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THE INTEGRATION OF GUIDANCE AND COUNSELING
PRINCIPLES INTO THE PHYSICAL EDUCATION PROGRAM
(TITLE)

BY

Henry T. Deming

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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Education 597


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The Integration of Guidance and Counseling
Principles Into the Physical Education Program
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INTRODUCTION

In our society the educational process must consist of guidance of the learner toward goals of responsible self-direction. Physical education is a method of education. As a phase of the total educational program, physical education aims for the same general goal that gives purpose to all the learning activities of the school--the well-rounded development of each student as a responsible citizen of our democratic society.

In American education we are committed to an over-all guidance program directed toward this end by trained specialists. In this over-all program, the teacher has an important but delimited role.

This paper is an attempt to examine the role of the physical education program in the over-all guidance process of the school. An attempt was made to define the principles and techniques of guidance which may be integrated into the physical education program, thus bringing about greater student growth and development.

CHAPTER I

THE PURPOSE AND OBJECTIVES OF GUIDANCE AND PHYSICAL EDUCATION

The Purpose of Physical Education.

The fundamental purpose of physical education is to promote through selected physical activity the establishment and maintenance of competencies, attitudes, ideals, drives, and conditions which enable each individual to establish a pattern of living that provides satisfactory self-expression and adjustment through individual accomplishment and that contributes to group welfare through home, community, state, national, and world citizenship experiences appropriate for each individual.¹

The General Objectives of Physical Education.

1. To promote physical growth, development, and maintenance through activities that develop strength, vigor, vitality, skills, and coordinations leading to ability to do the day's work without undue fatigue and to have additional energy for out-of-work personal and social accomplishment.
2. To contribute to the development of social competencies in the areas of relationships with others, cooperation, competition, tolerance, ethical character, and recognition of the fundamental worth of each individual.

¹ Clyde Knapp and Patricia Hagnan, Teaching Methods For Physical Education (New York: McGraw-Hill Book Co., Inc., 1953) p. 69.

3. To promote emotional development through contributions toward individual adjustment, emotional self-mastery, adjustment to others, relaxation, satisfying self-expression, confidence, poise, and freedom from excessive self-confidence.
4. To provide healthful and integrating recreation for the present as well as to lay bases for wholesome life-balancing recreation in the future.
5. To promote healthful living through contributions to the health habits, attitudes, ideals, and information that lead toward elimination of unnecessary strains, drains, and illnesses, and that enable one to protect oneself and others during times of lowered vitality or illness.
6. To help each pupil establish appropriate balances between work, play, exercise, rest, recreation, and relaxation in daily living.²

The objectives and values of physical education are achieved only through effective guidance and teaching. They are not inherent in physical education. They result only when the teacher attempts to create situations of which these values are a part. They come only when the teacher attempts to select specific abilities and attitudes toward which to teach and plans his curriculum material and method around them as part of the learning experience. These specific abilities and attitudes are actually the teacher's objectives of physical education. They should be clearly perceived if the values are to accrue. If the teacher does not perceive the objectives clearly, he will

² Ibid., pp. 69-70

encounter difficulty in guiding the development of the student toward them. To the degree that he does perceive them sharply he will be better able to develop them, and to that degree will the values of physical education be more nearly realized.³

The Purposes of Guidance.

Guidance too has always been involved with the individual and with assistance to him. However, the emphasis has changed from assisting him at decision-making points to that of long-term assistance. This approach places emphasis on the developmental stages which the individual passes through as he moves toward maturity. Guidance, functioning in this context, is a process, developmental in nature, by which an individual is assisted to understand, accept, and utilize his abilities, aptitudes, interests, and attitudinal patterns in relation to his aspirations. By doing this he may increasingly become more capable of making free and wise choices, both as an individual and as a member of a dynamic, expanding, society.⁴

Basically then, guidance is for the purpose of:

1. Aiding the individual in the identification of his abilities, aptitudes, interests, and attitudes.

³ Dorothy La Salle, Guidance of Children Through Physical Education (New York: The Ronald Press Company, 1957) p. 14.

⁴ Franklin R. Zeran and Anthony C. Riccio, Organization and Administration of Guidance Services (Chicago: Rand McNally & Co., 1962) p. 2.

2. Assisting the individual to understand, accept, and utilize these traits.
3. Helping the individual recognize his aspirations in light of his traits.
4. Providing the individual with opportunities for learning about areas of occupational and educational endeavors.
5. Aiding the individual in the development of value senses.
6. Helping the individual in obtaining experiences which will assist him in the making of free and wise choices.
7. Assisting the individual in developing his potentials to their optimum so that he may become the individual he is capable of becoming.
8. Aiding the individual in becoming more and more self-directive.⁵

In order to develop their potentials to meet the demands of a changing society, boys and girls should be offered assistance as they progress through the educational process. There is a definite need for well-prepared guidance specialists in each school, but without the active cooperation of the classroom teacher, the specialists would have difficulty succeeding. The teacher is directly and intimately involved in all of the guidance activities of the students.

A close examination of the purpose and objectives of physical education and the purposes of guidance reveal a direct inter-relationship; in that both are concerned with the growth and development of the individual. The physical education program is primarily concerned with the physical and emotional growth, whereas, the guidance program is

⁵ Ibid., p. 2.

concerned with the total growth and development of the individual. This would include social, personal, educational, and vocational growth and development in addition to the physical and emotional growth of the individual.

CHAPTER II

THE POTENTIAL VALUES OF PHYSICAL EDUCATION

Within each department in the school situation, objectives for that department are set up and these become the goals toward which the teacher or teachers work through-out the school year. In the physical education department, goals are also set up and teachers teach toward these goals or objectives and use these as a basis for evaluation of their program.

Physical Health Values.

No part of the human organism is independent of other parts; all are interdependent, interrelated, and interacting. The organism acts as a whole, always, and whatever affects one part affects the total.⁶ The World Health Organization recognizes this interrelationship in its description of health as: "A state of complete physical, mental, and social well-being, not merely the absence of disease."⁷

Activity is a basic need to all human beings. For children it is essential to their normal growth. They

⁶ Dorothy La Salle, op. cit., p. 7.

⁷ Dorothy La Salle and Gladys Geer, Health Instruction For Today's Schools (New York: Prentice-Hall, Inc., 1963) p. 4.

need to run, jump, climb, bat, catch, and throw. They need to bend, twist, stretch, and roll. They need to swing, sway, skip, and slide. Through movement they grow. Strong, energetic use of the large muscles is necessary for the development of the organic systems of the body.⁸

Fundamental laws of biology--food, activity, and rest demand that the organism be used. Most of school life tends to be sedentary; physical education satisfies the need for physical activity to a greater extent than does any other curriculum area. Physical activities have excellent therapeutic value in providing for release from tensions and for self-expression.⁹

Just as muscular exercise helps to develop other systems of the body, so does it aid in the development of the nervous system. One of the important ways to build a healthy nervous system which may withstand the trials, tribulations, stresses, strains, and tensions and anxieties of everyday living is through vigorous, wholesome play in childhood. The adult, who, as a child, participated in an adequate amount of vigorous, outdoor activity and exercise will be better able to meet the strain and tensions of life than will the adult whose childhood was lacking in this respect.¹⁰

The implications of health values are profoundly

⁸ Dorothy La Salle, op. cit., p. 5.

⁹ Clyde Knapp and Patricia Hagman, op. cit., p. 50.

¹⁰ Dorothy La Salle, op. cit., p. 5.

significant to all who deal with growing children. If children are to be robust and healthy, if they are to have endurance, strength, stamina, if they are to be fit and stand the tensions and anxieties of modern living, they must have adequate and vigorous play experiences. In the Renaissance period, writers like Rabelais and Montaigne in France, Mulcaster and Locke in England, and Comenius in Germany, were found pleading for play as a necessary thing in the lives of children.¹¹

These health values may accrue through wisely guided physical education experiences. Health values mean the stimulation of the entire growth process. They mean the stimulation of the development of the heart, lungs, blood vessels, nervous system, digestive system, and all the vital operations of life. They mean the development of endurance and strength. They mean the interrelated functioning of the organism.¹² All of these qualities together make dynamic health. Dynamic health includes the physical, mental, intellectual, and socio-emotional well-being of the individual. This is what both the physical education department and the guidance department are striving for.

¹¹ F. R. Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health, Physical Education, and Recreation, (Washington: The Association, March 1953) pp. 159-161.

¹² Wilbur P. Bowen and Elmer D. Mitchell, The Theory of Organized Play (New York: A. S. Barnes & Co., 1923) p. 37.

Mental Health Values.

Physical education can contribute to the release from tensions and anxieties. Today's citizens live under many tensions and anxieties. Children who vitally need to be active, are kept indoors four to five and a half hours daily for nine or ten months of the year. Conditions in many schools are over-crowded. Students are forced to work with inadequate lighting, poor heating and ventilation systems, at cramped desks. Many do not have individual books and materials and must share with other students. All of these conditions of the physical environment may produce tensions and anxieties in the young people.¹³

In addition to the physical environment, the adjustment to living with twenty-five to thirty other children, learning to know the teacher and classmates and to feel secure with them, and becoming acquainted with teachers and pupils in other classrooms are potential sources of emotional stress. Achieving and maintaining status with peers, such as meeting scholastic standards, having clothes of quality equal to those of classmates, making and keeping friends, having financial resources to go places and do things, are important causes of sustained tension.¹⁴

Relationships within families are frequently major sources of tension and anxiety. Children obtain their sense of security in the home from affection given them

¹³ Dorothy La Salle, op. cit., p. 9.

¹⁴ Dorothy La Salle, op. cit., p. 10.

by their parents. Unloved children, rejected children, children of constantly quarreling parents almost inevitably develop severe tensions and maladjustments.¹⁵

Beside the physical advantages, there are both positive and negative psychological responses that must be weighed in good teaching and in the personal guidance of young people. Some of these responses are:

1. The development of skills greater than those of his associates so that he can be: (A) better than they are; (B) moved up on the status scale; (C) directed into other channels of activity so that he can gradually forget or repress other failures; (D) led into associations with others of similar interests.
2. The development of an awareness of new activities for the possible development of new values.
3. The establishment of new youth-adult relationships and new images for identification and imitation.
4. The learning of new forms of aggression with accompanying rationalizations acceptable in new contexts.
5. The development of new goals to replace other less-workable ones.
6. The building of protective walls to hide failures in other areas.

Physical education, athletics, and recreation programs especially lend themselves to the possibility of realizing mental health values for the following reasons:

1. They are concerned with the development of physical fitness which is an important requisite for mental health.

¹⁵ Emma McClay Laymen, Mental Hygiene Through Physical Education and Recreation (Minn: Burgess Publishing Co., 1955) pp. 108-109.

2. They contribute exceptionally well to the satisfaction of certain basic psychological and physiological needs.
3. They provide opportunities for spontaneous emotional expression and release from strain.
4. The relatively informal teacher-pupil or leader group-member relationship provides a rapport which forms a good basis for a counseling relationship.
5. Attitudes and habits developed in the physical education class, or on the athletic fields, and in recreation groups, transfer readily to real life situations because of the similarity between the social interaction involved in activities in these situations and those found out-side the school and supervised group.
6. The physical education teacher, coach, and recreation leader seeks to promote the development of leisure time skills and interests which are important to the prevention of delinquency and for the enrichment of living.
7. The physical education teacher is often responsible for courses in hygiene, which can and should include materials relative to the principles for developing and maintaining good mental health.¹⁶

Every physical education teacher probably makes some contribution toward the development of mental health in his students, simply by the process of teaching through big-muscle activities and every competent recreation leader probably makes some contributions through giving persons practice in the skills involved in effective social interaction. However, if the physical education teacher and recreation leader are to use the activity program to realize its fullest potentialities for the development

of mental health, they must have an understanding of the nature of the adjustment process. They must know something of the characteristics of the well adjusted or mentally healthy person, the kinds of experience which favor adjustment and those which result in maladjustment, methods of using the activity program so as to develop adequate personality and character traits, procedures for determining which persons are maladjusted and what kind of help they need, knowledge concerning when they should attempt to function as counselors and how to go about it, and techniques for using physical education or recreation activities for the purposes of helping maladjusted persons to attain a better adjustment.¹⁷

Recreation Values.

One of the great contributions physical education can make to the enrichment of personality, to happy and joyous living in childhood, is the development of play skills. One of the most important values of play skills comes through the development of self-confidence. Peer group status is dependent to a large extent on the child's ability to play games well. The child who lacks skill is ridiculed and shunned by his playmates or classmates. He is not wanted in a group, is chosen last as a partner or for a team, and may be ostracized socially. Because of this, motor skill becomes an essential factor in the child's feeling of adequacy and pride in himself.

¹⁷ Emma McCaly Layman, op. cit., p. 8.

The ability to play satisfactorily with other, and to participate in games and sports, has genuine social value for both the child and the adult. There are few better ways for children to get acquainted than through association in play. These are important values in living which are too often overlooked.

Modern technology has brought about many advances in modern living and modern production methods, but the very devices that are termed labor-saving must be recognized at the same time as body-weakening forces. This is an age of intense specialization with almost total disregard for bodily activities. The modern individual is forced to maintain a tremendous pace. Everything is speeded-up: his work, his lunch time, his pastimes, and even his time for sleep. Now with automated production methods we are hearing more about leisure time and recreation values. Dr. W. W. Bauer, former director of the American Medical Association's Bureau of Health Education had this to say about recreational values:

"No more need one admit, with red face, that he took Wednesday afternoon off to play golf, or take pictures, or lie in the sun. We may now boast of it. This new attitude is a result of technological advances, which are shortening working hours and reducing the necessity for muscular effort at an accelerating pace. Thirty or forty years ago, few people could spare the time or energy for bowling, hiking, or tennis. Today, such activities offer

a pleasant and practical means of occupying leisure time and getting the exercise our jobs no longer provide. Experts who are wondering how today's youth will cope with an automated world increasingly are turning to participation in sports and recreational activities as one of the most helpful answers. Participation in sports does far more than fill otherwise empty hours, or maintain physical fitness. It also increases social contacts and opportunities and recently there has been growing recognition of the role it plays in education and emotional adjustment."¹⁸

The opinion has been expressed by Menninger that people will find release in active play which contributes to their mental health as well as their physical health. "Their satisfaction from these activities, meet deep-seated psychological demands, quite beyond the superficial rationalization of enjoyment. By comparison with two generations ago, there is today a greater need for recreative play. People now have little opportunity to express their aggressive needs, to pioneer, or to explore."¹⁹

The Guidance department being primarily concerned with the total growth and development of the individual may make a cooperative effort with the physical education department in determining the recreational needs of each student on the

¹⁸ W. W. Bauer, in Teaching Lifetime Sports Skills President's Council on Physical Fitness, (Washington: U. S. Government Printing Office., 1964) p. 8.

¹⁹ Will C. Menninger in Ibid., p. 9.

operation. It thrives, develops, and grows through the group process. Physical education can meet the needs of students for competitive and cooperative experiences. Almost all play is carried on with others. In almost all games rules are followed, turns are taken, problems arise for discussion and solution, and decisions are made. Examples of these activities are: Team sports such as football, basketball, baseball, soccer, hockey, and volleyball. In individual sports such as archery, tennis, golf, swimming, and gymnastics we find that there are certain rules of the sport, rules of courtesy and judgments or decisions which must be made either by the individual or an appointed referee or judge. In team sports we compete against other teams and in individual sports we compete against another individual, ourselves, the course, or a stop watch, but we compete. Physical education provides opportunities for us to act in competition and in cooperation. The degree to which children learn to do so is determined by the sensitivity of the teacher and the skill of his guidance and teaching. The teacher must select those experiences which emphasize essential elements in cooperative and competitive living and carry them on gradually to increasingly more complex and difficult levels.²¹

The guidance worker must be alert to the benefits and hazards of physical education for any given individual and

²¹ Dorothy La Salle, op. cit., pp. 4-5.

provide him with alternative choices of activity that may aid his development. Both teachers and guidance workers are striving toward the same end, the successful attainment of maturity by the youngsters. The physical education teacher's orientation is probably more specific, while the guidance worker must take a larger view of all the influences acting upon the growing student.

CHAPTER III

GUIDANCE AND COUNSELING FOR THE TOTAL DEVELOPMENT OF YOUTH

Physical education or any phase of education must be thought of both in terms of a process and of a product. As a process, education has to do with the tools with which educators work; as a product, with the resultant objectives or outcomes.

Guidance and Counseling for Healthful Living.

The contributions which physical education can make to health are many, and guidance for health through physical education fall into four categories:

1. The development of dynamic health; this is manifested as endurance, strength, body control, and emotional adjustment. Dynamic health is a quality of great significance both to the individual and to the nation.
2. The development of understandings about health and practice in healthful living. The physical education teacher, through this type of guidance, has an opportunity to develop in children concepts about health and attitudes toward healthful living, and to develop concepts and attitudes about health in physical education classes.
3. The recognition of and protection against strains. This is frequently the type of guidance needed for children who have just returned to school after an illness or operation or for the atypical child who has a heart involvement, a crippled limb, or some other physical handicap. It may be also, the guidance which protects against

environmental factors tending to produce undesirable emotional reactions.

4. The development of protections against accidental injuries. This includes all safety precautions which the teacher initiates for his class.²²

Section 27-6 of the Illinois School Code, commonly known as the Physical Education Law, was amended by the 70th General Assembly to read as follows:

"Pupils enrolled in the public schools and state colleges and normal universities engaged in preparing teachers shall as soon as practicable, be required to engage daily, during the school day, in courses of physical education and health instruction for such periods as are compatible with the optimum growth and development needs of individuals at the various age levels.

Special activities in physical education or a modified course thereof, shall be provided for pupils whose physical or emotional condition, as determined by an examination, (medical or psychological) as provided in Section 27-8, prevents their participation in the courses provided for normal children."²³

In Illinois, health instruction is oftentimes scheduled in conjunction with physical education at the secondary level. Throughout junior and senior high school, a student may receive direct health instruction one or two days per week, and the remaining days would be devoted to physical education. This then places the physical education teacher in a unique position of being able to observe poor health habits and attitudes and at the same time do something to correct these habits and attitudes, either

²² Dorothy La Salle, op. cit., pp. 47-64.

²³ Illinois Curriculum Program, Guideline for School Health Programs (Springfield: State of Illinois, 1964) pp. 79-80.

through corrective activities in the activity program or through classroom group processes.

Not all health problems can be solved through group health instruction. Certain members of any class, in all likelihood, will have individual health problems. Health counseling (a one-to-one teacher-pupil relationship) is the effective procedure through which the individual pupil is helped to recognize, understand, and solve his individual health problem. Health counseling is essential in achieving the schools purpose of providing each individual with the opportunity to achieve and maintain maximum health.²⁴

Individual health problems which counseling by the teacher can help to alleviate are:

1. Pupils in need of further medical, dental, or other professional attention.
2. Pupils in need of improved health practices.
3. Pupils in need of emotional and social adjustment, including those of growing up.
4. Pupils in need of improved environment in the home, school, or community.
5. Pupils in need of a modification of the regular school program.
6. Pupils in need of placement in a facility affording more specialized help than is possible in the regular classroom.²⁵

This means that each pupil and his parents should be

²⁴ Dorothy La Salle and Gladys Geer, op. cit., p. 248.

²⁵ Ibid., pp. 250-251.

counseled in view of his problem, his health and full life, and his environment.

Guidance and Counseling for Emotional Development.

The human organism by its very nature is a goal-seeking organism. It constantly moves to regain and maintain a state of equilibrium. All living is interactive and adjustive. It is movement toward need-satisfaction, toward the individual's goal fulfillment. When the equilibrium of the organism is upset either by an internal tension such as hunger, or by an external stimulus or change such as cold, wetness, or the loss of a game, this causes stress or tension which can be called a need, wish, want, or drive, and against which the organism moves to relieve this tension and regain equilibrium. This movement is goal-seeking. It is purposeful behavior and has deep meaning to the individual. It is an effort to achieve self-esteem. This effort is expressed in the individual's behavior, in his goals, and by the ways he uses to reach his goals.²⁶

Three ways in which the organism moves to achieve self-esteem are:

1. By mastery over people and/or things.
2. By identification with a powerful individual or membership in a potent group.

²⁶ Donald Snygg and Arthur W. Combs, Individual Behavior (New York: Harper & Brothers, 1949) pp. 68-69.

3. Through bringing about some physical change in body organization.²⁷

Physical education and athletic activities have a number of characteristics which make them especially adaptable to the purpose of contributing to the development of mental health. Physical education activities and sports provide acceptable channels for the satisfaction of fundamental needs and desires. Certain basic needs and desires are the most powerful motivators for goal-seeking behavior, and attention has been called to the fact that constant thwarting of the individual in his attempts to satisfy these needs and desires may result in various forms of maladjustments. This means that any type of activity which can provide a wholesome outlet for the fundamental physical drives and satisfaction of the psychological needs is a valuable tool. Most sports and physical education activities, especially those found in spontaneous play, satisfy the desire for unrestrained physical activity or bodily activity. The universal admiration for a boy or man with a well-muscled physique, and the approval of physical grace and poise in a girl, make even the so-called formal activities of the physical education program legitimate means of satisfying the craving for praise, approval, and attention from others.²⁸

²⁷ Ibid., p. 70.

²⁸ Alice Crow and Lester D. Crow, Mental Hygiene (New York: McGraw-Hill Book Co., 1951) p. 395.

The modern physical education or athletic program provides a sufficiently wide range of activities that individual differences in abilities and interests may be met. Most modern physical education programs and recreation programs, both in and out of school, make it possible for individual's to work at activities which interest them and at a level in keeping with their abilities, so that the potentialities for attaining mental health objectives through physical education and recreation have been greatly increased.²⁹

Physical education activities and athletics form one basis for the development of recreational interests which are particularly significant for mental health in adult life. However, it must be recognized that there are others equally significant. Activities such as art, music, literature, gardening, model-building and needlework may also contribute to good mental health in an adult. Many problems in adjustment among adults could be avoided if the adults would find constructive ways of satisfying the basic psychological urges and could express the emotions which are concomitant with satisfying these urges.³⁰

The mental health and emotional development factors of physical education, recreation, and athletic programs have already been discussed to some degree. Sports activities and recreational interests serve to compliment

²⁹ Emma McClay Layman, op. cit., p. 191.

³⁰ Ibid., p. 203.

and relieve tensions resulting from the experiences of work and study; it provides compensation for the frustrations and failures experienced in other areas; it serves as a legitimate means of satisfying regressive impulses, the desire to throw off restraints and eliminate decorum; it satisfies social hunger; and it develops in the individual resources for effective adjustment to solitude. For both children and adults, well planned recreation programs provide opportunities for achievement and social acceptance which do much to build and maintain the individual's feeling of self-worth.³¹

Guidance for Skill Development.

Control of the body in many different situations is one important characteristic of the well-developed individual and is a necessary qualification for full-living. A wide variety of skills is essential for the development and maintenance of dynamic health since strength, endurance, and body control are outcomes of properly guided exercise.

In a study, it was found that lack of physical skills is an important cause of fear among children, and that development of such skills often results in elimination of such fears.³² The possession of many different kinds of physical skills enables children to meet new motor sit-

³¹ Alice Crow and Lester Crow, op. cit., p. 397

³² A. T. Jersild and F. D. Holmes, Children's Fears. (New York: Columbia University Press, 1935) p. 79.

uations with greater dexterity than can children who are poorly coordinated. Those with well-developed skills obtain satisfaction from their ability to control their bodies in movement and to use them as expressive instruments of the will. Since one of the purposes of a democracy is to give individuals opportunities to develop their potentialities, the teacher must be concerned that boys and girls develop a satisfactory degree of physical coordination and skill.³³

A study conducted in 1935 of an average sixth grade class, a high school class and a freshman class in college, revealed many individuals with poor skills.³⁴ In the past, the vast majority of students have left the public schools with skills so poor that they derived little or no satisfaction from performing them. This situation has been remedied to a large extent over the past twenty years with physical education instructors becoming more specialized and better educated in our teacher education programs.

Some persons argue that concern for technique spoils the spontaneity and freedom of play. On the contrary, close attention to form may increase satisfaction because the student is taught to do better than which he is eager to do. Physical education skills are, in themselves,

³³ Dorothy La Salle, *op. cit.*, p. 73

³⁴ A. T. Jersild and F. D. Holmes, *op. cit.*, p. 190.

satisfying and many people in general enjoy them in some form. This is evidenced by the increased participation in golf, bowling, softball, basketball, swimming, water skiing, and camping and hiking over the past ten years. Participation in these sports has been increased due to the effects of television in bringing these activities into the home and creating an interest, some of the programs present professional athletes giving instructions in the sport through the media of television. An example of this type of television instruction is "The Sam Snead Golf Show" on NBC. People are receiving through the television the instruction which they did not receive in school.

CHAPTER IV

THE GUIDANCE ROLE OF THE PHYSICAL EDUCATION TEACHER

Repeated references have been made to the physical education program as a powerful force in helping boys and girls establish satisfying patterns of personal living which places work, play, exercise, relaxation, and rest in proper perspective, and giving due attention to each.

In addition to the program, there are many personalities involved. Many students want the security of an adult friend and adviser. The person, quite often, whether skilled or not, is chosen from the physical education staff, since in this field the student can find opportunity to ask for and get aid on problems concerning his maturing body and his new and often frightening feelings concerning himself and others. His body development is of great concern to him and can be discussed with the physical education teacher with less self-consciousness than with other teachers, for physical development is part of this teacher's responsibility.³⁵

The Development of a Positive Learning Situation.

Boys and girls respond positively to situations they

³⁵ Rosalind Cassidy, Counseling in the Physical Education Program (Appelton-Century-Croft, Inc., 1959) pp. 45-46.

feel are friendly toward them. They will respond positively to programs in which they feel they are being benefited.

Our concept of education today is: "To aid each individual boy and girl to achieve fullest development in meeting effectively the continuous demands of living in a democratic society and in a closely interdependent world." Total education then is the key to total development.

An important part of physical education programs relates to correlations with other school activities. Physical education centering about physical activities in gymnasiums and on playgrounds and athletic fields, comprises one of the many media used by schools to provide educational experiences for young people. Correlation and cooperation among all school media is necessary for adequate results. Indirectly, through contributions to pupil well-being, physical education can improve the success and happiness of boys and girls in all of their schoolwork. The relationship between health and physical education and academic achievement has recently been suggested by some studies. One study of twenty third-graders grouped according to whether they had high or low motor proficiency showed that the group with high motor proficiency had a greater number who achieved "excellent or good" ratings in reading, writing, and comprehension than the group with low motor proficiency. Another study of forty-three under-achieving boys, ages 10-14 showed that more than half exhibited poor

36 Hilda C. Kozman, Rosalind Cassidy, and Chester O. Jackson Methods in Physical Education (Phila: W. B. Saunders Co., 1954) p. 93.

motor performance on the most basic skill tests.³⁷ However, it must be pointed out that these results are not conclusive. The samples for testing were small, and the norm group was not referred to. There may be a relationship between motor proficiency and academic achievement which has no relationship to motor training in physical education. More research is needed in this area to produce conclusive evidence that increased motor proficiency would produce higher academic achievement.

Directly, physical education should coordinate with all subjects and school activities, not just with health and recreation and the interscholastic athletic program as has been true in a vast majority of our schools. Each teacher and counselor is better able to serve his pupils if he knows what is happening to the pupils throughout the school day.³⁸

The teacher can best serve his pupils by adopting a democratic philosophy for his class procedure, and by determining the needs of the students and selecting experiences which may meet those needs. For a good teacher-pupil relationship, it is important that the teacher be "open", honest, and sincere in his dealing with the students. The teacher should listen to the student and then try to assist him in any way possible. The teacher should be

³⁷ Charles Bucher, "Health, Physical Education and Academic Achievement" (N.E.A. Journal, May 1965) pp. 38-40.

³⁸ Clyde Knapp and Patricia Hagman, op. cit., pp. 383-384.

available when the student wants to talk, if the teacher does not feel qualified to assist, he should refer the student to the school counselor or possibly some other agency for aid. These factors help to develop the positive situation because the students know that the teacher will try to help them.

Determining the Individual Needs of Students.

The values that physical education has for students will accrue better if the needs of the students are determined and satisfied. Learning can take place best if it is meaningful to the learners. To be most effective, therefore, physical education programs must be based upon an understanding of the general nature of needs, interests, abilities, and behavior of the specific age group which the school serves.

The following is a list of six basic classifications of needs which must be recognized if physical education is going to be a meaningful experience for the student.

1. The need for affiliation; the need to feel himself a worth-while part of his larger community to satisfy a sense of belongingness to his peer group.
2. The need for approval; the desire to impress others favorably.
3. The need to be aggressive; which is the expression of inevitable frustrations.
4. The sexual needs; which includes attitudes toward relationships with others as well as specific sexual adjustments.
5. Ambivalence, which concerns attitudes of

love and hate, acceptance and rejection, approach and avoidance, and other conflicting emotions.

6. The ego-integrative needs, which involve the total personality and relate to general well-being.³⁹

All human beings are driven by similar basic needs, however, expression of the basic needs varies tremendously according to the strength of the needs, health, interests and abilities, all of which depend upon interactions between the inherited organism and the environmental and experiential influences. Growth is a unifying process in which environmental and hereditary influences merge.

An "operating code" for guidance in Health, Physical Education and Recreation based upon the factual foundation of the necessary areas of understandings discussed in the preceeding paragraphs might include the following:

1. Since the individuals differ and since each situational configuration is different and is not changing for the individual, there is no set answer for all situations. However, there is a method of approach. This method involves a process of fact-finding, diagnosing, and adjusting.
2. The student-in-his-situation is the focus of attention--changes either in the individual or in his field of interaction may be the center toward which guidance is directed.
3. The role of the teacher is to give support and to help the student "see", get facts, make decisions, take-over his own self-direction--(moving toward self-responsibility, self-direction, cooperative behavior, maturity). Also to use the referral as a

³⁹ Clyde Knapp and Patricia Hagan, op. cit., p. 38.

means of obtaining more expert help for the student.

4. The teacher needs ever-increasing information about the total situation and it's meaning to the individual in order to act with wisdom-- yet at any given time he must act on the best evidence, the direction being toward helping the student rather than doing something to or for him.
5. Basic to successful work with students, school staff, parents, and community is knowing one's own self, belief in self, belief in, understanding of, and skills in co-operative human relations.
6. The structuring of experiences in health, and physical education is considered very important as factors in the student's learning and in his mental health. "Climate", attitudes, requirements, patterns of competition, and grading or evaluation.
7. Setting flexible structures to meet student needs and purposes, testing method and content against their contributions to the person's well-being, finding ways to make each student feel to some extent successful, observing patterns of behavior as a means of discovering needs--all this should be included in your program.
8. Time should be allotted for giving attention to alleviating anxiety and strain, providing situations for recognition, praise and reassurance and forthright honest, objective evaluation in teacher-student relationships as a means of guidance.⁴⁰

In implementing the "operating code" to meeting the six areas of needs of the individual it must be recognized that a variety of activities in a program is essential. The activities in a physical education program may be grouped under six major headings: Sports, Games and Relays,

⁴⁰ Rosalind Cassidy, op. cit., pp. 45-46.

Aquatics, Stunts and Tumbling, Dance, and Fundamentals of Body Movement. The Sports Heading contains those team and individual games which have attained "sports" status through intramural, interscholastic, intercollegiate, or international competition. This would include such activities as football, basketball, baseball, track and field, and others. Recreational games such as dodgeball, cageball, ping-pong, deck tennis and various relay type activities are grouped under the second classification of Games and Relays. Swimming, diving, and other water sports such as water polo make up the Aquatic grouping. The Stunts and Tumbling heading includes free tumbling, free exercise, pyramid building and non-competitive gymnastics activity. Dance activities are usually divided into three sub-headings; modern and ballet, folk and social, and performing dance which would include the other forms plus tap, clog, and other specialized forms or combinations of forms. Under the grouping of Body Fundamentals are placed those activities selected directly for increasing ability to use the body efficiently. Under this heading are grouped such activities as formal exercise, corrective or remedial activities, and postural work which would include walking, running, climbing, lifting and those activities of everyday life. However, no definitions hold true for all activities placed under each heading, there is a great deal of overlap.

Each group of these activities have outstanding values

and contributions to make to the individual, but this is not to deny that others of these groups do not make the same contribution. Team sports are included for the opportunities they provide boys and girls in playing together, to increase organic power and neuromuscular skills, and to develop social skills and behavior. Individual activities are included to give students opportunities to seek individual approval for individual accomplishment. The student has the opportunity to select his own area of concentration, to develop self-discipline in organizing his own practice time and schedule, and to be aggressive in carrying out his plans to their conclusion. Dance furnishes the opportunities for creative expression and for the enjoyment of rhythmic activities. Social dancing is particularly useful as a social resource. Any activity may be a social resource for some student and any activity may give some student and opportunity for creative expression or emotional development.

With these ideas in mind it becomes the responsibility of the teacher to set-up some form of a master-plan. This master-plan would include the planning and organizing of a curriculum in physical education, time allocations for each activity, and student scheduling of physical education. The teacher in implementing the "operating code" should work in cooperation with the guidance department to first determine the needs of the majority of students and use these needs as the basis for the core curriculum of the

program. These are the activities in which all or almost all of the students will participate. The exceptions to this curriculum would be those who need corrective or remedial activities and those on limited activity programs.

The second step would be in determining those students who have special needs which could be met and aided through increased participation in certain types of activities. An example would be a person who is extremely shy in a social situation might be scheduled into a social dance unit in which he could develop social confidence and skills.

The third step would involve the determination of a course of action to take in working with those students whose problems were more severe. This might include the "problem" child whose only way of gaining attention is through misbehavior. This student may be scheduled into more individual activities where he may develop skills and gain individual recognition for constructive efforts.

The fourth step would be in the development of an elective program to compliment the core curriculum and to offer flexibility to the program. This program would offer the teacher a broader field of activities into which he could schedule students and it would offer the students the opportunity to broaden their interest's in physical education and recreational activities. This becomes the basis then for a "carry-over" program. This program includes those activities which may be carried over into adult life. Activities such as golf, tennis, swimming,

and softball are included in this grouping.

The fifth step is to evaluate the program in terms of progress on the part of the individual and if necessary the re-adjustment of his schedule to meet his changing needs. This re-adjustment may take place with the individual students during the school year or it may be that these students the following year would have some other need or needs of particular importance. Scheduling should be based on the present need of the individual and adjusted as the need changes.

Some of the physical and mental health needs which may be met by the physical education program have been discussed in detail. Just as important to the proper adjustment of the individual are the social needs. Physical education can contribute in large measure to the important and difficult boy-girl adjustments of adolescence. Physical education activities can provide a fertile field for social development. Social outcomes do not just happen; they are the result of wise and understanding guidance and leadership. Social and emotional adjustment are so closely tied up with physical development that it is difficult to separate them. Poor physical skills and social maladjustments can be causes of emotional maladjustments.

A success pattern is important to good adjustment. Growing up and living demand successes, however, failures are also necessary. In physical education, because of the wide variety of activities which may be participated in,

most people can enjoy successes in one or more areas, if the teacher has selected activities which meet the needs of all of the students and not just the physically skilled. Emotionally detrimental frustrations occur in activities when pupils are placed under pressure. To engage repeatedly in activities which bring failure builds negative feelings in the individual. Timidity, sensitivity, fear, and dislike for activity involving other people are likely results. Satisfying self-expression in activities builds up feelings of adequacy and security that contribute significantly to social adjustment because of enhanced social approval and because of added personalized feelings of being able to "take the environment by the tail and twist it."

CHAPTER V

EVALUATION

Evaluation today is perhaps the most important process in the field of education. It is of like importance in the general affairs of mankind, for evaluation contributes to the orderly process of change.⁴¹

The Purpose of Evaluation.

The purpose of any program of evaluation should be to improve the educational program so that greater student growth may be possible. This is attained by focusing attention on the child or group in order that guidance may be adapted to his needs and by determining the effectiveness of teaching methods and leadership. For the student, the purposes of evaluation are to derive satisfaction and encouragement from progress made, to judge the degree to which goals are obtained, to capitalize successes, to appreciate the need for renewed endeavor to overcome failures and to advance to further achievements, and to help direct plans for next steps.⁴²

⁴¹ Philip A. Smithells and Peter E. Cameron, Principles of Evaluation in Physical Education (New York: Harper & Brothers, Publishers, 1962) p. 7.

⁴² Ibid., p. 111.

Methods of Evaluating the Program.

Many techniques are needed to evaluate the complex patterns of child growth. In appraising each child's progress in physical education, the teacher should consider first the needs of the student for full participation in a democratic society. Teachers may use many devices to determine the needs of students. Some of the most common and valuable are listed below in outline form:

A. School Records.

1. Central office records. All or almost all central office records include personal information; scholastic records, and results of psychological or intelligence testing. Many central records include results of health examinations, counseling and guidance records, such as results of aptitude, interest, and adjustment inventories, and summaries of conferences with the student and parents; folders with anecdotal notes, case studies, work habits, regard for others, records of participation in extracurricular activities and work experiences.
2. Physical education records. Many physical education departments keep records including growth records, height and weight charts, posture development; results of knowledge tests and physical fitness tests; records of participation in extracurricular activities and special honors or awards received.
3. Records of other school departments. Physical education teachers may secure information concerning pupil abilities, interests, successes and failures, and behavior in other school areas that will be helpful in working with pupils who present problems.

B. Observation.

1. Day-by-day informal. Keen observation of youngsters at play, at work, in their creative activities, in relations with others, in their aggressions and withdrawals, in successes and failures, gives the alert teacher a great deal of information about the individual.
 2. Anecdotal reports. Written records of factual observations concerning selected incidents for the purpose of preserving the information and making it available to others.
 3. Directed Observation. This differs from informal observation in that the observer looks for pre-determined patterns, such as abilities to perform, wholehearted or lackadaisical participation, relations with others, and energy and fatigue; it uses such devices as check-lists and rating scales.
- C. Questionnaires. Pupil interests, desires, attitudes and opinions may be more fully understood through the device of permitting class members to respond to questions about procedures, rules and regulations, pupil responsibility, activities included in the program and like matters.
- D. Visits or informal chats with pupils. Occasional brief conversations, particularly those of a personal nature and more particularly those in which the principle teacher activity is listening, not only supply a good deal of information about pupils but also make for a pleasant and cooperative teacher-pupil relationship.
- E. Conferences with parents. Since parents know their children intimately, since knowledge of home background is necessary for understanding a person, and since young people frequently have a "home" behavior and a "school" behavior, teachers can gain considerable insight relative to the natures, urges, desires, motivations, and problems of their pupils through visits with parents.
- F. Conferences with other teachers.

Cooperative enterprises among teachers reveal information about pupils. Group teacher considerations of facts and impressions about an individual enables teachers to understand and serve pupils better.⁴³

Many of the techniques described in the preceding paragraphs may be used also in evaluation. Many of the techniques used for determining the needs of students may be used in evaluating the program in relation to meeting the needs. Much of the evaluation in physical education may be done through planned continuous observation and other measures of each student as he works and plays.

Observation: Observation may be incidental, systematic or directed. It may range from meager and biased observations of the unusual to a piercing study of an individual's behavior and behavior patterns. The anecdotal record which records the observation of a specific behavior or an episode, represents a technique which tends to give objectivity and exactness to incidental observation. Use of this method tends to cause the teacher to observe more closely. It provides a written record which may be reviewed, used by other teachers and counselors, and provides for better interpretation of observed behavior.

Systematic and directed observation are based on pre-determined items of behavior to be observed. Using systematic observation, the teacher selects types of behavior

⁴³ Clyde Knapp and Patricia Hagan, op. cit., pp. 48-49.

and/or types of situations in which he wishes to observe action. A basketball coach might systematically observe tendencies toward team or individualistic play by observing a specific player for a specific time and record the results.⁴⁴

Directed observation pre-determines the intems of behavior to be observed. It frequently takes the form of a rating scale or check-list. During observation a teacher may make and record judgements concerning a number of items determined prior to the observation. A teacher may make a check-list of five items in evaluating the performance of students in a social dance unit. He may then observe each pupil to see if the student is performing these five points.⁴⁵

The value of observation depends upon the skill of the observer. Since observation is based entirely upon personal judgement, it is subject to a good deal of error.

Interview: As an evaluative device, the interview helps the teacher to understand the whole child. It may reveal information concerning the pupil's knowledge, attitudes, interests, motives, drives, and background. Short of a complete case study, the interview probably is the most useful single device for helping the teacher understand the individual as a whole. However, it's value

⁴⁴ Ibid., p. 339.

⁴⁵ Ibid., pp. 339-341.

is dependent entirely upon the ability of the user.

Young people are usually anxious to visit with an understanding adult. When rapport and confidence are established, the teacher will learn about the individual he is interviewing, provided he refrains from over-direction of the interview. Exchange of information helps the teacher to evaluate his program, and it helps the student to evaluate himself.⁴⁶

Case studies: The case study is usually an exhaustive study of a student in grave difficulties, conducted by the guidance specialist. The physical education teacher may play a very important part in the gathering of information about a student's habits in the informal atmosphere for the case study.

Sociograms: The field of Sociometry has given us a technique for studying the relationships within a group. The Sociogram is the most useful device to find out who are the most-chosen and least-chosen individuals in your class. To be accepted and liked is so crucial to learning, as against being ignored or rejected, that attention to this need must be given serious consideration. Teachers and leaders in physical education and recreation have a useful structure with game patterns, planning committees, game officials, and the like, to become aware of and to work out satisfactory social relationships for their students.⁴⁷

⁴⁶ Hilda Kozman, Rosalind Cassidy, Chester Jackson
op. cit., pp. 258-259.

⁴⁷ Rosalind Cassidy, op. cit., pp. 106-107.

Formal testing: Tests represent only one group of tools among many that are used to gain information for guiding students and these tools must be seen and used in relation to the entire evaluation process. There are many tests in physical education which may be used and some of them are briefly described here.

1. Knowledge tests: These may be tests of game rules, player procedure, general health knowledge, specific techniques knowledge, and tests of all varying degrees in between.
2. Skill tests: These include tests on specific physical skills essential to participation in a specific activity. An example of a skill test would be the ability to swim the length of the pool for a swimming unit.
3. Physical fitness tests: These are designed to test the strength, endurance, coordination, skills and abilities, and the general aptitudes of the individual.

All of these methods may be used to gain more information about and a better understanding of the individual in the physical education program and to determine the needs of the individual and to evaluate the program in relation to how well it meets those needs.

Self-Evaluation for Teachers.

The last part of evaluation comes when the teacher begins an evaluation of the program in relation to its objectives and goals and to the role of the teacher in this program. To be an effective teacher, leader, or counselor of youth, one must seek ever more effective ways of understanding individual behavior and its meaning to a

particular individual. The professional person is responsible for systematic evaluating and re-planning for his personal and professional improvement.

The first important step is to take a clear, sharp look at one's own competencies for guidance of boys and girls through the programs for which you are responsible. This may be done in several ways: (1) Consider your competencies on the basis of your educational background in the field of guidance and counseling, psychology, mental health, and family life and problems. (2) Consider your work experiences involving youth and your attitude toward them. Do you want to help these students? Will you take the time to make a sincere effort to understand them and their problems, and then do what you can through your program to help them?

The next step is to start evaluating the program in relation to: (1) The development of a positive learning situation. Am I too authoritarian? Do I make the program one in which the students may feel "free"? Am I fair to each student? Is my program designed to be meaningful to each student? Have I established a good teacher-pupil relationship? Does the program provide for the poorly skilled as well as the well skilled students? (2) Determining the individual needs of students. How much do I know of my school's neighborhood? How much do I know about the race, class, home and parent relations of my students? How much do I know about the over-all school

program? What appraisals have I made about the needs and interests of the boys and girls in body development and play skills? Do I care about the rejected or least-chosen? Have I tried to change the situation for those in need of friends? (3) The development of goal-centered or pupil-centered instruction methods and units. Have I developed a procedure for helping students find and clarify their individual goals? Are students involved in both goal-setting and evaluating their progress toward these goals? Do I interpret the program to parents and to other school personnel? (4) Changing the situation or program to meet the needs of all students. Does the program provide for the physically handicapped child? Does the program provide restricted activities such as a person might receive after an extended illness? Do I provide a wide range of co-educational activities? (5) Knowing the possibilities in the school and community for specialized aid. Have I asked the counseling staff to meet with me to clarify the many ways students may be helped to adjust through experiences in the physical education and recreation programs? Can I ask the counselors to help me understand individuals who present severe problems to me? (6) Keeping records. How are these records used and by whom? Could I intensify it in the direction of more revealing information about students to help in program adjustment and to help other teachers and counselors understand these students better? Do I set up some records with my students for use in final evaluating

and re-planning? Will I use these records?

This type of evaluating may be done by each teacher, by teachers in a department working together, by the teacher and principal or superintendent, or by all of the teachers in a school evaluating themselves in relation to agreed upon all school goals.

The teacher by evaluating the program in relation to its objectives and goals can re-plan, re-organize, and re-develop a better program each year. Only by doing this is our educational system going to continue to grow and develop and aid more students to make better adjustments.

SUMMARY

This paper was written as an attempt to define the role of the physical education teacher in the over-all guidance program. Emphasis was placed upon the important contributions that teachers can and should make to youth adjustments. The purposes are:

1. To define the fundamental purpose of physical education and to state its general objectives and to define the purposes of guidance.
2. To define the potential values of physical education in terms of the physical health values, the mental health values, the recreation values and the democratic values.
3. To stress the present-day need for skilled counselors for children and youth.
4. To define the guidance role which can be assumed appropriately by physical education and health education teachers, co-operating with the school guidance specialist.
5. To define methods and techniques of evaluating the program and define the methods for teacher self-evaluation.

The materials for this paper were drawn from recent findings in the fields of guidance, physical education, and other professional publications.

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