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THE COACH AS A
GUIDANCE COUNSELOR

A Paper
Presented to
the Faculty of
Eastern Illinois University

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of the Requirements for the Degree
Master of Science in Education
In Education 490
Plan B

By
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INTRODUCTION

Over the past decade or so, our schools have become increasingly aware of the importance of student counseling. It is generally agreed that everybody filling an educational role in the school contributes in some measure to the total program of pupil personnel work.

In this study, the writer has attempted to clarify the role of the coach of interscholastic sports as a guidance counselor. This attempt is based on study and research, limited experience in the field and long association with the coach-player relationship. The study has tried to show how the coach is in a position to contribute to the personality development of boys. This requires the coach to assume the role of a guidance counselor.

CHAPTER I

THE COACH AND THE ATHLETIC PROGRAM

THE QUALIFICATIONS OF THE COACH - The qualifications of the athletic coach are essentially the same as those required of any teacher. He must be technically competent with a thorough knowledge of his sport with the ability to pass on that information to youth. Of prime importance, however, are his personal qualifications. This is true for at least two reasons.

First, he has a strategic approach to boys through an activity that is close to their interests and, therefore, he has great influence for good or evil on his athletes. It is known that the physical educator working in the interscholastic realm is in a key position not only to give guidance to those under his supervision but also to influence the attitudes, ideals and spirit of the entire student body.

Second, the coach needs to be of sound character because of the outside pressure placed upon his job.

The coach works under greater outside pressure than most of his academic colleagues. Unless he has a sound character, these forces may cause him to place more value on winning than on desirable educational outcomes. While the sportswriter and general public are the usual offenders, some school administrators also yield to the demand for a winner at all costs

with the result that a coach who might be a constructive force in character education is employed primarily for his ability to produce winning teams.¹

THE ATHLETIC PROGRAM IN THE SCHOOL CURRICULUM - In years past, interscholastic competition in schools was almost professional in character. This is still true in far too many schools, although today athletics presumably are organized and conducted to develop desirable standards of health, fitness, skills, attitudes and social growth.

Dodson says:

Interscholastic athletics is an integral part of a broad program of physical education for all students. It should not exist for the amusement and entertainment of the public, to advertise the school or community, or for any commercial purpose. The sole purpose is to provide educational experiences for the participants.²

¹Anonymous, "Problems of Physical Education," Bulletin of the National Association of Secondary-School Principals, (May, 1953), p. 61.

²Taylor Dodson, "Bowls or Boys," School Activities, XXV (September, 1953), p. 11.

CHAPTER II

THE COACH AS A GUIDANCE COUNSELOR

THE SIMILARITIES BETWEEN COACHING AND COUNSELING -
Coaching situations are characterized by many of the factors upon which personnel work is based. Study of the typical coaching-student relationship reveals many guidance opportunities. Froehlich defines counseling as:

A relationship in which the counselee is stimulated (1) to evaluate himself and his opportunities, (2) to choose a feasible course of action, (3) to accept responsibility for his choice, and (4) to initiate a course of action in line with his choice.³

A look at this definition will reveal many similarities between it and good coaching.

The first key word in this definition which is important to the coach and to the counselor is the word relationship. The most important single thing which determines the success of a coach is his relationship with his boys. This includes the attitude of authority and of confidence between the players and the coach. This relationship must be such that the player is free to explore his ideas and attitudes within the security of a confi-

³Clifford P. Froehlich, Guidance Services in Schools (second edition; New York, Toronto, London: McGraw-Hill Book Company, Inc., 1958), p. 205.

dential atmosphere. This feeling of rapport is just as important to the coach as it is to the counselor. If it is established in one situation, it can be used in another.

Lawther states in his book, Psychology of Coaching, "The first principle of handling men in athletics is to know each one, personally and completely."⁴

The second key word in the definition is stimulated. A coach is constantly trying to stimulate his players to proper reactions because he knows that a stimulated response is always better than a forced one. A counselor is also trying, by means of stimuli, to allow the counselee to take the initiative in accepting responsibility, and choosing the course of action.

To evaluate himself and his opportunities. - A coach is always trying to get his athlete to self-appraise his ability and to then apply his efforts in areas where there are opportunities for him to succeed in the sport in which he is participating. Some boys have speed; others have size. Some have the ability to react rapidly to different situations; others need to have most things planned ahead of time. It is only when a player realizes his own strong points and weaknesses that he is able to reach his peak of ability.

Choose a feasible course of action. - In athletics there are many choices of action a player may take. Coaches

⁴John Dobson Lawther, Psychology of Coaching (New York: Prentice-Hall, 1951), p. 180.

sometimes are inclined to make the choice for their players, but in effective coaching, this choice is always left up to the player. A skilled coach as well as a skilled counselor can usually get the desired results, but the choice has got to come from the player or counselee.

To accept responsibility for his choice. - It is the author's belief that the area of athletics is one of the best places to teach the concept of responsibility. This is because we can see the results of our choice within a short time period. The responsibilities of a sport are really minor as compared to life's problems, but it must be remembered that to the high school athlete it is important to him at that particular time. In football it is the end's responsibility to turn the half back in toward the line when playing a six-man line defense and to charge hard into the backfield when playing a five-man line defense. This is the boy's responsibility when the game is being played. If he fails to do this on particular plays, the game may be lost. It is an easy matter for the coach to point out this responsibility to the boy after the game, and maybe the boy will learn a valuable lesson.

In counseling, the choice of action and the responsibility for that action may not be realized until years after the choice was made, and the consequences of a wrong decision may be very serious. This is why the counselor must never pass judgement or make the choice for the counselee.

To initiate a course of action in line with his choice. - This function of counseling is easy to parallel with good coaching. When a counselee has chosen an occupational direction, it is easy for the counselor to point out the training the boy needs in order to succeed in his choice of occupation. In coaching, our whole training program is "course of action" for accomplishing perfection in a particular game. To illustrate this point, it is easy to see that after a boy has decided to run the mile in competition, he must go through many hours of running and training to achieve his goal.

It must be pointed out that while the coach is working with a boy in only a game, this game is important to him at the time he is playing. When the boy matures, the importance of the game will leave him, but the lessons he learned from the game will still be with him. This puts the coach in a responsible position to influence a boy to a great extent even after he has left the sport.

THREE SCHOOLS OF THOUGHT ON COUNSELING - Traxler and other authorities in guidance feel that, "The interview is the most extensively used technique to gather information for personnel work".⁵ It can easily be applied to the coaching situation. The device is already being used by coaches for a variety of reasons and should be thought

⁵Arthur E. Traxler, Techniques of Guidance (New York and London: Harper and Brothers, 1945), p. 25.

of as an excellent approach to the problems of providing guidance.

There are three schools of thought on the position that the counselor should play in the interview. These three positions include directive counseling, non-directive counseling and eclectic counseling.

In directive counseling the counselor should assume most of the responsibility for solving the problems of the counselee. Froehlich states:

The leading advocate of the counselor-centered school is E. G. Williamson, Dean of Students at the University of Minnesota. The steps in this counseling have been listed as analysis, synthesis, diagnosis, prognosis, treatment, and follow-up. These steps are comparable to those of other clinical professions, such as medicine. The counselor begins by collecting data about the counselee and his environment. This analysis is followed by synthesis in which the counselor attempts to interrelate his collected data in order to make a prognosis, or prediction of what will be the outcome of certain action by the counselee. Treatment, or counseling, is charted in view of the prognosis and designed to bring the counselee to a position judged to be satisfactory. After treatment, the follow-up phase checks on the satisfactoriness of the counselee's postcounseling adjustment.⁶

In the non-directive type of counseling the leading figure is Dr. Carl R. Rogers, professor of psychology and psychiatry at the University of Wisconsin.

The basic difference in this school of thought is that the responsibility for solving the problems rest with the counselee and not with the counselor. This method accepts the counselee as a person with sufficient ability

⁶Froehlich, op. cit., p. 207.

to deal constructively with his problems. There are primarily three techniques in this type of interview: the counselor must first by his words and actions accept the counselee and what he has to say, and at the same time withhold judgment; secondly, he must reflect the feelings expressed by the counselee by restating them; third is the ability to help the counselee to clarify his feelings and attitudes. Acceptance, reflection, and clarification are the "backbone" of non-directive counseling.

The course of non-directive counseling, as viewed by the counselor, passes through the following five stages:

- (1) The client comes for help; (2) he expresses emotionalized attitudes freely; (3) this leads to the development of insights; (4) these result in positive planning and actions; (5) the client terminates the contacts.⁷

In the eclectic type of counseling an effort is made to use both the non-directive and the directive techniques. It can be said that an eclectic type of counselor takes a "middle of the road" position and uses both directive and non-directive techniques, whichever seems to be most helpful to the counselee at a particular time and situation. This is not the idea of "trial-and-error" or "try everything until something works" but an organized plan of attack on a student problem.

It is the writer's recommendation that due to the lack of guidance training of the average coach, he should favor a little toward the non-directive method.

⁷Ibid., p. 209.

All three types of counseling are in favor of giving the counselee an opportunity to solve his problem through the interview, and since this is the case, the final method used will have to depend upon the personality of a particular coach.

CHAPTER III

POSSIBLE COUNSELING AREAS

The coach has the opportunity to help counsel in four major areas. They are: occupational, social, attitudes and self understanding.

Much of the knowledge in these areas is not taught by the academic subjects of the curriculum but is left to incidental learning on the part of the child. A coach who is anxious to help young people can pass on some of this knowledge to his players.

The writer would like to point out that while some of this has to be learned by the incidental method, there can also be a great deal taught through a conscious effort on the part of any teacher.

THE OCCUPATIONAL AREA - The coach is probably limited more in the area of occupational counseling than in any of the other three areas. The coach hasn't the time or the training that a full time counselor has and probably would not have all the information necessary to give to the counselee. Whenever counseling is desired in this area, the coach should direct his counselee to more specialized help.

The one time a coach may help in occupational guidance is with the senior who is leaving school and is planning to go on to college. It has been the writer's observation that many "star" athletes are anxious to go to college and participate in the athletic program of the university. Many of these boys do not have the athletic ability to do this and are in for a real heart break when they find they cannot make the team.

The time for them to be counseled about their chances is at the time they leave high school. It should be the coach's responsibility to prepare them for this possibility and also to point out that going to college to learn a vocation is the important thing.

Some players have their heart set so strongly on playing college ball that a failure to make the team may cause serious maladjustment problems.

Some, as a consequence of experienced failure, appeared to be so afraid of further failure that they set their goals below present achievement, thereby protecting themselves from the possibility of further failure. Others (of the failure group) set their goals so high as to be definitely unrealistic.⁸

A coach should try to prevent this if it is at all possible.

THE SOCIAL AREA - It may be in the area of social skills that an athletic program has its justification of being offered in the school curriculum. Motor skill plays an

⁸Percival W. Hutson, The Guidance Function in Education (New York: Appleton-Century-Crafts, 1958), p. 101.

important role in the social development of boys. A boy's¹³ social contacts with other personalities are to a large extent made by way of common motor activities. A boy's motor development will have an important bearing upon emotional features of his behavior. The unskilled boy will have occasion to be insecure, fearful, or angry in the face of obstacles, while a more skilled classmate will handle the situation quite unemotionally. Correll reports that, "Stover found a valid relationship between game skills and social acceptability in secondary school boys".⁹

The value of athletics in helping prevent delinquency is well known. Occasionally a delinquent boy is put on probation under the guidance of a public school. School men are accustomed to try to get such boys interested in athletics as a means of teaching them clean living and social and moral behavior, of furnishing them with a source of success and social recognition, and of providing an outlet for their repressed energies.

Fine men have developed from all levels of society. Athletic ability is the open sesame to group acceptance on an athletic squad. Each youngster helps the other to understand, each profits, and each is better prepared to face the future. The coach should do what he can to foster such wholesome friendships on his squads.

⁹Charles C. Correll, "Guidance Function and the Possibilities of Physical Education," American Association for Health Physical Education and Recreation, XX (April, 1949), p. 286.

The public school is open to all normal young people. Moreover, those who are less well endowed intellectually are required to attend, as well as those who are more brilliant. "The philosophy of public education is to educate each child up to his capacity."¹⁰ In the public high school there will be many boys who are not academically bright.

The coach can educate these boys who are never to be scholastic giants. He can help them to obtain emotional stability, industry and a confidence in their own ability to take their place in the world. He can help them learn that life is teamwork.

The academic record of the more scholarly boy is of great interest to the coach for different reasons. This academic boy may be more introverted, more sensitive or more wrapped up in his own activities. He will have his own problems, but they are likely to be of a different type. Sometimes he is an idealist and a little shocked by the rougher boys. The contacts with the less academically able may help him to become a better citizen.

The coach can encourage and help these boys for it has been found that in most schools success in athletics will bring social group acceptance even if the athlete does not seek it.¹¹

The coach by his techniques and actions can help teach the basic principles of democracy. It is the working together that makes a real team. This working together

¹⁰Lawther, op. cit., p. 184

¹¹Ibid.

is a valuable lesson for all of us to learn. In the world today it could be the most important concept of society.

THE ATTITUDE AREA - It is in this area that a coach can do the most good for the youth under him. The chances for developing attitudes are many. The only qualification that must be present is that the coach live as he advocates. If a coach says there will be no swearing and then proceeds to cuss-out the boy for the first mistake he makes, there can be no learning of attitudes in this type of situation.

One of the duties of the coach is to build character. The virtues which he encourages in a young life should be the best virtues. Sportsmanship, loyalty, courage and spirit are some of the building stones which the coach has to attempt to lay. The coach becomes an important factor in the building of character because of the authority which youngsters freely grant him.

In most cases, the coach deals with a limited number of students. This enables him to know them intimately. Strang indicates the importance of this factor when she states:

In locker rooms, on trips, on the sidelines, and in other situations the coach or physical education teacher can talk intimately with individual students. Small groups and teams develop wholesome friendships and interpersonal relations.¹²

¹²Ruth Strang, The Role of the Teacher in Personnel Work (revised edition, New York: Bureau of Publications, Teacher College, Columbia University, 1953), p. 152.

It is in these little group situations that a coach can counsel his boys. This is sometimes called incidental counseling, but counseling it is!

The coach lets his friendships form through his own informal daily contacts with his players. He does not seek out friendship.

Friendship is given voluntarily or not at all. The boy's worries and anxieties must be listened to with a sympathetic ear, never with ridicule. Quarrels in the home, difficulties with a none-too-friendly teacher, or tiffs with a girl friend are common adolescent worries. The worries and problems may be laughed away by mutual agreement and understanding but not dismissed by the coach as being too small to be worthy of consideration.¹³

If a coach is to be a real guidance counselor to his athletes, he must build this friendship to such a point that they will use him as a kind of father confessor, a person with whom to talk over their troubles.

In many instances, the boys may confide in the coach more than they do in their own parents. In other ways, the boys may rely on the coach more than they do on close friends of their own age. It may very well be that they have no close friends of their own age. If a boy can talk out his worries to a respected friend and advisor, the coach may fill this gap.¹⁴

Good attitudes are more important to the success of an athlete than his ability. This is not only attitudes of the game but attitudes of moral and social significance.

THE REALIZATION AREA - The coach is in an excellent position to help boys understand themselves. He has the

¹³Lawther, op. cit., p. 183

¹⁴Ibid.

advantage of being able to observe many boys under many different conditions.

The coach has some training in psychology and is usually aware of some of the factors which enter human behavior. A successful coach must understand human behavior because this is his raw material in building a team. However, it should be pointed out that, when dealing with extreme cases, he should realize his limitations and should not experiment with a human life. Behavior is a very complex thing.

Boys enter into sports with a great deal of enthusiasm. Garrison, in reviewing studies on adolescent interests in extracurricular activities, found that: "Athletics seem to be most popular in the average high school".¹⁵ The desire to make the team can be wisely used by the coach for focusing attention on areas where special attention is desired.

Throughout the season, the leader of an athletic team sees the player react to a variety of situations. The coach is in a position to view the student in his dealings with others, his stability under emotional stress, his ability to understand fundamental concepts and his sense of moral values. Interscholastic competition may in many instances become a sounding board through which to discover clues to an individual's personal maladjustments.

¹⁵Karl C. Garrison, The Psychology of Adolescence (New York: Prentice-Hall Inc., 1946), p. 82.

Athletes may frequently find personal adjustments difficult to make. Many boys have trouble in subjugating their own individuality to the interests of the team. In his attempts to raise team morale, the coach has the opportunity to view the players in their relations with others and discover the students who are having a difficult time making social adjustments. Unusual behavior characteristics observed throughout the season may offer some help in making a prognosis.

CHAPTER IV

CASE HISTORY APPROACH

A technique that is used in guidance can be useful to the coach in his understanding of the boy's behavior, that is the technique of the case history approach.

The case history approach is becoming the practice of many coaches. The coach does not call his procedures in getting acquainted with the boy by any such formal name, but he does find out all about his boys. The coach's case studies may be as good as those of the educational guidance clinic because the coach attains a greater degree of personal and intimate knowledge of his case. The coach is a friend of the individuals studied and is vitally interested in their proper adjustment. Moreover, the coach is in a position to do more than diagnose and make recommendations. He may be able to conduct the daily therapeutic treatments in the dressing room and on the practice field.

The coach can compile information for his case study from the training room, dressing room, school classes, practice sessions, the social life of the school, occasional visits to the boy's home and through other extracurricular activities of the school.

Medical histories will often account for quirks in a boy's personality. If the boy was an invalid as a youngster, he may be less mature emotionally when he comes to high school. Mothers may have been so protective of the invalid boy that he remains, even after recovery, uncertain and timid about striking out for himself. Years of physical handicap are likely to leave a trace of dependence and lack of confidence that crops out under highly competitive conditions.¹⁶

This physical handicap can sometimes be a driving force which will enable the boy to become an outstanding athlete. This success may be due to an understanding coach or to the drive to prove to himself that he isn't physically handicapped. In most cases it is probably a combination of both.

All this information getting is important to the coach in helping the boy understand himself because the coach must first understand him as completely as possible before he can help the boy to understand himself.

¹⁶Lawther, op. cit., p. 189

CHAPTER V

CASE HISTORIES

The use of case histories in this paper is for the purpose of showing actual situations in which the coach may have performed a counseling service.

There are other factors which may have influenced the boy but the indication is that the coach played a major role in the counselee's choice of action.

For obvious reasons the real names of the players will not be used.

John is a boy who, as a sophomore in high school, showed extreme introvert characteristics. An incident which happened in his sophomore year will point out this backward behavior. John was playing football on the second team and was doing a rather good job. The day of a game, the coach asked him if he were going to be there to play that night. John asked if there were going to be many people there. The coach, knowing the boy's problem, said; "Not as many as at a varsity game". John replied, "O.K.". When it was time for the game John couldn't be found. The next day the coach asked him why he wasn't there? John's reply was, "You said there wouldn't be many people there".

John had walked into the driveway and seen ten to fifteen cars parked by the football field and was so afraid of the people he turned around and walked three miles home. There were fewer than thirty people at the game.

When John became a junior the coach persuaded him to give football another try. (This boy was one of the roughest boys the author has seen.) This time the coach knowing the boy's problem of insecurity asked, in private, some of his other boys to help him feel at home which they did. John was improving very rapidly. He was now leading the team in the conditioning program. He would ride a horse to practice and be the first one there. The coach was very pleased with this boy and was having him quarterback his team. This was the first time John had shown any ability to take responsibility.

It would be nice if we could end the story here. However, when time came for grades to be checked it was discovered that John was ineligible from the last semester. He had been doing passing work in the present term. John lost interest in school and dropped out at mid term. This was also our last chance to help the boy.

The purpose of this case study is to point out two things, (1) social acceptance can be obtained through group activities and (2) athletics can be a source of interest which will help a boy stay in school.

It is the author's opinion that if the boy had been able to play, he would have gained the self confidence he

so badly needed. From a counseling point of view the boy was lost just when he could have been helped.

Bob had been inclined to be a problem boy in high school. He was big and could get his way with the boys by demanding it.

The coach asked Bob to try out for the football team which he did and made the team. It was Bob's desire for football that made him stay in school. His grades were not very good, but the boy was capable if he applied himself.

Bob went into the service after he was graduated from high school. Several years later Bob and the coach were playing baseball on the same team and the coach asked, "Bob why don't you go to college". Bob's reply was, "I couldn't pass the work". The coach told him he thought he could if he tried, and he thought he could play football at a university. This of course interested him. This type of conversation went on for several weeks but seemed to go no further until one day the coach suggested he stop for Bob to go see the football coach at Charleston. The boy agreed to go.

The coach had already seen Coach O'Brien, who was then in charge of football. When the college coach saw how big Bob was, he was very interested and proceeded to enroll the boy in the school.

The attitudes and education which he has received from the school have made a better citizen out of him. He was also co-captain of the 1958 football team.

In this case the author points out an attempt on the part of the coach to instill a proper attitude.

The boy in this case will be called Joe. In an early football game a young sophomore halfback made a mistake of "coming up" on a play which looked like an end run. However, it was a pass, and a player did get behind the halfback to receive a pass and score a touchdown.

Joe, a senior, really gave the sophomore a tongue lashing and caused such bad feelings that the boy was going to drop football. The coach had to persuade the boy to stay with the team.

In a game or two after this incident the team was playing a game in which Joe's team was ahead thirteen to twelve with only three minutes to go. It looked like Joe's team was going to win. Joe was playing the same halfback position as the sophomore was playing in the earlier game. The opponents faked an end run and threw a pass behind Joe for the winning touchdown. This also cost the team a tie for the championship. Joe had made the same mistake the sophomore boy had made.

When the coach found Joe, he was crying because the team had lost the game and he thought it was his fault. The coach said, "Joe, I hope you learned an important lesson". To this Joe replied, "Yes, I have and I'm sorry I lost the game. I know the first responsibility of a halfback is to not let a man behind you". The coach said, "I don't mean about the game but to understand that everyone

makes mistakes and the important thing is to be able to forgive the other fellow's mistakes". The coach then pointed out the similarities between Joe's mistake and the sophomore boy's in the earlier game.

The coach has no way of knowing if the boy attained the proper attitude or not, but the important thing is that an effort was made to teach something other than the fundamentals of football.

None of us are born with our attitudes, so we have to get them from someone. This may be one way we do learn some of our beliefs.

Gene was a boy who came from what we call a poor home environment and had no interest in school. After a half hearted effort as a freshman he dropped out of school.

The boy, having some athletic ability, was of some interest to the coach who went to him and persuaded him to give it another try. Gene decided he would try it once more.

This attempt at school wasn't much better than the first. However, there was a friendly relationship established between the boy and his coach. When Gene found out the coach wasn't going to remain at the school for the following year, he quit school for the second time.

Gene was out of school about a year and was in constant trouble with the law and finally ended up in jail.

It was the new coach who went to the jail to visit him and again persuade him to attend school. This time it

appears it is going to "take". The boy is making good grades and has a good social record.

This change of behavior was brought about by many factors, certainly one of them being a coach who was really interested in the boy and not his athletic ability, because this boy was ineligible for athletic participation.

This case is one of the extremes but points out very strongly what a coach can do for a boy in real need of counseling.

Larry was a senior in the high school and was one of the state's outstanding athletes. He was quarterback on the football team and forward on the basketball team. He was also a good student and well liked by the students and teachers.

Larry had a steady girl friend and had been going with her for several years. The thing happened that has happened many times before: the girl became pregnant. We need not go into the morality of the situation.

Larry was in real trouble and wanted help, but he did not know where to go. There was a guidance man in the school, there were his parents, teachers, friends, minister and his coach. He went to his coach first and told him of the problem.

This coach got his complete coaching staff together and with Larry talked over the possible solutions. Larry wanted to quit school and get a job to get some money. This was talked over and dismissed as a possible solution.

The next step was to call in the girl, and between them they worked out the problem.

They decided to get married, finish school and continue on in life the best they could. They told their parents and arranged the wedding.

The coaches could have let this be the end of the situation but they did not. The basketball coach took Larry to the University and proceeded to get him a full athletic scholarship. He then went to the cafe on campus and got him a job.

Larry was helped through a life problem which could have destroyed him as a man. He now has a chance to become a respected citizen and an asset to society instead of a liability.

The reason the boy turned to his coaches was because of the relationship he had with them in his athletic career. This is not the first time this has happened and it will not be the last, but it points out the value of a coach who is willing to listen and talk over the problems of his players.

There are many examples where the coach is in a position to help counsel young people. This is not only true of the coach but for any teacher who will take the time and effort to help his students.

CHAPTER VI

SUMMARY

The schools have become increasingly aware of the importance of counseling. This is a job for every teacher in every field of the curriculum. The coach is one of these teachers and is in a position to do a great deal of good because he is working in a field where there is great interest. Boys are not forced by set standards to participate in the athletic program. This freedom to leave or enter the program puts the coach in a good position to establish the rapport so necessary for counseling.

This position must be recognized by the coach himself before he can take advantage of the situation. This requires a coach who is not only dedicated to producing good teams but also one who is sincerely interested in producing good citizens.

The athletic program is firmly established in the school curriculum. The fact that it is established is not as important as the justification for the program. The town pride, the winning spirit, the go-go-go, will keep the program alive for a while. The only hope for a long life in the curriculum is for the program to develop moral, social and individual concepts which will carry over

into the lives of the boys. This and this alone can justify this type of program in a school curriculum.

The similarities between coaching and counseling are easily seen when one takes the time to analyze the conditions necessary for both. For the coach who wishes to counsel, these similarities make the transition from coaching to counseling a golden opportunity.

There are many techniques which a coach may use in his counseling procedure. The final choice lies with the individual.

There are many areas where the counseling service of the coach may be offered. The areas of social and individual understanding seem to offer the greatest potentiality.

The case histories in this paper are attempts to show that the coach is in a position to counsel. These case histories indicate counseling has been done.

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

Personnel work performed by the coach offers a fertile field for the expansion of the guidance service.

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APPENDIX

THE COACH

He never ranted and raved
 When we fumbled the ball or lost a race;
 Jest took it kinda quiet like.
 Always looked the same---kind of a poker face.
 He wasn't so old I guess,
 But wise; always seemed to have a plan
 To get us kinda out of a slump,---
 Guess that's why we called him "Th' Ol' Man".

Never talked much or bragged.
 Came out to practice in old baggy clothes.
 He'd jest stand around an' say
 "Chuck, stretch out,---run more on your toes",
 Or, "Bob, play nearer the end".
 Kinda indifferent. At first we'd just go head
 Like we were; but before long
 We were doin' like Th' Ol' Man said.

He felt more inside than showed,
 Had lines on his face, and hair gettin' gray,
 Like he worried about us,
 But you'd never know from anything he'd say.
 Voice kinda gruff when we'd win
 An' his face 'd get all red under th' tan;
 "Not bad", he'd say, an' we knew
 That was high praise from Th' Ol' Man.

An' then sometimes we'd lose
 But he didn't bawl us out or tear his hair;
 Jest tightened his jaw a bit,---
 Even joked a little, so we'd think he didn't care;
 But all next week we remembered
 An' were out there when each practice began
 Ready to lose a right leg
 Or bust a heart to win for Th' Ol' Man.

Didn't think much about it then
 But after years of turmoil, bluster and noise
 There was a class reunion
 And thoughts were traded 'mong the boys.

We've widely divergent paths
But we started with a common unspoken plan;
Each resolved, in the game of life
To make good,---for Th' Ol' Man.¹⁷

¹⁷H. V. Porter, H. V.'s Athletic Anthology (Chicago:
H. V. Porter, 1939), pp. 18-19.