A Recent History of Subject Philosophy and Pedagogical Style in Physical Education: A Case Study in Curriculum Change

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A RECENT HISTORY OF SUBJECT PHILOSOPHY AND
PEDAGOGICAL STYLE IN PHYSICAL EDUCATION:
A CASE STUDY IN CURRICULUM CHANGE

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The Journal of Health, Physical Education and Recreation was subjected to a content analysis for the period 1963-1973 using subject philosophy, pedagogical style, and contributors as the content indicators. The study examines how curriculum change and subject content reflect change and ideology in the wider society. Justifications for teaching physical education have shifted from a traditional emphasis on fitness and character training to education for leisure and lifetime sports and the desirability of self-actualization via movement education. The study argues that those changes parallel a move in the requirements of the social and economic structure, from mass wage labor to a highly differentiated work force, and the utilization of leisure as a means of social control in a period of change in work structure and patterns. Theoretically, it suggests that subjects within the curriculum delimit and frame the notions available to individuals and groups. Thus, it attempts to show how structural relationships are reproduced in the consciousness of individuals, by arguing the curriculum content limits consciousness development as well as transmitting specific forms of ideology; furthermore, subject maintenance is achieved by the sanctioning of dominant ideology via the process of curriculum change, in terms of subject philosophy and pedagogical style.
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CHAPTER I

INTRODUCTION

Statement of Purpose

The purpose of the investigation is to analyze the changing nature of physical education as seen by the content indicators, subject philosophy and pedagogical style in relation to the power and economic structures of a capitalist society.

Sub-problem I.

An overview of United States physical education prior to 1963.

Sub-problem II.

To analyze the Journal of Health, Physical Education and Recreation from 1963 to 1973, using subject philosophy and pedagogical style as content indicators.

Significance of the Study

This study will be significant to physical educators and sociologists alike and more specifically to those concerned with curriculum change. The proposed investigation examines the relationship between curriculum change (taking physical education as a case study) and the shifting demands of the superstructure\(^1\) and the

structure\(^2\) of capitalist society.

It is hoped to show empirically that physical education an oft-perceived, low-status subject is supported, legitimated and maintained by the presence of high-status sanctioning groups and by referral to aspects of \textit{bourgeois} ideology that have become the dominant legitimating system of advanced industrial society.\(^3\)

The latter acts as a function of society necessitated for the sake of avoidance of its final disruption.\(^4\)

The new sociology of education attempts to redefine the questions sociologists ought to ask of education. This is an approach that relies heavily on the theoretical insights of Marx and Emile Durkheim and is exemplified in \textit{Knowledge and Control}.\(^5\) Much of the research relating to this area emanates from the London University

\(^2\)Economic practice, ibid., pp. 255-256.

\(^3\)Trent Shroyer, "Toward a Critical Theory for Advanced Industrial Society," \textit{Recent Sociology} No. 2 ed. Hans Peter Dreitzel, p. 212.

\(^4\)James O'Conner, "The Fiscal Crisis of the State; Part 1" \textit{Social Revolution} Vol. 1, 1970 pp. 48 ff., ". . .knowledge has become a factor of production, in the form of the technological derivatives of scientific enquiry and in the indispensable contribution of other forms of knowledge . . . to the organization and maintenance of the productive process. Indeed, the ineluctable development of a fusion of administrative, political, and productive processes in neocapitalism . . . has made it difficult to specify where precisely production stops and the administrative begins, and has rendered virtually impossible a distinction between 'political' and 'economic' decisions." Norman Birnbaum on "The Idea of a Political Avant Garde in Contemporary Politics: The Intellectuals and the Technical Intelligentsia." \textit{Praxis} No. 1 and 2, 1969, pp. 234-235; also see Amitai Etzioni, \textit{The Active Society} (New York: Free Press, 1968), Chapter 9.

Institute of Education, notably the work of M.F.D. Young and Basil Bernstein. They and others argue that teachers should be seen as agents of cultural transmission and social control. From this starting point it becomes possible to ask questions about the principles which govern selection of transmittable knowledge to the young. Bernstein establishes a theoretical framework in Durkheimian terms that questions the previously taken-for-granted notions of curriculum, pedagogy, and evaluation.

Vulliamy makes the following pertinent remarks whilst discussing renewed interest in the sociology of knowledge:

Not only has the latter focused sociological investigation on the social origins and effects of everyday categories (school, pupil, examinations, and so on) used by sociologists and educators, but it has led also to a sociological analysis of the curriculum, a hitherto relatively neglected area of the sociology of education.

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6 M.F.D. Young, ibid.
7 Basil Bernstein, "On the Classification and Framing of Educational Knowledge," M.F.D. Young, pp. 47-69.
He continues:

Such a concern is illustrated in the work of M.F.D. Young, who, through his concept of the "stratification of knowledge," whereby in any society at any point in time some knowledge is defined as high status (for example, not taught or not examined), suggests reasons why patterns of curriculum innovation take the paths they do.

In focusing on "What counts as educational knowledge?", which could include consideration of any particular subject area such as "What counts as math?" or "What counts as music?" questions are being raised about the assumptions lying behind academic knowledge (like whose values does such knowledge reflect?)

This study takes a subject that is often regarded both as low status and non-academic. It attempts to show that it, too, is concerned with the "what counts" phenomena since it achieves its legitimation and maintenance by curriculum changes that seek the continued approval of such dominant groups. It may also enlighten us as to the expressed view that if we knew more about what was regarded as appropriate knowledge to be passed on and the selection of such knowledge, we would know more about the structures of power in society.

Marxist writers such as Louis Althusser and Pierre


15M.F.D. Young, *op cit.*

16Louis Althusser, *op cit.*
Bourdieu\textsuperscript{17} have never doubted that schools are transmitters of bourgeois ideology or that teachers were the active agents of transmission. Bourdieu emphasizes this in the following statement:

> If it be accepted that culture, . . . is a common code enabling all those possessing that code to attach the same meaning to the same words, and conversely, to express the same meaningful intention through the same words, it is clear that the school which is responsible for handing on that culture, is the fundamental factor in the cultural consensus in as far as it represents the sharing of a common sense which is the prerequisite for communication. Individuals owe to their schooling, first and foremost a whole collection of commonsplaces, conveying not only common speech and language but also areas of encounter and agreement, common problems and common methods of approaching those common problems.\textsuperscript{18}

In other words, we can view the ideology which is dominant as legitimating "in a complex and multivariated manner the way in which children are reared and taught to act appropriately."\textsuperscript{19}

It is suggested that to understand the ideology of education it is insufficient to be aware only of the fact that the principle governing the selection of transmittable knowledge reflects structures of power. In order to go beyond this historical research is needed.\textsuperscript{20}

This historical analysis is significant not merely by its ability to illustrate graphically changing educational content as compared with variables in the "superstructure" and "structure" of

\textsuperscript{17}Pierre Bourdieu, "Systems of Education and Systems of Thought" in M.F.D. Young, \textit{op cit.} See also, "Scholastic Excellence and the Values of the Education System" with Monique St. Martin in Eggelstone (ed) \textit{Contemporary Research in the Sociology of Education} and "The School as a Conservative Force" in Eggelstone, \textit{op cit.}

\textsuperscript{18}Pierre Bourdieu, \textit{op cit.}, in M.F.D. Young, \textit{op cit.}, pp. 190-191.


\textsuperscript{20}Bill Williamson, \textit{op cit.}, pp. 10-11.
society, but also to indicate stability. Concerning stability and the fact that it is often disregarded, Cathcart\textsuperscript{21} cites Walker and Reid thus:

Both studies (those of McKinney and Voege\textsuperscript{22}) avoid the adoption of simplistic notions of curriculum change by directing their attention to several decades, requiring for their understanding firstly an appreciation of forces tending to preserve the status quo as well as those making for change, and secondly a recognition that change involves the abandonment of practices as well as their adoption.\textsuperscript{23}

It is necessary, therefore, to be aware of stability in a study of curriculum change.

Brian Simon provides a good summation as to the significance of a historical analysis of curriculum:

The curriculum, \ldots the central feature of formal education as it were. \ldots is the point of most interest to practicing educationalists, but as yet it is virtually a virgin field for historical study. It is, of course, a complex matter to investigate in an all-round way and pre-eminently one to be approached from various angles. It might be said that the structure of the school curriculum depends in varying degrees at different times on outside pressure (political and vocational), academic factors (the structure of knowledge as reflected in the organization of university departments and the examination system which snaps work at the secondary habits and their modification in terms of timetables, the teaching force, its abilities and methods). \ldots Closely associated with


the curriculum, its operative aspects in effect, are teaching methods, didactics, pedagogy.\textsuperscript{24}

Not withstanding a possible "structural" emphasis the study will endeavor to treat as problematic the reifications, legitimation, and maintenance of physical education.\textsuperscript{25} Thereby this attempts to integrate two major orientations in the sociology of education.\textsuperscript{26}

A similar study to that presented has recently been completed\textsuperscript{27} and although in terms of theoretical antecedents and methodology the proposed study closely parallels it, there are two major differences. Those differences are: (I) the proposed study deals with the period 1963-1973 (as opposed to 1909-1960 in Cathcart's study) and (II) it is concerned with physical education in the United States (as compared with England). By dealing with a more contemporary period, it allows consideration of the latest innovation within physical education. The movement approach which has gained credence during this period is an interesting aspect of curriculum change and deserves attention. Cathcart had this to say:

Finally, innovations which occur in the area of aesthetic values do not show up in the analysis... No identification of the key contributors was made in this area. This is a great pity, since it does appear to be the one area in which innovation of the "artistic


\textsuperscript{25}Geoff Whitty, "Sociology and the Problem of Radical Educational Change" in M. Flude and J. Ahier, \textit{op cit.}, pp. 112-137.

\textsuperscript{26}Graham Vulliamy, "New Perspectives in Sociology," \textit{op cit.}, p. 16.

\textsuperscript{27}S. E. Cathcart, \textit{op cit.}
minority" was influential and this group does not appear to be related to a structural class base. Whether the existence of "ideological confusion" or an "ideological vacuum" allowed such contributions to receive attention at certain periods is a speculation; or whether a movement in artistic ideas, allowed its growth, needs more analysis. But this phenomenon does suggest that not all innovations are linked to consensual elite groups and that their adoption is not always linked to the structural base. The pinpointing and analysis of all ideational forms and groups surrounding one innovatory change of this kind would prove a useful piece of research.28

With regard to a point made earlier, that of treating as problematic the reification, legitimation and maintenance of physical education, Ingham and Loy in their paper, "The Social System of Sport: A Humanistic Perspective," provide very useful insights.29 Their paper considers the "institutionalization and reification of sport." Under that heading they discuss the objectivation and legitimation of sport, together with the instrumental and expressive frames of sport.30

However, sport is only one of the ingredients of the physical education potpourri and this study is concerned with the subject philosophies and pedagogical styles within physical education, as a whole, over a period of time.

Why Physical Education?

To reiterate an earlier point made by Simon regarding the

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28S.E. Cathcart, ibid.


historical study of curriculum:

It is...a complex matter to investigate in an all-round way, and pre-eminently one to be approached from various angles.31

One of the angles is concerned with distinctions between high status and low status subjects. In order to make these comparisons, research needs to be conducted across the spectrum of the curriculum, examining subjects perceived of as high status and low status and the relations between them.

Physical education is a subject often seen as low in status (although this was not always the case) and constantly involved in overt justifications for its existence. It was felt that using such a subject might illustrate more clearly "the search for legitimation and power, and the utilization of current ideational forms for that purpose."32 Because subject justifications in physical education are often made explicit, it allows greater accessibility and less reliance on inference and interpretation as is often the case with high status subjects. Physical education is a good selection since it has existed as a component of the American educational curriculum since the early nineteenth century.33 This facilitates the use of a historical approach and permits consideration of stability as well as change.34

31 Brian Simon, op cit.
32 S.E. Cathcart, op cit., Chapter 2.
34 Walker and Reid, op cit.
Although, as I stated earlier, physical education is often regarded as having low status, its status has varied with the context in which it has been presented. There is no doubt, for example, that during the era of "muscular Christianity" (often referred to as the cult of athleticism) physical education, in the form of games, reigned supreme in the English public schools. Games became the dominant educational ideology of the Victorian and Edwardian period. It was proclaimed by J.G.C. Minohin in 1901:

If asked what our muscular Christianity has done, we point to the British Empire. Our Empire would never have been built up by a nation of idealists and logicians.  

The influence of it was so all pervading that many other countries subsequently tried to emulate the system. One infamous example was the "Napoleons," Hitler's equivalent of the English Public Schools. They were designed to train a new elite of young leaders, the curriculum -- physical education and politics! This provides an illustration that historically the status of physical education has been determined by a social class context.

It was necessary to find a source which articulated subject philosophy and pedagogical style within physical education. The Journal of Health, Physical Education, and Recreation is published monthly (except July and August with the November and December issues combined) by the American Association for Health, Physical Education, and Recreation. This is a nonprofit making organization and national affiliate of the National Education Association. Views and opinions expressed in the articles are those of the authors and not necessarily

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those of the association. The *Journal of Health, Physical Education, and Recreation* provides a forum for the views of physical educators and other interested professionals. As argued in chapter three, it was necessary to have a source which provided adequate information regarding its contributors in order to achieve a sound content analysis. The journal is representative of physical education as a whole in the United States and not falling foul of regional or gender bias which might make it less significant as a source.

**Delimitations**

This study is delimited to the Marxist and Phenomenological theoretical paradigms within the sociology of knowledge and sociology of curriculum.

**Limitation**

*See section on encoding process continued in chapter three, Methodology, for discussion on possible limitation.*

**Hypothesis**

That subject legitimations/justifications as viewed by subject philosophy parallel changes in the needs of the economic order and society as a whole.

That structural relationships are reproduced in the consciousness of individuals through subject content and pedagogy.
CHAPTER II

REVIEW OF RELATED LITERATURE
AND THEORETICAL ANTECEDENTS

A great deal of the work which has led to "a new direction in
the sociology of education" and a critical approach in the sociology
of knowledge and sociology of curriculum is either directly or
indirectly theoretically Marxist. The former is best exemplified
by the work of Louis Althusser\textsuperscript{36} and the latter by Michael Young\textsuperscript{37}
whose book, Knowledge and Control, crystalizes the contribution of
the sociology of knowledge. Young's approach has been significantly
influenced by another Marxist, Pierre Bourdieu.\textsuperscript{38}

Their approach differs from the more traditional functionalist
sociological paradigm in that it treats as problematic institutions
and categories, and recognizes that individuals and groups attach
varying meanings to them. Questions about meanings pose questions
about control. It would be wrong to suppose that this approach is
not eclectic, as there are a great number of differing stances and

\textsuperscript{36}Louis Althusser, Lenin and Philosophy and Other Essays, (Allen

\textsuperscript{37}M.F.D. Young (ed), Knowledge and Control, op cit.

\textsuperscript{38}Pierre Bourdieu, op cit.
...scientific image of science has become the legitimating system of advanced industrial society. It has gradually replaced the ideology of equivalence exchange that had performed the legitimating function for early industrial society. Marx was able to show how equivalence of exchange between labor and capital was the major contradiction in capitalist society. The advanced stage of the contradiction between labor and capital involves the distortion of the market by the growth of state interventions. These emergent functions of the state are necessitated for the sake of avoidance of its final disruption.

Education may be viewed, therefore, as the prime state intervention, or what Althusser refers to as the dominant "Ideological State Apparatus," which reproduces the relations of production necessary for the survival of the capitalist system.

Implicit in Althusser's use of the term "Ideological State Apparatus"...


40 Geoff Whitty, *ibid.*, p. 112.


42 The conception of science as assuming a positivist view and as functioning as a technocratic ideology. In T. Shroyer, *op cit.*, pp. 210-211.


44 Louis Althusser, *Lenin and Philosophy, op cit.*
"Apparatus" is an awareness of the crucial role of ideology as part of the "superstructure" of society, arising out of the "infrastructure" of the economic system. The educational ideological state apparatus is seen as being involved in the construction and objectification of ideology by its rituals and practices.

Ideology is generally seen as:

- a pattern of ideas, both factual and evaluative which purport to explain and legitimize the social structure and culture of a particular social group, or society, and which serves to justify social actions which are in accordance with that pattern of ideas.

Althusser argues that ideology is profoundly unconscious; it is a structure imposed involuntarily on the majority of men. His is a theoretical work and, although having indicated that educationalists are purveyors of ideology, he opens no satisfactory explanation as to how.\(^46\) (This is a point I shall return to when reviewing Cathcart's study.) Nevertheless, Althusser does present a theoretical framework which indicates the underlying purposes of the education system so that it might better be investigated and understood. The educationalist is in a position of power\(^47\) since his professional mandate carries with it "legitimate powers of imputation" and, by drawing on his fund of applied knowledge, is able to attribute certain qualities and descriptions to his "clients" and to prescribe particular kinds of action to be taken.\(^48\) In other words, he has the power to define the

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\(^{46}\) Louis Althusser, \textit{For Marx}, \textit{op cit.}, p. 252. See Ideology.

\(^{47}\) see A.V. Cicourel and J.I. Kitsuse, \textit{The Educational Decision Makers} (Hobs-Merril, 1963), particularly pp. 77-131.

\(^{48}\) \textit{ibid.}
realities, to structure the experience of the individuals he interacts with.

The school institutionalizes cultural transmission and this institutionalization is the result of a number of different processes and structures which characterize education. One important aspect concerns the ideology of "what knowledge counts" or what knowledge should be passed on to maintain the dominant culture. It is this which legitimizes subjects, their content and pedagogy. This ideology is often expressed in various official pronouncements that provide a framework for overall form or stipulate mandatory areas of concern.49 Also, as Ann Marie Wolpe points out:

Not only is the ideology expressed in a number of official state documents...but it also filters down and becomes part of the 'common-code' of the practitioners themselves. The teachers not only share parts of the 'common-code' of cultural parts but also through the structure imposed by the school organization itself, must transmit much of this ideology.50

The journal I would contend is part of the "filtering down" process and acts as a source of expressed ideology. Analysis of the journal should provide insights into the nature of this process.

In an essay entitled "Ideologies, Integration, and Conflicts of Meaning,"51 Dennis Warwick suggests that what counts as educational knowledge and the way that it is transmitted are strongly


influenced or determined by the necessity for cultural and social reproduction, and by the class structure of social relations in a capitalist society. The hegemonic control by the ruling class over educational organizations extends to the curriculum. In Young's article, "On the Politics of Educational Knowledge," the prevalent notions of "teacher autonomy" and "teacher control over curriculum change" are revealed as components of arguments legitimating a form of committee structure facilitating external control of school curricula by dominant groups in universities and examination boards, instead of facts that can be taken for granted. He also suggests that categories utilized in subject and educational institutional differentiation, as well as in matching types of child with types of knowledge, have been socially produced and are, therefore, capable of change. However, as Warwick suggests:

the strength of status distinctions between academic-literary-theoretical subjects and the practical-technical-expressive subjects still remains, and assumptions about the stratification of knowledge are implicit in our ideas of what education "is" and what teachers "are." The movement for change, therefore, must recognize the importance of stressing the socially produced character of the categories which are used in traditional education.  

The study of physical education should prove useful in the light of this statement, since it is one of the most notable subjects concerning "status distinctions." Further, by examination of the changes in physical education, more clarification may be gained

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52 Dennis Warwick, ibid., p. 90.


54 Dennis Warwick, op. cit., p. 91.
concerning the socially produced categories concept.

What is at issue in education is the control of the process
by which culture is made available and the way the selections are
made to form a curriculum, which then becomes reified as "a
structure of socially prescribed knowledge...external to the
knower, there to be mastered and learned" rather than "a possibility
for him (the learner) as an existing person mainly concerned with
making sense of his life world."

In other words, in the interests of reproducing forms of domina-
tion and order, not freely entered into, there is a constraint on
humanity and a denial of real creativity. Curriculum, through content
and pedagogy, is responsible for training and delimiting individual
consciousness.

Bernstein has produced a theoretical framework which he feels
can be used:

- to derive a typology of educational codes, to show
  the inter-relationships between organizational and know-
  ledge properties, to move from macro- to micro- levels of analysis,
  to relate the patterns internal to educational institutions

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55 L. Berger and T. Luckman, The Social Construction of
cation as: The apprehension of human phenomena as if they were
things, that is, in non-human or possibly super-human terms... reification is the apprehension of the products of human activity
as if they were something other than human products--such as facts
of nature... Reification implies that man is capable of forget-
ting his own authorship of the human world, and, further, that the
dialectic between man, the producer, and his products is lost to
consciousness. The reified world, is experienced by man as a
strange facility, an opus alienum over which he has no control rather
than as opus proprium of his own productive activity.

56 Nell Keddie, Tinker, Tailor... The Myth of Cultural Depriva-

57 Nell Keddie, ibid., p. 19.
to the external social antecedents of such patterns, and to consider questions of maintenance and change. . . to show at a theoretical level, the relationships between a particular symbolic order and the structuring of experience. 58

He suggests that the framework can be tested empirically and calls for sociologists of education to explore theoretically and empirically this field. Although Bernstein is concerned with "classification and framing of educational knowledge" and treating categories as problematic, it seems to be an across the curriculum view, or inter-subject. The category of subject must be examined also since "classification and framing" may occur at the intra-subject level.

That is to say that within a given subject there can be a collection type and an integrated type 59 and that "classification and framing" 60 at the intra-subject level occurs and warrants attention.

Bernstein's summation of the problem of order, in the context of educational codes, posits some interesting relations and characteristics.

Collection codes have explicit and strong boundary maintaining features and they rest upon a tacit ideological basis. Integrated codes have implicit and weak boundary maintaining features and they rest upon an explicit and closed

58 Basil Bernstein, ibid.

59 Collection type - contents stand in closed relation to one another - clearly bounded and well insulated from each other. Integrated type - contents stand in open relation - weak boundaries. Ibid.

60 Classification refers to the degree of boundary maintenance between contents. Frame refers to the degree of control teacher and pupil possess over the selection, organization, pacing, and timing of the knowledge transmitted and received in the pedagogical relationship. Ibid.
ideological basis. The ideological basis of the collection code is a condensed symbolic system communicated through its explicit boundary maintaining features. Its covert structure is that of mechanical solidarity. The ideological basis of integrated codes is not a condensed symbolic system; it is verbally elaborated and explicit. It is an overt realization of organic solidarity and made substantive through weak forms of boundary maintenance (low insulations). Yet the covert structure of mechanical solidarity of collection codes creates through its specialized outputs organic solidarity. On the other hand, the overt structure of organic solidarity of integrated codes creates through its less specialized outputs mechanical solidarity. . . it will do this to the extent to which its ideology is explicit, elaborated, and closed and effectively and implicitly transmitted through its low insulations. In as much as integrated codes do not accomplish such socialization, then we have the covert deep closure of mechanical solidarity. This is the fundamental paradox which has to be faced and explored. 61

Physical education, when it has been concerned with the training of elite groups, displays the characteristics of a collection code, i.e., a tacit ideological basis. However, in the public sector of education, it generally exhibits the characteristics of the integrated code, i.e., an explicit ideological basis that is verbally elaborated. There are frequent, overt, verbal, legitimations for physical education in the public sector of education. The presence and esteem of physical education in the private sector without the concomitant legitimations implies a tacit ideological basis. Physical education could transmit and maintain either working-class or ruling-class culture.

Sport, as I said earlier, is an ingredient in the _pot-pourri_ that is physical education. Any work which considers the objectivation

61 Basil Bernstein, _ibid_. 
and legitimation of sport has direct bearing on the present study. "The social system of sport: a humanistic perspective"\textsuperscript{62} by Ingham and Loy looks at the socially constructed nature of sport. Taking a humanistic perspective, they question the "taken-for-granted" aspects of sport. They see the setting up of "taken-for-granted legitimations" as a means by which sport becomes a social institution. They describe the nature of the frames, forms, and fronts of sport. The terms are defined as "ideational content of sport," "structural components of sport," and "behavioral expectations of sport statuses" respectively. They then state the following:

The basic thesis underlying our essay is that these three dimensions of the social institution of sport are not quite as taken-for-granted as they may appear, but are rather fragile reconciliatory products of the continual redefinitions which result from conflicting demands.\textsuperscript{63}

Those continual redefinitions affect physical education as a whole and not just sport; and changes in subject philosophy, content, and pedagogy are manifestations of those conflicting demands. An example would be a shift towards fitness and drills during periods when national defense demanded such. This view is well illustrated in John F. Kennedy's article, "The Soft American."\textsuperscript{64} Ingham and Loy also show concern for instrumental versus expressive legitimations for sport. They suggest that the growth of modern sport is primarily due to instrumental legitimations:

\textsuperscript{62}A.G. Ingham and J.W. Loy, \textit{op cit.}

\textsuperscript{63}Ibid., p. 7.

Sport... is a taken-for-granted part of the socio-cultural milieu as a result of its functional import in character development, delinquency reduction, military preparedness, nationalism, strengthening of employer-employee relationships, improvement of race relations.\textsuperscript{65}

Physical education is legitimated by just such tenets. Ingham and Loy's paper is largely descriptive, although they do seem critical of physical education experts' use of instrumental legitimations for the content of physical education in the curriculum. It may be contended that the use of such instrumental legitimations is necessary (in the public sector of education) in order to gain approbation from high-status groups, thus acting as subject maintenance.

The "Cult of Athleticism" in the English public schools relied greatly on the instrumental argument of character training and development of leadership. However, many legitimations of innovations appear after the innovation has occurred and are not the cause but a consequence of such. Certainly, games in the public schools of England were essentially of expressive value initially, and were accorded instrumental value when it became clear that they were dominating the curriculum.

Jurgen Habermas provides further elaboration by suggesting:

Instrumental action systems, then, are a result of the development of science and technology as major forces of production.\textsuperscript{66}

This leads to the belief that technocratic ideologies have


legitimizing power of their own and attempt to define social reality as being basically controllable under the same rules that have proven useful in the control of natural reality. 67

Moreover, in capitalist societies, the technical rules of rational behavior become neatly integrated with the necessities of an economic system that generates social inequality as well as a war machine and that is controlled by a ruling class. Thus, technocratic ideology is that system of legitimism which claims that instrumental action systems will benefit one and all, whereas in (at least capitalist) reality, some will benefit and others will not. 68

It is contended that the measurement ideology and scientific emphasis within physical education are aspects of this system of legitimization.

An examination of "Completed research in health, physical education, and recreation (including international sources)," revealed no doctoral or masters dissertations related to this study. However, September 1976 saw the completion of a study by S.E. Cathcart, entitled: "Subject Philosophy and Pedagogical Style in Physical Education: A Case Study in Curriculum Change." 69 Emerging from Cathcart's theoretical discussion are the following themes for investigation:

(i) The need for a historical analysis of subject areas in the curriculum (using subject philosophy and pedagogical style as content indicators) and their relationship to wider structural forms.

(ii) The investigation and search for areas in the curriculum which are not culturally homogeneous, i.e., those

67 Hans Peter Dreitzel, Introduction, on cit., xx.
68 Ibid., xx.
69 S.E. Cathcart, on cit.
which are designed especially for or derived from working-class culture.

(iii) The investigation of the relationship between pedagogical style and subject philosophy; hypothesizing the determining nature of subject philosophy on pedagogy. The illustration of the view that pedagogy cannot be used as a form of 'ideology' constant across subject barriers. 70

It is felt that the antecedents discussed in this chapter and earlier confirm the validity of these themes for investigation.

However, there is some disagreement regarding a distinction made concerning ideology. Cathcart's study:

attempts to suggest how structural relationships are reproduced in the consciousness of individuals, by arguing that curriculum content limits consciousness development rather than transmits specific forms of ideology. 71

Further:

it could be argued that it is more fruitful to see the form of curriculum as a frame, in which only certain sets of ideas and images of the world are made available to the consciousness of class groups. The use of the notion that education imbues pupils with ideology is less useful.

Both studies may help to explain how ideologies achieve the formulations they do, as Geertz has pointed out:

The form ideologies take cannot be explained simply in terms of the functions they perform...the link between the causes of an ideology and its consequences too often seems adventitious because the connecting element, the autonomous process of symbolic formulation, is neglected. 73

If the curriculum, subject philosophy and pedagogy are seen as the connecting element, then studies of the nature of Cathcart's

70Ibid., Chapter 1.

71Ibid., Introduction.

72Ibid., Chapter 5.

and the one proposed would serve to make the link less adventitious.

Referring back to a definition of ideology used earlier, that is:

A pattern of ideas, both factual and evaluative which purport to explain and legitimize the social structure and culture of a particular social group or society, and which serves to justify social actions which are in accordance with that pattern of ideas.\(^7^4\)

It could be argued that ideology and curriculum are synonymous, thus making two main approaches to the study of the social determinants of ideology applicable to the study of curriculum. They are "interest theory," which views ideology as a mask and a weapon, and the "strain theory," which sees ideology as a symptom and a remedy.\(^7^5\)

Curriculum in terms of interest theory would relate to the separation of "real" interests and actual interests, the false consciousness or the false image a social class has of its own situation and of society as a whole.\(^7^6\) When curriculum change or innovation may be viewed in terms of the "strain theory," it is seen as a symptom and a remedy.

Concepts of pedagogy are seen as inadequate and require further investigation, says Cathcart, and she suggests:

that broad definitions across the curriculum are misleading, and any analysis of pedagogy must relate it to the subject for which it is designed and the justifications for why that subject is taught.\(^7^7\)

\(^7^4\)Ideology, as defined, ibid.

\(^7^5\)Clifford Geertz, ibid., p. 51.


\(^7^7\)S.E. Cathcart, op cit., Chapter 5.
In line with this, and earlier discussion concerning Bernstein's work, the proposed investigation will be confined to pedagogy at the intra-subject level, and subject philosophy.

In terms of subject maintenance, Cathcart's study makes it clear that physical education in England, throughout the period studied, relied on several justifications, also, that notions about what counts as physical education, i.e., content, varied. Subject philosophy and pedagogical style are shown to relate to wider structural changes in society.78 It is a relationship founded on inference, nevertheless, as pointed out:

The fact that such phenomena exist side by side, however, must provide strong grounds for arguing that education does reproduce the relations of production necessary for the capitalist order.79

Further credence to the relationship may be provided by the results of this study.

Finally, Cathcart draws an interesting parallel between the growth and use of an "I.Q. ideology,"80 which provided a legitimate means of differentiating academic "talent" and the rise in importance of individual movement skills and "bodily-talent" which differentiated those who were physically gifted from those who were not. It is felt that the presence of a "measurement ideology" acts as a legitimate means of differentiating physical "talent." Once again, the cry of heredity versus environment is heard as the concept of "natural

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78 Ibid., Chapter 4.
79 Ibid., Chapter 5.
talent" pervades physical education. The existence of "measurement ideology" in physical education, together with increased scientific emphasis would further confirm "technocratic ideology" as a dominant legitimating power in capitalist society. 81

81 T. Shroyer, op cit., pp. 210-211.
CHAPTER III
METHODOLOGY

Sub-problem I.

The first sub-problem is the presentation of an overview of physical education in the United States prior to 1963. The solution of this problem will provide the historical background against which the period from 1963 onwards can be assessed, thus producing a framework necessary to be able to judge stability and change. Types of data will be descriptive and biographical data related to the origins, objectives, and development of physical education in the United States.

Sources of data for this sub-problem will be books, periodicals, and scholarly journals devoted either in whole or in part to a consideration of the history of physical education in the United States. The selection of such secondary sources will be limited to works by authors who accord with the following criteria:

1. Authors who are contributors to scholarly journals and periodicals.
2. Authors whose works are used in graduate courses in the history and/or philosophy of physical education.
3. Authors whose works are included in the selected bibliographies of the scholarly literature of the history and/or philosophy of physical education.

Examples of the sources which emerge from the application of such criteria are:


It is not within the scope of this study to make this a comprehensive investigation. It is intended rather to indicate landmarks in the physical education of the United States that will act as a frame of reference for the rest of the study.

Sub-problem II.

The second sub-problem is to provide an analysis of the Journal of Health, Physical Education, and Recreation from 1963-1973, using subject philosophy and pedagogical style as content indicators.

This is the crux of the study, as argued in Chapter 1, an analysis of the contributions to the journal represents the articulation of the views of those within the profession and those of other interested professions.

The methodology employed for analysis of the journal is based on a form of content analysis outlined by Holsti.32 Content analysis is a multipurpose research method developed specifically for investi-
gating a broad spectrum of problems in which the content of communication serves as the basis of inference.\textsuperscript{83} The following statement from Stone indicates why this methodology was regarded as most suitable for this study:

Content analysis refers to any procedures for assessing the relative extent to which specified references, attitudes, or themes permeate a given message or document.\textsuperscript{84}

A set of categories outlined by Holsti\textsuperscript{85} has enabled a systematic treatment of the journal and is diagrammatically outlined in Figure 1. Each of the six questions noted in the diagram may be subsumed under research designed for three different purposes. The investigator may analyze messages to that hypothesis and make inferences about (i) characteristics of the text, (ii) causes or antecedents of the message, or (iii) effects of the communication.\textsuperscript{86} The present study makes use of this approach as have other similar studies in the past.\textsuperscript{87}

\textsuperscript{83}Ibid., p. 597.


\textsuperscript{85}Ole R. Holsti, op. cit., p. 603.

\textsuperscript{86}Ibid., p. 604.

\textsuperscript{87}Articles in The American Journal of Sociology were classified by central topic to describe trends in the discipline. (Becker, 1930, 1932: Shanias, 1945.)
CONTENT ANALYSIS CATEGORIES

**FIGURE 1**

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii)</th>
<th>(iii)</th>
<th>(iv)</th>
<th>(v)</th>
<th>(vi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>Intentions of sender</td>
<td>What is said</td>
<td>How it's said</td>
<td>Who receives</td>
<td>Effects on recipients</td>
</tr>
</tbody>
</table>

In terms of the journal, this may be viewed as follows:

<table>
<thead>
<tr>
<th>contributors</th>
<th>antecedents or causes</th>
<th>content and analysis of articles, etc.</th>
<th>editorial procedures regarding selection</th>
<th>university staff, practicing teachers, other groups of interested professionals, students</th>
<th>how authoritative/prescriptive are the contributions</th>
</tr>
</thead>
</table>
Sources-Contributors

Concern with the contributors reflected the recognition that it was against the background of their authority that the messages were viewed. Knowledge of the contributors (in terms of qualifications and positions held) is necessary in order to make inferences as to the antecedents of the communication. 88 Their backgrounds are significant since they indicate who is considered relevant and fitting to make such contributions. 89

The journal prints an informative resume concerning the authors of each article it publishes, which made this task relatively simple. An analysis of these provided the following major categories:

1. University staff -- professors, lecturers, including teacher trainers and school teachers
2. Medical personnel -- including sports medicine and health education
3. Personnel primarily concerned with aesthetics and arts
4. Administrators
5. Personnel primarily concerned with recreation
6. Other interested professionals, including sociologists, philosophers, and psychologists

88 Ole R. Holsti, op cit., p. 604.
89 S. E. Cathcart, op cit.
Content analysis stands or falls by its categories, since they contain the substance of the investigation; a content analysis can be no better than its system of categories.\(^90\)

The preceding categories are intended to cover all contributors; however, in order to achieve this, some were more heterogenic in nature than others. This was in preference to a non-classified or residual category, and was generally achievable in view of the information furnished on each author.

The Encoding Process

Holsti says of this:

\[\ldots\] the text is analyzed in order to make inferences about the causes or antecedents of the message, and \[\ldots\] about the author.\(^91\)

In a discussion of methodology, Cathcart points to a possible, but unavoidable, as yet, limitation regarding this element of analysis.

\(^9\) The question of why certain sorts of contributions reoccur in the journal in relation to the importance of those themes in wider society (and their source within it), is an attempt to evaluate the potency and currency of certain sets of ideas as they are applied to a specific area. Also, to trace the cultural or structural source from which they come. This, I would argue, is open only to interpretation and inference, and cannot be 'scientifically' 'proven' to the satisfaction of quantitative sociologists. Further, the existence of a structural or cultural form in concurrence with a particular subject philosophy or pedagogical style does not demonstrate that one causes the other. This doesn't prevent, however, the growth of a strong suspicion that they are linked, and is better, in my view, than speculation in the face of no data at all.\(^92\)


\(^91\) E. Holsti, op cit., p. 606.

\(^92\) S. E. Cathcart, op cit.
With the completion of this study, there may be further grounds for the strengthening of that strong suspicion.

Channel and Message

The communication channel is the journal, including its construction and format of presentation. The Journal of Health, Physical Education, and Recreation includes articles, special features, continuing features (i.e., spotlight on dance and kinesiology), a business section focused on special feature articles. These articles were used as the basis of the analysis, although continuing features were noted. Articles specifically concerned with health education and not related to physical education were not dealt with.

It is possible, therefore, by applying Holsti's model, to track significant and recurrent themes, in terms of the content indicators, subject philosophy, and pedagogical style. Thus, change or stability over time may be demonstrated and an understanding of what brought about either one.

The process by which themes are apprehended and their significance determined reflects part of Spiegelberg's model for phenomenological work. He refers to the process of "apprehending essential relationships between essences" and comments that the researcher must be highly aware of the subject and surroundings to obtain an accurate and intuitive grasp. This is the method by which researchers intuit essences and essential relations existing in the symbolic data they

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93 Ole F. Holsti, op. cit.
study as opposed to traditional empiricists who operationally define variables which have visible reference and which can then be studied for their correspondence statistically.95

Returning to the matter of categories, from a preliminary examination of the journal thus far, the orientations of subject philosophy fell into the following main categories:

1. Skill acquisition -- value of developing a wide range of motor skills and their implementation

2. Character training -- development of leadership, discipline, cooperation and moral well being

3. Health and fitness (including remedial and therapeutic) -- development of a sound body for a healthy nation so as to be militarily and industrially potent

4. Leisure and recreation -- development of "lifetime" activities to compensate for changes in the structure of work and life styles

5. Movement -- development of expressiveness, communication, and creativeness

6. Sport -- a conglomerate of most of the above

7. Residual combination category (specifying any of the above)

The following were derived for pedagogical style:

1. Exercise and drill -- direct method, teacher as authority. Emphasis on measurement and objective evaluation

2. Play and dance -- teaching for creativity and expression

3. Intramurals and games -- more informal; teacher as arbiter, participant, coach. Utilization of competition and teams

4. Coaching -- a much more intense-interpersonal approach which goes beyond the boundaries of classroom, gym, or playing field

5. Combined approaches -- situation where role changes according to circumstances

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The categories as stated are not absolute but intended to act as the vehicle by which a change has emphasis in the contributions analyzed. It is also hopefully apparent that certain kinds of pedagogical style will fit certain kinds of subject philosophy.\(^{96}\) For example, a philosophy with an emphasis on health and fitness would tend to adopt a pedagogy which used exercises and drills together with an emphasis on measurement and evaluation.

Using a check sheet (see Figure 2) articles will be ticked off in terms of the categories already listed under the headings -- subject philosophy -- pedagogical style -- contributors.

Information from the check sheets will be used to make diagramatic representation from which subsequent inferences and conclusions concerning the hypotheses may be drawn.

\(^{96}\)S.E. Cathcart, \textit{op cit.}\
### EXAMPLE CHECK OFF SHEET

<table>
<thead>
<tr>
<th><strong>SUBJECT PHILOSOPHY</strong></th>
<th><strong>PEDAGOGY</strong></th>
<th><strong>CONTRIBUTORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

See 1-7 on page 34.  
See 1-5 on page 34.  
See 1-6 on page 31.
CHAPTER IV

RESULTS AND DISCUSSION

Sub-problem 1.

The physical education in the United States in its formative years was, with one exception, dominated by the Jahn system of gymnastics. The exception was the Round Hill School in Northampton, Massachusetts, which, during the 1820's, employed a total education program along Greek idealist principles. The Jahn system of gymnastics was imported from Germany, and two early exponents of this approach were Charles Beck and Charles Follen, both German political refugees. This approach was an outgrowth of the Turner Movement founded by F.L. Jahn. By the mid-nineteenth century, there was growing interest, but little innovation.

However, Dio Lewis provided innovation as a consequence of dissatisfaction with the Jahn system. Thus, "new gymnastics" were conceived utilizing light implements, easily available in schools, with goals of flexibility, agility, carriage, and grace of movement. Also, Edward Hitchcock, director of the first department of physical education at Amherst, by using anthropometric measuring, contributed to the advent of tests and measurements in physical education. By the 1870's, it was Dudley Sargeant at Harvard who contributed to both
the continuance of the trend in physical education and to tests and measurements while catering for individual needs with such devices as his "exercise machine." The Turner Movement flourished to the extent that by the 1890's there were approximately 300 private societies with 40,000 members.

1865 to 1900 saw what has been referred to as the "battle of the systems." Weston summarizes the period thus:

...there existed side by side, the foreign born programs of German and Swedish gymnastics, the modified programs of Catherine Becker and Dio Lewis, and the new American programs of the new profession as Edward Hitchcock, Dudley Sargeant. ... 97

It was the "battle of the systems" that was the main topic of discussion at the 1889 Boston Physical Training Conference which had as its purpose to decide "which gymnastics system should be adopted by the United States." However, most leaders who were not emotionally and pedagogically attached to one of the systems concluded that no single system could fully meet the needs of American society. Sports and games went unrepresented at the conference; nevertheless, they had secured a place, extracurricula, via student action.

The twentieth century brought with it rapid social change, including technological and economic advances, increased urbanization, and a broadened educational philosophy with a psycho-social orientation. Politically, and in society in general, the first two decades had a progressive frame of reference. A corresponding movement in education had at its helm John Dewey. Thus, an experimental or pragmatic attitude became dominant in the education and physical education of the

time. Thomas Wood, Clark Hetherington, and Luther Halsey Gulick went on to form the conceptual framework for what became known as the "new physical education." This broke away from the German and Swedish gymnastics "because the majority of students and citizens were not willing to endure the demands of a program that was entirely devoted to the development of strength and stamina." Hence, the new system centered upon the physical as an avenue for promoting education. Between 1920 and 1940, J.B. Nash and Jesse Feiring Williams continued to develop the "new physical education" and helped physical education gain acceptance as a justifiable aspect of total education. Consequently, dance education, health education, athletics, and recreation fused with physical education to form one profession. Since 1950, physical education programs have broadened considerably to include many new activities. Some schools instituted a "lecture-lab" approach to teaching rather than a more traditional activities approach. Furthermore, movement education was imported from the United Kingdom and found support. Physical education, therefore, has the following developmental profile. First, physical education developed as an "umbrella" concept subsequently including the many sports and games being invented and diffused into American culture. Thus, by 1937, the American Alliance of Health, Physical Education, and Recreation was the institutionalization of the umbrella concept. Recent signs indicate a breaking up of this especially with reference to health, safety, recreation, and dance. Second, there was the emergence of a downward movement of innovation

from college to high school to elementary school. Bookwalter and Vander Zwaag make the following comments on this curricular trend:

Physical education was first introduced in college curricula and then gradually extended to, first, secondary school curricula to, later, elementary school curricula. It is an unfortunate fact that the latter change cannot be noted as even approaching complete progress, since many elementary schools in the United States still lack organized programs of physical education.99

Historically, major innovations have filtered down from the college level, eg., fitness testing. Notable exceptions were the Round Hill School, "Turner's" and Hetherington's Play School. In the twentieth century when sports and games predominated, most innovation came from college level. Third, sports and games developed through outside sources. In the pre-1920's, athletic associations, sports clubs, gymnastic societies, and individuals contributed most to the development of organized sports and games. Fourth, the selection of activities for program inclusion was and is often influenced by adult leisure trends. Additions following increased popularity among adult leisure time, eg., golf, bowling, and skiing. Physical educators have not taken an active enough role in promoting new activities which they feel are of value. In other words, they haven't been too successful in educating the public as to the relative value of activities. This is in part due to conflicting interests and objectives within the profession as a whole, which prevents consistent public relations. Fifth, there is an unclear relationship between athletics and physical education. Organized athletics, even interschool, existed prior to coming under the umbrella of

physical education. In the main, it was started by students at eastern colleges. However, school administrators felt it logical to locate athletics under physical education. Considerable antagonism existed between the programs. The symbolic ideal was illustrated thus:

![Diagram](attachment:figure3.png)

However, hiring practices and budgeting clearly indicate this not to be the case. Physical education theory relegates athletics to a position inconsistent with what it holds with the large vocal majority of the public. Interscholastic sport is extremely important in American culture. Sixth, despite the feelings that physical education should be something more than physical fitness (hence the abandonment of the term physical training), there are periodic returns to a major emphasis on fitness. These tend to be when the profession comes under fire or is questioned, eg., the draft rejects of the

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100Figure taken from D. Siedentop, "Where We have Been," in Physical Education: Introductory Analysis, 2nd edition (Iowa: W.C. Brian and Co., 1976), p. 42.
First and Second World Wars and the Kraus-Weber test reports.

Seventh, there has been an increased specialization in professional training. Many early physical educators were M.D.'s, but gradually a separate profession developed. Unfortunately, increased specialization and over diversification has been accompanied to a certain extent by an agrandisement whereby the subject has become increasingly esoteric in its quest for academic status. As a profession, physical education during this period moved from a basis in medicine to a basis in education.

The various structures of society, political, economic, and religious, influence physical education considerably. In terms of politics, fitness suffers in a laissez-faire democracy except when war becomes imminent. Zeigler commented on the influence of politics thus:

The era of the 'organization man' within our democratic, capitalistic society, has further destroyed man's identity as an individual. In a society where pluralistic philosophies of physical health and recreation education exist, and where federal government perhaps adopts a laissez-faire attitude, the resultant educational product in our specialized area will tend to be quite uneven.101

Furthermore, the influence of nationalism may be subsumed under politics, and despite the view that it is difficult for strong nationalism to exist in a pluralistic state, it can act as a cohesive agency in this type of society. Thus, concern for an "American" physical education program represents a rejection of other cultures and the establishment of a nationalistic identity. Hence, it was

possible for H.J. Vander Zwaag at the N.C.P.E.A. proceedings to say that "by 1920, it was evident that the United States had evolved a program of physical education which was characterized by informality and an emphasis upon national sports."

Furthermore, the federal government largely as a result of J.F. Kennedy's article "The Soft American" under the auspices of the President's Council on Physical Fitness has placed national emphasis on physical fitness, i.e., it with limited power to enforce.

The economic structures of society also have their influence on physical education in a variety of ways. For example, the development of interscholastic athletics over instructional physical education programs may be a reflection of commercialism in sport filtering down together with the underlying value structure of capitalism that emphasized competition and winning at all costs. Also, in an advanced technological society rapidly moving towards a cybercultural state, there must be some mechanism by which fitness for all can be ensured. This mechanism must also cater for the concomitant increase in leisure time by virtue of education for leisure.

Religion also has had its influence to the extent that Gunther Luschen refers to sport as a Protestant subculture in Weberian terms. The combination of a strong achievement need and deferred gratification, both characteristics of the Protestant Ethic, have been influential if not the basis of American capitalism and much of its physical education.

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102 J.F. Kennedy, op cit.

All of these social structures, politics, economy, and religion, are interrelated subsystems which act upon physical education to make it what it is.

Sub-problem II.

From the data collected and collated, rankings indicating the dominance of one theme over another for each year were produced. Further interpretive data were produced in the form of (I) a mean ranking for each subject philosophy and pedagogical style over the total period 1963-1973, and (II) a set of tables indicating the percentage occurrence of each theme for the 293 articles analyzed over the total period.

Table 1

YEARELY RANKING OF CONTRIBUTORS

1963

1. University and school physical education staff
2. Interested professionals
3. Medical and health personnel
4. Administrators
5. Arts and aesthetics personnel / Recreation personnel

1964

1. University and school physical education staff
2. Interested professionals / Medical and health personnel / Administrators
   No contributions from recreation or arts personnel

1965

1. University and school physical education staff
2. Interested professionals / Arts and aesthetics personnel
4. Recreation personnel
5. Medical and health personnel
   No contributions from administrators
1966
1. University and school physical education staff
2. Interested professionals
3. Administrators
4. Recreation / Arts and aesthetics personnel
   No contributions from Medical and health personnel

1967
1. University and school physical education staff
2. Recreation personnel
3. Interested professionals / Medical and health personnel
4. Arts and aesthetics personnel
   No contributions from administrators

1968
1. University and school physical education staff
2. Recreational personnel
3. Interested professionals / Arts personnel
   No contributions from administrators and medical and health personnel

1969
1. University and school physical education staff
2. Recreation personnel
3. Interested professionals / Medical and health personnel / Administrators / Arts personnel

1970
1. University and school physical education staff
2. Interested professionals
3. Recreation personnel / Arts and aesthetics / Administrators
4. Medical and health personnel

1971
1. University and school physical education staff
2. Interested professionals / Recreation / Health and medical personnel
   No contributions from administrators or arts personnel

1972
1. University and school physical education staff
2. Interested professionals
3. Recreation personnel
4. Administrators
5. Arts and aesthetic personnel
   No contribution from medical and health personnel
1. University and school physical education staff
2. Recreation personnel
3. Administrators
   No contributions from Arts and aesthetics / Medical and health personnel

Table 2

PERCENTAGE TOTALS AND OVERALL RANKING
FOR THE PERIOD 1963-1973

<table>
<thead>
<tr>
<th>Rank</th>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University and school physical education staff</td>
<td>66.55%</td>
</tr>
<tr>
<td>2</td>
<td>Interested professionals</td>
<td>10.92%</td>
</tr>
<tr>
<td>3</td>
<td>Recreation personnel</td>
<td>10.23%</td>
</tr>
<tr>
<td>4</td>
<td>Administrators</td>
<td>4.43%</td>
</tr>
<tr>
<td>5</td>
<td>Arts and aesthetics personnel</td>
<td>4.09%</td>
</tr>
<tr>
<td>6</td>
<td>Medical and health personnel</td>
<td>3.75%</td>
</tr>
</tbody>
</table>

What emerges very clearly from both tables is that the dominant source was from within the profession itself, i.e., university and school physical educators. Formerly, the sources of most of the prescriptive writing in physical education would have been put in the medical and health personnel category. Table 2 indicates that the lowest percentage of contributors were in the medical category. This would confirm the shift mentioned earlier that the profession has moved from a base in medicine to a base in education. Further substantiation, if it were needed, comes from the next highest percentage of contributors who were interested professionals; again the emphasis is education.

The next highest percentage went to the recreation personnel. This correlated with a trend to be looked at more under subject philosophy, that is, the increased occurrence of the leisure and recreation theme. From 1967 onwards, recreation personnel placed
in the top three rankings of sources and were very close to interested professionals in terms of overall percentage of contributions (difference of 0.69%).

The remaining three categories combined resulted in only 12.27% of the total contributions. As commented on earlier, the medical and health source exists no longer, even though it was significant in the formative years of physical education. It was surprising in view of the emergence of both movement and play/dance as dominant themes under the other two category headings that such a small percentage of sources came from arts and aesthetics personnel. Furthermore, no single contributor within this category was evident as anything akin to a progenitor of the dominant themes of movement and play/dance in the way that Laban has been in England. However, many of the sources of articles which related to movement subject philosophy or its concomitant pedagogical style were directly or indirectly English and would, therefore, have been influenced by Laban.

One of the attributes of a profession is autonomy or the means by which policy and direction are decided from within. Hence, the majority of the prescriptive writing of a profession must come from its own ranks if it is to remain such. The most significant outcome of the analysis of sources is the overwhelming percentage from the core of the profession (university and school physical education staff - 66.55%). This would tend to confirm an increasing degree of autonomy and acting as a means by which the profession is maintained. However, the dominance of the leisure and recreation theme together with the percentage of sources attributed to recreational
personnel may represent increased specialization within the profession and an element of fragmentation.

Table 3

YEARLY RANKING OF SUBJECT PHILOSOPHY

1963

1. Health and fitness
2. Skill acquisitions
3. Leisure and recreation / Sport
4. Character training
5. Movement

1964

1. Health and fitness
2. Movement
3. Leisure and recreation / Sport
4. Skill acquisition
5. Character training

1965

1. Leisure and recreation
2. Movement
3. Health and fitness
4. Sport
5. Skill acquisition
6. Character training

1966

1. Movement
2. Skill acquisition / Character training
4. Leisure and recreation / Health and fitness
6. Sport

1967

1. Movement
2. Leisure and recreation / Skill acquisition
4. Health and fitness / Sport
6. Character training
1968
1. Movement
2. Leisure and recreation
3. Health and fitness / Sport
4. Skill acquisition
5. Character training

1969
1. Movement
2. Leisure and recreation
3. Skill acquisition / Sport
4. Health and fitness / Character training

1970
1. Movement
2. Leisure and recreation / Skill acquisition
3. Health and fitness / Sport
4. Character training

1971
1. Movement
2. Sport
3. Leisure and recreation / Skill acquisition
4. Character training
5. Health and fitness

1972
1. Leisure and recreation
2. Movement
3. Skill acquisition
4. Health and fitness
5. Sport
6. Character training

1973
1. Leisure and recreation
2. Movement
3. Skill acquisition
4. Health and fitness
5. Character training
6. Sport
Table 4
MEAN RANKING OF SUBJECT PHILOSOPHY

1. Movement 1.80
2. Leisure and recreation 2.18
3. Skill acquisition 3.09
4. Health and fitness 3.81
5. Sport 4.09
6. Character training 5.27

Table 5
PERCENTAGE TOTAL AND OVERALL RANKING
FOR THE PERIOD 1963-1973

* Combination category (more than one subject philosophy) 26.27%
1. Movement 20.81%
2. Leisure and recreation 19.79%
3. Skill acquisition 11.06%
4. Health and fitness 10.23%
5. Sport 7.50%
6. Character training 3.75%

Some of the trends and conclusions of this study are substantiated by another study discovered in the process of analysis. Entitled "Signposts for the Seventies," an article by Dorothy L. Fornia, it reviews that study which has the following summary of purpose and method:

To identify the trends and issues most likely to influence the goals, priorities, and curricula of the seventies, opinion was solicited from readers in all six geographical districts of the American Association for Health, Physical Education, and Recreation. In spring 1971, an opinionnaire was distributed to 476 representative faculty of both public and private institutions of higher education in 48 states and Canada. Accumulated from 349 or 73% of the participants, data were analyzed according to percentage of responses.104

Consequently, the aforementioned study is referred to in this chapter to support the findings of this study.

In the early years of physical education, character training was one of the subject philosophy legitimations; it acted as a justification for physical education's position on the curriculum. However, the results indicate that this is no longer the case. As can be seen in Table 4, it occupied last position on the mean ranking list and has the lowest percentage total on Table 5. As Fornia concludes:

No aspect of contemporary life is untouched by the all-pervasive dynamics of change - personal, technological, and professional - for change is the aegis of today's society. No philosophy of curriculum, educational organization or procedure, ... or any other component of a discipline can be perceived as permanent.105

Change has taken place within the physical education curriculum, and character training as the data indicate no longer figures as a dominant subject philosophy legitimating physical education.

Another traditional subject philosophy used in the same way as character training, which, as pointed out in the overview of sub-problem 1, makes periodic returns to dominance, is fitness and health. During 1963 and 1964, this theme was most prominent, and in 1965 it was ranked third. After that, it declined in importance, however, and ranked fourth overall on Tables 4 and 5. Its high position during the early part of the period may have resulted from the emphasis placed on it by John F. Kennedy and the inaugural movements towards the President's Council on Physical Fitness. Subsequently, however, its prominence waned perhaps aided by anti-war

105 D.L. Fornia, ibid., p. 36.
movements and sentiments and a gradual decline in American military operations as this period moved on. This theme usually receives most attention during times when military action of some sort is at a high level, or when national security is threatened. Thus, the data indicate a decline in fitness and health as a dominant justification and legitimation for physical education. Hence, Fornia was able to say in terms of redefinition of the profession and reassessment of purposes that:

Increasing emphasis on sociopsychological goals, as opposed to those of fitness and exercise physiology, and the acknowledgement of the importance of satisfaction of such needs as self-esteem, self-actualization, and peer acceptance have added impetus to this trend.106

This is not to say that fitness may not return as a dominant theme, as it has done in the past, but rather that during the period studied, it has been replaced by other subject philosophies. It is most likely that character training and fitness and health have become "taken-for-granted" notions in physical education and, as such, are less frequently overtly utilized. Instead, subject philosophies not yet taken for granted (or less so) and which conform to current ideological constructs in society are more likely to be overtly expressed and thus appear to be dominant themes. Earlier or more traditional subject legitimations become "taken-for-granted" while subject maintenance is brought about by overt use of philosophies sanctioned by dominant ideology.

A subject philosophy which is constant in the degree of emphasis throughout the period studied and also previously is skill acquisition,

106D.L. Fornia, ibid., p. 34.
which is ranked third on both Tables 4 and 5. The acquisition of skill is a dominant theme in any society, and America is no exception; in fact, its meritocratic emphasis probably places more importance on this. It is not surprising, therefore, to find this as a constant subject philosophy throughout the period studied and during most of the overview period.

Even though movement and leisure and recreation emerge as the top two and most dominant themes in every sense, movement does allude to skill acquisition as does recreation, especially in terms of lifetime sports and outdoor activities with a danger element. Concerning the relationship between skill acquisition and movement and the dominance of the latter as a subject philosophy, Fornia's study made the following confirmation:

The primary issue appears to focus on movement education vs. skill requirement. Respondents' open-end comments reflected strong support for movement education as a one valuable training approach, not necessarily limited to the elementary level. . . . Others commented that knowledgeable teachers will use movement education as a basis for skills. . . .

It is not unusual for a new subject philosophy to incorporate previous subject philosophies in order that it may be regarded as legitimate and justifiable in some previously understood sense as well as whatever new arguments are put forth for it. Thus, the top two ranking philosophies, the ones which dominated the late 60's and early 70's, utilize aspects of all those subject philosophies ranked below them while remaining essentially unique.

The data indicate that leisure and recreation had the second

107D.L. Fornia, ibid., p. 35.
highest mean ranking and percentage total of all the themes and placed first during the last two years of study. With the emergence of what Galbraith refers to as a "New Class"108 and the changes in work structure, i.e., shorter day, longer holidays, there is a movement towards a leisure orientated society. The emergence of a

fun morality represents a certain decline in the Protestant work ethic. Remnants of the Protestant ethic are embodied in the belief that man be educated to use such time profitably. This results in the development of yet another subject philosophy and legitimation for physical education. The leisure and recreation camp has as its rallying calls "education for leisure" and "we must promote lifetime sports and activities." So once again, physical education is able to maintain itself by utilizing a shift in the ideology of society by incorporating it as a dominant subject philosophy. Two aspects of current physical education noted in Fornia's study relate to the leisure and recreation theme they present:

Increasing support for elective physical education and subsequent provision of greater breadth of activity designed to appeal to a wider spectrum of talent and aspiration. . . . Early emphasis on lifelong skills and co-educational activities is increasingly evident.109

And,

Open-end responses indicated significant support for increasing intramurals which involve many, as opposed to interscholastic/intercollegiate competition which empha-


109 D.L. Fornia, ibid., p. 35.
sizes the capability of the few.\textsuperscript{110}

It is largely along these two lines that leisure and recreation have been incorporated into the physical education scheme of things.

The final subject philosophy which on Tables 4 and 5 is ranked first is movement. To a large extent the movement education approach has been imported from Britain. As mentioned under contributors, many of the sources were directly or indirectly of that origin. However, it is the fact of its acceptance and the high degree of emphasis placed on it that is interesting. Dance was included under the overall heading of movement, and Fornia gives an example of how this overall subject philosophy is being used:

... multisensory thinking, movement exploration, perceptual-motor development, and strategies designed to encourage self-direction, self-discipline, problem solving skills, and creativity through dance now characterize some of the more advanced elementary physical education programs.\textsuperscript{111}

Perhaps one of the clues to why movement education has been readily accepted is given in Fornia's conclusion. Thus:

To help students know themselves, their strengths and limitations; to help them achieve some degree of self-actualization; to offer self-discipline as an alternative to hedonism are challenging educational priorities for the 1970's.\textsuperscript{112}

Movement education sets these forth as goals and with its concomitant pedagogical style goes a long way to achieving them.

In a society with a social and economic structure stressing individualism, it appears that education, in this case physical

\textsuperscript{110}D.L. Fornia, ibid.
\textsuperscript{111}D.L. Fornia, ibid.
\textsuperscript{112}D.L. Fornia, ibid., p. 36.
education, has finally got around to facilitating the development of such by the adoption of a subject philosophy which promotes that development (in terms of its stated goals). A pedagogical style in which the teacher is no longer an extreme authoritarian, for example, the drill sergeant approach, but one who encourages individual development can achieve this. By virtue of the process discussed earlier in this study, students' consciousness is trained and delimited by the knowledge made available and the manner in which it is presented. Movement education corresponds with an overall trend in education towards catering for the individual, allowing creativity and free expression rather than trying to fit students into predetermined molds or categories. It also conforms with the democratic ideals upon which American education is founded. Fornia's closing sentence seems very pertinent to all that has been discussed under the heading of subject philosophy.

No immutable paradigm exists; there are a myriad alternatives for the future. The success of the discipline . . . may be determined by its capacity to stress creative, self-fulfilling, heuristic goals reinforced by performance objectives; to acknowledge salient trends and issues and act in accordance with them; and to maintain curricular relevance through continuous evaluation. 113

Table 6
YEARELY RANKING OF PEDAGOGY
1963

1. Drill and exercise
2. Intramurals and games
3. Coaching
4. Play and dance

113 D.L. Fornia, Ibid.
1964
1. Drill and exercise
2. Play and dance
3. Coaching
4. Intramurals and games

1965
1. Play and dance
2. Drill and exercise
3. Coaching
4. Intramurals and games

1966
1. Play and dance
2. Drill and exercise
3. Intramurals and games
4. Coaching

1967
1. Play and dance
2. Drill and exercise
3. Coaching / Intramurals and games

1968
1. Play and dance
2. Drill and exercise
3. Coaching / Intramurals and games

1969
1. Play and dance
2. Drill and exercise / Coaching
3. Intramurals and games

1970
1. Play and dance / Drill and exercise
2. Coaching
3. Intramurals and games

1971
1. Play and dance / Drill and exercise
2. Intramurals and games
3. Coaching
1972
1. Play and dance
2. Drill and exercise
3. Coaching
4. Intramurals and games

1973
1. Play and dance
2. Drill and exercise
3. Intramurals and games / Coaching

Table 7
MEAN RANKING OF PEDAGOGY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play and dance</td>
<td>1.36</td>
</tr>
<tr>
<td>Drill and exercise</td>
<td>1.54</td>
</tr>
<tr>
<td>Intramurals and games</td>
<td>2.90</td>
</tr>
<tr>
<td>Coaching</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Table 8
PERCENTAGE TOTAL AND OVERALL RANKING
FOR THE PERIOD 1963-1973

* Combination category (more than one pedagogical style)  
   1. Play and dance  
   2. Drill and exercise  
   3. Intramurals and games  
   Coaching

The relationship between subject philosophy and pedagogical style is confirmed to a certain extent by the data which reveal play and dance as the most dominant pedagogical style. Without such a pedagogy, movement education would be largely worthless; the two go hand in hand.

The traditional style of drill and exercise placed second on
both tables 7 and 8. This style has been the mainstay of physical education over the years and because of the nature of physical education it will always be prominent. Although fitness and health declined as a subject philosophy it is still a sufficient undercurrent as to influence pedagogy, in addition to which it was noted that skill acquisition remained a constant subject philosophy. Both of these philosophies predominantly make use of a drill and exercise type of pedagogy.

Despite leisure and recreation's high ranking as a subject philosophy, there is no correspondingly high ranked pedagogy. This is because leisure and recreation is so diverse that it makes use of a whole range of pedagogical styles (usually assigned to the combined category) of which intramurals and games together with coaching were most popular.

Intramurals and games together with coaching rank last on Table 8 and are very close to each other on Table 7. Their positions are due to the fact that the two pedagogies ranked above them cater to much of what is taught in physical education. Coaching is most closely correlated with the subject philosophies of sport and character training, both of which were at the bottom of the ranking for philosophies. Furthermore, it corresponds with interscholastic/collegiate athletics which for the most part is deemphasized by physical educators. Ironically, intramurals and games which physical educators say should be emphasized instead of interscholastics have an equally low ranking. This is largely due to spasmodic outbursts concerning the intramurals approach rather than a continuous effort on the part of the profession to elevate it.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Justifications for teaching physical education have shifted from a traditional emphasis on fitness and character training to education for leisure and lifetime sports and the desirability of self-actualization via movement education. The study argues that these changes parallel a shift in the requirements of the social and economic structure, from mass wage labor to a highly differentiated work force, and the utilization of leisure as a means of social control in a period of change in work structure and patterns. The vast majority of the contributors were from directly within the profession, and this indicated greater autonomy together with confirmation of a change from a medical base to an educational one.

Conclusions

In terms of the sources of subject philosophy and pedagogical style, the data appear to show a persistent use of professional teachers themselves together with some elite group expertise. It is clear when reading the journal that the rise of psycho-social theories and their involvement in education have lent both status and direction to physical education. Further status has been achieved by becoming increasingly scientific in terms of the body of knowledge.
and vocabulary, the development of kinesiology as an example. Such reliance on sanctioned notions supports already held common sense notions by providing an analytical framework or method of procedure. Although subject philosophy and pedagogical style may change, what remains constant is their relationship to the dominant ideology by which means they achieve subject maintenance. It is, therefore, possible to infer that the two together as mechanisms of the curriculum act as a frame by which certain knowledge is made available.

Although not completely, it is possible to show that subject philosophy and pedagogical style relate to wider structural changes in society. It is apparent that physical education maintains itself by serving ruling class ideology, whether this is by stressing fitness for military and economic security or leisure and recreation as a means of social control. Curriculum change, therefore, acts as a process of subject maintenance, with innovation occurring only when it corresponds with the requirements of the dominant ideology.

It is interesting that the findings of this study are substantiated by those of Poinia as hers is largely a direct reflection of the attitudes of the policy makers within physical education. Thus, it can be seen that the source represents the elite group consensus within the profession; that the encoding process is to bring about necessary curriculum change by virtue of the message and channel; that the recipients are those who will bring the change about, and, finally; that the decoding process is prescriptive and authoritative.

Theoretical implications of the study are that curriculum change needs to be studied within a subject rather than across a range of subjects in order to achieve a better understanding. Further-
more, concepts of pedagogy and subject philosophy themselves require investigation as these are too often taken for granted.

Recommendations

In terms of this study and its findings the following are recommended: (I) an analysis of a specific innovation or curriculum change tracing its origin, development, and effects; (II) an analysis of the transmission of subject philosophy and pedagogical style concepts at the tertiary level; (III) a study of teacher-vs-pupil perceptions of physical education knowledge as presented in the teaching/learning situation; (IV) a substantive study of 'measurement ideology' in physical education and its function as a legitimating device.
THESIS BIBLIOGRAPHY


"On the Politics of Educational Knowledge..." Robert Bell (ed) op. cit.