A METHODOLOGICAL INQUIRY CONCERNING THE NATURE OF PHYSICAL EDUCATION

by

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STATEMENT BY AUTHOR

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APPROVAL BY THESIS DIRECTOR

This thesis ~~has~~ been approved on the date shown below:

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TO MY FATHER

PREFACE

The purpose of this study is to investigate the nature of physical education. Is that discipline important, and if so, why? Is physical education actualizing its aims and objectives, and, if not, why?

This discussion constitutes one of many possible options in exploring this topic area. Presentation of research relating to its purpose and problems will show that the depth and scope of past inquiry has not been thorough. The work of writers represented in the first two chapters is characterized by a limited thought pattern in which there are no alternatives within the judgment process applied to physical education.

Thus, the intent here is not merely to establish a desirable physical education program, but rather to delineate the possible options when analyzing problematic situations, and when determining how to establish and specify criteria for restructuring such a curriculum.

Without the assistance of several individuals, this paper would not have been a reality. This author expresses gratitude to Professor T. Frank Saunders whose insight concerning the unique ability inherent in physical education to educate students which is not being achieved became the

impetus for this investigation. Joan Farmer, the typist of this manuscript, through a devotion to excellence, has exceeded beyond the expectations one normally associates with that role. A special appreciation is extended to Lynn Rudolph who edited the thesis under the pressing demands of time.

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ABSTRACT

The rationale for physical education is explained not only by its practitioners, but also by other social scientists. The importance of physical activity for the individual's growth and development advocates its need educationally. Objectives of this discipline are classified in four divisions which describe the realms of student growth: physical fitness, neuromuscular skill, cognitive realm and affective realm.

Physical education literature abounds with examples that indicate the inability of this area to meet the challenge of its objectives. The research presented, concerning how others have faced the problem, further illustrates the precarious position of physical education and reveals a simplistic and deficient inquiry regarding its nature.

Critical analysis of the literature by this author demonstrates that none of the writers actually confront the problems and inquiries into physical education. They failed on structural grounds because no clear parallels are set, no choice systems established, and no decision on procedure explained.

The points of commentary in the critical analysis are utilized to determine and establish criteria for a

physical education program. Experimentalist philosophy serves as the value system in which categories of a total curriculum are conveyed through behavioral objectives. In each category the objectives and the criteria for their evaluation are evolved systematically.

CHAPTER 1

THE RATIONALE FOR PHYSICAL EDUCATION

Introduction

This chapter has a dual purpose in reviewing the literature of physical education. The first is to present rationale for the discipline which comes from those within and outside the profession. Rationale advocating the need for organized physical activity within the school relates to what it is attempting to accomplish (goals), but may be best viewed through other realms including education of or education through the physical; physical education's role in a total education; a somatopsychic rationale focusing the impact of the body upon the mind; theories of play; educating for wise use of leisure time; sociological and anthropological rationale for physical activity.

The second purpose of this chapter is to present the goals, aims and objectives of physical education and these have historically and traditionally delineated four aspects of recognizable behavior, physical fitness, cognitive, affective, and neuromuscular skill. Many educators believe that it is not possible to divide the whole individual into aspects, however, there is a certain merit in the utilization of the divisions in serving as indices to describe

areas of growth and development. The import of those stated objectives exists in judging the degree to which physical education is affecting significance and meaning through the realization of goals and aims.

Definitions of Physical Education

In order to discuss the rationale for physical education, it is essential to define the term. By viewing the words of several educators, a rather broad and varied impression is created. Jesse Feiring Williams (1964, pp. 13; 26) states that: "Physical education is the sum of man's physical activities, selected as to kind and conducted as to outcomes." Movement, or activity, is fundamental to all explanations of the discipline. . ."it is with the behavorial patterns of man in motion that physical education concerns itself."

Oberteuffer and Ulrich (1970, p. 20) determine that "Physical education seeks to advance and enrich man's culture, foster his best interests, and contribute significantly to his individual personal growth through development of movements which are purposefully selected and carefully taught to provide desired outcomes."

A more descriptive approach is presented by Bookwalter and Vanderzwagg (1969, p. 5):

> Physical education is an integral phase of education concerned with the physical, mental and social growth, development and adjustment of the individual. Through

> guided instruction and participation in sports, rhythms, gymnastics and related activities, the various unique needs of the learners are served. This phase of the educational program must be conducted in light of known educational and other related purposes and principles.

Arnold (1968, p. 1) describes the "aspects" of the individual that are affected:

> Physical education may be defined as that integral part of the educational process which enhances and harmonizes the physical, intellectual, social and emotional aspects of an individual's personality chiefly through directed physical activity.

As previously stated, movement is inherent to all forms of physical education, and offers another sphere of relation between man and acvitity. Oberteuffer and Ulrich (1970, pp. 20-25) further indicate that "Behavior," itself, "is expressed through movement," and that movement is necessary for survival and health, however, presently man must choose to do so and it should be a pleasant and fulfilling experience. "The experiences he will have <u>because</u> he can run, walk, climb, and strike are of tremendous significance in his development. They will have a bearing on the kind of adult he will become, help him understand his fellow man, make him an operational part of society." They mention (p. 25):

> All movement has a purpose of some sort. Some of the general purposes of movement are best explained in a biological context, others in a philosophical or sociological context, and still others in a psychological context. A psychological impact is the relation between movement and learning. It is wholly accurate to say that man learns through his repertoire of movement. The more he moves about, the further his education progresses. That is his physical education.

The Traditional Objectives

Much of the rationale for physical education may be found in its aims and objectives--what it is attempting to accomplish or affect. But, when investigating these, a situation arises, a difficulty or limitation aptly described by Dewey (1916, p. 25) in the following passage:

> And it is well to remind ourselves that education as such has no aims. Only persons, parents and teachers, etc. have aims, not an abstract idea like education, and consequently their purposes are indefinitely varied, differing with different chidren changing as children grown and with the growth of experience on the part of one who teaches. Even the most valid aims which can be put into words will, as words do, do more harm than good unless one recognizes that they are not aims, but rather suggestions to educators as to how to observe, how to look ahead, and how to choose in liberating and directing the energies of the concrete situations in which they find themselves.

Because of the large amount of literature concerning aims and objectives, it is necessary first to view the primary categories which constitute traditional objectives, and then to examine each one. Historically, emphasis has been placed upon a fourfold division. Bookwalter and Vanderzwagg (1969, p. 5) express that:

> Objectives unique to each subject reveal the subject's essential types of contribution to the total educational program. . . . Physical education makes its primary and indispensable contribution to the following four phases or aspects of human development, each harmonious and contributory to one or more of the common objectives.
>
> 1) organic development [physical fitness]
> 2) neuromuscular development

3) interpretive development [cognitive]
4) impulsive development [affective]

In 1964, Catherine Allen (1964, p. 39), then president of The American Association for Health, Physical Education and Recreation, published an article entitled "The Significance of the Profession in American Culture" that expressed ten goals which encompass the four traditional objectives:

> The central area of joined interests in this profession encompasses purposes, content and operations aimed toward such goals as
>
> - The development of personal public health and fitness
> - The cultivation of the individual's attitude toward responsible citizenship in this democracy
> - The amplification of the individual's worthy capacities, aptitudes and potentials
> - The offering of opportunities for the individual to meet personal needs and to enhance his self-esteem and work
> - The preparation of the individual and groups for beneficial participation in leisure time activities
> - The fostering of opportunities for the individual to express himself creatively and to appreciate the aesthetic
> - The safeguarding of himself and primary values while adjusting to social requirements and forces making impact upon him
> - The understanding of interdependence with the environment and therefore man's shared responsibility for it
> - The furtherance of human relationships which recognize privilege and responsibilities for physical, economic and moral wellbeing
> - The growth in knowledge and experience which reinforces maturity, judgement, choice, intelligent behavior, and social responsibility.

The above references indicate dimension and scope of the discipline. To better understand what may be considered

the "unique" contribution of physical education, a more detailed discussion about each of the four objectives is necessary.

Physical fitness, the objective first to be discussed, has given merit to physical education from its conception. Proving the import of the fitness outcome, Leona Holbrook (1959, p. 89) states: "We must continue to recognize and to provide for the biological nature, thus making our unique contribution to the total process of education."

Jack Leighton (1961, p. 90) also mentions that through the physical fitness objective physical education makes its special contribution to education because the biological nature of movement and survival necessitates good physical condition. He favors education of the physical rather than education through the physical (a controversy for 25 years, within the discipline later discussed in this paper) due to the benefits of skill and fitness. Implications of emphasis upon this area are disclosed in his proposition:

> It is through these avenues that physical education contributes to the objectives of general education through its contribution to physical fitness and to good physical and mental health, its unique contribution; and to the development of qualities of good citizenship, aesthetic appreciations and basic cultural understandings. In the philosophy of the whole child, it is the only field that is concerned with the development of the individual from the neck down as well as from the neck up. It is a very vital aspect of the total educational program and one that has not received the import it is due.

Supporting the physical concept that structure demands function, H. Harrison Clarke (1959, p. 83) historically depicts that the necessity to develop strong and lasting bodies has been acknowledged through the ages. In spite of the complexity of the human organism, its interrelated components operate as a totality. Thus, when considering the significance of motion in maintaining optimal efficiency, such merit is conferred upon physical fitness as one of many elements within the concept of total fitness.

Related closely to the fitness objective is the neuromuscular skill objective, the second to be explored. It concentrates upon, as Bucher (1960, p. 125) mentions, "making physical movement useful, and with as little expenditure of energy as possible, with being proficient, graceful and aesthetic." He further explains several related ideas. When such is achieved, it results from harmonious interaction of the nerves and muscles. The result renders the student satisfaction from perfecting movement, and pleasure in excelling skills. "Other values of skill are that it cuts down on expenditure of energy, contributes to confidence, brings recognition, enhances physical and mental health, makes participation safer and contributes to the aesthetic."

Movement, resulting from the interconnection of the neuromuscular and cognitive responses, constitutes the first realm of the intellectual domain-- the third

objective to be delineated. Barrow (1971, p. 40) proposes that "The educated man is a thinking man and this might be said too, for the physically educated man." One must think in order to move. Skill then is acquired not instinctively, but rather through concentration and consciousness. Secondly, cognition occurs besides movement itself through the knowledge gained that is associated with the learning of skills. They include strategy, technique, rules, and terminology that comprise dance, sport and gynmastics, information needed for proper performance. Thirdly, a comprehension of the precepts of exercise, movement, and health will result in an awareness of those values. Included are abilities to discriminate, to value, to comprehend, and to interpret. The utilization of this knowledge, awareness and understanding enables "the achievement of other major objectives of organic, neuromuscular and emotional development."

Barrow (1971, p. 4) indicates that because educators have been activity-orientated stressing the skill and fitness objectives, there is little demand for this cognitive body of knowledge by the general practitioner. To alleviate that situation, The American Association for Health, Physical Education and Recreation developed a test called Knowledge and Understanding in Physical Education "to measure achievement in the knowledge area in much the same way that fitness and skill tests measure their respective areas." This

publication marks a milestone in the teaching of physical education. For the first time, there is now a formal body of knowledge that can be used by classroom and specialist teachers at primary, intermediate and high school levels to measure the achievement levels of knowledge similar to the other academic areas.

The fourth and final major area of objectives, including social and emotional aims, or the affective, is perhaps best verbalized in Taxonomy of Educational Objectives: . . . Handbook II Affective Domain (Krathwohl, Bloom, and Masia, 1956, p. 7).

> . . .objectives which emphasize a feeling in tone, an emotion or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. . .found . . .in the literature expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Physical education and personality development have a high correlation. Research proves (Barrow 1971, p. 206) that character can be influenced by activity, and in the same respect, the type of movement an individual selects is prejudiced by his personality. "Socialization processes through games, and sports are the educator's best way of helping the child identify, his self-image and formulate his ideal-self."

Because this objective is frequently forgotten or relegated to a secondary position by many physical educators,

concern has recently been aroused. Jesse Feiring Williams (1964, p. 139) advocates re-emphasizing the affective objective due to the fact that physical activity is not just physical movement, but it is also a social experience, and these components of experience are equally as important to the person as "the contraction of his muscles and the circulation of his blood."

In another aspect of the affective objective (Arnold 1968, p. 90) identified with emotional development, physical activity may be a blessing to the student who has not been able to excel in other phases of education through: competing physically, attempts to physically excel, interacting and working toward an "end" within a group, expressing confidence by leadership, attempting to challenge one's own physical limits, and aesthetically appreciating perfected movements.

"Humanistic physical education" advocated by Stratton Caldwell (1972, p. 31) increases the potential merit of the affective objective through the humanizing effect that may enhance growth of the individual's positive self-image encompassing identity, actualization, direction and acceptance.

Education of the Physical or Education through the Physical

Further rationale for physical education can be found in the controversy within the discipline concerning whether focus should be upon education *of* the physical or education *through* the physical. The controversy evolved from the following rationale proposed in the eighth edition of Williams's book (1964, p. 8):

> When mind and body were thought of as two separate entities, physical education was obviously an education of the physical; in similar fashion, mental education made its own exclusive demands. But with new understanding of the nature of the human organism in which wholeness of the individual is the outstanding fact, physical education becomes education through the physical. With this view operative, physical education has concern for and with emotional responses, personal relationships, group behaviors, mental learnings, and other intellectual, social, emotional, and aesthetic outcomes.

Because of the furor and misinterpretation concerning that statement, Williams later published an article (1942, p. 523) that summarized his explicit meaning.

> One principle announced several years ago, stated that physical education was an education *through* the physical and not an education of the physical. . . .It should be necessary to affirm that a greater emphasis upon physical and psychological outcomes does not require abandonment of the principle of education *through* the physical. It is amazing, however, to read the words of those who associate the principle of education *through* the physical with personality development, integration, mental hygiene and guidance alone. . . .
>
> The tendency to interpret education *through* the physical as limited to social and psychological outcomes, shows a failure to understand the basis

> upon which the principle rests. The facts behind the principle are numerous data which support the concept of organismic unity. In this view, then, the whole man reacts in any experience and hence in motor activity the whole person is responding and therefore being affected. Since the whole person is acting and reacting in motor activity, there are no inherent 'forgotten objectives in physical education' implied. In education through the physical, the principle requires that physical and physiological objectives be as prominent as social and psychological ones. . . .
>
> The essential difference between an education through the physical and an education of the physical is that the former is comprehensive and includes all the outcomes inherent in physical education while the latter restricts the outcome to 'forgotten objectives'. . . .

It should be noted that even with a well-delineated rationale as above, his initial remark has been misconstrued. Regardless of the cause--whether it be a citation out of context, or a failure to find the author's true meaning--subsequent debates have still inclined to relate "of" the physical to mean skill and fitness and "through" to mean the cognitive and affective domains.

Physical Education Is Part of a Total Education

After viewing the objectives of physical education, it has been illustrated how this area can aid in the development of the individual. The four theoretical divisions overlap, and intertwine in many ways so that activity affects more than just one of these realms within the student. The principle unifying the cognitive and affective

domains, the holistic approach to human nature, reveals a perspective that physical education comprises a necessary component of a total education. Literature and philosophy abound with references supporting or negating this alliance. The majority of physical educators propose that this unity exists. Kozman, Cassidy and Jackson (1967, p. vii) express that the ". . .body is the instrument of the 'self'. . .not a discrete physical self, but a unified mental-emotional-physical-social-moral self."

The holistic viewpoint related to general education and physical education is affirmed by Ruth Wilson (1954, p. 37). Currently, physical education is a vital component of a total educational program. The mental aspects of the individual guide the basic functioning of the physical, both contributing to the growth of the (whole) student.

A similar proposition was made by Oberteuffer and Ulrich (1970, p. 17). "Any effort to educate man, to develop his latent capacities, his potential, must take into account his sociopsychosomatic self. Education must be concerned with the unity of the mind, body and spirit."

Not only mind and body, but environment also comprises the whole to Williams (1964, p. 8). He views the whole as not just the individual, but since the student is part of his environment, the encompassing perspective should

include all facets of the individual and the surroundings in which he interacts and reacts.

The implications of the relation between activity (experience) and environment are expanded by John Dewey (1938, pp. 27-30) in Experience and Education through the continuity of experience theory. The value of that concept in this context is found not in an explanation of the idea but by realizing that Dewey combined both mental activity and physical activity as components of experience growing in accord and influencing one another. Thus, by advocating a holistic perspective of human nature, all of the educative aspects are part of a total education.

An Understanding of the Nature of Man Is Basic to a Discussion of Aims, Objectives and Goals

It is difficult to discuss philosophies related to education without investigating the theories of the nature of man. A partial attempt has been presented in statements reflecting his "unitary nature" through the holistic view of human nature. "If man is thought of in animalistic terms, then the educational process will reflect this. If man is regarded in angelic terms, education will pay service to those concepts" (Oberteuffer and Ulrich 1970, p. ix). "thus psychological perspectives strongly influence the formation of behavioral objectives. Roger Burke (1959, p. 87) indicates several psychological trends from a

historical viewpoint that have bearing upon physical education. These trends

1) . . .indicate an increasing awareness of the nature, importance and value of individual differences. This implies that physical education must have multiple objectives based on various needs and capacities of individuals. It also implies that the method of physical education as well as the subject matter must be flexible and perhaps ecclectic if it is to serve the variety of individuals adequately.

2) . . .indicate the pathway from atomistic psychologies toward bigger and bigger Gestalts. In recognition of this physical education theory has emphasized increasingly the whole method, the psychosomatic unity, and the concept of total interaction.

3) . . .indicate a change in emphasis leading from manipulation of the organism toward participation by. . .the psychological objectives of physical education can be approached only when the activities are meaningful to the learner only when meanings are satisfying, and only when the learner is truly involved in what he is doing.

A Somatopsychic Rationale For Activity

In an attempt to study "significance and importance of the human body and its coping and expressive functions in the integration of the individual," Dorothy Harris (1973, pp. v-vi) offers a different thesis--"A somatopsychic rationale for physical activity. . .involving on the one hand adaption to self, and on the other an outgoing thrusting aimed at coming to terms with the environment." The term "somatopsychic," found infrequently in the literature,

is defined in Webster's (1956, p. 2396) as "concerned with the individual's notions regarding his own body," related here to physical activity. Explaining this approach, J. E. Kane (Harris 1973, p. vi) expresses in the book's introduction that the body becomes the basis for integrating perceptions for the total self-concept, and if the proposal is tenable, it would give the strongest endorsement yet for the nonphysical results of physical education. Thus, further rationale for physical education within the school setting may be found in a behavioral viewpoint that soma (body) may positively influence psyche (mind).

The psychological implications delineated in Harris's study (1973) do merit brief comment. The complexity of human involvement in movement has not been totally understood in terms of the rationale for, the psychological happenings within the person, the effects of restricting movement, the criteria rendering it significant and meaningful, in addition to other realms of emotion that accompany involvement in physical activity. She feels the focus has incorrectly placed activity as a means of growth in attitude, skill, fitness and intellect instead of an end, and so recommends developing new approaches for determining the above reasons for the individual's participation in patterns of movement.

There are many theories interpreting rationale for involvement in games and sports. Twelve such objectives and goals of the participant are outlined by Harris (1973, pp. 13-17).

1. Self-actualization: Activity enables the person to develop his inherent potential.

2. Recreation Theory: Involvement in activity outside of one's work seems to refresh and renew the individual. Most people "feel better" after exercise.

3. Excess Energy Theory: As implied, humans have a reservoir of energy that is not normally consumed through their work and an outlet for this may entail directed movement.

4. Preparation for Life Theory: This belief purports that play prepares the individual for his future. Many theorists suggest that instinct may be the motivating factor in play and that preparation for life's role is instinctively incorporated in the play patterns of both young animals and children.

5. Catharsis or Restraint Theory: Physical activity is an outlet for emotion particularly that of aggression and competition.

6. Diversion or Relaxation Theory: Closely related to the recreation theory, this extends that belief by "providing an opportunity to escape from the tedium of work,

and to apply efforts and energies in a manner which compliments the demands made for existence."

7. Sublimation Theory: Activity is a directed outlet for impulses.

8. Competition-Domination Theory: To challenge himself to see what his limitations are against others or himself provides another reason why man pursues activity.

9. Mimicry Theory: Engaging in play and physical activity ". . .provide a laboratory for the imitation of real-life experience. Ethnologists suggest that even adults can structure play to act out life situations."

10. Enrichment-of-Life-Theory: Physical involvement tends to "enhance and to provide new dimension" to life.

11. Environmental Theory: The environment of man determines his play patterns and physical activity choices to a great degree and may be as important as the cultural role in the final analysis of why man chooses to play the way he does.

12. Wish-Fulfillment Theory: Engaging in the physical activity offers a type of escape for dream fulfillment.

In all of the above categories, Harris emphasizes that additional research is needed to further support those claims through the gathering of data and the establishing

of models to expand these theories that interpret rationale for man's participation in physical activity.

Theories of Play (Physical Involvement) Reveal Further Rationale for Physical Education

When discussing physical activity and physical education, it is necessary to present a concept alluded to in the previous section concerning the theories of play. Harris (1973, p. 17) comments that with directed movement as the object of inquiry, anthropologists, sociologists, ethologists besides educationalists, through observation and research, have shown that play is essential to the development of the individual; however, historically that was not so, the protestant ethic (puritan ethic) emphasized work as good and necessary, but considered play or idleness as bad and "the work of the devil." Since the advent of the industrial revolution the amount of time devoted to work has decreased and leisure has steadily increased to the point that "today's society has become more leisure oriented." Because of the change in emphasis regarding work and play, there has been greater interest in attempting to comprehend the motives of human involvement in play.

The following statements by two physical educators convey the import of play in movement theorization. Joseph Lee (1927, p. 21) said that play is "essential" to

the educational process and that play to the child is similar to recreation for the adult. Luther Gulick (1960, p. 52) went even further in stating "it is primary, comes first in interest, represents real life, it is what all the rest is for". The biologist, Herbert H. Jennings, in his book Suggestions of Modern Science Concerning Education (1931, p. 46), expands on these ideas that play constitutes the best, desired utilization of the individual's resources. "The young child perhaps learns more and develops better through its play than through any other form of activity. Opportunity for varied play under healthful conditions is beyond doubt the chief need of children. . . ."

In attempting to explain why man plays, several researchers have established theories based upon conceptual models. The next few pages will be devoted to a brief review of the most significant of these. A zoologist's study, The Naked Ape, by Desmond Morris (1967, pp. 136-139), was founded upon the theory that physical activity, in the broadest sense, was an extension of man's sustaining and increasing exploration of his physical abilities. Refining that idea to the present area of concern (p. 137):

> . . .in all these spheres - in painting, in sculpture, drawing, music, singing, dancing, we can carry on to our heart's content all through our long lives, complex and specialized forms of exploration and experiment. . . .If we set aside the secondary functions of these activities (the making of money, gaining of status, and so forth) then they all

> emerge biologically either as the extension into adult life of infantile play-patterns, or as the super-imposition on to adult information-communication systems of 'play-rules'
>
> These rules can be stated as follows (p. 138):
>
> (1) you shall investigate the unfamiliar until it has become familiar; (2) you shall impose rhythmic repetition on the familiar; (3) you shall vary this repetition in as many ways as possible; (4) you shall select the most satisfying of these variations and develop these at the expense of others; (5) you shall combine and recombine these variations one with another; and (6) you shall do all this for its own sake, as an end in itself.

Evelyn Brown (1968) bases her ethological theory of play largely upon Robert Ardrey's thesis of man's territorial drive delineated first in African Genesis and later in The Territorial Imperative. Seeing what she feels is a "dichotomy" within the physical education profession between the ivory tower academician and the "real life slam-bang heart stopping world of sports and athletics" she questions the cultural similarity of sporting events. She proposes a generic chronological link in the science of ethology, the study of animal behavior--"I believe that man's ageless and universal passion for sports is based upon instincts which we have inherited from our animal ancestry." Physical activity, along the lines of "play" consists of competition for status, territory and weaponry which are found to some extent in all forms of sport. Competitively choosing and exploring territory, she explains, occurs in team sports

when defense protects an area, and offense invades the opponent's territory. Status, or the pecking order, is epitomized in sport for the "best" not only are distinguished but rewarded for their efforts. The equipment and paraphernalia used in sport parallels the weaponry used in the past.

One of the first inclusive classifications interpreting rationale for sport and games, created by Roger Caillois, the French sociologist, was based upon a description of behavioral patterns occurring in game, using the following four categories: alea (chance), agon (competition), mimicry (imitation), and ilinix (vertigo).

In a sociopsychological approach, Gerald Kenyon (1968) develops "A Conceptual Model for Characterizing Physical Activity." Extracting from the work of Caillois, he reduces such movement into specific purposes depending upon the meaning perceived by the individual. The section below reveals the six ways this is achieved.

1. Physical activity as a social experience

> Claims that participation in physical activity can meet certain social needs of individuals have long emanated from professional sources. . . .

2. Physical activity for health and fitness

> . . .A sizeable proportion of contemporary Western people, whether active themselves or not, believe that physical activity has the capacity to enhance personal health. . . .

3. Physical activity as the pursuit of vertigo

The suggestion that certain physical activities can provide a medium for pursuing vertigo comes from Caillois and are. . .those physical experiences providing at some risk to the participant, an element of thrill through the medium of speed, acceleration, sudden change of direction, or exposure to dangerous situations with the participant usually remaining in control.

4. Physical activity as an aesthetic experience

The proposition is advanced here that many people believe that at least some forms of physical activity are generally pleasing to the eye and have a capacity for satisfying aesthetic tastes.

5. Physical activity as catharsis

Physical activity is perceived as providing a release of tension precipitated by frustration through some vicarious means.

6. Physical activity as an aesthetic experience

Since sport emphasizes superiority then those who aspire to high levels of achievement regardless of the sport, recognize the need to delay gratification and to be able to endure long and strenuous periods of training.

Sociological Rationale for Physical Activity

Several referents to the sociological implications for physical education have already been presented as objectives related to the affective domain and as various rationale related to the "play" theories. In recent years the field of sport psychology has emerged as a discipline of its own and closely tied to sport sociology.

Ranier Martens (1973, pp. 16-17) addresses the issue of social psychology of physical activity concerning the student's relation with his social environment. The central focus is the way in which the individual is influenced by the existence and actions of another or others when participating in physical activity. This article deals primarily with the methodology of studying that relationship by viewing numerous problems. Even though instructors incorporate social objectives into their programs, he says there has been "little tangible evidence found to support achievement of this objective." Because educators generally agree that physical activity is influential to the social life of man, the value of this article is found in its advocacy for additional research in the area of sport sociology.

Frequently the sociological aspects and implications are imminent with those of the anthropological, and thus Hart (1972, p. ix) denotes that "it is imperative when studying any social or cultural phenomenon to examine it within its total cultural context. . . . Sport as a sociocultural phenomenon must be studied in its contextual setting." McLuhan (1964, pp. 235-238) adopts that perspective when discussing the following ideas about "Games -- The Extensions of Man." Games as popular art are collective social reactions to the main drive of any culture. Games, like institutions, are extensions of social facets or man

and the body politic. Both games and technologies are counter-irritants or ways of adjusting to the stress of the specialized actions that occur in any social group. As extensions of the popular response to the workaday stress, games become faithful models of a culture, and he further explains they incorporate both the action and the reaction of whole populations in a single dynamic image. But the cultural context includes not only the group, but also the individual, and games can be seen as an exterior model of collective inner purposes. Therefore, "all games are media of interpersonal communication, and they could have neither existence nor meaning except as extensions of our immediate inner lives." Games serve as the vehicle through which the individual adjusts to society by personally surrendering to group demands, and also serves as the outlet or release from the demands of society.

Anthropological Rationale for Physical Activity

Viewing McLuhan's statement above, a certain "set" emerges of cultural perspective. Members of the society normally do not comprehend the exact cultural conditioning (or socialization) and how it influences development. Rosalind Cassidy (1965) discusses this cultural "set" in her article, "The Cultural Definition of Physical Education."

> Physical education is culturally determined by what man thinks of his body, how he thinks of himself in relation to his body, how he thinks his body should be trained, exercised, disciplined, developed, educated; in effect how he himself should be trained, exercised, disciplined, developed, educated."

In attempting to redefine physical education, she proposes that three current cultural influences upon man should be incorporated: (1) increased leisure as a result of automation and technology, (2) increased world tension relating to space exploration, utilization of atomic power, and stress and change in life-styles, and (3) increased political unrest.

Margaret Mead (1951) addresses the cultural concerns of physical education by inferring that physical education is part of the "normal joy of being human" as seen in the next quotation (p. 13):

> If each boy and girl has a chance to learn to do things well, gaily, skillfully, to climb, or swim or dance, not because it is a duty, or a discipline, not in order to 'keep fit' or 'be healthy' but instead as part of the normal joy of being a fully functioning human being, we can abolish many of the confusions which exist today, which express themselves in gym being a 'required subject,' and in surly childless taxpayers wondering why they should be taxed for other people's youngsters 'just to enjoy themselves.'

Her thesis on the inherent appreciations of movement leads her to simplify movement in cultural terms by stating three aspects of movement behavior: First, aspects that may be beneficial to "character" because they are painful

to the individual; second, things which are enjoyable to the body, thus probably detrimental to "character"; third, movements intrinsically of merit and beneficial to all human beings as walking and talking. She feels that the term physical education implies the moral value of exercise.

Theories of evolution and physical anthropology related to movement (Barrow 1971, pp. 218-221) give further anthropological rationale to physical activity. In studying the culture and origin of man, certain key biological transitions illustrate that the human organism is "inexorably" linked to his environment. Anthropologically, movement was essential in the evolutionary sense for survival and development of the species. He proposes that man's slow evolution from quadriped to a biped creature has been termed "inadequate adaption," for his structure is still changing to efficiently modify to the upright position, and this has direct implications for the physical educator.

Certain philosophical questions arise within his discussion of physical anthropology and physical activity (Barrow 1971, pp. 219-220):

> Does the present emphasis on intellectual as opposed to physical abilities in meeting the demands of a modern technological society have implications for human evolution? Is there a possibility in the future that man can become more specialized in his physical structure and brain capacity in order to meet the needs of a future cybernetic world vastly different from anything imagined up to now?

So far, in this presentation, the terms physical activity, sport, movement and physical education have been used for the most part interchangeably. By using "poetic license" in this respect, the intent was to avoid word repetition. One distinction should be made--physical education refers to movement, physical activity and sport in the educational realm of the school. With that clarification, the metaphysical study by Paul Weiss (1969), Sport: A Philosophic Inquiry, which pertains to the realm of organized competitive movement, again reiterates why man partakes in physical activity.

Weiss (1969, p. 143) defines sport as "a traditional set of rules to be exemplified by men who try to be excellent in and through their bodies," his usage of the word means the most specialized games and contests. In that connotation it would not be transferable to physical education itself but rather to the interscholastic program of competition. Even though that distinction has been made, besides the academic merit of a renowned philosopher directly addressing the concerns of athletes and athletics, many of his comments may be incorporated conceptually and practically into physical education. An understanding of the philosophic rationale of human involvement in sport may be used as a motivating factor for students. He specifies (1969, p. 248) that mastery of the body is one of a variety

of ways that man may show his excellence and this in turn gives challenge, enjoyment and exactment.

The Leisure "Threat": The Rationale of Educating for Wise Use of Free Time

Further meaning for physical education found in transmitting skills and values for leisure time activities also poses a problem--"the leisure threat" or the unwise use of such free time. Placing the concept in a historical perspective, the evolution and impact of this idea can be best understood.

Historically, man has always prized and longed for leisure (Brightbell and Meyers 1952, p. 29) and as seen in Plato's Republic, Sir Thomas More's Utopia, George B. Shaw's Back to Methuselah and H. G. Wells A Modern Utopia, the happy and contented are pictured as having many hours free from work and compulsory activities. Brightbell and Meyers say now that man has this desired leisure, though not abundantly as in those books, he is not sure that he wants it--at least not in such quantity. Additionally, in the present situation, many people do not know what to do with their free time now they have obtained it.

Brightbell and Meyers (1952, p. 30) indicate that basically, there are two outcomes of the use of leisure. In the Golden Age of Greece, freedom from want and liberty of time were used to produce a great culture of art,

literature and philosophy that became a heritage for succeeding generations. Numerous writers in America presently illustrate a second outcome, a menace confronting American society, headed in the opposite direction, paralleling the decline of Rome.

At first, Bertrand Russell's (1929, p. 11) statement "I think that there is far too much work done in the world that immense harm is caused by the belief that work is virtuous and that what needs to be preached in modern industrial countries is quite different from what always has been preached," appears quizzical when expressed by such a prodigious philosopher. Leisure was essential to the blossoming and evolution of civilization, for without it man would not have progressed beyond barbarism. When man does not have leisure, he is restricted from much of the best of life. Russell suggests that education should help man determine the intelligent use of leisure. Because the arts, sciences and philosophies grew directly from the use of free time, it follows that the wise use of leisure is essential to the continued progress of civilization, and that education should provide guidelines for proper use.

Jay B. Nash (n.d., pp. 4-5), a physical educator who has written extensively on recreation and leisure illustrates that not only wise use of free time is essential, but that the individual needs a combination of both work

and leisure. "Leisure alone is not enough to satisfy; neither is work unless it has significance. Recreation and work together make for fullness. To people who do not work, leisure is meaningless."

Like Russell, Nash felt that society had progressed, through the creative arts of men--that creativity comprised the epitome of propitious use of free time--and that the Roman Empire fell because of its supposed unwise use of leisure. Brightbell and Meyers (1952, p. 28) state that "the higher one's standard of living becomes in terms of material goods at his disposal, and the more science and technological progress are advanced, usually the more leisure of free time the individual and nation possesses." Thus, leisure may be a social problem of the future unless we learn how to intelligently and satisfyingly use it.

Another philosopher and anthropologist, Albert Schweitzer (1960, p. 44) views a positive correlation between creative attainments and leisure. Stating that man's creative and artistic powers have atrophied because they are not pursuits of leisure time, man's spirituality similarly depends upon the opportunity to release his creative urges. Man must have free-time endeavors into which he can "put his whole power of thought and his whole personality." Recreation, the wholesome use of leisure, can be thought of in terms of satisfying a human need. It

becomes an outlet for inner urges and drives. Schweitzer feels that how men and women will use free time becomes an important question. "More and more in the future, civilization will be known by the quality of recreation they choose for their leisure-time activities." He says that it is not known which way leisure is going to take us--whether to new heights of happiness and attainment or to the "road that spells ruin for ourselves and our civilization."

Summary

The rationale for physical education found in the literature emanates from within and outside the discipline. Traditionally, physical educators generally agree upon four major divisions of objectives: neuromuscular skill development, organic or physical fitness development, interpretive or cognitive development, and impulsive or affective development. It has been shown from a variety of writers that physical activity is most important for the growth and development of the individual.

The parameters have been established in this chapter as goals, aims and objectives delineating the scope of intent regarding organized physical activity within the school. The next procedure regarding the investigation of physical education is to determine the extent to which those goals, aims and objectives have been met.

CHAPTER 2

THE INABILITY OF PHYSICAL EDUCATION TO MEET THE CHALLENGE

Introduction

The literature of physical education abounds with statements and examples illustrating shortcomings within the profession demonstrating that the goals and objectives delineated in the preceding chapter have not been actualized. References to these failures are divided into two classifications; first, specific examples demonstrate that physical education is not meeting its aims. Specific statements in the beginning of this section indicating that inability are limited due to the additional proof presented in the second classification, how others attempt to rectify physical education's failure to fulfill its goals.

The major position of this chapter concerns that second classification which shows the neglect to modify aims as demanded by changing times, has caused many writers to offer their solutions in attempting to restore respectability to physical education. For each of those solutions, there exists the underlying assumption that the discipline has not been able to meet its goals, or else writers would not attempt to offer answers to that problem. Because educators saw a variety of reasons for the failure, there

are as many different answers as there are people addressing the topic. Several broad classifications of solutions do emerge including approaches emphasizing the need for synthesis and integration with other subjects; methods focusing upon the individual student and his needs; the need for teaching attitudes and values; a variety of specific ways; and other approaches attempting philosophic answers.

One must remember that this information is a composite extract from the writings of the field. Ideally, examples of physical education's inability to meet its challenge should be offered for each category here, in parallel form to the categories concerning rationale of physical education in Chapter 1. That, however, cannot be accomplished because the literary material presented in this chapter was neither structured nor was conveyed in a similar manner.

The Ways in Which Physical Education Is Not Achieving Its Objective

Because physical education's role has been questioned (Triplett 1970, p. 30) as part of the "so-called 'frill' subjects" in the educational program, not only have educators scrutinized its merit, but scientists, professionals and the public have criticized its function. MacKenzie (1969, p. 8) proposes that there is a definite need by its practitioners to question all phases of the curriculum to continue its development in meeting its goals, and by those outside physical

education to reveal insights that are overlooked by the practitioner. "Rather than react defensively or judge external critics unknowledgeable, people in physical education should use such criticism as a stimulus to self-awareness and change." It will be shown that the reason why this discipline has been questioned and criticized is that physical education has failed to satisfy its goals, aims and objectives.

One of the most detailed descriptions (MacKenzie 1969, p. 2) concerning the present shortcomings of the profession lists six major areas that demand curriculum change. These modifications outlined by MacKenzie advocate first, a change in curriculum content due to "exponentially increasing knowledge." By discarding the "meaningless repetition and trivia," a useful curriculum would be initially evolved (physical education is one of the disciplines that has not already been subjected to this type of investigation). Such a curriculum would be intensified by the advances in knowledge from disciplines that relate to physical education--psychology, sociology, and anthropology, thus giving it more scientific substance so that it is more consistent with the goals of education. His own words best delineate (1969, p. 2) the second reason for inquiry.

> Another need to re-examine physical education stems from the inertia of tradition. Acceptance of all the traditional patterns of education makes practitioners in any field unresponsive to needed changes and perpetuates concepts and practices

> that are no longer useful. . .by adding intellectual ingredients to physical education and by advancing the learning schedule, tradition will be broken and more meaningful experience will be provided.

MacKenzie's (1969, pp. 3-4) third cause for inquiry, what may be considered as unwholesome conditions of competitive athletics at the high school and college levels is "antithetical" to the development of personal integrity and the advancement of educational purposes. If education is to be advanced in his terms then there is an immediate necessity for physical education proposals to be formulated in such a way that they be operationally stated. So that significant curriculum may evolve, these proposals should entail exact objectives defined behaviorally and rationally verified.

MacKenzie says (1969, pp. 5-6) the fifth reason for assessing physical education is its condition of "disintegration" marked by its division from other educational realms and its own fragmentation. At present, the main purpose of study in this area has no bearing upon the cultivation of rational thinking--what many people feel should be a main objective of education. The sixth and last cause for re-evaluation of physical education is its lack of a cohesive body of subject matter. There exists large amounts of valuable information; however, it must be selected and edited in order to be appropriate for various age levels.

examples illustrate that physical education has not fulfilled its designated objectives.

Some physical educators (Annarino 1970; Metheney 1961) attribute changing conditions within our society and the inability of physical education to be similarly viable, as partial rationale for its inability to meet its goals. The climate of new trends and forces in American education today causes one physical educator (Annarino 1970, p. 24) to recommend a philosophic analyzation of the problem.

> . . . The perennial state of fermentation and flux existing in physical education is not only obliterating the directional goals of our discipline but is having a deleterious effect upon the effectiveness and morale of the physical education teacher. The time has come for us to review the basics and fundamentals of our discipline.

Paul Varnes feels (1970, p. 26) the main shortcoming of the profession is the unwarranted emphasis upon the socialization objective. In attempting to re-evaluate the program, efforts should be directed "toward these goals which our program best accomplish" of physical fitness and skill development.

Another realm within the affective objective, the teaching of attitudes and values has failed (Resick 1955, p. 3) to attain its aim. Because of moral decay in students, physical education needs to re-examine its program. If it is the obligation of the school to improve society, then physical education must help in this endeavor. M. C. Resick

cites the issues of moral and spiritual concern as stated by the Educational Policies Commission of N.E.A. in 1951, and relates how this specific area of education can contribute to the teaching of those values.

Change and its effect is also seen as problematic by Metheney (1961, p. 3). Educators have realized the transition that is occurring and discussions have focused upon how to deal with it. Her implication here is the failure of physical education to progress with the times. This relates (Metheney 1959, p. 83) in part to an increase and divergence of objectives so that confusion exists today concerning the intent of physical education.

The demands of the time and the failure of physical education to likewise adjust to them causes a graduate student to respond (Schmidt 1970, p. 2):

> As I see it, physical education could be a fantastically exciting, worthwhile educational experience, instead of what it is - for the most part, a dull meaningless collection of sports, skills. . . . It seems that no matter what one expects out of physical education, the approach is always the same--basic learning of sports skills. . . . This failure to re-evaluate the approach to physical education in terms of the needs of the time is my main criticism of the field.

The Literary Search to See How Others Have Faced the Problem

The Need for Synthesis and Integration with Other Subjects

After studying the attempts of others in the field, Oberteuffer and Ulrich (1970, p. 32) advocate a pluralistic approach to meet objectives rather than any one designated system of instruction. They prefer a pragmatic approach by constructing objectives based upon the overall needs of the students not just their "physical" needs, but their total educational requirements. Thus the scope of physical educators must extend beyond their own subject area. Another physical educator (Wilson 1954, p. 55) likewise concludes that the profession must urge other areas in education to relate their "learnings" to the total educational sphere. "Cooperative instruction must replace compartmentalized teaching if general education is to be meaningful to the individual."

Several examples of this type of incorporation explained by Arnold (1968, pp. 71-73) illustrates the type of cross-fertilization with subject matter of other disciplines: physical fitness and the biomechanics of muscles, lifesaving and the circulatory and the respiratory systems, circuit training and graphing in mathematics, discussion of the Olympics and the Greek civilization. Failure by the physical educator to use such associations at teachable

moments means he missed the opportunity to associate the abstract to the personal. Experiences in the classroom can be significantly enhanced by linking them to experiences in which the student is directly involved. He says regarding this--

> It would be wrong to think of physical education only in terms of physical activity. . . . Physical education has often been long on activity and too short on understanding. Integration in education is important and at times it may be more profitable in the physical education period to clarify the mind than to exercise the body.

The Need for Greater Emphasis upon the Teaching of Attitudes and Values

As well as integrating with other subjects, the teaching of attitudes and values constitute another realm of the teacher's function through which the profession may meet its challenge. Bookwalter and Vanderzwagg (1969, p. 158) mention that "proper attitudes are one of the greatest needs of society today." They are the foundation of future actions. "Their direction, intensity, salience, specificity and desirability depend largely on schooling, and this is the special function of the teacher in the final analysis."

The Educational Policies Commission (1951, p. 68) states: ". . .because of the close personal relationship between pupil and teacher, the teacher of sports is usually one of the most influential members of the school community in the shaping of moral and spiritual values." Several authors,

Kozman, Cassidy and Jackson (1967, p. 43) cited the Commission and emphasized the necessity of teaching these values which include:

1. Human Personality: The key moral and spiritual value in American life is the ultimate importance of the human personality.

2. Moral Responsibility: Because of the supremacy of the individual personality, each person should feel responsible for the consequences of his actions.

3. Institutions as the Servants of Man: Since the individual is supreme, institutions are the servants of humanity.

4. Common Consent: Mutual consent is better than one possible option--violence.

5. Devotion to Truth: The mind should be freed by access to facts and ideas.

6. Respect for Excellence: Superiority in mind, character, and creative talents should be encouraged.

7. Moral Equality: All people should be evaluated by identical moral standards.

8. The Pursuit of Happiness: Each individual should have the best possible opportunity of happiness as long as it does not interfere with others.

9. Spiritual Enrichment: Each person should be presented with the emotional and spiritual opportunities which transcend the monetary aspects of life.

M. C. Resick (1955) also relies heavily upon the principles outlined in the "Educational Policies Commission Report on Moral and Spiritual Values" to rectify physical education's problems. Because the school is "entrusted with the improvement of our society," he investigates the factors that have contributed to the "moral crisis." After reviewing the Commission's report, Resick refers to several other writers to emphasize the necessity of viewing such values in a physical education context.

In one sense, values do not require teaching to instill moral equality (Nash 1949, p. 216).

> Nowhere in the whole realm of educational activities are there so many opportunities put into practice of this aristocracy of virtue as in the sports and games in physical education and recreation activities. Here, beginning with the games of childhood and ranging up through our athletic sports, there is an opportunity to classify individuals based upon worth. If an individual can contribute, the group will have him.

In order to understand how the teaching of values may help physical education to satisfy an area of the affective objective, it is necessary to view the rationale for it. To Robert Hawley (1973, p. 2), the teaching of attitudes and values including truth, love, cooperation, trust and dignity is essential to the survival of the

species. If mankind is to endure in the years to come, then the "massive competitive value structure" that is characteristic of much of the world must be dissolved and replaced. Equally essential to the survival of the species, he cites, is the realization that the earth's resources are limited and that is in direct conflict with this competitive value structure in which individuals compete against one another for these limited resources.

Further (Hawley 1973, pp. 6-8), to satisfy the above needs for restructuring the value system is the main duty of the school by producing people who are not bored and who possess a positive self-image. The "primary aim" of the system is to create "socially self-actualizing people" through the teaching of values. Thus, the obligation of the school and physical education, would be to produce conditions where students can meet their basic needs, maturing towards self-actualization.

Because there is a strong connection between values and the teaching of skills, illustrated by Rucker, Arnspiger and Broadbeck (1969, pp. 4-6) with the assumption that "skill is itself a value," they developed a methodology for the instruction of values. Historically, education served to instill in students the basics--reading, writing, memorizing--and there was little concern for human values in the process of instruction. However, "value thinking is itself

a skill" and one that "both conditions and affects all other skills." One acquires a skill because it is a means (a base value) to an end (a scope value). Skill is seen to have significance beyond itself. They profess "seldom will a skill be acquired if it is not seen to have some relevance for the future." Therefore, value thinking would enable one to see significance through the scope value and eventually enable one to see interrelationships of other skills. As such, the worth of such cognition by becoming an important aspect of all skill learning causes prominence for value thinking. The authors conclude (p. 4) that

> . . . as this happens, the interest in skill for skill's sake will be supplanted by the enlightenment skill of value thinking which allows no skill be divorced from all of the value conditions and consequences to which, in reality, it is related. To put it more strongly, one cannot bring a concern with both skill and enlightenment closer together without raising all significant questions of value.

They derived eight categories of valuing from the work of Harold D. Laswell, political scientist and psychologist, as the areas on which to base value thinking. These include: affection, respect, skill, enlightenment, power, well-being, rectitude, wealth (goods and services). Thus, the advocacy for the physical education teacher is to focus instruction upon how to form (structure) values, not what to value.

The Need for Greater Concern for the Individual Student and His Needs

In viewing the literature to see how others have faced the inability of physical education to fulfill its objectives, many call for greater emphasis on the individual child to solve the problem. Oberteuffer and Ulrich (1970, p. 33) propose that the "true educator knows that a meaningful physical education program teaches the individual to move in patterns which take into account his nature, needs and desires and encourage discovery of self within the universe as he learns." Arnold (1968, p. 122) expands the thought by adding that the efficient teacher should be aware of child psychology in order to "successfully promote learning."

A basic concept of man substantiates all theories of educational philosophy and educational psychology, and must be delineated when discussing the student and his needs. Rudolph Dreikurs (1968, pp. iv, x) bases his theory of human nature upon a philosophy of democracy, and equality of individuals, a "socio-teleological" view. He envisions man as a social entity whose behavior was purposeful and oriented toward goals, with a "unique and indivisible" character. "We [as psychologists] are tele-analytically oriented, concerned with the goals of the child's behavior and the means of changing them when necessary" (p. iv). Understanding the nature of the child includes concern for the needs of the individual,

related to "the factors which influence their development, and an objective method for recognizing the child's present goals and motivations." In addition, various methodologies assist the instructor in transmitting subject matter. If she has to overcome the student's inhibition to acquire knowledge she must not only understand motivation, but its maximum utilization as well.

Without venturing into detailed investigation of the many factors of child psychology, it is sufficient to this study to reiterate that insight and eventual employment of such psychological implications may constitute reestablishing relevance to the profession. Both Williams (1964) and Arnold (1968), however, explain a provocative suggestion incorporating student emotions and physical activity. Some of the questions Williams (1964, p. 42) faces include:

> How can we use self-expression in physical education to secure worthwhile educational results? . . . . How can the emotions be given opportunity for expression and help in the development of the conscientious individualist? . . . How can we secure the benefits of self-expression and avoid the disadvantages?

Traditionally, sensual stimulation and enjoyment from emotional experiences have been negatively correlated with the physical, regardless of outcome. Their derogatory impression did not give a positive attitude to learnings of that nature. If the "end" becomes the desired value determining

validity and worth of the experience, then emotional involvement and sense participation which is the "end" should not be censured. Williams further states, a value labeled "good" or "bad" is determined not in isolation of itself, but in what results or grows from it (p. 142)--"The emotions and sense activity in games, art, song, dance, drama and nature may add fresh and significant meaning to life, deepen and mellow the personality, widen the sympathies and understandings."

Arnold (1968, p. 78) relates that basic idea and its implications for physical education:

> The teacher's job is more than that of an integrator and socializer. He is also an educator and this means that he should not only provide opportunities for the acceptable release of emotional tension but try to awaken an appreciation for an interest in beautiful things and aesthetic experiences. Only by doing so can the teacher help fully in making education a personal and enlivening process . . .

A Variety of Different Approaches by Individual Authors--How They Faced the Problem

Up to this point, several broad categories have been presented illustrating ways in which physical education can best fulfill its objectives: the need for

integration with other subjects, the role of teacher and methodology, the teaching of attitudes and values, and a focus on the individual child as representative of various approaches in attempting to remedy the problems of the profession. The next few pages will view specific approaches for solving the problem.

Eleanor Metheney (1961, pp. 5-7) advocates that teachers should not only be aware of the particular significance of movement in physical activity as indicated in her article "Unique Meaning Inherent in Human Movement," but that it should be incorporated into the program. Directing education to the intellect and emotions would give content meaning in the following ways:

> If education is to minister to the needs of human beings in this ego-destroying age of space, it must become meaning-centered, because only as man finds his own human endeavors meaningful to himself can he preserve his own sense of human identify. New criteria must be established for determining which of the experiences offered in the name of education are the most meaningful and which are merely traditional. . . .
>
> Our primary job as physical educators is to provide opportunities for children to move in many ways for many reasons so that they may find some of the many satisfactions and meanings that we have found in our own sensory experiences of human movement. . . .
>
> Most of our values of physical education have rested on the belief that movement experiences that make up the subject matter of physical education were uniquely meaningful in their own right. . . . Why is it desirable for a child to stand on his head? I believe that it is good for a child to

> attempt a headstand in order to find out what it means to stand on his head. . . .
>
> I believe that only as we are able to identify the meanings and values that we, ourselves, so highly prise in our movement experiences can we hope to find a permanent place for physical education. In the meaning-centered curriculum that will meet man's needs for discovering his own identity as a human being in an impersonal universe of space. . . .

Joseph Oxendine (1966, pp. 23-24) analyzes several reasons for the decrease in concern of "social efficiency" as a major objective of physical education. The unwarranted emphasis upon the physical fitness outcome may be one reason. Another may be that instructors do not feel that the social objective is valuable. Proving that it is and should be, Oxendine illustrates several points. (1) Character and social aspects of personality as revealed by behavioral scientists are "learned, not inherited." (2) The school, as an institution for youth, has strong bearing on their development and should assume a partial duty for social maturity of the student. (3) Physical education related to other areas within the school can effect change in social efficiency including attitudinal and behavioral alterations in a unique manner. The high degree of emotional implication in physical activity is largely responsible for this potential development. (4) If the student views the correlation or precepts from such skill and attitude to other dimensions of his life, a large degree of transfer will occur.

The development of a totally new curriculum, and even a different name, is proposed by Marlin MacKenzie (1969, pp. 8-9). The inability of the name "physical education" to imply the totality of various objectives besides the physical is explained in the following passage:

> Any attempt to evaluate physical education encounters a major difficulty of the term physical education, which is both limiting and confusing. It is limiting because it implies that physical activities can be taught in a vacuum without giving consideration to thought and feeling. The concept of the totality and integrated nature of the humanbeing negates the notion that education is a fractionated process of mental education on the one hand and physical education on the other. Education is concerned with the whole being and consists of learning modes that are based upon the interrelated cognitive, affective, and motor behaviors of man. There just cannot be a process called physical education! The term is also confusing because it sometimes means a curriculum and at other times a body of knowledge.

As a result, he proposes a new name out of which a new curriculum was developed--Kinesiology--from Greek, meaning the study of movement. In an attempt to be totally accurate, the name anthropo-kinesi-ology would distinguish it, as human movement versus that of other living things. Thus, the study of man's movement as expressed by MacKenzie (1969, p. 15) in his "thesis" included not only locomotion, but also the cognitive aspects about movement, such a study should be part of a total education.

His novel approach divided man's movement into seven main divisions for teaching and study purposes (MacKenzie 1969, p. 17). Such classification enables one

to see the aspects and implications within his perspective. They include: movement forms, mechanical principles of movement, structure and function of the moving human organism, movement and the person, learning how to move, movement and health, and movement and meaning.

In attempting once again to enable the discipline to meet its challenge, MacKenzie (1969, p. 42) expresses the dimensions of kinesiology in behavioral terms as indices for action.

1. To become fairly adequate in fundamental movements and basic sport skills.

2. To acquire understanding of the essential facts, principles, laws and concepts concerning movement.

3. To know limits and the results of motion.

4. To develop adequate skill in at least one sport.

5. To understand the function of dance and sport in a cultural sense and their significance in one's life.

6. To know the parameters of kinesics and the methods for inquiry into that area.

7. To become cognizant of the self and the manifestation of personality in physical activity.

8. To feel joy and contentment from activity.

9. To identify art and artistry in human motion.

While MacKenzie's proposal is detailed and lengthy enough to encompass one large volume, and for this brief

summary, several additional points must be viewed. He feels that refinements are necessary in his program before determining its true value (1969, p. 142): (1) enlarging the "body of knowledge" in the discipline, (2) developing a course outline for each grade, (3) scheduling classes in new ways.

A general re-examination of the field is advocated by Ruth Abernathy (1961, p. 19) by studying objectives of education and training of instructors. She mentions four realms that need to be reviewed. First, the main focus of each of the areas of health education, physical education and recreation must be re-investigated and partially restated. The fundamental purposes need to be re-examined and clarified. Second, teacher training must address breadth, depth, and specialization in both the traditional practice and theory. Third, study directed toward answering questions concerning teaching methods and the organization of learning experiences also must be a major consideration. Fourth, program development must be viewed too in a new scope.

Specific physical education goals for each grade level are outlined by Paul Varnes (1970, p. 26). At the elementary level, a type of remediation program should alleviate inadequacies in growth and fitness by a schedule of rigorous activity. The main objective would be to help the student enhance his range of movements through

fundamental movement patterns. In junior high growth in fitness, physical and neuromuscular skill are expanded along with "extensive exploratory learning". He mentions, additionally, by the time the student reaches senior high, he should have already been exposed to an assortment of activities, so developing ability should be the end product. "If we do not develop competence in our students by the time they graduate from high school, then what can we claim as our objectives?"

By emphasizing that sport should be the main focus of physical activity and not movement (Murphy 1970, pp. 27-44), another unique approach to the problem is presented. There are two reasons why sport should be the focal point of physical education programs--first, sport supplies possible sources of meaning for the individual which are unique and important and permit true realization of self; and second, sport is a lasting and significant social phenomenon of man. Viewing the inability of physical education to meet objectives of individual needs, Murphy expresses (p. 44) that:

> As long as physical education is viewed functionally in serving individual developmental needs, it is not likely to establish a discrete body of knowledge or justify an academically viable position. . . . Is it not time to focus our teaching on the content and accept its great potential contribution to human life instead of focusing on desperate individual needs and <u>using</u> our field in haphazard and largely unsuccessful attempts to meet these needs?

Charles Schmidt (1970, pp. 29,44) contrasts the ideology just presented by expanding curriculum topics to include "conditioning, grooming, sex information, aesthetics, movement, recreational activities, first-aid, sports knowledge, and self-discipline", not just sports for complete learning from physical activity necessitates self-awareness within the individual. The physical education instructor as transmitter has two duties: to demonstrate the physically desirable type of individual one should be, and to develop a sensitivity to the needs of others.

The question of degree concerning physical fitness and conditioning and their importance in the discipline has been discussed by many educators. Triplett (1970, pp. 30, 44) would like to see greater emphasis restored to this objective because national and presidential importance has been bestowed upon fitness--it has been discussed at every White House conference on education. Triplett's use of the term goes beyond the traditional usage by "implying the mental, emotional, social and spiritual as well as the physical well-being of the individual" (although he did not delineate such usage of the word). His proof of the need and justification of increased fitness in physical terms as "basic to national welfare" advocates increasing the fitness of all Americans.

The Need for Philosophical Solutions to the Inability of Physical Education to Fulfill Its Objectives

Another category of attempts to rectify physical education is found in a philosophical approach. Certainly all those discussed thus far have evolved from a basic ideology, however these that follow actually seek answers through philosophic inquiry. Harold Vanderzwagg (1963, pp. 147-148) cites the tenets of essentialism because it was built upon the "tried and true of educational experience . . . and might be further characterized as the contemporary reaction movement." He listed three aspects of education to be restored. First, educators should choose a common curriculum of knowledge skills, and attitudes which must be communicated to those who would be called educated. Second, the role of instructor and pupil should be redefined, for the pupil is the absorber, and the instructor is the transmitter. Third, the nature of the school's function should not be an agent for change, but it should be the transmitter of the ideas and values of the society. More specifically, he states, for physical education, besides incorporating the recommendations above, skill and fitness objectives should be stressed through methods of drill and training.

Experimentalism with its focus on the individual placing merit upon the method of experience in the learning

situation, assumes a creative role within the school (Zeigler 1964, pp. 150-153). With a certain degree of freedom, the student is guided to and through motivation with a keen awareness of his surroundings. In this sense, education "can be nothing less than the changes made in human beings by their experience". The social outcomes are particularly important. Translated into implications for physical activity, the emphasis should be upon total fitness (more than just physical) as expressed by Paul Varnes--and the use of many different movement patterns that would encourage "social intelligence".

Because few educators have concentrated upon an existentialist perspective its "theory and practice may only be implied" (Slusher 1963, pp. 154-156). Existentialism bases its tenents on the individual who has traditionally emerged from oppressive political systems. In professional terms " . . . education must lead man through every experience that constitutes his life. The teacher must enter into relation or communion with his students . . . a free personality . . . to educate someone else. Students should enjoy a free play of ideas and behavior." Slusher states that curriculum is not dictated by existentialist philosophy for "truth is infinite". The student grows as personal freedom and ideas are incorporated. "Not so he might better fit into society, and become better adjusted,

but rather through the exercise of his freedom and voluntary submission he will become what he fundamentally is" for "if there is anything that is absolute to the existentialist, it is that the individual, and not knowledge is important." Thus, from his discussion, several implications emerge: the use of subject matter to find its truth; the achievement of the self-determined operation of the mind; students base reality upon the validities of which they are convinced.

Billy Wireman (1965, pp. 53-56) did not express ideas closely linked with the various philosophical schools, but takes "a much broader view of physical education than usually taken." In the most encompassing terms, education is "a search for enlightenment and understanding and meaning." This search includes the ideas that: formal education should liberate the mind from ignorance and develop it as a critically but creative medium; formal education should study the moral and ethical aspects of an individual's life and encourage him to evolve a set of values to use as the foundation for each decision; formal education should expose the pupil to potential vocational opportunities. Formal education should develop in every person the capability to reveal himself creatively in fine arts, and some sport or hobby to employ in leisure time. When these four aspects work together with self-awareness, the result would be effective, proud but constructively critical citizens, one who can contribute to and thereby enrich a democratic social order.

Wireman described the desired qualities of the physically educated person (1965, pp. 53-54):

(1) Being sensitive to the historical evolution of man's feeling about physical education and physical activity.

(2) Being proficient in a leisure-time skill to the degree that the citizen will seek out this activity for relaxation and recreation.

(3) Being aware of the fundamental relationship between exercise, diet and weight control.

(4) Being aware of the prominent role which sports enjoy in our culture today.

(5) Having a body capable of sustaining itself in the daily demands made upon it.

(6) Understanding the concept of total health.

In concluding, Wireman states there must be a new method introduced into the discipline. Physical education has been divorced from other areas resulting in "low educational status and low degree of academic respectability." Not only does such physical activity render implications of movement to the individual, but also should reveal to him the cnnection of the "physical-biological to the emotional-intellectual." Therefore, physical education should be "more than just a skills program which emphasizes team sports."

Summary

This chapter has demonstrated that physical education has not attained its objectives. The research literature exemplifies that point, for solutions to its present status

appear in a diverse remedial context seen first in presenting why physical education is not meeting its goals, and second, in offering methods to redirect the discipline so that this area may assume its viable role in the student's progressive development.

Up to this point, it has been the specific intent of this author to merely present the information relating to this discipline's purpose and problems without interjecting interpretative, analytical, or commentarial thoughts so that the nature and character of physical education research can be best appraised through a chapter devoted to that purpose.

CHAPTER 3

CRITICAL INVESTIGATION OF RESEARCH RELATED TO PURPOSE AND PROBLEMS CONCERNING PHYSICAL EDUCATION

Introduction

Before criticizing the material that has been presented in this paper, the rationale concerning the structure of that content illustrates a designated purpose. The information was structured in the same manner or style used by the writers in the literature organized by the writers in the literature organized by content topics. They revealed the issues, discussed, criticized and offered solutions on a point versus point basis, lacking clear organization. This study follows the same structural approach. attempting more clarity in arranging so that the nature would be characteristic of the research's structural style. Because of various structural shortcomings, the material had to be introduced through the style inherent in the research--restructuring would possibly obscure the structural failures--so that criticism of their form would be valid.

This study's author proposes that writers who have confronted the issues in physical education have not faced the

problems and inquiries. Without presenting large amounts of material to prove this case the authors in the literature have presented their propositions piecemeal, so that the method and structuring of the systems used to convey the content of their opinions obscures the argument. Frequently the impact, value and worth in presenting ideas relates positively to the tightness or validity of the system. One of the best methods of criticism here would apply the three forms--INTERNAL, concerned with inherent problems, synthesis, and fallacies within a system viewing the progressive order of assumptions (postulations, theorems and proofs); EXTERNAL, concerned with one viewpoint versus another viewpoint, a criticism of points between systems; METHODOLOGICAL, concerned with the establishment or justification of prupose of the system, questioning the rationale, how it is set up and what it is attempting to accomplish. Such a method of criticism encompassing the three above would be a valid and forceful investigation, however they must deal with systems. Inherently, there were no such systems structured in the literature of purpose and problems of physical education; however, an artificial system could be constructed dealing with each topic area philosophically based and categorically addressing problems. The prupose of that would be to critique the philosophic systems with the content in the first three chapters of this paper.

While structuring a system as that just discussed, merit exists in the fact that those three forms of criticism may be employed; however, its shortcomings outweigh the benefits. First, the proposal philosophically structured was this author's design, and in criticizing information of others in what may be an artificial (to them) format raises questions. If one were to apply methodological criticism to the system, it would be based upon this reviewer's justification and rationale, not upon those that are the object of this investigation. Such a line of inquiry would be extraneous to the material being analyzed. Second, in a similar respect, one questions if the eclectic works of numerous individuals, whose commonality may be a loose philosophic thread, is enough to warrant the organizational scheme. T. Frank Saunders (1968, p. 11) proposes and answers a similar question related to eclecticism and the universe of discourses.

> Can we be eclectic and choose at will from the various discourses those conclusions or methods which seem to work out well? Eclecticism when developed as a combinational system is not eclectic. . . . It is a new system. But, when concepts and terms are borrowed from other discourses without a unifying hypothesis or integrating conception only indeterminate nonsense can emerge.

Although the majority of information presented within the system would originate from the discourse of physical education, academicians from other discourses address many of the same topics without unifying principles.

Third, that system would demand many pages to present the material covered here in Chapters 1 and 2 using internal, external and methodological criticism. When one considers options, and choice systems, one questions if another method may be more succinct. As stated earlier, the literature relating to physical education is characterized by an issue versus issue discussion similar in nature to an external method of criticism. Perhaps a criticism based upon the structure and content "as is" of this topic area that includes usage in the three forms of criticism, as well as others, would demonstrate that in essence all of the writers have failed to face the problems and inquiries in physical education because they have approached the discourse in the same manner. This system of commentary, which questions structural issues, including choice systems and decisions on procedure, and content issues, primarily those of overall purposes, goals and values prove incomplete treatment of inquiry concerning the research of purpose and problems in physical education.

Structural issues account for the majority of deficiencies within the research presented. None of the writers employed the use of analogy so that clear parallels exemplified their points. None of the writers offered alternatives, so choice systems were non-existent. None of the writers delineated the rationale concerning the method or procedure

utilized to convey their ideas. Examples of these failures will illustrate the degree to which all the authors neglected to present the areas of structural integration just mentioned.

The following passage by Eleanor Metheney from page 48 of this study was selected because it demonstrates a form of completeness of thought; however, it contains the three "loopholes" of current concern.

Eleanor Metheney (1961, pp. 5-7) advocates that teachers should not only be aware of the "unique meaning in movement," but should incorporate it into their program. Directing education through the intellect and emotions would give physical education meaning.

Simplifying ideas by summarizing their interrelatedness reveals structure, and format--the intent of this investigation--in the manner of Figure 1.

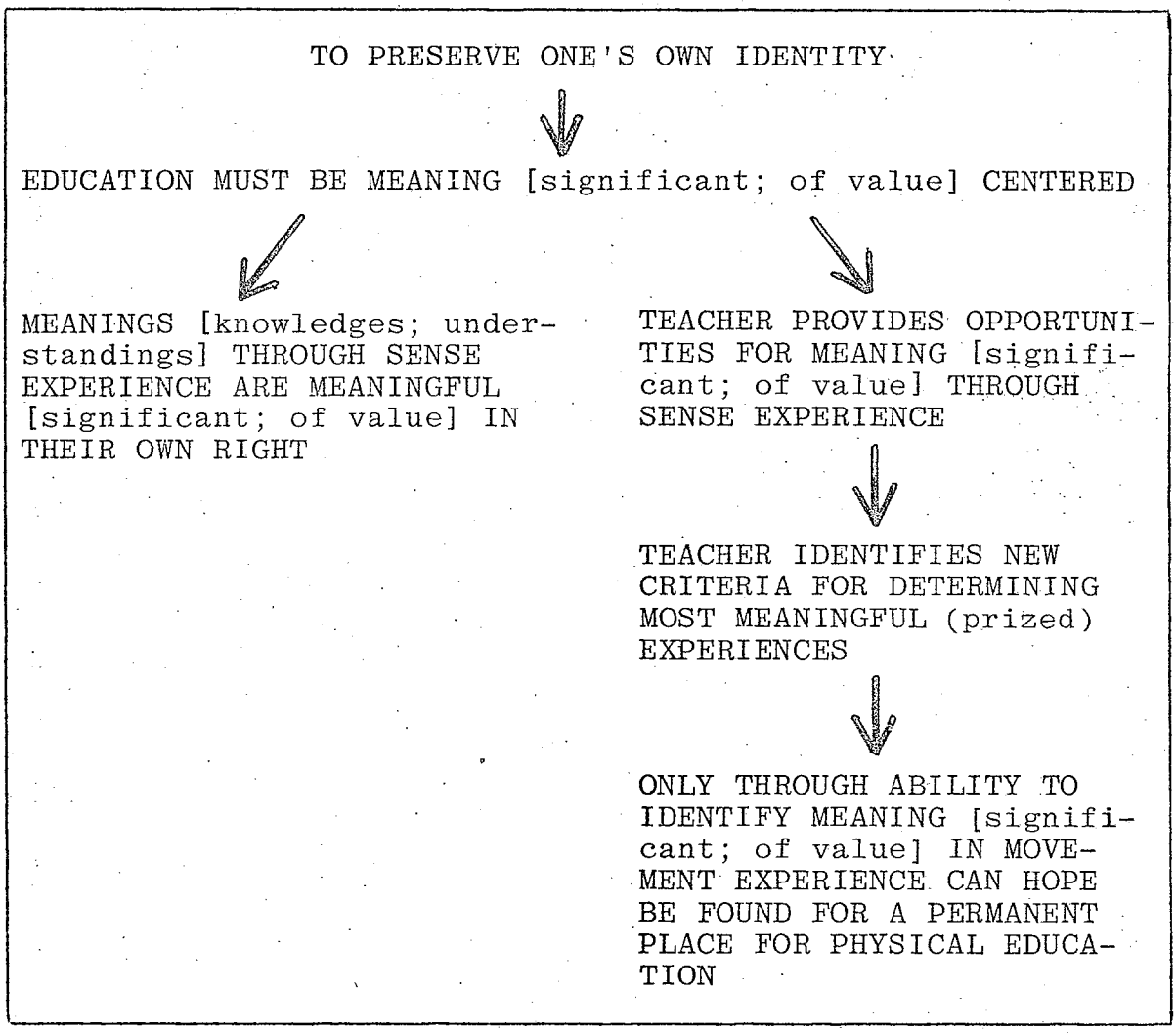

Fig. 1. The Structure of Metheney's Thought

Metheney's usage of the word "mean," and its various forms, demands a point of explanation. It conveys two different ideas as shown in the above model. Because it is used frequently in a variety of forms: "meaning-centered," "meanings," meaningful," and "meaning," the reader is

perplexed. John Dewey (Fullagar, Lewis, Cumbee 1959, p. 94), realizing the dichotomy inherent in certain words, discussed duality of the implication in the following way:

> Such terms as "meaning," "significance," "value" have a double sense. Sometimes they mean a function: The office of one thing representing another or pointing to it as implied; the operation, in short, of serving as a sign. In the word "symbol," this meaning is practically exhaustive. But the terms also sometimes mean an inherent quality, a quality intrinsically characterizing the thing experienced and making it worthwhile. . . . In the situation which follows upon reflection, meanings are intrinsic; they have no office at all. They are as much qualities of the objects in the situation as are red and black, hard and soft, square and round.

Characterized by brevity, Metheney's thought was unified and developed to a degree. She did not set any clear parallels relating to the thought which, if utilized properly, would add clearity and substance to the proposition. For example, if the same structure is employed, does a different content apply equally? Below in Figure 2 is one way in which this may be done.

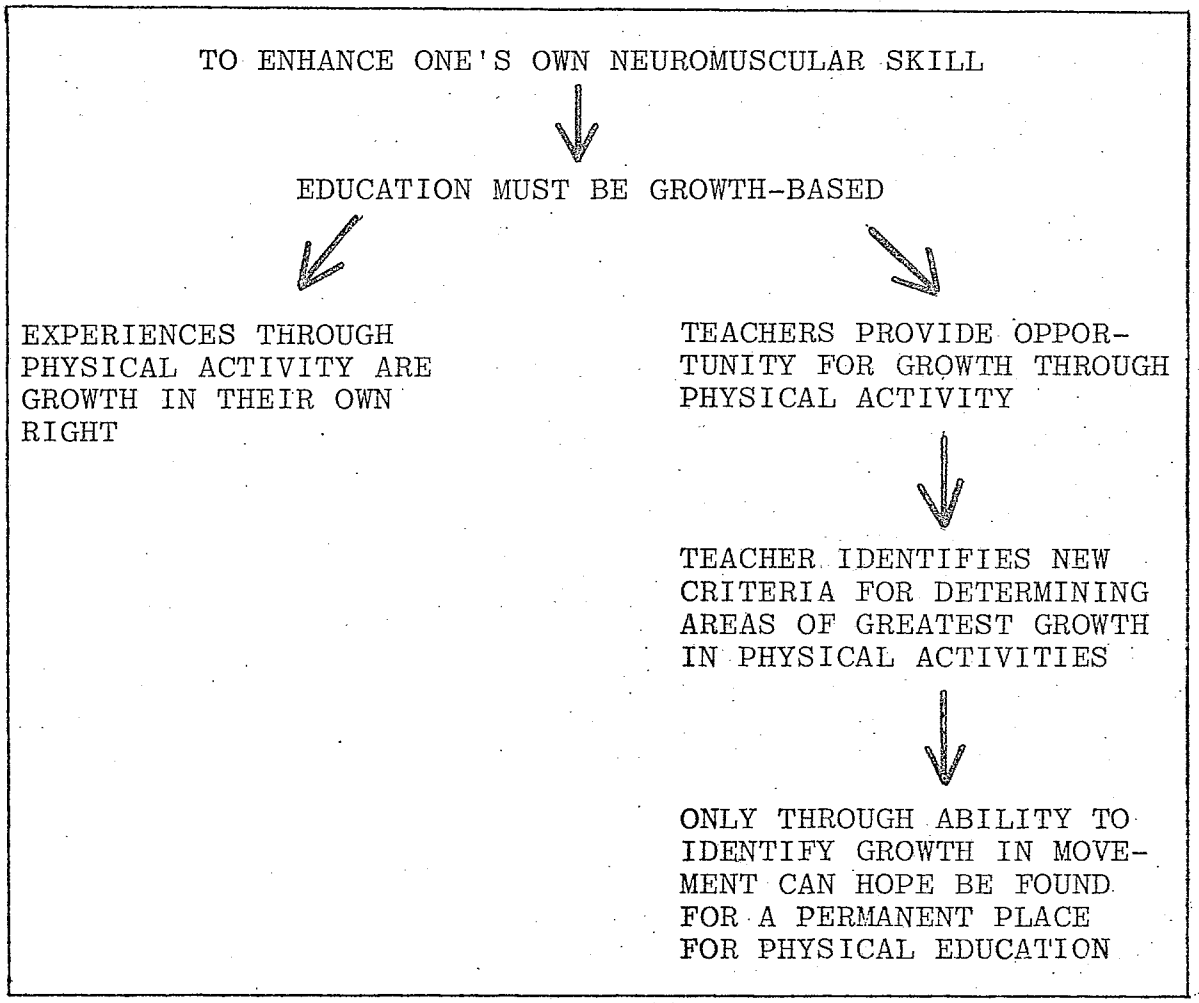

Fig. 2. Parallel Structure of Metheney's Thought

The form functions in the same manner when replaced with a different content. This type of "if . . . then" consequence evaluation, based upon propositions and assumptions, validates her methodology except for a jump in logic. In referring to Fig. 1, there is no logical progression from "EDUCATION MUST BE MEANING CENTERED" to "MEANINGS THROUGH

SENSE EXPERIENCE ARE MEANINGFUL IN THEIR OWN RIGHT." The last assumption, "ONLY THROUGH ABILITY TO IDENTIFY MEANING IN MOVEMENT EXPERIENCE CAN HOPE BE FOUND FOR A PERMANENT PLACE FOR PHYSICAL EDUCATION," implies that this is the sole way in which a permanent position for the discipline may be attained. To withstand the scrutinization of logic, that statement could be changed to read ". . .through ability to identify meaning in movement experience. . . ." hope may be found ". . . for a permanent place for physical education." Thus, besides oversight by not presenting analagous situations to state her position, and failures in logic, Metheney was not exacting in her utilization of language.

Other structural topics should be examined to determine the degree to which she addresses these. Viewing that passage again, she neglected to mention decisions concerning procedure. Why, for what reason or reasons, did Dr. Metheney select the empirical conditional form of "if . . . then" consequence evaluation. With the personal, subjective referent of idealism, the teleogical, or purposeful referent of realism, and the growth, means-ends valuation (what is best for the community) referent of experimentalism offers several options, if the choice is not conscious, then perhaps it is subconscious. By utilizing the deductive process, her argument progresses through a series of assumptions to the proposition that "only through ability to identify meaning

in movement experience can hope to be found for a permanent place for physical education." Why did she employ that instead of an inductive ordering? Did Metheney realize that there are alternatives within form? Probably not, for she did not refer to any other system.

At this point in the discussion of structural criticism, another section of the research could be used to prove that the writers have failed because no clear parallels established, no choice systems are explained and no decisions on procedure are offered. Essentially, the proof of this assumption would follow the same reasoning as that associated with Metheney's, and the value and purpose of further demonstration would add quantative merit. Two examples may strengthen the argument--the greater the number of illustrative cases, perhaps the more substantial the position (if the internal aspects of the criticism are valid). If one again bases decisions upon available options, would another procedure of investigation offer more merit? Due to the existence of another system for viewing structural issues, an option offering additional options, this writer will confirm the argument through qualitative rather than quantative means.

So far, the implication has been that structure has import as witnessed by the determinate nature of the three shortcomings mentioned above. In viewing the present

concern of criticism are there other categories of structure which, if not fulfilled, could also be termed "shortcomings," and could these in turn be part of a larger framework? Dr. T. Frank Saunders, with the help of Colleen Decker (Saunders 1973, p. 170), has constructed a model of "the inquiry cube," the other system referred to for viewing structural issues, an alternative which provides additional options.

> The cube of inquiry is the model designed to describe the sequence and inter-relationship of the levels of abstraction in the judgment process. Besides being our describing instrument, the cube becomes the instrument by which we diagnose the judgment process from now on referred to as the thinking style--of the individual and the instrument which we use to change and refine thinking style: . . . . The cube is constructed so that any idea, question or problem can be taken through it at any level of abstraction or sophistication.

In this model, thought style is analyzed not only by the content of the idea, but by the form of the idea, both in a parallel manner.

On the following page, Fig. 3 (a composite view of the model with the description quoting the text directly) presents a summarized version. One can understand the structural questions that have just been raised concerning parallels, choice systems, decisions on procedure, as well as other categories structurally related to the thought process. Employing Metheney's passage again reveals how she, in addition to the other writers, could have pursued

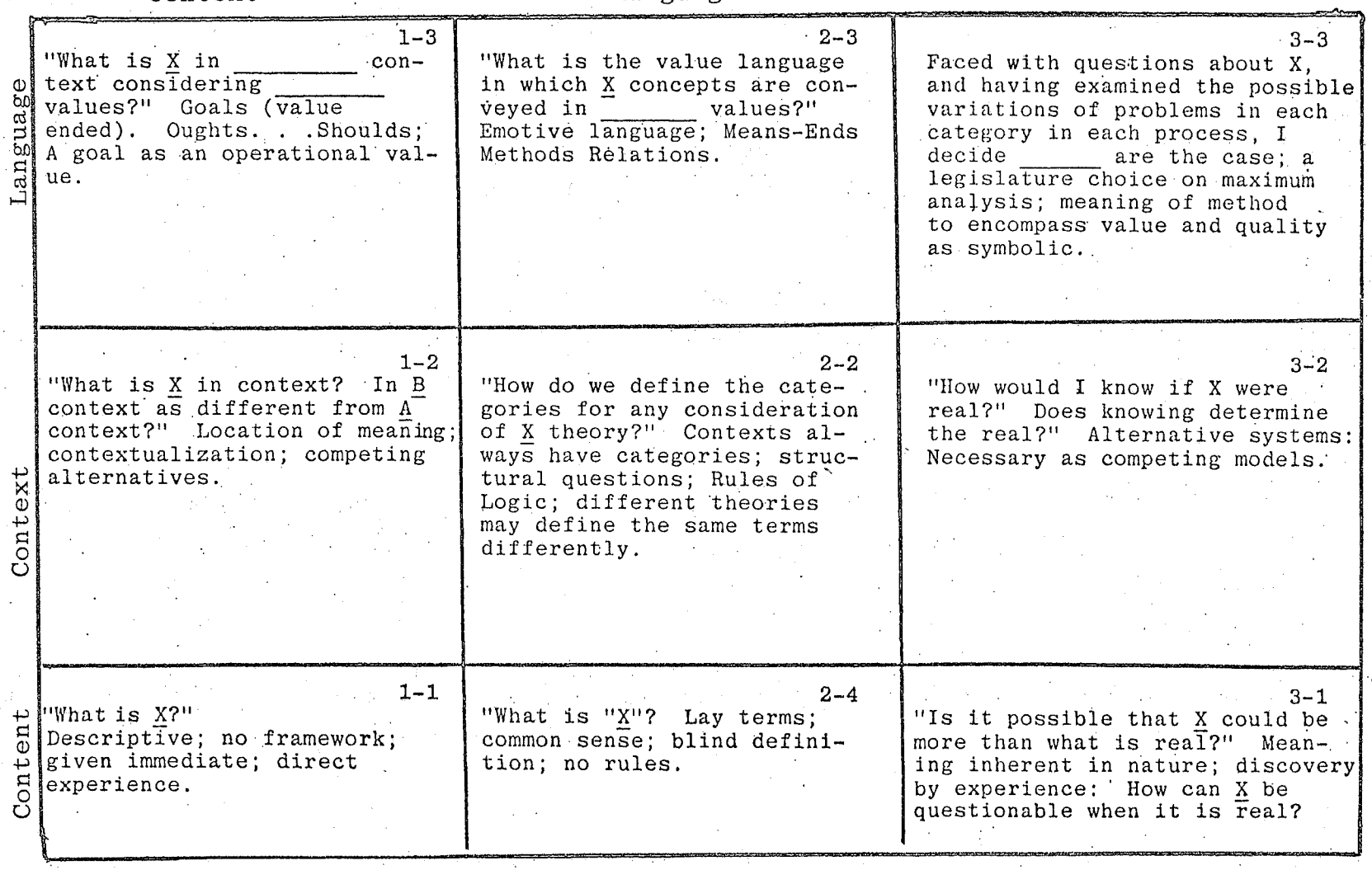

Fig. 3. Content View of the Inquiry Cube.

physical education. Applying her thoughts to the cube, she proposed that if the individual's identity is to be preserved, then education (physical education) must be meaning centered--significant and of value. The question central to her discussion, "What is significant physical education?" may be taken through the steps within the cube. Therefore, "X" on the chart is any issue or problem, but now it is "significant physical education."

Several of the levels shall be explored in the content view (versus the form view Figure 4 that pertains largely to alternatives concerning decisions on procedure) with the question just proposed to show the expanse of options possible when one investigates any topic. Those who desire to enhance their understanding beyond this discussion should directly consult DOUBLE THINK. Level 1 - 2, or language/context view of the cube, introduces options and thus relates to choice systems. The question here would be "What is significant physical education considering the age of a student, as opposed to the sex of a student?" "Age" was substituted for "A" context, and "sex" for "B" context--any relevant category could be substituted. A choice between, or among, all possibilities is necessary so that meaning can be specifically determined at this point by context. Once that decision has been made, the next level of inquiry may be viewed, placing an "operational value" upon the question.

	Context	Language	Value
Language	1-3 Do values have forms which offer alternative ways of selecting context forms (which dictate the forms of answers)? Is the form for the value prerelated to other forms which are themselves intimately related in some pattern?	2-3 The "form" in which any value is established is itself only an option among forms. How does one question the "form" as clearly selective in the face of competing contents? The "form" of the value is selective completely independent of the value.	3-3 Once the forms are clear, this particular legislative square will deal with some problem in an inclusive and very decisive way. This judgment, with certainty, will be the best possible mistake.
Context	1-2 Category: Alternatives for form. What are the categories that make a form possible? How is a set of categories appropriate to one area of study and not to another?	2-2 What "rules" determine the adequacy of a set? Is there a syntax for categories? How do parisomy, compatibility, consistency, and non-contradiction apply to category relationships?	3-2 All cases of the preceding squares are included here. Some competence in the historical perspective of all options is necessary. One must know that there are competing formulations which have emerged in the history of any problem. Options are different, yet exhaust the possibilities.
Content	1-1 What is form? Is content different from form? The form for a first level form is the same for all questions of the same form. What is an ___? Where is an _____? _____ is an _____.	2-1 How does a form question mean the term "form"? Is the "form" of content the same as "form" for form? Do quotes make form representational.	3-1 There are no options! There is no question as to what is real. "X" is real. One cannot question that which is! Man will be lucky to discover all the laws of nature in his lifetime.

Fig. 4. Form View of the Inquiry Cube.

The question in the 1-3 level of the cube, value/context, using age as the selected context, and "to preserve one's own human identity" as the value referent, would read "What is significant physical education in the age context of a student versus the sex context of a student considering the value of preserving one's own human identity?" The goal here is essential to context "since all ideas and considerations are meaningless unless directed and determined by some specifiable goal" (Saunders 1973, p. 172). Such examination of the context column of the cube explains its fundamental structure. The language column scrutinizes the wording of the first column, and the value column, or depth, refers back to the other two, questioning their assumptions. The inquiry process expanded upon in each level and depth poses a query in all squares except the 3-3. When that step is attained, after having proceeded through each of the successive steps, and after a consideration of all variables, the best possible decision(s) may be achieved.

Proof of the existence of variables in the thought process has been the intent of introducing the inquiry cube, again emphasizing that the writers failed in dealing with the problems and investigations of physical education because of their limited judgment, characterized by the 1-1 square of the cube. In this literature, there exists no rationale either inherent or implied for choosing either

the form or content of ideas, and for that to occur, the overall purposes, goals and values must be clearly stated--which they were not. As formerly mentioned, the 1-3 square of the cube is "a crucial step", for without exact purpose, thoughts are insignificant.

To demonstrate that writers neglected to clarify the overall goals and values, several examples from the research will be viewed. Three definitions from the first two pages of this paper prove ambiguity when closely scrutinized. Oberteuffer and Ulrich (1970, p. 20) said

> . . . Physical education seeks to advance and enrich man's culture, foster his best interests, and contribute significantly to his individual personal growth through development of movements which are purposefully selected and carefully taught to provide desired outcomes.

In that example, obscurity pervades in the phrases "[to] foster his best interests" and "to provide desired outcomes." Both may be applicable to the three main philosophic sets, and uniquely interpreted by each. If those two phrases were interpreted by an idealist, realist or experimentalist they would be expressed in the following manner (Figure 5):

Parallel Forms Of	"to foster his best interests" / "to provide desired outcomes"	Similar Thought
IDEALIST	REALIST	EXPERIMENTALIST
to externally adjust to the Almighty	to acquire the art of employing knowledge	to prepare for social functioning
to self-actualize the means of realizing his destination	to prepare for life	to enable change through critical restructuring
to intellectually attain goodness of spirit	to solve problems and to find answers	to experience

Fig. 5. Obscure Meaning of Oberteuffer's and Ulrich's Thought.

If the goals implied in those two statements were specific, i.e., to foster his best interests through self-actualization and to provide desired outcomes of intellectually attaining spiritual goodness, the specific goals or values would clarify purpose and give meaning where none exists.

Another approach by Arnold (1968, p. 1) proposes that "physical education may be defined as that integral part of the educational process which enhances and harmonizes the physical, intellectual, social and emotional aspects

of an individual's personality chiefly through directed physical activity." Here, again, one has difficulty locating the exact nature of the various "aspects" of personality, but another query relates to "part of the educational process . . .through directed physical activity." How would this statement differentiate physical education from physical training or coaching? Certainly all three forms could be considered "as that integral part of the educational process . . .through directed physical activity." One of the ways educators within the discipline have distinguished "physical education" from "coaching" after-school sports or interscholastics is through a time division: all that relates to the teaching of physical activity within the hours of the school day is physical education; and, the after school program directed towards competition focusing on athletics, which constitutes not only a time difference, but intent difference as well. If a tennis team met during the regular school hours as a class, the emphasis would be upon perfecting skills for competition. In that perspective, the term physical education becomes physical training, which is coaching orientated.

Theoretically, physical training/coaching could be defined as "that integral part of the educational process which enhances and harmonizes the physical, intellectual and emotional aspects of an individual's personality chiefly through directed physical activity." Because of the directed purpose toward winning, the intellectual,

social and emotional components themselves are channeled toward the end. Thus, the tennis player attempts to control his temper during a game when losing, so that disappointment does not overcome his playing ability. The cognitive understanding of angles and speeds are utilized in his favor to obtain the point. In essence, the physical training concept, related positively to the purpose of winning or competition, utilizes the four traditional components of the discipline--fitness, skill, cognitive, and affective aspects to that one end. So, these two terms, physical education and physical training, may be equally expressive when winning (in the broadest sense) constitutes the end.

When winning is not the end, or an end, what then is physical education and how does the term physical training relate? Again, consulting Arnold's definition of "physical education", the physical training/win concept implies one direction for the discipline, was that his purpose, or was there another? If he instead, placed greater merit upon enhancing and harmonizing the physical, intellectual, social and emotional aspects, the broader term, physical education pervades. Two different connotations of Arnold's definition of physical education completely alter the purpose and meaning of the discipline.

In the physical training/win concept of physical education, all other trainings are part of the physical, training as mentioned by the example of the tennis player. Therefore, the only component of physical education is physical training and the variables within that. In that case, the two phrases imply the same thought, physical education is physical training, when winning is not the end and all aspects of the personality are enhanced. Then physical training, affective training and cognitive training constitute separate entities termed physical education, so, only that term encompasses all those trainings. To explain these two further, other considerations delineate the differences. There may be many ends, purposes, and goals within the framework of physical education from increasing physical skill to enjoyment of physical activity, whereas in the other, physical training increasing physical skill and enjoyment of the physical activity would be means to the end of physical training--winning.

A third definition by Bookwalter and Vanderzwagg (1969, p. 5), once more shows that purposes, values and goals lack conciseness within the literature, once more posing questions regarding the exact intent.

> Physical education is an integral phase of education concerned with the physical, mental and social growth, development and adjustment of the individual. Through guided instruction and participation in sports, rhythms, gymnastics and related activities, the various unique needs of the learners are served. This phase of the educational program must be conducted in light of known educational and other related purposes and principles..

At first glance, one criticizes the last sentence "known educational and other related purposes and principles". Does that imply "known educational purposes"? This author proposes that such does not exist, that there are as many purposes as people who study the issues. It is challenging to attempt to locate the authors' intent. Further study of the passage uncovers a deeper problem with "the various unique needs of the learners". As with the definition discussed from Oberteuffer and Ulrich, this section could be viewed by any of the three philosophic schools substituting "various unique needs" for the specific "needs" of idealism, realism and experimentalism. From the idealist the needs would be personal and subjective, from the realist they would be teleological and purposeful, from the experimentalist, needs would be socially based, considering growth; from the empiricist they would be formed upon the conditional "if . . . . then" consequence evaluation.

In order to determine needs, values, the basis of needs must first be chosen. The ideas of William James

(Randall and Buchler 1942, p. 48) in his philosophic doctrine "will to believe", which illustrates that there exists certain forced options that all people must confront, are associated with the imperative selection among alternatives necessary for valuing. Since the categories of education, and its aims as well as needs, have been described briefly by philosophic systems, educational aims will be employed as an example of imperative choosing between options. Thus, one either believes or disbelieves that education should: (1) lead to self-actualization; (2) equip one with the art of utilization of knowledge; (3) prepare one for social efficacy. Next, the instance believed (of 1, 2, 3) should be unitary, for option two or three "believed" would be contradictory, lead to confusion, or nonsense. So if more than one is believed, another type of decision is forced, between or among alternatives, to specifically locate the desired aim of education, or the "valued" one.

Much of the reason why the purposes and goals occur obscurely in the literature is attributed primarily to a failure to establish a clear value(s). After the value has been chosen, the procedure for determining needs and then goals or objectives evolves to the "means" through which the others may be achieved as indicated by Fig. 6, below. The goal should operationally state the value, which always is future orientated.

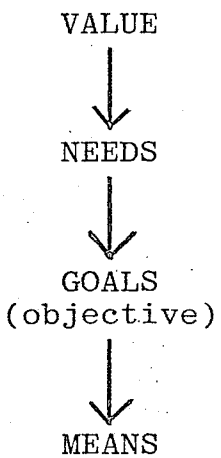

Fig. 6. Value Clarification Model

To ensure clarity and consistency, the value, needs, goal, means and evaluation should correspond philosophically. If the value expresses an experimentalist position to experience as much as possible, then the objective cannot state

that through memorization and mastering facts (a realist learning method) one will experience as much as possible. Eclecticism from various philosophic systems (philosophic eclecticism) prohibits any type of future deliberation or consequence determination because no determinate for eclectic structuring exists. Beside the failure of logical sequential ordering of purpose and means (as illustrated in Figure 6) and philosophic eclecticism, academists in physical education have not succeeded in presenting logical arguments for their position.

Two examples demonstrate what may be considered philosophic eclecticism. Both realist and experimentalist ideas employed by Jesse Feiring Williams (1964, pp. 13, 26 and 139) may be viewed in the following sections from Chapter I of this study describing physical education.

REALIST--

> Physical education is the sum of man's physical activities, selected as to kind and conducted as to outcomes. . . . It is with the behavioral patterns of man in motion that physical education concerns itself.

EXPERIMENTALIST--

> Physical education should recognize that motor activity is never merely a physical exercise, it is also a social experience. . . . Obviously, then all social elements of the experience are as much a part of what happened to the individual as the contraction of his muscles and the circulation of his blood.

By consulting page 8 of Part I, one can see that Harold Barrow delineated the cognitive domain of physical education in realist terms. Then on page 9, when describing the relation of physical education and personality development through a combination of idealist and experimentalist philosophy, he proposes that: "Socialization processes through games and sports are the educators' best way of helping the child identify his self image and formulate his ideal self". These two cases randomly chosen, prove philosophic eclecticism which is indicative of physical education literature.

Summary

Many critical aspects of thought have demonstrated the multitude of shortcomings in both form and content of ideas concerning purpose and problems of physical education. Because the type and structure of such analysis may depend upon the type and structure (including lack of it) of material viewed, this author has selected the style best suited to topically structured literature. It has been proved that the writers failed to actually face the problems and inquiries into physical education, for their style entailed merely a re-emphasis of one goal over another goal without considerations of structure or content. After reviewing the literature, the conclusion is that physical educators base their opinions on beliefs, occasionally reinforced by certain data rather than a logical structuring, to obtain thoughts.

That there were no clear parallels, no choice systems, no decisions on procedure raises the question--"How did they arrive at their conclusion?" To illustrate the fact that they considered no options related to judgment or opinion, the inquiry cube designed by Saunders was introduced to demonstrate one method of structuring thought in a complete manner. Underlying the structural failures, the overall purposes, goals and values were not clear, obscuring real intent. Scrutinizing several definitions of physical education left only ambiguity attributed largely to inadequate language usage and philosophic inconsistency. Values must be manifest to determine needs, then goals and finally means. That type of patterning was not inherent in their expressed ideas. A final problem in the literature, related to obscure meaning, concerns interpreting the discipline or discourse either as physical training or physical education. In the physical training focus, the four traditional aspects, physical fitness, neuromuscular skill, cognitive domain, and affective domain all serve as means to the end of competing and winning. In the physical education fours, the four traditional aspects serve either singularly or combined as means or ends more generally related to growth and development.

CHAPTER 4

A PHYSICAL EDUCATION PROGRAM

Criteria

This study, so far, has discussed and criticized the physical education literature relating to its purpose and problems. Because of the conclusion in the previous chapter that "physical educators base their opinions upon beliefs occasionally reinforced by certain data, rather than a logical structuring to obtain thoughts" criteria for a physical education program must be reasonably established and delineated. The standards evolved from the critical investigation of the past pages which demonstrate that content and form constitute the primary division of the thought process.

The most essential criteria for the structure (form) of a program are the variety of possibilities represented by the inquiry cube. First, realizing that alternatives within form exist, what categories effectuate structure, and how are those classifications solely characteristic of physical education? Second, what parameters satisfy such a division? In answering the second question this writer proposes that the categories addressed entail the whole or all

categorical aspects to ensure complete treatment of the discipline. Frequently in the literature, authors advocated greater or less emphasis upon a specific topic without explaining how parallel areas may be effected. For example, Joseph Oxendine (1966 pp. 23-24) states the reasons for decrease in concern of the social development objective, and implies a need for re-emphasis in this area. Besides neglecting to propose how, he failed to describe the effect upon other components of the total program. If a category is re-emphasized, then another must be de-emphasized when considering the New-Newtonian law of motion (for every action there is a reaction) and its psychological extension described by William James (there is no reception without reaction); therefore, all major components within an area must first be specified before their viability may be viewed.

Another consideration determines the parameters of category classification, for the components within the set must be compatible and consistent. It would not be valid to group the following as categories of a physical education program: teacher preparation, student medical excuses, learning method and theory, a discrete body of knowledge, policy of showering and dressing out, and the role of the student. After investigating the various qualifications for form just mentioned, appropriateness, parameters, and adequacy of the group, the following are several categories

that have been selected as components of a physical education program: teacher preparation, traditional objectives--neuromuscular skill, physical fitness, cognitive domain, affective domain, evaluation of students, learning theory and method, role of the pupil, discipline, evaluation of the program, and curriculum role of the teacher.

How the content (based upon certain values) for these categories will be structured, constitutes an additional form question. Because the form model already introduced relating to valuing--value → needs → goal (objective) → means → evaluation--conveys clearly and concisely the desired intent through the means, it can be applied best to an educational program based theoretically and implemented practically.

The criteria to determine program content originate largely from that criticism of the literature. Language must be lucid and exact, the ordering of thoughts within the form must be logical, and philosophically consistent. Physical education serves as the context for each category, and experimentalist philosophy serves as the basis for values.

In order to understand the term, experimentalist philosophy, utilized in this paper, as well as to comprehend the value foundations for beliefs about the various physical education classifications, it is necessary to describe the

categories concerning meaning, axiology, epistemology, metaphysics, human nature and education of that system pertaining to means-ends-consequences assessment. Therefore, pragmatism, practical values and consequences, determine meaning (the method of). Axiology focuses upon the "symbolic construct", or the desired nature of the non-present experience--the future, because men construct their own values. Ultimate knowledge and truth is not possible and of no practical purpose, thus, the experimentalists stress functional knowledge, and epistemology becomes a process of doing and living. Metaphysically, being or existence, is not a topic of concern because all things are in a process of change, so the category is not valid. Man becomes a social force who, in the classical sense, is neither free nor fated, and who continually interacts with his environment. The mind/body divisional relationship is invalid, for those are not separate entities, but a continuity. Education, a continual process, is the social functioning of life. Thus, teaching social efficacy, in addition to the critical restructuring of a changing society, are education's aims. . . . It should be mentioned that the above summary has reduced experimentalist thought to the most essential categorical descriptions.

In the examples of a program that follows, five categories of physical education, role of the teacher, role

of the student, role of the curriculum, learning method and theory and evaluation of student are stated as behavioral objectives evolving from value, to need, to goal, and to means. After each page of objectives is the criteria for evaluating each one of these. These cases are a random sample from the many that would be incorporated for a total program.

The Role of the Teacher

Objectives

Value: The teacher should direct physical activity, inducing maximum participation from each student (involving each student to their greatest degree which is relative to each individual).

Need: The teacher must select those activities which are of interest (those activities of special concern and attention) to the largest percentage (the greatest proportion of the total number) of students.

Goal Objective: The teacher must be able to demonstrate the ability (prove or show the power or capacity to competently perform) to actively involve students in the learning process (the continual, ongoing, activities related to acquisition of knowledge and skills).

Means: To demonstrate the ability to involve students in the learning process, the teacher must employ numerous and various methods to motivate the student.

Criteria for Evaluation

Value: Subjective evaluation is used (determining, assessing or appraising based on personal characteristics within the mind) by the students anonymously so they may be totally honest. The teacher should provide questions for students to determine quantity (degree) and quality (nature, characteristics) so that students are induced to participate.

Need: At the beginning of the school year, the teacher asks all students to list in order of preference ten (10) different activities so she may choose the six (6) most desired.

Goal Objective: Subjective evaluation is employed by another teacher or administrator using a checklist of recognizable behaviors that indicate the ability to actively involve students in the learning process.

Means: A part of the subjective evaluation checklist mentioned just above, used by another teacher or administrator (indicating the ability to involve students in the learning process) must assess demonstration of varied methods to motivate the student.

Learning Method and Theory

Objectives

Value: Activity, physical, mental, emotional characterized learning method and theory, by pragmatically (illustrating the interconnection of events) employing any method to motivate the student.

Need: Learning methods and theories need to be utilized to motivate (stimulate, impel, activate) students for maximum participation in physical education.

Goal Objective: The teacher should be able to demonstrate the ability to employ a variety of learning methods (procedures designed to enable the individual to acquire knowledge and skill) to evoke maximum involvement from the student.

Means: Through introducing the means-ends-consequences valuation concept (the basis of experimentalist philosophy; the sensible or knowledgeable ordering of means toward ends-in-view that will determine desired effects) to students, they may understand what motivates them.

Criteria for Evaluation

Value: This is determined by another teacher's or administrator's observation and evaluation of the physical education class, and communicating the results to the teacher.

Need: Teacher conducts a comparative study evaluating the result of participation when learning methods and theory are utilized, to the result of participation when these methods <u>are not</u> utilized.

Goal Objective: Since people are motivated by a variety of reasons, the teacher must first be able to determine what motivates each student. The teacher should be able to demonstrate proper utilization of motivational techniques, as measured by an overall increase of 15% in the comparative results of a written pre-test given at the start of a sports unit and a post test given at the end of the same unit.

Means: Students should be able to demonstrate knowledge of means-ends-consequence evaluation related to themselves by composing a one page written description of means-ends-consequences evaluation that meets the acceptable criteria for evaluation established by the teacher.

Evaluation of Students

Objectives

Value: Student evaluation (teacher determining assessing or appraising of progress) should be based upon the effort (actively using energy to cause a desired effect) that each individual has extended through participation compared to his innate ability (existing powers, not acquired, to perform) to acquire neuromuscular skill (coordination of perception and movement) physical fitness (muscular strength and flexibility, ability of the cardiovascular and respiratory systems to withstand stress) attitudes (interests, appreciations, values) and facts (recall).

Need: Evaluation must be relative to the student's innate ability.

Goal Objective: Evaluation should reflect the degree of effort the student has extended to acquire skills, attitudes, fitness and facts.

Means: The teacher should use a subjective evaluation checklist to assess the individual composed of recognizable behaviors that indicate the degree of effort the student has extended.

Criteria for Evaluation

Value: The teacher must demonstrate she is committed to grading based upon effort by informing students and parents of this fact.

Need: The teacher must secure information from other teachers, counselor, or school psychologist, to determine the student's innate ability. Then the teacher must use that information in determining grades.

Goal Objectives: Students should be given the same checklist of recognizable behaviors that indicate effort, and asked to evaluate themselves. The teacher should consider the student's own subjective self-evaluation in specifying the assignment of grades.

Means: The teacher should consult other teachers in the field, references in the physical education literature, and psychological literature to establish a valid checklist, and to understand its optimal utilization.

The Role of the Student

Objectives

Value: The student should be an active participant (busy, energetically involved) in physical education.

Need: The student needs to experience a variety of physical activities for growth (the individual's progressive development).

Goal Objective: The student should be able to demonstrate growth.

Means: Varying degrees of growth will occur as a result of active participation in physical education.

Criteria for Evaluation

Value: Observation by the teacher of the individual will determine if the student is an active participant.

Need: Physical education literature demonstrates that physical activity is essential to the invididual's development.

Goal Objective: Growth is determined and appraised in the following manner: Oral and written testing of the intellect; practical testing and measuring of strength, flexibility and cardiovascular endurance (the President's Physical Fitness Test is one too that measures these); written student attitude of interest inventories; skill testing by the teacher, or subjective evaluation based upon a checklist of recognizable behaviors of skill development by teacher.

Means: Correlating the amount, kind and degree of physical activity the student is involved in outside of physical education class to the growth that has occurred will indicate and assess how much of the development can be attributed to the school experience.

The Role of Curriculum

Objectives

Value: The curriculum (courses taught in physical education) by providing students with exposure to a variety of activities, should be structured so students must make decisions indicative of the problems in life that must be solved.

Need: The curriculum varied as to activity must present life situations that must be solved.

Goal Objective: Proper utilization of the curriculum should demonstrate that students have learned problem-solving techniques.

Means: In order to implement problem solving techniques in a physical education program, an experimentalist philosophy must pervade with an atomosphere that is democratic, respondent to spontaneity, and focused upon group dynamics.

Criteria for Evaluation

Value: This is demonstrated through direct communication with parents at the beginning of the school year when the total school program is discussed.

Need: The teacher proves that problem solving techniques are presented by their incorporation into lesson plans which are submitted and reviewed by the principal.

Goal Objective: Students must pass a problem-solving written test on the decisions concerning formulation of rules, strategy, and technique of a designated game or sport.

Means: This is assessed and determined by the periodic teacher evaluation based upon a pre-determined checklist, written statement, and discussions with the principal.

CHAPTER 5

CONCLUSION

Presentation of the research related to purpose in physical education has shown that physical activity is essential for the student's growth and development; however, demonstration of the issues inherent in this discipline indicate a desire to restructure physical education.

Past attempts to rectify it have largely been unsuccessful as proved by the diverse and continuous efforts to restore respectability, and they are characterized by a lack of depth, scope, and insight concerning how to pursue a problematic situation. As a result, advocacy exists for a different approach when investigating physical education.

Thus, the methodology of inquiry emerges as the most significant investigative aspect when considering problematic situations. Writers, too frequently limited by their own Weltanschauung, must attempt to incorporate diversity of thought from without and establish a system to synthesize ideas within themselves.

The discussion of the inquiry cube offers an example of possible options in the thought process. The critical discussion of the research contained in this paper indicates

a lack of understanding how to logically analyze conditions and formulate answers.

As previously disclosed, the purpose of this thesis is not just to introduce a physical education program, but instead to delineate the possibilities regarding how to determine and establish criteria that would indicate an exhaustive study of this subject matter.

Therefore, the merit of this study exists in the development of methodological inquiry that has been applied here to one content area, physical education, and may be applied equally to other disciplines.

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