

THE OPPORTUNITIES AND RESPONSIBILITIES FOR GUIDANCE AND
COUNSELING IN THE AREA OF PHYSICAL EDUCATION

by *SSH*

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EDUCATION AS GUIDANCE

The quality of the guidance which students receive today represents the quality of the education they are being offered. As education swings away from methods of pouring subject matter into young people toward methods of aiding these individuals in taking responsibility for their own learning in programs built to help them achieve their developmental tasks at any given period, education becomes guidance.

Guidance responsibilities are assigned to experts such as deans, class advisors, vocational counselors, doctors, nurses, psychologists, but the teacher as a helper, facilitator and guide is the central figure in the concept of education as guidance. The teacher who sees and works with the pupil daily, who is fortified by knowledge of students and their problems in growing up is now thought of as the most effective person in advising students. Along with this development, receiving individual guidance ceases to be the privilege of only a few pupils, such as the "problem" cases, the disturbers, and the particularly gifted. It is seen as the way every pupil is educated to make the most of himself and his life. This guidance is not a matter of teaching. It is the way you teach for the growth of the whole person in and through the mastery of the subject matter used.

THE PURPOSE

Statement of the problem. It was the purpose of this paper (1) to give the tools and techniques used in guidance and counseling; (2) to show the relationship between guidance and physical education; and (3) to point out the responsibilities to the entire physical education staff in

mature persons. It is through this sharing, not apart from it, that students must seek and find personal fulfillment. It is through this sharing under the wise guidance and expert leadership of the teacher, who is himself a democratic person, that the learning climate in physical education permits and fosters best learning.

Evaluation is an ever present, indispensable part of guidance. Effective guidance means helping students to evaluate themselves as individuals and as groups; that is, they are able to see how they rank as an individual and within the group.

In discussing the function of physical education in the school program, educational administrators have emphasized the excellent opportunity offered to physical education teachers for guidance. It is quite apparent in our education thinking today that the guidance of students should not be confined to one or two specialists in the school organization, but that it is the function of every teacher - an opportunity to be grasped whenever the need for adjustment and choice arises. Unusual opportunities are offered the physical education teacher by the very nature of the activity. Here the individual cuts loose, showing his true emotional behavior. Situations are constantly presented in which students can be observed under stress, where no inhibitions are present. There are great possibilities for the establishment of rapport which is potentially useful in guidance with reference to a number of areas: recreation, health, personal problems, civic and social behavior, and vocational choice.

The chief function of the physical education faculty adviser, in terms of time devoted, is to assist his advisees in the planning of their area of guidance and counseling.

DEFINITION AND SCOPE OF GUIDANCE

Guidance refers to that aspect of the educational program which is concerned especially with helping pupils to become adjusted to their present situation and to plan their future in line with their interests, abilities and social needs. K. R. Bent believes that the only concept of guidance that can have any real application to the practical problems of counseling is a functional one. He has defined guidance, "under ideal conditions, as enabling...each individual to understand his abilities, interests, and personality traits, to develop them as well as possible, to relate them to life, his goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order."¹

In its broadest sense, the guidance function is included in every activity of the school and involves moral, social, health, personal, and emotional guidance as well as educational guidance.

The aims of guidance and of a guidance program differ in that the program is the internal school organization for attaining the objectives of guidance as a service to students. The aims of guidance as a service, expressed in functional terms, are: (1) aiding students to conceive and accept objectives that are socially desirable and attainable with respect to the educational and personal phases of life, and (2) helping them achieve these objectives.

According to authorities in the field, the general aims of the guidance program in physical education may be expressed in terms of

¹Bent and Kronenberg, op. cit., pp. 384.

desirable activities and in objectives to be obtained by the physical education teaching staff while performing the guidance function:

1. To obtain cooperative efforts of the teachers in the program so that all will know what part each performs.
2. To study each pupil and maintain cumulative records of his achievements and abilities.
3. To make systematic use of achievement tests and reading and academic aptitude tests and other devices at the option of each school.
4. To develop a system of continuous teacher education, in order that each one will understand and contribute to the cumulative record, understand the function of the tests employed, and study the students as an individual, in that each of them has a separate and completely different personality.
5. To study the relationship between curriculum requirements and individual needs and readjust the curriculum to make it conform better to the needs of groups and of individuals.

Another guidance aim is vocational. It does not differ essentially from other types, for it is one phase of the general program. Its specific purpose is that of assisting the individual to choose an occupation, prepare for it, enter upon, and progress in it. The usual procedures for doing this are:

1. Assemble information about physical education occupations, and make it available to students.
2. Analyze and study each individual, and learn his abilities and potentialities.
3. Counsel with each individual with respect to his abilities and inter-

ests, and with respect to requirements and abilities needed in various physical education vocations.

4. Assist pupils in choosing some specific vocational area in physical education.
5. Assist students in selecting courses to further prepare them in their field.
6. Assist students in securing positions, and study their success in them.

The scope of the complete guidance program is broad indeed, but for the purpose of effective organization for the accomplishment of its functions it must be defined, delineated, and stated. The following statement of the scope of a complete program of guidance is proposed:

1. Academic guidance is an integral part of the teaching process and as such needs to enlist the services and aid of each member of the faculty. The teacher and the faculty adviser are probably the points of closest contact between the college and the student.
2. The purpose of the academic educational guidance program is to aid the student in making wise decisions in planning his educational program and thereby increase satisfactions derived from college experiences. This will entail:
 - a. Choosing a major field of study suited to his capacity, needs, aptitudes, and interests.
 - b. Planning and arranging a study program adapted to his situation and one that will satisfy institutional requirements.
 - c. Assisting in the successful completion of his program with continuous adjustments and advisement as needed.

3. The program begins with the freshman year and continues after graduation in the form of placement services and counsel.
4. Counseling students with personal problems is one of the duties of the faculty adviser, the director of counseling, the dean of students, the deans of men and women, and the dormitory supervisors and counselors (titles vary in different colleges).
5. While the handling of students conduct and discipline is not regarded as an appropriate function of faculty advisers or the director of counseling, reports of cases handled by the deans or the disciplinary committee, if of appropriate nature and seriousness, are given to these persons so that counseling may be continued when needed.
6. A complete battery of educational and psychological tests is given to every entering freshman.

FORMS OF GUIDANCE

When the teacher helps a student to define his or her personal difficulties and then to take steps toward solutions, obviously individual guidance is being given. When the teacher helps a group to state a common problem and work together to solve it he is giving guidance in the group process. We discuss these as two forms of guidance, but group action is shaped by the interactions of individuals in the group so that individual guidance is an integral part of guiding the group process.

INDIVIDUAL GUIDANCE. Guidance of individual students occurs at any time such as in the classroom, on the playground, in the office, in the hall between classes, in the cafeteria, at their homes, on excursions, formally in conferences, casually wherever problems arise. It may be initiated by either student or teacher. It may be a short or long procedure. The adult role is to help with the facts and discussions of the possible lines of action and their consequences, placing the responsibility for decision upon the student. With adolescents this is often difficult, since their stage of development between childhood and adulthood makes for ambivalence. However, adolescents want independence and the responsibility that comes with it. Since this is the only road to maturity, the wise teacher aids them in taking it.

THE GROUP PROCESS. As was seen, in the group process, individuals work together to achieve a common end. The teacher helps by guiding discussion, planning and action for achieving the end. The teacher gives this help by guiding the changing relationships of individuals making up the group; by placing the cooperation required to achieve the purpose on

a democratic level; by aiding the group in understanding sources and resources needed to attain the purpose and assisting them to acquire necessary facts, understandings and skills; by aiding them, as an expert in the use of the necessary tools, to estimate the results.

THE GUIDANCE AND COUNSELING PROCESS

Whenever a teacher asks himself why a student behaves as he does, the guidance process has begun. There is a problem. The problem may be simple, easily defined, and quickly solved. A girl gets a "B" instead of an expected "A" on a gymnastics skills test, she pouts and withdraws from activity. A talk with her defines the problem and reasons for the "B" are discussed; and acceptance of the reasons by the girl is gained and her behavior changes. Other problems stemming from deep frustrations of need are often difficult to define. Frequently, a number of possible solutions have to be suggested before any desirable changes in behavior take place. Sometimes, unfortunately, no such changes occur. In physical education, one often associates these more serious problems with those students who are called the "fringers." These are the students who never seem to be within the class group, whose record of cutting class, avoiding activity, failing to "suit up", avoiding showers and lack of interest in the program, worries and annoys us, and sometimes makes us resentful enough that we "crack down" on the offender, bringing to our aid all the pressures we can muster from parents, dean, class adviser, and counselor. Sometimes a degree of conformity results; sometimes the student is less responsive than before. More often than not, these students develop a stronger and more specific dislike for physical education. The problem causing the behavior has not been identified, much less solved.

In the guidance process when a teacher asks himself why a student behaves as he does, there is a search for answers to the question. The teacher finds out everything he can about the particular student. His resources for making the investigation are threefold: First, he draws

upon the large body of research pertaining to adolescent growth and development which gives him insight into the needs and problems of this age group. Secondly, he may consult with others in the school concerned with guiding students, such as the dean of students, class advisers, head counselor, vocational counselor, school physician, school nurse, psychologist, psychoanalyst, dentist, social worker. Thirdly, there are many techniques and tools useful for acquiring information about students.

It is not an overstatement to say that the behavior of students is the central concern of all teachers; that is, if teachers think of behavior as inclusive of everything students do, such as reading a book, playing a game, answering a test, being courteous or discourteous toward others, dressing neatly, serving a ball, taking part or not taking part in an activity, being tardy, having a headache, dating, losing a locker key. Whatever the behavior, they know it is symptomatic of the needs the student is trying to satisfy. The teacher's task becomes one of trying to understand what needs the adolescent is expressing, endeavoring to see to what extent the behavior is helping or hindering the individual in need fulfillment, and then aiding the student in changing his behavior in ways that will move him toward an understanding of his needs and how they may be met.

Helping students in making desirable changes in their behavior is what guiding individuals means. Guiding them is not something apart from or superimposed upon teaching them to play tennis or tap dance. It is a way of teaching for individual growth through participation in physical education experiences.

Interviewing students and conferring with them concerning their academic and vocational problems should not be confined to a single

interview at the time of graduation but should occur at intervals throughout the entire schooling of an individual. There are at least three types of interviews: one for securing information and becoming better acquainted with the pupil; another for academic counseling, and a third for vocational counseling. These interviews should be as informal as possible, and pupils should be encouraged to request them. Their success will depend, on the one hand, upon the extent to which students are caused to feel free to express themselves and have confidence in the counselor and, on the other, upon the attitude of the counselor, his knowledge of the pupil, and his ability to interpret guidance data.

Counselors should seldom give advice. One is never certain what is "best" for an individual. If a pupil is inclined to pursue one course and available information indicates that his chances of success in it are not great, he should be informed of his low chances and an attempt should be made to direct him into another field. He should never be told he will fail in some activity or be assured he will succeed in some other type; regardless of the chances of failure or success. The final choice in any problem requiring a selection should be reserved for the student. If his choice is poor, further study, experience, and knowledge of himself will usually reveal it to him, and he will probably make his own change.

Common sense should be constantly observed. A wise counselor will always keep in mind the chances that test scores may have placed a student in the wrong category since at best they are not perfectly reliable and valid, and that mistakes might have been made in tabulation or scoring or that the student did not perform at his best while taking the test. Another point to keep in mind is that guidance data are not solutions to problems. They are merely the materials with which one works

in solving problems.

THE RELATIONSHIP OF SELF TO OTHERS AND THE LEARNING CLIMATE

The problems students must solve or else face disintegration, insecurity, inadequacy, emotional disturbance, are those centered around their relationship with others. A greater understanding of how crucially important it is for students to establish satisfying relationships with age-mates of their own and the opposite sex during adolescence and come into a new relationship with adults is necessary for social adjustment. Some secondary schools evaluate all activities included in their curricula to see how they may be used to help students accomplish the necessary social adjustment. Through coordinated study by teachers and administrators, class and extra class programs have been examined as media for students to work out their social relationship in satisfactory ways. Such explorations have been means of making teachers and administrators aware of the need of students to feel secure and adequate in their relationships with age-mates and teachers in class situations and out-of-class activities. This has led to investigating the specific ways in which students could be helped to gain these feelings of security and adequacy and planning for providing such help. The rich variety of experiences served by the physical education teacher in his educational program places a great responsibility on such teachers for carefully planned and guided development of students in successful relationships in work and play with age-mates, with young and with older people. Thus, the physical education teacher affirms and contributes to the general commitment of today's schools to provide educational programs through which students are guided in becoming socially adequate, healthy, self-directing, responsible cooperative persons. An example of this type

of educational program would be a corecreational physical education class such as square dancing.

The adolescent is greatly concerned with finding his place in the scheme of things. This is closely associated with his search for meanings. "What is life all about? Where do I fit in?" he asks. The questions in his mind are sometimes verbally expressed, sometimes only vaguely apprehended. The mature adult has answered the questions for himself, he has a working philosophy regarding himself and others, and regarding life. This philosophy is a set of values directing his actions at all times. The philosophy changes as his values change; there is nothing static or complete about it. Growth is continuous with life itself with the goal of complete maturity coming closer and closer but never fully attained.

No one can give the adolescent a philosophy of life. This he has to evolve for himself, and he will develop it according to the meanings he draws from his experiences. Teachers and other adults may aid him by providing experiences in which he may achieve, provide opportunities for him to know success rather than failure, but help him to face any failure and understand the reason for it. Teach him to be competent in special ways, learn to understand himself and the world in which he lives better as he grows older. Out of such materials he may be helped to build a constructive philosophy and a satisfying life.

It is through democratic sharing that pupils may acquire the understandings and a constructive philosophy essential to their becoming more mature persons. It is through this sharing, not apart from it, that students must seek and find personal fulfillment. It is through this sharing under the wise guidance and expert leadership of the teacher who

is himself a democratic person, that the learning climate in physical education permits and fosters best learning.

EVALUATION BASIC TO GUIDANCE; THE TOOLS AND TECHNIQUES USED

Evaluation is an ever present, indispensable part of guidance. By the use of many techniques and tools the teacher tries to discover what changes are taking place in students through their participation in physical education. The findings are used to provide effective guidance in further participation. We may state the relation of evaluation to guidance another way. Effective guidance means helping students to evaluate themselves as individuals and as groups, that is they are able to see how they rank as an individual and within the group. The findings are used by the students to plan for further participation with the guidance of the teacher.

Techniques and tools used in guidance:

1. Cumulative Records - In well organized school systems the cumulative record is started in the elementary school and, through the hands of experienced counselors, follows the child on to the college level. In well organized physical education departments, the cumulative record of each student is started when he enters the school and kept until he leaves. The individual teacher starts a cumulative record for each of his students which is kept usually until the end of the term, when significant items are transferred to the department's records.
Types of Cumulative Records - School records, Department records, and the Teacher's Cumulative records.
2. Observation - Observation is the teacher's most important, most frequently used tool. Other instruments supplement, confirm, refute, and provide clues for observation. If the teacher's view is biased or insight into the meanings of what is observed is lacking, the use

of other techniques will do little to aid understanding of students.

One well known authority on guidance methods states, "No test, rating scale or other instrument is a substitute for intuition, wisdom and sympathy."²

Types of Observation - Incidental, Systematic, and Directed Observation.

3. Self-Appraisal - Self-appraisal ranks a close second to observation in importance as a guidance technique. This thought is organized on the premise that for best living and learning the student must understand and want to do something about achieving his own goals.

Type of Self-Appraisal - Individual appraisals and Group appraisals.

4. The Health Examination - The findings from periodic health examinations are part of cumulative records. They provide physical education teachers with information necessary to guide students in solving their health problems. When the accepted concept of health is derived from understanding the human organism as a psychosomatic unity, the information provided gives insight into many problems related to a student's fitness for living a rich and full life. Things to note on the Student's Health Exam - Seeing the Whole-Total Fitness, Height-Weight records, Posture and Feet Examination, Problems related to Puberty.

5. Conferences - The conference as a guidance tool may be an interview or a series of interviews with a student or group of students. It may be a staff discussion regarding a student's problems. It may be a case conference, a meeting attended by all teachers and consultants having information about a student, requested by any one of the becoming concerned about a student's personal difficulties, academic

²Kozman, Cassidy, and Jackson, op. cit., pp. 230.

progress or social behavior.

Types of Conferences are - The Interview, Case Conferences, and Informal Conferences.

6. Inventories - Under this heading I have grouped questionnaires, rating scales and check lists, for in general these are instruments for taking stock, sometimes in a limited area, sometimes in a very inclusive way. These tools have many uses in connection with other guidance techniques.
7. Role Playing - Role playing is one of several techniques that have been developed out of research analysis of relationships among individuals in a group. Role playing is an extension beyond the identification of the many parts individuals play in group process to the assigning of roles to be taken in lifelike but play-acting situations. The technique has been found useful, because through role playing students can test out a variety of solutions, seeing the consequences in each case without "playing for keeps" as in real situations.
8. Sociometric Techniques - The field of sociometry has given us a technique for studying the relationships within a group. Using this technique provides valuable clues for helping a group improve its ways of working together. Example, the value of working together as volleyball team in order to win the game.
9. Physical Fitness and Activity Skills Tests - Because of unity of the organism and the fact that all aspects of development (physical, social, mental, emotional) are interrelated, physical educators have stressed the organismic approach, which considers the human organism as a totality - as a personality. Despite this, physical education teachers must give priority of attention to the physical, including the physiological and anatomical aspects of their pupils. The

development of organic power and the teaching of neuromuscular skills involved in games and sports remain their unique contributions to the development of individuals. Biological health, which implies physical fitness and neuromuscular skills resulting from the activities they teach, becomes the first and most important objective.

Interpretive tests - Numerous interpretive tests in education have been devised in recent years, e.g., true-false, completion, matching, enumeration, multiple choice, best answer, and recognition of the operation of principles. These are applicable to physical education since written examinations are an integral part of a well-planned physical education program. Usually classified as "interpretive" in contrast to "fitness", skill, or achievement tests, they cover knowledge of history, the rules, strategy, principles of play, and techniques of performance in execution of a given activity.

The reader is probably familiar with these various tests from having taken them. One's chief concern should be with the importance of their validity, objectivity, and reliability. Validity refers to the discriminating power of a test, i.e., the extent to which it measures what it is supposed to measure. For example, a knowledge test is not a valid test for determining muscular strength. Objectivity refers to the fact that subjective judgment in correcting the test is largely eliminated. A test is objective when two or more people can correct it and give exactly the same grades. The traditional essay-type test has a number of values, e.g., it tests recall rather than recognition and encourages creativity and originality. Objectivity, however, is not one of the characteristics of this type of test. Tests have reliability when they measure consistently what they are supposed to measure. If you have

excellent motor co-ordination, then reliable tests of motor co-ordination should show that you have good motor co-ordination whenever the tests are given.

Standardized tests, of course, have been structured very carefully, tried out on many pupils, and treated statistically so that validity, objectivity, and reliability have been established. Norms are available, so that a teacher using a standardized test can tell how pupils measure up to the norms based on the performances of hundreds or thousands of pupils.

The most important guiding thought for testing in physical education is: test for what you have taught. Tests should be governed by teaching and not vice versa (unless, of course, they are diagnostic tests). A test is both invalid and unjust when we teach for one thing and test for something else.

Examples of the tests discussed previously are given on the next few pages.

EXPLANATION OF FIGURE 1 -- This score sheet will serve one girl for all three tests during the school year. First test - Circle scores in Red. Second test - Circle scores in Green. Third test - Circle scores in Blue. Correct circled scores after each test to show the physical fitness profile.

FIGURE 1

Sample Physical Fitness Score Sheet
For Girls 14 Years of Age)

Name of School _____

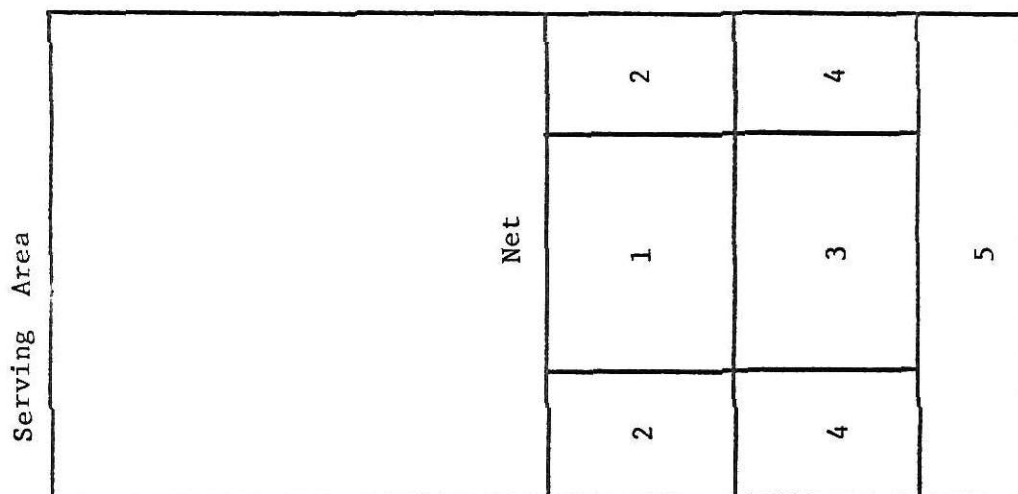
Pupil _____ School Year _____

Teacher _____

		Perce- tile	Sit Ups	Pull Ups	Broad Jump	50-yd. Dash	Shuttle Run	Soft- ball Throw	600 yd. Run Walk
Excellent	Presidential Award Zone	100	50	45	6'4"	7.0	10.0	114'	2:9
		95	50	43	6'0"	7.4	10.4	100'	2:22
Good		90	49	40	5'10"	7.5	10.5	95'	2:25
		85	44	45	5'8"	7.6	10.6	90'	2:30
		80	39	44	5'7"	7.8	10.7	85'	2:35
Satisfactory		75	34	29	5'5"	7.9	11.0	80'	2:41
		70	31	26	5'4"	8.0	11.1	78'	2:44
		65	28	23	5'3"	8.1	11.3	76'	2:48
		60	27	20	5'1"	8.2	11.4	73'	2:52
Poor		55	25	19	5'0"	8.3	11.5	70'	2:55
	50	23	18	4'8"	8.4	11.6	60'	3:00	
	45	21	17	4'6"	8.5	11.7	55'	3:05	
	40	19	16	4'3"	8.6	11.8	50'	3:10	
	35	17	15	4'0"	8.7	11.9	45'	3:15	
	30	15	14	3'9"	8.8	12.0	40'	3:20	
	25	13	13	3'6"	8.9	12.1	35'	3:25	
	20	11	12	3'3"	9.0	12.2	30'	3:30	
	15	9	11	2'9"	9.1	12.3	25'	3:35	
	10	7	10	2'6"	9.2	12.4	20'	3:40	
	5	5	9	2'3"	9.3	12.5	15'	3:45	
	0	3	8	2'0"	9.4	12.6	10'	3:50	

FIGURE 2

Activity Skills Test for Girls grades 7, 8, and 9.

Russell and Lang Volleyball Serving Test

The subject serves ten times in a legal manner into a target on the court across the net. "Let" serves are repeated. Special court markings, as shown in Figure 2: (1) Chalk line across court 5 feet inside and parallel to end line. (2) Chalk line across court to and 12 1/2 feet from the line under the net. (3) Chalk lines 5 feet inside and parallel to each side line, extending from line under the net (1). Each serve is scored according to the value of the target area in which the ball lands, as shown in the diagram. A ball landing on a line separating two areas is given the highest value. A ball landing on a side or the end line scores the value of the area adjacent. Trials in which foot faults occur score zero.

FIGURE 3

Knowledge Test for 9th Grade Girls

Archery Test

1. One of our oldest weapons is the _____ and _____.
2. Down through the ages archery has been practiced for both _____ and _____.
3. The first archery club was established in the United States in what year? _____
4. The use of the bow in the United States naturally follow the pattern established in _____. (What country?)
5. The National Archery Association was organized in what year? _____
6. The bows are made of either _____ or _____.
7. How to shoot -- Give in order the fundamental steps for a right-handed archer.
 - A.
 - B.
 - 1.
 - 2.
 - 3.
 - C.
 - 1.
 - 2.
 - D.
 - E.
 - F.
 - G.
8. The face of the target has five rings each with a definite scoring value. The gold counts _____ points; red scores _____ points; blue scores _____ points; black scores _____ points; and white scores _____ point.
9. Name the four rounds of archery competition. 1.

2.
3.
4.

FIGURE 3 Cont.

10. Name the parts of the bow.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

11. Name the part of the arrow.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

True and False Questions

_____ 12. Arrow should always be nocked before the signal to shoot.

_____ 13. The regulation target is made of straw and is four feet (48 inches) in diameter.

_____ 14. An end in archery consists of six arrows shot at a specific distance.

15. Name at least 8 of the safety and courtesy factors as mentioned in the book.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

PHYSICAL EDUCATION AS IT RELATES TO GUIDANCE

Definition of Guidance as it Pertains to Physical Education:

"Guidance begins before problems arise. The school should be more interested in preventing maladjustment than curing it. Physical education experiences should assure the pupils opportunities to fulfill their basic personality and health needs through the interests, sympathy, responsiveness, and understanding shown them by their teachers. This is the most valuable kind of guidance any school can offer."³

As education has studied youth needs and has continually tried to find better ways to identify both general and individual needs, so in physical education there is an increasing effort to study the developmental tasks of students and to relate goals and program experiences to those tasks to which physical education can make the greatest contribution. According to authorities in the field, this effort is reflected in the statement of values, aims, and objectives made below:

The guidance and counseling values as they pertain to physical education are as follows:

1. Contact with the same people for a consecutive period of time.
2. Physical education teachers deal with human beings through action and performance, and weaknesses and strengths show up more quickly here than elsewhere.
3. In physical education classes there is an informality of the student-teacher relationship that is not enjoyed in the regular class situation.

³Cowell, op. cit., pp. 23.

Physical education, as one part of education, aims to aid the individual to attain his fullest development in meeting the demands of living in a democracy and in an interdependent world. This is achieved through the selection and guidance of experiences appropriate to the field directed toward the total fitness of the individual.

In relation to this aim, and drawn from it now consider critically the following statement of objectives. They have come of age in physical education. Education demands of them a unique responsibility and a shared responsibility and these fall into two large areas:

To help each student:

1. In the area of body education - To understand and accept the body as an instrument for the expression of the self, to grow in understandings and skills in maintaining fitness for living.
2. In the area of social education - To develop socially acceptable and personally rewarding behaviors in and through relationships with others in physical education activities, to acquire enthusiasms, skills and rich resources for leisure time activities.

Teachers of physical education due to the dynamic nature of their work and their interests in all-round growth of students, are in an excellent position to serve in the area of guidance. Their value in guidance is enhanced by certain advantages not enjoyed by teachers in all areas. These advantages are derived from the contact with the same students for a consecutive period of years, the informality of the student-teacher relationships, and the day-by-day opportunity to observe the interrelationship between physical, mental, and social aspects in the development of the various individuals. The playing field and gymnasium cannot be surpassed as laboratories for observing personality in action.

Tests which identify those individuals most in need of help are of distinct value to the teacher of physical education. The California Test of Personality yields total scores separately for personal and social adjustment. Example, by scoring various questions in overlapping categories, subscores are obtained and profiles drawn. Personal adjustment is divided into self-reliance, personal worth, personal freedom, feeling of belonging, and freedom from withdrawing tendencies and nervous symptoms. Social adjustments implies possession of social skills, control of antisocial tendencies, and sound family, school, and community relations. The Ohio Social Acceptance Scale, and the Test of Knowledge of Social Usage are but a few of the devices usable for identifying those individuals having difficulties. Frequently these measures or similar ones are given by classroom teachers or other guidance counselors, and the results should be made available to physical education teachers.

Until more study has been made, the present tests need to be supplemented with teacher observation of manifestation of traits. The tests direct the observer in knowing what to look for; the task of the teacher is to recognize the action or expression of attitude when it is seen and to record the findings in rather precise terms on the school's cumulative forms. The larger and more important task, obviously, is to do something about it. Guidance depends not only upon the selection and application of techniques, but also on prevention and remedy.

Guidance and other special services have become important aspects of the curriculum because of the difficulties of meeting individual needs within the group framework. These were brought into the curriculum in order to individualize instruction. These services to individual

pupils and to the teachers and parents who guide them are vital to the success of the formal instructional program.

Guidance is an integral part of the teaching-learning process; many educators would be willing to defend the statement that "Teaching is guidance". Certainly, guidance occurs in every classroom, including physical education laboratories. The teacher provides individual guidance to the learner trying to turn a flip on the trampoline when he analyzes the learner's performance errors and makes specific suggestions to him for correcting and improving his performance. The competent physical educator is constantly offering this type of guidance as his students participate in the various learning tasks that he selects and conducts for the class group. The bulk of individual instruction in physical education is of this nature. The skill of the teacher in individual analysis and correction is likely to be the crucial factor in determining individual pupil achievement. It is a skill based on both knowledge and experience; it is not easily acquired. Increasing his skill in guidance of individual performance is a continuing challenge for every professional physical educator.

Every teacher is also concerned with the personal guidance of individual pupils. He attempts to instruct students in appropriate behavior responses to situations that occur in class and extra class activities and to offer adult counsel to individuals who discuss their personal problems with him in informal out-of-class circumstances. It is essential, however, that he learn to recognize his own professional limitation and to identify student problems that should be referred to trained counselors and guidance specialists. It is especially important that he develop skills for guiding students to the experts who are

qualified to help them.

School guidance and other special services can achieve maximum effectiveness only if the facts and insights gained are used for optimum individual instruction and if the basic services rendered are followed up well by the teachers. School health services, in particular, should play a vital role in providing a sound foundation for individualizing physical education. The physical education department that offers a complete curriculum based on a concern for meeting individual needs will also provide special services to the physically handicapped and temporarily disabled pupils. Examples of this special type of service would be a game of wheelchair basketball for a group of physically handicapped, or a student who is temporarily disabled learning how to officiate a volleyball game and in that way he is getting some benefit from the activity.

The problem areas and the problems most frequently encountered by the physical education teachers in their guidance functions are indicated below:

1. Health and physical development.
2. School adjustment.
3. Home and family life.
4. Vocational choice.
5. Finances.
6. Personal, emotional, and social development.
7. Social and recreational life.

In discussing the function of physical education in the school program, educational administrators have emphasized the excellent opportunity

offered to physical education teachers for guidance. It is quite apparent in our educational thinking today that the guidance of students should not be confined to one or two specialists in the school organization but that it is the function of every teacher - an opportunity to be grasped whenever the need for adjustment and choice arises. Unusual opportunities are offered the physical education teacher by the very nature of the activity. Here the individual cuts loose, showing his true emotional behavior. Situations are constantly present in which students can be observed under stress, where no inhibitions are present. There are great possibilities for the establishment of rapport which is potentially useful in guidance with reference to a number of areas: recreation, health, personal problems, civic and social behavior, and vocational choice. If guidance is to be successful, however, the entire program must be so arranged as to make available to all teachers cumulative records of each student in the school.

As an opportunity for service then, guidance offers to the physical education teacher the possibility for an outstanding contribution to the total educational program and for the integration of the field with the other phases of the school curriculum.

GUIDANCE AND COUNSELING IS THE RESPONSIBILITY
OF THE ENTIRE PHYSICAL EDUCATION STAFF

Although a number of counseling services offered to students clearly require personnel with training in specialized aspects of counseling, it is increasingly apparent in American schools that general counseling is the responsibility of the faculty. It is true, of course, that not all faculty members operate efficiently as counselors, yet it also is apparent that there is no genuine and profound teaching which does not include elements of successful counseling. The responsible physical education teacher recognizes that counseling is as necessary in his armory of methods as demonstration preparation - perhaps even more so. So, ideally, the maintenance of a program of general counseling in a school is not dependent upon a core of so-called professionals to whom the teacher may shunt off his responsibility. General counseling is the responsibility of the entire faculty, although specially trained counselors may have a contribution to make to the system.

With this philosophy of counseling and student personnel service in mind, these objectives were formulated with the student's higher education experience in mind, although they were continually reformulated to pertain to each phase of the higher education. The over-all objectives as organized are as follows:

1. To help the student develop appropriate educational and vocational interests, so that he may choose a program of study wisely, may succeed in it, and after graduation do well in his chosen field.
2. To help the student become a responsible, effective, and contributing member of one or more student organizations, thereby developing his skills in human relations and a sense of at-homeness in

his environment.

3. To help the student understand and accept himself and the people around him, learn acceptable ways of expressing emotion, and learn to trust his own feelings and judgements.
4. To help the student develop a philosophy of life which will enable him to take his place effectively and responsibly in our democratic society.
5. To help the student develop interests and attitudes which will enable him to grow in wisdom and understanding throughout his life.

The chief function of the physical education faculty adviser, in terms of time devoted, is to assist his advisees in the planning of their educational programs. Except in the case of certain freshman advisers, the physical education advisers will be dealing with students who have selected physical education as their field of academic preparation. In guiding his advisees through their sequential academic program and in keeping a current record of their programs in his advisement file, the faculty advisers utilize forms and checklists made available to them through the office of the director of counseling. Also kept in the advisement folder of each counselee are the results of the general test battery which the director of counseling furnishes to the faculty adviser. Faculty members will differ in the adequacy felt to interpret these scores to students. This is one of the primary responsibilities of the director of counseling and this duty may be referred to him whenever desired or his assistance may be sought in interpretation by the faculty adviser when needed.

The physical education adviser should attempt to establish sufficient rapport with each of his advisees so that these students will feel free

to come to him to discuss problems of a personal nature. Many problems which are big to students melt away in significance after friendly talks with a mature, intelligent, and sympathetic adult. The faculty adviser should serve such a function. In cases of serious personality maladjustment the faculty adviser will probably wish to refer the student to the director of counseling. Occasional meetings of faculty advisers and advisees as a group will be arranged by the director of counseling in conjunction with the dean of students and the dean of instruction.

Certain faculty members will be assigned as general freshman advisers. The dean of students will assign to these persons those freshman who are unable to declare a major at the time of their enrollment. It will be necessary that these advisers be very competent in their knowledge of the general education program of the college, in their acquaintance with the basic work required in all college curricula, and in their ability to interpret the scores of the guidance test battery. The freshman adviser will assist his counselees in the preparation of each semester's study program, and he will foster in every way possible an early decision by the student as to his educational objective or choice of a major. The director of counseling will work closely with the freshman advisers in this task since this is the group most critically in need of guidance. Once a major has been definitely chosen by a student assigned to a freshman adviser, the adviser and the student will notify the dean of students of the decision. The dean will then reassign the student to an adviser in the academic department of his major field.

SUMMARY

Guidance is seen as the way every pupil is educated to make the most of himself and his life. This guidance is not a matter of teaching. It is the way you teach for the growth of the whole person in and through the mastery of the subject matter used.

In its broadest sense, the guidance function is included in every activity of the school and involves moral, social, health, personal, and emotional guidance as well as educational guidance.

When the teacher helps a student to define his or her personal difficulties and then to take steps toward solutions, obviously individual guidance is being given. When the teacher helps a group to state a common problem and work together to solve it he is giving guidance in the group process. We discuss these as two forms of guidance, but group action is shaped by the interactions of individuals in the group so that individual guidance is an integral part of guiding the group process.

In the guidance process when a teacher asks himself why a student behaves as he does, there is a search for answers to the question. The teacher finds out everything he can about the particular student. The teacher's task becomes trying to understand what needs the adolescent is expressing, endeavoring to see to what extent the behavior is helping or hindering the individual in need fulfillment, and then aiding the student in changing his behavior in ways that will move him toward an understanding of his needs and how they may be met. Helping students in making desirable changes in their behavior is what guiding individuals means. Guiding them is not something apart from or superimposed upon teaching

them to play tennis or tap dance. It is a way of teaching for individual growth through participation in physical education experiences.

It is through democratic sharing that pupils may acquire the understanding and a constructive philosophy essential to their becoming more mature persons. It is through this sharing, not apart from it, that students must seek and find personal fulfillment. It is through this sharing under the wise guidance and expert leadership of the teacher, who is himself a democratic person, that the learning climate in physical education permits and fosters best learning.

Evaluation is an ever present, indispensable part of guidance. Effective guidance means helping students to evaluate themselves as individuals and as groups; that is, they are able to see how they rank as an individual and within the group. The findings are used by the students to plan for further participation with the guidance of the teacher.

In discussing the function of physical education in the school program, educational administrators have emphasized the excellent opportunity offered to physical education teachers for guidance. It is quite apparent in our educational thinking today that the guidance of students should not be confined to one or two specialists in the school organization, but that it is the function of every teacher-an opportunity to be grasped whenever the need for adjustment and choice arises. Unusual opportunities are offered the physical education teacher by the very nature of the activity. Here the individual cuts loose, showing this true emotional behavior. Situations are constantly presented in which students can be observed under stress, where no inhibitions are present. There are great possibilities for the establishment of rapport which are

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by

SANDRA HUMBARGER HENDERSON

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requirements for the degree

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