

A STUDY OF THE PURPOSE OF SOCIAL OBJECTIVES IN ATHLETICS AS
THEY RELATE TO THE ATHLETE IN A COMPETITIVE SOCIETY

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INTRODUCTION

Since our society is a highly competitive one, an individual must be prepared to realize whatever potentials he may possess and to take his place successfully in our society.

Rupp (25), p. 203, believed that coaches should tell their players when they first report to practice that the greatest aim of life is to achieve and succeed. He wants his players to believe that the greatest opportunity is offered to those who are prepared. He stated that a boy must fight his way to the top; there is no short cut to success.

Winter (35), p. 207, introduced the following:

We tell our players that in life and in basketball, it isn't so much the things that happen to them that determine their destiny, but it's how they react to these influences. Removing the influences or changing the situation is not always possible. The individual who grows faces the problems of life head on, and strives to make the necessary adjustments as problems present themselves.

Since the coach is very influential with the boys who comprise his athletic team, he must know himself and he must also understand the personality of each individual team member.

To impart positive rather than negative values, the coach must know what constitutes good sportsmanship and good leadership so that he can help the athlete adjust to a competitive society.

PURPOSE OF THE PROBLEM

The purpose of this problem is three fold. (1) To investigate the concept of sportsmanship pertaining to the coach and athlete. (2) To examine the environmental factors that aid in developing

leadership qualities in the athlete. (3) To inquire into the sociability phase of athletics to ascertain if athletic programs relate to the individual in a competitive society.

METHODS AND MATERIALS

With the limited objective means of evaluating the character traits and the development of social qualities in athletics, it was decided to conduct a library investigation of leading authorities in the field concerning this problem. Therefore, an intensive search and review of literature in the Kansas State University libraries, as well as all personal books and professional magazines of the author, was used to discover the definite role of the coach in developing the social aspects of the athlete.

DEFINITION OF TERMS

Coach--A person who instructs and trains athletes for competition.

Athlete--A person trained in exercise, games, or contests requiring physical strength, skill, stamina, speed, etc.

Competition--Official participation in organized sport; opposition in a contest.

THE CONCEPT OF SPORTSMANSHIP

Sportsmanship, as defined by Webster's New World Dictionary, is the qualities and behaviors befitting the sportsman. The individual takes loss or defeat without complaint or victory without gloating. He treats opponents with fairness, generosity, and courtesy.

Groves (9), p. 106, suggested the following:

Too much of our present-day competitive interschool athletics seems to have lost its true concept of good sportsmanship. In addition, many coaches, as teachers, fail to recognize that poor sportsmanship, portrayed by them and their students, reflects poor objectives or procedures. It seems as if the competitive 'tail' is wagging the educational dog.

Small (26), p. 28, introduced the following concerning the character of the coach:

Judged by any standards, sarcasm, ranting, neurotic raving, and swearing are not marks of a good coach. They may be marks of inferiority used only because the coach has not been able to develop sufficient emotional control. Such actions on the part of the coach violate every law of good learning practices.

It is concluded that athletes while in high school are more impressionable than after they finish school. They are aware of the examples set by the coach and will tend to follow his examples.

Groves (9), p. 106, asked the following questions concerning the examples set by the coach for his players.

1. Is the coach a 'jumping-jack' during a game, protesting decisions from the bench?
2. Is the coach a gesticulator who shows the audience his disgust of decisions by pantomime?
3. Are students learning positively or negatively from the actions of their coach?

Ward (31), p. 22, has retired from active coaching. He declared that coaching taught him four things:

1. To coach successfully, you've got to know more about psychology than about zone-breakers, screams, and out-of-bounds plays. Ernest Jones as a coach would be a winner. Karl Manning would be peerless. Freud could have led Afghanistan to the Olympic title.
2. To coach successfully, you've got to subdue the messianic instinct. Training rules are clubfooted entries in a race with sleek, lithe beer and cigaret commercials.
3. To coach, you've got to learn you can't lick fate--only

other teams when they are sick, despondent, hit by low grades in English, or don't give a damn any more.

4. To coach, you've got to be as biased as a college recruiter caught with his billfold open.

Wilton (33), p. 24, produced the following:

One of the certainties of all athletic contests is the unquestionable fact that someone wins and someone loses. Cultivation of the ability to live with this undeniable criterion by which athletes are so decisively separated and/or categorized is in effect a prize. This prize can be realized by both winner and loser. This is not meant to suggest that losing is good; on the contrary, it is usually bad. The point is that the fortitude and spirit of the athlete should not be lessened or lost by the inevitable defeat. Outwardly, he appears to have developed a sports philosophy which enables him to: win as if he were used to it and lose as if he faced reality.

Since good sportsmanship has implications for the coach as a teacher and the athlete as the learner, it is believed that we should educate our players in good sportsmanship.

Davis (7), p. 36, suggested that moral values and respect for personality is a great challenge of our school sports at mid-century. He stated that sportsmanship must not be sacrificed for the sake of temporary moments of prestige and acclaim.

Robinson (23), p. 30, stressed that the mental make-up and development of the athlete is very important. The coach should stress the importance of developing a sense of pride in themselves, in their school, and in the squad of which they are a part.

Royal (24), p. 22, maintained that the primary task of a coach is to develop pride in his players. This pride is a valuable asset in winning and this pride is also needed to be successful when one's playing days are over.

Wallace (30), p. 18, suggested the following:

It is most important that high school coaches have the right philosophy about the game because his teachings and his leadership can have far reaching effects on the young men with whom he works in making the world a better place in which to live.

Contrary to popular belief, high school football does not exist for the purpose of glorifying the school, the coach, or the players, nor does it exist for the purpose of furnishing entertainment for the fans.

Wallace (30), p. 18, gave the following lessons that a boy should learn from participating in high school football:

1. A boy should learn there is a price one must pay for success, and that that price is hard work. This lesson comes as a priceless experience.
2. He should recognize that all our strength--physical, mental, and emotional--comes from a higher source than from ourselves.
3. He should learn to win without boasting, and to lose without alibi-ing.
4. He needs to realize that success brings power and that power carries with it an obligation.
5. He should learn the true meaning and the importance of cooperation.
6. He should learn the need and importance of loyalty.
7. He should learn the importance of developing a pleasing personality.
8. He should learn the importance of making sacrifices for things bigger than himself.

It is assumed that most of the mentioned lessons are to be found in teamwork. Wooden (36), p. 3, defines teamwork as "an eagerness to sacrifice oneself in the group for the good of the group." Teamwork is therefore a phase of good sportsmanship.

Erdman (8), p. 57, reported that a major purpose of sports is to build character and citizenship. He believed that sportsmanship should play a large part in accomplishing this purpose.

Erdman (8), p. 59, stated the following:

It should be stated that although the coach is not solely responsible for sportsmanship, he is a key figure. His teachings and actions will determine to a major extent how well sportsmanship will be developed in his athletic teams, and too, he can influence sportsmanship among the student body and patrons to a large degree. If a coach jumps and yells everytime a foul is called on his team, the players, student body, and patrons may be expected to do the same thing.

Pressure applied by the downtown board of strategy, of course, is a factor to be reckoned with and has caused many coaches to adopt the slogan 'win at all costs.' This is a bad situation and is a major cause of lack of sportsmanship.

If sports are to maintain a dignified place in the education process, we must combat the great lack of sportsmanship found in our athletes, coaches, student bodies, and patrons.

Curran (6), p. 58, believed that the personality of the coach is one of the most important factors in motivation. He suggested the following factors:

1. Emotional stability and mental health
2. Personal appearance
3. Health and vitality
4. Alertness and cheerfulness
5. Dynamic leadership
6. Ability to command respect
7. Ability to plan and organize
8. Inspiration to the squad.

ENVIRONMENTAL FACTORS IN DEVELOPING LEADERSHIP QUALITIES

Webster's New World Dictionary defines leadership as being the position or guidance of a leader. This is the ability to lead a group or activity by directing, commanding, or guiding.

The author believes that not everyone can be a leader; therefore, it is questionable whether or not everyone should be a leader. Even though everyone may not be able to lead, it is believed that certain leadership qualities can be developed in every individual.

Tunis (28), p. 43, indicated that there is a great need for leaders today. These leaders are men of action. Tunis suggests that team sports, properly conducted, can contribute to this leadership.

Hill (12), p. 22, examined the term "guts" as is commonly expressed by many coaches when referring to an individual who engages in athletics. He introduced the following:

To label a boy as possessing the qualities of 'no guts' we mean he is a physical coward, and generally imply also that he would be a poor risk in a tight game because his emotional control is lacking.

To be called 'gutty,' on the other hand, is a compliment of the highest order, implying that the possessor of the prized quality has all of the characteristics of a 'real he man.'

To say a boy has 'no guts' not only does him an injustice, but it tends to close the coach's mind to the real issue. Many a coach has passed up a potential star with this type of thinking, and, incidentally, failed miserably in the other phase of his job as a coach--namely, humane treatment of the individual.

Hill (12), p. 54, gave the following points for consideration as guideposts for every coach:

1. On the subject of 'guts,' keep a sliding scale in mind from zero to 100. Give the boy a chance to move up or down; do not stereotype him.
2. Think of the quality of 'guts' as being a specific factor and not a general one.
3. Remember the quality called 'guts' is not a 100 per cent constant factor in any individual, but vacillates to some degree.
4. Patience, understanding, and more patience and understanding, plus offering opportunities for the boy to condition himself gradually out of his fears, are the basic answers to the problem.
5. Keep in mind that the green sophomore is fighting fifteen years of past experiences, many of the debilitating experiences, and is trying his best to overcome them. He has no one to turn to for help but the coach.

Ashenfelter (1), p. 22, suggested that a coach's main responsibility

is to get the maximum mental and physical performance out of each boy. He stated that if a boy can be trained to give a total effort, that training will be invaluable throughout the boy's life.

Willgoose (34), p. 25, declared that "value illness" is a disease that affects our whole society in the negative element. It prevents the individual from doing what he knows he should do. Willgoose believes its prevention and cure is possible in the programs in our schools.

Watts (32), p. 46, suggested that mistakes of players should be discussed with an explanation of cause, effect, and therapy. He maintains that only mental errors should be criticized. Watts also believes that a coach should give credit for a performance that is good.

McCracken (20), p. 7, indicated that an athlete is a temperamental individualist influenced by home and school environment. A coach must therefore have a good understanding of the boy and know how best to approach the boy to help him.

Watts (32), p. 46, stated that serious disciplinary problems should be handled in private, while serious lapses on the playing area should be discussed openly. He remarked that a coach should never publicly berate a player during a game.

Louther (19), p. 171, suggested that a coach should handle the team carefully after defeat because the boys already feel bad enough if they are athletic in thinking or feeling. If the boys have done their best and have lost, praise or encouragement is needed.

Watts (32), p. 46, declared that good discipline doesn't imply the cracking of a whip. Instead, it is the mutual respect of a player and coach in an atmosphere of cooperative helpfulness.

Hart (11), p. 55, believed that it is the duty of the high school coach to check any egotistical personality exhibited by the high school athlete. He suggested that when a coach notices undesirable traits developing, he should attempt to correct them in a way the player will understand.

Conn (4), p. 13, expressed the following:

It is impossible to treat all boys alike when their errors are being corrected. Different boys respond to different approaches. The coach has to put his arm around some boys when pointing out their mistakes; while others almost demand that he correct them firmly and severely, in order that they may understand. Some players demand open criticism, while others cringe under such abuse.

Crisler and Wieman (5), p. 238, do agree with Conn regarding techniques employed in working with members that comprise the athletic team.

Hughes (13), p. 24, believed that competition in athletics is highly desirable. He suggested the following:

Competition is highly desirable in the development of the personality. Sooner or later, every normal child reaches the stage of development at which he wishes to test himself. This is the beginning of self-realization and it is a certain outcome of the competitive situation. The struggle to realize one's best self adds fiber to one's being and makes life worth living.

It would be difficult indeed, if not impossible, to eliminate competition completely without destroying individuality. Moreover, competition and cooperation are not necessarily opposites but rather they may supplement each other. Where more than one person is involved, cooperation is usually a requisite for successful competition. All competitive team games require a high degree of cooperation.

Hetcalf (21), p. 5, has a rule whereby each player is responsible for himself. He treats his players as adults and places implicit trust in each. The team captain is the liaison between players and coach. He is the spokesman who comes to the coach with all problems that arise.

If the captain has anything worth mentioning, Metcalf believes that he is obligated to listen. He treats all problems and suggestions with respect and importance.

Brown (3), p. 117, claims:

A responsible citizen sets for himself obtainable goals, and then approaches life with zestful spirit. He'll have directed enthusiasm, unwavering loyalty, and a more vigorous outlook on life. He can gain this needed confidence and spirit by participation in athletics.

Willgoose (34), p. 74, believed it is necessary to confront athletes with value issues. It is not likely to be accomplished through lectures to these athletes. He suggested that individuals and small groups should be challenged on a personal basis.

Timmons (27), p. 16, believed that goals give all activities and projects purpose and direction. A record is merely a goal and a guide to a better performance.

Establishment of goals is a requisite of his program. Every athlete is required to select personal practice, meet, season, and career goals for each of his events. The goals are based on the individual's ability level--difficult to achieve, but within reach. When the athlete accomplishes one goal, the athlete establishes a new one as he moves up the performance ladder.

Timmons (27), p. 17, has the belief that boys are inspired to do better by hearing each other's goals. Members of his squad orally commit their event goals in a squad meeting the day before the meet. He indicates this has brought a greater degree of success for his teams.

Krupa and Skinner (18), p. 46, is in agreement with Timmons that athletes should have stated goals to achieve and these goals should be

attainable.

Krupa and Skinner (18), p. 47, introduced the following:

Always expect a little more from each boy than he believes he is capable of doing. When the coach is disappointed with a performance, and feels that a boy should be criticized, we have learned that the worst kind of criticism is absence of criticism, comment, or attention when he expects that it will be given. He knows within himself when he failed to give his all.

The author found the following by Krundick and Lurian (17), p. 52, to be of significant interest:

Very successful athletes are extremely confident. Interesting research on the personality traits of champions shows they possess feelings of exceptional self-assurance.

Hughes and Williams (14), p. 87, reported the following virtues of athletics as being socially sound.

Truthfulness, honesty, fair-dealing, the give-and-take spirit, loyalty, modesty, courtesy, submission to group opinion, self-restraint, self-discipline, gentleness, courage, and generosity have achieved a certain validity because of the contribution they have made to social stability and to human happiness.

Voltmer and Voltmer (29), p. 51, suggested that we are courageous if we have been taught to be courageous. We lack courage if our experiences have taught us lack of courage. The protected life does not provide enough opportunities to learn to be courageous; therefore, those in charge of athletics must build courage in the athlete to meet the demands of the occasion.

THE SOCIABILITY PHASE OF OUR ATHLETIC PROGRAMS

Sociability, as defined by Webster's New World Dictionary, is the quality, fact, or instance of being sociable. This relates to human

beings living together in a group in a situation requiring that they have dealings with one another. This would include social consciousness, social reform, and social problems.

It is believed that whenever a group of individuals must work together; there will be a variety of opinions as to what is good and what is bad for the group. There will be opinion regarding the direction in which the group will proceed and the emphasis for improving the society.

Brown (3), p. 114, reported that there are educators who contend that athletics have no place in the educational framework. Essentially, their view is based on gambling scandals in sports, on the trend toward over-emphasis on winning, on the importance of competition, and on the fear that athletics overshadow the academic image of the school.

Jackson (15), p. 22, reported that those opposed to competitive athletics usually make one or more of the following points. They say that:

1. The claims for athletics are highly exaggerated.
2. Athletics disrupt the entire student body, often approach mob hysteria, and upset both the school and community life.
3. Academic programs take second place.
4. There is often anti-social conduct during and after games.
5. Pressure is sometimes brought to bear on teachers and administrators for special privileges, grades, fewer assignments, etc.
6. Athletics interfere with the main purpose of the school, namely education.
7. Jealousy and anti-social attitudes may result.
8. Only a few are given this experience at the expense of the many.

Jackson (15), p. 20, reported that competition is natural and normal. He believes that 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.

Jackson (15), p. 22, gave the following points favoring athletic competition. He said that athletics:

1. Build character and self-reliance.
2. Develop team spirit and an unselfish attitude.
3. Prepare youngsters for the battle of life, for living in a society built on competitive enterprise.
4. Often secure facilities for community and school otherwise lacking.
5. Give boy with athletic ability additional challenges. He's tested every time he plays 'on the spot,' week after week.
6. Involve courage, persistence, fair play, and democracy.
7. Contribute to good health.
8. Provide the opportunity for controlling, supplementing, substituting, and compensating for many physical and social inadequacies in a wholesome way.
9. Act as a safety valve, siphoning off dammed-up tensions, aggressions, and hostilities.

Brown (3), p. 116, suggested the following concerning critics of athletics:

They apparently disregard the fact that competition and free enterprise is the American system. Life is competition, and since it's our way of life the responsibility of education is to prepare our youth for successful participation.

Athletics teach free enterprise, independence, cooperation, and teamwork. These are all qualities needed to prepare our students for life's battles. The time has come when we must place greater emphasis on our athletic program to keep alive those qualities inherent in a democracy.

Lawther (19), p. 149, stated that athletics are an outlet for a boy's repressions and frustrations. Athletics permit aggressive expression and vigorous attempts to demonstrate superiority in a way that gains tremendous prestige.

Hammer (10), p. 36, believed it is un-American to want to lose or

to give up or to avoid direction because it may not be pleasant. He claims the urge to excel is one of the most wholesome characteristics of our democratic society.

Hughes (13), p. 24, expressed the following:

It should be clear, therefore, that the problem in athletics is not to eliminate but to control competition. Whether eventually the jungle world practices or a sound educational program will survive will depend, in large measure, upon a leadership which is more interested in boys and girls than merely in winning games.

Jackson (15), p. 22, concluded that competition is part of our democratic system and should not be eliminated. However, the competitive emphasis should be studied and adult imposed ideas about its desirability at all ages, re-examined.

Voltmer and Voltmer (29), p. 62, indicated that studies of the success of athletes and nonathletes from the same school tend to show that the athletes are more successful than nonathletes in later life. They indicated that it is probably due in part to the fact that they have learned more about getting along with people and have made more social contacts than have many nonathletes in their classes.

The author found the following comment concerning togetherness by Watts (32), p. 46, to be of interest:

Everything a ball club does should be done together. The members of a squad should associate with one another as much as possible, eat together, talk together, study together, date together, stick together on road trips, dress together in the lockerroom, and above all, take the field together as a team.

Voltmer and Voltmer (29), p. 61, gave the following in developing better attitudes toward opposing players:

It is not uncommon now for the host school to have a social hour after games at which visiting players, coaches, and managers are guests. Still more common is the school dance after the game to which the visiting players and students are invited. These social affairs are often planned and conducted so that the visiting students meet the home students in an atmosphere that helps banish the feelings of rivalry of a few hours before. In some regions of old and intense rivalry, community groups from the two towns hold a banquet at the close of the season which the supporters of the teams finance and the team members attend as guests. Here followers and players of one group meet those of the other group and learn to know that there are many good fellows on each side. Then it is less difficult to have each community do its best to win the game, and still respect and be friends of the other when the contest is over. The athlete should make a definite effort to make friends of those against whom he plays, for success in life, measured in terms of recognition, service, wealth, influence, happiness, or almost any other yardstick, depends in part upon friends.

Brognaux (2), p. 26, conducted a survey by taking a sampling within the United States of the practices of high schools relative to integration in the interscholastic program. His results indicated that most states have conformed to the ruling on integration handed down by the Supreme Court. He pointed out that interscholastic athletics in high schools are a potent factor in the American way of life in a democratic nation.

Kanyon and Loy (16), p. 24, declared that sport has become a cultural phenomenon of great magnitude and complexity. They believe sport is fast becoming a social institution that permeates all phases of international organization.

Parker (22), p. 80, stated that more research is needed on why man engages in athletics. He did suggest the following possibilities:

1. Perhaps he does so to recapitulate the cultural history of his species, relive his ancestors' times of danger and victory, feel anew the trials of old and gird himself

for battle.

2. Perhaps he does so because from infancy he has a will to power, to master his environment, to be aggressive and to win, to prove his superiority by competitiveness, to emulate and to match adult strength.
3. Perhaps man plays and engages in sport to give satisfaction to his creative imagination. He plays and moves and strives somehow in some way to build and create beauty.
4. Perhaps it is because he needs a catharsis, to let loose his animal instincts, to yell and push and kick and shove and snarl away his animal nature.

Parker (22), p. 80, suggested that the reason man plays is probably due to all of his previous listed reasons. He further stated that what man learns today he must relearn and redefine for the future.

Ashenfelter (1), p. 22, believed the following:

1. We should coach to develop the individual as we in our culture conceive the individual.
2. We should permit each boy to choose the sport he wants; no pressures should be applied to direct his choice.
3. We should be on guard against the trend to push athletics too hard and too soon in our desire to produce winners.

Tunis (28), p. 39, reported that a parallel between sports and democracy exists. The author found the following to be of interest:

In athletics the rules of the game correspond to the law of a democracy. Often one hears the remark: Play the game. In essence this means, play to the rules, even though they may work to your disadvantage. The referees, umpires, and linesmen are the chief justices, the judges, and the magistrates of our sport. They administer the law; which is the rules. They are the arbiters who decide the disputes and settle questions in controversy. Through their decisions youth learns to accept the ruling of constituted authority, to take it and like it.

Last, in democracy as in sport, equality should prevail. It doesn't, always, because democracy like everything man-made, is imperfect. Sport also suffers from this fact. But equality should prevail, both in democracy and in sport. Every citizen should have the right to vote. Every citizen should have an opportunity to play games. Every citizen has a duty to pay taxes, to share in the work of the government, to

serve when called on a jury. So in sport every young person has obligations: to play on a scrub team, to accept positions on a team that mean drudgery, work, and little glory. In other words to do the jury duty of sport.

SUMMARY

In this report the author examines the concepts of sportsmanship, leadership, and sociability as social objectives of athletics that apply to the athlete in a competitive society.

Several investigators in the literature cited believed the coach to be a very important factor in developing sportsmanship. His teachings and actions will determine how character and citizenship is developed in the individual athlete. It is therefore, the author's belief that the coach is a key figure in developing sportsmanship.

There are some coaches who do exhibit poor sportsmanship. Since the athlete is in his formative years, he will learn some poor characteristics and values that are exhibited by his coach. These characteristics and values will have to be re-examined and revised for the athlete to adjust properly in his society.

In athletic contests someone must win, and someone must lose. The lesson to be learned for the athlete is that he must face reality and develop an attitude whereby he can accept both his accomplishments and his losses in a positive manner.

The study indicates that a coach can develop leadership qualities in an athlete. When undesirable traits develop, the coach should correct them in a way in which the athlete will best understand. To accomplish this correction, the athlete and coach must have mutual respect for each

other.

The study indicated the coach must have discipline, but this discipline doesn't mean that he must always be cracking the whip. The coach must be patient, and he must not place the athlete in any fixed character or pattern. He must provide an opportunity for the athlete to develop in a positive manner.

Since goals give projects purpose and direction, the coach should introduce the athlete to the establishment of goals. As these goals are attained, the athlete will grow in confidence. This confidence will lead to self-realization which is vital to the development of the individual in our society.

There is a controversy regarding the inclusion of athletics in the programs of our schools. The author found that athletic competition is desirable and that competition is related to our society. It was pointed out, however, that emphasis on competition and adult imposed ideas regarding competition should be re-examined.

Because the athlete can learn the principles and tasks by doing them rather than hearing them in a lecture, the study indicated that athletic competition is a good medium to learn the democratic process. The individual must learn to accept the ruling of constituted authorities. Since the individual has obligations, he must meet his obligations even though he may not desire to do so.

CONCLUSION

The author found that the many investigators in the literature

cited supported the fact that a coach must know himself and he must understand the personality of each individual team member.

If the coach knows what constitutes good sportsmanship and good leadership, he can help the athlete in his adjustment to a competitive society.

The author found that competitive athletics are a medium whereby the individual can learn lessons that are necessary in a democratic society. These lessons are inherent in such social objectives as sportsmanship, leadership, and sociability as they are interrelated with the development of the individual in a competitive society.

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A STUDY OF THE PURPOSE OF SOCIAL OBJECTIVES IN ATHLETICS AS
THEY RELATE TO THE ATHLETE IN A COMPETITIVE SOCIETY

by

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B. S., Kansas State University, 1962

AN ABSTRACT OF A MASTER'S REPORT

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The purpose of this problem is three fold. (1) To investigate the concept of sportsmanship pertaining to the coach and athlete. (2) To examine the environmental factors that aid in developing leadership qualities in the athlete. (3) to inquire into the sociability phase of athletics to ascertain if athletic programs relate to the individual in a competitive society.

Since the coach is very influential with the boys who comprise his athletic team, he must know himself and he must also understand the personality of each individual team member.

To impart positive rather than negative values, the coach must know what constitutes good sportsmanship and good leadership so that he can help the athlete adjust to a competitive society.

In writing this report the author used the procedure of reviewing published literature in the field of physical education and athletics available at Kansas State University.

In this report the author examines the concepts of sportsmanship, leadership, and sociability as social objectives of athletics that apply to the athlete in a competitive society.

Several investigators in the literature cited believed the coach to be a very important factor in developing sportsmanship. His teachings and actions will determine how character and citizenship is developed in the individual athlete. It is therefore, the authors belief that the coach is a key figure in developing sportsmanship.

There are some coaches who do exhibit poor sportsmanship. Since the athlete is in his formative years, he will learn some poor

characteristics and values that are exhibited by his coach. These characteristics and values will have to be re-examined and revised for the athlete to adjust properly in his society.

In athletic contests someone must win, and someone must lose. The lesson to be learned for the athlete is that he must face reality and develop an attitude whereby he can accept both his accomplishments and his losses in a positive manner.

The study indicates that a coach can develop leadership qualities in an athlete. When undesirable traits develop, the coach should correct them in a way in which the athlete will best understand. To accomplish this correction, the athlete and coach must have mutual respect for each other.

The study indicated the coach must have discipline, but this discipline doesn't mean that he must always be cracking the whip. The coach must be patient, and he must not place the athlete in any fixed character or pattern. He must provide an opportunity for the athlete to develop in a positive manner.

Since goals give projects purpose and direction, the coach should introduce the athlete to the establishment of goals. As these goals are attained, the athlete will grow in confidence. This confidence will lead to self-realization which is vital to the development of the individual in our society.

There is a controversy regarding the inclusion of athletics in the programs of our schools. The author found that athletic competition is desirable and that competition is related to our society. It was pointed out, however, that emphasis on competition and adult imposed ideas

regarding competition should be re-examined.

Because the athlete can learn the principles and tasks by doing them rather than hearing them in a lecture, the study indicated that athletic competition is a good medium to learn the democratic process. The individual must learn to accept the ruling of constituted authorities. Since the individual has obligations, he must meet his obligations even though he may not desire to do so.

The author found that the many investigators in the literature cited supported the fact that a coach must know himself and he must understand the personality of each individual team member.

If the coach knows what constitutes good sportsmanship and good leadership, he can help the athlete in his adjustment to a competitive society.

The author found that competitive athletics are a medium whereby the individual can learn lessons that are necessary in a democratic society. These lessons are inherent in such social objectives as sportsmanship, leadership, and sociability as they are interrelated with the development of the individual in a competitive society.

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