FLORIDA STATE UNIVERSITY

THE EFFECTIVE USE OF STUDENT LEADERS IN THE HIGH SCHOOL

PHYSICAL EDUCATION PROGRAM

by

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CHAPTER I

INTRODUCTION

Purpose

The purpose of this study is to produce a clear, concise plan for the effective use of student leaders in the high school physical education program.

Sub-problems

This study includes the following four problems:

1. To point out the opportunities that may be used to develop student leaders in the high school physical education program.

2. To determine a means of selecting student leaders in the high school physical education program.

3. To indicate methods for the training of student leaders in the high school physical education program.

4. To determine a plan for the evaluation of student leaders in the high school physical education program.

Basic Assumptions

This study includes the following four basic assumptions:

1. The organization of an effective student leadership system is an essential procedure in a democratic
physical education program.

2. Principles of leadership should be used as guides or criteria in the selection of student leaders.

3. It is necessary to develop leadership qualities and effective participation in a high school physical education program.

4. Through the effective utilization of student leaders, qualities of leadership in a democracy are developed.

Delimitations of the Study

This study is limited to the high school physical education program for boys.

Definitions

A high school as defined in this study includes grades seven through twelve.

Student leaders as used in this study are those who, through training and natural abilities, are capable of and do assume responsibilities and duties above and beyond that required of the class as a whole; those who set examples of citizenship and achievement worthy of emulation by other members of the class; and those who, through student elections or appointment by the teacher, acquire and assume positions of responsibility and trust.

The high school physical education program, as defined in this study is that area of education which aims to produce desirable changes in youth through the medium of carefully selected and competently conducted
physical activities.¹

Significance of the Study

Student leadership in the high school physical education program is an urgent need. The idea of student leadership is not new, but its general application in public schools is fairly recent. In its simplest form it means that the students and teachers develop the plans for the activities, and the leaders help in carrying them out. In a measure, the students have a voice in deciding or choosing what activities shall occupy their time, and they, also, will take part in directing the activities.²

Otto states that educators speak of the importance of developing self-control, self-direction, critical thinking, responsibility, initiative, creativeness, and cooperativeness. All of these characteristics may be achieved by students, in part at least, if student leadership is used effectively.³

Most authorities in the general education field believe that the one major objective of education is to prepare youth for life in a democracy.

The opportunities for attaining this major objective through


the utilization of student leaders in physical education are numerous. As an example, in a democracy most of those people who are concerned with the choosing of their leaders have an opportunity to make a choice in the selection of the personnel that will represent them. By the same token in choosing student leaders, members of the class share in the selection of these leaders.

In order to conduct and to properly administer a program of physical education, the purposes of physical education must be kept constantly in mind.

Danford¹ and other authors in the field of physical education have listed what they feel are the stated purposes of physical education. Most of them agree that the three major purposes are:

1. The contribution to organic development
2. The contribution to social behavior
3. The contribution to leisure time

Through a planned program of physical education in which student leadership is utilized, definite contributions can be made to these purposes.

Danford² states that: a good program of

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² Ibid., p. 4.
physical education contributes to sound mental health. One of the factors in this, is the developing of personalities whose interests are directed beyond one's self.

Under proper supervision and guidance a student leader can and will make a contribution to members of his squad through his assistance in helping them attain greater skill, and in sharing with them his knowledges of the activity.

There are many ways in which effective student leadership can make a contribution to the social and ethical behavior patterns of youth. Student leadership gives many the opportunity to serve in the capacity of squad leaders through which most of the attributes of leadership can be attained.

The student leader is chosen, in many instances, upon his ability to perform. Due to this fact the student leader can teach other members of the squad how to perform and increase personal skills in an activity. It is a challenge to each leader to perfect his own skills so that he can better teach his squad members.

From a perusal of many forms of class organization that was made, the use of student leadership was considered the best method studied in light of the stated purposes of physical education. It is felt that this type of organization can make a great contribution to our major objectives and to the purposes of physical education.

During the adolescent age there seems to be a drive toward
group participation as shown in the gangs that are established by this age group. Each of these gangs has a leader who is more or less chosen on the basis of daring, athletic ability, and willingness to engage in combatives. Part of this need for joining together for an outlet can be satisfied through intelligent guidance in the formation of the squad and leader system in our physical education classes. Thus through sublimation, a part of this need for group participation is met.¹

Because of the social prominence of the student leader and because of his strategic position, psychologists have been trying for years to find out what qualities result in leadership.² Cole³ states, that leaders are small in number, but their influence is always large because of their strategic position in their own society. The high school that can influence its student leaders to exercise their power along desirable lines is not likely to have serious difficulties with the student body as a whole.

Physical education activities when directed toward the objective of social development create the need for adequate pupil leadership and followership. Team games, squad play, and dance all involve leadership to a high degree. Therefore, the

The problem of leadership must be considered in social development for democratic living.1

The qualities that leaders possess are common to all individuals in positions of leadership, whether in government, religion, education, law, medicine, business, social work, or industry.2

Hollingsworth3 suggests, that intelligence, integrity, independence, originality, creative imagination, vitality, forcefulness, warmth, poise, stability, audacity, capacity for nonconformity, love of beauty, and cold courage are qualities to cherish in leaders. While not all leaders have all these qualities, it is probably true that most leaders have intelligence, courage, forcefulness, imagination, vitality, independence, as well as an ability to get along well with others, and technical knowledge and skill in their chosen field.

Hollingsworth4 also states that intelligence is very likely to have combined with it other essential qualities of a leader, but that is not always the case.

Since there are levels of leadership, however, it is important that all students be given opportunities to grow in leadership qualities. In play, many who do not rank high in


2. Ibid., p. 137.

3. Leta S. Hollingsworth, What we Know About The Early Selection and Training of Leaders, (Teachers College Record, Columbia University, April, 1939), p. 577.

4. Ibid., Pp. 577-79.
class room work prove themselves very able leaders. Such potential abilities as each child has should be guided toward further development.1

An individual cannot be a leader unless he has another person, or a group of persons, to lead. He attains his position by the will of others. Likewise, he retains his position only so long as the others wish it. The leader, then, is dependent upon the group and the group is dependent upon the leader. The leader's mistakes becomes the group's mistakes. The group's failures becomes the leader's failures. This interdependency is a concept which the teacher should appreciate. Whatever training is given to leaders must be paralleled by training of those who are members of groups.2

Ours is a society in which each individual is allowed the right to lead in any line of endeavor for which he can prepare himself. We believe in giving and taking, in following in some aspects of life while leading in others. The modern philosophy of education today accepts and sponsors the proposition that we learn to do by doing; that is, that the actual practice of an experience tends to establish this much better than reading or hearing about it. The good student leader training program does not provide an opportunity for the instructor to rest while the students do his work; but instead it provides a more complete means of educating through physical education since it permits

1. LaSalle, op. cit., p. 137.
the students to share in the various aspects of leadership which
the instructor directs. The use of student leaders in a high
school physical education program is not a new procedure. The
need for a practicable plan for the use of student leaders in
high school physical education probably is as pressing today as
at any time in the past. If leadership is worthwhile, it surely
needs to be planned. A definite plan that could be used by the
instructor should be of value as an aid to better and more
effective teaching.\footnote{1}

\footnotetext{1}{Edward F. Volmier and Arthur A. Esslinger, The
Organization and Administration of Physical Education, (New York:
CHAPTER II

OPPORTUNITIES THAT MAY BE USED TO DEVELOP LEADERS
IN THE HIGH SCHOOL PHYSICAL EDUCATION PROGRAM

It is necessary before setting up a student leadership program to know the opportunities that are available for student leaders in a high school physical education program.

In order to obtain information as to the opportunities for student leaders in a high school physical education program, it was necessary to peruse physical education textbooks written by authorities in this field, and journals and periodicals that dealt with this subject. Bookwalter, discusses at length the opportunities for student leaders in the high school physical education program.1 Dallas, also, mentions opportunities for student leaders.2 Although other sources were examined, only the above sources dealt with these specific problems. From the sources listed above a selection was made of the opportunities


which are listed as possessing potentialities for the development of student leaders. The opportunities are so numerous and varied that almost any list would be incomplete.

There are so many varied opportunities for leadership in a physical education class that each student should be able to find something in which he can lead reasonably well.

A student can serve as a leader of a squad or class group, and in a class of forty or forty-five students there can be four or five such leaders. This is one of the best leadership possibilities; in this position the students take charge of their squad or group, under the instructor's direction for many activities.

The leaders of each squad can act as officials for all intramural activities and for games that are played within the class. The leaders should be granted the customary authority due officials of the game that is being played.

Each leader may act as a stunt leader. He can show the other members of his squad the stunt that is to be performed, and then act as a spotter for the stunt.

The leader of each squad can help in getting the class started by taking roll, handling equipment before and after activities, recording results of tests, and keeping charts on the progress of each person in his squad.

There are many other opportunities for student leaders, such as: adjusting showers, keeping locker room orderly; issuing
towels; demonstrating skills; keeping first aid kit well stocked; acting as life guards during swimming activities, and serving as members on committees.¹

If a leader is given a task, the teacher or individual in charge can expect the leader to accept the responsibility involved and reasonably discharge his duty within the limits of his abilities. If leading is made so easy that no responsibilities are attached, students soon lose interest and fail to lead.

The above opportunities will be considered as one phase of an effective training program for student leaders in the high school physical education program.

CHAPTER III

THE SELECTION OF STUDENT LEADERS FOR THE HIGH SCHOOL

PHYSICAL EDUCATION PROGRAM

Brace discusses many different ways of selecting student leaders for a high school physical education program,¹ and Bates discusses the personality traits necessary for a person to become a good leader.² Other sources were examined, but they did not deal specifically with methods of selecting student leaders.

Before discussing principles for the selection of student leaders, it may be well to review some basic factors underlying the selection of student leaders. The following factors to be considered were suggested by Bookwalter:³

1. Duties and authorities of student leaders should be mutually understood by the leaders, other class members, and the instructor.

2. Leaders should be held responsible for the performance of their duties.

3. Leaders should have the authority to meet their


³. Bookwalter, op. cit., 13, llb.
responsibilities.

4. Faith should accompany the delegation of authority.

5. Leaders should be liked by their classmates.

6. Leaders should lead, not push.

7. Leaders should guide by example.

8. Leadership should be a positive factor.

9. Satisfaction should be a predominating result of leadership.

10. Leadership should encourage the slower individual or group, and should challenge the superior individual or group.

11. Opportunities should exist for leaders and followers to exchange places.

12. Leadership should provide opportunities for meeting individual needs.

13. Leadership should build socially sound standards of behavior.

The above factors may be used as a guide for a student leadership program.

In order to determine a satisfactory administrative procedure for the selection of student leadership in physical education, certain basic principles must be established. Danford\(^1\) lists the following principles which are applicable to student leadership:

1. Pupils should be given an opportunity to develop

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responsibility.

2. A democratic method should be used in selecting leaders.

3. The teacher of physical education should not dominate the selection of student leaders.

4. Participation as a student leader should be voluntary.

Before selecting a student for a leadership position in the physical education program, it may be best to ask, what sort of pupil should he be? There are all kinds of statements in generalities about necessary personality traits, and there are at least two types of leaders—those who lead because they are better in skills of the activities, and those who force their way into leadership positions through sheer will-power and dominance—but the one characteristic that every leader should have is the ability to work with members of a democratic group.¹

Student leaders should possess the following qualities:

1. Reliability
2. Dependability
3. Emotional stability
4. Ability to work with others
5. Qualities of good leadership and followership
6. Skills, knowledges, and understanding in sports
7. Interest in leadership

¹ Bates, op. cit., p. 499
There are many ways of securing student leaders for the high school physical education program.

1. Appointment by the teacher
2. Election by the class or squad
3. Request by the student
4. Rotation

It is not the aim of this study to point out any one best method for the selection of student leaders. However, the method should be as democratic as possible, should be an educational experience and should advance quality of classwork rather than retard it. If the teacher is to appoint the leaders, the students should draw up the standards which they must attain to qualify for leadership positions. An election by class members may be nothing but a popularity contest unless qualifications for candidacy are first established. This election should be a pupil activity guided by the teacher. The simple rotation plan seems to be the weakest type for selecting student leaders in the high school physical education program. Pupils in leadership positions in the rotation plan may not be capable of leading. However, it does have the quality of giving all pupils the opportunity for experiences in both leadership and followership. It is essential to provide an opportunity for every pupil to obtain leadership experience in some phase of the program. Many opportunities should be provided for leadership, and followership should be made as attractive as possible for those who cannot lead.
After determining the opportunities and the methods of selecting student leaders in a high school physical education program an adequate leadership training program is essential.
CHAPTER IV

TRAINING STUDENT LEADERS FOR THE HIGH SCHOOL PHYSICAL EDUCATION PROGRAM

Although the student may show leadership qualities, he may need training for the specific duties which he will assume in the class or squad activities. Probably the most frequently used method of providing necessary training for leaders is through the leaders club, an organization composed of students who have qualified for leadership positions. This club usually meets after school or during club or activity periods when extra training is given in the form of skills practice, study of sports knowledges, discussion of lesson plans for the week, and discussion of problems which may have been experienced in class work.

Any time of the day that might be used for leader's practice periods should not be overlooked. The periods might be before school, during lunch hour, or during study hall or home room periods.

Brace says that the leaders themselves should draw up the standards for the training program. If this procedure is used, it should be teacher guided only to the extent of need, not

1. Brace, op. cit., p. 11.
teacher dominated. If pupils are permitted to make their own standards, there will be a tendency for them to adhere to the standards. Standards which the teacher might need to suggest tactfully to the group include:

1. A pleasing personality
2. Above the average skills in one or more activities
3. Possession of desirable ideals
4. Keen interests in activities
5. Ability to accept assignments and follow them through
6. Fair and impartial judgments

Ruyter and Weintraub presented a list of objectives which are similar to many of the standards listed above. These could be used as standards before leaders are chosen or as objectives after the selection of leaders have served for a given period. The objectives are:

1. Technique in handling others
2. An attitude which would command respect
3. A sense of responsibility
4. Sportsmanship, and a sense of fairness

Some physical educators name scholarship as a standard which must be met. Other authorities do not agree with that philosophy. Why penalize a pupil in physical education for making poor grades in English or history? Miller, Bookwalter,

1. Ruyter and Weintraub, op. cit., p. 324.
and Schlafer,\textsuperscript{1} suggests that in the selection of student leaders, the standards should be:

1. attainable by the upper quartile of the class
2. reasonable, but exceed average requirements
3. student determined and student administered
4. challenging to some effort and desire
5. general and broad in skill coverage
6. capable of objective measurement or evaluation

This information on the training of student leaders will be used as a guide in completing an effective program for the use of student leaders in physical education.

CHAPTER V

THE EVALUATION OF STUDENT LEADERS FOR THE HIGH SCHOOL
PHYSICAL EDUCATION PROGRAM

The emphasis in evaluation is to determine how good a job the student leadership program is doing for the students rather than to appraise how well the students are carrying out the leadership program.1

Evaluation of student leaders in the high school physical education program may be determined by the progress that has been made within the program. Kozman, Cassidy, and Jackson say that the value of the plan is determined by answering the following questions:2

1. Have the boys acquired any new knowledges?
2. What new understanding have they developed?
3. Have the boys developed more new skills than they would have if they had not had student leaders?
4. Has there been a change in their behavior and attitudes

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that has resulted from having student leaders?

5. Has the instructor been able to give more time to individualized instruction because of the use of student leaders in the program?

6. Has there been more activity time per pupil because of student leadership?

7. Does the accident sheet show that the accident rate was high or low?

8. Has the instructor had more time for guidance?

9. In what ways and how much more has the instruction been socialized than it would have been without student leaders?

10. What leadership and followership training would the pupils have had in a program without student leaders?

11. Is measurement given more time, and have better and more accurate records been kept due to aid of student leaders?

12. Has there been better discipline?

13. Are the dressing rooms and shower procedures better?

14. Are the leaders more interested than they would have been if they had not helped direct the program?

15. Did they learn more than they could have under more formal conditions?

The answers to the above questions should determine whether
student leaders are valuable, and whether they are being used to
their greatest advantage.

Children grow socially through their successes
and failures. First, this growth takes place by
experiencing satisfying success in achieving mean-
ingful goals. Secondly, this growth takes place
through evaluation. Children need the opportunity
to co-operatively evaluate successes and failures,
in the light of their common purposes and plans.1

According to La Salle,2 the following questions
may be helpful in directing the pupils in an
evaluation of student leaders:

1. Does the squad leader do his part in carrying out
group plans?

2. Does he direct his conduct for the good of others?

3. Does he show consideration and helpfulness?

4. Does he seem happy and secure?

A careful perusal of the answers to these questions will be
of unestimatable value to the teacher, in determining the ability
of the individual to lead.

A simple rating scale, geared to the ability and maturity
of the individuals of the group, could be utilized as an evaluative
measure. This plus a study of the answers to the questions above
will be a great help in the evaluation of student leaders.

1. Dorthy La Salle, Guidance of Children Through Physical

2. Ibid., p. 135.
CHAPTER VI

SUMMARY

If the schools are going to prepare students to live enriched lives during both school and adult life, many opportunities must be provided for practice of the elements of successful living. One of these elements, certainly, is leadership, around which can be developed cooperation, loyalty, sociability, and many other desirable social qualities. Ours is a society in which each individual is allowed the right to lead in any line of endeavor for which he can prepare himself.

Student leaders are useful in practically all physical education activities, and are valuable in many phases of athletics. Specific duties and responsibilities of student leaders are many and varied. Student leaders can be expected to carry out tasks assigned to them.

There are different types of leaders, and there are different methods of selecting them. The method used should be as democratic as possible and still obtain desired results.

Student leaders need training for their specific duties. This extra training is usually given through a leader's club that meets at various times of the school day. The training is for the most part practice in activity skills, study of sports
knowledges, study of lesson plan and discussion of problems.

Evaluation of student leaders in the high school physical education program may be determined by the progress that has been made within the program. The value of this evaluation is determined by answering a list of questions. A careful perusal of the answers to the questions will be of great value, in determining the ability of the individual to lead.

A simple rating scale, geared to the ability and maturity of the individuals of the group, could be utilized as an evaluative measure.
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