

## Competitive Sports in Jewish Community Centers — Problems and Possible Solutions

HILLEL RUSKIN, PH.D.

*Special National Consultant, Health, Physical Education & Recreation  
National Jewish Welfare Board, New York*

*The basic aim of this article, therefore, is to detect those practices and problems which contradict the potential positive consequences of competitive sports, and to suggest ways to conduct these activities productively in trying to reach the Center's objectives.*

### Introduction

For many years, the common view held by physical educators has been that any physical activity which has the character of play and which involves competition with others may have positive consequences to the individual participant and to society. Based upon this view, competitive sports gained a focal place in school and community programs of physical education.

However, objective observation of competitive sports in school and community physical education programs may detect practices and problems which may contradict this view.

Competitive sports in the Jewish community center program of physical education constitute one way to reach the Center's objectives. In determining the role of these activities at the Center, the potential benefits as well as the potential dangers should be taken carefully into consideration. Physical educators at the Centers should assume the responsibility to maximize the potential benefits and to minimize the potential dangers. The basic aim of this article, therefore, is to detect those practices and problems which contradict the potential positive consequences of competitive sports, and to suggest ways to conduct these activities productively in trying to reach the Center's objectives.

### Goal and Objectives of Health and Physical Education Related to Competitive Sports

The goal of health and physical education and physical recreation in the Jewish Center is to contribute to the goals of the Jewish community, such as the maintenance and

enrichment of Jewish identity, the development of democratic values and leadership and the provision of individual, social and community services. More specifically, these experiences and programs should aim at contributing to the development and maintenance of a physically fit and healthy Jewish individual, who possesses harmonious personality, appropriate social behavior and Jewish identity. It is the belief of the Jewish Center that the provision of a base for Jewish association through physical activity contributes to the maintenance and enrichment of Jewish identity; that the maintenance of physical fitness and health of the Jewish individual and his family helps sustain Judaism; that the development of democratic values and leadership through physical group activity contributes to the quality of the Jewish community; that the development of a *balanced* program which aims to contribute to *all* members of the community is an expression of Jewish ethics; and that the development of a program of physical activity which promotes the cohesion of the Jewish community is an expression of community service.

Specific objectives of the health and physical education program at the Jewish community center which are related to competitive sports call for the provision of experience, training and knowledge in demographic participation through meaningful physical group activities—as members, leaders and followers; the provision of experiences which foster fair play and sportsmanship in physical activity of all kinds, the development of habits and interests in practicing physical

activity as part of patterns of wise use of leisure; the development of proper habits and values which may be the outcome of involvement in physical activity—such as discipline, punctuality, courage, perseverance, resourcefulness, self-confidence and self-realization; the promotion of experiences and programs which may bring about cultural integration, social cohesion and solidarity of the Jewish family and community through physical activity; and the provision of a balanced program of healthy recreative physical activity which *emphasizes the participation of the many* and avoids emphasizing the excellence of the few.

Bearing in mind the direction which has been set by the above mentioned statements of goal and objectives, a critical observation of competitive goals at the Jewish community center will be made, in order to assess a more realistic view of the potential impact of this facet of the physical education program on participants and members in the Center.

### Competitive Sports and the American Culture

Competitive sports play an important role in the American culture. Sports have become a significant part of this culture, and the interest and popularity of them have affected educational programs of the schools and recreational programs of community centers, including the JCCs. The popularity of competitive sports depends to a great extent upon the amount of public interest, spectator approval, and mass-media coverage it generates. This phenomenon has determined in large measure what major sports are in the American culture today. Physical educators in the school and community systems tend to adopt what the public supports. Children grow in this environment and very often are interested in a sport because society has accented its importance, rather than because of the contributions the sport makes to them as individuals. The popularity of sports in America is frequently related to their value in entertainment rather than their value in educational or social fields. Based upon this cultural background, physical educators in JCCs conform to the so-called

"wishes of the community." Members of the community want to see a show, and parents have a desire to see their children participate in a successful athletic program. However, what the community likes, and what parents consider a successful program, may be opposite to a well-balanced competition, based upon positive individual and social growth of the participants. Since athletics often place reflected glory upon parents and relatives of the children, parents frequently want their children to participate and to win.

Society places demands upon children at a very early age. Although school and community administrators and physical educators have raised questions as to the advisability of interscholastic athletics at the elementary and junior high school years, they have refrained from changing the situation since they believed the community, other schools in the region, and the children themselves seem to expect to take part in competitive athletics.

It should be noted that the American community does not place pressure on competitive sports for girls to the same degree that it is placed upon boys. However, this does not mean that they are totally unaffected by the stress placed upon competition for boys. Facilities, leadership, and financial priority for athletics have frequently resulted in limited programs for girl's physical education. The negligence of girl's programs in physical education on all levels is undoubtedly a result of the society's emphasis on the role of competition for boys.

Also, we have to bear in mind that the physical education "establishment"—institutions of higher learning and the professional preparation and research programs, teachers and administrators of physical education—is geared to a large degree to competitive sports more than to educational perspectives. The competitively minded candidates who enter the universities to obtain a teaching certificate are trained by competitively minded faculty, and perpetuate the competitive orientation of physical education in the schools and in community centers. They perform what they

like and know, and what they think the community wants them to do.

The Jewish community center is a unique social institution. It can be understood in terms of its capacity to positively affect the development of the personality of its individual members through worthwhile activities and group experience. Thus, it is vital that we analyze the role of competitive sports in the Center's program. We should try to assure that while the Center should act within the general fabric of the American culture, it should be as selective as possible in its efforts to contribute to the highest common good of its members.

This common good is defined by scientists of various disciplines who agree that man needs physical movement for his very existence. In order to maintain a balanced and healthy life and vitality in everyday living, this need must be satisfied.

Physical activity is too commonly identified with competitive sports, which demand a great deal of time for participation. However, the percentage of people involved in this kind of physical activity generally is not more than one or two per cent of the population. The remaining individuals in need of physical activity can turn to a wide variety of possibilities and make their individual choices according to their own inclinations. However, this in turn requires the acquisition of knowledge and skills in many activities at an early age, which then gradually develop into game and athletic hobbies.

The trend in life styles in modern society is towards more and more inactivity. Forecasts may be made for more luxurious ways of travelling, more efficient labor-saving devices, and many gadgets that will free man from arduous duties and give him more free time. But the future of society in the computer age and atomic era will depend to a great extent on how added leisure hours are spent.

The claim of leaders of physical education throughout the world is that sport can be a contributing factor towards the better use of leisure time and the leading of a more vigorous

and healthy life on the part of everyone.

Active recreational sport activities may serve as a vital contributing factor toward the above mentioned claim. However, sport performance in a physical education program which encourages the excellence of a few top-level performers may endanger it.

At the same time, we may raise the question, why should we lay an emphasis on competition during leisure activities. Isn't there already too much of an emphasis laid upon competition in the highly competitive American society? It seems that a more relaxed recreational approach to physical activity may be able to balance the highly pressured modern individual in a much better way.

#### Potential Positive Consequences of Competitive Sports

Supporters of competitive sports as an educational and social tool to mold the individual participant have many claims to justify their theory. Some may be well founded, and some may be just expressions of wishful thinking. But, even those which are well founded may be achieved only if conducted under controlled environment and conditions. The beneficial impact competitive sport can have upon participants may be summarized as follows:

1. *Contribution to democratic behavior and leadership.* This is related mainly to competitive team sports. The teams which participate in sports are of a primary group nature. They involve intimate face-to-face contact, association, and cooperation. The cooperative spirit is very easily developed, and individuals are united into an intimate whole. The intimacy of a sport group can be seen in team play, where the members of the team function together as one, each playing his part but all working toward a common goal. This kind of an experience may be regarded as a laboratory of social experience, which is controlled by regulations, punishment and incentive systems, democratic process of leadership (captain of the team), and followership, and a common effort to reach a common goal. Characteristics such as friendliness,

loyalty, esprit de corps, and morale of a team may be commonly found in this situation. Primary sport groups, because of the intimate contacts of persons composing them, may exercise great social influence. This is true particularly of the sport group in which relationships are intimate and which are mostly spontaneous. Therefore, a feeling of social consciousness and understanding of the rights and feelings of others may develop.

2. *Contribution to character development.* Competitive sports, according to some educators, can increase good sportsmanship by teaching the art of winning and losing gracefully, the spirit of being fair to others, observance of the spirit as well as the letter of the rules, and the maintenance of a friendly attitude toward all individuals involved in the competitive situation. This idealistic view is expressed by the International Council of Sport in the following way: "if (physical) activity involves competition then it should always be performed with a spirit of sportsmanship. There can be no true sport without the idea of fair play." According to this view, participation in competitive sport enables the participants to know and respect each other, awakens in them the feeling of solidarity, the love of noble and disinterested action, and gives them additional dimension to the idea of fraternity.<sup>1</sup>

Some educators claim that competition contributes to motivation and helps to further a sense of responsibility for one's own actions and for the entire group. Qualities of good citizenship such as initiative, trustworthiness, dependability, loyalty may be developed too, as well as social poise, understanding of self, self-composure and confidence.

3. *Other Potential Positive Outcomes.* Participation in competitive sport presumably has some other positive consequences, such as:

- a. Participants, and also fans, might be expected to identify more strongly with other facets of the program.
- b. Participants might be expected to

<sup>1</sup> *Declaration on Sport*, ICSPE, 1964.

display more than usual achievement values and behavior.

- c. Sport often serves as a channel for upward mobility, especially for boys from lower classes and ethnic backgrounds.
- d. Participants might be expected to be less deviant in their behavior.<sup>2</sup>
- e. Members of the Center (parents) may reveal an increased level of interest in the Center and its various programs as a result of participation of their children in competitive sports.

In all fairness it should be noted, that in spite of many efforts by researchers to substantiate the above mentioned claims, we know very little for sure.<sup>3</sup> This is why we should refer to most of these claims as *assumptions* which underly our educational work, as is the case with many potential educational benefits in other fields. And this is why we should be so careful in using these activities in our program. Only through a very careful educational and social group work it is possible to reach at least some of the above stated benefits.

#### Potential Harmful Consequences of Competitive Sports

Contrary to the theorists and practitioners who suggest that competitive sports should be considered as vital means to positively affect the participant and his environment, a growing number of theorists and practitioners suggest that the potential harmful consequences of these activities must be considered, and ways must be found to solve them. Some of these are:

1. *The Distortion of the Athlete Character*

<sup>2</sup> W.E. Schafer, "Some Social Sources and Consequences of Interscholastic Athletics," in *Sociology of Sport*. Chicago: The Athletic Institute, 1969, pp. 29-44.

<sup>3</sup> "Facts and Fancy: Separating Scientific Foundations from Unsupported Claims for Psychological, Sociological and Physiological Benefits of Physical Exercise and Formal Physical Education," *Johper*, Nov.-Dec. 1968, pp. 25-40.

Because of a great glorification of the athlete by his environment, youngsters may develop inflated ego. Athletes are singled out and receive special attention. There is a concentration on the few superior athletes instead of the many. The result may lead to a severe distortion of character with carry-over impact on the individual for the rest of his life. Some theorists suggest that these "spoiled" athletes tend to develop "false" values which may be even extended to the society around them. Sometimes, false values may be developed because of the emphasis placed upon the athlete or athletics in general. This may result in an over-emphasis of this activity by the individual to the neglect of other significant activities, which are vital for a harmonious growth and development of the individual. And, as the community becomes more interested in the program, the athlete may become more concerned that the spectator be pleased than he is concerned about his own needs. Because of community or parents' pressure, a youngster may feel the need to win in order to please his public and parents, and gain acceptance. There is a constant over-stimulation of the young athlete as he strives to reach adult goals.

### 2. *The Danger of Passivism*

Emphasizing the activity of the few distinguished athletes in the Center may encourage the development of a passive approach to physical activities by the majority of the Center population. As a result of too much spectating, children fail to incorporate into their lives activities that will contribute to their physical and mental health. A spectator is one who fails to participate. Looking on is not a substitute for actual participation. Characteristics such as stamina, strength and skill, to say the least, are developed by watching the actions of others as good as they may be.

In order to solve this problem, JCC physical education programs should use various techniques which enable all or most of the members in a group to participate in competitive events. Ways by which this can be achieved are by adding up scores of the

achievements of the whole group through games and sports, and involving groups which include participants of various levels of physical competence.

These techniques do not necessarily decrease the level of sport events in the Center, but rather take into consideration the mean level of performance of all the participants instead of the performance of only a few top level athletes.

### 3. *The Danger of Aggression*

It is a common psychological theory that aggression which is expressed in sport performance plays an important role in the education process of the child, since it may lead to sublimation of emotions. However, there are sources which hold the theory that sports, and especially those involving violent contacts or intense competition, may create rather than solve a problem in the control of aggression. If feelings of anger and hostility are allowed direct expression against another individual, as so often happens in sport events, the main result is to form a strong habit of performing this kind of violent behaviour, whatever it is. Children who become angry and are allowed to express it in some way do not become more peaceful but actually learn to be aggressive. Every time aggression is expressed, it helps to form a stronger habit and the emotional content behind it becomes less and less necessary. While sports can be used as a controlled and non-harmful outlet for hostile feelings, this needs to be done with a good deal of care in order to be sure that harmful violence does not result.

The solution to this problem may be: a) The development of activities with lower standards of performance, which essentially mean non-spectator and non-championship sports. b) The encouragement of every child as early as possible to participate in some or many games and sports, which means the development of a variety of activities and games suitable to various needs and interests according to geographical, traditional and age differences. c) The development of sports in which competition is not necessary, while they

are enjoyable in themselves—such as swimming, jogging, cycling, etc. d) The development of sports in which the competition has the character of a struggle against nature or a struggle with oneself rather than against other people.

### 4. *The Danger of Inter-Group Conflicts*

In competition there is only one winner but many losers. Competition, by its very nature, may sometimes be a sufficient cause for conflict. In sport, conflict may arise because of strong group-identification on the part of two adverse parties. There are researchers who have examined the subject. Sherif<sup>4</sup> points out that "when groups engage in reciprocally competitive and frustrating activities ... unfavorable stereotypes come into use in relation to the out-group and its members. In time, these unfavorable stereotypes are standardized in a group, placing the out-group at the prejudicial distance ... Concomitant with the rise of mutually prejudicial attitudes between groups, self-glorifying or self-justifying attitudes towards the in-group are strengthened. The performance of the out-group is deprecated and the moves of the out-group and its members are perceived in a suspicious light."

Such conflicts are more probably in team sports than individual sports.

The striving of Centers for the "glory" presumably involved in the winning of a competition between Centers tends to upgrade victory to the extent that the temptation to behave unfairly and be disloyal to the rules, and therefore conflict, is likely. This situation may be aggravated by the social pressure of parents who are interested in the development of the top-level "champions" to represent their "cause" which is sometimes just a displacement of their own frustrations.

The solutions to the danger of inter-group conflicts may be in the development and promotion of ceremonial aspects of the competition. This approach should emphasize acts of mutual respect, and patterns of

<sup>4</sup> M. and C.W. Sherif, "Group in Harmony and Tension," *Intergroup Relations and Leadership*, New York, 1965.

behavior which are carefully kept by all participants according to a very specific code.

In addition, each competitive sport event should become a social meeting as well, including techniques such as the organization of a social activity after the contest, seating all officials and managers of the two opponent teams on the same bench when observing the competition, etc.

### 5. *The Danger To Sportsmanship*

The athlete must have a strong urge to defeat his opponent, and must carry out that urge in the form of action which will enable him to out-distance all.

Does athletics build sportsmanship? The Olympic Games which supposedly represented the highest in ideals and athletics had to be dissolved in 394 A.D. because the games were no longer games. The emphasis on fair play about which leaders of physical education and sport talk so much tends to be nullified by the questionable practices condoned by otherwise honorable administrators. Furthermore, we cannot be too happy about the tendency to resort to anything in order to win. Yatziv,<sup>5</sup> in a social study of soccer players in Israel, points out that the winning of a game is the most important aim of the player and he develops this position because he feels that society as a whole and his coaches, managers and fans, require it from him. In order to reach this aim the player will assume any unsportsmanlike manner. Yatziv suggests that strong social norms inside the sport team should be developed in order to motivate the players to play according to the code of sportsmanship.

Lakie<sup>6</sup> designed a competitive attitude scale of 22 items for the purpose of revealing to what degree various sports groups subscribed to the "win at any cost" philosophy of athletics. The scale was administered to 228 athletes participating in 6 representative sports in university settings at three different types of

<sup>5</sup> G. Yativ and Y. Navon, *Social Study of Soccer in Israel*, Jerusalem, Israel, 1969.

<sup>6</sup> W.L. Lakie, "Expressed Attitudes of Various Groups of Athletes Towards Athletic Competition" *Research Quarterly*, December 1964, pp. 497-503.

institutions. An examination of the data revealed that there are no differences in the expressed attitude among athletes categorized by sports or among athletes categorized by type of institution attended. All of them subscribed to the "win at any cost" philosophy.

Shusher<sup>7</sup> grouped football players into two groups; the first judged highly sportsmanlike and the second judged highly unsportsmanlike. A problem solving test was given to both groups. Findings indicated no difference in overt and covert responses by both groups. Covert responses indicated unsportsmanlike value structure for both groups.

In supporting the case against participation in athletics as building sportsmanship, Bucher<sup>8</sup> mentions the following reasons why athletics are not valuable educational factors as presently practiced.

1. Sports-minded citizens, parents, lay members of H & PE Committees... rather than educators determine the program, and the emphasis is on the spectator rather than the participant.
2. Wherever full-scale athletic programs are established in education there are problems, such as priority given to the gifted player at the expense of the non-gifted, emphasis on the spectator rather than the participant, priority given to boys at the expense of girls, and facilities being taken by the representative athletics at the expense of mass recreational athletics.

Educated, dedicated, and interested teachers of physical education have a crucial role in the benefits which sports may offer to all concerned. The values and ideals of the physical educator can either elevate the status of sport or degrade it to such a point that it becomes a spectacle. A system should be

<sup>7</sup> H.S. Shusher, "Overt and Covert Reactions of Selected Athletes to Normative Situations as Indicated by an Electronic Psychometer," *Research Quarterly*, Dec. 1966.

<sup>8</sup> C.A. Bucher, "Needed: A New Athletic Program," *The Physical Educator*, Oct. 1966, pp. 99-100.

established where coaches and instructors should be carefully screened and more thoroughly prepared for teaching as well as coaching positions in the Center setting.

The physical educator must be aware of the differences between his role as a teacher and his role as a coach. As a teacher, he is expected to develop the activities of all the participants regardless of their level of physical performance. However, as a coach, his duty is to develop the few talented participants and to raise their physical performance to a level as high as possible.

#### **Social, Education and Administrative Considerations**

Physical educators who view sport as a means to mold participants must be aware of the dangers as well as the challenges and opportunities which underly participation in sport. They must adopt educational and social group methods to the coaching part of physical education. The potential for social enrichment is invaluable provided that the coach-instructor knows social group work techniques and cooperates with social group workers, as necessary, in his efforts to contribute to the social development of the participants. The concept of reaching a target of "winning at any cost" must be replaced with the concept of emphasizing the process, the socio-educational values.

Also, it should be added, that any exposure of children during their formative elementary school years to the high pressure of competition of the "Little League" kind (in baseball, basketball or any other sports) is very undesirable. The children are in a premature age, physiologically, socially and emotionally, to sustain the heavy demands exerted upon them by the coach, the parents, peers, etc. It is vital to use these formative years for laying the basis for life-time sports, rather than spending so many resources for the excellence of the few. There are so many boys and girls who cannot make the teams at the school or at the Center; should they be neglected?

The resources of JCCs in health and physical education are limited, and should be

used according to a well-established criteria for priorities. These resources include the time and energy of the health and physical education personnel needed for administrative and instructional purposes, the available budget and the use of the facilities. Competition requires a great deal of attention, and this means automatically a great share of the Center's health and physical education resources. A more balanced approach should be introduced, where the handicapped, the aged, women and other "non-talented children and adults are equally important as the talented ones, and get an equal share in the Center's resources.

It should be noted, too, that the health and physical education programs of the Center have a role to play in the enrichment and maintenance of Jewish identity. Any competitive event should incorporate, as far as possible, some Jewish programming in inter-departmental cooperation between the H & PE Department and other departments of the Center. This should include "Oneg Shabbat" programs before or after tournaments which coincide with Friday night, or discussions with other groups on Jewish subjects, etc. The concomitant learning which occurs may be as vital as the direct one. Discussions during travel to a game with a "captive audience" of a sport team on various Jewish subjects may be used for achieving some of the Center's objectives.

We should also be aware of the fact that in many Centers competitive sports are more attractive to non-Jewish participants than to the Jewish participants, and thus the participation of non-Jews in H & PE programs is disproportionate to the non-Jewish membership at the Center. Placing less emphasis on competitive activities may help in the efforts to balance participation in the Center's programs, and serve better the Jewish community.

#### **Guidelines for a Better Health and Physical Education Program**

In view of the foregoing discussion the following guidelines may assist Jewish community centers in their efforts to achieve their

goals and objectives through health, physical education and physical recreation programs:

1. The program should be balanced and varied, and should offer a wide selection in individual, dual, and group activities, co-recreational and family activities, indoor and outdoor activities, instructional, recreational and competitive, free and organized, formal and informal.

2. The program should emphasize lifetime sports and activities with carry over values for the future life of the individual participant.

3. The program should cultivate leisure education and guidance in physical activity, which try to improve the ability of the participants, mainly children and youth, to judge, select, and choose the appropriate activities for themselves.

4. The program should aim toward educating the participants, mainly children and youth, in order to encourage the development of desirable traits. This development of traits should be recognized by instructors as being more important than the mere teaching of skills and the coaching of a team to win a game.

5. The competitive teams should serve to add to the personal growth and social enrichment of the individual participant. Teamwork, cooperation, leadership and followership should be vital by-products of a properly conducted program. The administrators and coaches should emphasize the development of democratic behavior through the wise use of rules and regulations, the referee, punishment techniques, the vote system to select various roles, and making decisions concerning the team.

6. The program should foster development of leadership ability. The instructors and coaches should be encouraged to discover and develop leadership qualities and powers in a positive way. Team games should continually use situations that require the practice of leadership from inside or outside the group, or both, and should encourage participants to accept and carry through responsibilities. The energies of natural leaders that are discovered

and developed through competitive sports are directed as far as possible into various channels of the community.

7. Sportsmanship, fair play and educational objectives should be emphasized permanently in the competitive program.

8. The administrator and coaches should never encourage the concept of "winning at any cost," and should view competition merely as an educational tool.

9. There should be a constant awareness of the potential dangers of competition, such as aggressiveness, inter-group conflicts, and distortion of character traits, and hence competitive activities should be controlled and supervised carefully.

10. There should be a system of incentives for fair play, and disciplinary systems for violations of basic rules of sportsmanship by all ages. There should also be written rules to control sportsmanship and fair play, and specific ways to implement them.

11. The Center should control competitive sports in providing limited resources (budget, facility time, administration time and energy) to the conduct of these activities, and should assure that most of the resources are channeled for active programs for as many members as possible of the community. There should be equal opportunities for all participants, from the young boy and girl to the oldest adult, the healthy and the physically handicapped, the talented and non-talented alike.

12. The program should emphasize activities with lower standards of performance, which essentially mean non-spectator and non-championship sports, which may be suitable for most of the Jewish community members.

13. And, last but not least—all health and physical education personnel are encouraged to inculcate Jewish content in their programs, in every possible way.

#### Conclusions

Observation of health and physical education programs in many JCCs and YM-YWHAs reveal that in many agencies the main emphasis in physical education is laid upon

competitive sport and too much attention is given to the winning of competitions, and not to the socio-educational practices of the participants and their individual development.

There is room for promotion of physical talents in the Center, as well as other mental, aesthetic and artistic talents. However, what is needed is a field which might be termed *Educational Sports*, as contrasted with the highly competitive form of sports where athletes are selected and trained to please the spectators, rather than using sport as a means of individual self-improvement. Children should progress gradually in a kind of physical education which uses the developmental aspects of child growth as guidelines. That means progression from the *informal type of activity, the low intensity of competition, and the fundamental skills* to the more highly organized activities, higher intensity of competition, and more complex skills. The way the athletic program is conducted in many Centers, however, seems to follow an adult formula which is projected upon the children and youth, instead of being developed progressively in approach. With all the potential existing in sports, they are not used as a medium of education and self-improvement as they should be.

Sport is an indispensable element required to compensate man against the strain of modern living. In the future, in the leisure age era, sports will play even more active roles in the development of man and in his full social integration. The development of competitive sport may be important, because it is the motivation force behind the progress of society. However, the socio-educational process is the essence of any sport that is worthy of the name. Every possible effort should be made to preserve it within the framework of physical education.

At the same time, more emphasis should be laid upon health, physical education and physical recreation programs which are aimed to provide services for the "non-competitive", "non-talented" participants as well as the physically handicapped of all ages, senior

adults and adults—men and women. The Jewish community center is the only Jewish agency which provides on-going services in physical activity. This service must make the best use of its resources in attempting to reach all members of the Jewish community. Any emphasis on the talented few, the young and the healthy, mainly through competitive activities, should be eliminated and a balanced approach should be introduced in order to guarantee the development of a variety of activities and a variety of standards of performance suitable to various needs and interests of members of the community.

#### Bibliography

##### For Further Reference:

Berkowitz, L., "Aggressive Cues in Aggressive Behavior and Hostility Catharsis," *Psychology Review*, 1964, pp. 71, 104-122.

Heinila, K., "Notes on Inter-group Conflicts in International Sport," *The International Review of Sport*, Vol. 1, Warsaw 1961.

Jones, R.W., *Sport and International Understanding*, Report of the Unesco Congress, "Sport-Work-Culture," Helsinki 1959, pp. 159-70.

Kleinman, S., *A Study to Determine the Factors that Influence the Behavior of Sports Crowds*, Dissertation, Ohio State University, 1960, p. 145.

Nash, Jay B., *Spectatorities*, New York: A.S. Barnes & Co., 1938.

Noble, C.C., "The Moral and Spiritual Implications of School Athletics," *The Journal of Educational Sociology*, February 1955, p. 262.

Scott, J.P., "Sport and Aggression" in *Contemporary Psychology*, Washington, D.C., 1968, pp. 11-24.

Segal, E., "It is Not Strength, But Art, Obtains the Prize", *The Yale Review*, LVI, No. 4, (June 1967) pp. 606, 608.

Scott, J., *The Athletic Revolution*, Free Press, U.S.A., 1971.

Weiss, P., *Sport—A Philosophic Inquiry*, Southern Illinois University Press, 1969, p. 176.