them become active in community recreation, to give them a feeling of security and belonging, and thus, to help them live democratically within their recreational experiences. Since the physical educator works in the most potent area of recreational insights with youth, he must conduct his program to elicit insightful learning of the cultural values of all people.
The closeness of many foreign nationalities to the creative aspects of their work in their own country may leave them bewildered and devoid of this factor in their labor in an industrialized society. Consequently, in leisure time the foreigner must find recreational skills that are creative if he is to find happiness in and loyalty to his adopted home. Although modern dance provides the most prolific creative elements, all dance and sports demand creativity of the individual in varying degrees. Regardless of the recreational activity used by the educator to foster cultural appreciations, attitudes, and understandings of other races, the stress must emphasize the valuable contributions which all races, cultures, and creeds have made and must continue to make to the growth of America. The development of such an understanding in America will go far toward the achievement of a world democracy.
CHAPTER VII

THE PROBLEM CONCLUDED

Lofty designs must close in like effects.¹

Summary

For the past half-century, eminent educators have devoted thought, time, and research to evolve improved systems for the reorganization of the secondary schools throughout the nation. Many considerations led to these efforts, chiefly perhaps: (1) that there is a great difference in character between the high school populations of today and those of 1900; (2) that educational research reveals very clearly that the needs, problems, and interests of youth are not being met realistically; (3) that the changed nation and world of today demand a revision of curriculums in keeping with a new culture; (4) that the United States accepts the ideal that mass public education is to be provided for all students through the secondary level; and (5) that the continuation of democratic practices depends upon an educational system that creates citizens who think and act intelligently.

¹Robert Browning, A Grammarian's Funeral, 1, 146.
Myriad difficulties confront leaders who try to alter existing systems, no matter how urgent the necessity. Expressions of resistance to educational revisions often show a high degree of feeling against proposals that would disturb traditional methods of learning procedures. Change is upsetting and untested. Acceptance of a new pattern in school curriculums is comparable to the acceptance of a new creed. The turmoil of living has left little time for thinking about philosophical problems. School leaders are divided among themselves about procedures; they expend great effort in refutation and defense of proposed changes instead of melding their ideas into cooperative plans. Available materials that show unbiased ratings of tried and successful innovations remain relatively unpublicized. So, the haphazard pattern of education continues to function throughout the nation permitting each locality to determine the nature of its schools.

However, in forward-looking communities, the schools of education, teachers' colleges, parent-teacher organizations, labor organizations, and other interested groups realize that schools cannot stand apart from society. In these localities, schools are encouraged to change and to assume leadership in discovering methods for coping with modern social problems. Changes have taken place more rapidly and more easily at the elementary than at the secondary level.
Slowly, however, the old high school is passing. Source materials are being expanded; new media, such as radio and television are contributing interesting programs; teacher counselors are offering guidance on personal problems; and business leaders are providing and cooperating in work programs. More and more confidence is being expressed in those schoolmen who advocate fundamental alterations in curriculums. During the coming decade, rapid transformation in both the tangible and intangible items of secondary education is certainly an assurity.

There are numerous reasons for the acceptance and for the installation of the core curriculum in preference to other suggested modifications for high school organization. The core blends psychological data with educational theory. Administrators, teachers, parents, and students recognize the need in a democracy for everyone to complete a similar program of essentials during his four years. Textbooks are mere references and are expanded by a variety of materials. The core program can be adopted without great expenditure of funds. The core curriculum departs from the usual curriculum pattern in that it establishes problem areas that draw together basic materials from many subject-matter fields. There is a strong inference that the scope of the core curriculum can be greatly increased to include other areas of learning. Multiple
activities stimulate individual interests and differences. Aims, goals, plans, and results are a combination of teachers' and students' efforts. Evaluations extend to the parents and to the community. Committee and group work replace much of the individualized recitation. Responsibility for successes and failures are communal.

This study is concerned with the role of physical education in a core curriculum whose problem areas were developed by Lucile Lurry as a part of her doctoral dissertation. Accord is given to the problem areas in that they are based upon the common and persistent needs, problems, and interests of youth, and verified by a number of competent experts in the field of general education. There is no attempt to change, to expand, or to suggest additions to the original list of problem areas.

Elsie Stalzer, William Jennings, and Monir Mikhail in their cooperative study explored the Lurry problem areas for activities that were formulated into a core curricular structure. Their findings infer that other fields of education may have similar contributions. Action upon this inference brought about the examination of the probable factors inherent in physical education activities that might make a meaningful contribution to the previous investigations.

Since a wealth of materials, valuable to educational advancement and based upon scientific data, has been
released within the recent past, it seemed imperative that the area of physical education be examined in relationship to the purposes acceptable to general education as expressed in late publications.

After extensive reading in the fields of philosophy, psychology, sociology, education, and physical education, the writer derived twelve concepts that seemed applicable to establishing the possible integration of the area of physical education with the problem areas of a basic core curricular structure. A most difficult task was the selection and formulation of the concepts due to the vast amount of information in the reading, in the research, and in the experiential background of the writer. Moreover, from the large number of concepts conceived, several were discarded as irrelevant. Those retained because of their harmony with educational theory were appraised in reference to the principles set forth by Williams, Oberteuffer, and Brownell. Although a semblance of order evolved, each concept was judged as an entity with no specific reliance upon the previous or following one. Yet, the twelve concepts

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are interdependent so an hierarchical arrangement would have been indefensible. The readings also confirmed the hypothesis that physical education has a definite contribution to make to the problem areas of a core curriculum.

Three approaches were used to relate the area of physical education to the problems areas of a core curriculum. In the first, the area of physical education was searched for meaningful activities that were analogous to the core activities. These are called Contributory Activities and are as closely allied to the core activities as feasible. In the second, the area of physical education was probed for meaningful experiences that would expand the core activities within the scope of the problem area. These are called Supplementary Activities. In the third, philosophical analysis connotated the relationship between the area of physical education and the problem areas through the twelve concepts. The two problem areas selected for study by the three approaches were; Problems of Intercultural Relations, and Problems of Constructive Use of Leisure. The twelve concepts are stated as follows:

1. Democracy is more than a form of government; it is a people's faith in a way of living that essentially embodies respect for personality.

2. Physical activity is a biological necessity for the growth and the development of children and youth, as well as for the continued well-being of adults.
3. Moral values are the basic ingredients upon which a person bases his attitudes and behaviors to achieve exemplary living.

4. Purpose is a guide for the selection of experiences and for selection within the experiences of an individual and reflects personal values comingled with prior experiences.

5. Perceptual meaning coming from the experiences of the individual is a major directive for his behavior.

6. Assumptions, uniquely and continuously derived from the experiences of the human organism, are tentative guides for action.

7. The method of intelligence is implemented by critical, independent thought to enable a person to formulate mature guides to action.

8. Flexibility in patterns of living is essential for a person to meet contiguous situations readily, for life is a becoming process, novel and personal.

9. The emotional climate of experience is an eminent determinant of values, attitudes, and behaviors on which the inner security of the individual, and thus, his group welfare depends.

10. Leadership and followership abilities in group activity are paramount for youth to expand his ego, grow in worthy leadership, and assume a beneficent adult role.

11. Social attitudes and skills of an individual for group
participation are indispensable in group living to give direction to human effort and to maintain a civilized state.

12. Cultural values evolved through an understanding of, a sympathy for, and an appreciation of the contributions of other races and creeds are vital to a citizen living in a world democracy.

Much thought and consideration has been given to the listed conclusions and recommendations. Preference in the selection favored the usable and practical rather than the visionary and theoretical.

Conclusions
The writer concludes:

1. That the area of physical education has a definable and a defensible contribution to make to the two explored problem areas of a core curriculum through the twelve concepts.

2. That the area of physical education has a definable and a defensible contribution to make to the activities of the two explored problem areas of a basic core curricular structure through the first and second approaches.

3. That the derived concepts may form a valuable base for the evaluation of curriculum methods and materials in physical education; for the consideration of the guidance function of the physical educator; and for the
appraisal of student growth toward maturity of judgment and action.

4. That the concepts may serve to guide other fields of learning in exploring their possible contributions to a core curriculum.

5. That a study of the concepts may widen and deepen the meanings of and the insights into the area of physical education.

6. That the contributions of the area of physical education may be vital and cogent influences in the lives of youth.

7. That the concomitant learnings of physical education may become more dynamic and significant through the integrative processes suggested.

8. That the potency of the situations in physical education may help youths translate their values into overt behavior.

9. That the three approaches to the contributions of physical education may have an analogous function in serving the needs, interests, and problems of youth.

**Recommendations**

The writer suggests:

1. That the three approaches to the contributions of physical education to the core program be applied to all problem areas of a core curriculum.

2. That there be experimentation with the basic tenets of this study in a functioning core situation which is
based on the activities of problem areas.

3. That there be experimentation with the first and second approaches to the contributions of physical education as an operational base of cooperative action for the teacher in a problem area core and the teacher of physical education.

4. That there be experimentation with the third approach to the contributions of physical education to a core curriculum initiated by the physical educator assisted by the core teacher.

5. That there be experimentation relative to the effectiveness of learning in the area of physical education operating within the problem areas of a core curriculum.

6. That the study be explored for implications in the education of teachers for a core curriculum based on problem areas.

7. That the study be explored for implications in the education of physical education teachers who may assist with core curriculum planning and projects.

8. That the concepts derived by the study be explored for possible guidance to the physical educator in expanding his vision of the area of physical education and the core structure.

9. That there be further study of the integrative possibilities of physical education in reference to other core curriculums.
10. That all curriculums be concerned with a deeper penetration into the close relationship between the physical and all other areas of living as it functions in the totality of learning.

Even so brief a study has deepened the author's insight and appreciation of the implications of the inspirational statement with which Oberteuffer closes his book, Physical Education.

Physical education taught in schools must answer many demands--of nature, of social need, of the culture of the time and place. The logic of these relationships is clear: If the democratic way of life is to be preserved, then Physical education programs must in every conceivable way instruct in democratic behaviors and demonstrate democratic procedures. If the individual in the democracy is to attain his fullest development, then From all of the world of science physical education must borrow and apply knowledge about the human organism, the way it develops, the hazards of its existence, and the conditions under which it thrives. If this development is to be effected through the means of organized education, then Physical education must plan, conceive, and execute its program in step with the best purposes and procedures of education and have no objectives different from those acceptable to education in a democracy. The development of any curriculum, therefore, or the solution of any problem, the instruction in any class, or the dealing with any student will be worked out within the above boundaries, and any deviation from the above charted course will be recognized at once as faulty practice.5

APPENDIX

STATEMENT OF THE OTHER FOURTEEN PROBLEM AREAS

I. Problems of School Living

The situations encountered in adult living are comparable to those in school living where educational experience provides the understandings and skills that enable a student to have satisfactory relationships with other individuals and groups. In a democratic society, attitudes and appreciations of cooperative planning are integral phases of meaningful learning. An adolescent who has the ability to function socially and creatively with his peer group, his teachers, and his community has a foundation for satisfactory adult relationships. He may seek out those groups with which he can work to achieve his goals; he may be interested in the problems that promote growth of understanding between the home and the school; and he may continue to concern himself with the problems of education for democratic living.

This problem area should provide experiences that help the student: to realize the attitudes and actions which bring success in school also bring success in life;
to become increasingly self-directed; to gain control of the understandings and the skills involved in cooperative planning; to establish skill in making friends with groups of various occupations and ages; to mediate for the cooperation of the school and the home; and to keep a continually constructive relationship with the school.

II. Problems of Self-Understanding

Knowledge of self in the context of society today is the quest of all education. It is the particularly pressing quest, realized or unrealized, of the adolescent. No longer can this responsibility for the realization of self rest entirely with the parents. An adolescent who has guidance in coping with personality problems has a better opportunity for successful living in a democracy. Through experience he realizes the natural drives, urges, and tensions which can help him to evaluate and to alter his behavior continually in order to achieve satisfactory relationships with parents, siblings, and the opposite sex. A school that provides opportunities for a student to realize his strengths and weaknesses and to procure expert guidance assures increasing happiness to himself and to society.

This problem area should provide experiences that help the student: to understand the functions of the body; to appraise his strengths and weaknesses for self-improvement;
to seek expert guidance for personal problems; to apply the problem-solving method for the solution of individual and group problems; to gain command of the processes of effecting changes in his environment; and to achieve mature relationships with the opposite sex, the family, and the community.

III. Problems of Finding Values by Which We Live

Values which exalt and refine life guide a person toward standards of conduct which are acceptable in a democratic culture. The home, the church, the school, and the community are the primary sources of personal values. However, the press, the radio, the motion picture, and television are of growing importance as potent value sources. The latter is a relatively uncontrolled educational media. The values on which action is based must be evolved from the intelligent use of critical thinking. The course of action that is intelligently conceived can be made only in terms of the consequences for individual and group living. Experiences which equip an adolescent with a sense of values to guide him in democratic living can assume responsibility for his own conduct; his own self-discipline.

This problem area should provide experiences that help the student: to explore sources of values; to study the religions of the world; to understand the basic tenets
of conflicting ideologies; to consider what is of value in a democracy and why; to develop skill in using intelligence to arrive at values in all areas of living; to understand the relation of values to action; to experience various situations in which choices must be made; to become aware of the conflicting values in American life; to understand the problems of living with people who have different value patterns; and to discuss the effects of world conditions.

IV. Problems of Forming Social Concepts in Terms of the Democratic Ideal

Social concepts in a democracy should lead an individual to understand, to alter, and to aid in the solution of social problems of the community, the state, and the nation. Therefore, the problem of sifting and evaluating ideas to form judgments must correlate with the philosophical ideals which underlie the intricate relationships of the local, state, and national governments. The formulation of criteria based upon critical analysis is an essential aspect for intelligent action. Youth needs help to solve intelligently the social conditions which are first vital to the individual and second vital to the group. Therefore, the concern of the school is to assist the adolescent to form social concepts which will make him aware of his personal responsibility for group welfare.
This problem area should provide experiences that help the student: to study his personal responsibility for social betterment; to understand and evaluate the problems of community recreation, juvenile delinquency, social security, and medical care; to study family and child welfare problems—the legal aspects of divorce; to study the problems of labor-management; and to consider ways to cooperate in a socio-economic world that is interdependent.

V. Problems of Employment and Vocation

The choice of a vocation is a crucial factor in achieving and maintaining mental health, in improving standards of living, and in preserving a dynamic democracy. Therefore, vocational choice must be guided primarily by self-discovery of the interests and abilities which lead to a satisfactory career. Other factors of importance in successful vocational life are employment opportunities, conditions of work, personality and skill requirements for continued employment, and readjustments that lead to promotion. Work experiences provided by the school guide the student to select, secure, continue, and progress on the job. Testing procedures, advice of a counselor, and careful study of the requirements and rewards of job offerings lead to an understanding of the complexity of industry in a democracy and an insight into the social significance of continuing employment.
This problem area should provide experiences that help the student: to explore work opportunities and evaluate actual experiences; to appreciate the opportunities of a job; to assay vocational aptitude and accept the limitations or challenges; to explore and evaluate vocational opportunities in the community; to consider the preparation required for various occupations; to appreciate homemaking as a universal vocation; to study the relation of vocations to group welfare; to gain insight into labor-management relationships; and to understand the social, political, and economic implications of vocational choice.

VI. Problems of Using and Conserving Natural Resources

The basic needs of a people for food, shelter, clothing, and recreation are dependent upon the intelligent use of natural resources if the standards of living of a society are to continuously improve. A realization of the importance of producing, building, and growing without destroying the natural resources is a fundamental precept of conservation. In a democracy, the conservation of natural resources can be most effectively promoted through citizen self-control and education. However, in this industrial culture with the efficient machines which brought ruthless exploitation, the government had to make conservation a national goal. This conservation of natural resources to build a world prosperity and world peace is the rightful
heritage of future generations which must be preserved. Youth needs to explore the natural resources of the community, to consider the social, economic, and political implications of conservation, and to participate in actual conservation control projects which focus his attention on waste.

This problem area should provide experiences that help the student: to explore the natural resources and conservation measures in the community; to study the educational needs to prevent waste; to appreciate that the basic needs of a people are dependent upon the wise use of resources; to understand the use of natural resources that does not destroy future existence; to appreciate the need for joint planning with the government; to study the needs of all people for natural resources as energy; and to understand the relationship of the conservation of natural resources to the conservation of human resources.

VII. Problems of Education in American Democracy

American educators have created in the American mind an awareness of the function of the school in the development of the individual. Educational controversies are, therefore, concerned with methods and activities which will develop citizenship, and social and economic competency. These controversies are focused upon the inequalities of educational opportunities, the lag between known
and applied data, the techniques of problem solving, the uncertainties of tomorrow's world, and the ways of meeting the continuing change in living. Therefore, educational experiences should promote proficiency in the solution of these problems of education in the American democracy.

This problem area should provide experiences that help the student: to participate in the solution of problems of government in the school; to explore the educational opportunities in the community, state, and nation; to know and use the educational services of the community; to assist him in comprehending and in solving the prevalent educational inequalities; to further intelligent awareness and constructive participation in the democratic process; to understand the impact of education on the home, church, and government toward higher standards; to understand pressure groups which are operative in schools; and to contrast the beliefs of democracy with other ideologies.

IX. Problems of Family Living

The democratic home exemplifies respect for the individual; however, the actions of individual members are modified and tempered through cooperative planning and action. Research has found that the teachings of the American home, once the foundation stone of the family living, have significant gaps which cause insecurity. The school, therefore, must help the student to gain control of
processes by which he can meet and solve home problems. By so doing, the student can be brought to objectify, to analyze, and to modify his actions in order to adapt himself personally and socially to successful living. With such adaptibility he will establish a home characterized by members who understand themselves as individuals, as members of a closely knit group, and as members of a complex society.

This problem area should provide experiences that help the student: to understand and gain control of himself as a part of a complex society; to study a democratic home that solves its problems through cooperative planning and action; to appreciate and share in the development of values and behaviors consistent with happy family living; to plan for the wise use of family resources; to understand the problems of eugenics, courtship, marriage, and children; to participate in the reconciliation of conflicts between views of members within the family, the family and the community, and the family and other societies; and to study the effects and trends of family life in relation to the technological developments in society.

X. Problems of Communication

Communication is a fundamental experience that is basic to all social existence. The progress of civilization is dependent on the ability of people to communicate.
Therefore, knowledge and skill in the communicative arts are paramount to provide for the satisfactory extension of the individual into the world. The destiny of society is shaped by the ability of people to exchange and evaluate ideas through the media of symbols, sound, and movement. These are most widely disseminated through the press, platform, radio, motion picture, and television. However, literature, drama, dance, art, and music are often reflective avenues of ideas. The urgent challenge to education is to provide a student with increasing ability to use the communicative arts intelligently.

This problem area should provide experiences that help the student: to increase his ability to read, talk, listen, and write with understanding and clarity; to appreciate and desire to increase his skill in communication with individuals and groups; to use the media and agencies of communication for social improvement; to solve individual and group problems of communication; to understand the methods, the dangers, and the controls of mass communication; to appreciate the creative opportunities in the communicative arts; and to recognize, appreciate, and accept his responsibility for skilled communicative techniques for its effect on a democratic society.

XI. Problems of Democratic Government

Democracy is a form of government, a way of living,
and a method of solving problems that is an evolving process. Democracy is also a faith that has been an inspiration for self-sacrifice and vision since its conception. Preparation for citizenship develops a knowledge of present problems, promotes an understanding of democratic ideals, and encourages an attitude of personal responsibility. The role of the school is defined by the need for educated citizens to perpetuate a government based on the sovereignty of the people. A student needs experience in active participation in school government within the realm of action. He needs to be a participant in the dynamic interaction of student, teacher, and administrator where actions are taken that affect his school living.

This problem area should provide experiences that help the student: to learn the rights and obligations of citizens; to study conditions which develop attitudes of responsibility in individuals and groups; to participate in the solution of school problems pertinent to his level; to study the implications of citizenship at the local, state, national, and international levels; to gain insight into the problems of government; and to experience ways to improve the quality of living in the school and community through government.

XII. Problems of Personal and Community Health

A consideration of the effects of healthful living
upon the happiness and security of individuals, brings the conviction that the acquiring of good health habits is a matter of significance for all. Too often health, either good or bad, is regarded as the concern of a single member of society. Time, money, and energy spent upon projects which improve the physical resources of a nation pay dividends to the entire citizenry. Since youth is the age when attitudes and habits of living healthfully are most easily acquired, the school must ensure experiences which awaken the student to the spiritual, mental, and physical benefits to be derived from good health.

This problem area should provide experiences that help the student: to understand and develop a favorable attitude toward healthful living as it affects personal appearance and total fitness; to secure a thorough physical examination followed by the correction of remedial defects; to understand nutritional problems and secure an adequate diet; to understand and accept the facts of sexual development; to appreciate and improve the home and community aspects of mental health; to study and improve the accident hazards in the home and community; to study the implications of health insurance, hospitalization, and socialized medicine; and to understand the problems in the world as revealed by the World Health Organization.

XIII. Problems of Economic Relationships in a Democracy
The American people take for granted the existing abundance and variety of economic goods. This assumption prevails because there is inadequate knowledge of the intricate process of production; a lack of understanding of the economic organization which makes available the vast supply of commodities; and an increasing protection from these lacks by government regulations and assistance. The personal freedom to purchase, to invest, to secure credit, and to act for himself in a powerful force that must be guided to serve the individual and the public. To know the facts is one aspect, but to use them intelligently and for the betterment of people demands a citizen-consumer guided by basic economic principles. The great questions of today cannot be intelligently discussed, much less solved, without some knowledge of economic relationships.

This problem area should provide experiences that help the student: to become an intelligent and effective consumer of individual and family resources; to appreciate the persistent growth of his social and economic responsibilities; to understand the role and trend of government in the protection and advancement of consumer welfare; to understand the relationship of government economy to group and individual welfare; to understand the vital relationship of money, banking, and credit to the economy of a nation; to study the history and process of labor-management relationships; to study the relationship of economics
to world stability--the ERC and UNESCO; and to appreciate the economic interdependence of nations in relation to the national welfare and world stability.

XIV. Problems of Critical Thinking

Only the person who has a method for evaluating and discarding irrelevant materials can test the validity of the statements which confront him from the volumes of isolated facts which pour forth from the radio, press, television, motion picture, and the platform. If America through the education systems can produce citizens who do not make hasty judgments that result in rash action, this will be the greatest hope for the continuation and the extension of the democratic way of living. A most difficult but an unavoidable necessity for the present-day school is to furnish manifold experiences for the student to do critical thinking. The adolescent taught to test his opinions against the pertinent data about a subject is wary of other people's conclusions; he will not form his own judgments from hearsay.

This problem area should provide experiences that help the student: to recognize and define problems; to explore sources of information; to study the complete act of thought as it relates to democratic processes; to apply critical thinking in all areas of living; to recognize fallacious thinking and propaganda; to understand psychological
maladjustments which cause fallacies; to accept responsibility for action on the basis of sound conclusions; to develop the ability to live tentatively; and to reorganize and reconstruct experiences as a guide to future behavior.

XV. Problems of Achieving World Peace in the Atomic Age

Although the word atomic grew in an aura of war, it has the inherent qualities of erasing one of the most provocative causes of war-economic inequalities between groups and nations. Too many people feel that the government capable of making the most destructive use of atomic energy can insure peace. They fail to question a peace based on fear. As an individual and as a society, the decision to realize the potentials of present and future civilizations must determine the plan and use of atomic energy. There are no insurmountable barriers for an individual, for a nation, or for a world that decides on its goals and plans to work cooperatively for their achievement. Education must lead youth to think of the constructive rather than the destructive uses of the atom: emphasis in teaching must shift from atomic warfare to atomic energy. Proper directing of the fear drive which the bomb has awakened can become the basis for man's dream-world peace.

This problem area should provide experiences that help the student: to explore the economic, political, and social causes of cultural conflict; to widen the areas of
mutual concern and interest; to analyze emotionalized attitudes on intellectual bases; to explore the benefits of atomic energy; to appreciate the philosophical, psychological, and technological problems of atomic energy; to study the implications of government agencies of control; to understand the bases for world peace; and to appreciate the significance of sharing effectively in the United Nations.
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Reports and Studies


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I, Mary Elizabeth McCoy, was born in Muskogee, Oklahoma, February, 28, 1910. My primary education started at four years of age in an Indian School; it continued in a Catholic Convent, in a Canadian rural school, and was completed at the sixth grade in Clark School, St. Louis, Missouri. Here, I also attended Ben Blewett Junior High School as a student in an experimental group. I completed my secondary education at Soldan High School, St. Louis, Missouri. My undergraduate education was obtained at Lenox Hall, Kirkwood, Missouri; Washington University, St. Louis, Missouri; Alma College, Alma, Michigan; and Michigan State College, East Lansing, Michigan where I received the degree of Bachelor of Arts in 1929. Although I attended St. Louis University for advanced study, I received the degree of Master of Education in 1946 at the University of Minnesota, Minneapolis, Minnesota. While teaching at Southern Methodist University, Dallas, Texas, I attended summer sessions at The Ohio State University until I obtained a leave of absence to complete the resident requirements for the degree of Doctor of Philosophy. During the writing of the dissertation, I have held my present position at Northern Illinois State Teachers College.