MAJOR ISSUES IN PHYSICAL EDUCATION

DISSERTATION

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CHAPTER I

INTRODUCTION

In the spring of 1956, at the Annual Convention of the American Association for Health, Physical Education, Recreation, Jesse Feiring Williams stirred the assembled physical educators with a speech in which, among other things, he challenged the profession to stand up and take sides on the perennial issues.

A few weeks later, a graduate professor and his advisee were discussing the challenge, but not with the intention of accepting it, for that would be impossible for individuals. Their intention, rather, was to attempt to discover the major issues in physical education and to find out which issues had precipitated action by the organized profession and which had been ignored.

This dissertation is a result of those two events.

**Purposes**

The purposes of this dissertation are therefore -

1. To discover the major issues in physical education today.

2. To present each issue clearly, with an unbiased reporting of the main arguments on both or all sides.
3. To discover what actions on the issues, primarily in the form of resolutions, had been taken by the principal professional organizations: the American Association for Health, Physical Education, Recreation; the Society of State Directors of Health and Physical Education; the National Association for Physical Education of College Women; and the College Physical Education Association. Resolutions which were passed by these and other organizations and which deal with the issues, are included in the arguments presented on the appropriate issues.

4. To help others recognize and understand the major issues confronting our profession.

Limitations

Defining Physical Education

In a dissertation, it is customary to define the terms used. The two terms which appear in the title immediately come to mind: "major issues" and "physical education." In Chapter II, "The Nature of an Issue," the author attempts to define issue and major issue. But to define physical education would be to defeat one of the purposes of this paper, to-wit: to be impartial. Perhaps the sought-after impartiality has not been achieved. But to define physical education at the outset would be to render useless half of the work which has been done, for a definition at this time would necessarily demonstrate a bias on many issues. Further, the definition of physical education is itself an issue.
As the reader recognizes arguments, he will probably decide which side of the issue he supports. The answer to all of the questions (each issue being presented in the form of a question) will give the reader his own definition of physical education. This, after all, is the most important definition to him.

**Presenting Every Argument**

To present every argument on every side of every major issue would be an impossible task for one person unless he were blessed with unlimited time and money. An attempt was made to bring as many valid arguments as possible to each issue. This was affected by the availability of arguments. When few were available, all were used. When many were available, it was possible to be more selective. It is recognized that there are possibly some excellent arguments which have been overlooked.

**Availability of Resolutions**

The transactions of the major professional organizations were difficult to uncover. For two of the organizations it was possible to find a near complete record of resolutions. The College Physical Education Association publishes its Resolutions in its *Annual Proceedings*. The American Association for Health, Physical Education, and Recreation publishes its Resolutions in its *Journal* sometime during the year. This has not always been the case, however, and *Proceedings* of the
National Convention are not all available in the Ohio State University Libraries. There is no certainty that all of the resolutions of that organization have been reviewed for this dissertation.

The Society of State Directors furnished a copy of the History of the Society which contained many important resolutions up to 1945. Mr. Paul Landis, Supervisor of Health and Physical Education for the State of Ohio, graciously furnished additional resolutions passed by the Society. A number of the Society's resolutions carry no date.

The National Association for Physical Education of College Women publishes its resolutions in its Biennial Record. The author was unable to secure copies of this publication without traveling to Washington, D.C.

Therefore, it has not always been possible to determine whether or not any organization has taken a stand on an issue. Those resolutions which were available, and which applied to an issue, were used.

Quotations

Numerous quotations appear throughout the manuscript. This is a result of the nature of the dissertation, for the reader is interested in knowing who, besides the author, believes in what has been presented. Arguments are footnoted extensively but two general exceptions occur. The first includes those arguments which were not presented in the literature of physical education. The second includes arguments which appear in the literature and in informal discussions so ubiquitously as to render footnoting unnecessary.
CHAPTER II

THE NATURE OF AN ISSUE

There has always been a great deal of controversy over issues that have arisen in government, in politics, in religion, in ethics, in education. Many issues have arisen in physical education and these issues have stimulated considerable debate, thinking, and, if you will, choosing of sides. The word "issue" is one that is used almost daily. Possibly because an issue is by its very nature controversial, it is interesting. But what is known about an issue? The background of a particular issue may be understood and all sides of a particular issue may be recognized, but few of us really understand what, precisely, an issue is. The task is to discover the nature of issues in general, to decide upon a suitable definition, and, if possible, to uncover the origin of issues.

The Problem

One would suppose, with all that is said and written about issues, that somewhere, sometime, some one had studied issues per se; their origin, their resolution. But records of such a study were not found by the writer. However, the social psychologists whose study is "...of the behavior of
individuals in their reactions to other individuals and in social situations have devoted a great deal of time and effort to the study of conflicts. At this point, in order to pursue the study of issues, it becomes necessary to study the nature of conflict, and to accept the premise that an issue is a conflict of ideas. If we accept this premise, there is a great deal of material on conflicts which can be applied to issues. If we reject this premise, the best we can do in striving toward an understanding of the nature of an issue is a dictionary definition. We do not mean to belittle a dictionary definition, but we must recognize that such a definition is necessarily limited.

The noun "issue" can mean a flowing out; exit, upshot; offspring; produce; delivery and a point in controversy: we are concerned with only one of these. Webster's New International Dictionary defines an issue as "A point in debate or controversy on which the parties take affirmative and negative positions; a presentation of alternatives between which to choose or decide." In the area of education there are many points in controversy or "alternatives between which to choose." However, this definition suggests a clearly defined controversy with two sides. The issues in education are not always clearly defined, nor are they necessarily limited to

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two alternatives. Sometimes there are three, sometimes more.

The Oxford Dictionary gives the following as one of its definitions of issue: "A matter or point which remains to be decided; a matter the decision of which involves important consequences." Certainly this definition applies to the issues in education. There are many matters which remain to be decided. And the decision of these matters involve important consequences. By combining the two definitions, we can arrive at the following statement: An issue is a presentation of at least two alternatives between which to choose or decide, the decision involving important consequences.

This definition separates an issue from a problem, which is a perplexing situation or question. True, an issue can be a problem, issues can arise from problems and problems can arise from an issue, but a problem does not have to have two sides nor does it have to be controversial. In physical education there is the problem of determining what the purposes are, from which problem many issues arise. But the issue is not the question "What are our purposes?" nor is it the phrase "determining purposes." Previous to the problem of determining purposes, there may have been the issue "Should we or should we not define the purposes of physical education?" and following recognition of the problem of defining or determining purposes (that is, resolving the issue for the affirmative), a number of issues come forth, but problems and issues, surprising as this may be to some, are not synonymous.
Issues are Expressed Variously

There are, perhaps, many ways of identifying issues. First, issues may be identified by the medium of expression. Many issues are expressed in writing. They appear in books and periodicals. Some authors present one side, others present opposing viewpoints, and still others may present all sides of a particular issue. Other issues are expressed orally through speakers, debates, discussion groups and informally. Still another medium of expression is in action--what is done. If New York would require all high school students to take driver education and California would not even give their students the opportunity to elect driver education if it were practicable, then in practice there is an issue: "Should or should not driver education be a part of the high school curriculum?" Moreover, this would be an issue in practice even though the subject of driver education might not have appeared in the literature or been presented at professional meetings.

Some issues may be expressed through only one medium. Others may use two or three. For a few issues, we may find that one side is presented in writing or in writing and orally, while another side is represented in practice and only in practice. It is not the purpose of the writer in this paper to discuss the merits of the various media. It would seem unwise, however, to misjudge the importance of any one of the three media.
Issues as Options

William James has described options in such a way that the descriptions can be applied to issues. "Options" he said, "are of several kinds. They may be--first, living or dead; second, forced or avoidable; third, momentous or trivial; and for our purposes we may call an option a genuine option when it is of the forced, living, and momentous kind."\(^1\) James went on to point out that each hypothesis of a living option made some appeal so that the option between being an agnostic or a Christian is a live option for many people whereas the choice between being a theosophist or a Mohammedan is probably a dead one for us.

A forced option would be "either accept this truth or go without it" while an avoidable option would be between taking a taxi or walking. It is avoidable because there are other means of transportation or the person can remain where he is.

A momentous option would be between accompanying an expedition to either the North or South Pole or staying at home. Trivial options we meet every day--what clothes to wear, whether to have grapefruit or orange juice for breakfast and what movie to see in the evening.

Issues and options have a synonym in common: alternative. But more than this, both issues and options can be

living or dead, forced or avoidable, momentous or trivial. And as James would call a genuine option one of the living, forced and momentous kind, so would the writer call a major issue one which comes as near as possible to being a living, forced and momentous issue.

Origin of Issues

Let us explore the premise that an issue is a conflict of ideas. Perhaps through understanding the origin of conflict, we can arrive at an understanding of the origin of an issue— or at least at the origin of some issues.

The starting point for conflict is change or pace-setting. This change is not necessarily in the field or area with which we are concerned— it could be in government or fashion or any other area. Furthermore, the change does not need to be recognized by an area even though it may eventually affect that area. This change in one area, recognized or not, affects the relationships of the changed area with other areas. When the affected areas do not respond appropriately to the original change, there is said to be a cultural lag. The removal of the cultural lag leads to further change. And change unavoidably leads to conflict since "Conflict is an inevitable by-product of change."\(^1\)

There seem to be four steps in this sequence, the last of which is conflict:

1. Change
2. Cultural lags
3. Further change
4. Conflict

But since conflict is an inevitable by-product of change, the sequence might be presented in this manner:

1. Change (with conflicts)
2. Cultural lags
3. Further change (with conflicts)

The issue might come with the conflict or might be the conflict. The issue may be represented by the status quo preservers on one side and by the pace-setters or the cultural lag removers on the other side. It would seem that an issue could also be represented on both or all sides by the cultural lag removers, each side or each group believing in a different solution to the problem. But in each case, whether the issue be between the pace-setters or the cultural lag removers and the status quo preservers or whether the issue be among the cultural lag removers, the original cause of the issue is change.

To illustrate the interdependence of various areas of our culture, Rosalind Cassidy in an article in 1940 said that "Change, moving in new direction, is coming about in education and in physical education because of the vast amount of
The research "concerning the human individual within his social group" could be described as the original change which caused the cultural lag between sociology and psychology on the one hand and physical education on the other hand. The change in physical education is the attempt to remove that lag. The conflict associated with those changes has been inevitable.

Agnes Wayman in 1933 had this to say about changes in physical education:

Changes in the social and economic life of our country, changes in habit and attitudes, and the changing emphasis in general education could not but affect physical education, its philosophy, and its program. During the past forty years, the moving finger has written, pausing in its writing to underline in succession formal gymnastics, athletics, play and recreation, health education; and now, dipping its pen in indelible ink, it is underlining the education in physical education.²

¹ Rosalind Cassidy, "New Directions in Physical Education," Jour. of AAHPER, XI (September, 1940), 406. The Journal of the American Association for Health, Physical Education, and Recreation has had three titles since it changed from the American Physical Education Review in 1930. From 1930 to 1948 it was the Journal of Health and Physical Education. Until June 1954 it was the Journal of the American Association for Health, Physical Education, Recreation and in September, 1954 its title was changed to Journal of Health, Physical Education, Recreation. In this dissertation, it will be referred to as the Jour. of AAHPER, regardless of the year it was published.

² Agnes Wayman, "Trends and Tendencies in Physical Education," Jour. of AAHPER, IV (February, 1933), 17.
Change, the basic origin of an issue, brings conflict and more change which is a characteristic of the road of progress and the road to freedom. "The banishment of conflict would be a disaster, for it would mean the destruction of freedom."

People and Conflicts

Any discussion of issues as conflicts should consider the effect that people have on conflicts and the effect that conflicts have on people. Issues or conflicts of ideas cannot exist without people. People cause the conflicts. Some persons act as pace-setters or as leaders in the original change. "Without some form of leadership, change is impossible." But a great number of persons do not want change. "In general, people wish to preserve the status quo."

Organisms may struggle when confronted with a problem, but not because they have an urge, a wish, an instinct, or even a reflex to enter into conflict. If they show opposition, they do so because they are thwarted in the pursuit of habits established by their culture patterns. Human beings are most comfortable when they follow routine habits and least happy when they do not. Hence conflict when human beings are thwarted.

Thus, with the original change, a conflict arises between the pace-setters and the status quo preservers.

2 Ibid., p. 495.
Guetzkow and Gyr, in a study of conflict in decision-making groups, found two main types of conflicts: Substantive conflict, which "is associated with intellectual opposition among participants deriving from the content of the agenda" and affective conflict, or "tension generated by emotional clashes aroused during the interpersonal struggle involved in solving the group's agenda problems." The substantive conflict is the major concern here--this is the conflict over an issue or a problem within the group. But we cannot neglect the affective conflict since it is so often a result or a by-product of the substantive conflict.

Conflicts affect people in many ways.

There is no doubt about the fact that conflicts involve anatomical and physiological factors. Social conflicts, however, are important not merely because they involve muscles and glands. What makes conflictual attitudes important is that they always grow out of emotional attitudes which in turn grow out of social situations. The emotional attitudes at the beginning are constructive in nature, but ultimately degenerate into the so-called dissociative types of attitudes. Hate, envy, anger, fear replace the attitudes of eagerness, admiration, affection, and lay the groundwork for conflict.

Conflicts also encourage people to take sides--not only in the conflicts in which they participate but also in

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2Ibid.
3Krout, Introduction to Social Psychology, p. 56.
conflicts which they merely observe. As Krout points out, human beings don't remain neutral very long. They find it necessary to take sides or identify with one of the parties in the conflict so that they can play a social role.¹

James suggests that in the taking of sides, or in the forming of beliefs,

...Not insight, but the prestige of the opinions, is what makes the spark shoot from them and light up our sleeping magazines of faith. Our reason is quite satisfied, in nine hundred and ninety-nine cases out of every thousand of us, if it can find a few arguments that will do to recite in case our credulity is criticized by someone else. Our faith is faith in someone else's faith, and in the greatest matters this is mostly the case. Our belief in truth itself, for instance, that there is a truth, and that our minds and it are made for each other—what is it but a passionate affirmation of desire, in which our social system backs us up? We want to have a truth; we want to believe that our experiments and studies and discussions must put us in a continually better and better position towards it; and on this line we agree to fight out our thinking lives. But if a Pyrrhonistic sceptic asks us how we know all this, can our logic find a reply? No! Certainly, it cannot. It is just one volition against another—we willing to go in for life upon a trust or assumption which he, for his part, does not care to make.²

"Pure insight and logic, whatever they might do ideally, are not the only things that really do produce our creeds."³

Occasionally, insight and logic do produce our beliefs.

According to James,

There are two ways of looking at our duty in the matter of opinion—ways entirely different, and yet ways about whose difference the theory of

¹Ibid., p. 559.
²James, Essays in Pragmatism, pp. 93, 94.
³Ibid., p. 95.
knowledge seems hitherto to have shown very little concern. We must know the truth; and we must avoid error--these are our first and great commandments as would-be knowers; but they are not two ways of stating an identical commandment, they are two separable laws.¹

By choosing between them we may end by coloring differently our whole intellectual life. We may regard the chase for truth as paramount, and the avoidance of error as secondary; or we may, on the other hand, treat the avoidance of error as more imperative, and let truth take its chance.²

Are not these the ways that many of us look at issues? Sometimes we choose one side because it seems right to us; other times we avoid aligning ourselves with a particular faction or side because we do not approve or because we believe that we will avoid error. In the latter case, we choose an opposing faction not so much because we believe in it, but rather because it is in opposition to ideas which we do not believe.

Resolution of Issues

How is an issue or a conflict to be resolved? Some would say to track it to its source and wipe it out. But "...the banishment of conflict would be a disaster, for it would mean the destruction of freedom."³ Since freedom is our goal, we must learn to live with and, if possible, to utilize conflict. Folsom believes that "...conflict tends to

¹Ibid., p. 99.
²Ibid., p. 100.
eliminate itself in two ways. First, by enlarging the size of the conflicting groups, it resolves minor group struggles into one large struggle between two parties. \(^1\) Or, as Krout has said, "Outer conflict stimulates inner unity."\(^2\) The second way in which conflict is eliminated is that the character of the conflicting behavior itself is changed. Conflicting behavior may become compromise, toleration, or differentiation of behavior. These processes make it possible for both parties to realize their wishes in some degree.\(^3\)

**Summary**

In summary, the characteristics of an issue are the following:

1. An issue has at least two alternatives or sides.
2. An issue involves important consequences.
3. An issue may be classified according to the medium of expression or as James classified options.
4. By accepting the hypothesis that an issue is a conflict of ideas, we have seen how change and resultant cultural lags are possible sources or origins of issues.
5. We have seen how people affect and are affected by conflicts and issues and we have noted several ways that conflicts are resolved.

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\(^3\) Folsom, *Social Psychology*, p. 379.
CHAPTER III

PROCEDURES USED

In the previous chapter we considered the nature of an issue in the abstract. The present chapter will deal with the treatment of issues in the concrete; with procedures used in uncovering the issues of physical education, with the classification of issues as major or minor, and with the manner in which the major issues have been treated.

The Issues

The literature in the field of physical education was surveyed to discover those points on which there was controversy. The rich harvest of books, pamphlets, periodicals, and proceedings for the past 65 years was culled. As issues were found, they were listed. The original phrases were reworded, grouped, and listed again. An attempt was made to classify issues so that those dealing with the same general area were grouped together. Further reading was done and conferences were scheduled to discover issues not previously recognized. Library research was undertaken to determine more exactly the nature of an issue and to gain an understanding of the origin of issues.

Each issue was stated as clearly as possible, in question form, so that the question represented the real issue.
A short paragraph, stating at least two diverse positions, was written for each issue. A number of persons were consulted to further clarify and define the issues.

**Selection of Jury**

The identification of the major issues in physical education was essential to this study. It was felt that such identification would be more meaningful if done by leaders in the field. Accordingly a list of eighteen leaders was made. These were chosen on the basis of professional contributions and availability. An attempt was made to secure persons representing all areas of the country, different school levels, and different types of positions. Of 18 persons who were asked to serve, 15 accepted. A list of the jurors appears in the appendix.

**The Use of the Jury**

A questionnaire containing 97 issues was sent to 15 leaders in the field. The jurors were instructed to classify each issue according to one of three categories; of major importance, of minor importance, or of no significance. A copy of the questionnaire appears in the appendix. The number of jurors classifying each issue as major, as minor, or as insignificant has been added to the questionnaire for the convenience of the reader. These numbers appear in the space which was reserved for the jury members to designate their classification.
Each of the 15 jury members returned a questionnaire, giving a 100 per cent response. Fourteen of the 15 replies were able to be tabulated. A few jurors chose not to classify every issue. This has resulted in less than 1/4 votes on some of the issues. The tabulation of the jurors' responses appears in the appendix.

In general, the jurors tended to classify most issues as major. Of 97 issues submitted to the jury, ten received all "major" votes, 13 were designated as major by all but one of the jury, six issues were so designated by all but two jurors and 17 by all but three jurors. Forty-six issues, then, received three votes or less of "minor" and none of "no significance." All issues received at least two major votes. Two issues received only two major votes and ten issues received only three major votes.

Of the 97 issues, 72 received no votes of "no significance," 18 received one, two received two such votes, four received three, and one issue received four votes of "no significance."

Because of the small size of the jury and the nature of the dissertation, the jury's responses have not been analyzed further.

The jury had been invited to submit additional issues which had not appeared in the original list. One jury member, Dr. Margaret A. Mordy of Ohio State University, submitted two issues, 11B and 37B. Two other issues were added after the
jury responded, 6B and 36B. These may be found at the end of this chapter.

Selection of Major Issues

For the purposes of the dissertation, it was decided to treat all those issues which had been designated as major be at least half of the jurors responding to that particular issue. One exception was made to this; Issue Number 62, "Should or should not a department of physical education responsible for teacher preparation, also assume responsibility for the preparation of school health education teachers?" received seven votes for major. Of the seven remaining votes, however, three were for no significance. No other issue which had half major votes, had more than one vote for no significance. It was decided, therefore, to classify Issue Number 62 as a minor issue.

Seventy-five of the 97 issues were selected. With the four issues which were added after the original list was formed, the total number of issues discussed in the dissertation is 79. It is recognized that these issues are not all necessarily "major," but perhaps it is better to include too many than too few.

Major Issues

The issues listed below were designated as major by the jury. Each issue retains its original number.
1. Should or should not a modern program of physical education find its genesis in any particular philosophical context, e.g., pragmatism, behaviorism?

2. Are the primary purposes of physical education individual development or the development of strength in the masses?

3. Should physical education programs take program and content from biological needs or social needs or both?

4. Should or should not a program or curriculum in physical education have any concern for preparing students for democratic living?

5. Should the curriculum be child-centered or subject-centered?

6. Should or should not a curriculum in physical education have any concern for personality development of a student?

9. Can or cannot the physical education profession agree on a definition of fitness?

10. Can or cannot physical fitness be separated from total fitness?

11. Can or cannot physical education select and apply the principles of ethics from our way of life to behavior in physical activities?

12. Should physical education be required or elective in the public schools?

13. Should academic credit be given for physical education or should physical education receive no credit?
14. Should high school physical education be required for four years or for less?

15. Should or should not other courses in the curriculum be accepted as substitutes for physical education?

16. Should or should not proficiency in physical activities be recognized for purposes of excusing students from part or all of the instructional program in physical education?

17. Should the curriculum in basic physical education be required or elective for college men and women?

19. Should or should not veterans of the armed services be excused from a physical education requirement?

22. Should or should not athletic coaching, because of alleged differences with physical education, set up a separate curriculum for the preparation of coaches?

23. Should or should not age, sex, and physical development be considered in planning a program of physical education?

24. Should or should not the doctrine of interest be applicable to the selection of activities in a physical education program?

25. Should or should not high school and college physical education programs prepare students for proper use of leisure time as adults?

26. At the high school level, should the so-called recreational sports be introduced or is it more important that students continue team sports?
27. Does or does not the rest of the physical education program deserve the same concentrated emphasis as the extramural program?

28. Should or should not the basic curriculum in physical education be repetitious to the extent that the same activities are taught year after year?

29. Should physical education be primarily a recreational period or an instructional period?

30. Should or should not the "associated learnings" be planned for and utilized?

31. Should or should not the concomitant learnings be planned for and utilized?

32. Is or is not a physical education teacher responsible for teaching sportsmanship?

33. Should or should not a physical education program accept any responsibility for the psychological stability of the individual?

34. Is or is not the technique of student-teacher planning on the elementary level of sufficient value to recommend its use?

35. Is or is not the technique of student-teacher planning on the high school and college levels of sufficient value to recommend its use?

36. Does physical education have a contribution to make to learnings in the rest of the curriculum or is physical education a subject apart?
37. Are fitness values, insofar as they relate to physical education, attainable through a game or sport program or should other activities be included to secure these values?

41. Is boxing a worthwhile activity or is it detrimental to the health of the participants?

47. Should or should not national standards of physical achievement in physical education be adopted?

48. Should the sport be adapted to the individual or the individual to the sport?

50. Does a physical education teacher or coach have any moral justification for asking students for their time and effort which may not be in the best interests of the students?

51. Should or should not the grading system of physical education be analogous to the grading system of the institution?

52. Should or should not skill be the primary factor used to determine a student's grade?

54. Should classification in physical education be heterogeneous or homogeneous?

56. Are physical examinations essential or not essential to a physical education program?

57. Should or should not the basic curriculum in physical education and its facilities be adjustable to those students unable to participate in what might be considered a normal program?
58. Should or should not the races be segregated in instructional physical education and in competitive sport?

59. Does or does not any group of students, due to skill level, demand or merit more attention than other groups?

60. Should the preparation of physical education teachers be more heavily rooted in the biological or natural sciences, or in the social sciences?

61. In the preparation of physical education teachers, should the biological and social sciences or the techniques of sports and teaching receive more emphasis?

63. In view of the fact that many schools cannot secure qualified physical education teachers, is it better for these schools to eliminate physical education or to have it taught by untrained personnel?

64. Should or should not men teach girls' physical education and vice versa?

66. Should or should not a physical education teacher, without adequate preparation in health education, be responsible for teaching health education classes?

68. Should the physical education classes be taught by the coach or by a teacher who has no coaching responsibilities?

69. Who should teach physical education at the elementary level—a special teacher or the teacher of a self-contained classroom?

70. Does or does not the physical educator have a responsibility for promoting and maintaining good public relations?
71. Should a school program of physical education be affiliated with the community recreation program or should the two remain as individual entities?

72. Does or does not physical education have any responsibility to programs such as Little League Baseball?

74. Should the principal control of intercollegiate athletics be in the hands of the students, the faculty, the administration, or the alumni?

75. Should the principal responsibility for the administration of interscholastic athletics for boys and girls be vested in professionally prepared physical education personnel or allotted to teachers and administrators from other areas?

76. Should physical education and athletics be organized in the same or separate departments?

77. Should athletics be financed by the educational institution or by gate receipts?

78. Should an athletic coach teach or should his sole responsibility be that of coaching?

79. Should or should not a coach of extramural athletic teams be prepared in physical education?

80. Is or is not the athletic coach responsible for the sportsmanship of his players?

81. Should the responsibility for the sportsmanship of spectators be assumed by the coach, the team, the student body, the administration, or the faculty, or by all or none of these?
82. Should or should not the practices of athletic recruitment and subsidization be allowed?

83. Should or should not practices be limited to a well-defined season?

84. Should or should not athletes be granted special consideration in admission to college?

86. Should there be distinctive eligibility rules for athletic competition or should any bona fide student of the school or college be eligible to participate without reference to scholastic standing?

87. Should or should not athletes be excused from instructional physical education classes?

88. Are or are not junior high school boys physically and emotionally mature enough to participate in a program of extramural athletic competition?

89. Should or should not elementary school students have regularly scheduled interscholastic competition?

90. Should we adhere strictly to the English concept of amateurism, should we morally legalize the status quo, or should we attempt to revise our amateur concept?

91. Should high school students be permitted to accept valuable awards for athletic participation or should there be no or very small awards?

92. Can the needs of the highly skilled girl for competition be met best through intramural or extramural athletics?
93. Are or are not the standards of the National Section for Girls and Women's Sports practicable?

95. Should or should not girls' interscholastic athletic games be "curtain-raisers" for boys' games?

96. Should girls play basketball under boys' rules or under girls' rules?

97. Should girls' sports teams be coached by men or women?

**Minor Issues**

The issues listed below were designated as minor by the jury. Each issue retains its original number.

7. Do physical education programs have more in common with the health education programs or with recreation programs?

8. Is the major alliance of modern dance with physical education or with the arts?

18. Should college physical education be required for one, two, three, or four years?

20. Should or should not students be excused from a physical education requirement because of age?

21. At the college level should divisions of physical education for men and women be administered and conducted as unified or as separate departments?

38. Is or is not any activity of sufficient importance to justify the requirement of the activity in the college program?
39. Should or should not a physical education program for girls and women embrace an opportunity for students to prepare for participation in the Olympic Games?

40. Can or cannot sports appreciation courses be considered as part of the physical education curriculum?

42. Should we or should we not attempt to teach acceptable posture in high schools and colleges?

43. Are or are not the values of gymnastics worthwhile in comparison to the values of other physical activities?

44. Is or is not track and field a suitable and worthwhile activity for girls in the secondary schools?

45. Should or should not camping skills be a part of the physical education curriculum?

46. Should or should not physical education assume responsibility for a driver education program?

49. Does or does not formalism (command-response) as a method of teaching have a place in physical education?

53. Is or is not the Kraus-Weber test a reliable test of physical fitness?

55. Can the purposes of physical education be better achieved with some coeducational classes or better achieved when all classes are segregated?

62. Should or should not a department of physical education responsible for teacher preparation, also assume responsibility for the preparation of school health education teachers?
65. In physical education departments, should racial segregation be practiced in the employment of personnel or should professional qualifications be the only determinant of employment?

67. Should or should not a physical education teacher have the major responsibility for the school camping program?

73. Does or does not physical education have a responsibility to such programs as Scouting, Campfire Girls, etc., which utilize a great many physical education activities, but which are conducted by lay personnel?

85. Should or should not athletes have the privileges of the training table and separate housing?

94. Is or is not the use of rules other than those published by the National Section for Girls and Women's Sports, compatible with a well-conducted program for girls?

Additional Issues

Two issues were suggested by a member of the jury.

11B. Should or should not the physical education person seek transfer of ethical behavior learned in physical activities to other areas of personal behavior?

37B. Are or are not the American children fit to perform their daily tasks?

Two more issues were added after the results were obtained from the jury. These were suggested by further reading and professional meetings.
6B. Should or should not a curriculum in physical education have any concern for growth in social or human relations?

36B. Does or does not the "Basic Movement" program developed in England have more to offer our elementary school children than the present physical education program when it is financed and conducted properly?

These four issues have not been submitted to any jury but are being treated with the major issues.

The Location of Data on the Issues

Further reading was undertaken. This was both general and specific. An attempt was made to scan or read any material which might bear on any issue. The Reader's Guide to Periodical Literature and the Education Index were consulted. Many of the books, new and old, in physical education were read. Journals of the American Association for Health, Physical Education, and Recreation were perused carefully and found to be a rich source of material. Many of the volumes (starting in the 1890's) of the American Physical Education Review, which is the forerunner of the Journal of the American Association for Health, Physical Education, and Recreation were scanned. Other periodicals were also used extensively. Reading continued until it reached a point of little or no return. The reading was followed by the writing of the pros and cons of each issue.
Final Grouping of Issues

Since the original numbering of the issues, some of them have been omitted. Issues were also reclassified so they could be grouped in what seems to be the most logical arrangement. This presented the problem of either renumbering the issues or of presenting them in their new order which is far from numerical. It was decided to keep the original numbers and to present the issues out of (numerical) order. It is hoped that this will not be too confusing for the reader.
CHAPTER IV

ISSUES DEALING WITH PHILOSOPHY AND PURPOSES

Issue Number 1

Should or should not a modern program of physical education find its genesis in any particular philosophical context, e.g., pragmatism, behaviorism?

Many physical education programs fail to be based on a particular philosophy and some on any philosophical consideration. Others are based on the mind-body dualistic philosophy, on behaviorism, on faculty psychology, and on pragmatism.

Preliminary Statement

The question to be answered is not "Which philosophy shall we embrace?" but rather the deeper one of, "Should we embrace any philosophy?"

Further, the we in the question is not a collective, all-inclusive we, but an individual we. The issue could have been stated "Should or should not any modern program...." There is no threat of conformity intended here. The issue implied in conformity is a deeper one which involves the philosophical and political thinking arising from our form of government.
The Case for a Modern Program of Physical Education Finding Its Genesis in a Particular Philosophical Context

1. Perhaps the first argument to be presented for a philosophy is the argument of use. Programs are built on beliefs. In most situations our behavior, including our selections and decisions, is determined by what we believe, whether we recognize this or not. Oberteuffer has said that "A curriculum will reflect one's basic beliefs about the material to be taught; therefore, the beliefs need development first."\(^1\)

2. The purpose of educational philosophy is to guide the conduct of the schools.\(^2\) To build a house without blueprints, to lay a road without plans, and to teach a student without a philosophy can lead to much waste, unnecessary repetition, and omission of vital parts. Life is too short to set out without direction.

Rogers in 1931 believed not only in having a philosophy, but in a particular philosophy, and rather strongly. In speaking of Dewey's *Democracy and Education*, Rogers says, "No plan of physical education can be safe in the twentieth century civilization of the West if it diverges widely from the principles enunciated in Democracy and Education. It is the most authentic bible of the religion of education in democracies."\(^3\)

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3. A philosophy helps teachers to formulate objectives.

Educationists need philosophy. Particularly do they need it in the mode of scientific values. Philosophy as science of values may be profitably invoked at a number of critical points in the educationist's professional work...It may help him to analyze and order his objectives....It may help him make practical inferences from his general objectives.¹

Further, the formulation of objectives can help physical education fit into the general pattern of education in a school.

4. A philosophy helps teachers to contribute to democracy. Teachers "should learn to formulate and apply a working compromise between freedom and control."² They must be able to distinguish and decide between good of the individual and good of the group. But more than this, they must help their students to understand and apply these concepts. To get the best results in perpetuating democracy, it is necessary that conscious effort be brought to bear on the problems involved, and conscious effort demands recognized beliefs.

5. A philosophy will help a teacher interpret the program to the public. Physical education has faced crises in the past and will do so in the future.

The true philosopher is an interpreter....If physical education is worth saving or if it merits increased attention, teachers and supervisors of physical education must point the way. They must not fall back on defense mechanisms or platitudes. They must be intellectually honest. They must help the public to see physical education as they see it themselves. They must philosophize and not rationalize.

6. A philosophy will provide a basis for evaluating the program. A philosophy can serve as a guide in evaluating outcomes as well as in criticizing educational practices. Before an evaluation can be undertaken, it is necessary to know what was being attempted, and how it was to be achieved. The evaluation can then be made in terms of the general philosophy.

The Case Against a Modern Program of Physical Education Finding Its Genesis in a Particular Philosophical Context

1. It is not done. "It seems that few people in the field of physical education ever go to the basic factors underlying a justification of activities taught. Too frequently there is an acceptance of tradition or the mechanical execution of a procedure set up by another person." This is the way with so many of us. Right or wrong, this is the situation.

2. Teachers cannot be forced to accept or create a philosophy. Either a teacher feels the need for one or he

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2 R. J. Francis, "Toward a Philosophy of Physical Education," Jour. of AHPER, X (April, 1939), 216.
doesn't. If the organized profession were to resolve this issue for the affirmative, nothing could be done about the man or woman who didn't care about philosophy.

3. The acceptance of any one philosophy makes compromises difficult.

This tendency to form opposing (Philosophical) cults makes it difficult to secure cooperation, to make necessary compromises and to profit by all insights and contributions regardless of who proposes and advocates them. Cults tend to be men's masters when men become their advocates. The need is to search for the truth rather than to assert that "This is it."1

4. Systems of thought are not "earthy" enough. Most of the educational philosophies have tried to identify themselves with philosophical systems of thought--Idealism, Pragmatism, Realism, etc.

A philosophical system of thought, starting with a set of postulates, proceeds with air-tight logic. Its mood is not indicative, but subjunctive; 'should be' rather than 'is.' Its ethic may be remote from, or even at variance with, what people actually do. An educational philosophy is more earthy; it is rooted in people and their ways, which may not always be logical; while reflecting people's aspirations, it may not soar too high or it soars alone; it must keep in touch with changing events, hence itself be susceptible to change. A philosophy of education fulfills its purpose if it offers a realistic, coherent synthesis of ideas clarifying and rationalizing goals and the general processes by which they are attainable.2

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1 Shoemaker, School and Society, LXXVII, 403.
2 Justman, School and Society, LXXXIII, 161.
Are the primary purposes of physical education individual development or the development of strength in the masses?

Many feel that the development of the individual is the primary aim of physical education. Others feel that physical education's "reason for being" is the strength, fitness and preparedness of our national manpower. Can both be achieved or are these mutually exclusive?

Preliminary Statement

Since the United States, for the greater part of its history, has not felt the menace of foreign aggression and has had no universal system of military training, physical education has been relatively uninfluenced by nationalistic or military purposes. For the most part its growth and development have been identified with educational purposes even when war has given it a temporary stimulus; and its program has been very much influenced by prevailing educational concepts.¹

In this way the United States is different from almost every other country in the world. In any totalitarian state, this issue could not exist. The question is already answered in favor of the development of strength in the masses, in favor of national purposes as contrasted with individual purposes.

¹ L. McGilvrey, "To What Extent Should Physical Education in the Public Schools and Colleges Serve Immediate National Purposes?" Education, LXIII (November, 1942), 145.
Physical education has always been

...used by society to further its own ends. In this respect physical education has proven most adaptable. It has been utilized for worthwhile and ennobling aims; conversely, it has been employed for brutal and degrading purposes. Physical education reflects the very society that fosters it; it is no better, no worse, than the customs and mores of its day.1

Conflicts arise in the minds of men and the conflict stated by this issue has arisen in this country mainly during times of war or national emergency. "In order to wage war in its own defense, a free society tends to be driven by the logic of the struggle to assume both the form and the substance of the military state. This is the dilemma which every democratic people faces when confronted with the threat of armed assault."2

The Case for the Development of Strength in the Masses

1. Strength in the masses is necessary for survival of the nation in times of war. During war survival must come first, for without survival there will be no individuals to develop. The American Association for Health, Physical Education and Recreation recognized this during the second World War when it invited unofficial representatives from each


branch of the service "to submit suggestions regarding what the schools and colleges might do to improve physical education."¹ In 1944 the Society of State Directors requested that physical education be officially designated "as a 'war supporting' activity."²

The fact that physical education can and does contribute to fitness is an argument for national purposes. This contribution to fitness can be made without substituting military drill for physical education. Service men concerned with fitness of soldiers seem to be united on one point: "All that we ask of the schools is that they send us boys with a sound foundation of physical fitness on which to build. We will do the rest."³ "Give me a boy physically fit and I will make a soldier out of him in six weeks."⁴

Graffis reports that "It was the export of American Sports coaches and their methods that resulted in developing the enemy's warring strength to the degree that nearly brought them a quick victory."⁵

¹ "Improving Physical Education in Schools and Colleges: A Report by Representatives of the Military Services," Jour. of AAHPER, XV (September, 1944), 371.
⁵ H. Graffis, "The Sporting Scene," Jour. of AAHPER, XV (November, 1944), 495.
Physical education can contribute more than fitness to manpower. Sports have the potentiality of being the greatest developers of offense and defense essentials in fighting men.¹

2. Strength in the masses is necessary for survival of the nation in times of peace. The atomic age is upon us and we must do our best to be prepared for it. "It (the atomic age) will not be selective. It will smite the all-American star and champion and the nitwit alike."² Schrader believes that to prepare for this age, "we must finally accept the mass program."³

In these days of world tension the United States must maintain a state of preparedness. One way is compulsory military training. Another is a mass program and mass facilities to maintain fitness in the masses. This is also true during any military emergency.

Strength in the people is necessary to carry on the nation's business. A look at the health statistics describing work hours lost because of colds, or showing the deadly spread of Asian influenza is enough to convince us of the truth of this statement.

Intellectual development is essential to the growth of civilization. And "we find plenty of evidence that the

¹Ibid.
³Ibid.
nations that have given the most attention to the care of the body have not only been of a superior quality physically, but that they have invariably attained the greatest mental preeminence. According to Grote the historian, Greece devoted more time to the physical training of her youth than to all other branches of education combined, and yet Galton tells us that the Greeks were as superior to us in intellectual ability as we are superior to the African Negroes.¹

3. The third and last major reason for the development of strength in the masses deals with the future of physical education itself. If we believe in physical education and wish to see it continued and expanded as a part of the education of every child, then we would do well to recognize the fact that physical education develops rapidly and powerfully when allied with nationalism. ² This alliance has been lacking in this country historically and the people have never been enthusiastic about physical education. The tremendous interest in and support of physical education in countries where such an alliance is a strong one, is evident.

The Case for Individual Development

1. "The strength of the nation is the strength of the individuals making up the nation."³ Individual focus can

¹D. A. Sargent, "The Place for Physical Training in the School and College Curriculum," American Physical Education Review, V (March, 1900), 1, 2.
²A. H. Steinhaus, "The Next Step in Teacher Training," Jour. of AAHPER, XX (March, 1939), 140.
result in strength of individuals which in turn does result in strength of the masses. Strength of the masses is a narrow aim to be tolerated during war, to be relegated to its proper place during peace. Ludwig believes that even though wartime needs are different from peacetime needs, "they are still individual in spite of the fact we are sending boys to the front by the hundreds of thousands. This sounds paradoxical, but I do not believe it is so."^1

2. Individual development is the purpose of education.

"This emphasis had its beginning two hundred years ago when Rousseau declared that individual development was the purpose of education."^2 "Physical education has taken on the same objective as education, that of the fullest development of the individual for fullest growth of self and the society in which he lives."^3 "The fact that it can be demonstrated that the social whole is not an organism but gains organic unity with individual integration gives the individual primacy. By

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2 E. A. Ludwig, "The All-Round Program," Jour. of AAHPER, XV (June, 1944), 309.
4 R. Cassidy, "New Directions in Physical Education," Jour. of AAHPER, XI (September, 1940), 409.
reason of this fact social thinking must start with consideration of the individual."¹

3. New psychology demands recognition of the individual and individual needs and denies the dichotomy of mind and body. "The new physical education is undertaking the difficult task of dealing with the individual and with individual needs. Research has shown this to be a necessity if democratic values and the facts of biology are to be respected."²

4. Democratic ideals support the case for individual development. These ideals are now being interpreted, more than ever before, as the right of the individual, above all. A brief look at the 1957 decisions of the United States Supreme Court will show immediate support of this argument.³

5. Physical conditions in the masses is not necessary to survival of this country. If it were, we could not have won two world wars. According to Ryan, "Physical condition is cited as the reason why the last war was lost, or the means to winning the next.

The argument is somewhat unconvincing, since twice in this century monarchies and dictatorships have spent a generation in systematically toughening their soldiery, only to be defeated by

²R. Cassidy, Jour. of AAHPER, XI, 409.
³"The Supreme Court and Liberty," Life, XLIII (July 1, 1957), 30.
langourous democracies. So long as the other ingredients of victory are present, it seems to be possible to add the essential muscular hardness in a few months.  

Concluding Statement

It is obvious that during times of war, wartime purposes and needs must come first. But, if, as Ludwig believes, wartime needs are still individual, then is it not possible to achieve both purposes?

Since in the democratic view society is not an organism, strictly speaking it has not needs of its own. There are only the needs of individuals composing the society and the relationships of individual needs to the needs of others. But because of these relationships it is possible to look at the aspirations, ideals, achievements, failures, of a total group of individuals and to say that in general the social whole has certain needs that, if met, would more fully meet the needs of its individual members.

**Issue Number 5**

Should the curriculum in physical education be child-centered or subject-centered?

Many believe that the curriculum should be constructed with the child in the center of focus and individual development as a goal. Others believe that curricula should be constructed from the subjects with the development of the mass as the aim.

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The Case for a Child-Centered Physical Education Curriculum

1. Individual development is the goal of all education. We should never lose sight of the individual, yet when the emphasis is placed on subjects, it becomes all too easy to forget the individual.

2. The other subjects in the school curriculum are more apt to be subject-centered. Areas are needed where the child is the center of focus. The child's adjustment and development in the group, which is so important, can and should be the major emphasis of physical education. Physical education has a unique opportunity to aid each child's social adjustment, but this opportunity cannot be profitably exercised when the curriculum is centered on the physical education activities. "When we build (programs) to meet pupil needs rather than to meet arbitrary subject-matter standards ....we will be more successful in achieving the real objectives of physical education."¹

3. A child-centered physical education curriculum prevents exploitation of individual students. This is particularly appropriate in regard to athletic teams. For the basketball team, those students are chosen who can contribute most to that team. The football coach uses the individuals who have skill in football. When the curriculum, including the inter-scholastic events, is child-centered, the

boys and girls who represent the school are those who would profit most by the experience, regardless of their level of skill. No child would be forced or pressured into long hours of practice and over-emphasis on any one phase of the curriculum. The events and experiences themselves would be selected to answer the needs of the students, rather than the students selected to fulfill a previously arranged schedule of games. ¹

4. A child-centered curriculum, with integration within the curriculum, makes physical education more meaningful to the students. The curriculum is related to them and their needs which makes it easier for them to relate to the curriculum.

The Case for a Subject-Centered Physical Education Curriculum

1. The mass is what counts. The development of the group is more important and the way to develop the group is to concentrate on the subject. Taxpayers expect results from teachers. Parents expect their children to learn something in physical education. They expect them to learn different sports and if the expected results are to be obtained, there must be emphasis on these sports or activities.

2. A child is not capable of creating his own education. When a child is in school, he has not yet had enough

experiences from which to draw to make his decisions. Teachers are more mature. They have had the education and the experience necessary to fit them to decide which subjects (or which areas within a subject) should be studied by a class. Teachers are supposed to know these things. They can organize the curriculum and can start teaching without wasting time.

3. A subject-centered curriculum can prevent monotony for the students. If there is a sameness about, a continuity to all physical education experiences, the students can very easily get bored with the same old stuff. They like variety and surprises. But when they jump from basketball to swimming to badminton they keep interested. Each activity is new and different and was not planned when the previous activity was in progress.

The Case for Both a Child-Centered and Subject-Centered Physical Education Curriculum

1. A focus on both the subject and the child is indispensable. We cannot neglect the children. No matter where our focus, children will learn something. We cannot prevent this, nor would we want to. But we need to be sure of what they learn. According to Hanna, "we are definitely concerned that this something be good subject matter."¹

¹P. R. Hanna, "We Teach Both Subject Matter and Children," National Education Association Journal, XLIII (May, 1954), 273.
The curriculum must stand firmly and move steadily forward on its own two feet; one foot shod with the subject matter demanded for survival and progress of our way of life, and the other foot shod with learning processes consonant with the laws of child growth and pupil purpose.

The most controversial issue at the moment is falsely drawn between the child-centered group who want no design and the content-centered group who want to return to a psychologically invalid sequence of verbal subject matter-set-out-to-be-memorized.¹

**Issue Number 11**

Can or cannot physical education select and apply the principles of ethics from our way of life to behavior in physical activities?

Standards, codes of ethics, and religious beliefs have been set down. Many believe that these can and should be applied to physical education activities. Others believe that sports should have their own codes, varying with the activity or situation. Some believe that the civilization depends upon the quality of its sportsmanship.

The Case for Physical Education Selecting and Applying Principles of Ethics from Our Way of Life to Behavior in Physical Activities

1. "Sportsmanship is the application of the Golden Rule to the ethics of sport."² Another way of saying this

¹Ibid., p. 275.
is that "sportsmanship is applied religion."\(^1\) Certainly religion and the Golden Rule are an indisputable part of our way of life. When the Golden Rule is applied to sport situations, we call it sportsmanship.

2. "The principles of real sport are the principles of democracy."\(^2\) Tunis believes that these two are one and the same, that sport and democracy mean respect for the other man, working together for the good of the group, respect for the rules or laws, and sharing responsibility. These are the principles upon which our country was founded. They are also the basis of behavior in sports.

3. For the preservation of democracy, "sportsmanship and standards should be based upon fundamental principles and values enunciated in sacred and democratic documents."\(^3\) The code of behavior of a group is usually determined by the group. But if we are to preserve democratic principles, then a group's behavior cannot be determined in a vacuum but must be resolved in relation to something bigger than itself: the Bible, the Constitution, the Bill of Rights. In the United States, sportsmanship codes need not necessarily be based on the Constitution, but they should definitely be in harmony

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\(^3\) O. J. Davis, Jr., "Educating for Sportsmanship," Jour. of AAHPER, XXVI (September, 1955), 36.
with the basic principles of that document, as well as others.

The Case Against Physical Education Selecting and Applying Principles of Ethics from Our Way of Life to Behavior in Physical Activities

1. The very fact that codes of behavior vary drastically from one sport to another supports the belief that we cannot apply ethics from our way of life to sports. The boisterous baseball fan and the courteous tennis follower are equally accepted on the American scene. Compare the basketball rooter, hissing and booing when an opponent is taking a free shot, to the silent thousands in the golf crowd who literally hold their breath as a golfer lines up a putt. Compare the "get everything you can" attitude of a baseball player arguing with the umpire, with the fencer who shows a director where his opponent touched him.

Each sport has its own code for the player and its own code for the spectator. Not all players or spectators follow the code, but a code exists. For physical education to try to apply religious or democratic ethics to sports would only cause confusion in the students. If they learn one type of behavior in physical education classes and another type at the hockey arena or the ball park, which are they going to use in their adult life? The one with more carry-over value, the one with the greater number of common elements, or the one based on the higher ideals?
2. The codes of sport were developed before other codes in America. According to Cowell, our culture reflects our sports code rather than our sports code reflecting our culture. "In our society, games furnish the codified rules of behavior which we apply to actions in other institutions and thence we derive our ideas of 'fair play,' 'sportsmanship,' 'playing the game,' 'That isn't cricket!' 'spoilsport,' and others which help us to maintain our social equilibrium."¹

If this is the case, sport should lead the way rather than follow its followers. Physical education, then, instead of using the codes from our way of life, should do all it can to improve the quality of sports codes so that the quality of other codes can also be improved.

3. To help preserve our civilization, sports codes must lead the way for other codes in improving the quality of ethical behavior. To do this, the leadership of sports must be of an extremely high quality. The decline of many civilizations has been accompanied by a collapse of sport ideals.

It is not a coincidence that the deterioration of the civilizations of ancient Greece and Rome was preceded by a collapse of the high ideals of the early Olympics in the case of Greece and the brutalization of the arena in the case of Rome. When the brutality of the arena replaces the true artist attitude of the real amateur we may well see a dulling of our social sensitivity and awareness and a corresponding retrogression in our civilization as a whole.²

Experiences build, one upon the other. "Every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after."

A recognition of a difference in ethical behavior between the school boy playing tennis and the adult in the business world must be accompanied by a recognition of the possibility of affecting the ethics of the man through the ethics of the boy. The fact that the school experience precedes the business experience and therefore can affect it, gives further substance to the belief that sports should lead the way in the development of ethics, rather than perpetuating principles of ethics already in existence.

**Concluding Statement**

In arguing this issue, the author is reminded of the question of which came first - the hen or the egg? Perhaps we do not need to answer the question of origin, but at this point recognize the necessity of both to the perpetuation of either.

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CHAPTER V

ISSUES DEALING WITH SOCIAL NEEDS

In dealing with the pros and cons of these closely related issues, there would be much repetition of arguments. While all of these issues have been designated as major issues, it would seem that Issue Number 3, "Should physical education programs take program and content from biological needs or social needs or both?" is fundamental to the others. For this reason, all possible arguments are brought to bear on Issue Number 3. For the most part, these arguments will also apply to the other six issues, but will not be repeated in treatment of these issues.

Issue Number 3

Should physical education programs take program and content from biological needs or social needs or both?

Physical education denotes physical activity which is a biological function and need. At the same time, we know that social contacts and successful social relationships are a necessity to the individual.
The Case for Social Needs as the Basis of Program and Content of Physical Education

1. Physical education has the opportunity for social learning. Many feel that physical education has a greater opportunity here than any other area. "Practically every emotion that may be isolated is tapped in the gymnasium and on the playing field." The potentiality is great. And with opportunity goes responsibility: "...every right implies a responsibility; every opportunity, an obligation; every possession, a duty." "The program which makes health the primary aim of physical education is neglecting the biggest opportunity which such activity can give. A program which makes social, moral, and mental ends primary may achieve those and the goals of positive health and right living besides."  

2. The public demands emphasis on social needs. Jameson has said that "...particularly in view of the public demand, its (physical educator's interests lie more in the field of social than in the physical sciences." Since schools are the servants of men, public demand cannot be

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2 J. D. Rockefeller, Jr., as quoted in Bartlett's Familiar Quotations, 12th ed.
4 S. H. Jameson, "Physical Education in the Light of the Social Sciences," Jour. of AAHPER, X (December, 1939), 611.
The purpose of education is to transmit what the people think to be good to the coming generations. As Cowell points out, society makes the school rather than the school making society.

Kilpatrick, writing in 1925, emphasized the physical educator's responsibility when he said: "The physical educator in actual charge of children is responsible for more than bodily welfare and is accordingly morally bound to seek more than mere physical welfare objectives."

Kilpatrick, writing in 1925, emphasized the physical educator's responsibility when he said: "The physical educator in actual charge of children is responsible for more than bodily welfare and is accordingly morally bound to seek more than mere physical welfare objectives."

3. The objectives of physical education have been pointing toward social needs. Originally, the objectives of physical education were entirely or primarily biological. When social and moral objectives began to be stressed, the position of health as a primary objective was greatly weakened. The trend has been away from basing program and content on biological needs and towards basing them on social needs.

4. The dominant position of social needs will help to put work and play in their proper relationship to each

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other in our society. The feeling that play is somehow bad and immoral has never been completely conquered. Emphasis on the social values of physical education can conceivably foster an attitude which will not permit the association of guilt feelings with physical activities.

5. A physical education program which stresses the social needs then contributes to social control through sociability. The social control mentioned here is not the type maintained by authoritarian countries, but rather allegiance to democratic processes, which allegiance is essential to our way of government.¹

6. "Democracy...is dependent for survival upon intensive social mobility."² Americans place a high value on athletics and athletes and the athletes they lionize are not only the ones from the upper classes. They come from all kinds of homes, religions, and races. Prowess in athletics seems to be the "open Sesame" for many a young man or woman. To a great extent athletics promote social mobility in our culture.

The contribution of physical education to social mobility is twofold. First, there are the playing skills which bring recognition and secondly, the social skills which further acceptance of the individual. Without the social

²Cowell, Scientific Foundations, p. 69.
skills, the star's progress up the social ladder will be limited.

7. Social conflicts are on the increase and everything possible should be done to alleviate the situation. The rises in mental diseases, crime and delinquency, suicides, are manifestations of social conflicts. Does it not seem reasonable that anything which can be done to keep one girl out of jail or one boy from a mental hospital, ought to be done.¹

By promoting interest in health, physical education, and recreation, those plagues of childhood and adolescence—sensitivity, envy, inferiority complexes, abnormal aggressiveness, and some frustrations—will be greatly diminished. This is an objective with far-reaching possibilities for good and deserves emphasis.²

Because social conflicts are on the increase, with a corresponding increase in the diseases which follow in their wake, the health, physical education and recreation instructors have an opportunity second to none for rendering an extraordinary public service. It is a service which can project them into the forefront of the American scene. You can help to produce a citizen sound in body and sound in attitudes, one who is equipped to live and not only to let live, but to help others live.³

8. The social patterns of a youth become the social patterns of that individual as an adult. Adults seldom, if ever, change their behavior in kind—only in intensity.

³Ibid., p. 701.
Psychologists reiterate that, in general, we do not grow 'different' in personality make-up as we grow older, but rather habitual patterns of thinking and behavior become more fixed. In other words, jealousy in youth is likely to become increasingly troublesome to all concerned with advancing years. Therefore, desirable patterns of thinking and behaving should be shaped during youth when individuals are more susceptible to direction and adjustment. An ounce of prevention is indeed worth a pound of cure in this matter of personal adjustment and the aging process. 

9. The objective of health, which is a biological objective, is better served when it is not the chief aim. Children are more interested in play (including exercise) than in exercise alone. Drills will fatigue children much more quickly than will active games. Obviously, if large amounts of activity are needed for health and growth and development, then we should develop the program that will serve this end to the fullest.

10. Attitudes are always forming. We may or may not approve of this, yet we are powerless to alter it. In physical education, these attitudes more than likely are attitudes toward the class, the game, toward play, toward the teacher, toward classmates and their behavior, toward the surroundings. Most of these are social attitudes. They affect a child's

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relationship with his associates. As long as we are powerless against the continued formation of attitudes, we should try to help the individual form attitudes that will be beneficial to him and to society.

11. Without the purposes of developing human relations, we shall be devoted to strength, skill and endurance with no cause to serve. Manley quotes Williams as saying "that without this higher purpose we find ourselves 'devoted to strength with no cause to serve, skills with no function to perform, and endurance with nothing worth lasting for.'" ¹

The Case for Biological Needs as the Basis of Program and Content of Physical Education

1. "The leading aim of all systems of physical education has been the maintenance of physical health, using that term in its broadest sense." ² Certainly the maintenance of physical health is a biological need. From the beginning, programs of physical education have recognized this as the primary aim of physical education.

2. No other area is going to take care of biological needs of activity. If physical education doesn't accept responsibility for these needs, who will? According to

Oberteuffer, "Physical education has the major responsibility of keeping the development of the physical aspect of life as well emphasized as the intellectual and social."\(^1\) Every child has biological needs and physical education definitely should satisfy those biological needs that fall within its realm.

3. For the Nation's survival, we need men and women fit for war and industry. Physical education has the potentiality of contributing more to fitness than almost any other areas, therefore, it has a responsibility to do all it can. This is true whether we consider the need for fitness as an individual need or a national need.

4. "The primary objective of the physical educators must always be organic and muscular vigor for greater efficiency and pleasure in all life activities."\(^2\) Vigor and physical well-being are essential elements in a person's life. They make the difference between existing and living.

5. The physical education class period, in most schools, is much too short to try to achieve the social objectives as well as the physical. In many cases, there isn't enough time even to achieve the physical objectives and since


other areas are interested in the social needs of the students, the physical educators should concentrate on satisfying the physical needs and try to accomplish at least that much.

The Case for Physical Education Programs Taking Program and Content from Both Biological and Social Needs

1. For some time we have been attempting to educate the whole man. We are trying to forget that there ever was a dichotomy or trichotomy of man.

'Modern' physical education...does not confine its interest singularly to man's organic development nor does it go overboard in seeking social values to the exclusion of all else. It sees man as an entity, recognized its responsibility for his total development, and seeks to make a contribution to his growth which is of inimitable value in this age of sedentary living.1

The whole child comes to school and our teaching must be directed toward the whole child rather than toward the physical part of the child, or the artistic, or deductive or any part of the child. The child comes as a unified being. We cannot segment him, try as we might.

2. Needs are biosocial. "Although we may speak of biological needs and psychogenic or socially derived needs, we find that needs are usually biosocial, indicating that they are biological and at the same time social."2 The

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1 Oberteuffer, Physical Education, p. xi.
skills which the child learns in physical education are almost without exception learned by the child to satisfy social purposes, usually acceptance or recognition. The teacher can help the child by recognizing these purposes and by helping the child to reach his goal or to change his objective, when necessary.

3. "Physical education is as much a social science as a biological one because its outcomes are measurable in terms of group behaviors as well as organic enrichment."¹ This is Oberteuffer's sixth principle taken from his Decalogue. Social outcomes of some kind are inevitable whenever boys and girls play together. The social competencies must be developed. "Physical education is irrevocably a multiple-outcome experience and our methods must be so devised as to secure them."²

4. The American Association for Health, Physical Education, and Recreation and the Society of State Directors in 1949 approved "A Platform for Physical Education," which states that "Physical education helps people to satisfy age-old needs—physical and social—in present-day living."³

² Ibid.
In conclusion, Verhulst has said:

It is not suggested that we replace emphasis upon the biological and psychological aspects of growth by the substitution of a social growth emphasis, but we should be willing to look at our techniques critically, in the light of present demand, for opportunities to augment our learning experiences for social growth without sacrificing other equally valuable outcomes.\(^1\)

**Issue Number 6**

Should or should not a curriculum in physical education have any concern for personality development of a student?

Some are of the opinion that successful participation in motor activities, particularly in group situations, has a potential bearing on personality development and that the teacher should be as concerned about this type of development as he obviously is concerned with the development of skill. Others believe that the physical education program should concern itself solely with the development of physical skill and stamina.

**Preliminary Statement**

The term personality development is used by different persons in different ways. No attempt will be made to define

\(^1\) L. H. Verhulst, "The Challenge of Peace," Jour. of AAHPER, XVIII (October, 1947), 624.
it here except to say that in no way is the term a narrow one. Cobb points out that character education is the older term, personality development the newer.¹

Arguments pro and con which apply to this issue can be found under Issue Number 3: Should physical education programs take program and content from biological needs or social needs or both?

The negative of Issue Number 6: "A curriculum in Physical Education should not have concern for personality development," corresponds to the position in Issue Number 3 which states that Physical Education programs should take program and content from biological needs.

The Case for a Curriculum in Physical Education Concerning Itself with Personality Development of a Student

1. From early times colleges have been concerned with character education. This is probably due to the religious affiliations of so many institutions of higher education.² Nevertheless, the concern has been there. It has not been questioned or ridiculed or held in disrepute. It is and has been considered a worthy objective, an honest aim of education. Physical education, as a part of education, has included character development in its aims. The purposes of any

²Ibid., p. 93.
phase or area of education must be consistent with the purposes of education.

2. "Experience is the best teacher" and "we learn by doing." If we accept character or personality development as a purpose of education, then the following quotation underlines the importance of physical education's contribution to this development.

I maintain that we can develop character a whole lot quicker in a close decision at third base, in a play involving a jumped ball, or on the basketball court than in a half dozen classroom lessons, because in these situations boys or girls are doing what is right rather than sitting down discussing what is right as a code of ethics merely to be believed.

The Case Against a Physical Education Program Having Concern for Personal Development of a Student

1. The biggest argument against personality development as a purpose of physical education is that the results achieved are not always satisfactory.

"Because large-muscle activities of a joyous nature tend to increase the pitch of the emotional state present, whatever social behaviors are learned under such a condition tend to be more lasting." If the pitch of the emotional state determines the lasting qualities of behaviors learned, then certainly the lessons learned in inter-scholastic and


2F. L. Oktavec, "Physical Education as a Character Builder," Jour. of AAHPER, V (June, 1934), 15.
inter-collegiate sports should outlast those learned as a result of a game played in a physical education class. Yet Cobb reports that "The evidence has been pretty clear for many years that the potential values of inter-collegiate sports in character-building were not always realized. In fact, the opportunities such activities offer for undermining character are quite as great as the opposite, it is believed." A national sports magazine recently asked the question "But just what kind of character is being built?" in a satire on football coaches titled "Character Builders." 2

2. Kinneman believes that physical education has no greater opportunity for character development than do other areas; hence, no more responsibility. 3

Somehow the impression grew up a generation ago that strong muscles built strong morals. I do not know the history of the idea but I have a suspicion that it developed in the environment of the early schools of Physical Education where the pioneers in the work were eager to justify their field. I have heard all kinds of claims made in this connection which are more ridiculous than laughable. 4

3. There is no consistency in behavior regarding a single trait of character in any individual. "Experimental evidence supports our everyday observation that people are

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1 Cobb, *Study of Functions*, p. 90.
4 Ibid.
not consistently honest, cooperative, loyal, etc., nor are such traits possessed in any constant amount.¹

If behavior is not consistent or constant, physical education cannot claim development of personality or character traits. We will never know how an individual will react or behave next time.

**Issue Number 32**

*Is or is not a physical education teacher responsible for teaching sportsmanship?*

Many physical education teachers attempt to teach sportsmanship through physical activities. Some teachers believe the principles of sportsmanship can be incorporated into physical education but fail to educate those individuals they lead or guide.

**Preliminary Statement**

Sportsmanship is perhaps to some a narrower term for code of ethics or moral and spiritual values - a term which means "ethics in sports." But to many, sportsmanship does not stop with sports but is their code of ethics for all life situations. Verhulst asks "Is our concept of good sportsmanship a code of ethics with a basic moral precept or is it an

¹ Oktavec, Jour. of AAHPER, V, 13.
etiquette pattern which fails to transcend a given practice at a specific time."¹

For the purpose of this dissertation, there are really two questions or two issues. The one, Number 32, "Is or is not a physical education teacher responsible for teaching sportsmanship?" will be confined to a consideration of the teaching of an etiquette pattern for use while engaging in sports activities. The other, Number 32B, "Should or should not the physical education teacher seek transfer of ethical behavior learned in physical activities to other areas of personal behavior?" is concerned with the basic moral precepts involved and the application of these to behavior outside of sports activities.

The Case for Teaching Sportsmanship in Physical Education

1. Sportsmanship, to be achieved, must be developed. "Such an attribute as fair play, for example, is not inherited. It must be developed by good teachers, through constant repetition, allowing no exceptions."² If we value sportsmanship as a quality, then we must work to attain it. Moral and ethical values do not accrue automatically from participation in activities but must be planned for carefully.

"The AAHPER calls upon its members to re-examine critically their teaching procedures and further intensify

¹Verhulst, Jour. of AAHPER, XVIII, 624, 625.
their efforts to use activities as a means for the development in young people of a high standard of moral and ethical behavior."

2. Adherence to the rules of sportsmanship makes a much more pleasant class. When sportsmanship is the rule, bitterness does not accompany team rivalry, fighting does not follow disagreements and hazing does not come hot on the heels of an umpire's decision. Feelings of aggression are taken out on the ball or the target rather than the opponent. Boys and girls can play together and be friends.

3. Sportsmanship is very desirable for inter-scholastic relations. Ways of greeting opponents, acceptance of decisions made by officials, treatment of any injured player, and deportment in defeat and victory, can be learned in physical education classes. Other factors of course affect sportsmanlike behavior at inter-scholastic events. But with actual practice in sportsmanship as a player, and a concerted effort by all concerned toward the practice of sportsmanship by team players and spectators, friendly and desirable relations can be achieved with other "rival" schools.

4. Knowledge of a practice in sportsmanship while in school, will help students carry over these attitudes and behaviors to sports situations out of school. The way an individual behaves when playing basketball may determine his

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Resolutions, 1950-51," Jour. of AANPER, XXII (September, 1951), 27.
acceptance into or rejection from a new group of basketball players. Fouling in bowling, consistently followed by failure to report such fouling, will soon lead to rejection by fellow bowlers. Cheating on archery scores always has been frowned upon. The girl who always must be first or the boy who endangers fellow players will be considered "strictly for the birds" to play with. No one else wants to. Some of these are little things, minor matters, but they contribute to the total impression given by an individual and impressions are so often the basis for judgments.

5. "Moral integrity is the supreme purpose of all worthy teaching."¹ Sportsmanship deals with moral integrity in sports. Students must have practice in right behaviors. "The public schools can and must teach socially desirable conduct to all their pupils."² If the reader decides Issue No. 32B in favor of seeking transfer of ethical behavior, then ethical behavior must first be taught. If it is not taught, the desired transfer will not be possible.

6. "Success in mastering the various subjects of study need not conflict with the development of moral and spiritual values. Nevertheless, if any conflict does arise between these two purposes, there must be no question whatever as to the willingness of the school to subordinate all other

¹P. H. Gwynn, Jr., "Why Not Teach Social Ethics?" High School Journal, XXXVII (November, 1953), 54.
²Ibid.
considerations to these which concern moral and spiritual standards."\(^1\)

The Educational Policies Commission makes its position clear in this statement. It places the highest priority on the teaching of moral and spiritual values, of which sportsmanship is a part. This priority would apply not only to the transfer of moral and ethical values, but also to the practice of them while in school. And the commission further believes that the various subjects need not suffer from emphasis on moral and spiritual values, a point which is often raised by those who would have us stress the physical side of physical education.

**The Case Against Teaching Sportsmanship**

This is an issue which finds support in the literature for the affirmative, but none for the negative.

There are very few teachers of physical education who would argue against teaching sportsmanship. There are, unfortunately, a number of teachers who seem to give lip service to sportsmanship as an objective but who apparently do nothing constructive to teach or foster the quality. There may be some teachers who do not even give lip service to sportsmanship. For those who do, their reasons for not teaching sportsmanship might well include the following:

\(^1\)Educational Policies Commission, *Moral and Spiritual Values*, p. 54.
1. There simply isn't enough time. It's difficult enough to teach physical skills in our short periods.

2. The girls (or boys) learn those things outside of class from other students. We don't have to teach them sportsmanship.

3. They learn best by example and their teachers do their best to show good sportsmanship at all times.

4. The home and community environment is such that everything they learn at school is then unlearned at home. It's impossible to make a dent in any type of character education.

5. Each person is or should be, free to believe what he wishes to believe. He should not and cannot be forced to accept what another person or the group decides. A teacher who tries to teach ethical behavior is violating this freedom.

Issue Number 32B (Formerly 11B)

Should or should not the physical education teacher seek transfer of ethical behavior learned in physical activities to other areas of personal behavior?

This issue deals with the transfer of ethical behavior, such as sportsmanship. The question of teaching sportsmanship is presented in Issue Number 32.
The Case for Seeking Transfer of Ethical Behavior Learned in Physical Activities to Other Areas of Personal Behavior

1. Ethical behavior is necessary for the preservation of our democratic way of life. With our beliefs in the worth of each individual, with our respect for others, with our trust in moral responsibility, we must continue to have faith in ourselves and in each other. Such a faith rests upon ethical behavior. If we in physical education can achieve transfer of ethical behavior from sports to other areas of behavior, then we must work for this achievement to preserve our democracy.

"...The elements of good citizenship are the same that make for good sportsmanship. Fair play, ability to lose gracefully and to win honestly, to think of the team and not oneself, are elements found in both."¹

The National Association of Secondary School Principals recognizes the importance that games play in developing behavior when it says that "...any encouragement to violate rules to win games plants the seeds for the destruction of our ideal way of life."²

¹ J. E. Rogers, "The Seven Cardinal Principles and Physical Education," Jour. of AAHPER, II (January, 1931), 53.
2. Transfer is not automatic. ¹ If we wish to accomplish transfer we must seek it.² Psychologists have shown that transfer of training from one situation to another depends upon a number of elements: the meaningfulness of the situation; the number of like elements in the two situations, their similarity; the identification of the elements to be transferred; generalizations drawn; and the intelligence of the individual.³ The teacher can affect all of these except intelligence. He can make a situation meaningful, he can point out similar elements and sometimes structure a situation, he can help the students identify sportsmanship or ethical behavior and he can help the students draw generalizations. With such help from the teacher, transfer may very well take place. Without such help, transfer is left strictly to chance. "Transfer is not inevitable, automatic; but it can be planned for and sought."⁴

3. Sports are the basis for other codes of conduct. If we seek, and achieve, some transfer of ethical behavior in sports to ethical behavior elsewhere, the individual will have

²Williams, Principles, p. 105.
³Oberteuffer, Physical Education, pp. 197-199.
⁴Ibid.
a foundation upon which to build his other codes or will have a head start in their formation.

Furthermore, the strengthening in depth or width of our code of sports will also work to strengthen other codes.

It is not a coincidence that the deterioration of the civilizations of ancient Greece and Rome was preceded by a collapse of the high ideals of the early Olympics in the case of Greece and the brutalization of the arena in the case of Rome. When the brutality of the arena replaces the true artist attitude of the real amateur we may well see a dulling of our social sensitivity and awareness and a corresponding retrogression in our civilization as a whole.1

For a long time Americans have been content to reap the ethical advantages from school athletics without much attention to cultivating those advantages. Not so the Englishman. His 'cult of games' has made constant use of such expressions as 'It isn't cricket,' and 'The game for the game's sake,' whereby girls and boys of school age have for years been deliberately inoculated with the ethical and moral values that flow from us. Owing partly to this effort, Englishmen have come to follow in certain personal and even official relationships an unwritten code. This code may be traditional and irrational, but it is powerful and fruitful, not alone in a single stratum of society but throughout the nation.2

4. Proper behavior, "right" behavior, now, is important. But any institution is measured by its product. The schools are measured by the success of their graduates. A very important part of that success is "how they play the game" both on and off the field. They must be taught not

only "how to play the game," but also how many games they can play that way. They must be taught that proper behavior for sports is in many respects the same proper behavior used in life. Such transfer, if achieved, would affect the students' actions after school which in turn would reflect creditably on the school. This is transfer. "Athletics, like everything else in education, should be a means to an end. The end should be the enrichment of life at its best."¹

The Case Against Seeking Transfer of Ethical Behavior

1. Ethics and religion are the same thing to many people. Certainly they have a multitude of commonalities. Traditionally in our country the schools have not been an agency for teaching religion. Indeed, many who came to America to help this country did so to escape the church domination of their homeland schools. Any threat of, or advance by, religion in the schools is met with opposition from the American public. Religion and the schools must be kept separate.²

2. Ethical instruction should be carried on in the home and in the church.³ School is the place for acquiring

³Ibid.
knowledge and preparing for a career. Home is the place for learning how to act - both courteously and ethically. Church is the place for learning about the spiritual side of life.

3. There simply isn't time to do everything.
Transfer of ethical behavior is so uncertain that it is better to concentrate on purposes which are attainable.

**Issue Number 33**

*Should or should not a physical education program accept any responsibility for the psychological stability of the individual?*

There are those who believe that physical education can contribute to the psychological stability of the individual by providing release in physical activity, by providing recreational skills, and through learning to play and get along with others. On the other hand, many teachers seem to make little or no attempt to contribute to psychological stability and some feel that physical education should not attempt to do the work of the psychologists.

**The Case for a Physical Education Program Accepting Responsibility for the Psychological Stability of the Individual**

1. Findings in psychology and other sciences force us to recognize our responsibility in this area. As our knowledges change and expand, we must change our attitudes and our programs to take everything into account. There is no greater disloyalty to the great pioneers of human progress
than to refuse to budge an inch from where they stood."¹

2. "Mental health is at least as important to the individual's success in life as is physical health."² If an individual is to lead a happy and successful life, he must have mental health, psychological stability. Furthermore, as Cowell points out, "...good mental health is as important to the learning process as intelligence."³ If mental health affects the learning process now, we cannot ignore it and still call ourselves teachers.

3. Play is an outlet for aggressions and hostilities.⁴ Movement is a method of transmitting or communicating emotions and ideas.⁵ These are facts. We cannot deny them. In play and movement we have a vehicle for the release of pent-up emotions. In so many cases, this vehicle operates without our turning any switch. Of course, we could thwart the outlet and by so doing we would contribute to the instability of the students. But without thwarting and without any attempt to work toward psychological stability, physical education is doing its share. The outlet is

¹Dean William Ralph Inge.
³Cowell, Scientific Foundations, p. 140.
⁵D. LaSalle, "Mental Hygiene Aspects of Physical Education," Wayne University, p. 12 (Mimeographed).
operating. We are contributing to stability.

4. Very few of us consider a leaky bucket as a satisfactory container for water. If health cannot be maintained because of some lack within the individual, it is foolish to attempt to maintain health until the lack or need is supplied. Kranz points out, "that health comes in through the muscles and flies out through the nerves" was stated years ago but it is just as true today as then.  

5. The success of a student or an individual is often dependent on the personal adjustment of the individual, even more than on skills or knowledges. Furthermore, the way a person behaves, the way he reacts to situations is a learned behavior or a learned reaction. It is not something he is born with. Therefore, if there is a choice, it would be better for the individual to learn ways of behaving that are acceptable to society and to him. Physical education, with its great opportunity for helping students develop and adjust, should do its utmost in this area.

6. Stability is being affected by physical capabilities. "Between the physical and emotional development of the child there is complex interplay, which affects the child's physical competence and his attitude toward athletics,

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exercise, dancing — indeed, towards anything which calls for bodily skills.\textsuperscript{1} If at all possible, physical educators should see that stability and attitudes toward physical skills are affected favorably. "No child — and especially no boy — can reach maturity believing that he is incapable of meeting physical challenges without paying a heavy psychological penalty."\textsuperscript{2}

The Case Against a Program Accepting Responsibility for Psychological Stability

For arguments supporting the negative of this issue, the reader is referred to Issue Number 6, "The case against a physical education program having concern for personality development of a student,"\textsuperscript{3} and Issues Number 32, "The case against teaching sportsmanship."\textsuperscript{4} These same arguments may be applied to the negative side of this issue.

\textsuperscript{1}Kubie, \textit{Child Study}, XXXI, 10.
\textsuperscript{2}Ibid., p. 15.
\textsuperscript{3}The main points are restated as follows:
1. The results achieved are not always satisfactory.
2. Physical education has no more responsibility than any other area.
3. There is no consistency in behavior.
\textsuperscript{4}The main points are restated as follows:
1. There isn't enough time.
2. Children learn more things from other children.
3. Teachers do enough to set a good example.
4. Character education in school is futile as long as the home conditions are poor.
5. Such teaching violates an individual's freedom.
Should or should not a curriculum in physical education have concern for growth in social or human relations?

The arguments used in Issue Number 3, which starts on page 55, apply to this issue. Following are five additional arguments which support the case for social relations.

The Case for Social Relationships

1. Personal happiness is dependent upon social adjustment or orientation. For many children today, the school is the only place they can get this.

   Fifty or even 20 years ago, there was little need for the school to supplement this phase of a child's education. Today, many children must look to the public schools for the only good socializing influence they will ever experience.

   Since personal happiness depends to an increasingly larger extent upon social orientation, the public schools must accept this responsibility if they wish to produce a reasonably well-adjusted society.¹

2. If an individual is happy and satisfied in a group, he will do better work. This depends upon whether the individual belongs to the group, is accepted by the group.² The way the individual acts with others, regards others are social relationships that determine his acceptance.

3. Man is social. "There is no closely defined line of demarcation between the child as an individual, and the child as an individual in society." He has needs as an individual. In order to help him physically, we must meet these needs.

If we are to do a meticulous job in the development of health and physical fitness, we must meet the individual needs of children and adults. But more than this, we must meet the needs of the individual in the society in which he lives. We cannot make him a hermit and educate him away from the world of which he is a part.

4. Growth in social relationships will not be automatic with the acquisition of physical skill. We know that physical skill is very important to social relationships, particularly during the school years. Yet, physical skill does not automatically bring acceptance. Many times it needs a helping hand. Curtiss and Curtiss illustrated the point very well:

It does not necessarily follow that poise and social attitudes result from the development of physical strength. If this were true, then the Cave Man and the Neanderthal could find a place in our society. Granted a physical education period can offer the opportunity for the cultivation of poise and accepted social attitudes, but not a period that features a program built around individual apparatus—not a program where the 'physical' is the only emphasis.

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1M. A. Schaefer, "Desirable Objectives in Post-War Physical Education," *Jour. of AAHPER*, XVI (October, 1945), 447.
2Giauque, *Jour. of AAHPER*, VIII, 72.
5. Teamwork, a social competency, has been found to be lacking in delinquent boys.

Matching five hundred delinquent boys with five hundred non-delinquent boys they made some unique discoveries. In many ways, the five hundred delinquent boys were a superior group, superior from the standpoint of health, emotional stability, courage, initiative and even intelligence. They lacked one essential characteristic and that was the ability or at least the willingness to be a team member in the home, school or community.¹

Certainly, physical education should help an individual to be a member of a team.

In 1954 the AAHPER passed the following resolution:

Juvenile delinquency is a complex problem. More research into causes, preventions and treatments is needed. The Association sincerely believes that sound programs of health and physical education and recreation can help lessen delinquency.²

Issue Number 1

Should or should not a program or curriculum in physical education have any concern for preparing students for democratic living?

Many feel that education in a democracy should be education for democratic living and that a curriculum in physical education can, and therefore should, contribute


²AAHPER Resolutions, 58th Convention, April, 1954, New York City (AAHPER, Washington).
toward the individual's understanding of the democratic way of life. Others feel that while this is possible, the curriculum in physical education should limit itself only to those values which are primarily organic or physical. (See Issue Number 3.)

The Case for Concern for Democratic Living

1. We want democracy to survive but it can only survive as we help our youth prepare for it. "If youth are to develop a deep, mature, and productive loyalty to our national heritage of freedom, they must learn to understand clearly democracy's implications." It matters not whether we believe that education is life. In either case, life in our country is democratic.

The United States is a democracy; its culture, its institutions, its religion and its education are based on the principle of equal opportunities and right for all. A democratic society will exist only through the ability and willingness of its members to make decisions which are guided toward the greatest good for the individuals in that society. Education in America therefore has as its ultimate objective the development of each individual to understand and live democracy.

The place of education in carrying out the social policies of democracy is the justification for the elaborate system of free public education in our country.

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3Cowell, Scientific Foundations, p. 23.
Physical Education as a part of education must do its share to prepare youth for democratic living. "The principles of real sport are the principles of democracy and the principles of democracy are the principles of real sport." The opportunity is there.

"Participation in democratic processes will bring learning of them. Talking about democracy and memorizing documents about democracy can help but are not adequate in and of themselves for the task." Clearly, we have an obligation to discharge. The alternative is illustrated by Broudy who says:

There are men and groups who do not believe in a democratic learning process, a democratic curriculum, or a democratic organization of society. They have their predetermined absolutes and do not boggle at indoctrination or even coercion. If such men gain sufficient political power, the issue will cease to be between democratic character formation or democratic reconstruction of society; it will be between democracy or something not too pleasant to contemplate. Against this danger we need both a democratic learning process and a 'democratic' content, and it is not too soon for both to unite against the common enemy.

2. Skill in democratic processes and democratic learning behaviors will aid us in our international relations.

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Education must give "attention to the understandings and skills of democratic living to the end that cooperative responsible behavior will be a national and international tool of the American people." ¹

The Case Against Concern for Democratic Living

The arguments which were used in Issue Number 3 to support the biological needs (page 61) can also be used to support the negative position in this issue. In addition, several points are worth mentioning.

1. Schools should be divorced from politics and political considerations. The separation of the schools from the state was something that our forefathers fought to achieve. We are still fighting to maintain this separation.

2. Preparation for democratic living would be a form of indoctrination, which is something we wish to avoid. We built this country for freedom in religion, in education, and in thought. If we indoctrinate for democracy, then we are taking away the freedom of our youth to think as they please.

3. The schools do not need to be concerned with preparation for democratic living. The children learn automatically by virtue of their living in a democracy.

Can or cannot the physical education profession agree on a definition of fitness?

The terms fitness and physical fitness have received a great deal of attention. Many persons have been able to define fitness to their own satisfaction but the profession as a whole has not reached agreement on a suitable definition. The recent statement "Fitness for Youth" published in the Journal of Health, Physical Education, and Recreation was approved by the 100 delegates to the AAHPER Fitness Conference in September, 1956.

The Case for: the Physical Education Profession can Agree on a Definition of Fitness

1. Physicians and educators can and do agree to this extent: that fitness is broader than the physical alone. This is seen in almost all definitions by physical educators and medical men. ¹

2. The profession has produced one statement¹ which
was prepared and approved by 100 delegates to a Fitness
Conference sponsored by the American Association for Health,
Physical Education and Recreation.

The Case Against: the Physical Education Profession Cannot
Agree on a Definition of Fitness

1. There are over a thousand definitions and no two
of them are alike. This diversity is explained by Sliepcevich
who says

Any term which refers to a 'state' or 'condition'
is difficult to define because of the relativity
which is implied in these designations. The
attempts that have been made to define physical
fitness tend to reflect the major area of interest
of the author.²

2. The question of "Fit for What?" raised by so many,
makes for variety in definitions as well as standards. Each
author of a definition has his own answer to the question "Fit
for What?" when he forms his definition. In other words, in
addition to a lack of agreement on how to define fitness,
there is a lack of agreement on what fitness is.

3. The statement produced by the 100 delegates to
the American Association for Health, Physical Education, and
Recreation Fitness Conference has received criticism from a
number of sources. There has not been general acceptance of
this statement.

¹"Fitness for Youth," Jour. of AAHPER, XXVII (December,
1956), 8, 9.
²Elena Sliepcevich, "Physical Fitness," October, 1953,
p. 1 (mimeographed).
Can or cannot physical fitness be separated from total fitness?

Many believe that an individual can attain physical fitness without reaching total fitness. Others believe that it is impossible to separate the physical from the mental or physical fitness from total fitness; that the components of total fitness are interdependent and cannot be isolated or separated.

The Case for Separating Physical Fitness from Total Fitness

1. Physical fitness can be separated from total fitness to this extent. "The whole, fitness, has all the attributes of its part, physical fitness.... On the other hand, the part may not have all the attributes of the whole." All the elements of physical fitness are contained in total fitness but all the elements present in total fitness are not necessarily found in physical fitness.

The Case for Not Being Able to Separate Physical Fitness from Total Fitness

1. The trend seems to be toward using the term "total fitness" or "fitness" and dropping the term "physical fitness." The reason for this trend possibly lies in the recognition of the interdependence of the two. The Bookwalters suggest another reason when they say

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In recent years, the term 'total fitness' has been substituted for 'physical fitness,' partly because of the reports from the Surgeon General of the Army. There has been a greater awareness by the average person of the need for more than physical fitness for service in the Armed Forces.  

2. The child is a unit, an indivisible unit, and cannot be divided up for purposes of teaching - there is no moral compartment, no mental compartment, nor physical compartment, aside from the whole child. We cannot teach morals, develop mentality or physique, as separate units - education does not work that way.  

3. "Physical fitness alone will not bring the results" which we desire. We must be and are concerned with the use of physical fitness which is more important than the acquisition. The use is dependent upon factors other than the physical. If we separate physical from total fitness, we may find the physical put to what we might term a "poor use."

**Issue Number 37**

**Are fitness values, insofar as they relate to physical education, attainable through a game or sport program or**

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should other activities be included to secure these values?

There are those who believe that physical fitness can be attained through a game or sport program. Others believe that some sort of exercises are necessary to attain fitness.

The Case for a Game or Sport Program to Attain Fitness

Values Relating to Physical Education

1. Wilbur compared the improvement in physical fitness of a group of students who participated in a sports program with a group who participated in an apparatus program. He found that "The sports method evidenced significant superiority in total physical fitness over the apparatus method for the last half of the experiment." ¹

2. "Strength, agility and endurance come from play that is long and intense enough to tax the body beyond the ordinary." ² This statement uses the word play and points out the importance of the length and intensity of that play. American children, for the most part, consider games and sports as play. They are fun for them - they are not work. For the most part, our children do not care for the body building activities as much as our friends across the seas. Body building activities interest some of them for a time,


but when interest wanes, what is left? Our children will play games intensely for long hours every day for months. When their interest in one sport lags, they turn to another.

3. Of men inducted into the service, it has been found that those who participated in vigorous intramural and interscholastic sports were better able to fit into the military framework than those who did not. Those who had not participated in such programs lacked rugged development.\(^1\) It seems that the more they participate, the greater their fitness. Johnson goes on to point out that the problem is in providing opportunities for all the boys and girls to participate in interscholastic and intramural athletic programs.

**The Case for Including Other Activities to Secure Fitness Values**

1. An experiment by Landiss, which compared eight physical education activities for the development of physical fitness and motor ability, indicated that tumbling and gymnastics combined are superior to the other activities used and that tennis, swimming, and boxing were the least helpful.\(^2\) It is interesting that swimming, which has been considered

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one of the best (if not the best) "all-around" developer, should rank so low.

2. Other activities are definitely necessary if the sports are mild like volleyball, golf and dancing.

There isn't any physical benefit in golf, bowling, volleyball or social dancing, a University of Illinois professor says 'Muscles are not developed to a higher strength unless they are two-thirds or more overloaded or worked long and hard to the point of real stress and fatigue,' Thomas K. Cureton told the College Physical Education Ass'n.¹

3. There is general agreement that exercise can produce physical fitness provided that there are no other deficiencies in the individual which would affect his physical fitness.

4. Only the skilled tend to benefit from a sports program. They play and play hard and benefit from this program.² But the other children who are not skilled, who do not receive much satisfaction from their play and who therefore tend not to play, are neglected because the program does not provide for them. Not only do those who don't need it, participate in a sports program, but also they do not tend to improve their weaknesses. "In such self-directed activities as athletics a person is likely to strengthen further his already strong muscles and to ignore some weaker ones."³

¹ *Newark Advocate*, January 4, 1958, p. 9.
³ A. H. Steinhaus, "Fitness and How We May Obtain It," *Jour. of AAHPER*, XIV (October, 1943), 456.
5. Broer, in a report which viewed a number of studies on the relative influence of various activities on physical fitness, comes to the conclusion that a varied program is essential.

All studies dealing with the conditioning-exercise type of program found considerable improvement in many elements of physical fitness. This would be expected, since the material can be geared to those fitness elements found to be at a low level in the particular group, without being hampered by a framework as is the case in a sport activity. However, this type of program alone does not lead to the development of specific skills necessary to a high level of fitness in this civilization; its chief contribution is to the organic objectives of physical fitness. It seems obvious that a varied program will be necessary if all-round fitness is the goal.1

Issue Number 37B

Are or are not the American children fit to perform their daily tasks?

Recently there have been several tests measuring the fitness of American children. Some of these have compared American to European children and found American children lacking or inferior to children from other countries. There are several persons who question the results of these tests, and who believe that the American children are fit to perform their daily tasks.

1 M. R. Broer, "For Physical Fitness Vary Your Program," Jour. of AAHPER, XXVII (September, 1956), 18.
The Case Supporting the Unfitness of American Children

1. The widely publicized results of the Kraus-Weber test clearly demonstrate the inability of American children to perform six feats which together form a minimum test of muscular fitness. The high rate of failure (57.9 per cent children failed one or more of the six tests) is more alarming when compared with the results obtained by administering the same test to European youngsters (8.7 per cent of European children failed one or more tests).¹

2. The rate of draft rejections which found over 50 per cent of our young men unfit to fight for their country supports the belief that our youth are not fit. This is particularly serious during wartime when manpower is critically needed.

3. The leisure in our life and our life of leisure is conducive to a lack of fitness. Automation has replaced the necessity for physical exertion as a means of survival. As a nation we have grown soft and our softness increases with each succeeding generation. Children today are riding to school instead of walking and are watching cowboys and Indians on TV instead of being the cowboys and Indians.

The Case Supporting the Fitness of American Children

1. The Kraus-Weber Tests have been repeatedly repudiated as a true measure of fitness. The Committee on School Health of the American Academy of Pediatrics believes that the comparison of American and European children "...fail to take into account the many factors which may be involved, such as heredity, rapidity of maturation, local customs..." and the interests of the children. An editorial in Scholastic Coach has this to say: "About all it measures is abdomen and lower back strength." 2

2. The use of draft rejection rates to support unfitness has been questioned again and again. In 1957, Dr. Dwight Murray, President of the American Medical Association had this to say about the Social Security rejection rate picture: "Careful analysis has shown that only 15 - 20 per cent of the defects found, could have been prevented or corrected by any known means." 3 Dr. Murray went on to point out that some of the rejectees even play professional football.

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3 D. H. Murray (paper read at the Section Meeting of the California Association for Health, Physical Education and Recreation, Napa, California) (January 28, 1957).
3. The softness of the younger generation has been a recurring theme. Yet that same soft younger generation continues to be made up of better physical specimens than the previous generation. The youth are taller and heavier than ever before. They live longer than their parents and they are continually breaking athletic records set by their elders and by themselves.

4. Activity leads to more activity; it becomes habit forming. American youth today are active and will continue to be so. They are crowding playgrounds, demanding more park facilities and do-it-yourself activities. The increased sale of garden tools and all kinds of sporting equipment hardly points to a decline in activity.

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1 L. E. Morehouse, "American Living--A Threat to Fitness," Jour. of AAHPER, XXVII (September, 1956), 69.
CHAPTER VII

ISSUES DEALING WITH PHYSICAL EDUCATION AS A REQUIRED PART OF THE CURRICULUM

The history of physical education in the schools of the United States -

1. Demonstrates the unwillingness of Americans to accept unrestrictedly anything from abroad.

2. Shows the independence of Americans in developing their own unique system designed to satisfy their own desires and needs.

Originally, physical education in the United States was fashioned after the German Turnverein system and the Swedish gymnastics. Certain sports activities were added to these programs as a result of student demand, and the desire for recreation stimulated a new emphasis in the program. In the early part of the twentieth century,

...the program of formal gymnastics, apparatus work, and therapeutic exercises--mainly based on the medical--was being redirected toward a less formal program of sports and games which was considered by proponents as a method of education. The controversy between two such systems was carried on vigorously and often with much invidious antagonism between opposing leaders. The eventual triumph of the new over the old laid the foundation for an era of sports and games in this country unequaled before in the history of any country.1

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State legislation requiring physical education received a large boost from the draft statistics of World War I. While only four states had laws requiring physical education in 1917, eighteen states had such laws just two years later, and thirty-two states had passed laws by 1923.

But laws requiring physical education did not assure acceptance of the subject by the "academics." Jessen's comments on the place of the fine arts and physical education in the curriculum, which were made in 1937, could just as well be made today.

The fine arts and physical education made their debuts into the curriculums of American high schools at a later date than did most of the subjects importantly represented in the five major academic fields. In the earlier days much of the material comprehended in fine arts and physical education was not admitted to the inner circle where moved the better established bigwigs of the curriculum. Even today in some quarters the feeling is entertained that equal status should not be accorded these newcomers. It is, therefore, not astonishing to find that they have led varied careers.1

The difficulties that physical education has encountered in being accepted as a part of the curriculum are not entirely due to the lateness of its arrival on the academic scene.

Three prejudices have handicapped physical education severely. Historically, these prejudices are asceticism, scholasticism, and puritanism. The ascetics believed that the individual was composed of three parts, body, mind, and soul,

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1 C. A. Jessen, "Registrations in Fine Arts and Physical Education," School Life, XXIII (October, 1937), 55.
and that the body should be degraded, if necessary, in order to elevate the spirit and the soul. Physical education could not be held in high regard under such a philosophy. The second prejudice is the attitude that all education is found in books. To be educated means to be a scholar. Boys and girls who are engaging in physical-education activities are not reading books and hence the attitude is that these activities do not have educational value. The puritans had to struggle hard to secure a living so that there was little time left after work, sleep, and worship. To them play was sinful and was engaged in only during idle time. These three prejudices have created a struggle which might be called 'the battle of physical education versus the curriculum.'

Unfortunately, this battle is still going on today.

The following issues deal with different parts of this battle, this struggle for acceptance and recognition.

**Issue Number 12**

*Should physical education be required or elective in the public schools?*

A majority of the states have laws requiring physical education to be taught in the public schools. There are those who feel that physical education is no more important than other subjects, that it is not essential to the education of the students and that it should not be required for graduation. On the other hand, many exponents of physical

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education feel that every child needs physical education and therefore it should be required.

**The Case for Requiring Physical Education in the Public Schools**

1. Physical education is educational in every way.¹ The objectives, subject matter, procedures and evaluations are educational. Furthermore, if we profess to educate the whole child, we cannot neglect his physical education which makes unique contributions to his total development. Humphrey has said: "In view of the fact that we are now attempting to educate the whole child, it is absolutely imperative that physical education be given its rightful place in the program of the elementary school."²

Sargent points out that superior physical ability generally accompanies superior mental ability. The intellectual ability of the Greeks is recognized, as well as their devotion to physical training.

2. If physical education were elective, many would not take it. These are the very ones that need it most. For the most part, those who enjoy physical education and benefit from it, would elect to take it. But the fringers, the unskilled and uncoordinated would pass it by. True, if

required, the physical education teacher has a tremendous selling and teaching job to do, but this job cannot be done if these people are not present.

3. Required physical education enables students to build recreational habits and skills which will keep them playing after school. "Children require guidance and good teaching if they are to build foundations for recreational habits that are adequate to keep them playing when they are old."¹ The growing problem of leisure time places a large exclamation mark after this statement.

4. Physical activity skills are necessary for effective social living in our culture.²

Unless the generalized play skills and interests are developed early, they are usually not developed at all. This is not difficult to understand if we realize that children who lag behind other children in the acquisition of physical skills face the so-called gang age with a serious social handicap. Such children lack not only the bodily skills which serve as a base for many group contacts, but, as a result of this, they often become self-conscious and shy in all social contacts. It is, therefore, important that physical skills become part of the social, as well as of the physical equipment of children at a fairly early age.³

¹J. M. Harmon, "The Responsibility of the Public Schools for Physical Education," Jour. of AAHPER, XVI (September, 1945), 422.
²R. J. Francis, "Toward a Philosophy of Physical Education," Jour. of AAHPER, X (April, 1939), 258.
5. Physical activity is essential for the conservation of human resources. "The human factor is the most valuable element in every walk of life, and the great industrial organizations have become appreciative of the need for keeping the body fit."¹

6. Aimless and voluntary activity or competition does not replace instruction.² In free time, people are much more apt to participate in activities they know and enjoy. Physical education classwork is a place for learning about new activities, learning how to play and perfecting skills.

7. There are a few special arguments for requiring physical education in the elementary school.

   a. Children develop play skills early or not at all.³ The unskilled third-grader becomes the awkward tenth-grader. Since physical skills are so necessary to a satisfactory social adjustment, we must help children acquire skills as early as possible.

   b. Many children drop out of school before they leave elementary school or before they reach high school. If we are to reach them, it must be done early.

   c. Children want to play, but know neither how to play nor what to play.⁴ "The school's job is to teach him the how and the what, so that he will enjoy playing activities suited

² Lee, Conduct, p. 78
³ Vincent, Childhood Education, XIII, 298.
to his age and development in the safest possible manner."1 We know that a child's life work is play. He needs to play in order to grow. He needs to play in order to make friends. He needs to play in order to smile and have fun."2

d. Children of elementary school age are developing and growing rapidly and thus need more exercise. Without it, the demands on the organism will not be great enough to produce optimum growth.

8. "Through the elementary schools, every child in this formative period of his development should have the advantage of a well-planned, well-conducted physical activity program....No boy or girl in junior and senior high school should be deprived of the physical and social development to which physical education contributes so much."3

9. The Society of State Directors of Health and Physical Education has passed resolutions urging physical education for all children every day.4

The Case for Elective Physical Education in the Public Schools

1. An emphasis on the delight of skilled movement would abolish the necessity for a requirement.

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1 Ibid.
2 Ibid., p. 137.
3 W. K. Streit and S. A. McNeely, "A Platform for Physical Education," Jour. of AAHPER, XXI (March, 1950), 137. This platform was approved by the Representative Assembly at the Boston Convention in 1949.
If each boy and girl has a chance to learn to do things well, gaily, skillfully, to climb, or swim or dance, not because it is a duty, or a discipline, not in order to 'keep fit' or 'be healthy,' but instead as part of the normal joy of being a fully functioning human being, we can abolish many of the confusions which exist today, which express themselves in gym being a 'required subject,' and in surly childless taxpayers wondering why they should be taxed for other people's youngsters 'just to enjoy themselves.'

2. If, by the time a student reaches high school, he has not developed a desire for voluntary physical activity, he never will. Perhaps physical education should be required in the elementary school, but high school students who do not enjoy physical education should not be subjected to the requirement since they will not benefit from it.

3. It is ridiculous to make youth exercise by law. Children should and do want to participate in physical activity. Furthermore, they will do so if the activities are made attractive. Law-making, called by Fisher the "...favorite indoor sport of the American people," can serve physical education in one very helpful way: it can require school boards to furnish facilities and equipment.

4. If the program cannot be done well, it should not be attempted. More damage is done in the name of physical

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1 M. Mead, "Changing Role of Physical Education in Our Culture," Jour. of AAHPER, XXII (March, 1951), 13.
3 Ibid.
education by poor programs, than could be done by the lack of a program. Many schools do not have facilities and finances to take care of all the students adequately, but could take care of those who wanted to elect physical education.¹

5. A well-equipped and well-organized intramural department can offer the students all of the values of a physical education program.² If the proper atmosphere is cultivated, students will join groups to learn new sports and instruction will be considered a part of the program. In addition, there will be no formalities associated with a "course," no attention to final grades, and no written examinations. Therefore, many of the objectives of physical education will be easier to achieve.

6. Some students feel that they can use the time to better advantage by studying or working for pay or resting.³ Students who are having difficulty with their "academic" work need all the study time they can get. If a student is employed part or full time, he probably doesn't need any exercise but does need more rest.

7. Required physical education adds to the students' expenses unnecessarily.⁴ Many students have to count pennies very closely and the physical education fees and costumes impose an additional financial burden.

²Lee, Conduct, p. 78 (in a discussion of pros and cons of the requirement).
³Ibid., p. 79.
⁴Ibid.
8. To require physical education robs the students of their freedom of choice and in some cases prevents them from taking courses they would rather have.

9. Elective physical education will change the teaching in two ways, both of which are good. First, it will make the teaching easier since only those who wish to take physical education will be in classes and secondly, it should improve the quality of teaching out of necessity to maintain one's position. If the teaching is poor, few students will elect physical education and therefore fewer teachers will be needed. If the program is to be "sold" to the students, the teaching quality must be high.

For additional arguments concerning the requirement, see Issue Number 17, "Should the curriculum in basic physical education be required or elective for college men and women?" This issue starts on page

**Issue Number 13**

Should academic credit be given for physical education or should physical education receive no credit?

A great number of high schools and colleges require physical education and grant academic credit for the successful completion of the course. There are those who feel that

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1 Ibid., p. 121.
physical education is not an "academic" subject and should not receive credit.

This issue is one which arises whether or not physical education is required. There are many persons who believe that if physical education is required, credit should be granted. But since the requirement of physical education has been largely a matter of law, rather than one arising from the educational institutions, credit has been withheld in many instances. This issue considers the granting of credit regardless of a requirement in physical education.

The Case for Academic Credit Being Given for Physical Education

1. Physical education is a planned educational experience.

Withholding of credit for physical education on the basis of failing to meet some academic standard does not help us where good physical education instruction is analyzed. Physical education is not 'play' alone. It is not just 'fun.' Physical education is not 'perspiration.' Instruction in physical education is a planned experience which seeks educational outcomes for students in terms of improved skills, increased knowledge and understanding, and better attitudes and appreciations. On this basis, physical education qualifies as a respected member of the school program and should receive credit accordingly.¹

2. Any objection which the colleges might have to granting credit for physical education should not be

considered by the high school. If the high schools grant credit, the colleges do not need to accept such credit for entrance. Furthermore, less than 30 per cent of the students go to college and, therefore, this group should not determine the credit standards for all the students.

3. Credit exerts a beneficial effect upon the physical education curriculum.

We ask for a dignified position for this area, not that we may acquire any particular status as persons, but that the programs may be improved, standards established, and results accredited. The whole machinery of educational practice is organized around a system of credits and the organization exerts a tremendous effect upon all that is done in the academic curriculum of the school. We are not so naive as to expect that the granting of credit for physical education would automatically and at once transform poor into good programs, but we do understand the effect of credit upon standards, teaching methods, and programs.  

4. Present practice supports the view that credit should be given since there are more schools which give credit than there are schools which do not give credit.

5. Credit would bring increased recognition and would help remove the stigma which is attached to physical education and which results in its being considered a special subject. Actually,

There are no 'special' teachers—there are no 'special' subjects. Teachers have special talents, and children have special needs, but

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1 J. F. Williams, "Crucial Questions in Health and Physical Education," Jour. of AAHPER, XVI (October, 1945), 442.
all teachers are teachers and they should be leaders devoted to the aims of education in a democratic society.¹

6. The Society of State Directors in 1944 passed a resolution urging "...that credit be granted for physical education on the same basis as for other courses receiving credit and required for promotion and graduation.

"FURTHER, That colleges be urged to accept such high school credit as part of the entrance requirement."² The American Association for Health, Physical Education, and Recreation concurs.³

The Case Against Granting Credit for Physical Education

1. Where physical education is required and credit is not granted, the granting of credit would increase the number of units required for graduation. Since the number of units required for graduation is related to the college entrance requirements, this would either change the college entrance requirements, or make a considerable addition to the keeping of student records.

2. Credit is really not necessary. For the most part, children enjoy physical education and really don't care whether or not they receive credit.

²Rogers, History of the Society, p. 22.
³Streit and McNeely, Jour. of AAHPER, XXI (March, 1950), 137.
3. Additional arguments against granting credit are summed up by the NASSP as follows:

Others feel that the demand for credit would not be consistent with the stated goals of physical education, particularly as they relate to the joy of doing, the personal advantages to be gained through a sound program, the development of vigor and vitality, and the opportunity for establishing wholesome leisure time activity patterns. Probably the most serious problems in this category are illustrated by statements such as 'Physical education has not yet demonstrated that the goals it states are obtained in terms of pupil outcomes,' or 'Physical education does not represent true 'learning' in the usual sense in that it is a generally enjoyable and accepted activity by the young people themselves.'

Issue Number 14

Should high school physical education be required for four years or for less?

There are many high schools that require students to participate in the instructional physical education program for four years. In some states, such instruction is mandatory. There are also many high schools that excuse seniors, or juniors and seniors from required physical education.

This issue, along with several others, seems to be one of the issues in practice. Major though this issue seems to be and was so judged by the jury, the only material readily available which could conceivably argue this issue,

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is a number of studies which deal with time and year allotment—that is, how many high schools require physical education for a specified number of years. These studies do not deal with the reasons for a time requirement. For possible reasons to support any side of this issue, refer to Issue Number 12 on page 102, "Should physical education be required or elective in the public schools?"

**Issue Number 15**

**Should or should not other courses in the curriculum be accepted as substitutes for physical education?**

It is the practice in a number of schools to excuse from physical education those students engaged in other physical activities, such as the band and marching and military training. Most physical educators feel that such activities do not and cannot achieve the same objectives held for physical education.

**The Case for Permitting Other Courses to be Substituted For Physical Education**

1. The substitution of other courses in the curriculum for physical education is a fairly widespread practice. In two separate studies Messersmith found that 58 per cent\(^1\) and 36 per cent\(^2\) of the colleges requiring physical

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education permitted the substitution of ROTC for physical education.

2. Where facilities are inadequate to handle all the students, it is easier to allow some of them to substitute than to overcrowd the classes. By permitting some substitution, those students who are enrolled in physical education can have a better program.

3. In the beginning, when physical education was being introduced into the schools in the late 1800's and early 1900's, military drill and physical training were very similar, so the substitution of military drill for physical education was quite natural. Where physical education programs are still similar to military drill, there can be no objection to the substitution of military drill.

4. Physical education is required by law in many states. High school students, particularly, have crowded schedules and not enough time to enroll in courses they need for career preparation or in courses they would like to elect. If they can take music or band instead of physical education, they can satisfy their purposes at the same time they satisfy the physical education requirement.

5. Parents sometimes request the school to allow their children to substitute another course for physical education. Particularly when these requests are based on religious objections, substitution seems preferable to excusing the students from the requirement entirely.
6. A number of students have medical reasons for not engaging in the regular physical education program. An adequate program adapted to these students' needs is expensive in time and money. Permitting these students to substitute other curricular offerings for physical education is a fairly simple operation and a very inexpensive one. Substitution is certainly preferable to excusing the students altogether.

7. When students are participating in varsity athletics, they are securing all the physical activity they need. There has been some pressure by coaches to excuse athletes or to let them substitute varsity for class sports.

The Case Against Permitting Other Courses to be Substituted for Physical Education

1. Physical education, in most situations, is not physical training and should not be confused with military drill. Physical education has its own unique contributions. Military drill, according to Cobb, does not provide sufficient exercise,¹ nor does it satisfy the social and leisure-time objectives of physical education. Furthermore, military leaders have gone on record as saying that they can do a better job with drill after the individual enters the service, and that the schools' biggest contribution is to provide individuals who are fit.

The American Association for Health, Physical Education, and Recreation passed the following Resolution expressing appreciation: "To the College Physical Education Association for re-affirming its unalterable opposition to the practice of substituting band or ROTC for the physical education service program."

The Society of State Directors has also passed a resolution "opposing the substitution of military drill" for physical education.

2. The substitution of marching in the band has been called absurd and likened to a physical education teacher giving credit in music for whistling on the way to the tennis courts.

3. Although the substitution of interscholastic athletics for physical education is the most logical substitution, the purposes of the two programs are not the same and therefore the values derived from them will differ. "The athlete who graduates from high school with limited skills beyond those contained in major sports, cannot be regarded as a physically educated person."

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1 "National Association News," Jour. of AAHPER, XXI (June, 1950), 338.


3 "Marching in the School Band," Jour. of AAHPER, XII (January, 1941), 23.

4. The real issue here seems to be not a matter of substitution of equivalents, but rather a means of being excused from physical education.\(^1\) If this is so, then any excusing from physical education should be done on its own merit and the problem attacked where it originates.

**Issue Number 16**

**Should or should not proficiency in physical activities be recognized for purposes of excusing students from part or all of the instructional program in physical education?**

A number of schools and colleges that require students to take physical education, make no exceptions to these requirements. Other institutions excuse highly proficient students from part or all of the requirement.

**The Case for Excusing Proficient Students**

1. No two students are alike. We recognize this in our teaching of physical education. Certain objectives and aims for physical education have been formulated. When a student achieves the objectives or reaches the aim, then the only purpose in the continued requirement of his physical education is a purpose of time. The objectives should be attainable. When a student reaches the objectives, he should

\(^1\)"Marching in the School Band," *Jour. of AAHPER*, XII, 23.
be permitted to drop physical education if he so desires. If the objectives are not attainable by any of the students, then they are unrealistic and should be adjusted.

2. "There seems little justification for compelling skilled freshmen to attend classes from which unskilled seniors are excused."\(^1\) If the requirement in physical education were a proficiency requirement instead of a time requirement, then a student who completed the requirement would be reasonably physically educated. Furthermore, we would not be wasting our time and the time of already skilled students by requiring them to attend classes.

3. There would be more incentive for students to work on skills and playing techniques. When students are just putting in time because they have to put in time, many of them do not respond to teaching because they don't really want to learn and they don't care about the grade they get (which is seldom below a "C" anyway). If, on the other hand, there were a prospect of being relieved of the requirement with the attainment of a certain amount of skill and understanding, then a number of students would accept the challenge and probably have a lot more fun in their physical activities. Smith believes: "There should be a fine balance between the time requirement and the achievement requirement."\(^2\)

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The Case for not Excusing Proficient Students

1. The excusing of students who are proficient in physical activities neglects the need the student has to integrate and develop his personality. This need continues until maturity. Unfortunately, an individual cannot store up experiences and use them at a later date when a higher mental age has been reached.\(^1\) It is true that an individual draws upon past experiences but this does not mean that he can substitute past for present experiences. On the contrary, the very fact that he does draw on past experiences supports the theory that the one cannot substitute for the other.

2. No single test will evaluate all the objectives sought by physical education.\(^2\) A skill proficiency can be evaluated, as can a knowledge proficiency. But the objectives of physical education include the personality development of the individual, and successful social relationships. If such things as these could be tested, the administration of such a complete battery of tests would be both expensive and unwieldy.

3. The time requirement is a fairly common practice in education. Grade school and high school students are required to take certain subjects regardless of their ability

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\(^1\) H. O'Shea, "The Mental Hygiene Significance of Physical Education," Jour. of AABPER, IV (March, 1933), 79.

\(^2\) Williams and Brownell, Administration, p. 211.
in them. Of two individuals enrolled in fourth grade reading, one can be a first or second grade level reader and the other can be reading on the eighth or ninth grade level. In physical education as in other subjects, proficient students should not be excused but should be motivated to work on their own level and to progress according to their own ability.

**Issue Number 17**

Should the curriculum in basic physical education be **required or elective for college men and women**?

Many colleges require one or two years of physical education, believing that it contributes to the education of the students. There are those who believe that a college student who does not wish to take physical education will not benefit from the requirement and that a college student who does wish to take physical education will do so. There is some feeling that men should take physical education to keep fit in case of a national emergency.

Issue Number 12, "Should physical education be required or elective in the public schools," has a number of arguments which can also be applied to this issue.

**The Case for Requiring Physical Education on the College Level**

1. Studies reported by Lee show that students prefer that physical education be required.¹ Many students would

¹ Lee, *Conduct*, p. 83.
like to see it required for four hours a week and many would like it for four years. Butler reports that Oosting found "that ninety-one per cent of those replying to his questionnaire to the graduates of Amherst, Bates, Bowdoin, Hamilton, Haverford, Trinity, Wesleyan and Williams believed that physical education should be required of all college students." Over half felt that physical education should be required for four years.

2. The present practice supports the case for a requirement. Studies show that a large majority of colleges require physical education.

3. Regular physical activity is absolutely necessary as one contributing factor to the health and physical fitness necessary for the pursuit of exacting studies. Without a requirement the so-called 'book-worm' will presumably neglect this important side of his education.

4. If physical education is put on an elective basis, those who need it most will not elect it. These include the physically illiterate, the self-supporting students,

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1 L. K. Butler, "Resolved That Physical Education Should Be Put On An Elective Basis With Credit On the Same Conditions As for Other Subjects in the Curriculum," College Physical Education Association Proceedings, 1935, p. 70.


the lazy and sedentary students, the book-worms, and the students who are busy with college activities.¹

5. Secondary schools are not doing the job that they could do with physical education. Some schools, of course, are doing a tremendous job. Others are lacking in facilities and qualified teachers, while still others do not even have a program of physical education. Very few college freshmen can be classed as physically educated. What the high schools have failed to do or have done poorly, the colleges should supply.

6. The college student still needs to integrate his personality.

Recent discussion of removing a physical education requirement in college if an individual can meet certain performance and information tests neglects altogether the need he still has to integrate and develop his personality when he is between sixteen and twenty-two years of age. No remembered friendships or experiences from simpler high school days can substitute for new problems met, new friendships formed, and new balance attained at these higher mental ages. There is an especially fruitful proving ground in a well-directed college program of physical education.²

The Case for Elective College Physical Education

1. "Interest and coercion seldom coexist,"³ If students are required to take physical education on the

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¹ Rider, CPEA Proceedings, 1934, p. 129.
² O’Shea, Jour. of AAHPER, IV, 79.
³ M. C. Baker, "The 'Love of Strenuous Activity Among College Women' Myth," School and Society, IL (February 18, 1939), 210.
college level, they cannot be expected to like the subject. Forcing students to take activities they do not enjoy only increases their dislike.  

2. As long as physical education is required, the instruction given can be routine and perfunctory. There is no need to make classes stimulating and rewarding. The captive audience eliminates the necessity for excellent teaching, or at least for improvement of teaching. Other departments or subjects are forced to compete for students and this competition prevents a subject from going to seed and resembling other forms of penal servitude. When one department is singled out for a requirement on which there is not general agreement, relations of that department with other departments in the college are strained. These relations would undoubtedly improve with the removal of the requirement.

3. There is too little proof that physical education has positive benefits. Many claims are advanced for the benefits of physical education in all its phases, but more proof that these claims are justified is needed to require the subject of all students.

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1 Hughes, Jour. of AAHPER, V, 24.
3 Ibid.
4 Ibid.
4. Students who carry physical skills into adult life are the ones who enter college already skilled.¹ Those who are not skilled when they enter college may learn new skills while in college, but they are not the students who will use those skills in their adult life. "In other words, unless the generalized play skills and interests are developed early, they are not developed at all."²

5. There is a trend toward more freedom for the students.³ College students certainly have had to make important decisions before they arrived at college and must be prepared to make important decisions after they leave college. When a boy or girl reaches college, he or she has already decided whether or not to come to college, whether or not to join a church, to marry and establish a family and, if 21, has voted on matters of great importance to himself and his country. If students are not too young for decisions of this calibre, are they too young to decide whether or not they should take physical education?⁴

6. Young people, if given an opportunity, will seek advice on their college curriculum.⁵ They have faith in

¹Vincent, Childhood Education, XIII, 297.
²Ibid.
³Rider, CPEA Proceedings, 1934, p. 127.
⁴Cobb, A Study of Functions, p. 130.
⁵Ibid.
their teachers and counselors and will not only seek advice, but will take advice.

7. "The student who does not want exercise will not get very much in a required class."\(^1\) Those students who do not enjoy physical exertion can avoid a great deal of it easily. There are many opportunities in physical education classes to "goof off" and the ones that need the exercise (those that are used to justify a requirement) are the ones who do the least amount of exercise in a class.

8. "There seems little justification for compelling skilled freshmen to attend classes from which unskilled seniors are excused."\(^2\) If the requirement in physical education were a proficiency requirement instead of a time requirement, then a student who completed the requirement would be reasonably physically educated. Furthermore, we would not be wasting our time and the time of already skilled students by requiring them to attend classes.

**Issue Number 19**

**Should or should not veterans of the armed services be excused from a physical education requirement?**

Veterans enrolling in a college are frequently excused from the instructional physical education requirement.

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1. Ibid., p. 137.
A few institutions do not remove this requirement. Some feel that the veteran has had all the physical education he needs while others believe that the physical training he received in the service is no substitute for physical education on the college level.

The Case for Excusing Veterans from the Physical Education Requirement

1. Existing practice seems to support the case for excusing veterans of the armed services from the physical education requirement. This practice mushroomed following the second World War when more than half of the colleges and universities gave blanket excuses to returning veterans. Certainly a veteran has had enough physical training.

2. If the physical education experience in the service is equivalent to the physical education experience in the college, then veterans should certainly be excused from the requirement or be given credit for their experience. In 1949, the College Committee on Physical Education and Athletics (which was composed of members of the College Physical Education Association, the National Collegiate Athletic Association and the American Association for Health, Physical Education, and Recreation) had this to say:

...the College Committee strongly urges faculties to establish the principle of equivalence when accrediting military experience with reference to physical education.¹

The best results were obtained on those campuses where credit was given for physical education as it was for other areas of learning; that is, on the basis of experiences in the services equivalent to the kind and quality of instruction receivable on the campus.¹

...that the College Physical Education Association recommends that no blanket credit be given in college physical education indiscriminately for physical training experiences in the armed services, but on the contrary that the College Physical Education Association recommends that colleges and universities grant credit with discrimination only where equivalence in content and instructional outcomes can be established.²

3. When facilities and staff are limited, excusing veterans can ease the load. This will enable the department to provide a better program for non-veterans.

The Case Against Excusing Veterans from the Physical Education Requirement

1. To excuse a veteran of the armed services from a college physical education requirement would deprive him of the physical, psychological, and social experiences he needs. True, when released from the armed services, a veteran is physically fit, but physical education offers more than physical fitness. Not the least of physical education's contributions is aid in resocialization, which has been one of the veteran's biggest problems. Physical education

¹Ibid.
³"Are We Going to Reconvert?" Jour. of AAHPER, XVII (April, 1946), 222.
contributes to resocialization not only through leisure sports activities, but also through developing social or human relationships. The veteran "...has as great a need for the educational experiences available in a rounded physical education program as the younger men coming in from the high schools."  

2. When the physical training experienced in the service is not equivalent in skills learned, recreational experiences, or corrective exercises to the college physical education program, there is no reason to excuse the veteran from physical education.  

1Ibid.  
CHAPTER VIII

ISSUES DEALING WITH THE RELATIONSHIP BETWEEN PHYSICAL EDUCATION AND RECREATION

Issue Number 25

Should or should not high school and college physical education programs prepare students for proper use of leisure time as adults?

Many who accept the proposition that the healthy personality is one who plays and takes his play seriously, believe that physical education should help prepare students for adult leisure. Others feel that the present is important, and that adults who wish to play golf or shoot or bowl can learn from friends or professionals.

The Case for Physical Education Preparing Students for Proper Use of Leisure Time as Adults

1. Education is education for life. Schools teach things now that will be of value later. If people are to learn activities or skills that they can use or call upon at their leisure or in their leisure, the best opportunity for them to learn is in school. If people should be active for their total fitness, then the time to introduce them to active pursuits is during the age when skill is easily
acquired. The biological objectives of physical education can only really be achieved by continued participation. An individual will do the things he knows how to do; will repeat the activities he enjoys. Furthermore, the continuance of activity will help to serve the national need of preparedness.

2. The alternative is not acceptable to many. For the majority, the man-on-the-street, leisure time is increasing. Delinquency is also increasing. Schaefer has said that we must either educate for leisure "or accept the responsibility of a social vagrant." Such education for leisure is education for the present but the future soon becomes the present and a female or a male can be a social vagrant at any age. Perhaps city children are in particular need of leisure time activities. And we are all aware of the population shift from rural to urban settings.

We all have acquaintances who do not know how to play, who perhaps really need to be taught to play. Among those are many professional people who have very little leisure because they prefer to work longer. But these are the ones who suffer from nervous disorders. These are the

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2M. A. Schaefer, "Desirable Objectives in Post-War Physical Education," *Jour. of AAHPER*, XVI (October, 1945), 446.
3P. M. Frederick, "Application of Keynote Address to: Physical Education," *Jour. of AAHPER*, XIII (June, 1942), 341.
4G. K. Makechnie, "Physical Education in Education," *Education*, LXXV (October, 1945), 75.
ones that need a desire for continual activity, a desire which must be developed (along with the necessary skills) when they are young.

3. For improved mental health, we must recognize that play is not evil, that we no longer need to work such long hours to survive, that the mere possession of leisure time is not a sin, nor is the enjoyment of that leisure. Because more leisure is inevitable in our life, the acceptance of that leisure and the acceptance of its varied uses are essential to health.¹

4. Big muscle activities are not everything. "While the big-muscle play activities have certain special values which students must not miss, these values are certainly not such as to permit the exclusion of play activities of other kinds."² A program which prepares for leisure alone is not what is advocated. The desire is for a program balanced by developmental, creative, recreational, and present and future leisure activities.

5. The lesson of history urges us to instill a desire for participation and the necessary skills to accompany that desire. The Greeks at first used their leisure to

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participate in the great games - very few watched. After four or five centuries, the participants gradually dwindled and the spectators multiplied. 1 "The increase in leisure and the decline of civilization have synchronized so many times in history that the outlook so far as America is concerned is none too bright." 2 Nash goes on to show the consequences of several alternatives - his choice being the use of leisure to participate in creative experiences, which he defines very broadly including physical skills.

6. Americans have become more sports-minded. They spend substantial amounts yearly for equipment and instruction. Neither of these is a cheap commodity. The school could save the citizen a lot of money by providing that instruction at a lower rate and in an economical way. The school obviously cannot furnish each citizen with sports equipment throughout his life but it can instruct in the wise purchase of equipment.

The Case Against Preparing Students for Proper Use of Leisure Time

1. The physical education program should present skills that are useful now. Big-muscle activities are necessary for development. Team sports are what the adolescents

2 Ibid., p. 11.
need and want. The present emphasis on fitness points up the necessity for increased strength and endurance. "The primary objective of the physical educators must always be organic and muscular vigor for greater efficiency and pleasure in all life activities."¹

2. A program based on traditional activities is administratively more economical. Larger classes are possible since more students can be taken care of in the same amount of space. Equipment is much less expensive for team sports since each student does not have to have a ball and fewer sports have to be supplied.

3. Those who wish to pursue leisure-time activities will do so. Those who don't, won't. "No amount of teaching of activity can compensate for an attitude which is unhappy or warped."²

4. Play is evil. Only work and learning are worthy pursuits. Therefore, there is no reason to teach people to play since school is for the development of the mind.

5. Play is a sociological phenomenon. Physical education should seek to secure physiological results. (See Issue Number 3 starting on page 55.)

²J. L. Kelley in "Basic Issues," Jour. of AAHPER, XXVII (November, 1956), 34.
At the high school level, should the so-called recreational sports be introduced or is it more important that students continue team sports?

In preparing high school students for present and adult leisure-time activities, many physical education departments offer such activities as table tennis, golf, horseshoes, and archery. However, many of the students are still growing and there are those who feel that it is important for them to participate in vigorous team activities, at least until they graduate from high school.

Many of the arguments used in Issue Number 25 (immediately preceding) can also be applied to Issue Number 26. The question raised in this issue is where do we prepare for leisure.

The Case for Teaching Recreational Sports in High School

1. The recreational sports are the ones adults use most in their leisure time. They are also the sports that teen-agers participate in after school and in the summer. If we believe the schools should prepare students for the wise use of leisure time now and/or as adults, then the recreational activities must be included in the physical education curriculum.

2. Many students do not go on to college or any form of post high school education. Therefore, if the public
schools are to do their job, they must do it while they still have the students.

3. The proponents of introducing recreational sports in high school do not wish to exclude vigorous activities from the program. Rather, they want a program balanced between the activities students need now and those they will need in several years.

4. In 1942, the Society of State Directors passed the following Resolution:

That this Society suggest that Junior and Senior High Schools, through their State Departments of Education, provide in their outdoor programs for boys, as a supplement to the regular programs, more time to be given to such activities as hiking, boating, swimming, camping, and productive work experiences.1

5. "Every high school student has a right to a daily period of instruction in such activities as team sports, individual and partner sports (like tennis, badminton, handball, and golf), stunts, folk, square, social, and creative dancing, swimming, and many more."2

The Case Against Teaching Recreational Sports in High School

1. The main argument against teaching recreational sports in high schools is a biological and physiological one.

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The present emphasis on fitness demands vigorous activities. Table tennis, shuffleboard, dancing, and even volleyball are not considered vigorous activities.

**Issue Number 27**

**Does or does not the rest of the physical education program deserve the same concentrated emphasis as the extramural program?**

The interscholastic athletic program has been highly developed, receiving a great amount of emphasis, money and time. Many feel that the instructional and intramural physical education programs deserve an equal emphasis.

**The Case for Emphasizing Equally All Phases of the Physical Education Program**

1. The original purpose of physical education was not to develop Ruths or Tildens. The original purpose was the health and well-being of every student. The majority of the students is more important than the few. "Let us not forget that, of the 1,000 pupils, the development of 940 not on the football squad is of far greater importance, though less spectacular, than the athletic success of the team."  

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2 "So This is Education," *Jour. of AAHPER*, XX (December, 1949), 691.
2. Equal emphasis will prevent exploitation of the physical education classes. The use of instructional classes as a part of a feeder system has been exploited both unwittingly and unscrupulously. "We must oppose the exploitation of our physical education classes as farm systems for the varsity teams. The true worth of physical education will never be realized as long as we continue to acquiesce to the demands for high pressure interscholastic competition."

3. The alternative is not acceptable. When interscholastic and intercollegiate athletics receive a disproportionate amount of emphasis, the purposes of education for all are not served. The intramural and instructional programs suffer inadequacies in the use of facilities and equipment, time to play, leadership, and recognition. According to Neilson,

...extreme emphasis on interscholastic athletics for boys leads to (a) a program for the few, (b) concentration on a limited group of activities, (c) neglect of instructional and intramural programs, (d) long sport seasons, (e) winning games as the chief objective, (f) a struggle for advantages in athletic schedules, (g) unwarranted newspaper publicity, and (h) coaches and high school principals on the move. State championships and University-sponsored tournaments in high school athletics seem to lessen the possibility of providing adequate physical education programs for the mass of students, and especially is this true in the smaller schools.2

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It is interesting to note how many of Neilson's points deal with the athlete rather than the non-athlete.

4. A program which interests the large majority of students is helping the nation be prepared.

...army and navy officers have revealed that large numbers of inductees had no serious physical defects but lacked rugged development. They also pointed out that the boys who had participated in vigorous intramural and interscholastic games were able to fit into the military framework much better than those who had not. The difficulty has been that only a limited number of boys have had the opportunity to engage in these activities. A valid criticism has been made that these programs are conducted for the few. The criticism should be leveled at school authorities for not providing the opportunity for greater participation by large numbers, if not by all of the boys in high school.

The Case for Greater Emphasis on Interscholastic Athletics

1. The first argument for interscholastic athletics receiving more emphasis than the instructional and intramural programs is that it is done. The practice is in rather wide use throughout the country.

2. Coaches like job stability.

Time and time again, in order to save their jobs, coaches have had to spend all their energy training and coaching team members. Someone will undoubtedly raise the question, what does the physical educator do during the regular school day period?...In nearly all high schools, in

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addition to their regular duties, physical educators have to be groundkeepers, that is, keep the baseball field in condition, the football field marked, the track lined and free from holes. This is done during the regular gymnasium period. The coach takes the roll...and then is on his way to police and care for school athletic fields. He knows that this is a grievous mistake, that it deprives the ordinary pupil of any regular, progressive curriculum, but he has to do it. Why? Because the service is not provided for in the school budget controlled by the taxpayers.¹

3. The use of after-school hours for the interscholastic program does not detract from the instructional program. The space is not used for classes after school and the man who coaches usually carries a full teaching load so the students in classes are not deprived of professional instruction.²

4. Intramural athletics are benefited because interscholastic contests result in improved and increased facilities for all.

Issue Number 28

Should or should not the basic curriculum in physical education be repetitious to the extent that the same activities are taught year after year?

²"So This Is Education (reply)," Athletic Journal, XXX (January, 1950), 63.
Educationally, some recognize the value and necessity of presenting a variety of activities to the students. Yet, in practice many schools teach the same sports year after year. The element of repetition is present not only with the sequence of years but also between schools and between schools and colleges.

The Case for Repeating Activities Year after Year

1. In many schools, the same sports are taught over and over again. Practice would support this side of the issue.

2. Having the same program every year makes scheduling easier. All classes can take physical education at the same time, which greatly simplifies the administrator's work.

3. Teaching is easier in a program where only a few activities are taught. The teacher does not need to know as many activities and can concentrate on the three-to-five that are taught.

The Case Against Repeating Activities Year after Year

1. Progression within an area is accepted as essential in other areas of education. "Good education requires progressive planning from the kindergarten through the high school and college. Physical education is no exception."\(^1\)

\(^1\) C. C. Cowell, *Scientific Foundations of Physical Education* (New York: Harper and Bros., 1953), p. 188.
2. Progression of activities and skills prevents physical education from being mere work. According to Harmon, "work is the repetition of monotonous habit, and play is learning or improving skills." 1

3. If student interests, needs and capacities are to be met, there must be greater variety in both required or core activities and in the elective aspects of the programs. Cyclic seasonal planning of blocked-out groups of activities must be limited to reasonable time allotment. The offering is all too commonly softball-basketball-volleyball class instruction programs with an occasional track and field or conditioning activity for boys. The dance-softball-basketball-volleyball program for girls is, likewise, unfortunately common. These meager programs must be improved and broadened. 2

Such "cyclic seasonal planning" does not, according to Cowell, serve the growth process which demands that experiences grow out of previous experiences and increase in difficulty. 3

4. The alternative, the repetition of content, is not worthy of the students' time nor is it worthy of academic credit. 4 Students should not be expected to spend their time, and schools should not be expected to grant credit, when no or very little learning is taking place.

1 J. M. Harmon, "The Responsibility of the Public Schools for Physical Education," Jour. of AAHPER, XVI (September, 1945), 421, 422.


3 Cowell, Scientific Foundations, 183.

5. "Maximum values in the time devoted to physical education are achieved when there is selected grade placement of activities and groupings for efficiency in learning."¹

Should physical education be primarily a recreational period or an instructional period?

Some school administrators look upon physical education as a play period requiring little or no supervision. There are teachers of physical education who feel, judging by their practice, that their job is one of attendance-taking and organization of teams and tournaments, and that is not necessary to instruct beyond the basic skills. This general point of view is in direct opposition to that which maintains that the physical education period should be instructional throughout.

The Case for Primarily Recreational Physical Education

1. We are all familiar with the "throw out the ball" kind of physical education that exists in many schools. Its done. Its easier and the person in charge can carry on other business during the period.

2. A recreational type of physical education is a relief from classroom work. According to Nash, we are in a

¹ Streit and McNeely, Jour. of AAHPER, XXI, 137.
speed and noise age while our nervous systems are still in a stone and nature age. A safety valve is needed to keep us from blowing our tops. Too many physical education classes are in the speed age - its hurry to class, hurry to dress, report on the floor, work, play, work, shower, dress, hurry to the next class.  

3. Economically, the recreational type of program is much cheaper. Any clerk can take care of the program by issuing equipment, taking attendance and announcing dismissal. For this type of program, expensive professionally educated personnel is not necessary.

The Case for Primarily Instructional Physical Education

1. Interests are based on new experiences. Children learn when they are interested. An instructional period can teach new skills and activities while a recreational period lets them play games they do or do not know.

2. Pleasure is based on accomplishment which is based on knowledge or skill and improvement. These can best be gained in an instructional period. Children need activity but they will not participate in active games and contests unless they enjoy that participation. The school cannot

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1 J. B. Nash, "Has Education the Answer?" Jour. of AAHPER, X (October, 1939), 443.

2 "The Relation of Physical and Health Activities to the Academic Program, Round Table Conference," National Collegiate Athletic Association Proceedings, 1935, p. 89.
possibly provide all the physical activity that a child needs. Therefore, children will have to play outside the school. The school can best serve the children's needs teaching them new activities and helping them acquire skills, knowledges and attitudes so they will play outside of school and continue to play when school is out for the summer. Further, the learning of new skills and games will assure the success of an intramural program.

3. An instructional period does not have to be a rushed period. Ample time can be allowed for dressing and undressing, for showers and for getting to the next class. Nor does an instructional period mean that students will not have a chance to play or to "blow off steam."

4. An instructional period can take advantage of "the greatest learning opportunity in the life of a child."

This opportunity which presents itself during play, deserves "the highest type of leadership and guidance." Certainly, "throw out the ball" does not represent the highest type of leadership. Guidance cannot exist in absentia.

5. The American Association for Health, Physical Education, and Recreation believes that every "...student has

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3 Ibid.
a right to a daily period of instruction...\(^1\) in physical activities.

Concluding Statement

In the old tradition, 'free play' has been at the opposite pole from a militant and tightly organized and controlled program of physical education. If militant physical education is actually harnessed to the state, free play is physical activity harnessed to nothing. Its function in school has been to release pent up energies which cause rebellion against excessive classroom application. Actually, free play bears the relationship to physical education that release therapy bears to art, or that walking through a woods bears to training in botany. Still, it may inherit the earth as far as physical education is concerned because it is an educational aid which requires no close supervision or expensive specialist, and entails only a minimum of facilities and equipment. Moreover, it has the advantage that is 'permissive'; i.e., it throws pupils upon their own resources, and would thus misleadingly seem to be in accord with that thinking which decries teacher domination of learning situations.\(^2\)

Issue Number 71

Should a school program of physical education be affiliated with the community recreation program or should the two remain as individual entities?

Certainly a school program of physical education has much in common with community recreation besides facilities.

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\(^1\) Streit and McNeely, Jour. of AAHPER, XXI, 137.

In many communities the two programs are separate and autonomous, not even sharing facilities.

**Preliminary Statement**

In the last half of the nineteenth century three movements were gaining steam: gymnastics, athletics and recreation. Each was separate, each had its own proponents and followers.

...of these movements, one had grown up in the schools and was claiming a place in the curriculum; another originated with the students and had found educational objectives for itself only as certain schoolmen befriended it; and a third, still outside the pale of the school, had arisen because of unsatisfactory social adjustments in city life and was as yet confined to little children. The story of the coming alliances of these three activity movements was destined to be one of rivalries. Cooperation arose only after facilities and teachers had been provided for each separately.¹

**The Case for Affiliation of Physical Education and Community Recreation Programs**

1. An affiliation of the two programs has an obvious advantage in the use of facilities. School facilities are little used in the evening hours and during the summer months, the very times that recreational facilities are busiest. It is true that some facilities should be provided for recreation during the school hours, but the cost would be negligible in relation to the cost of duplicating the parts of a

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school building adaptable to recreation. The taxpayers built the school and the taxpayers support the recreation organization. Certainly they have a right to use their facilities to the fullest.¹

2. An affiliation between the two programs is more economical and efficient. This can be demonstrated in the areas of program, staff and leadership, facilities and equipment, and administrative responsibility. Duplication of programs and personnel is wasteful and unnecessary.²

A central control of some kind ends bickering over facilities, duplication of effort and multiple participation.³

3. "Perhaps not more than half the families in a community will have children in school."⁴ When school facilities are available to all community members, those who do not have children in school are more apt to support the school in its programs and finances.

⁴. The unity of the child favors affiliation.

In some places the Board of Education is responsible for the education of the child's mind, the Park Board looks after the child's play; and as part of the same disjointed

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¹ Educational Policies Commission, Educational Policies for Community Recreation (Washington: National Education Association, 1940), pp. 18-19.


³ H. D. Bacon, "Community Cooperation for Community Recreation," Jour. of AAHPER, XIX (September, 1948), 471.

scheme at times the Board of Health assumes charge of the child's health. The only disconcerting aspect of this incoherent organization is the outstanding and bold fact - it is always the same child.

5. The Society of State Directors in 1950 supported the use of school funds for community recreation and urged other organizations to encourage enabling legislation. The Society has also encouraged state officers to provide consultant services for community recreation programs.

6. "Community and school facilities for recreation should supplement each other, should be adequate in amount, and should be used efficiently to serve the needs of all children, youth, and adult groups in a constructive program of activity." This is a part of "A Platform for Physical Education" approved by the Representative Assembly of the American Association for Health, Physical Education, and Recreation in 1949.

The Case for Separate Physical Education and Community Recreation Programs

1. Recreational programs deserve their own emphasis and should be financially independent of the schools. Recreation is a separate area requiring special training of its leadership. Leaders so trained will certainly know more about recreation programs than physical education personnel. In

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1Williams, Principles, p. 282.
2Streit and McNeely, Jour. of AAHPER, XXI (March, 1950), 137.
order to properly administer a program, a recreation leader must have separate financing from the school.

2. Many communities and/or states have legal complications which will not permit the affiliation of the two programs. Some states have delegated recreation responsibility to the city or county government. Some states have not acted on this matter and school officials are hesitant to overstep their boundaries.¹

3. The formality of the school is not conducive to the informality of a recreational program. To achieve the proper atmosphere, it is often necessary to leave the school building. Some children who do not like school detest everything connected with school and therefore would not participate in a recreation program carried on in the school building.

¹EPC, Community Recreation, p. 22.
CHAPTER IX

ISSUES DEALING WITH CURRICULUM CONTENT

Issue Number 23

Should or should not age, sex, and physical development be considered in planning a program of physical education?

Many programs of physical education have been based on the age, sex and physical development of the participants. There also seems to be a number of programs where there is no evidence of planning with those factors in mind.

The Case for a Program of Physical Education Considering Age, Sex, and Physical Development

1. That individuals differ in age and sex is immediately obvious. That individuals also differ in size and physical abilities is also apparent. Because of these differences, the needs and interests of individuals will vary. A program which suits one type of individual will not be at all suitable for another type of individual.¹ The same program cannot possibly satisfy all individuals or even all groups of individuals.

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2. Physical education is pledged to meeting the needs and interests of the students. "The modern teacher is measuring his pupil's capacities and abilities and is then adapting his program to the individual rather than to the average."¹

The Case Against a Program of Physical Education Considering Age, Sex, and Physical Development

1. The only argument that could be found to support this view is the one of practice. Many teachers do not consider these factors in planning programs. The literature in the field seems to contain nothing to support this position.

Issue Number 24

Should or should not the doctrine of interest be applicable to the selection of activities in a physical education program?

Many teachers believe that students will learn more readily if the activities are inherently interesting to them, and that activities which are not interesting, but forced upon them, will be ignored as soon as possible. Others believe that students should be trained for difficult tasks by force, in order to strengthen their character and instill discipline.

The Case for Applying the Doctrine of Interest to the Selection of Activities in a Physical Education Program

1. The alternative is not acceptable. When the doctrine of interest is not considered in planning a physical education program, when the students are not interested, then "the virtues of the activity, whatever they are, may be wholly lost." Furthermore, according to Williams, the products of the theory of effort are one of three kinds - individuals who rebel, individuals who copy their teachers, or meek individuals.

2. Interest is the only guarantee of learning. Without interest, the individual may apply himself enough to satisfy the requirements, but will not retain what he may have learned. "The theory of effort simply substitutes one interest for another." When there is no interest in the activity or in the subject, then an interest in "passing," or in pleasing the teacher, or in staying out of trouble, may be substituted and thus the individual seems to be applying himself. But without a real interest in the area being studied, the individual will retain very little of what he has learned.

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2 J. F. Williams, "Interest and Effort in Physical Education," American Physical Education Review, XXIX (June, 1924), 334.
3. "Interest is the only guarantee of future participation."\(^1\) If physical educators were not interested in carry-over value, if we were not concerned with what the students will be doing 10 and 20 years hence, then we would not need to be concerned with future participation. But we recognize the values of physical activity throughout a lifetime and the perishability of conditioning, and so we are concerned that our students continue participating.

4. Interest will bring effort - true effort. "The doctrine of interest in physical education does not exclude true effort, but rather enhances its development."\(^2\) When an individual is vitally interested, he will expend the effort necessary to master the goal without the necessity for extrinsic motivation.

5. "For every person there should be opportunity to gain the values of physical education by taking part in activities selected according to his interests and according to his needs, as shown by a medical examination and in other ways."\(^3\)

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\(^2\) Ibid., p. 339.

The Case Against Applying the Doctrine of Interest to the Selection of Activities in a Physical Education Program

1. Forced training strengthens the will. If the individual engages only in those activities in which he is interested, his will will not be strong enough to prepare him for life ahead. Individuals must be able to give their full attention to unpleasant tasks. Individuals should move from an obedient, submissive child to an obedient, law-abiding citizen.

2. The alternative is not acceptable. An appeal to a child's interest develops a weak, shiftless character. It sugar-coats the difficult problems which is "morally bad" for the child.

Issue Number 30

Should or should not the "associated learnings" be planned for and utilized?

Judging by the way physical education is taught in some localities, learning the skills and rules necessary to play the game is all-important. The history of the sport, the courtesies associated with it and the care and purchase of equipment is neglected. In other localities, these things are planned for and taught because the teachers feel they

1 Williams, American Physical Education Review, XXIX, 339 (in a discussion of opposing points of view).
2 Ibid.
will help the individual appreciate, understand, and enjoy the games more thoroughly.

Associated learnings, as the term is used here, refers primarily to knowledges associated with physical education - the rules of the game, purchase and care of equipment, history and contemporary status, proper behavior for participants and spectators and the like.

**The Case for Utilizing Associated Learnings**

1. The students in physical education classes are entitled to a full, rich experience in physical education. An experience which emphasizes only the playing of the game does not help the students achieve a true understanding and appreciation of the game.

2. Knowledge of the purchase and care of equipment, the contemporary status, and proper behavior associated with an activity will greatly aid an individual who wishes to pursue the activity further. Many of us refrain from doing things for want of information on how to get started. If an individual knows how to get started and understands what is involved, he will be more apt to take the plunge.

**The Case Against Utilizing Associated Learnings**

1. Under a program stressing associated learnings, "Education of the physical body itself has been more and more

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neglected. Some programs of physical education have even less physical activity than a course in industrial arts. As the one department in the school which emphasizes the use of the body, we have an obligation to our students to insist upon a complete physical education.

**Issue Number 31**

**Should or should not the concomitant learnings be planned for and utilized?**

According to some authorities, the educational values of physical activities are almost unlimited. They believe that besides physical skill and the associated learnings, there are certain concomitant learnings which are taking place such as acquiring attitudes toward the activity and the class, and learning respect or disrespect for others' rights. There are those who believe that to insure acceptable concomitant learnings, they must be planned for. Others feel that to attempt to utilize the concomitant learnings would be to spread ourselves too thin.

The term "concomitant learnings" as used in this dissertation refers to those learnings which go along with other learnings, which inevitably accompany them.

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The Case for Utilizing Concomitant Learnings

1. The concomitant learnings are inevitable\(^1\) and therefore should be utilized. Students are acquiring attitudes toward the class and the activity, toward the teacher and toward their classmates at the same time they are learning to play basketball or tennis or volleyball. These attitudes, while inevitable, are not inevitably beneficial to the student or to the class. They may be detrimental and harmful. Therefore, the teacher should attempt to help the student form desirable attitudes.

2. The acquisition of appreciations and attitudes indicates a finer quality of education. Through the development of knowledge, discrimination, fair judgment, tolerance, and appreciation, students will find games more interesting, people more stimulating, and the meanings of the actions of others more understandable.\(^2\)

3. "Unless physical education results in socially useful conduct it has no right to the term education."\(^3\) Learning to play the game, learning to treat the opponent fairly, learning to be tolerant of other's weaknesses, learning to be modest and loyal and generous, are all concomitant learnings. These socially useful qualities can and should be a part of physical education instruction.

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The Case Against Utilizing Concomitant Learnings

Arguments against concomitant learnings, as such, are seemingly not available in the literature of the profession. Arguments which have been used in Issue Number 3 to support the position that physical education programs should take program and content from biological needs (see page 61), can also be used to support the case against utilizing concomitant learnings.

Issue Number 36B

Does or does not the "Basic Movement" program developed in England have more to offer our elementary school children than the present physical education program when it is financed and conducted properly?

The Case for the "Basic Movement" Program

1. In the "Basic Movement" program, "Every period is a good physical 'work-out.'"\(^1\) Halsey described the program as one of "vigorous physical activity."\(^2\)

2. Each child progresses at his own rate. The experiences are individualized. "Skilled youngsters move ahead rapidly; slow ones also progress, but at their own rate."\(^3\)

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\(^2\) E. Halsey, "England's Children Invent Activities," *Jour. of AAHPER, XXVI* (December, 1955), 34.

\(^3\) Ibid.
3. Inventiveness and creativity are noticeable outcomes. We're crying in this country for more differences and less mold.

...it is unfortunate that so many of our play systems take on the rigidity of what might be called 'play molds' into which individuals are expected to fit irrespective of their personality differences.1

4. In the "Basic movement" program, children develop a high degree of skill, particularly skill in "Movement."2 That the children in the United States are not skilled in movement is evident to observers of high school graduates.

5. The "Basic Movement" program brings about "...unified development of the child through integrated experience."3 "Social adjustment and democratic group behavior are accomplished more often than they are talked about."4

6. The children enjoy their movement classes. "That it is a 'fun' period for the children is unquestionable."5 The program seems to satisfy or match the objectives of physical education in the United States.

The Case Against the "Basic Movement" Program

The introduction of this movement in our country is very recent. There are no written arguments against it as yet.

1 C. Wannamaker, "The Meaning and Significance of Social Adjustment," Jour. of AAHPER, X (January, 1939), 54.
2 Halsey, Jour. of AAHPER, XXVI, 39.
3 Ibid.
4 Ibid.
5 Campbell, The Education Digest, XXI, 39.
There is, however, on the part of some, an inevitable feeling of distrust of something new, particularly something from another country. They feel that a "foreign" program cannot possibly satisfy our purposes as well as a typical "home-grown" program.

Many will point to the success of our well-financed and well-conducted school programs in support of the American programs. Certainly these are the only ones which can be compared with the "Basic Movement" programs since they are the only ones that have the necessary facilities and equipment. (The English program, for example, supplies each child in a class with a ball.)

**Issue Number 41**

**Is boxing a worthwhile activity or is it detrimental to the health of the participants?**

There are physical education teachers who feel that boxing is an excellent sport for boys and young men and who teach boxing to their students. There are also teachers who feel that boxing involves too great a risk to the health of the students and who believe that it should not be taught.

The word "boxing," in and of itself, is not definitive enough for us to discuss. Boxing means different things to different people. To some it means professional boxing of the type seen on TV. To others it means amateur competition
such as "Golden Gloves" Tournaments. To still others it may mean interscholastic or intercollegiate boxing or it may mean instruction in boxing in a class situation. At issue here is the value of boxing as a part of the physical education program (instructional and competitive).

The Case for Boxing as a Part of the Physical Education Program

1. When boxing is properly controlled, as it is in a school situation, it is a beneficial indoor exercise.\(^1\) It is not dangerous. Figures show that there are fewer accidents in boxing than in dancing, both of which are way below football in number of accidents per exposure.\(^2\)

2. Boxing satisfies a definite desire and need of some boys for this type of activity.\(^3\) According to Gersch, this desire "...may be spent in boxing, or it may find its outlet in socially undesirable ways."\(^4\) Gersch acknowledges that these desires may be satisfied in other sports, except for the feeling of independence.\(^5\)

3. Boxing is administratively feasible. It can be taught any season of the year in a limited space with a minimum of facilities and expense.\(^6\)

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\(^1\) F. E. Parker, "Systematic Physical Training," American Physical Education Review, II (March, 1897), 15.

\(^2\) I. E. Gersch, "Boxing as a Scholastic Activity," School Activities, XX (January, 1949), 159.

\(^3\) Ibid., p. 158.

\(^4\) Ibid.

\(^5\) Ibid., p. 159.

\(^6\) Ibid.
4. The reason boxing is not included in a number of programs is that the teachers are not prepared to teach it.

Men who have the proper boxing background rarely have the educational requirements necessary to teach, and those men who are qualified to teach rarely have enough experience in boxing to conduct a successful program.1

5. Boxing will decrease juvenile delinquency.

It is obvious that juvenile delinquency will decrease when the young boys are taken off the streets and their vast amount of energy is expended in socially acceptable ways under socially competent supervisors.2

6. In a study of 109 colleges and universities, it was found that "A majority of athletic directors were of the opinion that injury of the opponent was not the prime objective of boxing, as usually taught."3

7. The conditioning needed for boxing is of the highest quality and a definite contribution to fitness.

The Case Against Boxing as a Part of the Physical Education Program

1. Competitive boxing is questionable. Meyers reported in 1953 that the NCAA Boxing Rules Committee recommended a scoring system in which "...although skill is recognized as the criterion - not force - special

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1 Ibid., p. 175.
2 E. Gersch, "Boxing in the Public Schools," High Points, XXX (June, 1948), 41.
consideration is given to blows which result in knockdowns."\(^1\)

2. Boxing is more dangerous than other sports. Steinhaus believes that the method of reporting accidents results in misleading statistics. "Bodily injuries taken for granted in boxing are reported as accidents in other sports."\(^2\)

...based on deaths per 100,000 participants, professional boxing is 83 times more deadly than high school football and 50 times more deadly than college football.\(^3\)

3. Most of the strength and endurance developed in relation to boxing is a result of training activities rather than actual boxing. The strength and endurance could be developed apart from boxing.\(^4\)

4. The self-defense skills learned through boxing will not stand up against wrestling or jiu jitsu.\(^5\) The skills learned in these two sports will prove more beneficial to a man or a boy in the type of fight he is likely to get into.

5. The primary aim of the sport of boxing is injury to the opponent. Steinhaus quotes Kenney et al. as stating that we have an interesting situation. It is "impossible to justify teaching an activity and at the same time to


\(^3\)Ibid.

\(^4\)A. H. Steinhaus, "Statement on Boxing in High Schools," *Jour. of AAHPER*, XV (September, 1944), 384.

\(^5\)Ibid.
advise students against participation in the activity taught.1

6. There is no evidence that boxing develops character, determination, or personality.

7. Steinhaus asks six questions of those who separate instructional boxing from professional and amateur boxing.

1. Can the full advantages distinctively credited to boxing be attained short of genuine 'all-out' boxing?
2. Can an average high school coach or teacher control a large class of boxers to insure 'safe' boxing?
3. Is there available and on hand a thoroughly safe head gear to protect against, not head injury, but brain injury?
4. Is the average boy who becomes good in the sport willing to use his skill only in self-defense?2
5. Can a high school teach boxing without at once giving implied approval to amateur boxing tournaments and to the professional ring?
6. Would you favor a 'Golden Glove tournament,' in which head gear were used that would absolutely eliminate the possibility of brain injury and knockouts? A single 'no' answer to any of the above questions, is I believe, evidence that boxing has no place in an educational system that desires to align its own practices and its influence on American sport in accord with the best available knowledge.2

8. The American Association for Health, Physical Education and Recreation3 and the Society of State

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1 Ibid., p. 404.
2 Ibid., pp. 384-404.
Directors have both passed resolutions condemning boxing as a part of the interscholastic athletic program. The question is again raised: If competitive boxing is regarded as unsuitable because of the potential danger, then why should boxing be taught?

**Issue Number 47**

**Should or should not national standards of physical achievement in physical education be adopted?**

A number of years ago it was proposed that physical educators adopt national standards of physical achievement. It was felt that there was a great deal of local and regional diversity in programs and that national standards would help to standardize programs. However, the proposed national standards were not generally accepted. The present emphasis on fitness has brought the issue back into focus.

Some of the sets of standards which have been proposed have emphasized sports skills. Others have emphasized fitness levels. The arguments which follow apply to both types of standards.

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The Case for National Standards of Physical Achievement

1. National standards of physical achievement can and will raise the fitness level of the nation. In times of war or national emergency a high fitness level is essential to the survival of the nation and essential to the survival of individuals. In times of peace, muscular control, coordination, and speed and agility, are necessary for each individual to carry his share in a democracy. The attainment of minimum levels of performance should not be left to chance.

2. National standards in physical achievement will help physical education achieve academic status. We should be able to know that a boy or girl enrolled in the sixth year of physical education can do certain things and that a college or high school graduate will have certain skills and abilities. This is the pattern generally followed by other academic areas. If we could adopt these standards, and pass or fail students according to whether or not they achieve the standards, then the educational status of physical education would be raised considerably.

3. National standards will "tell us what boys at different ages should be able to do in a rounded balanced

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1 "Physical Fitness Achievement Standards for Youth," Jour. of AAHPER, XXII (May, 1951), 15.
3 "Physical Performance Levels for High School Girls," Jour. of AAHPER, XIV (October, 1943), 424.
program. The knowledge gained by testing our students will help us pick out those who need extra help.

4. "Accomplishment and satisfaction in accomplishment are essential to normal development." To feel accomplishment, goals and objectives are necessary. These goals and objectives should be commensurate with the capacities of the students and at the same time at least equal to a national minimum.

5. National standards of achievement will help raise the level of physical education throughout the country. Such standards will be particularly helpful in improving the poorest programs. It will help many to see where the weaknesses of their programs are by giving them a basis of comparison.

The Case Against National Standards of Physical Achievement

1. National standards are not practicable. No local group can be forced to use them. Further, the very teachers that would benefit the most from them are the ones who probably would not find out about them or who would choose to ignore them once they did understand them.

1 "Around the Country with J. E. Rogers," Jour. of AAHPER, II (April, 1931), 37.

National standards have been proposed for at least thirty years. If they were practicable, we could expect them to be in wide use today.

2. National standards of physical achievement place too much emphasis on the physical side of physical education to the point where the educational side could easily be neglected. See Issue Number 3, starting on page 55, for a discussion of the biological and social needs and their place in education.
CHAPTER X

ISSUES DEALING WITH METHODS

Issues Number 34 and 35

Is or is not the technique of student-teacher planning on the elementary level of sufficient value to recommend its use?

Is or is not the technique of student-teacher planning on the high school and college levels of sufficient value to recommend its use?

Traditionally, the teacher plans what the students will do. However, a number of groups have been working with the techniques of students and teachers planning together and are enthusiastic about its merits. Many feel that the technique may have merit but that it is time-consuming and therefore not really worth the time spent.

Since the literature relating to these two questions makes no distinction between different age levels, these two issues will be considered as one. The issue then becomes, "Is or is not the technique of student-teacher planning of sufficient value to recommend its use?" The arguments will apply to any age group, but it must be recognized that there is a matter of degree which is implied by most of the persons who have written on this subject.
The Case for Student-Teacher Planning

1. Student-teacher planning contributes to citizenship education. Students need practice in democratic techniques if they are to use them effectively later in life.

The Educational Policies Commission wrote in 1940 as follows:

Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education. This right is extended to children as well as adults, but is limited to suit the maturity and experience of pupils. Since one aim of democratic education is to develop capacity to take part efficiently in group policy-making, the pupils' share increases with their ability.

2. Student-teacher planning makes for a more meaningful experience in physical education which in turn contributes to permanence in learning. When students help to plan their course objectives, content and methods, they are vitally interested in their experience and are not merely "putting in time." Group process has "proven to be, when it really operates, the most effective method for learning subject matter, for problem-solving and for carrying out specific projects."

3. Student-teacher planning contributes to the moral development of the students. If the student is ever going

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to learn to govern himself, he must start as soon as he can by making decisions of which he is capable.

The adult problem, then, is that of extending responsibility to the child as rapidly as he is able to take it. In this way the willing cooperation of the child is engaged in learning to govern himself. He makes his own decisions and learns to abide by the consequences.

4. Joint planning by students and teachers means the difference between education and training. Plato has said that a slave is "one who accepts from another the purposes which control his conduct." When there is no joint planning, when students are told what they are going to do and how, then students are in danger of becoming slaves to the authority. This is training, which we wish to avoid. It becomes education when the students express their purposes, determine methods of achieving purposes, and accept responsibility for their decisions.

The Case Against Student-Teacher Planning

1. Good teaching demands active teacher participation and leadership in the organizing and teaching situation, and much active coaching of the best type. This would seem to be denied by the philosophy of the progressive education movement which in practice seems to assume that the activities should be proposed by the pupils, and that the teacher should take part only when a 'felt need' appears on the part of the pupil.

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McCloy goes on to observe that he has seen a number of physical education programs in which there was one-tenth physical education, four-tenths wasted time, and five-tenths of everything else.

2. Student-teacher planning can and does result in poor programs where the students are not being taught what they need. "We have asked pupils what they wanted to do rather than given them what we knew they needed."

Issue Number 36

Does physical education have a contribution to make to learnings in the rest of the curriculum or is physical education a subject apart?

There are physical educators who believe that physical education can and should be correlated with other subjects and there is a good deal of literature dealing with this correlation. On the other hand, many teachers, in practice, make no attempt to correlate physical education with other curricular offerings.

The terms correlation and integration have a variety of meanings. For the purposes of discussing this issue, these terms are to be used in their broadest sense.

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1 E. R. Andrews, "Is a Games Program Sufficient to Obtain Physical Fitness?," Jour. of AAHPER, XV (May, 1944), 262.
The Case for any Correlation or Integration

1. Correlation or integration makes for a more meaningful education for the student. When the student can see relationships between parts, then each part becomes more significant.

2. Man seeks unity and dislikes segmentation. We need to help him put himself together or integrate himself. Physical education can be easily used or adapted for both correlation and integration.

3. There are trends in education in general toward more correlation and integration. This is noticeable throughout the school. "If a program of physical education is to be successful in a school system the philosophy of physical education must be in harmony with the philosophy of the school administration."2

The Case Against Correlation or Integration

1. Bringing other areas into physical education is not really physical education. The English teachers teach English, not physical education. Why should a physical educator teach English or music or art? "No good English teacher tried to include mathematics, music, and physics in a literature course, but many physical educators are at present guilty of just that type of thing."3

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1Obersteuffer, Physical Education, p. 353.
3McCloy, Jour. of AAHPER, IX, 277.
Should the sport be adapted to the individual or the individual to the sport?

A number of teachers continually change the rules and play of a game to accommodate the students who are playing. Other teachers believe that rules should be constant and that the students should adapt themselves to the games.

For the most part, the literature in physical education seems to have neglected direct reference to both sides of this issue. Points which might be used are given below.

The Case for Adapting the Sport to the Individual

1. Many physical education programs seek to focus on the individual. If the individual rather than the sport is the center of attention, then the game or sport should be suited to the individual or individuals playing. No child should be asked to participate in an activity which is beyond his capacities and in which he has little chance to do well.

   We would not ask an adult to go on placing himself in a situation in which he always was sure to take a licking. As a matter of fact, we would conclude that any adult who always did this suffered from a neurotic compulsion to put himself in the way of defeat.¹

2. There is or should be nothing sacred about rules. If a change of rules will make it a better game for the

group or individual playing it, then the rules should be changed.

3. "Official balls used in football and basketball are too large for comfortable handling by boys of the elementary and junior high school age. More serious bad habits are learned by using too large a ball (for example, throwing 'sidearm' in football) than could possibly be acquired by changing from a smaller ball to a larger one."\(^1\)

The Case for Adapting the Individual to the Sport

1. When the individual is adapted to the sport, then the rules of that sport are consistent, everywhere the same. This consistency in rules facilitates formal and informal contests. Players then do not have to learn a new set of rules for every team they play. Further, a student or a teacher can move from region to region without finding a completely different set of rules for each sport. Such consistency is less confusing to the student who otherwise would have to learn different rules each year.

2. There are enough different sports and games for all kinds of individuals. It is a relatively easy task to find activities which each individual can do without the necessity for adapting these to the individual.

\(^1\)"A Smaller Ball for Smaller Boys," Jour. of AAHPER, VIII (November, 1937), 541.
Does a physical education teacher or coach have any moral justification for asking students for their time and effort which may not be to the best interests of the students?

Many coaches and teachers, in planning their learning sessions and game schedules, are primarily concerned with the student's welfare. Others will overwork the students or schedule them for too many games or otherwise exploit the students in a way that is not in their best interests.

The Case for: a Teacher or Coach Does Have Moral Justification for Asking Students for their Time and Effort which may not be to the Best Interests of the Students

Because of the nature of the affirmative of this issue, arguments which support this side are not easily found in the professional literature. There are, however, differences of opinion as to just what is meant by this. Some believe that varsity athletics are not in the best interests of the student. Many believe that they are. Pageants, demonstrations and shows are also in question. If these activities are not in the best interests of the student, then an argument which justifies them is that of use. Such activities are in vogue. Neilson illustrates the potential harm in athletics as follows:

High school coaches and principles arrange athletic schedules, and the games scheduled must be played. The basketball game must go on, but it cannot go on without players. The usual procedure is to evaluate the playing ability of
the boys in school and to choose for the
team those boys who already have more skill
in basketball than anyone else in school.1

**The Case Against: a Teacher or Coach Does Not Have Moral
Justification for Asking Students for their Time and
Effort which may not be to the Best Interests of the
Student**

1. "Human integrity comes first."2 However,

...there are competitive athletics, dance
recitals, girls' drill teams, and Christmas
pageants, for example, that completely abro-
gate the basic concern for the integrity,
worth, and dignity of individuals and tell
youth so more loudly than any spoken words
could achieve.3

2. Asking students for their time and effort when it
is not in their best interests is exploitation which Webster
defines as "selfish or unfair utilization." Exploitation
can hardly be called worthy of the title of education. In
speaking of school athletics, the National Association of
Secondary School Principals states:

They are either educational or they are
not. If they do not serve an educational
purpose, they have no place in the school pro-
gram and school authorities have a moral obli-
gation to see that they are dropped as school
activities.4

The association goes on to recognize the tremendous educational
potential in athletics, but the point has been made.

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1N. P. Neilson, "The Essentials of a Program in Physical
Education," *The High School Journal*, XXII (October, 1939),
239.
2R. Cassidy, "New Directions in Physical Education,
*Jour. of AAHPER*, XIX (December, 1948), 647.
3AAHPER, Developing Democratic Human Relations, p. 354.
4"Problems in Athletics in Physical Education," *The
Bulletin of the National Association of Secondary School
Principals*, XXXVII (May, 1953), 100.
3. "In the last analysis it is the transformations taking place in the individual which prove or disprove the values of physical education."¹

Individual athletes of superior ability should not be exploited in any way. The athlete should be reminded daily that the fundamental purpose of high school is to prepare him more fully for society - a society in which everyone takes his chances with the rest.²

Issue Number 51

Should or should not the grading system in physical education be analogous to the grading system of the institution?

The practice of symbolic evaluation of students is an old one. Its merits have been questioned and discussed many times. It is a perennial issue in education. There are those in physical education who feel that physical education need not yoke itself with the problem of symbolic evaluation and who would revise or eliminate evaluations of students. Others contend that physical education, as a part of education, must accept "the bad with the good."

The Case for Grading in Physical Education being Analogous to the Grading System of the Institution

1. Physical education, as an accepted part of the curriculum, should have the same standards and follow the

¹Oberteuffer, Physical Education, p. 293.
same procedures as other areas. To grade differently would be to set physical education apart, something which we have worked so long to avert. Physical education should maintain its standing and dignity in the school. It "...must make its grades as accurate an index as they are in other departments or be classed differently and probably inferiorly by administration authorities."  

2. The kind of grading which the school system uses is understood by the parents. To use a different kind of grading in physical education might confuse the parents and give them the idea that physical education is different and, perhaps, inferior to other subject areas.

3. Grades used by most schools are "common currency in the academic world" and are understood by educational authorities everywhere.

4. "Length of periods, credit, methods of grading, and other qualities should be comparable to those of other phases of the curriculum."  

The Case Against Grading in Physical Education Being Analogous to the Grading System of the Institution

1. Physical education is already an accepted part of the curriculum. We do not need to worry about being

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2. E. Spindler, "Do You Grade or Guess?" Jour. of AAHPER, II (October, 1931), 26.
considered as separate. Physical education is different from other areas and these differences should be recognized and provided for.

2. Although most schools use symbolic marks of some kind, many educators agree that they are not satisfactory. Physical education, because it is a little different, has an opportunity to lead the way in abolishing grades as we know them. This would make it easier for other areas in the school to follow suit. Physical education should take the leadership and show the courage necessary to revise or eliminate symbolic evaluation of students.

3. Grades were invented to measure acquisition of knowledge. They are not suited to an activity type course where knowledge is not the primary objective.\textsuperscript{1}

4. The numerous and diverse objectives in physical education make grading a very difficult task.

In physical education, with its multiple objectives, it is mathematically impossible to equate the objectives in fair relationship for all students; therefore, any grade made up of fractional representation of the different objectives will be unsatisfactory.\textsuperscript{2}

5. Since there are no widely accepted methods of grading in physical education, each teacher's grades have a different meaning.\textsuperscript{3} Therefore, although physical education

\textsuperscript{1}Oberteuffer, Physical Education, p. 429.
\textsuperscript{2}Ibid.
\textsuperscript{3}Ibid.
grades are used on academic records, they are actually worthless because the only one who knows what the grade means is the teacher and, possibly, the student. If the grades are worthless as academic records, then there should be no objection to changing them or abolishing them.

**Issue Number 52**

**Should or should not skill be the primary factor used to determine a student's grade?**

Many teachers base grades primarily or wholly on the student's ability to perform. Others feel that the student's knowledge, attitude, and/or group adjustment should receive a great deal of consideration for grading purposes.

**The Case for Basing Grades Primarily on Skill**

1. Skill is the primary aim of many physical educators. For these, there is no question that skill should serve as the primary factor used to determine a student's grade.

2. Next to knowledge about activities, skill is the easiest of the objectives to measure. Teamwork, attitude, social growth, and appreciation for sport are difficult to measure accurately. It would not be fair to the students to base their grades primarily on factors which may not be measured fairly satisfactorily but knowledge is not usually a primary objective. This leaves skill.
3. A grade based primarily on skill is understood by students, colleagues, and parents. Such a grade is more in line with other school grades. Mathematics' grades are based on ability in math and English grades on ability in English, or demonstrated knowledge of literature. Physical education grades, therefore, ought to be based on ability to perform activities, on demonstrated knowledge of skills.

4. Grading primarily on skill would result in a greater number of low grades, bringing physical education grades into line with those from other areas. In many schools now, physical education grades are the highest in the school.

The Case Against Basing Grades Primarily on Skill

1. Skill is not the primary aim of physical education. Skill is a part, an important part of physical education, but many other factors are also important. Evaluation should be based on all the objectives of physical education. Chapter IV, on philosophy and purposes, contains issues which deal with the purposes of physical education.

2. Grades do not need to be based entirely or mainly on objective results. Teachers are trained observers and as such should not be afraid to subjectively evaluate what they see.
Issue Number 54

Should classification in physical education be heterogeneous or homogeneous?

Some schools attempt to place students in physical education classes according to grade and physical ability. Other schools place students according to grade but not according to ability. Still others register them for physical education regardless of grade or ability.

Preliminary Statement

In the discussion of this issue, heterogeneous grouping refers to classes composed of a mixture of types of students, or to classes composed of the same sex or grade. It is recognized that a class composed of sophomore boys is, to some extent, homogeneous - that is, they are all boys in the tenth grade. But in many more respects, the class would be heterogeneous.

Homogeneous classification refers to grouping by weight, by skill, by past experiences, in fact, any grouping other than by sex and grade.

The reason for defining these terms in this way is that the professional literature in talking of heterogeneous classification includes those classes which are composed of one sex at one grade level, and the homogeneous classification, in general, does not include those groupings.
The Case for Heterogeneous Grouping

1. The first argument for heterogeneous classification is that of use. Most of the schools in our country do not attempt to classify the students for physical education classes,\(^1\) which results either in a heterogeneous classification or in an accidental kind of a classification which serves no pre-determined purpose.

2. One type of classification will not serve all purposes.\(^2\) Classification by grade and sex is sometimes desirable. Grouping by weight is helpful for certain sports. Classification by skill is good for other activities. If the students were to be classified to do the most good, the groups would have to be continually changed, according to the activities. This might be highly desirable for teaching some activities, but it certainly is not administratively economical.

3. A heterogeneous grouping is more near to life situations. Adults are not classified, yet they learn, work and compete with each other. The "cold, cruel world" does not pit men of equal strength or of equal background against each other. It compares one man to all men, regardless of his special qualities or deficiencies.


4. Purposeful classification of any kind which results in homogeneous groups is difficult to schedule. Scheduling is an unwieldly task at best, and a request to group physical education classes by special criteria complicates the task further.

5. Grouping by ability discourages the less skilled. It gives them less incentive to learn, and fewer examples of excellence to watch. This is important because seeing good performance plays a large part in the learning of physical skills.

6. Homogeneous classification may result in undesirable concomitant learnings.\(^1\) Physical education has more objectives than just learning physical skill. There are many objectives which deal with the social needs of the individual and these must be considered. Placing the poorly skilled or the smallest students in groups apart from the others may have a detrimental affect on all groups.

The Case for Homogeneous Classification

1. Homogeneous grouping provides better for individual needs.\(^2\) When the students are classified according to skill or ability, those who are highly skilled can be

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\(^1\)Ibid.

accelerated and the program for the less highly skilled can be geared to their speed. Each child will be learning more nearly at his own pace and as a consequence will not be as frustrated.

2. Homogeneous grouping serves to "promote fair competition between individuals or groups." Class teams for games and tournaments can be more evenly matched. Players will have more opportunity since no team will be forced to include the dubs and then "play around" them.

3. Instruction is easier when the students are classified into homogeneous groups. It is easier to present new material to the class and it is also easier to give individual help. Further, the class should be progressing more as a unit, with less variation between the best and the poorest student.

4. Classification enables the physical education department to "serve individuals of like interests and abilities." Classification can serve as the basis for an elective program, as well as making the classes more interesting and meaningful for all students.

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1 Ibid.
2 Ibid.
3 Ibid.
4 Ibid.

5. Classification insures continuity in the program.\textsuperscript{1} It permits a graded program in which a student progresses from one level to another. As a result of classification, a student does not have to repeat the same volleyball class year after year, but may progress from beginning to intermediate to advanced volleyball.

6. Homogeneous classification results in a lower accident rate, both in incidence and severity. "In light of the higher than average school hazards in physical education activities, this precaution is even more essential. The efficiency of grouping even by age has been shown in lowered incidence of accidents."\textsuperscript{2}

7. Classification facilitates evaluation. Grading becomes easier when individuals of similar ability are grouped together.

\textbf{Issue Number 70}

\textbf{Does or does not the physical educator have a responsibility for promoting and maintaining good public relations?}

There are a number of articles in our professional journals dealing with the importance and the techniques of public relations. Yet, many departments and individual

\textsuperscript{1}Williams and Brownell, \textit{Administration}, p. 211.
\textsuperscript{2}AAHPER, \textit{Fitness}, p. 60.
teachers, judging by their actions, do not feel that public relations is sufficiently worthwhile to bother with.

The Case for a Physical Educator Having Responsibility for Promoting and Maintaining Good Public Relations

1. There is a need for the right kind of public relations. Since most of the taxpayers went to school, physical education has changed greatly and if the taxpayers are going to support a program of physical education, they must understand such a program.

2. The opportunity is there. Boydston points out that "Since probably no other area of the curriculum has a greater potential than ours to develop the happy, contented, and alert child, it follows that we probably also have the best opportunity to develop good school public relations." Probably the best public relations program is a sound physical education program.

3. All teachers have public relations. The choice is not whether they will engage in public relations, but whether they will give constructive thought to having the

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2Williams and Brownell, Administration, p. 393.
right kind of teacher-pupil, teacher-parent, and school-community relationships.\textsuperscript{1}

4. Administrators as employers have a right to loyalty and support from all teachers. Poor or indifferent public relations shows disloyalty and a lack of support.

5. Those who pay the bills have a right to know how their money is spent and what results have been obtained.\textsuperscript{2}

Since the property owners of the community are the ones who support the schools and thus the physical education program, they have a right to information and knowledge concerning the program.

6. Good public relations promotes general interest in the field and is a contributing factor to encouraging young people to prepare for the teaching of physical education.

7. Professional organizations support the case for public relations. Resolutions stressing the importance of the right kind of public relations have been passed by the American Association for Health, Physical Education and Recreation (1947), the College Physical Education Association (1956) and the Conference of Directors of Physical Education for College Women (1932). The American Association for Health, Physical Education, and Recreation has also


\textsuperscript{2}Williams and Brownell, \textit{Administration}, p. 395.
published a booklet dealing with public relations.¹

The Case Against Physical Educators Having Responsibility for Promoting and Maintaining Good Public Relations

The author has been unable to find any material in the professional literature which supports this side of this issue. The main argument would seem to be one of practice: that is, there are a number of physical educators who do not assume responsibility for maintaining desirable public relations.

¹AAHPER, Putting PR into HPER.
CHAPTER XI

ISSUES DEALING WITH STUDENT PERSONNEL

Issue Number 56

Are physical examinations essential or not essential to a physical education program?

Many schools follow the policy of requiring students to have physical examinations before scheduling them for physical activities. Other schools do not feel that this is an essential prerequisite to physical activities.

The Case for Physical Examinations as an Essential Part of a Physical Education Program

1. The alternative is not acceptable. Without physical examinations, student cannot be classified according to physical condition. All students do not benefit from vigorous physical activity. Some are permanently injured by vigorous participation. These students must be found before they participate and the best way to find them is through a thorough physical examination.

2. Many students can participate in a modified program of physical education even though they cannot participate in the regular program. These students need not be excused entirely. They can benefit greatly from a program
adapted for them. Examination is needed to recognize these students so that, when necessary, they can be separated from the students who should not participate at all and from those who may enjoy unlimited participation. Furthermore, these students must be examined carefully to determine just what they can do. Each of these students will be different in the amount and kind of activities prescribed.

3. Without an examination, "the amount and kind of exercise should be curtailed."¹ This would be true for all students and would deprive the majority of a truly beneficial program. But no professional person would be willing to have students participate in a vigorous program when such a program would almost surely do permanent damage to some of the students.

4. Professional organizations have gone on record as favoring physical examinations as an essential part of a physical education program.² The first of the ten cardinal points accepted by the American Association for Health, Physical Education, and Recreation in 1931 proposes "an adequate health examination for every school child."³

The Case Against Physical Examinations as an Essential Part of a Physical Education Program

The case against, as stated above, apparently has no representation in the professional literature. Possible arguments are listed below.

1. Current practice in a number of schools seems to support the case against physical examinations. Many schools do not have such examinations, either as a part of the school routine or as a requirement to be worked out between each student and his own physician.

2. The conducting of such examinations by the school is expensive in time and money. These examinations are difficult to set up and because of the necessary haste they are often not satisfactory, either as a physical examination or as an educational experience for the student.

3. The requirement of an examination by the family physician is not satisfactory since the physician is not familiar with the program for which he is examining. The examinations, as well as the recommendations which the physician makes as a result of the examination, are very apt to be inconsistent.

Issue Number 57

Should or should not the basic curriculum and its facilities be adjustable to those students unable to participate in what might be considered a normal program?
There has been a great deal written about the contribution of physical education to the atypical student. Yet numerous communities are following the practice of excusing from physical education all students who cannot participate in the program designed for the normal or average student.

The Case for Adjusting the Curriculum to Exceptional Students

1. This country is founded on the principle of equality of opportunity. Students who are unable to participate in the regular physical education program deserve an opportunity to participate in a physical education program adapted to their needs. Some exceptional students have remediable defects and need special attention until these defects have been corrected. Other students who are permanently handicapped are in particular need of socialization, as well as acquiring skills which they will be able to use in their leisure hours throughout their life.

2. Remedial defects which are ignored can become permanent. Henricks states that

...all uncorrected remediable defects...thwart and slow down the actual abilities of the individual, and if serious and uncorrected they frequently lead to irreparable harm, especially among growing children. In addition, these same conditions, if permitted to exist, greatly increase school costs.¹

3. A case for adapted physical education might be made on the basis of number alone. Four million exceptional

children in the United States who are of school age certainly present a strong argument in favor of adapted physical education. However, others would say that one exceptional child is all the justification necessary for an adapted program for that child. In either case, "Exceptional students may neither safely nor successfully take part in the general program." When these students are excused from physical education, "...they are being denied the right to achieve the fullest possible development of which they are capable."  

Several national organizations have gone on record as favoring a program designed specifically for the exceptional student. Notable among these is the Conference of Directors of Physical Education for College Women held in 1932 and the American Association for Health, Physical Education, and Recreation.  

The Case Against Adjusting the Curriculum for Exceptional Students  

The Bookwalters in Fitness for Secondary School Youth cite three reasons why schools do not have adapted physical education programs: "(1) lack of adequately trained teachers, (2) the higher per pupil cost for remedial education, and (3) lack of adequately trained and experienced teachers who can handle remedial classes." However, the Bookwalters argue that these reasons are not valid.  

Ibid.  
Ibid.  
Ibid.  
"Conference of Directors of Physical Education for College Women," Jour. of AAHPER, III (September, 1932), 50.  
Streit and McNeely, Jour. of AAHPER, XXI (March, 1950), 137.
instruction, and (3) the fact that more than half of the schools in the nation are below 200 in enrollment.\textsuperscript{1} These three reasons will form the basis of the first three arguments against adapted programs.

1. Teachers need to be trained specifically for adapted physical education. This kind of work cannot be done by just any person, or even by just any physical educator. An untrained person could do a great deal of damage to the students he is trying to help. Without a properly trained teacher, it is obvious that no program can exist.

2. The cost is prohibitive in many localities. Regular physical education is expensive and adapted physical education is more expensive than the regular program. Taxpayers already question the expenditures for physical education and many communities would withdraw support if additional funds were requested.

3. Small schools do not have enough atypical students to warrant such a program. It is much simpler just to excuse the few students who might benefit from such work. Certainly a school of 200 enrollment or less cannot hire one teacher who specializes in remedial physical education.

4. It is difficult to convince administrators and boards of education of the need for such instruction. In

addition to being skeptical about the values of an adapted physical education program, these people tend to keep their eyes on the total school budget, which seldom has room for expansion.

**Issue Number 58**

**Should or should not the races be segregated in instructional physical education and in competitive sport?**

There are numerous examples of institutions or states preventing by rule or law negro and white students from participating in physical activities together. A number of sport organizations allow only members of the white race to participate in their programs. Some physical education departments, in attempting to offer the students a variety of activities, utilize community resources such as bowling alleys, where one group might be excluded because of race. Many believe that such practices are directly opposed to democratic principles.

**The Case for Segregating the Races in Instructional Physical Education and in Competitive Sport**

1. Those same arguments which might be applied to segregation in general, should be applied to support the case for segregation in sport and in physical education. It is not intended here to go into the issue of segregation, but that issue must be recognized in the treatment of this issue.
2. Perhaps the strongest argument in favor of segregation in sport is that of use. Particularly in the South, students are segregated in all areas of their learning including physical education and athletics. The fact is that there are many examples of segregation of races in sporting activities throughout the country.

The Case Against Segregating the Races in Instructional Physical Education and in Competitive Sport

The arguments presented for this side of the issue are based on the assumption that racial prejudice is undesirable.

1. Segregation of races is in violation of democratic principles. It is not compatible with equality of opportunity, with the supreme importance of the individual, with brotherhood and with other basic democratic values. For physical education to segregate the races would be to throw away an opportunity to break down racial prejudices. "It is obvious that it is time for positive action on the part of all educators concerned for the preservation and perfecting of democracy."¹

2. The Supreme Court decisions of the last few years have made segregation unlawful.

3. The American Bowling Congress and the United States Lawn Tennis Association have recently removed the color barriers from their competition.

4. The American Association for Health, Physical Education, and Recreation in 1949 urged its members to prevent discrimination and in 1950 protested limitations imposed by three major bowling congresses.  

**Issue Number 59**

**Does or does not any group of students, due to skill level, demand or merit more attention than other groups?**

There are physical education teachers who spend the largest portion of their time with the poorly skilled. There are others who feel that the highly skilled should receive more attention. Then, there are those who believe that neither group should be neglected but that all students, regardless of ability and skill level, deserve equal amounts of attention.

**The Case for Giving More Attention to Any One Group**

A. The Unskilled

1. "Pupils whose physical fitness and activity habits are lowest should receive the greatest amount of attention, 

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1 National Association News,” Jour. of AAHPER, XXI (June, 1950), 338.
because this policy will yield the greatest educational results."

2. Time devoted to those who lack skill or need special help will help the entire class. In the University of Chicago Laboratory Schools, where physical education classes are held five days a week, one day each week was set aside for those who needed special help in skills or in personality adjustments. "The greater progress of pupils badly in need of individual attention reacted to improve the quality of work of the entire group."  

3. Work with the unskilled will yield the greatest personality development results. Social values of physical education cannot be achieved by some if they are continually enduring frustrating and failing situations. To change this picture, more time will be required. If we do not give the unskilled the time, we are failing those who need us most.

B. The Skilled

1. Current and past practice supports this point of view. Extra time has been given to those highly skilled

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2. L. W. Irwin, "The Use of Special Classes," *Jour. of AAHPER*, X (January, 1939), 58.
varsity athletes from the beginning. Athletics as a part of physical education received the greatest amount of money, teaching time and teaching talent. "Even today in many states and whole sections of the country, athletics is the only type of physical education given and it is given unfortunately to a very few."

The Case for Dividing Time Equally

1. Dividing time equally is the most democratic procedure for teachers.

2. By dividing time equally, a teacher can help every student improve. "As much is accomplished by raising the skill level of 1,000 people ten feet, as by raising the skill level of ten people 1,000 feet."  

3. Our goal is individual development, the raising of each individual to his highest possible level of attainment. To concentrate on either the middle or the low group is teaching for mediocrity or worse. To concentrate on the skilled is to neglect those who might need us most. To concentrate on any group places the needs of that group above others. This is a decision which we are not qualified or privileged to make.

CHAPTER XII

ISSUES DEALING WITH PERSONNEL - TEACHERS
AND COACHES

Issue Number 60

Should the preparation of physical education teachers be more heavily rooted in the biological or natural sciences, or in the social sciences?

Students preparing to teach physical education take many biological science courses so that they can understand the body and its functioning. There are those who believe that a teacher should be more concerned with the social aspects of education and therefore needs more background in the social sciences.

John F. Bovard once started a speech with this statement: "Courses are but the outward expression of the philosophy of education held by the faculty."\(^1\) It would seem that the resolution of this issue, dealing with the preparation of teachers, would depend to a great extent upon the resolution of Issue Number 3.\(^2\) "Should physical education programs take

\(^2\) Issue Number 3 starts on page 55.
program and content from biological needs or social needs or both?" If Issue Number 3 is resolved in favor of biological needs, then it would seem reasonable that teachers would need more extensive preparation in the biological sciences. If, on the other hand, Issue Number 3 is resolved in favor of the social needs, then probably the social sciences would receive more emphasis in the preparation of teachers. If, however, Issue Number 3 is resolved in favor of both biological and social needs, then the solution of this issue would be correlative.

There is a substantial amount of professional literature dealing with this issue, but most of it has been found to be in the nature of statements of belief on one side or the other, with little statement of the reasons behind these beliefs, other than those mentioned in Issue Number 3.

**Issue Number 61**

*In the preparation of physical education teachers, should the biological and social sciences or the techniques of sports and teaching receive more emphasis?*

Originally, colleges preparing physical education teachers concentrated on teaching skills and techniques so that the graduate was well qualified to perform and to teach. Many felt that teachers needed a broader scientific background for a greater understanding. This point of view
received little opposition until it was felt that the sciences were not in addition to the techniques but in some instances they were in lieu of the techniques.

The Case for Emphasizing Biological and Social Sciences

1. The biological and social sciences are essential to success in teaching. The techniques are also important but sciences give a broad base upon which to build. Without understanding reasons and purposes a teacher can do permanent harm - physically, psychologically, and socially. Williams points out that the emphasis in training can make the difference between a trade and a profession. To focus on the "how" is to foster a trade while a focus on "why" and "what" fosters a profession.¹ The biological and social sciences are a part of the "why" and "what." The techniques are the "how."

2. More emphasis should be placed on the sciences because students should already have a certain fairly high level of sports skills when they enter college. The techniques of sports should be a criterion of selection so students would not have to spend time on these during their preparation for teaching. A certain amount of time will have to be spent on sports skills in college, and certainly time

will have to be spent in acquiring techniques of teaching, but this total time can be cut down if remedial sports work is not given to major students.

The Case for Emphasizing the Techniques of Sports and of Teaching

1. Formerly, the preparation of physical education teachers closely paralleled the preparation of premedical students and the scientific understanding of the physical educator was not too far below that of the physiologist. As a result, physical education developed its own physiologists. While other courses gradually crowded and diminished the scientific preparation, the sciences themselves developed and grew and became more specialized. Thus, more time is needed to gain an understanding of any of the biological sciences, so that physical education can no longer produce its own physiologists and other researchers. Thus, one of the reasons behind the heavy scientific background has proved untenable. We need to leave the research to the scientists who are fully trained in their areas and while we need to use science as a background for our teaching, we need to concentrate on physical education.

2. A teacher's success is measured by "the effectiveness of his teaching as it is manifest in the degree of

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1 Bovard, Jour. of AAHPER, VI, 3.
advancement and satisfaction experienced by his pupils."\(^1\) This certainly supports the case for emphasis on techniques of teaching.

**Issue Number 63**

In view of the fact that many schools cannot secure qualified physical education teachers, is it better for these schools to eliminate physical education or to have it taught by untrained personnel?

The supply of physical education teachers is not great enough to meet the demand. Some school administrators are meeting the problem by using untrained personnel. Others are discontinuing physical education.

**The Case for Using Untrained Teachers**

1. The immediate need usually outweighs the remote need. Right now the need is for more teachers. There simply are not enough to meet the demand, and since teachers are essential, they must be recruited from all available resources.

2. Untrained teachers can be trained to serve as technicians under fully qualified supervisors.\(^2\) Many of the

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\(^1\) H. D. Edgren and A. C. Rogers, "Teaching Skill vs. Performance Skill," *Jour. of AAHPER*, XXII (June, 1951), 36.

\(^2\) J. R. Sharman, "Meeting the Teacher Shortage," *Jour. of AAHPER*, XIV (May, 1943), 260, 261.
city systems have or can find enough qualified teachers to serve as supervisors who work with persons they train to carry out the mechanics of teaching. The use of untrained teachers in this way will alleviate the situation considerably.

3. In-service education of untrained teachers can bring these persons to a higher level of teaching. Simply because a person is hired as an untrained teacher does not mean that he or she must continue to be untrained.

4. A school which gets along without a physical education teacher for a few years may be reluctant to hire another physical education teacher in the future. The re-introduction of physical education to the school curriculum can be costly, not only in teaching salary, but also in terms of equipment and supplies.

5. The future of physical education depends upon attracting young men and women of high calibre to the field. If such young men and women have had no physical education experience, they will not be very likely to choose physical education as a career because they will have no real concept of a physical education program.

6. The American Association for Health, Physical Education, and Recreation has gone on record (in the form of

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1 "Meeting the Teacher Shortage in Wartime Physical Education," Jour. of AAHPER, XIV (October, 1943), 418.

resolutions) as favoring emergency certificates but also stipulates that such certificates should not be permanent but rather provisional. Resolutions on certification of untrained personnel were passed in 1944\(^1\) and 1947.

The Case for Eliminating Physical Education

1. Any lowering of standards, such as hiring untrained teachers, means a subsequent struggle to raise standards.\(^2\) Physical education has traveled a long and difficult road to recognition as a member of the academic family. To jeopardize its position now would be folly.

2. Through physical education, a teacher has a tremendous potentiality for helping students. This we recognize and point to with pride. Yet we must also recognize that an opportunity to help carries a parallel opportunity to hinder. An untrained teacher can easily do more harm than good. He or she can damage students physically, mentally, emotionally, in a simple form of quackery which the teaching profession cannot afford to tolerate in the name of teaching.

3. The use of untrained teachers can result in a number of questionable practices which reflect discredit on our field.\(^3\) The kind of person who goes into teaching of

\(^1\) "National Association News," *Jour. of AAHPER*, XV (June, 1944), 325, 326.


physical education because he can make more money with less work, or because she doesn't really have to follow a course of study, or take an interest in the total school and community environment, or because he gains more prominence through his athletic teams, will never be a credit to teaching or to society. This kind of person we do not need, no matter how severe the shortage.

4. In 1950 the Society of State Directors of Health and Physical Education passed the following resolution:
"Recognizing that the quality of professional personnel determines, to a great degree, the outcomes of programs of health, physical education and recreation and strongly recommending that only qualified and properly certificated personnel be employed for the conduct of such programs."

**Issue Number 64**

**Should or should not men teach girls' physical education and vice versa?**

Many physical educators ascribe to the principle that girls should be taught by women and that boys should be taught by men. Yet we do not have enough women physical education teachers to fill the positions available to them and occasionally, a man is not available to teach boys' physical education. Some schools have solved the problem by hiring a trained physical education teacher of the opposite sex.
The Case for Men Teaching Girls' Physical Education

1. The law of supply and demand supports the case for men teaching girls' physical education. There simply are not enough women physical education teachers and there are more than enough men. Further, if the question arises as to whether to have a man teach girls or to have an untrained woman teacher, most would prefer to have a trained man teach the girls than an untrained woman.

2. Many small schools cannot afford to hire both a man and a woman to teach physical education. Because of the larger supply of men teachers and because the man also has to do varsity athletics, a man is hired to teach all physical education as well as to coach.

3. Oberteuffer, in speaking of coeducational classes, says: "There is no compelling reason why a man must always teach boys and a woman girls."¹ He is referring here to mixed swimming, tennis, golf and badminton classes at appropriate age levels. But if a man can teach girls in a coeducational class, why can he not teach girls of the same age in a girls' class?

The Case Against Men Teaching Girls' Physical Education

1. The fact that men, as a rule, in dealing with girls and women in games and sports do not appreciate nor recognize these differences (anatomical, physiological,

and emotional), is one strong argument in favor of abolishing all teaching or administering of physical activities for girls and women by men.1

2. Girls will not be frank with men instructors during their menstrual periods. They do not feel free to discuss their health problems freely with men.2 Whether they should or not is irrelevant. The point is that the majority of the girls will not go to a man with any health problem.

3. "It is the policy in this country for girls and women to be taught by women."3 There are numerous statements which flatly say that girls should be taught by women. These statements are made by both men and women.

The Case for Women Teaching Boys' Physical Education

1. Small schools sometimes have a woman teacher, but cannot attract a man teacher, possibly because of the limited opportunities or the salary. In these schools, it is better to have some physical education which is taught by a woman than to have none. Boys particularly are handicapped if they have no sports skills.

2. Please refer to the third argument under the case for men teaching girls' physical education.

2 Ibid.
The Case Against Women Teaching Boys' Physical Education

1. The supply of men physical education teachers is great enough that there ought to be plenty of men to go around.

2. Women are not familiar with boys' activities and with the rules of boys' games.

3. Boys will not respect a woman physical education teacher and therefore such a teacher would have a tremendous discipline problem.

Issue Number 66

Should or should not a physical education teacher, without adequate preparation in health education, be responsible for teaching health education classes?

A number of physical education teachers have found themselves teaching health education without adequate preparation in that area. Educators in general believe that teachers should be prepared in the area they are to teach.

The Case for a Physical Education Teacher Teaching Health Education Without Preparation

1. Health education is needed, yet there are not enough health education teachers to go around. Because of their background in anatomy, physiology, etc., physical educators are better able to teach health education than most teachers.\(^1\)

\(^1\)D. Oberteuffer, "Health Instruction Through the Physical Education Teacher," *Education*, LIII (April, 1933), 459.
2. Many schools cannot hire both physical educators and health educators. For most, the solution is to hire a combination physical and health educator.

3. Physical education can be easily correlated with health education. If the physical education teacher assumes responsibility for health education, then such correlation does not require conferences and meetings.

The Case Against a Physical Education Teacher Teaching Health Education Without Preparation

1. A physical educator unprepared in health education would be no better than a science teacher, a home economics teacher or a social studies teacher. These fields also have many things in common with health education.

2. As a rule, physical education teachers are not excellent classroom teachers. Of course there are exceptions, but many physical education teachers have little opportunity to improve classroom teaching skills. It would be better to have some person adept at classroom teaching.

3. If an unprepared teacher must teach health education, the criterion for the selection of this person should be interest. The interested person will do a far better job than the person who is literally pushed into the job. The argument of convenience is not important to the students in the classes.
Who should teach physical education at the elementary level - a special teacher or the teacher of a self-contained classroom?

There are those who believe that the teacher of the self-contained classroom can accomplish more in physical education than a special teacher. Others feel that subjects such as physical education can be taught best by teachers trained in that area.

The Case for a Special Physical Education Teacher

Teaching Elementary Physical Education

1. Physical education is a special subject requiring specific preparation. Elementary school teachers are not prepared to teach physical education.¹

   We cannot expect classroom teachers to be superhuman, and they would have to be if they were to absorb enough knowledge in their four years of training to conduct the work in all the special fields such as physical education, art, and music.²

2. "The specialized person is better qualified than the classroom teacher to teach good basic physical education activity."³ According to Manley,

...the absence of physical education is an irreparable loss such as the ravages of malnutrition, or death due to lack of immunization. It causes weakness and deterioration which cannot be overcome in later years; the human body will never again pass through that stage of pliability, the organs cannot compensate for insufficient development in youth, nor can the social consciousness acquire as well the attitudes of joy in body movement in later years. ¹

3. The literature of the field is geared to the specialist in physical education and is of little value to the uninitiated. ² Those who need help most will be those who have had little physical education in their undergraduate curricula. These are the same ones, who, because of their lack of familiarity with physical education, will have difficulty in interpreting the literature. This would make the teaching of physical education doubly difficult for the classroom teacher.

4. The classroom teacher is not equipped to deal with exceptional children. She is of course qualified to teach exceptional children in the classroom, but the exceptional children on the playground and in the gymnasium are different and require different techniques, as well as a vast store of knowledge.

²Curtiss and Curtiss, Jour. of AAHPER, XVII, 335.
The Case for the Classroom Teacher Teaching Elementary Physical Education

1. When elementary school physical education is taught by the classroom teacher, more wholesome relationships between the teacher and the pupils, among the pupils and between the teacher and the parents, can be developed.\(^1\) When the teacher plays with her students, she gets to know them a little better and they in turn have an opportunity to see her in a more relaxed situation. Because of this shift in relationships, the play period can easily become a laboratory for much that the students are learning in the classroom.

2. Because the classroom teacher knows her pupils so well, she is less apt to damage their physical or mental health through play activities and is more apt to help the child. "Isn't it reasonable that the person who knows the family history, the child's health history, the results of mental and health tests would be in a strategic position to guard and improve the health of the children?"\(^2\)

3. The classroom teacher can be successful as the physical education teacher if she is successful in the classroom and if she has been prepared to teach physical education.\(^3\) The same qualities that make for a good elementary school teacher make for a good elementary school physical

\(^1\)P. R. O'Keefe, "Classroom Teachers in Physical Education," Jour. of AAHPER, X (November, 1939), 530.

\(^2\)Ibid., p. 531.

\(^3\)Ibid., p. 553.
education teacher. Furthermore, the classroom teacher probably has a better understanding of child development - particularly of the age level she teaches - than does the physical education teacher. Certainly there is no question of her interest in teaching children.

4. The procedures of correlation and integration become much simpler when the same person teaches all the subjects. Teachable moments are fully utilized and seldom lost for lack of awareness. All this comes about without any time spent in conference to secure these interrelationships.

5. When the classroom teacher assumes responsibility for physical education, her class is freed from a scheduled "recess" or physical education period. The class is no longer bound to go at a specified time, nor must they go when all other classes are playing and crowding facilities. A class can have physical education when it is most convenient, most helpful, and can stay as long as it is desirable.

6. Financially, it is easier to have the classroom teacher teach physical education. There are very few schools that are financially able to afford all the necessities.

7. Physical education is included in a number of school curricula because it is a state requirement. Such

\[1\text{Ibid., p. 531.}\]
\[2\text{Ibid.}\]
schools are interested in satisfying the requirement in the easiest, least expensive way.\(^1\) This has meant, to them, that the classroom teacher should teach physical education. (This, perhaps, is less an argument for the classroom teacher than a reason).

8. "Low organization activities do not call for the services of a specialist."\(^2\) Physical education on the elementary school level consists mainly of activities of low organization which can be taught by any teacher.

9. Present practice seems to support the argument that classroom teachers should teach elementary physical education. In most schools, they are the ones who do the teaching.\(^3\)

10. In 1955 the College Physical Education Association passed the following resolution:

Whereas the College Physical Education Association has previously adopted resolutions relating to the improvement of preparation of personnel in health education, physical education, and recreation, BE IT THEREFORE RESOLVED THAT the College Physical Education Association reaffirm its special concern for the adequate professional preparation of prospective elementary school teachers in health education, physical education, recreation.\(^4\)

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\(^1\) Curtiss and Curtiss, \textit{Jour. of AAHPER}, XVII, 335.

\(^2\) Ibid.

\(^3\) C. A. Schmidt, "Elementary School Physical Education," \textit{Jour. of AAHPER}, XV (March, 1944), 131.

Issue Number 78

Should an athletic coach teach or should his sole responsibility be that of coaching?

A great many coaches teach classes in some subject. There are some coaches that have been relieved of all teaching duties.

Preliminary Statement

The National Association of Secondary School Principals has presented a very clear and concise discussion of this particular issue in its May, 1953 Bulletin. Most of the arguments presented in this issue will be taken from this Bulletin. The affirmative is divided into three areas (teaching of physical education, teaching some other subject, and teaching any subject) because there are special considerations in each case.

The Case for the Athletic Coach Teaching

A. Physical Education

1. The coach is already prepared in physical education if he is fully qualified for his position. Such special preparation is an asset to a coach. "With his background of the philosophy and principles of physical education he can better appreciate the place and purposes of athletics in the total school program."¹ This same background

prepares him better to safeguard the health and welfare of his players.\(^1\) Further, "he has a much broader and diversified preparation for the actual coaching."\(^2\)

2. As a physical education teacher, the coach is more closely acquainted with all the boys in the school.\(^3\) Knowing a boy in a physical education class situation, he might be able to encourage those who would benefit from interscholastic sports or he might be able to suggest other sports to those who "try out" for the team but fail to make it. He would be better able to counsel all of the boys.

3. Coaching and physical education have so much in common, starting with the professional preparation. The two areas are so closely allied that improvement in one area is apt to carry over and mean improvement in another area.

4. The physical education program does not need to suffer when the coach also teaches physical education. "School administrators must accept the responsibility of assuring that the physical education program is not sabotaged by physical education teachers who have coaching responsibilities."\(^4\) The same idea can be expressed in a more positive vein.

\(^1\)Ibid.
\(^2\)Ibid., p. 67.
\(^3\)Ibid.
\(^4\)Ibid., p. 68.
Where the community and the administration have a sane athletic philosophy and put first things first,...the physical education classes are of primary importance, and the school athletic teams are a secondary although by no means insignificant consideration.1

B. Some Other Subject

1. In order to provide sufficient coaches for all sports, the school cannot hire men whose only duties involve coaching, nor are there usually enough physical education teachers to do all the coaching.2 Therefore, necessity dictates that some of the coaches, at least, be recruited from the ranks of teachers of other subjects.

2. Coaching an interscholastic sport provides a welcome change of pace for a teacher.3 In addition to the difference in duties, coaching provides an opportunity for informal relations with students which will benefit both students and the teacher and help to give the teacher a better perspective.4

3. Coaching should not interfere with instruction since one teacher usually coaches just one sport.5

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3 Ibid.
4 Ibid.
5 Ibid.
C. Any Subject

1. If the coach teaches, he has more chance of being accepted by the faculty than if his sole job is that of coaching. His relations with the faculty will probably be better because he will have more contact with them.

2. A coach who teaches and takes his teaching seriously will have more job security than the man who only does coaching. Even if he were relieved of his coaching duties, he might be retained as a teacher and once he gained tenure, he would have as much security as any teacher.

3. A teacher is more apt to stress the educational side of athletics. "With the confidence engendered by freedom from evaluation by commercial criteria, the sports instructors are enabled to give more attention to educational methods in the teaching of their students."

4. The National Federation of State High School Athletic Associations in its 1954-55 Handbook...recommends that a school shall not:

'1. Appoint as coach a person who is not a certified teacher, whose entire salary is not paid by the board of education, or has fewer than three regular periods of school duties other than coaching.'

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2 Ibid., pp. 261, 262.
3 Ibid., p. 262.
5. The Society of State Directors believes, "That no coach ought to be employed just for the specific job of coaching."¹

The Case for the Coach having no other Responsibilities

1. Coaching is a full-time responsibility in itself. There are many things to do besides meeting and coaching the team during practices, and attending games. Numerous details have to be worked out regarding scheduling of games, the condition of the facilities and equipment, officials, provisions for spectators, provisions for visiting teams, travel, insurance, etc.

2. A coach is ordinarily not prepared to teach any subject other than physical education² and many administrators do not want their coaches teaching physical education.

3. If a coach does a good job of teaching, he will not have any energy left over for coaching.³ One will suffer.

4. If a coach is assigned to teach physical education, he has an opportunity to neglect the instructional program because of pressure to win the games.⁴ He can become

²D. S. Degroot, "Have We Ignored Coaching as a Profession?," Jour. of AAHPER, XXI (December, 1950), 31.
⁴Ibid.
⁵Ibid.
a "ball-tosser" and take care of the details involved with coaching during physical education periods.

5. If the coach does not teach physical education, there is a much better opportunity for a sound intramural program.

**Issue Number 68**

Should the physical education classes be taught by the coach or by a teacher who has no coaching responsibilities?

Some feel that a combination coach and teacher of physical education classes will invariably neglect the classes and concentrate on the coaching. Others feel that coaching and teaching of sports have a great deal in common and a person who is successful in one area should be able to be successful in the other area.

The Case for Physical Education Classes being Taught by the Coach

The preceding issue, Number 78, "Should an athletic coach teach or should his sole responsibility be that of coaching?" covers the affirmative of this issue. See "The Case for the Athletic Coach Teaching Physical Education."

The Case for Physical Education Classes being Taught by a Teacher who has no Coaching Responsibilities

1. The coach is busy enough with coaching. In a medium-sized high school (or larger), coaching can easily be a full-time job.

1Ibid.
2. It is too easy for a coach to neglect his physical education classes. This is due in part to the fact that he can provide equipment and perhaps a little organization and keep the students not only busy but relatively happy, or at least uncomplaining. Furthermore, the other teachers and the principal are not likely to complain about such a program, either from ignorance of what physical education should be or from sympathy with the over-worked coach.

3. The coach will not be as effective with the poorer students. As the coach, he has selected some students of high skill to play on the interscholastic teams. Because of this, the other students will have difficulty identifying with the selector.¹

Issue Number 22

Should or should not athletic coaching, because of alleged or real differences with physical education, set up a separate curriculum for the preparation of coaches?

There are a number of physical educators who believe that there is enough difference in the demands and responsibilities of a coach and of a physical education teacher to warrant separate curricula for the preparation of coaches.

¹Calvin Settlage, "Personality Development and Physical Education," Speech given at Columbus, Ohio, April 25, 1958.
Others believe that these differences are or should be non-existent or that the differences are slight enough that the same general curriculum can adequately prepare both teachers and coaches.

The Case for Separate Curricula

1. Coaches need more adequate preparation than the physical education curriculum affords. The physical education curriculum was set up for teachers of physical education, used for coaches but never really adapted to them.¹ Coaches need more work in the sports they are to coach, in speech, psychology, journalism and in all phases of athletic administration.² One or two short courses in football during four years' time does not prepare a man to coach football. He is also not prepared to deal with behavior problems, to write and deliver speeches, or to deal adequately with the press.

2. Coaches who also teach physical education have concentrated on coaching "as a matter of self-preservation."³ Their job depends upon their record as a coach, not their record as a teacher. If coaches and physical education teachers had separate curricula, it would be easier for a prospective coach to prepare in some area other than physical education. Coaches who teach in another area would be less

¹DeGroot, Jour. of AAHPER, XXI, 30.
²Interview with Kenneth Myers, February 12, 1958, Granville, Ohio.
³DeGroot, Jour. of AAHPER, XXI, 31.
apt to neglect their teaching duties, because they would probably feel more pressure from administrators and colleagues.

3. Many schools can afford to hire a coach who has no other duties. Such a coach would be more qualified if he had concentrated on coaching during his college years, rather than concentrating on physical education.

4. Many colleges hire coaches who have no physical education background. Some of these colleges are well able to afford the best. If the colleges, who so often help set the standards, are willing to pay men who are qualified mainly by virtue of their understanding of a particular sport, the physical education background must not be too important to success in coaching.

5. "Both physical education and coaching have suffered"\(^1\) from the alliance. Neither has done as well as it might have, had it been free of the other.

The Case for the Same Curriculum

1. All are "engaged in contributing to the objectives of physical education and general education by helping to enrich the experiences of children and youth through motor activities."\(^2\) The two areas are so similar in ends

\(^1\) Ibid., p. 30.

sought and the means used to reach the ends. In many respects they are identical. The same curriculum will help each understand the other's area and contributions and will work for unity in the field.

2. Coaches who would neglect physical education classes would neglect any other assignment. It is easier to prepare in physical education and coaching than in English and coaching. Many believe that it is also easier to combine coaching with the teaching of physical education than with the teaching of some other subject.

3. Many schools cannot afford to hire a man whose sole duties will be coaching. The coach will have to teach something.

4. It would be very difficult for a neophyte teacher to secure a position teaching physical education without coaching at least one sport. Most beginning physical education teachers will have to coach. The administrators look for such a combination when they hire teachers and coaches. Many beginning teachers also have to be prepared to teach at least one subject in addition to physical education and coaching. Separate curricula would make it more difficult for a man to be prepared for the type of job he will have to do.

5. The trend in teacher education is toward a broader program and less emphasis on specialization.
According to Resick, "A separate curriculum for coaching is in contradiction to this trend." ¹

**Issue Number 79**

**Should or should not a coach of extramural athletic teams be prepared in physical education?**

A number of institutions employ for a coach a person who has won fame as an athlete. Frequently, a teacher of a subject other than physical education is assigned to coaching. Probably just as often the coach is one who was prepared in physical education.

**The Case for a Coach being Prepared in Physical Education**

1. The requirements of the two fields are the same. The coach needs the training in physical education to give him an understanding of child development, of the human body and how it works, of the psychology of learning, and so forth. "It is not enough that a coach be expert in a sport. He must be an expert with youth." ²

2. A background in physical education will help the coach achieve a broad perspective and enable him to gain an understanding of the place and role of athletics in the

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¹ M. C. Resick, "Should There Be Specialized Curriculum and Certification for Coaches," Ohio School Athlete, XVII (February, 1958), 100.

² Oberteuffer, Physical Education, 409.
physical education and total school curriculum. A coach who does not have an understanding of all areas of physical education will be more likely to place too much emphasis on athletics.¹

3. A coach should have "specific educational preparation for that kind of teaching."² Other teachers are required to be prepared in their fields and applying similar standards to coaches prevents friction on that point. If the standards serve a purpose for other teachers, will they not serve the same purpose for coaches?

4. "The coach of all major sport teams, at least, should be a physical education major who will conduct athletic competition on the basis of the welfare of the boy and of the school."³ The welfare of the boy must be the first consideration of any coach. Attention must be given to such factors as physical examinations, adequate medical supervision and the boy’s total program.

5. Many states certify coaches on the basis of their physical education background.

6. A background in physical education gives a coach more job security. This is particularly true for long-range

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³ E. A. Bateman, "How Teacher Training May Be Improved," Jour. of AAHPER, IX (June, 1938), 346.
planning. When a man retires as a coach, he usually must earn a living in some way. If he can teach physical education, he can utilize his coaching experience and apply it to his class teaching.

7. In 1956, the American Association for Health, Physical Education, and Recreation passed the following resolution:

The AAHPER endorses professional preparation in physical education as a requirement for certification of athletic coaches by the various states, and encourages state associations to work toward the implementation of this standard.1

The Society of State Directors believes "that every coach ought to be a bona fide member of the faculty and a bona fide physical educator."2 The NASSP concurs.3

The Case for the Coach not Being Prepared in Physical Education

1. Interest in the students and desire to coach are more important than the kind of preparation a person has.

2. Good in-service education can make up for a lack of preparation. Such in-service education can include attitudes toward sport, coaching, and its role in a school as well as specific techniques needed to do the job.4

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1 "Resolutions, 1956," Jour. of AAHPER, XXVII (Part II - October, 1956), 83.
2 Rogers, History of the Society, p. 16.
3. There are not enough coaches who have been prepared as physical educators. It is better to have somebody than to have nobody.

4. Usually, a school needs more coaches than physical education teachers. Most schools cannot afford to hire a professionally prepared physical educator whose sole duties will be coaching. Further, if a man is hired to teach mathematics and to coach, the emphasis in his preparation ought to be in mathematics rather than in physical education.

5. If coaches are limited to those prepared in physical education, "a well-rounded sports program may be difficult to achieve." The reader is referred to the preceding issue, Number 22, for additional arguments which might apply to this discussion.

Issue Number 80

Is or is not the athletic coach responsible for the sportsmanship of his players?

Many coaches stress sportsmanlike behavior on the part of the team players. Other coaches seem to teach their players to cheat or act in other unsportsmanlike ways.

1Ibid.
The Case for the Coach Accepting Responsibility for the Sportsmanship of His Players

1. The first argument supporting the case for the coach being responsible for the sportsmanship of his players is that of opportunity. Because of the relationship between the coach and the players, and because of the nature of the activity in which they are engaged, the coach has an almost infinite amount of opportunity to affect the sportsmanship of the players. With opportunity goes responsibility.

2. The American Association for Health, Physical Education, and Recreation, in 1956, passed the following resolution which refers to the coach, among others: "The AAHPER urges all responsible persons to intensify their efforts to foster good sportsmanship, encourage friendly relationships, and promote sportsmanlike conduct previous to, during, and following athletic events." ¹

Further arguments supporting this side of the issue, as well as the Case for the Negative, are identical to arguments in Issue Number 32 (which starts on page 69), "Is or is not a physical education teacher responsible for teaching sportsmanship?" The only difference between the two issues is that this issue perhaps deals with a more intense relationship. For many, such a difference would only mean more responsibility to be accepted by the leader.

¹"Resolutions, 1956," Jour. of AAHPER, XXVII, Part II, 83.
The Case Against the Coach Accepting Responsibility for the Sportsmanship of His Players

1. Sportsmanship can conflict with winning a game. When the pressure is on winning, perhaps the coach is not justified in considering sportsmanship.

Issue Number 81

Should the responsibility for the sportsmanship of spectators be assumed by the coach, the team, the student body, the administration, or the faculty, or by all or none of these?

Many feel that the coach should be responsible for the sportsmanship of the spectators. Others feel that the school or the administration should be responsible. Still others believe that none of these are responsible and that each spectator is responsible for his own actions.

Preliminary Statement

Certain aspects of this issue have already been discussed in Issues Number 32, 32B, and 80 (pages 69, 74, and 233 respectively). This issue is a complex one, having numerous possibilities for its resolution, including some which are not discussed here; for example, the responsibility assumed by the officials, or the press, or the spectators as a group. There is not an abundance of material in the professional literature which supports the various sides of this issue. There is an ample supply of excellent material
describing what should be done, what should not be done or what could be done by various groups concerned, but little has been written on the fundamental question of why these individuals or groups should even be concerned.

The Case for the Coach Assuming Responsibility for the Sportsmanship of the Spectators

1. Everyone involved in an athletic contest is interested in the coach and what he does and says. Many of these people will follow him, look up to him, copy him.\(^1\) "As the coach goes, so goes the community."\(^2\) The coach, whether he likes it or not, does affect the sportsmanship of the spectators, and therefore should affect it in a commendable way.

The Case for the Team Assuming Responsibility for the Sportsmanship of the Spectators

1. The team can influence students' conduct,\(^3\) almost as much as the coach. Varsity players are admired in school, they are even lionized and in many instances, their dress and behavior is copied. They can, by their actions, influence the behavior of the other students and they can also, in private conversation and informal speeches, present the player's viewpoint on crowd behavior.

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\(^1\) O. J. Davis, Jr., "Educating for Sportsmanship," Jour. of AAHPER, XXVI (September, 1955), 72.

\(^2\) D. Oberteuffer, "Sportsmanship--Whose Responsibility?," Jour. of AAHPER, XIX (October, 1948), 543.

\(^3\) Ibid., 544.
2. By their actions on the field or the floor, the team members can show the spectators how to act. Most of the time a spectator is sitting, his eyes are on the team. The crowd observes the players' reactions to tense situations, adverse decisions and in many cases reacts to these in the same manner that the players react. The behavior of the players becomes a model for the behavior of the spectators.

The Case for the Students Assuming Responsibility for the Sportsmanship of the Spectators

1. "Students are the most important factors in school sportsmanship. Their habits and reactions quite largely determine its quality." If the students as a group possess or develop one kind of sportsmanship, then they can also effect the sportsmanship of the remainder of the spectator crowd. This can be done in individual contacts with parents and neighbors, in relationships with the person sitting next to them at the game, in half time programs, and in community-wide campaigns. Further, the students can exert as much influence on the coach as he on them.

2. The students who are cheerleaders, as representatives of the student body as a whole, can lead the crowd in displays of all kinds of sportsmanship. They can also discourage the crowd from certain kinds of behavior. Cheerleaders are admired, and expected to set the pace for the

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1 *Ibid., p. 545.*
cheering. They can also set the pace for sportsmanlike cheering.

The Case for the Administration and the Faculty Assuming Responsibility for the Sportsmanship of the Spectators

1. The administrative officers, as heads of the school, are in charge of the school and all facets of school life. Certainly the kind of behavior displayed by the spectators at a school contest is part of school life as far as the students are concerned. What visitors do is just as important to the administration as what the student spectators do, because the behavior of one part of a group can become the behavior of the entire group.

2. Sportsmanship or the lack of sportsmanship reflects the leadership in the administration of the school.1

3. In 1948 the American Association for Health, Physical Education, and Recreation passed a resolution "Recommending that concerted efforts be taken by school authorities to stress highest standards of sportsmanship in the conduct of physical education and athletics."2

The Case for all Groups Assuming Responsibility for the Sportsmanship of the Spectators

1. No argument presented so far has been an argument for an individual or a group to assume exclusive

1Ibid., p. 574.
2"National Association News," Jour. of AAHPER, XIX (June, 1948), 410.
Responsibility for sportsmanship. The fact that each group has an opportunity and therefore a responsibility towards sportsmanship does not exclude any other group. Certainly, if more groups work toward the same objective, that objective can be achieved sooner or more solidly than if one group were to do all the work.

2. Sportsmanship codes and standards of behavior must be co-operatively formulated. A code, like a law, is valuable only if all persons affected by it have an opportunity to share in its development. Since the quality of behavior at sports contests is determined by all persons present, any attempt to regulate that behavior must enlist their suggestions and willing co-operation.1

The Case for None of These Assuming Responsibility for the Sportsmanship of the Spectators

1. The only argument which could be found for this point of view is that of practice. There are schools and communities where no one (or at least none of those mentioned in this issue) assumes the responsibility for the sportsmanship of the spectators. In some of these communities the sportsmanship is commendable, in others it is not.

1 Davis, Jour. of AAHPER, XXVI, 36.
CHAPTER XIII

ISSUES DEALING WITH MEN'S AND BOYS' ATHLETICS

In order to understand the issues concerning men's and boys' athletics, it is necessary to know a little about the background of interscholastic athletics. At the start, athletics were strictly a schoolboy venture; organized, coached and played by the students. The first interscholastic events were largely ignored by the school faculties and authorities. It wasn't until athletics gained such proportions that they no longer could be ignored that...

...school authorities came to realize the necessity of responsible leadership. Early attempts to exercise accountable administrative control was prompted by the embarrassment of school authorities over unethical procedures, rather than by an awakened consciousness by those officials that educational values might be derived from such contests.1

Thus athletics today owes peculiar features to the fact that, like Topsy, they just grew and grew. There was no conscious directing influence, no master plan, no dream. There was only desire on the part of the players to play and desire on the part of students and onlookers to identify with, and perhaps profit by, association with the school team.

Athletics also owes much to the fact that many problems have not been solved in over fifty years. Many of the articles that were written around the turn of the century could be read today and fully understood by any student of athletics. Furthermore, if the student did not know when the article was written, he could very easily mistakenly fix the date as the present.

Athletics have been educational from the beginning, but the kind of education has not been consistent. General recognition of the educational values of athletics had to wait until they were firmly established as a part of school life, though not necessarily as a school function.

**Issue Number 74**

Should the principal control of intercollegiate athletics be in the hands of the students, the faculty, the administration, or the alumni?

Originally, intercollegiate athletics were controlled by the students. Gradually, the faculty and administrators became concerned and took over control. The alumni, in some instances, would like to control athletics and in a few cases exercise considerable control.

**Preliminary Statement**

The control of athletics has been in the hands of almost every conceivable group at one time or another. For
various reasons, control has been exercised by the players themselves, by student athletic associations, by faculty groups or committees, by the school administration, by alumni and by groups not connected with the school in any way. Each institution has followed its own pattern of control.

The Case for the Students Exercising the Principal Control of Intercollegiate Athletics

1. Athletics are generally recognized nowadays as educational. If they are educational, then we should give all of the students an opportunity to learn from them. The control of intercollegiate athletics could be very helpful to students interested in this type of work. "Much of the genuine educational benefit that responsibility in the administrative control of college athletics might bring is reaped today by men whose formal education has been ended."1

2. The bearing of responsibility, as for the control of intercollegiate athletics, "presents one of the most important means by which youth may be matured into manhood."2

The Case Against the Students Exercising Principal Control of Intercollegiate Athletics

1. Students would not have time for their school work if they were to control athletics. Such activity could not help but interfere with their academic work.

2Ibid., pp. 102, 103.
2. Students are not old enough and wise enough to control so complex an organization. They do not have the maturity demanded by important decisions.

3. Control by students would result in chaotic conditions. Indeed, the reaction to the chaos which accompanied student control in the beginning is what led to faculty control.

The Case for Faculty Control of Intercollegiate Athletics

1. The faculty are much wiser than the students and better able to deal with problems which might arise. Faculty members have more experience and can do a better job.

2. Faculty control (in the person of an Athletic Director) can best be achieved by someone who is thoroughly acquainted with the field and the problem. An athletic director who has a background in physical education and athletics is more apt to see athletics in their proper perspective to the total school environment. All else being equal, a person specially trained to handle athletic control will do a better job than one who is not prepared.

The Case for the Administration Exercising Principal Control of Intercollegiate Athletics

1. The ultimate responsibility of any school activity lies with the administration. From the school board to


3Savage, *College Athletics*, p. 75.
the principal, or from the board of trustees to the president, responsibility has been delegated, but it cannot be dele-
gated further. In the last analysis, the administration is responsible.

2. If the control of athletics is in the hands of the administration, the educational ends of athletics should be insured. Further, there is more chance of achieving proper educational balance if an activity is not in the hands of a group or person whose main responsibility is the control of the activity.

3. The responsibility for the interscholastic program should be assumed by the same authority that makes policies for the total instructional program. There should be no differentiation between the making of athletic policies and the formulation of educational policies in general.

"A school's athletic activities should be in harmony with the rest of the total school program with respect to aims and outcomes."

4. When the administration controls athletics, the delegation of powers, the selection of personnel, salary schedules and financial support are more apt to be identical or in line with similar factors in other departments of the institution.

3 Ibid., p. 84.
The Case for the Principal Control of Intercollegiate Athletics Being in the Hands of the Alumni

The only material that could be found to support this side of the issue is the following quote from Savage, written in 1929:

In the modern American university, the graduate manager or treasurer and his functions bear witness to the importance of the alumni and the esteem in which they are held. Their influence is felt in the appointment of coaches, the shaping and administering of coaching policies, the erection and size of stadiums, building programs, the provision and distribution of tickets, the making of schedules, and indeed, in practically all of the extramural relationships of college athletics.¹

Though this does not show principal control of athletics by alumni, it does demonstrate the tremendous amount of influence which they wield.

The Case Against Alumni Control of Intercollegiate Athletics

1. Identification with the school team and indirect boasting about the team are typical alumni reactions.

If we let this factor (of indirect boasting) operate strongly in the lives of alumni whose egos need help, there can be trouble...because this kind of ego satisfaction produces a need for closer and closer identification with the source of the satisfaction.²

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¹ Savage, College Athletics, p. 192.
Concluding Statement

"So that all the educational values of interscholastic athletics may be secured for youth, athletics should be administered and conducted by school officials and teachers who are primarily concerned about the welfare of the participants."¹

Issue Number 75

Should the principal responsibility for the administration of interscholastic athletics for boys and girls be vested in professionally prepared physical education personnel or allotted to teachers and administrators from other areas?

Many institutions place the control of interscholastic athletics in the hands of a group of faculty members not directly connected with physical education. At other institutions, the physical educators are responsible for the administration of athletics.

The Case for Physical Education Personnel Assuming Administrative Responsibility for Interscholastic Athletics

1. Physical education personnel are specially trained for responsibility in physical education and

¹W. K. Streit and S. A. McNeely, "A Platform for Physical Education," Jour. of AAHPER, XXI (March, 1950), 186. This platform was approved by the Representative Assembly at the Boston Convention in 1949.
athletics. They have a background in athletics which helps insure beneficial outcomes. The athletic program's "potential for good is matched by the possibility of bad outcome."\(^1\) Professionally prepared physical educators are better equipped to avoid the bad outcomes and to insure the good.

2. Professionally prepared physical educators are better able to see the athletic program in perspective to the total physical education program and also to keep it in proportion to the total school program. It is very easy to over-emphasize the playing of a few, and such overemphasis should be avoided.\(^2\)

3. Other areas of the school are administered by the departments involved and by the people concerned. Athletics as a part of physical education should be no different.

4. Other teachers do not have time to devote to the administration of athletics.\(^3\) Certainly the administration of any athletic program is a complicated mass of detail which requires not only time but knowledge and understanding. Professionally prepared personnel can deal with the job more quickly and efficiently, and have the time to devote to the tasks since it is part of their job.

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1 Duncan, *Journal of Educational Sociology*, XXVIII, 274.
3 Scott, *Competitive Sports*, 229.
5. The Society of State Directors believes "that coaches should be a part of the physical education program."¹

The Case for Administrators and Teachers from Other Areas Assuming Responsibility for Interscholastic Athletics

1. The responsibility for any school program resides ultimately with the governing body of the institution. They may or may not delegate responsibility for administration of the program. Since athletics are so controversial and full of possibilities for getting out of hand, the administration is certainly justified in administering the program.

2. If athletics are administered by physical education personnel, the physical education program might suffer as a result. Athletics demand time and attention, which, if not specifically provided for, must be arranged for in some way. In some situations in the past, such time was "borrowed" from physical education classes.

3. In some locales, when athletics were getting started, physical educators failed to take the leadership. Those who did assume leadership (generally the administrators), are entitled to retain it.

Should physical education and athletics be organized in the same or separate departments?

Historically, physical education and athletics grew up separately in the colleges and universities. But as time went on, more and more colleges placed both areas in one department. Many believe they should be separated. Others believe they should be joined.

Preliminary Statement

Issues Number 78, 68, 22 and 79 in the previous chapter (concerning the coach and his responsibilities) and Issue Number 75 in this chapter (concerned with administration of athletics) are closely related to this issue.

The Case for Organizing Physical Education and Athletics in the Same Department

1. Organizing physical education and athletics in the same department helps insure beneficial outcomes. Athletics which are connected with a school have no justification unless they are educational in nature.

2. A combined athletic and physical education department can help keep the athletic program in perspective and prevent overemphasis on athletics. Separate departments would not be consistent with the school framework. Debate is in the same department as English, and the band and orchestra are found in the Music department.
3. Physical education and athletics are doing the same thing. "They are teaching the young through the medium of motor activities. Both are in the same profession, have basically the same interests, and can, if they will each go halfway, operate cooperatively to everyone's advantage."¹

4. Physical education does not need to suffer from the alliance. If the administration and the community place emphasis on physical education, a combined department of athletics and physical education will also emphasize physical education.

5. If the two areas were separated, the coach would not need to be trained in physical education.² His educational background could be almost anything. More coaches would be hired on the basis of their past performance, or knowledge of the sports they were to coach, than on their understanding of the students with whom they would be working.

6. The coach who is a part of a physical education department has more job security than a man whose sole responsibility is coaching. The former can be relieved of his coaching duties and still have work in physical education. If the latter is relieved of his coaching duties, he has to look for another job.

² Curtis, School Review, LVIII, 294.
7. The American Association for Health, Physical Education, and Recreation recommends that "Intercollegiate athletics be considered as an integral part of the total program of physical education and administered and financed as are the other phases of this program." The Society of State Directors supports this point of view.

The Case Against Separate Departments of Athletics and Physical Education

1. Separate departments of athletics and physical education insure a good physical education program. Physical education can easily suffer from an alliance with athletics, particularly when the coach teaches physical education classes and his job depends upon his producing winning teams. Physical education can also suffer financially from the alliance. Funds intended for the benefit of all students can be diverted to the use of the varsity teams.

2. Coaching is a full-time job which demands full-time attention. There is much more to coaching than just meeting the team after school hours. There are numerous details that have little to do with the instructional program in physical education and which can be done just as easily, if not better, by a person who is not hampered by too many overseers. There is less red tape for the athletic faculty if they have their own department.

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1 "Resolutions 1952," Jour. of AAHPER, XXIII (June, 1952), 22.
2 Rogers, History of the Society, p. 15.
3. A separate department of athletics will enable the school to have a better intramural program. The physical education teacher will be free to supervise such a program. This will also insure a fair share of facilities and equipment for such a program.

**Issue Number 77**

**Should athletics be financed by the educational institution or by gate receipts?**

There are those who feel that many of the evils of athletics are a result of gate receipts financing the program. They would have athletics financed by the same monies which finance the remainder of the school program. On the other hand, some feel that athletics can work out their own problems in their own way and prefer the present system.

**Preliminary Statement**

Jesse F. Williams, just ten years ago, wrote the following statement:

It is apparent, then, that the crucial issue in American College Athletics is the principle of pecuniary gain, which is also the dominant force in our culture. The situation demands an active and alert intellectual recognition of the realities of the social scene. The behavior of the American College in facing the implications of this principle for athletics will not solve the bitter struggle now going on between management and
labor, but a sound solution of its own problems might have tremendous outcomes in the nature of our society in the years ahead.1

The situation is no less crucial for the public schools. But the fact that the high schools so often copy the pattern adopted in the colleges and universities, might place an added responsibility on college athletics.

The Case for the Educational Institution Financing Athletics

1. Athletics is a part of the curriculum2 and as such should be treated and financed as any other part of the curriculum.

2. When the school assumes financial responsibility, it frees athletics to realize fully its educational potential. When the athletic department is no longer dependent upon gate receipts, then the schedule can be arranged for the greatest benefit to the students rather than the spectators; more teams can play; fewer games need to be scheduled for each team;3 and more sports can be supported.

3. Financing by the educational institution places the welfare of the athlete above financial returns. "Games can be scheduled with the thought of providing equal

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3Ibid., p. 108.
competition for the athletes rather than the drawing power of the opposing team at the game.\textsuperscript{1} Games can be canceled in inclement weather since the loss of gate receipts will not be disastrous. Team members can be chosen on the basis of what the sport can do for the boy rather than on the basis of what the boy can do for the sport.

4. Only through accepting financial responsibility can the institution gain complete control of the athletic program.\textsuperscript{2}

5. The high schools can no longer finance their programs through gate receipts. Spectator interest has fallen off with the increase in television sportscasting. Prosperity enabled many adults to travel to see college or professional games. With a decrease in revenue, "the question of alumni support and participation is invariably and understandably proposed."\textsuperscript{3} Support by the alumni or by local businessmen are of course possibilities for financing athletics. But they certainly are not preferable to financing by the educational institution.

6. If the educational institution finances athletics, a nominal admission fee may still be charged "to exercise spectator control."\textsuperscript{4} Such fees can be turned over to the

\textsuperscript{1}Ibid.
\textsuperscript{3}"Problems in Athletics in Physical Education," \textit{Bulletin of NASSP}, XXXVII, 130.
general school treasury for allocation according to the
wishes of the school board or governing body.

7. The alternative is not acceptable. "If the value
of athletics is to be judged in any degree in terms of gate
receipts, then let us recognize that athletics no longer
belong in the school."¹ Emphasis on the business rather than
the educational side of athletics encourages professionalism
in schoolboy athletics. If this is what is desired, then
athletics should be separated from the schools.

8. The National Council of Chief State School
officers believes that "interschool competition should be
financed from the same source that provides funds for the
rest of the school curriculum."² The National Association of
Secondary School Principals supports this position.³

The Case for Gate Receipts Financing Athletics

1. Perhaps the strongest argument for athletics
being financed through gate receipts is the argument of use.
Present practice in a greater number of educational insti-
tutions supports this argument.

2. Several states have laws which prevent public
monies from being used to finance athletics. In such states,

¹"So This Is Education," Jour. of AAHPER, XX (December,
1949), 644.

²"Official Resolutions on Athletics," Jour. of AAHPER,
XXIII (September, 1952), 16.

³"Problems in Physical Education," Bulletin of NASSP,
XXXVII (May, 1953), 81.
gate receipts furnish the most logical source of revenue.

3. Athletics are big business. They should be handled like a business enterprise, placed on a sound financial budget, and made to be self-supporting.

4. Athletics are extracurricular. That is, they are not actually a part of the regular school curriculum. Therefore, it would not be fair or honest to use school money for their support.

5. In a number of institutions, gate receipts finance many worthwhile undertakings other than athletics. Income from football, for example, sometimes pays the salaries of physical education personnel, or finances an intramural program. If gate receipts were non-existent or turned over to school authorities, such undertakings might have to be abandoned.

**Issue Number 82**

**Should or should not the practices of athletic recruitment and subsidization be allowed?**

The practices of recruiting and subsidizing highly skilled players have come about because athletics were financed by gate receipts which depended upon winning games and therefore good performers. These practices are in direct opposition to the present concept of amateurism.
The Case Against Allowing Athletic Recruitment and Subsidization

1. The practices of recruiting and subsidizing have a deleterious effect on the character of the athletes.¹ Traditionally in our country, interscholastic and intercollegiate athletes are amateur sport. If a subsidy is paid an athlete because he is an athlete then he is receiving money for his performance and therefore is professional, while still classed and masked as an amateur. The maintaining of amateur standing while reaping professional benefits is, very simply, hypocrisy.²

An educational institution is being less than honorable when it permits a system to exist which encourages a student to employ deceit, subterfuge, or hypocrisy in order to receive financial assistance to attend that institution.³

The deleterious effect on character does not stop with the athletes. Other students who do not get paid for their athletic performances know about the aid to athletes and recognize the hypocrisy in the situation.

Cynicism is fostered when high school youth see opportunities for college education made easier for athletes than for those who rank high in scholarship.⁴

¹ Savage, American College Athletics, p. 240.
² Ibid., p. 265.
³ Scott, Competitive Sports, p. 398.
⁴ Educational Policies Commission, School Athletics, p. 9.
2. According to Savage,

...the convention of amateurism represents a guarantee on the part of the American college that every undergraduate shall have his fair and equal chance to develop his physical powers for the honor of his fellows, his own self-satisfaction, and the good of the nation. This guarantee any form of professionalism in a college or a school tends to destroy.1

3. When recruitment and subsidization are allowed, there is a tendency in some schools to waive admission requirements for athletes.2

4. Such practices are not fair to competing schools.3 It would only be fair if both schools followed the same practices.

5. The Activities Committee of the North Central Association of College and Secondary Schools studied the problem of recruitment from the high school viewpoint.4 Some of the more significant objections are listed below:

a. Interference of regular school work of athletes through contacts on school time by college and university representatives.5
b. Invitations to athletes to visit campus on school time.6
c. Admission on athletic ability alone, with no reference to scholarship or citizenship qualities.7
d. Alumni pressure often leading to frustration on the part of the high-school athlete.8

1Savage, American College Athletics, p. 303.
2EPC, School Athletics, p. 9.
3Ibid., p. 100.
4Hughes, "Recruitment of Athletes," Jour. of AAHPER, XXIV (November, 1953), 25.
5Ibid., p. 27.
6Ibid.
7Ibid.
8Ibid.
6. In 1950, the Joint Committee on Standards for Interscholastic Athletics of the National Association of Secondary-School Principals, the National Federation of State High School Athletic Associations, and the American Association for Health, Physical Education, and Recreation drew up 14 standards, number 10 being quoted below:

The solicitation of athletes through tryouts and competitive bidding by colleges and universities is unethical, unprofessional, and psychologically harmful. It destroys the amateur nature of athletics, tends to commercialize the individual and the program, promotes the use of athletic skill for gain, and takes unfair advantage of competitors.¹

The Case for Allowing Athletic Recruitment and Subsidization

There seem to be few arguments for this side of the issue in the professional literature.

1. The argument of use or present practice is one strong argument. It draws its strength from the extensive-ness of the practice throughout the country.

2. To produce winning teams, a school must have good players. Obviously, a school will have more good players if it goes after them (recruiting) and helps support them while in school (subsidizing).

3. Other areas of education recruit and subsidize as a perfectly acceptable practice.

¹"Standards in Athletics for Boys," Jour. of AAHPER, XXII (September, 1951), 17, 18.
...It has long been the practice for colleges to seek out students of exceptional ability in the academic areas and aid them financially in furthering their formal education.¹

4. Recruiting and subsidizing are not wrong in and of themselves. As long as it is done openly, it is not demoralizing to anyone concerned. When the practice is out in the open, it can be directed and controlled.²

**Issue Number 83**

**Should we or should we not limit practices to a well-defined season?**

Theoretically, the more practice a team has, the better it will play. Therefore, out-of-season practice for athletic teams has been used by a number of colleges to improve the quality of play during the season. On the other hand, others feel that this places undue emphasis on a particular sport.

**The Case for Limiting Practices to a Well-Defined Season**

1. Limiting practices to a well-defined season allows the varsity player to spend some of his time on other activities. He already spends a great deal of time on his sport during the season. To ask him to give up more time is unfair to him.

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¹ Scott, Competitive Sports, p. 392.
² Ibid., p. 393 (in a presentation of divergent points of view).
2. Limiting practices should make more facilities available for intramural activities. This would serve the needs of the majority of the students.

3. Twenty-seven states prohibit spring football training on the high school level.¹ The National Association of Secondary School Principals believes that "Athletic rules and regulations should provide for specific sports season and a specific period of training in each sports season before actual competition begins."²

4. The Educational Policies Commission states that "The length of schedules and frequency of contests should be sensible and educationally justifiable."³ The repetition of the same activities by the same students hardly meets these criteria.

The Case Against Limiting Practices to a Well-Defined Season

1. Evidently practices should not be limited to a well-defined season since many schools have out-of-season practices. Spring football training, for example, is allowed by twenty-three states.⁴ Many colleges have spring football training. This is good because the team plays better during the season if it has had more practice.

²Ibid., 101.
³EPC, School Athletics, p. 58.
2. During spring training a coach has more time to work with individuals on basic skills.

3. The better training a team has, the fewer injuries it will have during games.

**Issue Number 84**

**Should or should not athletes be granted special consideration in admission to college?**

A number of colleges grant special consideration to athletes regarding admission policies. There are many who believe that this is unfair to the athletes as well as to the rest of the students.

**The Case for Giving Special Consideration to Athletes in Admission to College**

1. The fact that a number of schools do give athletes special consideration in admission requirements supports this side of the issue.

2. A good team requires good players, not all of whom can meet the regular requirements. If an athlete will bring credit to his university or college through his playing ability, then the institution is justified in lowering the admission standards for him.

3. Some athletes may not have realized the importance of college entrance requirements during their high school years. They may be perfectly capable of keeping up
with their school work and playing on varsity teams at the same time.

4. Athletes who really need help with their courses can be given special attention or lighter loads (or both) to keep them eligible as long as possible. These boys, who can make the grade with some help, deserve an opportunity to go to college and to participate in intercollegiate athletics.

The Case for Applying the Same Entrance Requirements to all College Students

1. A most important point for "...all colleges and universities is uniformity in admission requirements. That is the springboard of fair competition in intercollegiate athletics." If there is no uniformity in admission requirements, why have them?

2. Giving athletes special consideration destroys the confidence of the officers of the college in each other. This applies particularly to the athletic director and the admissions officer.

3. Granting special consideration to athletes destroys the confidence of the students (athletes and non-athletes) in the integrity of the college authorities.

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4. "No school or college course is worth purchasing by a living lie."¹ When a boy is admitted to an institution which has certain entrance requirements that he did not meet, then he and the college are living a lie.

5. When an athlete is given special consideration in admission to college and then fails to make the grade, it is difficult for the team and for the coach.² The coach has been counting on him and has devoted time to his development. Other players could have been gaining more experience and could have benefited from more attention.

Issue Number 86

Should there be distinctive eligibility rules for athletic competition or should any bona fide student of the school or college be eligible to participate without reference to scholastic standing?

It has been the practice to declare ineligible for athletic competition those students who received low grades in any classwork. There are those who feel that lack of ability in one phase of the school program should not eliminate a student from another phase of the program.

¹ Savage, American College Athletics, p. 75.
² Scott, Competitive Sports, p. 389.
The Case for Permitting any bona fide Student to Participate in Competitive Athletics

1. When some students are excluded because of grades, we find that "...the boys and girls who could profit most from interscholastic athletics are excluded."\(^1\) If all were permitted to participate, "The flunker and the smoker might find incentive to take a new grip and assert themselves for their own lasting benefit."\(^2\)

2. Athletes in a high-powered operation do not have time to spend on their studies to stay eligible.\(^3\) Such a situation should be viewed realistically and the athletes permitted to take a slightly lighter load and to play as long as they stay in school. Any other compromise contributes to moral degradation and makes a farce of the whole situation.

3. The practice of making special requirements for the athlete to fulfill tends to set him apart from other students. The sooner athletes come to be regarded as normal members of the student body, and are treated as such, the better it will be for all concerned.\(^4\)

4. Special eligibility requirements for athletes is not fair to them and to athletics. A debater or a band member is not required to pass physical education. No youth should be denied the opportunity to participate in one part of the

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\(^2\)\textit{Ibid.}

\(^3\)Savage, \textit{American College Athletics}, p. xxi.

school program because he does not demonstrate ability in other parts. According to Oberteuffer, the removal of the scholastic eligibility requirement is one of the characteristics of democratic administration of competitive athletics. 1

6. To treat athletics in the same manner as any other subject and its attendant activities is to recognize athletics as a part of the curriculum. 2

7. The American Association for Health, Physical Education, and Recreation strongly recommends that "Participation in intercollegiate athletics be subject to the eligibility standards in force in other areas of student activities." 3 The National Association of Secondary School Principals concurs. 4

The Case for Distinctive Eligibility Rules for Athletic Competition

1. Athletics traditionally have had scholastic eligibility to contend with. Today a large number of schools and colleges require a certain scholastic standing of their athletes.

1Oberteuffer, Physical Education, p. 389.
2"The Scholastic Rule in Athletics," Jour. of AAHPER, VIII (November, 1937), 540.
3"Resolutions 1952," Jour. of AAHPER, XXIII, 22.
2. Athletics take a great deal of time. A student who does not attain a certain level of scholastic achievement will not be able to spend the time on athletics. Either he will neglect athletics for his course work or his course work for athletics.

3. The use of athletic eligibility requirements can act as an incentive to athletes to keep up with their "academic" work.

4. "Eligibility standards eliminate the possibility of a student attending school for the sole purpose of participating on athletic squads."\(^1\)

Issue Number 67

Should or should not athletes be excused from instructional physical education classes?

Many high schools and colleges excuse from physical education all boys or men out for varsity athletics. Other schools require athletes to participate in the instructional program.

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The Case for Excusing Athletes from Instructional Physical Education

1. Present practice supports the case for excusing varsity athletes from instructional physical education classes. Many schools excuse athletes during the time they are out for the varsity team.

2. "If the student is to engage in the regular class and then, later in the day, participate in a strenuous athletic program, it is questionable whether or not his best interests are being served."\(^1\)

3. A student could use the physical education class time "...more profitably in some non-athletic extracurriculum activity, such as music, art, journalism, or dramatics."\(^2\) Athletes seldom have time for such activities during the season since every day after school they are practicing or playing a game.

4. When the physical education instructional program consists of the same sport in which the athlete is participating, there is little justification for having him attend class. He is probably receiving more and better instruction after school than is given in the class period.

The Case Against Excusing Athletes from Instructional Physical Education

1. An athlete is not necessarily physically educated.

\(^1\) Curtis, School Review, LVIII, 294.

\(^2\) Ibid.
To be physically educated the boy or girl must have developed skill not only in athletic events but also in rhythmic and self-testing activities, and in such individual forms of sport as tennis, volleyball, swimming, and golf which may be used for leisure time pursuits. In brief, the student should not be excused from physical education classes unless he has attained a suitable proficiency in the wide range of activities offered in the program.

2. There are a number of values besides skill which can be derived from both physical education classes and from athletics. When the athletic program is such that these values are missing, the boy or girl can profitably spend time in physical education classes.

3. Drawing an analogy from another subject, a debater is not excused from english class simply because he is on the debate team. It is possible that he is excused, providing he has demonstrated that he would not profit from the class, but such excuse is on the basis of proficiency in all phases of english, not on the basis of his skill in debating.

Issue Number 90

Should we adhere strictly to the English concept of amateurism, should we morally legalize the status quo, or should we attempt to revise our amateur concept?

The concept of amateurism which we borrowed from England holds that an amateur is a sportsman who plays

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1Williams and Brownell, Administration, pp. 366, 367.
without monetary compensation. Present day practices in the United States include many questionable awards to "amateur" athletes. The problem has achieved such proportions that many feel that it is hopeless to enforce our present definition of amateurism.

**Preliminary Statement**

The amateur question is a monster with more than one head. No matter which way you look, there seem to be divergent points of view. In the discussion of this issue, two aspects become immediately apparent. The first is that there is a variety of directions which could be taken, only one of which is a continuation of our present amateur concept. This latter is presented as the case for adhering to the English concept of amateurism. The case against adhering to the English concept is presented in three parts; the case against adhering to the English concept, the case for revising the amateur code (which could take a number of forms), and the case for morally legalizing the status quo.

The second aspect of the problem is that institutions and athletic conferences have adopted the amateur code as one part of eligibility regulations for players. The two terms, eligibility and amateurism, have become so confused that to many they are synonymous. This has resulted in some attacks on the amateur system which perhaps are not warranted but which instead should be attacks on the use of the amateur
The reader will have to keep this in mind in evaluating any arguments presented.

The Case for Adhering Strictly to the English Concept of Amateurism

1. The English amateur code has been used as a basis for classification because those who play for pay have an advantage of professional experience over their opponents who have not had similar experiences.  

2. The root of the evil lies in those who want to have their cake and eat it too. They want to maintain their amateur standing, to play for their school, and to be rewarded for doing it. Whether this is the fault of a public which supports athletics at the gate instead of through taxes, the fault of athletic officials who have tried to satisfy the public's demand and willingness to pay for winning teams, or the fault of the players, is difficult to determine. The real evil is not the amateur concept but the people who try to get around it.

3. The convention of amateurism represents a guarantee on the part of the American college that every undergraduate shall have his fair and equal chance to develop his physical powers for the honor of his fellows, his

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own self-satisfaction, and the good of the nation. This guarantee any form of professionalism in a college or a school tends to destroy.1

4. To revise the amateur code merely because it does not work will not solve our problems. What will solve the problems is the correction of the reasons why it has not worked in the past.

5. The abolition of the amateur code,—assuming for the moment that it could be abolished,—not only would destroy the best that is now gained from college sport, but would bring with it a new set of evils that would be infinitely worse than any that now obtain.2

The Case Against Adhering Strictly to the English Concept of Amateurism

1. The present system, by which we are supposed to be adhering to the English concept of amateurism, is merely hypocrisy. We pay our amateurs to play. We pay college athletes in one way or another. "The truth of the matter is that it is really earned financial aid, earned by muscles and labors of extreme rigor demanded by the universities themselves."3 We pay tennis players and track stars and golfers through the medium of expense money.

2. We find the present-day definition of an amateur based on a European concept, entirely unrealistic, out-modeled, and unsuited to

1Ibid., p. 303.
2Ibid., p. 304.
societal patterns in this country. For this reason the present amateur code is difficult, if not incapable of enforcement.  

It has as its basis a social distinction entirely foreign to our country.

3. The use of the English code of amateurism as a basis of eligibility has resulted in subterfuge "for the purpose of evading it in spirit if not in letter."  

The Case for Revising Our Amateur Concept

1. Interscholastic and intercollegiate athletics are now professional. Athletes "...are subordinating the love of the game to considerations external to the game itself, and play under stress of the demand of 'patriots' alumni, and partisans." All this is not wrong; it is 'professionalism.' The wrong arises in confusion and pretense.

2. No two sports have the same interpretation of the amateur code. There is not one code, but many. The same or similar regulations should apply to all sports. Further, some states are different; for example, in New York a school boy only needs to be an amateur during the nine school months in order to represent his school.

1 Scott, Competitive Sports, p. 385.
2 Fullen, Ohio State University Monthly, May 15, 1956, p. 2.
4 P. Hughes, "Sport," Jour. of AAHPER, IX (April, 1938), 205.
5 Ibid.
6 Scott, Competitive Sports, p. 385.
7 Ibid.
3. When a youth is able to earn money because of some skill he possesses (other than athletic skill), he is to be congratulated. We approve of this and are proud of both the youth and the school. Many argue that athletic skill should be no different.

4. The public is ready for a revision. Indeed, according to Fullen, "The public's only wonder is when the educators are going to take a more common sense approach to an American problem which is tangled up in British tradition as alien to our way of life as cricket."¹

5. To compete with the Russians in the Olympics, we are going to have to give our athletes the same advantages as Russian athletes. "We Americans hate to lose and will not continue to see our national pride humbled by the Commies who are basing their sports program on the theory that athletes...are worthy of compensation in the interest of national pride."²

6. We have made very little progress in enforcing the present amateur code in the last 30 years since the Carnegie report³ was published. This report, which was widely read and quoted, called for a firmer adherence to the amateur code by all concerned.

¹Fullen, Ohio State University Monthly, May 15, 1956, p. 1.
²Ibid., p. 2.
7. "Skill in any form is marketable in our society." Because of this and because our concept of amateurism has changed, it is no longer a disgrace to be a professional.

8. Under the present system, a person who has professionalized himself in one sport automatically becomes a professional in other sports. What a person does or does not do in one sport should have no bearing on his classification in another sport.

The Case for Morally Legalizing the Status Quo

1. The breaking of the rules is not the sin. "It is the finding out about it that touches off the fireworks." This is a popular attitude today. As long as we can get away with something, it's all right. If there is no sin in athletes accepting "unearned" money, then we ought to give them that money openly.

Issue Number 91

Should high school students be permitted to accept valuable awards for athletic participation or should there be no or very small awards?

Generally, high school athletes are not permitted to receive gifts valued at more than a few dollars for their

1 Columbus Evening Dispatch, November 13, 1957, p. 1.
2 Ibid.
3 Fullen, Ohio State University Monthly, May 15, 1956, p. 1.
athletic participation. Students who receive costly prizes for excellent work in other areas are highly regarded and praised. There are those who feel that the amateur concept should be honored and those who feel that the amateur concept is incongruous with the American way of life.

The Case for Permitting Valuable Awards

1. Local businessmen are grateful for the prestige brought to their community by a winning team. They wish to express their gratitude to the boys. Surely there is nothing wrong in their doing this by giving them valuable gifts.

2. We have always competed for prizes. This has been true from the early Olympics to the present, in all areas of living and learning.¹

3. Valuable awards or prizes are given for skill in other areas.

4. Awards will encourage more children to come out for the teams and to participate in the program. If the program is beneficial for those who participate, then the more children who participate, the greater the benefits.

5. Awards may have been overdone occasionally, but that's no reason for abolishing them. Athletics themselves have been overdone but we do not abolish athletics.²

¹Williams and Brownell, Administration, p. 372.  
²Ibid. (in a discussion of both sides of the issue).
The Case for Eliminating or Limiting Awards

1. From the practice of permitting valuable awards, it would be but a short step to proselyting or buying players. Awards which have a monetary value would have the effect of professionalizing high school athletes.¹

2. If "...the award for athletic prowess is the sole reason for participation, it could not be justified educationally even if the activity was considerably stimulated."² When interest has to be stimulated, then the individual is kept from pursuits which are intrinsically interesting to him and keeps him from "attention and satisfaction which he is entitled to have in purest form."³

3. Often awards are donated by persons outside the school.

Once an outside-school individual or group establishes themselves as the benefactor of the local athletic teams in the local high school, the authority for the control of the athletic policies of the school is shifted from the hands of the school administrator to the outside group, with the result of chaos in the local school and the professionalizing of the local athletic program.⁴

4. When valuable awards are given, athletes begin to get the idea that "...the school owes them something."⁵

¹Ibid.
²Scott, Competitive Sports, p. 404.
⁵Williams and Brownell, Administration, p. 372.
Instead of being grateful to the school for the opportunity to participate, they get the attitude that they are doing the school a favor by playing. "This feeling may lead some students to justify their acts in stealing certain articles of athletic equipment for their own personal use." \(^1\)

5. "To appraise value correctly is a desideratum. ...The values of a game are in its playing, its skills, its competition, and its sociability. These are rewards sufficient." \(^2\)

**Issue Number 88**

Are or are not junior high school boys physically and emotionally mature enough to participate in a program of extramural athletic competition?

A great many persons argue that junior high school boys are not mature enough for a program of extramural athletic competition. Yet, many junior high schools have such a program and believe in its values.

**Preliminary Statement**

The type of program referred to here is that patterned after the varsity of college and high school. Occasional interscholastic games are not under consideration. The issue here is the type of competition associated with

\(^1\) Ibid.
\(^2\) Oberteuffer, *Jour. of AAHPER*, VIII, 333.
team try-outs, regular practices, and a number of scheduled games.

The Case for Junior High School Boys being Mature Enough to Participate in a Program of Interscholastic Athletic Competition

1. Children of this age need "vigorous physical activity to promote normal growth and development."¹ To satisfy their organic needs and desires, they must have strenuous physical activity in the form of competitive sports. They need adventure and violent physical exertion.

2. When the best parts of adult and student leadership are combined to provide for the necessary amount of self-determination on the part of the players, then there is little chance of a player's over-exerting himself beyond the point of beneficial fatigue.

The Ohio High School Principals' Association has under consideration a code which recognizes the importance of junior high school athletics.²

The Case Against Junior High School Boys being Physically and Emotionally Mature enough to Participate in an Interscholastic Athletic Program

1. The possibility of carrying activity too far, to the stage of harmful exhaustion, is too great in organized

¹"Is This a Sensible Junior High Interscholastic Athletic Code," Ohio High School Athlete, XVII (April, 1958), 126.
²Ibid.
At this age, boys need strenuous activity, but they also need to be able to stop any time they feel like it.

2. At this age, boys are still growing. Their skeletal system grows faster than their muscular system. Their joints are vulnerable and there is danger of injury to the epiphyseal areas. In a study of Cleveland boys, it was found that those who did not participate in athletics at this age made greater gains in height and weight than those who did participate.

3. Educators are generally agreed that the Junior High School boy has a need to develop skill in a large number of activities. When emphasis is placed on one activity and that activity is made attractive, boys will naturally participate in the activity. Such participation prevents them from acquiring skill in many activities.

4. "Because of his age the Junior High School boy is likely to be sensitive to the pressure which seems always to prevail in all types of interscholastic competition."

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2 Ibid.
5. Adult leadership determines the length of practice and play periods, and the resultant pressure can cause the boys to play too long. Self-determination, a boy's guide to participation in unorganized activities, ceases to be the controlling factor and a boy who is tired either does not realize it or will not ask to be taken out of the game because of social pressures.

6. "The emotional element attendant upon a competitive athletic contest has a disturbing effect upon the sleep of young children." Studies show that competitive activity one hour before retiring produces more restlessness than does moderate activity.

7. Most pupils in elementary and junior high schools, and a few in the first year or two of high school are not physically and emotionally stabilized. In the presence of such emotional stresses as victory or defeat or the failure to 'make the team,' they may develop all sorts of compensations.

8. The following organizations have taken a stand against junior high school athletics, primarily on the basis of immaturity:


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2Oberteuffer, Physical Education, p. 343.
3Dukelow, Jour. of AAHPER, XXVIII, 26.
4"Recommendations from the Seattle Convention Workshops," Jour. of AAHPER, XVIII (September, 1947), 432.
5"Resolutions 1952," Jour. of AAHPER, XXIII, 20.
b. Society of State Directors in Resolutions in 1948 and 1950;\(^1\)

c. College Physical Education Association in a Resolution in 1954;\(^2\)

d. Educational Policies Commission in a publication in 1954 (School Athletics);

e. National Council of State Consultants in Elementary Education and the Department of Elementary School Principals of the National Education Association, which organizations, together with the American Association for Health, Physical Education, and Recreation and the Society of State Directors, published Desirable Athletic Competition for Children.

**Issue Number 89**

**Should or should not elementary school students have regularly scheduled interscholastic competition?**

We know that children in elementary school are still developing. Many feel that a program of extramural athletics causes undue stress and strain at this stage of development. Others feel that such a program is no more harmful to the student in elementary school than it is to the high school or junior high school student.

**The Case for Inter-Elementary-School Competition**

1. Children are going to play and their play will be safer with the proper equipment and supervision.\(^3\)

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\(^1\) Rogers, *History of the Society*, pp. 16, 17.


\(^3\) Oberteuffer, *Physical Education*, p. 342.
alternative to organized competition on the elementary school level has been unsupervised "sand-lot" competition which, according to Esslinger, "Doctors regard... as extremely dangerous."¹

2. Baseball, basketball, and football all require a great deal of skill. The sooner the boys start to learn the skills involved in these games, the sooner they can contribute to their school teams. Each school level can serve as a "farm system" for the next higher school level.

3. "Parents often want their boys to begin the 'rugged' sports early."² There seems to be a general feeling that participation in rugged sports, particularly football and boxing, helps make men out of boys.

4. Life consists of competition. To prepare students for life, we must prepare them to compete. Competition in games at an early age can prepare youngsters to meet the challenges of life. "It is never too early to begin the development of the competitive spirit."³

5. When competition is confined to one school, the same boys are the winners and the stars. These boys need to meet others who are more nearly their equal. This also

²Oberteuffer, Physical Education, p. 342.
³Ibid. (in a discussion of the pros and cons of elementary and junior high school athletics).
applies to the larger boys. They should be playing with boys their own size and the smaller boys should not be expected to compete with them. "Every boy should be given the opportunity to play according to his skill and development."

6. Interscholastic competition need not be in place of competition for all the children. An intramural program can go on at the same time as an interschool program. Interscholastic competition can also serve as a stimulus to the intramural program and actually improve interest and participation in this program.

7. Children have a desire to play other schools, to show their school spirit. They want to face an unknown quality occasionally, which perhaps is the reason that youth of other days put to sea or headed west.

8. Teams which have interschool competition often stimulate teachers to do a better job of teaching. "It is widely recognized that much of the poorest teaching of skills at this level has been done in schools which have no motivation in the form of interschool competition."

9. Juvenile delinquency rates testify to the need for vigorous, challenging activity. Delinquents make their

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2 Ibid., p. 512.

own challenges, in a way that happens to be unacceptable. "Revival of organized, city-wide athletic competitive sport in the upper elementary school grades will go far toward reducing delinquency and putting a premium on physical and emotional fitness."¹

10. Today's children are taller, heavier and more mature than their predecessors. The average weight and height of our population as a whole has increased. "However, the greatest change is to be found in children at the age of pubescence or just preceding pubescence thus indicating an advancement in the rate of maturation."² Thus, when adults think of the maturity of a sixth-grader, they must not think of how sixth-graders behaved when they were children. If interscholastic athletics were acceptable for high school students thirty years ago, then they are now acceptable for junior high school boys, and what they did thirty years ago can now be done by boys two years younger.

The Case Against Inter-Elementary-School Competition

1. Emphasis on interscholastic athletics in elementary and junior high school "tends to violate the principle of 'athletics for all.'"³ "It diverts personnel, time, and

¹"Wartime Activity for Pre-Adolescent Boys," Jour. of AAHPER, XVI (January, 1945), 17.
³EPC, School Athletics, p. 36.
facilities to the few at the expense of service for the many.\textsuperscript{1}

2. Elementary school children should be developing skills and interests in a great variety of activities. Their participation should be broad in nature, rather than specialized.

3. A program of many activities for all children actually benefits the high school athletic teams more than specialization in the elementary school. Some boys develop later than others and these need just as much attention in the elementary years. Boys also need activities "for the improvement of balance, flexibility, agility, and coordination."\textsuperscript{2}

4. "Much of the harm engendered by highly competitive sports is due to the fact that they are organized on an adult level, with the emphasis on advertising, gate receipts and concessions."\textsuperscript{3} It is difficult for adults to conceive of and organize such activities on any level other than their own.

5. "There is evidence that non-competing boys tend to grow faster than those participating in high-pressure athletic programs."\textsuperscript{4}

\textsuperscript{1}Ibid.
\textsuperscript{3}Reichert, \textit{Today's Health}, XXXV, 30.
\textsuperscript{4}Ibid.
6. The majority of elementary school teachers are women, who are not prepared to teach the activities. 'Women are seldom able to inspire confidence on the part of upper-grade boys through demonstration of kicking, throwing, catching, and in general playing the games of touch football, basketball, or softball.'^1

7. Children who do not succeed "will give up and lose interest."^2 Many children at this age are not ready for the complicated skills involved in the activities used in interscholastic athletics. These same children may be ready in another year or two, and may develop into better players than their earlier maturing classmates.

8. Boys are not men and we should not expect them to behave as men behave. Interscholastic athletics come from a man's world and have been used by younger and younger boys. Boys will try to act like men and in some cases will succeed, but this only raises the adults' expectations. "Boys are children"^3 and in asking them to behave as men, we ask too much.

9. "The evils of over-emphasis in school athletics are compounded when they involve young boys."^4 We are all

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^2M. Morris, "Don't Rush Your Kids," Jour. of AAHPER, XXIII (October, 1952), 18.
^3S. A. McNeely, "Of 'Mouse' and Men," Jour. of AAHPER, XXIII (December, 1952), 27.
^4EPG, School Athletics, p. 29.
familiar with the evils of over-emphasis, and we must recognize that inter-elementary-school competition can easily reach the stage of over-emphasis and that some such programs already have reached that stage.

10. Athletic competition among children produces strong emotional reactions in adults—parents, teachers, leaders, coaches, and even spectators. These reactions in the adults such as undue stress on 'winning the game,' undue adulation of the skilled athlete, coercion of the child beyond his ability or interests, all of these may be reflected in the children.

11. "The need for competition in athletics can be supplied in the elementary school through games which emphasize fundamental physical skills in controlled situations within the school." 2

12. The National Council of Chief State School Officers believes that "competitive athletics in the elementary schools should be confined to physical education classes and the intramural program." 3 Resolutions have also been passed by the Society of State Directors.

Concluding Statement

Anyone could make an impressive-sounding case for or against these programs by citing specific examples. The only true measure of the worth of any of them however, depends upon

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1"Report, Committee on School Health, Competitive Athletics," Pediatrics, XVIII (October, 1956), 674.


3"Official Resolution on Athletics," Jour. of AAHPER, XXIII (September, 1952), 16.
their effects as a whole. No one knows whether the beneficial effects exceed the deleterious or vice versa and to what extent. It is exceedingly unlikely that an over-all assessment of any of these programs will ever be made.

In the final analysis the worthwhileness of any of these highly organized athletic programs will depend upon the quality of the leaders who actually work with the boys. This generalization is self-evident. It has been demonstrated so often in every line of endeavor as to need no further substantiation here.1

Issue Number 72

Does or does not physical education have any responsibility to programs such as Little League Baseball?

Little League Baseball and similar programs have been sponsored and directed by citizens who are not physical educators. Many physical educators feel that physical education has a responsibility to the youth and therefore should help manage these programs.

The Case for Physical Education Assuming Responsibility for Programs Such as Little League Baseball

1. The type of competition exemplified by Little League Baseball is here to stay, regardless of the attitude or attitudes displayed by the physical educators.

Opinion surveys reveal that a large proportion of teachers, administrators, and particularly parents favor athletic competition. Rather than taking the negative approach and

1Esslinger, American Academy of Physical Education Professional Contributions No. 3, p. 41.
spending all their efforts in trying to eliminate competition, school administrators and physical educators should lend their services to help improve and broaden these programs.1

2. Physical educators are better prepared to administer such programs than most adults.2

Adults who are unaware of the principles of child development sometimes believe that children are like adults, only smaller, and that it is necessary only to trim the size of the diamond, or reduce the height of the goal posts, or make the ball smaller in order to adapt games to youngsters. This is no more true than it would be to say that a pediatrician is simply a physician who knows all the rules for drug dosage for children.3

3. Physical education is, or should be, a part of a single, unified, purposive program of activities promoted by schools, YMCA's, scouts, and other agencies, which indissolubly unites both physical and mental influences in the individual's growth and development.4

If physical education is to be a part of the whole, it cannot turn its back on other parts of the whole.

4. We have failed to provide the proper kind of program for elementary school children.

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2 Esslinger, American Academy of Physical Education Professional Contributions No. 3, p. 41.
3 T. E. Shaffer, "Are Little Leagues Good for Children?," Ohio High School Athlete, XVI (December, 1956), 64.
We need to take the program where it is and improve it. We must get on the inside, understand, and then try to change if that is needed rather than stand outside and criticize. Surely all is not wrong, and improvement will come only with knowledge and understanding.  

The Case Against Physical Education Assuming Responsibility for Programs Such as Little League Baseball

1. The programs are not always sound. Many are over-emphasized. Many more neglect the largest proportion of youngsters.

2. Physical educators have enough to do without helping in programs such as these. Further, there is plenty of volunteer adult leadership for these programs.

3. To accept responsibility is to endorse the program. We cannot endorse competition on a state, regional, or national scale. "Such highly organized competition is not in the best interests of youngsters."  

4. "We should not compromise our ideals by becoming identified with programs which we consider educationally undesirable. Nor should we lend our name to activities we feel are indefensible in terms of child growth and development."  

5. We should "...devote our energies to broadening and improving existing physical education programs in schools all over the country."  

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The Case for Either Side of the Issue

Hein proposes eight criteria for desirable programs and suggests that we need to agree on these or similar criteria as a profession.

Professionally, we should give our unqualified support to programs that meet or are willing to meet the agreed upon criteria. We should just as vigorously oppose those that fail to meet such standards or whose promoters are unwilling to make appropriate modifications.¹

¹ F. V. Hein in "Basic Issues," Jour. of AAHPER, XXVIII, 59.
CHAPTER XIV

ISSUES DEALING WITH GIRLS AND WOMEN'S ATHLETICS

Issue Number 92

Can the needs of the highly skilled girl for competition be met best through intramural or extramural athletics?

There is general agreement that the highly skilled girl needs an opportunity to compete with other highly skilled players. However, there are several ways of meeting the need. One is to play extramural games. Others feel this need can be satisfied by intramural contests.

The Case for Meeting the Needs of the Highly Skilled Girl Through Intramural Competition

1. In a medium-size or large high school or college, extramural competition is not necessary. There are enough skilled girls to provide good competition for all of them.

2. Not all schools can administer a suitable extramural competitive program. Such schools, however, follow a pattern set by other schools.

A certain school in California may operate under ideal conditions for inter-competition, but a school in New Jersey not realizing that its own conditions are not ideal and that those in the California school are, copies the school
in California with bad individual and group results and a resultant step backward for athletics for girls.¹

3. The alternative, interscholastic or intercollegiate competition, is not acceptable. Mabel Lee, in 1937, summarized the most important objections against women's basketball as follows:

1. It produces both physical and emotional strain which is harmful to the girl.
2. The temptation to participate during the menstrual period is a serious hazard to future health.
3. It is more frequently accompanied by rowdiness than by cultural influences which hinder the best personality development of all who are involved.
4. It leads to neglect of studies on the part of the players and to neglect of other important extracurricular activities and teaching on the part of the coach and sponsors.
5. It brings undesirable publicity to girls.
6. It leads to a distorted conception of the values of athletics.
7. Whatever values might exist...can be gained only at too great a sacrifice of other values.
8. A long program of intense competition seriously curtails the girls' freedom to pursue a normal life and brings many unwholesome experiences as happens to boys and men who are varsity players involved in commercialized athletics.
9. Such a program breeds the 'coach' type of instructor as opposed to the 'educator' type and the 'professional' type of player as opposed to the 'amateur' type.²

4. No matter how well equipped a school may be in terms of facilities, equipment, and staff, any concentration on one group of girls detracts from the amount of time and

money spent on the majority. Therefore, while inter-
competition may satisfy the needs of the highly skilled girl,
it is in opposition to the principle of "the greatest good
for the greatest number."

The Case for Meeting the Needs of the Highly Skilled
Girl Through Extramural or Intercompetition

"The outcomes attributed most frequently to extra­
murals are contacts, skill, and attitudes."

1. Extramurals provide contacts for the partici­
pants which contribute to their social growth. There is an
opportunity to meet girls from other schools, to play against
them, and to get to know them a little better.

2. Girls who are a part of an interscholastic team
will have added incentive to improve their skill. By playing
against others who are also highly skilled, they will develop
this skill even further.

Further, "Competition for some seems mandatory.
There are always girls and women who are exceptionally
skilled and motivated to the extent that they need and desire
intercollegiate competition."^2

3. Through extramural participation, social and cul­
tural attitudes can be developed. The participants can grow

^1M. G. Scott, "Competition for Women in American
Colleges and Universities, Report of the Committee on Compe­
tition of the National Association of Physical Education for
^2B. Hartman, "Society, Women and Intercollegiate Compe­
tition," Ohio High School Athlete, XVI (November, 1956),
45.
in their understandings of themselves and their teammates, 
of play and competition, of winning and losing, of their 
opponents and their similarities with and differences from 
themselves. With help and guidance, such attitudes as these 
can help the girls achieve an estimable attitude toward 
themselves and the world around them.

4. Modern research has found no support 
for the once firmly held belief that girls 
should be restricted in their physical 
activity because the female organs of repro­
duction are peculiarly susceptible to injury 
from running and jumping.¹

5. An extramural athletic program need not be in 
place of an intramural program but can be in addition to. 
Further, it can enrich and complement an intramural program.

Concluding Statement

In general, the only incontrovertible 
statement which can be made is this: The 
values which girls derive from athletic par­
ticipation are determined less by the nature 
of the activity than they are by the total 
situation in which the experience of par­
ticipation occurs. The outcomes of athletic 
competition for girls can be evaluated only 
in relation to the conditions which determine 
the situation encompassing the competition 
and against a background of the most prevalent 
attitude about women at that time and in that 
place.²

¹E. Metheny, "Relative Values in Athletics for Girls," 
Journal of Educational Sociology, XXVIII (February, 1955), 
269.

²Ibid.
Are or are not the standards of the National Section for Girls and Women's Sports practicable?

The National Section for Girls and Women's Sports has distributed standards in athletics for girls and women. A number of teachers go by these standards. There are also a number of schools which consistently violate at least one of the standards. Many teachers think the standards good but not practicable.

The Case for: the Standards of the Division for Girls and Women's Sports are Practicable

1. In 1945 in the colleges of the United States, "NSWA standards (were) carried out by about 80 per cent of the institutions." This is a high proportion of the colleges surveyed. It would seem that, as far as the colleges are concerned, practice definitely supports the case of the practicability of Division for Girls and Women's Sports standards.

2. Thousands of qualified women can't be wrong.

Metheny, in discussing the publications of the Division (which include the rules and the standards) has this to say:

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1In 1953, the title of the National Section on Women's Athletics (NSWA) was changed to the National Section for Girls and Women's Sports (NSGWS). In 1957, the organization's status was changed to that of a division of the AAHPER, with a resultant title change to Division for Girls and Women's Sports (DGWS).

2Scott, Research Quarterly, XVI, 71.
3. If some believe that the Division for Girls and Women's Sports standards are not practicable, others believe that they provide the "...best insights now available into the confusing and often contradictory issues concerning values of athletic competition for girls in our present social order."\(^2\)

4. The standards of the Division for Girls and Women's Sports are recommended by the following organizations: American Association for Health, Physical Education, and Recreation,\(^3\) the Society of State Directors, the National Recreation Association,\(^4\) and the Educational Policies Commission.\(^5\)

**The Case Against the Standards of the Division for Girls and Women's Sports are not Practicable**

1. A large number of high schools do not follow the standards. These high schools are found particularly in the

\(^1\) Metheny, *Journal of Educational Sociology*, XXVIII, 270.
\(^2\) Ibid.
\(^3\) "Recommendations from the Seattle Convention Workshops," *Jour. of AAHPER*, XVIII, 432.
\(^4\) D. Soladay, "Functions and Purposes of NSGWS," *Jour. of AAHPER*, XXVII (October, 1956), 53.
\(^5\) EPC, *School Athletics*, p. 51.
southern and central parts of the United States.

2. There seems to be some feeling that the standards are unrealistic in terms of the problems of the areas in which they are not used. These areas have fewer women teachers, greater distances between schools necessitating traveling with and playing prior to the boys' teams, and a dearth of qualified officials, particularly women. In some areas the girls are intensely interested in interscholastic competition, but there is a scarcity of women qualified to coach such teams.

3. Some of the standards are based on physiological and psychological aspects of competition which have not been proven to be true. Neither have they been disproven. Yet, when the standards are based on belief rather than fact, they are difficult to justify to participants as well as to those responsible for the programs of girls and women's sports.

**Issue Number 95**

Should or should not girls' interscholastic athletic games be "curtain-raisers" for boys' games?

In some regions of our country, girls play their basketball games just before the boys' games. In other sections, this practice has been abolished because it was felt that it was not in the best interests of the girls.
The Case for Girls' Games Being 'Curtain-raisers' for Boys' Games

1. In sparsely populated areas of the country, where schools are small and far between, it is much more economical to hire one bus and have the boys and girls travel together and play their games in succession. Schools in such areas seldom can afford to transport the girls' teams separately.

2. The girls deserve a chance to play in front of a crowd and to receive recognition for their skill.

The Case Against Girls' Games Being 'Curtain-raisers' for Boys' Games

1. Many spectators attend such games just to see the girls play in their abbreviated clothing. Playing games in the afternoon, with little or no crowd, "safeguards the girls against exploitation and commercialism."¹

2. "It is easy to over-stimulate an interest in a winning team, to the detriment of the health and general welfare of the girls. Because of this, in many localities all interschool games for girls have been abolished."²

Issue Number 96

Should girls play basketball under boys' rules or under girls' rules?

² E. Perrin, "Win or Lose--But Play!" The Nation's Schools, XX (September, 1937), 22.
There are a number of girls throughout the country who are playing basketball under boys' rules in organized competition. There are probably more girls playing basketball under girls' rules.

The Case for Girls' Playing Basketball by Boys' Rules

1. Practice supports this side of the issue. In some sections of the country and in driveways everywhere, girls are playing by boys' rules.

2. Physiologically, there is no reason why girls cannot play boys' rules. It is true that girls have a lower metabolic rate, a smaller lung capacity, faster pulse rate and lower blood pressure than do boys. But it has not been proven that these and other physiological differences would make playing basketball by boys' rules detrimental to the health of the girls.

3. There is a shortage of women physical education teachers and a number of men are either teaching or coaching girls in basketball. Boys' rules are easier for these men who seldom have time to learn about the girls' rules.

4. There are so many kinds of women's rules, particularly in basketball, that it is easier just to play by the men's rules.

5. Girls playing by boys' rules might make a better game of basketball.
The Case for Girls Playing Basketball by Girls' Rules

1. The use of girls' rules is more prevalent than the use of boys' rules, particularly in colleges. Present practice supports this side of the issue.

2. Since the first 'girls' rules' were published in 1901 there has been increasing recognition that the safety and well-being of girls require shorter playing periods, shorter running distances, and elimination of rough body contact and other hazards. Without question girls' games should always follow girls' rules.1

3. Since the girls' rules were adapted for them, it stands to reason that they would be better than rules made for boys.

4. For esthetic reasons, we want girls and women to be feminine and to avoid masculine activity.

5. "Girls do not have the fighting instinct of boys."2 Because of this, they cannot play the game as the boys play it, and therefore might as well have separate rules.

6. Reporting on a study of distance traversed by basketball players, Miriam Gray observes that

Insofar as (the) one element of distance is concerned,...the men's game is twice as strenuous as the women's. The anatomical and physiological differences...show that women are not as well equipped for fast traveling as men are, so the lessening of the distance

1EPC, School Athletics, p. 51.
2Perrin, The Nation's Schools, XX, 22.
traversed in the women's game should be one excellent reason for using the women's game and playing women's rules.¹

7. "This difference between the men's and women's games is good because it helps to eliminate the temptation to compete with the men, a competition that the women invariably lose, be they expert or in the dub class."²

**Issue Number 97**

Should girls' sports teams be coached by men or women?

Probably most of the girls' sports team are coached, instructed, or advised by women. On the other hand, a number of girls' teams are coached by men. Many believe that girls' teams should never be coached by men, while others feel that men can often do a better job of coaching.

**The Case for Men Coaching Girls' Sports Teams**

1. The law of supply and demand supports the case for men coaches of girls' teams. Girls want and deserve a chance to play, and to be coached so that they may improve their play. The supply of women capable of coaching a sports team is very low, while there are a comparatively large number of men available for this work.

²Ibid., p. 189.
2. Men fit into the coaching pattern much more easily than women. They ask for and get more devotion to the sport and the team. Many trained men can do a much better job of coaching a girls' team than either a trained or an untrained woman.

3. Girls will follow a man as coach because they feel that he knows what he's talking about. This is particularly true if the man has had experience in varsity athletics.

4. Many schools find that they cannot afford to hire a man and a woman in physical education. It is cheaper to hire a man to do all physical education and athletic work. This man either coaches the girls' teams on the side or finds another male faculty member to coach the girls. If the coach does not have time to work with the girls, then the chances are that the next most qualified person will be another male teacher. If there were a qualified woman, she would be teaching the physical education classes.

The Case Against Men Coaching Girls' Sports Teams

1. Men tend "...to teach girls to play basketball as boys play the game. This is a mistake, for girls do not have the fighting instinct of boys."

2. The fact that men, as a rule, in dealing with girls and women in games and sports do not appreciate nor recognize these differences (anatomical, physiological, and emotional),

1 Perrin, The Nation's Schools, XX, 22.
is one strong argument in favor of abolishing all teaching or administering of physical activities for girls and women by men.¹

3. Men tend to use boys' standards on girls,² rather than measuring them by girls' standards. Since girls, as a rule, are different and have different accomplishments and different levels of achievement, this is not fair to the girls.

4. Girls will not discuss health problems with men coaches. Since games are stressful situations, it is imperative that players feel free to discuss any phase of their health with their coach.

5. The National Council of Chief State School Officers has passed the following Resolution: "Interschool competition for girls of high school age should be conducted and officiated by professional qualified women physical educators using approved girls' rules."³

Agnes Wayman, writing in 1934, listed six reasons why men should not coach girls: These reasons, quoted below, may be true today.

1. Men teach men's practices in games, are governed by men's standards and men's ideals.
2. Men do not realize the physical limitations of girls.

¹Wayman, Education, p. 127.
²Williams and Brownell, Administration, p. 363.
³"Official Resolutions on Athletics," Jour. of AAHPER, XXIII (September, 1952), 16.
3. Men cannot frankly discuss health problems and conditions with girls.
4. Men invariably train for special events and contests.
5. Men have no patience with incapable or weak girls.
6. Men have not, as a rule, the educational attitude toward athletics.¹

¹Wayman, Education, p. 179.
3. Men cannot frankly discuss health problems and conditions with girls.
4. Men invariably train for special events and contests.
5. Men have no patience with incapable or weak girls.
6. Men have not, as a rule, the educational attitude toward athletics.¹

¹Wayman, Education, p. 179.
CHAPTER XV

SUMMARY

Many of the issues presented here seem to revolve around basic controversies, around differences in points of view and in interpretations of facts bearing upon problems so large as to produce sub-problems as derivatives. The 79 issues studied seem to stem for the most part from the following controversial problems:

Issue Number 1, "Should or should not a modern program of physical education find its genesis in any particular philosophical context, e.g., pragmatism, behaviorism?" probably affects many issues which follow. Eleanor Metheny, a member of the jury, made this comment about Issue Number 1:

Probably it belongs in a class by itself as the underlying difficulty from which most of our dissensions spring. By this I do not imply that we should all agree on a philosophical position. I mean rather that all of our differences in policy, practice, and theory stem from our fundamentally different philosophical position, and that in general there has been no clear-cut recognition of this basic concept in our professional literature. And so when we differ or argue, we argue about the wrong things, and are doomed to frustration because, as arguers, we do not necessarily believe that the same things are TRUTH, and so we have no common basis for communication.1

1Letter from Eleanor Metheny, Professor of Physical Education, University of Southern California, Los Angeles, California, March 15, 1957. 307
Dr. Metheny's position is in evidence as we examine the arguments involved in many of the subsequent issues. It is clear to the writer that many of the discussions pro and con have not been elevated to a point of recognizing the fundamental differences. Particularly is this true of those issues which are represented on one side by practice only. When this occurs, it would seem to be an indication of a lack of philosophical orientation. If the one side were not represented at least in practice, there would be no issue, but since there is an issue (according to the definition used in this study), the absence of expressed argumentation might well be taken as a failure either to verbalize or recognize an affiliation between the practice and a basic philosophy.

Certainly a very important controversy has been over the basic contribution of physical education. Is this basic contribution in the realm of the physical or the social growth of the students? The answer to this question, which is presented in Issue Number 3, has necessarily affected the answers to other questions. Not only do many believe that the historic function, and perhaps only unique one, of physical education is that of providing experiences which are organically or physically developmental, the term itself "physical education" would suggest this. However research and observations as to the effect of play on children has led many to become impressed with the deep implication
for social growth from the "motor" or play aspects of life. To these the "physical" outcomes are subordinate. Many believe that such a conflict in emphasis is futile, and the recognition of the child as a psycho-physical entity makes it clear that neither physical development nor social growth is dominant but that each is complementary to the other. For these, a choice of emphasis for physical education is not necessary.

Fitness as an objective of a physical education program is the subject of much debate. There are those who believe that "fitness" is synonymous with muscular strength and that a program devoted to the production of strength and perhaps endurance has satisfied its primary objective. Others however believe that fitness is a much broader concept than strength of muscles. Adherents to this point of view suggest that experience in physical education is or may be contributory to attainment of fitness but not monopolistic of it.

Related to the controversy over the nature of fitness is the question as to whether fitness, like health, is an outcome primarily to be sought or to be left as a by-product of a well-conceived program. The first point of view would make health or fitness the prime goal to be sought intentionally by students. The latter would seek the appropriate adaptation of an individual to his society and recognize that the healthful or "fit" state is an important key to that
adjustment. This view holds that conscious attention to health may actually defeat the purpose of attaining it.

The place of physical education in the curricula of the schools has been a point in contention for many years. One point of view is that physical education is so important to a child's welfare that it should be required of all children in order to insure each child's opportunity for beneficial outcomes. The opposing point of view is that physical education is not as important as other traditionally required subjects because of its alleged lack of "intellectual" content. This latter view adheres to the traditional academic belief that the school program should be devoted to the "cultivation of the intellect" or the "training of the mind" rather than the development of the individual as an individual. On such a basis physical education then becomes a "non-academic" subject and frequently is offered with no credit, and sometimes as an elective subject.

There has not been agreement as to the role of physical education in the life of the child. Should it help him to grow and develop and gain in strength, skill and coordination now, or should it also try to prepare him for life after school? This conflict is illustrated in the issues concerned with the place of leisure-time activities in the physical education program and in the issue concerning preparation for democratic living. This basic issue is itself part of a larger issue concerning education as life
or as preparation for life. Those who believe that physical education should try to prepare students for life after school point out the importance of play in the life of an individual and the reluctance of adults to undertake the learning of new activities. They therefore believe that students should have an opportunity to develop skills in leisure-time activities while they are still in school. Others oppose the teaching of recreational sports principally because many of them are not physically demanding and therefore do not contribute to the student's physical well-being.

The manner in which athletics are regarded by those who control and direct them seems to have resulted in many issues. There is a definite controversy between those who regard athletics as an educational endeavor and those who regard them as a business enterprise conducted for prestige and financial rewards. When the purposes of athletics are entirely educational in nature, the athletic program is designed and administered with the best interests of the enrolled student body in mind. When, however, the purposes of athletics are prestige for the institution and individuals concerned with the program, and financial rewards, then the program is conducted so as to produce winning teams to the exclusion of all other values, and to perpetuate and embellish the resultant machinery.
The relationship between athletics and physical education has never been clearly defined. Different positions can be found almost any place on a scale, one end of which represents complete unity and the other end complete separation. Many believe that the purposes, tools, and outcomes are identical or very nearly so. For the most part, they see athletics as an outgrowth of the physical education program, as a culmination of physical education experiences. Others hold that athletics can and should stand alone, that they should be organized separately from physical education, and that the personnel should be different.

Many questions have arisen over the administration of girls and women's athletics. A number of programs were or are patterned after the men's athletics while other programs have refused to follow men's practices. Many of the former have resulted in girls' programs possessing the same evils as the boys' athletics. The latter have been administered by persons who insist that girls' athletics should not copy the boys' and who try to judge each practice on its own merit in terms of the welfare of the participants. Belief that the physical and emotional endurance required of athletic participation is more of a male and less of a female characteristic has resulted in the placement of a number of restrictions on girls' athletics. Aesthetic considerations have also greatly affected the role of the woman in sport,
influencing not only her dress habits but also the amount
and kind of her activity.

In physical education as in any vital enterprise
there are many basic issues and points of controversy. This
is a wholesome indication of the interest and concern of the
members of the profession for the profession.
APPENDIX A

MEMBERS OF THE JURY

Dr. Ruth Abernathy, Professor of Physical Education, University of California, Los Angeles

Dr. Karl Bookwalter, Professor of Physical Education, Indiana University, Bloomington

Miss Margaret Bourne, Director of Girls' Physical Education, Evanston Township High School, Evanston, Illinois

Miss Grace Daviess, Professor of Physical Education, Miami University, Oxford, Ohio

Mr. Paul Landis, Supervisor of Health, Physical Education, Recreation and Safety Education, Ohio Department of Education, Columbus

Miss Helen Manley, Director, Physical Education and Safety Department, University City Public School, University City, Missouri

Dr. Eleanor Metheny, Professor of Education and Physical Education, University of Southern California, Los Angeles

Dr. Margaret Mordy, Professor of Physical Education, The Ohio State University, Columbus

Dr. Delbert Oberteuffer, Professor of Physical Education, The Ohio State University, Columbus

Dr. Pattric Ruth O'Keefe, Supervisor of Physical Education, Board of Education, Kansas City, Missouri

Miss Gladys Palmer, Professor of Physical Education, The Ohio State University, Columbus

Miss Marion Purbeck, Director of Girls' Physical Education, Senior High School, Hackensack, New Jersey

Dr. Harry Scott, Professor of Physical Education, Teachers College, Columbia University, New York City

Dr. Natalie Shepard, Professor of Physical Education, Denison University, Granville, Ohio

Dr. Robert Yoho, Director of Health and Physical Education, Indiana Department of Health, Indianapolis
APPENDIX B

FIRST LETTER TO JURORS

DENISON UNIVERSITY
Granville, Ohio

February 21, 1957

Miss Marion E. Purbeck
Department of Physical Education
Senior High School
Hackensack, New Jersey

Dear Miss Purbeck:

In making a study of the major issues in Physical Education, we find it necessary to seek help in determining which issues are of major importance or significance to the profession and which issues are minor or of no significance.

We have prepared 97 issues, each accompanied by a brief statement of explanation. A sample issue is enclosed. Would you be willing to read the 97 issues and make a judgment as to whether each is major, minor, or of no significance?

This study is being made as a part of a dissertation for the Doctor of Philosophy degree at The Ohio State University under the direction of Dr. Delbert Oberteuffer.

If in your busy life you can find the hour or so which it will take to serve on my doctoral jury, I will be very grateful. I would be happy to have you return the enclosed post card signifying your willingness. Upon receipt of your agreement to do this for me, I will forward the study itself.

Sincerely yours,

Marion A. Sanborn
Instructor of Physical Education
APPENDIX C

SAMPLE ISSUE ENCLOSED WITH FIRST LETTER

Should or should not veterans of the armed services be excused from a physical education requirement?

Veterans enrolling in a college are frequently excused from the instructional physical education requirement. A few institutions do not remove this requirement. Some feel that the veteran has had all the physical education he needs while others believe that the physical training he received in the service is no substitute for physical education on the college level.

This issue is of major importance._____
This issue is of minor importance._____
This issue is of no significance._____

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APPENDIX D
SECOND LETTER TO JURORS

DENISON UNIVERSITY
Granville, Ohio

March 1, 1957

Mr. Paul E. Landis, Supervisor
Health and Physical Education
State Department of Education
Columbus, Ohio

Dear Mr. Landis:

We are making a study of major issues in Physical Education for the purpose of discovering how the profession has resolved or is now resolving them. We wish to discover as best we can data or evidence in support of both or all sides of each question.

Preliminary to this we must of course determine what the significant issues are. We have, therefore, by a search of the literature, found 97 questions which may or may not be considered significant or major. Some of them may be much less important than others from the standpoint of being crucial to the development of programs of physical education or physical education as a profession.

We seek your judgment, therefore, as to their significance as we would like you to help us arrive at a conclusion as to whether each of these issues is of major, minor, or insignificant importance. We define major as basic, crucial, greatly significant. We define minor as of some importance but not to be compared with those we designate as major. We define insignificant as having no importance at all to the development and extension of our professional field.

We have attempted to limit the study to issues in physical education or to issues which are of greater concern to physical education than to other areas of education. Issues dealing with salary, tenure, evaluation, and so forth, which are of concern to the educational field as a whole, have
not been included. Please keep in mind that issues need not appear in the literature to be issues but that they may exist as issues solely in practice.

Will you please read over each issue and the brief explanatory statement of it and mark your conclusions as to its significance?

Sincerely yours,

Marion A. Sanborn
APPENDIX E

QUESTIONNAIRE WITH JURORS' RESPONSES INDICATED

A STUDY OF ISSUES
IN PHYSICAL EDUCATION

Explanation

Over the span of the last 25 years, during which time physical education has grown tremendously in its program in schools and colleges and taken on recognizable aspects of a profession, many issues involving varying points of view have appeared in the literature, in our professional meetings, and in the practices applied or in use throughout the country. It is wholly possible that not all of these issues are of equal importance and certainly not all of them have been resolved.

The purposes of this study are to locate the issues, define them, study what has been said about them and analyze the positions which persons or organizations have taken with reference to them. One step in this process is to seek judgment from among the leaders of the profession as to the relative importance of the issues themselves. It is at this point that your help is solicited.

Criteria

We are defining a major issue as basic, greatly significant, crucial to the development of the profession or programs of physical education. It is an issue which without resolution will impair the extension of programs to students in schools and colleges. It is an issue which should command the attention of our professional personnel and a resolution of it should be sought.

We are defining a minor issue as of some importance, holding some interest to the profession, but which, without resolution, would not particularly impede progress or curtail development or expansion.

We are defining an issue of no significance as obviously having no importance to the development of the field.
**Directions**

After having read the statement of the issue and its explanatory paragraph, would you please check appropriately in the right-hand column.

If, after having completed the study, you believe that we have omitted some significant issues, would you be so good as to add them to the last sheet?

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I. Philosophy and Purposes

Check in this column

1. Should or should not a modern program of physical education find its genesis in any particular philosophical context, e.g., pragmatism, behaviorism?

Many physical education programs fail to be based on a particular philosophy and some of them on any philosophical considerations. Others are based on the mind-body dualistic philosophy, on behaviorism, on faculty psychology, and on pragmatism.

This issue is of major importance. 14
This issue is of minor importance. 1
This issue is of no significance. 1

2. Are the primary purposes of physical education individual development or the development of strength in the masses?

Many feel that the development of the individual is the primary aim of physical education. Others feel that physical education's reason for being is the strength, fitness and preparedness of our national manpower. Can both be achieved or are these mutually exclusive?

This issue is of major importance. 13
This issue is of minor importance. 1
This issue is of no significance. 1

3. Should physical education programs take program and content from biological needs or social needs or both?

Physical education denotes physical activity which is a biological function and need. At the same time, we know that social contacts and successful social relationships are a necessity to the individual.

This issue is of major importance. 14
This issue is of minor importance. 1
This issue is of no significance. 1
4. Should or should not a program or curriculum in physical education have any concern for preparing students for democratic living?

Many feel that education in a democracy should be education for democratic living and that a curriculum in physical education can, and therefore should, contribute toward the individual's understanding of the democratic way of life. Others feel that while this is possible, the curriculum in physical education should limit itself only to those values which are primarily organic or physical.

This issue is of major importance. 12
This issue is of minor importance. 2
This issue is of no significance._______

5. Should the curriculum be child-centered or subject-centered?

Many believe that the curriculum should be constructed with the child in the center of focus and individual development as the goal. Others believe that curricula should be constructed from the subjects with the development of the mass as the aim.

This issue is of major importance. 13
This issue is of minor importance. 1
This issue is of no significance._______

6. Should or should not a curriculum in physical education have any concern for personality development of a student?

Some are of the opinion that successful participation in motor activities, particularly in group situations, has a potential bearing on personality development and that the teacher should be as concerned about this type of development as he obviously is concerned with the development of skill. Others believe that the physical education program should concern itself solely with the development of physical skill and stamina.

This issue is of major importance. 14
This issue is of minor importance._______
This issue is of no significance._______
7. Do physical education programs have more in common with the health education programs or with recreation programs?

There are physical education programs which are closely united with health education programs and physical education programs tied in with recreation programs. Some physical educators believe that physical education programs have more in common with health education programs than with recreation programs and others who believe that recreation is closer to physical education than is health education.

This issue is of major importance. 3
This issue is of minor importance. 9
This issue is of no significance. 1

8. Is the major alliance of modern dance with physical education or with the arts?

Dance has been a part of physical education for many years. There are those who feel that dance is in reality within the context of the fine arts and therefore should be connected with that department.

This issue is of major importance. 3
This issue is of minor importance. 9
This issue is of no significance. 1

9. Can or cannot the physical education profession agree on a definition of fitness?

The terms fitness and physical fitness have received a great deal of attention. Many persons have been able to define fitness to their own satisfaction but the profession as a whole has not reached agreement on a suitable definition. The recent statement "Fitness for Youth" published in the Journal of Health, Physical Education, and Recreation, was approved by the 100 delegates to the AAHPER Fitness Conference in September, 1956.

This issue is of major importance. 9
This issue is of minor importance. 4
This issue is of no significance. 1
10. Can or cannot physical fitness be separated from total fitness?

Many believe that an individual can attain physical fitness without reaching total fitness. Others believe that the components of total fitness are interdependent and cannot be isolated or separated.

This issue is of major importance. 10
This issue is of minor importance. 4
This issue is of no significance.

11. Can or cannot physical education select and apply the principles of ethics from our way of life to behavior in physical activities?

Standards, codes of ethics, religious beliefs, etc., have been set down. Many believe that these can and should be applied to physical education and sports. Others believe that sports should have their own codes, varying with the activity or situation.

This issue is of major importance. 13
This issue is of minor importance. 1
This issue is of no significance.

II. The Basic Curriculum - Nature and Administration of

12. Should physical education be required or elective in the public schools?

A majority of the states have laws requiring physical education to be taught in the public schools. There are those who feel that physical education is no more important than other subjects, that it is not essential to the education of the students and that it should not be required for graduation. On the other hand, many exponents of physical education feel that every child needs physical education and therefore it should be required.

This issue is of major importance. 12
This issue is of minor importance. 2
This issue is of no significance.
13. Should academic credit be given for physical education or should physical education receive no credit?

A great number of high schools and colleges require physical education and grant academic credit for the successful completion of the course. There are those who feel that physical education is not an "academic" subject and should not receive credit.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance. 1

14. Should high school physical education be required for four years or for less?

There are many high schools that require students to participate in the instructional physical education program for four years. In some states, such instruction is mandatory. There are also many high schools that excuse seniors, or juniors and seniors from physical education.

This issue is of major importance. 8
This issue is of minor importance. 6
This issue is of no significance. 2

15. Should or should not other courses in the curriculum be accepted as substitutes for physical education?

It is the practice in a number of schools to excuse from physical education those students engaged in other physical activities such as band and marching and military training. Most physical educators feel that such activities do not and cannot achieve the same objectives held for physical education.

This issue is of major importance. 14
This issue is of minor importance. 3
This issue is of no significance. 7

16. Should or should not proficiency in physical activities be recognized for purposes of excusing students from part or all of the instructional program in physical education?

A number of schools and colleges that require students to take physical education, make no exceptions to these requirements. Other institutions excuse highly proficient students from part or all of the requirements.

This issue is of major importance. 7
This issue is of minor importance. 7
This issue is of no significance. 7
17. Should the curriculum in basic physical education be required or elective for college men and women?

Many colleges require one or two years of physical education, believing that it contributes to the education of the students. There are those who believe that a college student who does not wish to take physical education will not benefit from the requirement and that a college student who does wish to take physical education will do so. There is some feeling that men should take physical education to keep fit in case of a national emergency.

This issue is of major importance. 9
This issue is of minor importance. 5
This issue is of no significance. ________

18. Should college physical education be required for one, two, three, or four years?

A number of colleges require physical education for at least one year. Some require students to participate in the instructional physical education program for two years, others for three years, and still others for four years. If physical education is to be required on the college level, how many years should be required?

This issue is of major importance. 4
This issue is of minor importance. 9
This issue is of no significance. 1

19. Should or should not veterans of the armed services be excused from a physical education requirement?

Veterans enrolling in a college are frequently excused from the instructional physical education requirement. A few institutions do not remove this requirement. Some feel that the veteran has had all the physical education he needs while others believe that the physical training he received in the service is no substitute for physical education on the college level.

This issue is of major importance. 7
This issue is of minor importance. 7
This issue is of no significance. ________
20. Should or should not students be excused from a physical education requirement because of age?

Of the colleges and universities that require physical education, many of them limit this requirement to students below a certain age, e.g., 25. There are those who believe that age is not the factor which determines how much a student will profit from the instructional physical education program.

This issue is of major importance. 3
This issue is of minor importance. 10
This issue is of no significance. 1

21. At the college level should divisions of physical education for men and women be administered and conducted as unified or as separate departments?

Because physical education originally separated the men and the women, the administrative organizations for the different programs were often separate. Today many feel that the two areas should be unified in one department.

This issue is of major importance. 3
This issue is of minor importance. 11
This issue is of no significance.

22. Should or should not athletic coaching, because of alleged differences with physical education, set up a separate curriculum for the preparation of coaches?

There are a number of physical educators who believe that there is enough difference in the demands and responsibilities of a coach and of a physical education teacher to warrant separate curricula for the preparation of coaches. Others believe that these differences are or should be non-existent or that the differences are slight enough that the same general curriculum can adequately prepare both teachers and coaches.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance.
III. Curriculum Content

23. Should or should not age, sex, and physical development be considered in planning a program of physical education?

Many programs of physical education have been based on the age, sex and physical development of the participants. There also seems to be a number of programs where there is no evidence of planning with those factors in mind.

This issue is of major importance. 13
This issue is of minor importance. 1
This issue is of no significance._____

24. Should or should not the doctrine of interest be applicable to the selection of activities in a physical education program?

Many teachers believe that students will learn more readily if the activities are inherently interesting to them, and that activities which are not interesting, but forced upon them, will be ignored as soon as possible. Others believe that students should be trained for difficult tasks by force, in order to strengthen their character and instill discipline.

This issue is of major importance. 10
This issue is of minor importance. 4
This issue is of no significance._____

25. Should or should not high school and college physical education programs prepare students for proper use of leisure time as adults?

Many who accept the proposition that the healthy personality is one who plays and takes his play seriously, believe that physical education should help prepare students for adult leisure. Others feel that the present is important and that adults who wish to play golf or shoot or bowl can learn from friends or professionals.

This issue is of major importance. 13
This issue is of minor importance. 1
This issue is of no significance._____
26. At the high school level, should the so-called recrea-
tional sports be introduced or is it more important
that students continue team sports?

In preparing high school students for present and
adult leisure time activities, many physical education
departments offer such activities as table tennis, golf,
horseshoes, and archery. However, many of the students
are still growing and there are those who feel that it
is important for them to participate in vigorous team
activities, at least until they graduate from high
school.

This issue is of major importance. 14
This issue is of minor importance. 11
This issue is of no significance. 1

27. Does or does not the rest of the physical education pro-
gram deserve the same concentrated emphasis as the
extramural program?

The interscholastic athletic program has been highly
developed, receiving a great amount of emphasis, money
and time. Many feel that the instructional and intra-
mural physical education programs deserve an equal
emphasis.

This issue is of major importance. 14
This issue is of minor importance. 1
This issue is of no significance. 1

28. Should or should not the basic curriculum in physical
education be repetitious to the extent that the same
activities are taught year after year?

Educationally, some recognize the value and necessity
of presenting a variety of activities to the students.
Yet in practice many schools teach the same sports year
after year. The element of repetition is present not
only within the sequence of years but also between
schools and between schools and colleges.

This issue is of major importance. 13
This issue is of minor importance. 1
This issue is of no significance. 1
29. Should physical education be primarily a recreational period or an instructional period?

Some school administrators look upon physical education as a play period requiring little or no supervision. There are teachers of physical education who feel, judging by their practice, that their job is one of attendance-taking and organization of teams and tournaments, and that it is not necessary to instruct beyond the basic skills. This general point of view is in direct opposition to that which maintains that the physical education period should be instructional throughout.

This issue is of major importance.  
This issue is of minor importance.  
This issue is of no significance.

30. Should or should not the "associate learnings" be planned for and utilized?

Judging by the way physical education is taught in some localities, learning the skills and rules necessary to play is all-important. The history of the sport, the courtesies associated with it and the care and purchase of equipment is neglected. In other localities, these things are planned for and taught because the teachers feel they will help the individual appreciate, understand and enjoy the games more thoroughly.

This issue is of major importance.  
This issue is of minor importance.  
This issue is of no significance.

31. Should or should not the concomitant learnings be planned for and utilized?

According to some authorities, the educational values of physical activities are almost unlimited. They believe that besides physical skill and the associated learnings, there are certain concomitant learnings which are taking place such as acquiring attitudes toward the activity and the class, and learning respect or disrespect of others' rights. There are those who believe that to insure acceptable concomitant learnings, they must be planned for. Others feel that to attempt to utilize the concomitant learnings would be to spread ourselves too thin.

This issue is of major importance.  
This issue is of minor importance.  
This issue is of no significance.
32. Is or is not a physical education teacher responsible for teaching sportsmanship?

Many physical education teachers attempt to teach sportsmanship through physical activities. Some teachers believe the principles of sportsmanship can be incorporated into physical education but fail to educate those individuals they lead or guide.

This issue is of major importance. 12
This issue is of minor importance. 2
This issue is of no significance. 1

33. Should or should not a physical education program accept any responsibility for the psychological stability of the individual?

There are those who believe that physical education can contribute to the psychological stability of the individual by providing release in physical activity, by providing recreational skills, and through learning to play and get along with others. On the other hand, many teachers seem to make little or no attempt to contribute to psychological stability and some feel that physical education should not attempt to do the work of the psychologists.

34. Is or is not the technique of student-teacher planning on the elementary level of sufficient value to recommend its use?

Traditionally, the teacher plans what the students will do. However, a number of groups have been working with the techniques of students and teachers planning together and are enthusiastic about its merits. Many feel that the technique may have merit but that it is time-consuming and therefore not really worth the time spent.

This issue is of major importance. 8
This issue is of minor importance. 5
This issue is of no significance. 1
35. Is or is not the technique of student-teacher planning on the high school and college levels of sufficient value to recommend its use?

Traditionally, the teacher plans what the students will do. However, a number of groups have been working with the techniques of students and teachers planning together and are enthusiastic about its merits. Many feel that the technique has merit but that it is time-consuming and therefore not really worth the time spent.

This issue is of major importance. 11
This issue is of minor importance. 2
This issue is of no significance. 1

36. Does physical education have a contribution to make to learnings in the rest of the curriculum or is physical education a subject apart?

There are physical educators who believe that physical education can and should be correlated with other subjects and there is a good deal of literature dealing with this correlation. On the other hand, many teachers, in practice, make no attempt to correlate physical education with other curricular offerings.

This issue is of major importance. 7
This issue is of minor importance. 7
This issue is of no significance.

37. Are fitness values, insofar as they relate to physical education, attainable through a game or sport program or should other activities be included to secure these values?

There are those who believe that physical fitness can be attained through a game or sport program. Others believe that some sort of exercises are necessary to attain fitness.

This issue is of major importance. 8
This issue is of minor importance. 5
This issue is of no significance. 1
38. Is or is not any activity of sufficient importance to justify the requirement of the activity in the college program?

It is the practice in a number of colleges to require a student to participate in certain activities such as swimming, team sports, rhythms, etc. before he is permitted to graduate from the institution. Some colleges require the student to attain a certain level of proficiency in the activity. Many feel that such practices place too much emphasis on the required activities.

This issue is of major importance. 2
This issue is of minor importance. 11
This issue is of no significance. 

39. Should or should not a physical education program for girls and women embrace an opportunity for students to prepare for participation in the Olympic Games?

There are those who believe that because this country enters the Olympic Games, we should do our best to win and therefore we need to teach and encourage girls to participate in the Olympic sports open to women. Others feel that the physical education curriculum should be based on the needs and interests of the students rather than the needs of the United States Olympic team.

This issue is of major importance. 2
This issue is of minor importance. 9
This issue is of no significance. 3

40. Can or cannot sports appreciation courses be considered as part of the physical education curriculum?

Courses in the appreciation of physical education have been introduced throughout the country. They embrace knowledge, understanding and sometimes a sampling of the skills used in activities not ordinarily included in the curriculum. Yet many believe that the physical education class should be one of physical activity and that learning about activities without participating in these activities does not satisfy this requirement.

This issue is of major importance. 4
This issue is of minor importance. 9
This issue is of no significance. 

41. Is boxing a worthwhile activity or is it detrimental to the health of the participants?

There are physical education teachers who feel that boxing is an excellent sport for boys and young men and who teach boxing to their students. There are also teachers who feel that boxing involves too great a risk to the health of the students and who believe that it should not be taught.

This issue is of major importance. 8
This issue is of minor importance. 5
This issue is of no significance. 1

42. Should we or should we not attempt to teach acceptable posture in high schools and colleges?

We all recognize the value of good posture and because of this many would have students learn how to stand, sit and walk correctly as long as they are in school. Others feel that by the time a student reaches high school, his posture has been pretty well established and will be difficult, if not impossible to change.

This issue is of major importance. 3
This issue is of minor importance. 9
This issue is of no significance. 2

43. Are or are not the values of gymnastics worthwhile in comparison to the values of other physical activities?

There was a time in this country when physical education meant gymnastics of one system or another, and when a great number of educators were firmly convinced of the values of gymnastics. At the same time, a growing number of physical educators felt that other physical activities could contribute more to the development of the individual than could gymnastics.

This issue is of major importance. 3
This issue is of minor importance. 10
This issue is of no significance. 1
44. Is or is not track and field a suitable and worthwhile activity for girls in the secondary schools?

To some, track and field is a very worthwhile activity. Many girls and women participate in the sport, as for example in the Olympic Games. A number of high school physical education programs offer track and field activities to girls. Other programs do not include track and field, even though the facilities might be available. Many believe there is something inherent in track and field which makes it unsuitable for girls.

This issue is of major importance. 3
This issue is of minor importance. 11
This issue is of no significance.

45. Should or should not camping skills be a part of the physical education curriculum?

A number of schools have included camping skills as a part of the physical education curriculum. There are many teachers who believe that the camping skills do not belong in physical education.

This issue is of major importance. 3
This issue is of minor importance. 11
This issue is of no significance.

46. Should or should not physical education assume responsibility for a driver education program?

The physical education department in many schools has undertaken the teaching of driver education. There are many who believe that driver education does not belong with physical education.

This issue is of major importance. 3
This issue is of minor importance. 7
This issue is of no significance.

47. Should or should not national standards of physical achievement in physical education be adopted?

A number of years ago it was proposed that physical educators adopt national standards of physical achievement. It was felt that there was a great deal of local and regional diversity in programs and that national standards would help to standardize programs. However, the proposed national standards were not generally accepted. The present emphasis on fitness has brought the issue back into focus.

This issue is of major importance. 8
This issue is of minor importance. 6
This issue is of no significance.
IV. Methods - of teaching
   of evaluation
   of class organization

48. Should the sport be adapted to the individual or the individual to the sport?

   A number of teachers continually change the rules and play of a game to accommodate the students who are playing. Other teachers believe that rules should be constant and that the students should adapt themselves to the game.

   This issue is of major importance. 7
   This issue is of minor importance. 7
   This issue is of no significance.________

49. Does or does not formalism (command-response) as a method of teaching have a place in physical education?

   The formal method of teaching is used by a number of teachers. Many believe that this method glorifies the teacher at the cost of the students and that the type of submission required is not healthy in a democracy.

   This issue is of major importance. 6
   This issue is of minor importance. 8
   This issue is of no significance.________

50. Does a physical education teacher or coach have any moral justification for asking students for their time and effort which may not be to the best interests of the students?

   Many coaches and teachers, in planning their learning sessions and game schedules, are primarily concerned with the student's welfare. Others will overwork the students or schedule them for too many games or otherwise exploit the students in a way that is not in their best interests.

   This issue is of major importance. 13
   This issue is of minor importance. 1
   This issue is of no significance.________
51. Should or should not the grading system of physical education be analogous to the grading system of the institution?

The practice of symbolic evaluation of students is an old one. Its merits have been questioned and discussed many times. It is a perennial issue in education. There are those in physical education who feel that physical education need not yoke itself with the problem of symbolic evaluation and who would revise or eliminate evaluations of students. Others contend that physical education, as a part of education, must accept "the bad with the good."

This issue is of major importance. 10
This issue is of minor importance. 3
This issue is of no significance. ________

52. Should or should not skill be the primary factor used to determine a student's grade?

Many teachers base grades primarily or wholly on the student's ability to perform. Others feel that the student's knowledge, attitude, and/or group adjustment should receive a great deal of consideration for grading purposes.

This issue is of major importance. 12
This issue is of minor importance. 2
This issue is of no significance. ________

53. Is or is not the Kraus-Weber test a reliable test of physical fitness?

The Kraus-Weber test has been given to thousands of children in this country and abroad and the results have been used to arouse the American public to the plight of our children, to point out to the American public that our children are not as fit as European children. Many question that the test is a good measure of physical fitness.

This issue is of major importance. 6
This issue is of minor importance. 7
This issue is of no significance. 1
54. Should classification in physical education be heterogeneous or homogeneous?

Some schools attempt to place students in physical education classes according to grade and physical ability. Other schools place students according to grade but not according to ability. Still others register them for physical education regardless of grade or ability.

This issue is of major importance. 8
This issue is of minor importance. 6
This issue is of no significance._______

55. Can the purposes of physical education be better achieved with some coeducational classes or better achieved when all classes are segregated?

Probably the majority of the physical education programs in the high schools and colleges have no coeducational classes. Yet, there has been a great deal written about the values to be derived from coeducational physical education.

This issue is of major importance. 6
This issue is of minor importance. 8
This issue is of no significance._______

V. Personnel - Students

56. Are physical examinations essential or not essential to a physical education program?

Many schools follow the policy of requiring students to have physical examinations before scheduling them for physical activities. Other schools do not feel that this is an essential prerequisite to physical activities.

This issue is of major importance. 12
This issue is of minor importance. 2
This issue is of no significance._______
57. Should or should not the basic curriculum in physical education and its facilities be adjustable to those students unable to participate in what might be considered a normal program?

There has been a great deal written about the contribution of physical education to the atypical student. Yet numerous communities are following the practice of excusing from physical education all students who cannot participate in the program designed for the normal or average student.

This issue is of major importance. 12
This issue is of minor importance. 2
This issue is of no significance. _______

58. Should or should not the races be segregated in instructional physical education and in competitive sport?

There are numerous examples of institutions or states preventing by rule or law negroes and white students from participating in physical activities together. A number of sport organizations allow only members of the white race to participate in their programs. Some physical education departments, in attempting to offer the students a variety of activities, utilize community resources such as bowling alleys, where one group might be excluded because of race. Many believe that such practices are directly opposed to democratic principles.

This issue is of major importance. 10
This issue is of minor importance. 4
This issue is of no significance. ______

59. Does or does not any group of students, due to skill level, demand or merit more attention than other groups?

There are physical education teachers who spend the largest portion of their time with the poorly skilled. There are others who feel that the highly skilled should receive more attention. There are those who believe that neither group should be neglected but that all students, regardless of ability and skill level, deserve equal amounts of attention.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance. ______
VI. Personnel - Teachers

60. Should the preparation of physical education teachers be more heavily rooted in the biological or natural sciences, or in the social sciences?

Students preparing to teach physical education take many biological science courses so that they can understand the body and its functioning. There are those who believe that a teacher should be more concerned with the social aspects of education and therefore needs more background in the social sciences.

This issue is of major importance. 10
This issue is of minor importance. 1
This issue is of no significance. 10

61. In the preparation of physical education teachers, should the biological and social sciences or the techniques of sports and teaching receive more emphasis?

Originally, colleges preparing physical education teachers concentrated on teaching skills and techniques so that the graduate was well qualified to perform and to teach. Many felt that teachers needed a broader scientific background for a greater understanding. This point of view received little opposition until it was felt that the sciences were not in addition to the techniques but in some instances they were in lieu of the techniques.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance. 3

62. Should or should not a department of physical education responsible for teacher preparation, also assume responsibility for the preparation of school health education teachers?

Many physical education departments have assumed responsibility for the preparation of health education teachers and most of these carry the word "health" in the title of the department. There are those who believe that other departments, such as public health, home economics, sociology, pre-medicine, sciences, etc., are more closely allied with health education and should therefore undertake the preparation of health education teachers.

This issue is of major importance. 7
This issue is of minor importance. 4
This issue is of no significance. 3
63. In view of the fact that many schools cannot secure qualified physical education teachers, is it better for these schools to eliminate physical education or to have it taught by untrained personnel?

The supply of physical education teachers is not great enough to meet the demand. Some school administrators are meeting the problem by using untrained personnel. Others are discontinuing physical education.

This issue is of major importance. 13
This issue is of minor importance. 1
This issue is of no significance. 1

64. Should or should not men teach girls' physical education and vice versa?

Many physical educators ascribe to the principle that girls should be taught by women and that boys should be taught by men. Yet we do not have enough women physical education teachers to fill the positions available to them and occasionally a man is not available to teach boys' physical education. Some schools have solved the problem by hiring a trained physical education teacher of the opposite sex.

This issue is of major importance. 8
This issue is of minor importance. 5
This issue is of no significance. 1

65. In physical education departments, should racial segregation be practiced in the employment of personnel or should professional qualifications be the only determinant of employment?

Many institutions of learning have followed the practice of hiring teachers of just one race. Other institutions (principally nonsegregated) have hired a few teachers of the minority race, whichever this may be. There are many who feel that faculties should be segregated and many who feel that professional qualifications should be the only determinant of employment.

This issue is of major importance. 5
This issue is of minor importance. 7
This issue is of no significance. 2
66. Should or should not a physical education teacher, without adequate preparation in health education, be responsible for teaching health education classes?

A number of physical education teachers have found themselves teaching health education without adequate preparation in that area. Educators in general believe that teachers should be prepared in the area they are to teach.

This issue is of major importance. 9
This issue is of minor importance. 5
This issue is of no significance. 3

67. Should or should not a physical education teacher have the major responsibility for the school camping program?

When a school starts a camping program, quite often it looks to the physical education teacher to assume the major responsibility for the program. There are those who believe that this responsibility should be undertaken by some other teacher or qualified person.

This issue is of major importance. 3
This issue is of minor importance. 7
This issue is of no significance. 3

68. Should the physical education classes be taught by the coach or by a teacher who has no coaching responsibilities?

Some feel that a combination coach and teacher of physical education classes will invariably neglect the classes and concentrate on the coaching. Others feel that coaching and teaching of sports have a great deal in common and a person who is successful in one area should be able to be successful in the other area.

This issue is of major importance. 7
This issue is of minor importance. 7
This issue is of no significance. 3

69. Who should teach physical education at the elementary level--a special teacher or the teacher of a self-contained classroom?

There are those who believe that the teacher of the self-contained classroom can accomplish more in physical education than a special teacher. Others feel that subjects such as physical education can be taught best by teachers trained in that area.

This issue is of major importance. 9
This issue is of minor importance. 5
This issue is of no significance. 3
VII. Community Alliances

70. Does or does not the physical educator have a responsibility for promoting and maintaining good public relations?

There are a number of articles in our professional journals dealing with the importance and the techniques of public relations. Yet many departments and individual teachers, judging by their actions, do not feel that public relations is sufficiently worthwhile to bother with.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance. 1

71. Should a school program of physical education be affiliated with the community recreation program or should the two remain as individual entities?

Certainly a school program of physical education has much in common with community recreation besides similarity in facilities. In many communities the two programs are separate and autonomous, not even sharing facilities.

This issue is of major importance. 7
This issue is of minor importance. 6
This issue is of no significance. 1

72. Does or does not physical education have any responsibility to programs such as Little League Baseball?

Little League Baseball and similar programs have been sponsored and directed by citizens who are not physical educators. Many physical educators feel that physical education has a responsibility to the youth and therefore should help manage these programs.

This issue is of major importance. 9
This issue is of minor importance. 5
This issue is of no significance. 1
73. Does or does not physical education have a responsibility to such programs as Scouting, Campfire Girls, etc., which utilize a great many physical education activities, but which are conducted by lay personnel?

There are a great many scout and campfire leaders who are not physical educators. There are those who believe that because of the great amount of physical education activities used in these programs, physical educators should assume some responsibility.

This issue is of major importance. 2
This issue is of minor importance. 9
This issue is of no significance. 3

VIII. The Relation to Competitive Sport—Boys and Men, Girls and Women

74. Should the principal control of intercollegiate athletics be in the hands of the students, the faculty, the administration, or the alumni?

Originally, intercollegiate athletics were controlled by the students. Gradually, the faculty and administration became concerned and took over control. The alumni, in some instances, would like to control athletics and in some cases exercise considerable control.

This issue is of major importance. 13
This issue is of minor importance. 1
This issue is of no significance. 1

75. Should the principal responsibility for the administration of interscholastic athletics for boys and girls be vested in professionally prepared physical education personnel or allotted to teachers and administrators from other areas?

Many institutions place the control of interscholastic athletics in the hands of a group of faculty members not directly connected with physical education. At other institutions, the physical educators are responsible for the administration of athletics.

This issue is of major importance. 12
This issue is of minor importance. 1
This issue is of no significance. 1
76. Should physical education and athletics be organized in the same or separate departments?

Historically, physical education and athletics grew up separately in the colleges and universities. As time went on, more and more colleges placed both areas in one department. Many believe they should be separated, others believe they should be joined.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance. 3

77. Should athletics be financed by the educational institution or by gate receipts?

There are those who feel that many of the evils of athletics are a result of gate receipts financing the program. They would have athletics financed by the same monies which finance the remainder of the school program. On the other hand, some feel that athletics can work out their own problems in their own way and prefer the present system.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance. 3

78. Should an athletic coach teach or should his sole responsibility be that of coaching?

A great many coaches teach classes in some subject. There are some coaches that have been relieved of all teaching duties.

This issue is of major importance. 9
This issue is of minor importance. 4
This issue is of no significance. 1

79. Should or should not a coach of extramural athletic teams be prepared in physical education?

A number of institutions employ for a coach a person who has won fame as an athlete. Frequently, a teacher of a subject other than physical education is assigned to coaching. Probably just as often the coach is one who was prepared in physical education.

This issue is of major importance. 12
This issue is of minor importance. 2
This issue is of no significance. 2
80. Is or is not the athletic coach responsible for the sportsmanship of his players?

Many coaches stress sportsmanlike behavior on the part of the team players. Other coaches seem to teach their players to cheat or act in other unsportsmanlike ways.

This issue is of major importance.  14
This issue is of minor importance.  
This issue is of no significance.  

81. Should the responsibility for the sportsmanship of spectators be assumed by the coach, the team, the student body, the administration, or the faculty, or by all or none of these?

Many feel that the coach should be responsible for the sportsmanship of the spectators. Others feel that the school or the administration should be responsible. Still others believe that none of these are responsible and that each spectator is responsible for his own actions.

This issue is of major importance.  10
This issue is of minor importance.  4
This issue is of no significance.  

82. Should or should not the practices of athletic recruitment and subsidization be allowed?

The practices of recruiting and subsidizing highly skilled players have come about because athletics were financed by gate receipts which depended upon winning games and therefore good performers. These practices are in direct opposition to the present concept of amateurism.

This issue is of major importance.  14
This issue is of minor importance.  
This issue is of no significance.  

86. Should there be distinctive eligibility rules for athletic competition or should any bona fide student of the school or college be eligible to participate without reference to scholastic standing?

It has been the practice to declare ineligible for athletic competition those students who received low grades in any classwork. There are those who feel that lack of ability in one phase of the school program should not eliminate a student from another phase of the program.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance.  

87. Should or should not athletes be excused from instructional physical education classes?

Many high schools and colleges excuse from physical education all boys or men out for varsity athletics. Other schools require athletes to participate in the instructional program.

This issue is of major importance. 10
This issue is of minor importance. 3
This issue is of no significance.  

88. Are or are not junior high school boys physically and emotionally mature enough to participate in a program of extramural athletic competition?

A great many persons argue that junior high school boys are not mature enough for a program of extramural athletic competition. Yet many junior high schools have such a program and believe in its values.

This issue is of major importance. 12
This issue is of minor importance. 1
This issue is of no significance.  

89. Should or should not elementary school students have regularly scheduled interscholastic competition?

We know that children in elementary school are still developing. Many feel that a program of extramural athletics causes undue stress and strain at this stage of development. Others feel that such a program is no more harmful to the student in elementary school than it is to the high school or junior high school student.

This issue is of major importance. 13
This issue is of minor importance. 13
This issue is of no significance. 13

90. Should we adhere strictly to the English concept of amateurism, should we morally legalize the status quo, or should we attempt to revise our amateur concept?

The concept of amateurism which we borrowed from England holds that an amateur is a sportsman who plays without monetary compensation. Present day practices in the United States include many questionable awards to "amateur" athletes. The problem has achieved such proportions that many feel that it is hopeless to enforce our present definition of amateurism.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance. 3

91. Should high school students be permitted to accept valuable awards for athletic participation or should there be no or very small awards?

Generally, high school athletes are not permitted to receive gifts valued at more than a few dollars for their athletic participation. Students who receive costly prizes for excellent work in other areas are highly regarded and praised. There are those who feel that the amateur concept should be honored and those who feel that the amateur concept is incongruous with the American way of life.

This issue is of major importance. 11
This issue is of minor importance. 3
This issue is of no significance. 3
92. Can the needs of the highly skilled girl for competition be met best through intramural or extramural athletics?

There is general agreement that the highly skilled girl needs an opportunity to compete with other highly skilled players. However, there are several ways of meeting the need. One is to play extramural games. Others feel this need can be satisfied by intramural contests.

This issue is of major importance.  7
This issue is of minor importance.  7
This issue is of no significance.  

93. Are or are not the standards of the National Section for Girls and Women's Sports practicable?

The National Section for Girls and Women's Sports has distributed standards in athletics for girls and women. A number of teachers follow these standards. There are also a number of schools that consistently violate at least one of the standards. Many teachers think the standards good but not practicable.

This issue is of major importance.  10
This issue is of minor importance.  3
This issue is of no significance.  

94. Is or is not the use of rules other than those published by the National Section for Girls and Women's Sports, compatible with a well-conducted program for girls?

The National Section for Girls and Women's Sports maintains that the use of any but their own rules is "incompatible with a well-conducted...program." Throughout the country there are numerous schools using other rules and it seems feasible that at least a few of these schools have well-conducted programs.

This issue is of major importance.  6
This issue is of minor importance.  6
This issue is of no significance.  1
95. Should or should not girls' interscholastic athletic games be "curtain-raisers" for boys' games?

In some regions of our country, girls play their basketball games just before the boys' games. In other sections, this practice has been abolished because it was felt that it was not in the best interests of the girls.

This issue is of major importance. 10
This issue is of minor importance. 3
This issue is of no significance. 7

96. Should girls play basketball under boys' rules or under girls' rules?

There are a number of girls throughout the country who are playing basketball under boys' rules in organized competition. There are probably more girls playing basketball under girls' rules.

This issue is of major importance. 8
This issue is of minor importance. 4
This issue is of no significance. 1

97. Should girls' sports teams be coached by men or women?

Probably most of the girls' sports teams are coached, instructed, or advised by women. On the other hand, a number of girls' teams are coached by men. Many believe that girls' teams should never be coached by men, while others feel that men can often do a better job of coaching.

This issue is of major importance. 9
This issue is of minor importance. 4
This issue is of no significance. 2
APPENDIX F

LAST LETTER TO JURORS

DENISON UNIVERSITY
Granville, Ohio

May 27, 1957

Dr. Delbert Oberteuffer
Department of Physical Education
The Ohio State University
Columbus 10, Ohio

Dear Dr. Oberteuffer:

Enclosed you will find the copy of the questionnaire concerning major issues in physical education, which you so kindly completed for me earlier this spring. I have marked all issues which the jury considered as Minor with the word "Minor" in red on your questionnaire. Also enclosed is a tabulation of the results showing how many persons considered each issue as major, how many considered each minor and how many considered each issue as of no significance.

For the purposes of this study, we considered as major those issues which were so marked by at least half of the persons responding to that particular issue. Twenty-one issues were eliminated from consideration on this basis and these are shown on the tabulation sheets by having a line drawn through them. Several issues have been added since you last saw the list and these are also enclosed.

You might be interested in knowing the names of the jury members: Ruth Abernathy, Karl Bookwalter, Margaret Bourne, Grace Daviess, Paul Landis, Helen Manley, Eleanor Metheny, Margaret Mordy, Delbert Oberteuffer, Patric Ruth O'Keefe, Gladys Palmer, Marion Purbeck, Harry Scott, Natalie Shepard, and Robert Yoho.

I wish to thank you for your help.

Sincerely yours,

Marion A. Sanborn
Instructor of Physical Education
APPENDIX G

ADDITIONAL ISSUES

6B. Should or should not a curriculum in physical education have any concern for growth in social or human relations?

11B. Should or should not the physical education person seek transfer of ethical behavior learned in physical activities to other areas of personal behavior?

36B. Does or does not the "Basic Movement" program developed in England have more to offer our elementary school children than the present physical education program when it is financed and conducted properly?

37B. Are or are not the American children fit to perform their daily tasks?
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