

Summer 8-1-1964

The Relationship of Competitive Athletics to the Secondary Education Program

Walter F. Thorp
Central Washington University

Follow this and additional works at: https://digitalcommons.cwu.edu/all_gradpapers



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Health and Physical Education Commons](#), and the [Secondary Education Commons](#)

Recommended Citation

Thorp, Walter F., "The Relationship of Competitive Athletics to the Secondary Education Program" (1964). *Graduate Student Research Papers*. 232.
https://digitalcommons.cwu.edu/all_gradpapers/232

This Thesis is brought to you for free and open access by the Student Scholarship and Creative Works at ScholarWorks@CWU. It has been accepted for inclusion in Graduate Student Research Papers by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.

THE RELATIONSHIP OF COMPETITIVE ATHLETICS
TO THE SECONDARY EDUCATION PROGRAM

A Research Paper
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Walter F. Thorp
August 1964

THIS PAPER IS APPROVED AS MEETING
THE PLAN 2 REQUIREMENT FOR THE
COMPLETION OF A RESEARCH PAPER.

Donald G. Goetschius
FOR THE GRADUATE FACULTY

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
The Problem	2
Statement of the problem	2
Importance of the study	2
Limitations of the study	3
Definition of Terms Used	3
Competition	3
Competitor	4
Intramural athletics	4
Interscholastic athletics	4
School athletics	4
Organization of the Remainder of the Paper	5
II. REVIEW OF LITERATURE	6
History and Background	6
Criticisms of Competitive Athletics	7
Overemphasis	8
Physical	10
Mental and emotional	12
Scholastic	15
Financial	16
Contributions of Competitive Athletics	17

CHAPTER	PAGE
Educational values	17
Health and physical fitness	22
Worthy leisure time	24
Social growth	26
Vocational values	28
Competition	30
Spiritual and moral values	31
III. SUMMARY AND CONCLUSIONS	33
BIBLIOGRAPHY	36

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

As more schools are being built and expanded, the public is examining their tax dollar and how it is being spent more closely. Many citizens are asking if gymnasiums and athletic fields are really necessary. In some cases schools are being pressured into either eliminating gyms or having only limited impractical facilities. Criticism of the athletic program ranges all the way from its being too expensive to personal injuries.

Our space era has certainly had its effect on the entire school curriculum. With more emphasis placed on the mathematics and science departments, the community attention and concern is drawn away from the other phases of our educational system. Criticism is then being developed against programs which do not meet the needs of the immediate times.

While the athletic programs in our secondary schools are being criticized by some, others, definitely pro-athletic minded, feel that athletic programs help to educate the whole child.

I. THE PROBLEM

Statement of the problem. It was the purpose of this research to review the literature concerning the attitudes toward competitive athletics in our secondary schools.

Educators have long recognized the need for a better administrative program of competitive athletics in the secondary education system. The questions that confront them are: Do competitive athletics have a place in our secondary school program? Do they offer the opportunity for high school youth to work toward or obtain worthwhile individual or cultural goals?

In this paper the writer will attempt to find answers to these questions.

Importance of the study. Since athletic programs are subjected to criticism from time to time, it is therefore hoped that this study may have some value in providing additional information regarding the reasons for acceptance, or rejection of competitive athletics in the secondary educational program.

It is felt that the study merited importance because of the many misinformed individuals expounding on an issue they know very little about. Some look only at the negative side and not the positive, or they look only at the

positive side and not the negative. A study might clarify these interpretations.

Limitations of the study. This study concerns only that portion of competitive athletics that is pertinent to the secondary education program.

In setting up this study, there were found strong feelings for competitive athletics, both pros and cons. The writer tried to separate facts and figures from opinions in order to draw some conclusions.

A limitation of the study was that many authors are biased, as is generally true on any controversial issue.

II. DEFINITION OF TERMS USED

The following terms are used in this paper and need to be defined. The terms are often misunderstood, because the words or phrases sometimes have had various interpretations.

Competition. Webster states, competition is "that act or process of striving for something that is sought by another at the same time; a contention of two or more for the same object or for superiority." According to Cowell, competition is a social inter-action in which each individual seeks to achieve some satisfaction for himself or

his group, by methods which tend to deprive other individuals or groups of similar satisfaction (26:20-21).

Competitor. An active person who receives training is termed a competitor. There are laws or rules that must be obeyed as he drives on toward his major ambition of winning the contest or performing well (15:147).

Intramural athletics. Physical education activities not scheduled as regular classes, and which are conducted between or among groups from within the limits of a particular school are termed intramural athletics.

Interscholastic athletics. Games and sports which provide competition between representatives of two or more schools and which offer opportunities in such activities for selected and more highly skilled individual students are termed interscholastic athletics (54:64).

School athletics. All school sponsored physical activities in the form of competitive games or sports in which students participate are termed school athletics (17:271).

III. ORGANIZATION OF THE REMAINDER OF THE PAPER

In seeking answers to the problem, the writer has reviewed periodicals and the literature in books, pamphlets and magazine articles from the Central Washington State College Library and personal library, concerning the study. The information is taken from writings by educators, coaches, administrators, and other learned persons. The writer feels that the material is presented in such a manner that it could be of some beneficial help to those interested in the best program of physical competition in the secondary schools.

In order to facilitate a clearer understanding of the study, the materials have been organized under the following headings: History and Background, Criticisms of Competitive Athletics, Contributions of Competitive Athletics, and Summary and Conclusions.

CHAPTER II

REVIEW OF LITERATURE

I. HISTORY AND BACKGROUND

Competitive athletics had a stormy beginning in education. Athletics and sports were first ignored, then prohibited, then controlled, after a fashion, by an adverse faculty, and then accepted and encouraged under faculty and student control.

Hasse made the statement:

Interest in sports is a natural characteristic of man. It cannot and should not be repressed, but like other appetites and desires, needs regulation (26:26).

The thinking in educational circles, before the turn of the century, revolved principally around the development of the "3 R's." Education stressed the separation of the mind and body. Academic subjects were placed in a program to develop reasoning faculty. Education emphasis was on development of the intellect, one who accumulated a quantity of facts was educated.

In this country, our heritage of sports is old; man has participated in them for years. Early athletic competition consisted of crude methods of testing skill, speed, and courage. Since primitive days the development has been slow and irregular. Practices have not always been

acceptable and the name of athletics has been dulled by well-known malpractices, but in spite of all this, athletic participation has still persisted.

In the whole development of human education there has probably nowhere been more misunderstanding, contradiction, confusion, and greater failure than in respect to the physical aspect of it:

Games are evil; games are good
Oft are games misunderstood (59:243).

Education should be concerned with the "whole" individual; his physical, emotional, and social, as well as his mental aspects. All are closely interwoven, they should not be separated. Education is concerned with preparation for living, life adjustment and consequently such things as ethics, human relationships, and producing responsibility.

Much of the criticism of competitive athletics in our schools has come from the misinformed or uninformed. There are bad programs in all phases of education, and it is usually the observation of the poor ones that, no doubt, leads to critics' statements.

II. CRITICISMS OF COMPETITIVE ATHLETICS

As problems arose in athletics they were disapproved of for not having personnel responsible for the program of

competitive sports. When in the final decision faculty members were more or less forced to control athletics through committee action, Much of their attention was directed toward a formulation of prohibition designed to curb the program and everyone concerned with it. The philosophy in evidence today seems to be, "when in doubt, add prohibition."

Over-emphasis. There is a great deal of criticism today in the current literature about competitive athletics in our schools. Admiral Rickover, in a testimony before a congressional sub-committee declared:

Organized athletics with huge intra-school and intra-college games, in which only a handful of star athletes take part is distinctly American phenomena, unknown elsewhere. They do not serve the same purpose as physical training abroad, or at least only marginally. No school child (in Europe or Russia) would ever be permitted to waste his time in school by training to be a star on the school's football team, so the team could entertain the adult community. Physical education in Russia as in the rest of Europe is centered on developing the body of the child (27:13).

Shannon and the editors of Nations Schools further state that competitive athletics do not belong in our high school program, because by its very nature, a highly competitive sports program is selective in its choice of participants. For every boy who makes the team, there are thirty or forty others relegated to the spectator's stand (52:8).

Henry S. Commanger in his report at the Conference on the American High School commented that competitive sports have other functions than exciting community interest; namely, to teach fair play, to provide physical training to all, to furnish a healthy outlet for competitive spirit, and to provide areas in which success and prestige are independent of wealth or family. (These purposes have been achieved and are no longer urgent, or have been frustrated by our current emphasis on sports than advanced by them.) As for safety in competition, our need is rather to restore competition to the classroom and to discourage it on the playing field and elsewhere. Not only do our malpractices, born of sound policy in the nineteenth century, do grave harm to the youth by denying to some appropriate participations in sports, by fostering unsound standards of sportsmanship, and by distracting attentions from more serious academic affairs; but they also do harm to the whole institution of education. The amelioration of our current and vulgar overemphasis on competitive sports in the high school is drastic. More and more the athletic tail is wagging the academic dog (10:12).

The cost of developing prize athletes and winning teams for dedication of a sedentary public is too great. Dr. Conant contends both academically and financially; he

would emphasize the academic role of the school while de-emphasizing the sport role. As was further stated in The Conant Report, athletics are the poison ivy in our school. There is a vicious overemphasis on competitive interscholastic athletics in our schools and colleges. The life of the school (sometimes) revolves around the athletic field, not the classroom, and the student sees such a school, not as a place to develop his own intellectual and physical talents, but as a place to applaud the skillful performance of a chosen group of athletic heroes (11:274).

The most frequent reasons for opposing competitive athletics are: too much emphasis put on winning, interference with the school's general physical education program for all students, and rather than helping the youngsters, they are designed to please the spectators and parents (11:13).

Physical. While some doctors claim there is not much physical harm that can develop from competitive sports, the American Academy of Pediatrics declares that contact sports are harmful for teen-agers from the point of bone development. They do not have the protection of hardened muscles. It is necessary that every effort

should be made to control the competitive aspect and not to overemphasize it (43:216).

One administrator, who had interscholastic athletics and who didn't want them, gave the following reasons for not having them in the educational program: they develop lack of perspective, promote false values, and the chance of permanent injury, particularly to the joints, is great according to medical evidence (27:13).

In a study made by W. M. Krogman, it was found that one million teen-agers play football in high school and in sandlots; of these 250,000, one in four will be hurt in one way or another by sprains, bruises, lost teeth, and other accidents. Approximately 80,000 of these will be hurt with more serious injuries such as concussions, fractures and internal injuries (32:12).

Eldon B. Brinley reported in his article on Inter-school Athletics that in a poll of nine hundred orthopedists on athletic competition of adolescents, approximately seventy-five per cent agreed that interscholastic competition should be discouraged, and body contact and fatigue sports should be controlled. It was also found in a relating study that boys competing in athletics did not gain as much in height, weight, and lung capacity as did a comparable group of boys in the same school not participating in the competitive program (4:212).

It is felt that there are few values obtainable from interscholastic competitions which cannot be obtained from the intra-mural programs of the school. There are many values that may be derived from the physical education programs involving field meets and play days. It is possible that this type of program would lessen, if not eliminate, serious physical injuries (42:46-47).

Mental and emotional. Is there emotional strife and mental conflict created by competitive athletics?

When a child feels superior because he has excelled in an activity, this feeling is related to others and he acquires the attitude that he will succeed in other situations. Some coaches unknowingly create in the participant the belief that physical ability indicates success in other areas or gives an impression that poor physical ability and failure to meet athletic standards will show failure in other situations (14:9).

Dr. Bucher cites the following illustrations of athletes under extreme emotional pressure: defeated players in a midwestern state finals cried like babies and then further vented their grief by wrecking the lobby of their hotel; and youngsters playing in a Minnesota state tournament were affected by loss of appetite, upset stomachs, insomnia, and homesickness (2:18).

Participating in a vigorous activity is worthwhile physically for youth, but an excess amount can be harmful. Some children are not developed emotionally to stand up to the pressures of interscholastic competition (55:14-16).

It has been further stated by Horace B. English that the boy who needs competition the least is the one who arises and becomes more aggressive, while the boy who needs it the most is the one who withdraws from the contest (20:223-26).

When winning is overstressed, youth have a tendency to have self-seeking attitudes and the youth who cannot win, will withdraw to daydreaming, or he will overemphasize intellectual pursuits (33:350).

The capable player gains an exaggerated picture of himself, and the one who does not get to play feels discouraged and inferior. The person who cannot be successful, unless he is the top man, cannot face reality (33:229-30).

There is a relationship between sportsmanship and mental attitudes of participants and spectators. It has been revealed that sportsmanship attitudes became poorer as students became older, and it was recommended that the teaching of sportsmanship be revised and emphasized (37:120).

A competitive sport where the majority of the student body sits on the sidelines has no educational value, and is degrading to all the values of right and wrong. The desire for a large gate and a winner at all costs prevents the proper teaching about values (6:11).

Sportsmanship? Not a chance! Poor losers are developed instead of hard losers. A poor loser is an excuse maker; he whines, he displays poor sportsmanship, and he is a poor citizen. The unfortunate thing about athletics in modern schools is that they have been taken away from all the students and given to a limited few (6:14).

Many responsible people in athletics are becoming concerned with the conspicuous absence of such qualities as honesty, wholesome rivalries, gracious acceptance of the contest's results, and conduct becoming a sportsman. Unless the quality of sportsmanship displayed at athletic contests is improved, the social contribution of sports to the development and maturation of spectator and competitors alike will be reduced to nothing (57:243).

Although it is the fundamental desire of all to win, should pride be sacrificed to achieve this end? It is the emotional pressure of competitive sports that cause many of the unsportsmanlike manifestations (57:243).

The negative manifestations of this program comes in the isolation of the athlete from the student body.

Generally, this is by the choice of an over-zealous coach who wishes his athlete to live a sportsman's existence undistracted by other student pursuits, by a type of athlete who can find little in common with any but his own kind, or by a student body which has set up barriers of snobbery (48:271).

In a teen-age society that has embraced athleticism as one of its supreme values, the boy who does not care very much about athletics loses social status. He may be forced to take part in distasteful and harmful physical activities. His desire to conform to an accepted pattern of behavior may lead to self-depreciation and inner conflict (45:2).

Scholastic. Are competitive athletics harmful to academic standards? According to the Educational Policies Commission, teachers are sometimes under pressure to excuse athletes from regular assignments or to lower academic standards to keep athletes on the eligibility list. Regular scheduled classes in physical education are sometimes used to give practice time for the varsity squad. The athletes' opportunities to profit from the total school program are reduced when they are absent from academic classes for practice or play, and when their minds are preoccupied with last night's contest or tomorrow's

game. Athletes' absences also hamper the progress of instruction in regularly scheduled classes to the disadvantage of others as well as to themselves (19:8).

Cook and Thompson also made a study comparing ninety-one letter winners and one hundred non-letter winners in Hughes High School, Cincinnati, Ohio. They concluded that athletes were slightly lower in scholarship, and that they made lower grades during periods of competition (12:350).

On the basis of Sones-Harvey High School Achievement Test, the non-athlete group ranked higher than the athletes and the difference was significant (47:534).

Financial. School budgets are being criticized because of the increase in expenditures due to programs that are extra-curricular; one in particular is the athletic program.

The amount reported as spent per athlete varies from \$268.00 to \$13.00 per year, with an average of \$102.00. As the mean expenditure level for all school maintenance is \$345.00 per pupil enrolled, it is apparent that in some districts the athletic costs are a significant portion of the total school budget (21:143-44).

On the basis of total students, schools varied tremendously in athletic costs. One school reported a total cost of \$59.00 per student, while the lowest figure is \$5.00 for athletics for each student enrolled (21:43-44).

III. CONTRIBUTIONS OF COMPETITIVE ATHLETICS

Will participation in a sound athletic program contribute to health, happiness, physical skill, emotional maturity, social competence, and moral values?

Athletics are said to develop students democratically and efficiently for present and future participation in physical and mental activities. By the nature of their activities they go far toward developing character, personality, and sportsmanship traits. Hughes sums up the need for both the academic and physical needs by saying a broad mind is better than broad shoulders, but a little of both is a good combination for any person (30:23-27).

Educational values. Athletics like everything else in education should be a means to an end. Duncan and George say that education is emphasizing the special programs for the talented student. Physical education has provided this exceptional curriculum, the interscholastic program, for the talented student for years. There are

few places in our school curriculum today where there is another comparable program for the exceptional student (24:113).

Benerd further stated that interscholastic athletics gave the student of special athletic ability an opportunity for more intensive and extended experience than is possible in physical education classes. This is an area in which the superior student has an opportunity to work up to his full capacity (3:97).

Carmichael and Benerd both stated one of the glaring weaknesses in American education at all levels is the failure to challenge the ablest students to call forth their best efforts, and to encourage their fullest development (3:98).

No one can honestly say that an athletic program is of value only to athletes, because a properly directed program provides excellent citizenship for all students. In no other area of the high school curriculum can leadership, stewardship, and team work be achieved under life-like conditions as well as in a properly directed athletic program. Athletics are an important part of the school physical education program. It is believed the experience of playing athletic games should be part of the educational experience of all children and youth who attend school in the United States (56:19).

Educational values of leadership were expressed by Hughes when he stated:

Education tries to develop leaders to go into positions of responsibility as citizens of tomorrow. It is hard to develop leadership in many of our traditional educational situations, but athletics and physical education offer many opportunities for assuming responsibility and developing leadership (31:24).

Schools exist primarily to provide education for the young people and to promote the general welfare of society. Every method used within the school; such as instruction, research, or services; should contribute to the educational welfare of the students and society. Obviously then, athletics exist in school in order to contribute to the goals of education and to the development of the social order (35:50).

Are athletics a part of education? Do they contribute to the attainment of education objectives? Are they extra-curricular in nature? These questions have been asked for many years and answers to them come from many sources.

The Educational Policies Commission said that athletics are an integral part of education when the emphasis is on fun, physical development, skill, strategy, social experiences, and good sportsmanship (18:144).

Damon supported athletics in the secondary educational system when he stated that any system of education

which provides academic and vocational studies while ignoring the personal growth of the individual and the development of his social relationship is not likely to be effective (13:18).

The Association of School Administrators, agreeing with Damon, further stated that school athletics can be very valuable educationally. Athletics must be for all and athletics must be educational (18:144).

According to Jackson if personal happiness and service are worthy ideals of education, what better opportunity is provided in the public school for the realization of their outcomes, than the happiness derived from participation in athletics; situations engaged with dramatic intensity and adventurous appeal, or the exemplification of true service with which the player submerges personal glorification for the best interest of the group (29:20).

One of the ultimate goals of competitive athletics is to assist the high school student to become proficient in a variety of skills, interests and attitudes, appreciation, understanding and knowledge, so that they will be either an active participant or an intelligent spectator.

Both educators and laymen have for many years debated the influence of athletic participation upon

scholastic achievement. In attempt to settle the argument, many studies have been made.

Jacobson summarized the results of several studies which found positive relationship, no relationship, and negative relationship between scholarship and athletic participation. He reported ten investigators found that the relationship of athletes either improved during participation, was better than that of non-athletes, or both. Four investigators found that participation had no visible effect, and three investigators found participation to have detrimental effect (46:174).

Finch made a study at the University High School at the University of Minnesota. He paired athletes with non-athletes on the basis of I. Q. scores; achievement was measured by teachers' marks. The results of this study showed no significant difference between groups (22:299).

A study of West Virginia High Schools made by W. J. B. Comany found that there was no significant difference between the athlete and the non-athlete. The trend, however, was slightly in favor of the athlete (9:456).

Reals and Reese carried on a rather comprehensive study of high school lettermens' intelligence and their scholarship. Eight hundred and eighty subjects, of which one hundred and seventy-six were lettermen, were studied.

In relation to scholarship of athletes and non-athletes, the participants were slightly superior, but results were statistically significant (47:534).

Jones compared intelligence of 493 non-athletes with 80 athletes utilizing the Illinois General Intelligence Scale. He concluded that high school athletes were more intelligent than non-athletes (31:239).

In most secondary schools, competitive athletes are expected to maintain average or above average grade points, in order that they may be eligible to compete in an activity. Athletes are required to meet the same academic requirement as other students.

Health and physical fitness. How does physical activity relate to health? Our strength endurance and skill in performing certain tasks increases as we practice and participate in physical education activity. Workouts are followed by showers to contribute to personal hygiene, the learning of rules of eating, resting, and regular hours, which are essential to health and welfare.

It was stated by Reals and Reese that since it has proved difficult to demonstrate that the time spent in athletic participation is detrimental to scholarship, and since it is becoming increasingly evident that good health and physical fitness is a worthy goal within itself; more

time could be spent on conditioning activities in the high school (47:534).

Physical fitness is not an end in itself, but rather a component of total fitness. To conceive of physical fitness as a primary end of physical education, including competitive athletics, is a partial view and wholly inadequate in view of the needs of human organism and in view of the potential impact of motor experience on total experience. Physical fitness is specific and functional varying with each individual's need (13:16).

As stated by Mannerstedt, athletics certainly are "physical" in that the body is involved; also "educational" in that aptitudes and skills have to be developed and improved in order to achieve proficiency. The purpose of physical education and athletics is to contribute to fitness and to the fullest possible enjoyment of life, not only for a few world champions, but for everyone (35:46).

According to Hughes, athletics should occupy a prominent place in a school program of physical education because these games consist of large muscle fundamental activities; of running, jumping, throwing, striking, climbing, hanging, lifting, and carrying. In spite of profound changes in man's environment, his biological organisms throughout the years have remained the same. Individuals born today have the same kind of vital organs

and the arrangement of vital systems that has existed in man for thousands of years. It is a fact of real concern and significance that rapidly changing society has no counterpart in the biological machine (30:23).

Mackechnie and the Society of Health Directors agreed on the following statement that centrality of physical fitness, strength, stamina, endurance, coordination, flexibility, and poise was the basic concept of our pioneer leaders. Regardless of what advances are made in other fields, in years ahead, personal fitness will remain our most priceless asset (36:60), (54:64).

Perhaps then the answer to some of the educational value questions might be that athletics, through proper guidance, can be one of the best educational helps in educating the whole child.

Worthy leisure time. To appreciate the importance of leisure, it is first necessary to understand the tremendous impact of modern technology on modern society. Mankind has been liberated from the drudgery of work and toil that was formerly its only future. Instead of being a slave, whose labor assured the leisure of the elite, man now has the machine, which gives him a leisure comparable to that of wealth and upper-class of past centuries.

It can be easily discerned that men can use their leisure either constructively or destructively, wisely or unwisely. A primary objective of physical education is to impart to the students a philosophy, buttressed by facts, of the wise use of leisure time. Students must be made aware of the vital part that wholesome recreation can play in the enjoyment of a full life, and especially the role of sports in this respect. It is the purpose of athletics to teach students sport skill and sports interests, that will become a permanent part of their everyday adult life (51:9).

Mannerstedt contends that the various forms of athletics, by participation, develops a more specialized and higher degree of skill and coordination. Therefore, in a sense, athletics can be considered a further extension of physical education (35:46).

Dodson, realizing the importance of leisure time, said that the use of leisure time means that we use our spare time constructively. Students should not be loafing on street corners, but have interests and skills that enable them to occupy their leisure hours wisely and well. To achieve this objective we must learn games and activities that we do in groups such as basketball, baseball, and volleyball. It also means we must learn activities that one or two can do (15:147).

It is Duncan's belief that competitive athletics will contribute to the development of play attitudes, and will provide a carry-over interest that will function during leisure time (17:243).

Social growth. School athletics are and should be based upon the need of children and youth to play. Sociologists have recognized the value of play in development of a strong social order.

Davies, a sociologist, expresses his viewpoint in regard to the importance of play by commenting that play is a biological and social necessity for all children. It is the fundamental thing about children. Play for the child is one of the most serious facts of life; it is a form of work for the young and the basis for all natural education (17:241).

Athletics have a tremendous social significance in the life of a normal boy. Moody made a very strong statement in this regard as follows:

. . . that the highest degree of peer system among boys is reserved for those who excel in sports. The rare individual who achieves adolescent popularity alongside inaptitude in athletics, should be called a social genius (5:271).

The American Association of School Administrators said that athletics foster respect of the individual, regardless of his race, creed, or economic background. The

ideals of fair play, sportsmanship and clean living, learned so well in athletics, are still carried on in their adult life (23:29).

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

A questionnaire survey was made by James B. Coleman, in which one hundred schools between the enrollment of one thousand and two thousand participated in the survey. Each boy who was included in the survey was asked to rank several items according to their importance in making a boy "look-up-to," or important in the eyes of other boys. In every school; small town, suburban, big cities; working class, middle-class and upper-class; being an athlete ranked the highest when compared with numerous other things (getting good grades, being activities leader, having a car, etc.) and in every school "being the leading crowd" ranked second highest (8:231).

The Board of Education at Crystal Falls, Michigan, is of the opinion that athletics and physical education departments of the school can and should provide a good program of good sportsmanship, the best kind of citizenship,

good leadership, good positive attitudes and spirit of cooperation so that the student can develop socially (58:30).

Athletic achievement is much more important in personal and social adjustment than most people believe. Dr. Walter made the statement that the better performer is a more accepted member of a group than a poor performer. Fitzgerald supported this point by stating that participation in extra class activities tends to promote social adjustment (36:60).

Dr. DuBois, a well-known psychiatrist, is of the opinion that next to academic training the sports program is probably the most important item in the entire educational system today. When young people do not participate in sports, the scales are heavily weighted against their social and emotional adjustment; they are frequently headed for trouble, because they have not had the opportunity to win humbly, to lose gracefully and to endure physical discomfort to attain a goal (24:113).

In studies made by McCraw and Fait, there were indications that social growth was stimulated by participation in competitive athletics (38:99).

Vocational values. How do athletics influence youths with reference to future employment?

The vocational possibilities from active participation in interscholastic sports are many, such as: writer, sports announcer, professional athlete, athletic coach, recreational leader, and physical education teacher.

Education tries to develop leaders to go into positions of responsibility as citizens of tomorrow. It is hard to develop leadership in many of our traditional educational situations, but athletics and physical education offer many opportunities for assuming responsibility and developing leadership (30:24).

Wisner and the National Education Association agreed that athletics tend to develop comradeship and value of team play, both of which are necessary for successful careers after school years are left behind. Athletics may also exemplify the value of the democratic process and fair play. Through team play the student athlete often learns how to work with others for achievement of group goals (18:144), (58:30).

Interscholastic competition in athletics strengthens one of the criticisms made by industry that many individuals fail on the job due to lack of ability to work well with others. The athlete learns how to get along with others (3:99).

Many companies reject people for employment because of their inability to accept responsibility and failure to

get along with others. In a study of 1,767 trainees hired from schools by 247 companies; D. N. McMurray, Chicago psychologist, found that only 58 per cent had been judged suitable at the end of the first year of employment, and that 42 per cent of the failures, failed because of immaturity (34:47).

Damon and Johnson have contended that employers are more interested in men who have played varsity athletics, and that they will hire faster if you have had competitive experience (13:16).

Athletics at its best will help turn out mature young men and women who will know their own strengths and weaknesses. One can learn from athletics not only about other people, but also how to get along with them.

Competition. All of us realize that in our democracy, in fact in our world, competition begins with birth and continues unceasingly in every facet of life.

Competition, however, is natural and normal. You compete against yourself; you compete against others; you compete in school; you compete for a place in the family; you compete for success in business; and you compete for social recognition. Competition means different things to different people, some fear it as a destructive force.

Others claim it has great therapeutic value, not only for the participants, but for many of the spectators as well (29:20).

In athletics, students must think, work, and train; or else be dropped by the wayside. American youngsters participate in athletics because they have a competitive spirit which separates the aggressive citizen from the one who is content to take things as they come.

In an article written by William Hughes, he states:

The evils associated with athletics lie not so much in competition itself as in the extreme emphasis which is placed upon winning as the paramount issue. In spite of the dangers of over-emphasis, it should be pointed out that competition is highly desirable in the development of personality (30:24).

Spiritual and moral values. Individual development should be one of the main goals or perhaps "the" main goal of athletics. The moral and spiritual values are of the highest importance to an individual's personality and development.

The Michigan High School Athletic Association year-book reads as follows:

We are coming to realize as never before that the greatest and most lasting values are spiritual. Greater perfection in playing the game is always sought after, but all this is the stalk that nourishes the real flower of the real process, fine sportsmanship. They cannot be neutral in the building of manhood and womanhood; they must inevitably contribute either good or evil in building of character (31:20).

So long as school athletics are maintained and directed, with the best interests of the student participants in mind, we may be assured that the spiritual and moral values will generally be on the good side of the ledger. Competitive athletics can be very important through the strategic possibilities of sports participation for desirable moral education (44:260).

In a speech to administrators and physical education teachers, Reverend Bob Richards made an inspiring statement when he said:

Give me the athletic facilities and equipment and I will do as much for our children, morally and spiritually as I could from the pulpit of the church (49:tape).

Bishop William Manning defended the spiritual and moral values of competitive athletics when he stated:

Clean wholesome, well regulated sport is a most powerful agency for true and upright living. A well played game is, in its own way as pleasing to God as a beautiful service or worship in the cathedral (29:20).

CHAPTER III

SUMMARY AND CONCLUSIONS

There has been much criticism by the public of competitive athletics, but there has also been much written in favor of keeping athletics within the secondary education program.

The athletic problem that now plagues the American schools is primarily a matter of separating the good from the bad in order to get rid of athletic evils, without eliminating athletics and to continue the potential values of athletics without perpetuating malpractices.

Participants, parents, and educators must understand the dynamic character of athletics, a force for good or a force for evil. All those involved must insist that athletics conducted for our school youth be organized, developed, and administered for the betterment of the education program.

Before denouncing athletics completely from the education programs of the high schools, administrators should weigh the good values against the unfavorable ones; perhaps then, high uniform standards could be set that athletics would have to meet and which would be pleasing to everyone involved.

There are a few who tend to be skeptical of athletics. In order to achieve better relations between the physical education department, other departments, and administration, closer coordination in the planning of all activities and programs is needed.

In seeking to justify the place of school athletics in the school curriculum, physical educators must understand the possible outcomes and problems of competition in sports and organize the manner in which the program can best be conducted to provide the best educational experiences for youth.

Perhaps it hasn't been the fact that too much emphasis has been put on the superior athlete alone that is bad, but rather too little is being done for the average and low skilled students, while the ability of a few are exploited.

All schools' athletic activities should be in harmony with the rest of the total school program with respect to goals and outcomes. Athletic activities should be working harmoniously with the rest of the educational program in matters of schedules, responsibilities of the school staff, demands in time and energy of students, and allocation of space and facilities. Funds should be provided for athletics, but not at the expense of educational essentials.

The writer feels that there is nothing inherently wrong with competitive athletics. They can be helpful or they can be harmful. Athletics will be what they are made to be by schools and communities.

However, it is felt that there is a need for further study of the effects of competitive sports on students now and also of those who, in the past, participated in competitive athletics.

Is the high school all-star a success in later life?

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Anderson, George F. "What's the Score in Athletics in the Secondary Schools?" National Education Association Journal, 42:17, January, 1953.
2. _____. "Athletic Competition for Children," The Athletic Journal, 34:18, January, 1954.
3. Benerd, Gladys. "Lets Accentuate the Positive," School Activities, 25:97, October, 1953.
4. Brinley, Eldon B. "Interschool Athletics for Elementary School Youngsters," The Journal of School and Health, 23:212, September, 1953.
5. Bucher, C. A. "Athletics in Education," Journal of Education and Sociology, 28:241-77, February, 1955.
6. Casby, John A. "Athletics are a Menace to Education," School Activities, March, 1955, pp. 11-14.
7. Chapman, Farland R. "After School Recreation for High School Students," Journal for Health, Physical Education, and Recreation, 26:14, November, 1955.
8. Coleman, James J. "The Competition for Adolescent Energies," Phi Delta Kappan, Vol. 42, No. 6, March, 1961, p. 231.
9. Comany, W. J. "High School Athletics and Scholarship, Measured by Achievement Tests," School Review, 67:456, September, 1955.
10. Commanger, Henry S. A High School of a New Era. Chicago: The University Press, 1957. Pp. 3-17.
11. Conant, James J. "The Disease of Athleticism Has Spread," Phi Delta Kappan, 42:274.
12. Cook, W. A. and M. A. Thompson. "A Comparison of Letter Boys and Non-Letter Boys in High School," School Review, 47:350, May, 1958.
13. Damon, Walter E. "Competitive Athletics Help Delinquent Boys," Journal of Health, Physical Education, and Recreation, 29:16, May, 1958.

14. Davis, John E. Play and Mental Health. New York: Barnes and Co., 1933. P. 9.
15. Dodson, T. "Athletics and Education," School Activities, 29:147-8, January, 1958.
16. Douglass, H. R. The High School Curriculum. New York: The Ronald Press Co., 1942. 610 pp.
17. Duncan, R. O. "The Contributions of School Athletics," Journal of Educational Sociology, 28:243, September-May, 1959.
18. Educational Policy Committee. "Athletics for All," National Educational Association Journal, March, 1954, p. 144.
19. Educational Policy Commission. "School Athletics," National Association of the U. S. Washington D. C., 1954, p. 8.
20. English, Horace B. Child Psychology. New York: Henry Holt Co., 1951. 223-26 pp.
21. Erickson, Ralph. "Participation in Secondary School Athletics," National Association of Secondary Principals, 48:143-44, January, 1964.
22. Finch, F. H. "Athletics and Achievement in High School," School and Society, 56:299, February, 1952.
23. Forsythe, Charles. "Athletics in the Space Age," Journal of Health, Physical Education, and Recreation, September, 1958, pp. 28-30.
24. George, J. F. "Is the Athletic Program Good Enough to Meet the Needs and Interest of Boys?" National Association of Secondary School Principals, 44:108-13.
25. Gould, Richard. "After School What?" California Journal of Secondary Education, 33:55, 1958.
26. Hass, Warner. "The Physical Educator's Education," Journal of Health, Physical Education, and Recreation, 30:26, No. 3, April, 1958.

27. Hollister, W. C. and R. Squires. "Are School-Age Athletes Happy?" National Parent and Teacher, 55:12-14, 36.
28. Hughes, William. "The Place of Athletics, The School Physical Education Program," Journal of Health, Physical Education, and Recreation, 21:23-27, December, 1950.
29. Jackson, C. O. "Why Competitive Athletics?" School Coach, 29:20, May, 1960.
30. _____. "Joint Committee Report," Journal of Health, Physical Education, and Recreation, 22:16-17, September, 1951.
31. Jones, M. A. "A Comparison of Intelligence, High School Athlete and Non-Athlete," School Society, 48:239, March, 1950.
32. Krogman, Wilton M. "Child Growth and Football," Journal of Health, Physical Education, and Recreation, 26:12, September, 1955.
33. Laymen, Emma McLoy. Mental Health Through Physical Education and Recreation. Minnesota: Burgess Publishing Company, 1955. 350 pp.
34. Leach, J. F. "Athletics as a Medium for Helping Mal-Adjusted Children," School Activities, 25:47-8, October, 1953.
35. Mannstedt, F. and T. W. Forbes. "Athletics as Part of Physical Education," California Journal of Secondary Education, 33:46-50, January, 1958.
36. Mackechnie, George. "At the Crossroads," Journal of Health, Physical Education and Recreation, January, 1959, p. 60.
37. McAfee, Robert A. "Sportsmanship Attitudes," Research Quarterly, 26:120, March, 1955.
38. McCracken, Oliver Jr. "Relationship of Competitive Sports," National Association of Secondary School Principals, 44:99, April, 1960.

39. Milula, Thomas. "Winning Isn't All," Journal of Health, Physical Education, and Recreation, 25:22, November, 1954.
40. Morris, M. H. "Does Sports Equal Fitness?" Educational Digest, 33:34-36, September, 1957.
41. _____. "Must We Always Keep Score?" National Educational Association Journal, 41:552, December, 1952.
42. Neilson, N. P. and Winifred Van Hagen. Physical Education for Elementary Schools. New York: Barnes and Comp., 1954. Pp. 46-47.
43. _____. "No Football for Pre-Teens," Science News Letter, 70:216, October 6, 1956.
44. Noble, Charles C. "Moral and Spiritual Implications," Journal of Educational Sociology, 28:260.
45. _____. "Problems of Athletics," Educational Digest, 1962, April, 1954.
46. Rarick, Lawrence. "A Survey of Athletic Participation and Scholastic Achievement," Journal of Educational Research, 37:174.
47. Reals, W. H. and R. G. Reese. "High School Lettermen, Their Intelligence and Scholarship," School Review, 47:534, September, 1949.
48. Reed, William. "Intercollegiate Athletics Assessing Accomplishments and Problems," National Association of Secondary School Principals Bulletin, 48:271-80, April, 1964.
49. Richards, Reverend Bob. "I Love the World of Competitive Sports." A speech made to administrators and physical education teachers, Portland, Oregon, 1959. (Taped speech).
50. Scott, Harry Alexander. Competitive Sports in Schools and Colleges. New York: Harper Brothers, 1951.

51. Seaton, Clayton, Leibee, and Messersmith. Physical Education Handbook. New York: Prentice-Hall, 1951. P. 9.
52. Shannon, J. R. "New Selling Points for Athletics," School Activities, 16:8-9.
53. Shannon, J. R. "So This is Education," The Journal of the American Association of Health, Physical Education and Recreation, 20:644, December, 1949.
54. Society of State Health Directors. "High Priority," Journal of Health, Physical Education, and Recreation, 30:64, May, 1959.
55. Van Hagen, Genevie Dexter, and Jesse Feiring Williams. The Administrator of Health and Physical Education. Sacramento: California State Printing Office, 1951. Pp. 14-15.
56. Williams, R. H. "Athletics Spring Board to Good Citizenship," Texas Outlook, 37:19, October, 1953.
57. Wilson, Michael R. "Sportsmanship in Athletics," School Activities, April, 1964, p. 243.
58. Wisemar, Harry. "Value of the Athlete," American Association of High School Physical Education and Recreation, 22:30-31, May, 1951.
59. Woody, Thomas. "School Activities and Social Good," Journal of Educational Sociology, 28:243, September, 1959.