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ABSTRACT

A CONCEPTUAL FRAMEWORK FOR A HUMANISTIC PHYSICAL EDUCATION CURRICULUM IN HIGHER EDUCATION

By Jean Carol McIntyre

It was the purpose of this study to develop a conceptual structure for a humanistic physical education curriculum in higher education and to translate that structure into program designs for Michigan State University. An examination of the foundations for curriculum development (the purposes of higher education, the needs and developmental tasks of the students, and an historical perspective and present view of physical education in higher education) led to the conclusion that the organization of the content of physical education around the values inherent in purposeful physical activity in relation to human behavior and around the developmental tasks of the college student was an effective basis from which to design the program. A theoretical conception of purposeful physical activity led to the conceptual structure for designing a humanistic physical education curriculum in higher education.

Three program designs were projected for the instructional program in physical education at Michigan State University. The designs were derived from the conceptual structure, descriptive information of the instructional environment at Michigan State University, the current status

of the physical education program at Michigan State University, and of the university's students.

Within the context of the thesis developed in this study, the following conclusions are made:

1. A conceptual structure is derived from the theoretical position one holds concerning the role of purposeful physical activity for the development of man in contemporary society.

2. The content of physical education concerns physical activity and human movement in its variety of forms and its effect on the individual in his environmental setting.

3. Organizing the physical education into a comprehensible humanistic structure is postulated to be an effective way to present the content of physical education to the students who need to acquire concepts and generalizations of the purpose and function of physical activity in relation to human behavior and who need to develop skills and values to cope with the environment and successfully meet the problems and accomplish the tasks of attaining responsible adulthood.

4. There are many ways to structure the knowledge of physical activity and human movement for curriculum development in higher education. The conceptual framework developed here is intended as an initial step in describing the humanistic foundations for a physical education program in higher education.

5. A program design for a particular university setting can be derived from the conceptual structure. However, each university must establish its own design for programming curricular experiences based on the specific needs of the institution, its organization and resources, and its students.

6. Scientific evidence supporting this conceptual structure is sketchy and more often non-existent in relation to justifying and/or explaining subjective and affective learning. Such is true in any subject matter area. A humanistic concept for curriculum developed on the basis of one investigator's personal philosophy and conviction is undoubtedly on shaky and trembling ground.

7. A design for planning a curriculum that allows personal feeling, worth and value to be the focus in learning, is of great necessity in this scientifically and technologically oriented world. This conviction has become even more entrenched through the development of this study.

8. From this humanistic perspective, physical educators who concern themselves primarily with the totally human form of behavior--purposeful human movement which is both unique to each person and yet common to all mankind--are faced with the task of developing, implementing, and evaluating such programs. This is the challenge to the profession if the values inherent in purposeful physical

activity are to have meaning and significance to man and if they are to enrich man's existence.

The conceptual structure for designing a humanistic physical education curriculum in higher education and the proposed program designs which have been created are not intended as a final statement of authority, nor are they intended as the only pattern for designing a curriculum. Certain considerations, choices of values, and philosophies of the person or persons making curriculum decisions will make some developments and elements seem of greater worth than others. It is well recognized that data derived from all the sources must be sifted through value criteria established by those shaping the curriculum.

It is recommended that the procedures outlined for the implementation and evaluation of the selected curriculum design for Michigan State University be employed. It is suggested that the implementation and evaluation be done by:

1. creating an awareness of a need for curriculum change.
2. developing the program on an experimental basis.
3. instigating the new curriculum accompanied by a design for total program evaluation.
4. using the results of the evaluation to increase the effectiveness of the program.

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IN HIGHER EDUCATION

By

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES.	v
LIST OF ILLUSTRATIONS	vi
 Chapter	
I. INTRODUCTION.	1
The Challenge of Curriculum Change	1
Physical Education's Response to New Curriculum Development	7
Statement of the Problem.	10
Scope of the Study.	11
PART I. A CONCEPTUAL STRUCTURE FOR A HUMANISTIC PHYSICAL EDUCATION CURRICULUM IN HIGHER EDUCATION	
II. FOUNDATIONS FOR CURRICULUM DEVELOPMENT	15
Higher Education in American Society.	15
The College Student in American Society.	17
Physical Education in Higher Education	38
III. THE CONCEPTUAL STRUCTURE AND CONTENT OF PHYSICAL EDUCATION.	53
A Theoretical Concept of Purposeful Human Movement	53
The Structure for Designing a Humanistic Physical Education Curriculum	71
PART II. DEVELOPMENT OF INSTRUCTIONAL PROGRAM DESIGNS IN PHYSICAL EDUCATION AT MICHIGAN STATE UNIVERSITY	
IV. PROGRAM FOUNDATIONS	76
Introduction.	76
Description of the Instructional Environment at Michigan State University	77

Chapter	Page
Current Status of the Physical Education Instructional Program	83
Description of the Michigan State University Student.	85
V. PROJECTED PROGRAM DESIGNS	97
Suggested Procedure for Implementation and Evaluation of a Projected Design.	97
Projected Design I.	98
Projected Design II	99
Projected Design III	100
Analysis of Projected Designs	101
A Look to the Future	106
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	110
Summary	110
Conclusions	111
Recommendations.	114
BIBLIOGRAPHY	116

LIST OF TABLES

Table		Page
1.	An Over-all Structure for Designing a Humanistic Physical Education Curriculum in Higher Education	74

LIST OF ILLUSTRATIONS

Figure		Page
1.	A Design for Planning a Curriculum . . .	72
2.	A Design for Planning a Specific Program .	77

CHAPTER I

INTRODUCTION

The Challenge of Curriculum Change

Current Curriculum Reform

In recent years the tempo of curriculum change has increased and is continuing to accelerate. Educators are faced with challenge from a great resurgence in curriculum development and from need for proper use of emerging resources. New developments in the behavioral sciences have produced a multitude of new facts and changes. New ideas and theories about intelligence, perception, thinking, creativity and learning are spelling out new potentiality for human intelligence and for assessment of ability. Writings encompassing concepts of culture, socialization, and social learning, are suggesting new ways of thinking about schools in our culture, about learning, about more effective ways of learning in groups, and of planning for conditions of learning. All of these developments suggest new ways of looking at and thinking about the curriculum.

The strongest pressure for re-examination of the curriculum comes from drastic changes in technology and culture. Changes have brought the demands of expanding industry for

intelligent manpower and the need for highly specialized talent. The knowledge explosion has required that the individual be equipped to keep pace with the changing nature and ever-increasing amount of knowledge. The application of technology in education has resulted in the development of new instructional resources and media. The increasing rapidity and consistency of change itself in contemporary society has an impact on the nature of American society--its character and values.

It is readily apparent that in the last decade curricula have undergone change and such change will continue to occur at an ever-increasing rate in the future in all areas of education. Though the numerous projects on curriculum are diverse and vary in scope and depth, they reveal discernible characteristics of the newly evolving curricula.

Predominate Characteristics of the New Curricula

Emphasis of the Disciplines.--Curriculum materials emerging from mathematics and the sciences have emphasized the selection and organization of the content of the various disciplines.

Understanding of the method and function of the discipline is stressed rather than learning only its current body of facts. The concept of a "discipline" is broadened to include the rules which are followed by a person who works with the knowledge of the field (56, p. 3).

In this way, the emphasis is placed on behavior appropriate for continued work in the particular discipline as well as

the knowledge per se. "The task of teaching a subject to a child at any particular age is one of representing the structure of that subject matter in terms of the child's way of viewing things" (21, p. 33).

Exploding knowledge suggests need for breadth and depth to deal significantly with any aspect of knowledge. With regard to theory of knowledge, the curricular studies are grounded in a view that rejects the notion of specific ideas or information to be learned and further, rejects the view ~~that~~ extension of knowledge occurs through a simple process of accretion. From this perspective, the selection of curriculum content becomes, not so much a matter of identifying the aspects of knowledge deemed most worthwhile, as in identifying the concepts most fruitful in advancing understanding and pursuing new knowledge. The separate disciplines are involved in the search for most fundamental principles and concepts to which factual knowledge can continuously be added.

Emphasis on Methods of Inquiry.--Educators have become fully cognizant of the need for developing the kind of intellectual capacities that will adapt and continue to grow with change in the future. An emphasis is being placed on the method of inquiry. Attempts are being made to get the learner to "participate in the process that makes possible the establishment of knowledge" (22, p. 72). The current curricular studies insist on investigative

procedures, on active inquiries leading to discoveries, on experimentation, not only to replicate or demonstrate what is known, but to step toward the unknown. This insistence on inquiry is based on a belief in the capacity of students to learn using problematic situations and to find zest in such learning. Methods of inquiry and discovery suggest that man has a powerful impulse to understand and control, to test his powers, to confront himself with new challenges, and that he gains satisfaction in a growing ability to cope with change.

Attention to Instructional Methodology.--As new knowledge and insight are gained concerning the teaching-learning process, new curricular innovations are reflecting a change in methodology. In some instances the change is made in organization of learners into various groupings to make most profitable use of instructional methods and materials. In some cases, instructional methods are being adapted as new instructional technology is employed; television, programmed instruction, audio laboratories, telephone lectures, and numerous other devices. It is true that often the application of new instructional media has no relationship to curricular change. However, there is recognition within the new curricula of the fact that different kinds of learning and the different learning styles of individuals require different methodology and learning resources. Recent curriculum projects are being undertaken that tie

the substantive and syntactical elements of the subject matter to the cognitive processes and the learning styles of the learner.

Extent of Participation of Higher Education in Current Curricular Change

The greatest amount of investigation and study resulting in curriculum change has been at the elementary and secondary school level. College educators have been involved primarily in the reorganization and restructuring of the disciplines for classroom instruction. Institutions of higher education have initiated innovations primarily within the existing framework of the curriculum.

Some colleges seem to have made a conscious decision to stand firm on the grounds that they have always offered worthwhile programs and have only needed more qualified students from which to choose. This belief has resulted in the raising of admission standards. Other colleges have responded to the demand for change by introducing a variety of innovations. These innovations include:

1. Honors and Advanced Placement Programs: The aim of such programs is to allow the more highly talented and intellectually capable student both to accelerate and enrich his educational experience either prior to matriculation or after initial college enrollment.
2. Area Studies: New courses are being offered that are concerned with highly specialized subject areas. Also, courses of an inter-disciplinary nature dealing with current and vital issues and problems are being included in the curriculum. This practice often leads to proliferation of course offerings.

3. Independent Study Programs: The independent study programs aim to allow the student to assume more of the responsibility for planning, acquiring, and evaluating his education.
4. Use of Instructional Media: The use of new instructional media has often been an attempt to solve the instructional problems caused by the influx of great numbers of students to the colleges and universities. The experimentation and use of such media has incorporated existing curricular offerings and has little to do with curricular innovations. Experimentation with a variety of instructional media has met with some success and the need for continuing such experimentation is great.
5. Special College Programs: Certain colleges have responded with experimental programs that are designed "to free students from the constricting prison of course credits and grades and to involve faculty members more directly in their progress" (128, p. xxi).

Change is accelerating in both the schools and colleges. The proper balance of the undergraduate curriculum between general and highly specialized education remains a vital concern. With the expansion and change in knowledge, the rapid adaptation of computer technology to educational uses, the mounting demand for higher educational opportunities along with the impetus from the vast curricular reforms of prior levels of education, there is a need for curriculum redevelopment and proper use of emerging instructional resources in higher education. If higher education is to remain appropriate for the youth of contemporary American society, it must meet the central challenge "to find out what is most worth teaching and how to teach it" (128, p. xxx).

Physical Education's Response to New Curriculum Development

The concern of this thesis is the physical education curriculum which is designed for the general student population. The physical education curriculum is the composite of learning experiences, their total combination and sequence, which is offered to the students in the instructional program in higher education.

Current Curriculum Developments in Physical Education

There has been little evidence of curriculum study resulting in much observable change in instructional physical education programs in higher education. A 1963 summary of curricular trends in physical education indicated these:

1. emphasis on the area of physical fitness,
2. development of "physical training" manuals,
3. a pioneering attempt to relate the experiences in physical education to the totality of the learner's educational experiences for the integrated development of the child (106, p. 46).

In 1963, only four curriculum projects of any measurable scope were known to have been undertaken (106). Of the four, only one extended concern for physical education programs at the college level. This project, sponsored by the American Association for Health, Physical Education, and Recreation, was proposed "to establish percentile scoring tables for specific sports skills tests by administering the tests at the college level downward through the grades until they are no longer functionally useful" (106, p. 47).

The standards that would result from this project were to be used in curriculum planning in determining the level at which specific sports skills should be included.

Within the last decade, specific curricular developments and trends in higher education may be summarized as follows:

1. Colleges and universities have emphasized programs for the development of and the education for "physical fitness." This emphasis has been recorded in the development of college programs and the establishment of evaluative measures used to assess levels of fitness (27, 30).

2. There has been a generally widespread attempt to incorporate an instructional approach that presents the basic concepts involving physical activity and daily living founded on the scientific evidence supporting the relationship of exercise to total health. These concepts are presented through laboratory experiments and selected physical activities (144, 72).

3. There has been investigation and ensuing controversy over the status of physical education as a total university requirement. Since Sputnik and the resulting implications from new curricular studies in the sciences, physical education has come under close scrutiny in many colleges and universities. This pressure has forced departments to defend required instructional programs. The outcome of this debate in particular institutions may or may not have forced curriculum change; i.e., withdrawal of the

requirement, decrease in total requirement, change to elective status, change in credit and grade procedures (125, 4). Much time and energy have been spent by the faculty in defense of the requirement rather than in re-examination of the curriculum in light of emerging resources, the needs of college students, and the functions of physical activity in meeting man's needs in contemporary society.

The Task Facing Physical Education

The immediate task for physical educators is to face the challenge of curriculum change. The physical education curriculum must be examined in view of the needs of the college students in contemporary American society and with a rational scientific basis for selecting content and organizing learning experiences that help the student to meet his needs effectively. Strategy for curriculum change needs to be planned and integrated with the whole educational enterprise. New concepts and new ways of thinking about curriculum need to be suggested. Programs designed need to be initiated, tested, and evaluated. The task calls for the development of criteria that serve as rational bases for making decisions and choices and for curriculum development which includes diagnosis of needs, formulation of objectives, selection and organization of curriculum content and learning experiences, determination of what to evaluate and ways of doing that evaluation. The challenge of curriculum change demands a platform--a framework for

designing a curriculum. These designs need to be developed so as to serve as operational models of what happens when differing data and differing sets of values are used in making choices and decisions.

Statement of the Problem

It is the intent of this study to develop a conceptual framework for a humanistic physical education curriculum in higher education by:

1. examining the foundations for physical education curriculum development in higher education. The foundations considered are: (a) the purpose and goals of higher education, (b) the needs and tasks of the college student in contemporary American society, and (c) the purposes of physical education in higher education viewed from an historical perspective and present personal philosophy.
2. developing a humanistic concept of purposeful human movement or physical activity as an underlying base for curriculum structure in physical education. The descriptive theoretical constructs are developed from personal beliefs and convictions and include: (a) defining purposeful human movement or physical activity, (b) identifying the unique functions of purposeful human movement in relation to human behavior, and

(c) seeing the implications of these theoretical concepts for physical education curriculum development in higher education.

3. determining the structure of a humanistic physical education curriculum in higher education.

The three important elements involved in the structure are: (a) the developmental tasks--needs and interests--of the college students in American society, (b) the general areas of knowledge in a humanistic physical education curriculum, and (c) the unique functions of these areas of knowledge in human behavior.

It is also the intent of this study to translate the conceptual structure of a humanistic physical education curriculum into instructional program designs for Michigan State University. The program foundations are derived from: (1) the total university setting: its goals and purposes, resources, and organization; (2) the biographical, demographical, and health characteristics of the learner; and (3) the present status and organization of physical education.

Scope of the Study

This study is an initial step by one investigator to develop a conceptual structure for a humanistic physical education curriculum in higher education and to project program designs for Michigan State University based on the

theoretical concepts of purposeful human movement or physical activity in meeting man's needs. It is recognized that the most effective strategy for curriculum development and change demands the efforts of all personnel involved in the total teaching-learning situation.

1. The curriculum structure is developed on the basis of the educational beliefs and convictions of the investigator. Definitive criteria based on the retrieval of research evidence needs to be established upon which to accept or reject the conceptual structure as the underlying base for building a physical educational curriculum. Testable hypotheses need to be formulated, applied, modified and/or accepted when based on such evidence in order to evaluate their worth.

2. The projected program designs are developed from descriptive information and from the major theoretical concepts conceived by the investigator. The behavioral objectives need to be established, the content selected and organized, and the methods for implementing the learning experiences need to be developed into specific teaching-learning or instructional units. Definitive criteria need to be established for making curriculum decisions and choices relating to objectives, the selection of learning experiences, organization of content, and determining what to evaluate and methods for such evaluation.

3. The study is not directed toward the interrelationship of physical education with other fields of study

in the university setting. It is recognized that such integration may be an eventual step and would involve a group of university scholars who would be representative of the general education curriculum and physical education.

4. The hallmark of a theory can only be determined by merging the theory into practice. This study does not undertake to evaluate the theoretical structure of the humanistic physical education curriculum at Michigan State University nor does it diagnose the needs of the students in this university setting.

PART I

A CONCEPTUAL STRUCTURE FOR A HUMANISTIC PHYSICAL
EDUCATION CURRICULUM IN HIGHER EDUCATION

CHAPTER II

FOUNDATIONS FOR CURRICULUM DEVELOPMENT

Higher Education in American Society: Its Nature and Purpose

Higher education in America today is a system of complex social institutions of highly diverse natures which can be attributed to many factors. Traditionally and historically, the American system of higher education has been derived from many sources.

The idea of an undergraduate college which offers a general or liberal education and attends carefully to the development of student character was imported from England. . . . The notion that a college should serve its community is, for the most part, an American concept which was given form in the land-grant college movement in the late nineteenth century and has been reinterpreted in the form of community colleges in the twentieth century. The idea that a university should concentrate its energies on research, scholarship, and the training of graduate students is a German conception. . . . The belief that a liberal education was valuable to any vocation or calling is a Renaissance idea for the proper preparation of a gentleman. The idea that a college should prepare for the learned professions stems directly from the Reformation. The belief that college should prepare people for less exalted vocations is an American expression of its democratic ideal. The role of higher education as an instrument of national policy is a result of the scientific revolution and the post World War Two climate of constant political crisis (20, pp. 2-3).

Because of the freedom allowed in establishing institutions of higher education in this country, it was inevitable that each college or university would take on

"the distinctive characteristics of their clientele and locale" (39, p. 17).

Essentially and fundamentally however, all of higher education as a part of the American educational system, "finds its guiding principles and ultimate goals in the aims and philosophy of the social order in which it functions" (109, p. 5). It has fitted its programs into the changing American environment and has reflected the needs of every age (63). Perhaps the very diverse character of higher education is in itself a reflection of the society which it serves.

Whatever form the institutions of higher education have taken, the underlying purposes have been essentially the same. The purposes have been "generally recognized as at least threefold: to preserve the cultural heritage; to pass on the cultural heritage; and to augment, organize, and utilize that heritage" (39, p. 20). Every institution accepts these purposes though they may be given differing emphasis from one college or university to another. The predominant purpose traditionally has been recognized to be the instructional purpose. In line with the stated purposes, the functions then of higher education include "those provisions, methods, or procedures whereby the purposes are to be achieved" (39, p. 20).

A statement of the nature of higher learning would represent a qualitative viewpoint of the higher education enterprise. Such a statement could reflect a philosophical

position ranging from the "traditional"--"intellectual" to the more "fundamental" or "instrumental" view of the nature of learning appropriate for higher education (130, pp. 26-35). The views look at higher learning to be primarily and fundamentally the development of the intellect on the one hand, to the development of the total individual within a total environment, on the other. These philosophical positions represent a wide range of views, any one of which also reflects a view of the fundamental nature of man and the nature of learning. The range of views have been presented in debating such questions as professional and liberal education, the nature of knowledge and learning, and what is most valuable for students in higher education to learn. From any given position will come differing emphases applied to the program of higher education. No matter which viewpoint is held, it is generally agreed that higher learning should ultimately bring about a change in the learner. This change will involve knowledges, skills, and values which prepare the individual to live a more satisfying, responsible, and worthwhile life for himself and his community. Higher learning is not repetitious of preceding educational experiences.

The College Student in American Society

Description of the College Student

Though the age of the college population varies, the term college-age is used to refer to young men and women

from the age of 18 through 21. This segment of the population generally, for use in this context, is most meaningfully described by a discussion focused on their characteristics and developmental tasks. The definition of the developmental task concept is given by Havighurst as follows:

The tasks the individual must learn--the developmental tasks of life--are those things that constitute healthy and satisfactory growth in our society. They are the things a person must learn if he is to be judged and to judge himself to be a reasonably happy and successful person. A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks (55, p. 2).

Havighurst analyzed the developmental tasks at all ages. For the college-age group his analysis lists the following major tasks (55, pp. 111-158):

1. Achieving new and more mature relations with agemates of both sexes.
2. Achieving a masculine or feminine role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for competence.

9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.

Fisher and Noble discuss and adopt Havighurst's analysis of the major developmental tasks of college students in their work entitled College Education as Personal Development (44). According to these authors, these tasks are all subsumed under one major task. The characteristic need and problem of the college years is for the individual to achieve personal identity. It would seem that the analysis of the internal strife and open rebellion that has occurred in recent years on college and university campuses all over the country bears witness to the common struggle of college students for "identity."

Though growth and developmental states are never discrete periods of time either for an individual or a given age group, the college student might generally fit the following description. The college-age student has attained most of his adult stature and has undergone most of the physiological changes that occur from birth to adulthood. He is primarily in need of establishing himself as an adult personality. There is need of identification of self in relation to social environment, vocational choice, and in general, the need to establish the self and a personal life style. The college student is in need of continued acquisition of knowledges and skills important for the evolving identity in relation to the more immediate

environment and the society at large and in relation to his present and future life.

In further description of the college-age men and women, the following characteristics were listed by a conference group of college physical educators. The list compiled by this group in 1958, includes general features more specific to the concerns of physical education.

College-age men and women:

1. are closely approaching the attainment of full stature;
2. have, for the most part, completed sexual maturation;
3. are usually physically coordinated and integrated (as compared with adolescents);
4. show evidence of variation in height and weight greater among the men than the women;
5. show evidence of wide range in body types;
6. possess wide variation in skill levels;
7. frequently are lacking in general muscular strength particularly in the arms, shoulder girdle, and abdominal regions;
8. show some evidence of variation in tolerance for activity because of disabilities and other deviations from normal;
9. often feel the need of improved social competence;
10. have less need for assurance, yet need to understand themselves realistically;
11. are continuing in their heterosexual adjustment;
12. have a great interest in leisure-time activities. (This interest reaches an all-time high during this period, particularly in terms of wanting increased opportunities for companionship with the opposite sex);

13. frequently develop a philosophy of life during college years;
14. are apprehensive of their status with their peers . . .;
15. desire to emulate someone whom they admire and respect;
16. are still striving to find acceptable emotional outlets;
17. have gained almost complete independence from parents (28, pp. 5-6).

Changing Life Styles in Contemporary Society

Full consideration of all the societal forces at large today that exert an influence on the individual and the group in American society would be a formidable task. However, the society, its nature and demands, must be considered if the education that the colleges and universities offer to the students is to be timely and meaningful. It has previously been stated that the college student is in need of establishing a personal life style. Attention needs to be focused on those societal forces that in all probability exert the most influence on life styles in contemporary society.

The theme for any discussion of the forces at work in contemporary society that affect every phase of life, is change. The one underlying surety in the modern world is the very rapidity and consistency of change itself. It is safe to predict that, barring massive destruction, the youth of today will live most of their adult lives in a world much different from the present. The exact form the

society will eventually assume is open for speculation. It is reasonable to assume that the factors discussed in the succeeding sections will result in changing life styles of the individuals.

Pertinent Societal Forces

Automation.--Automation, the result of advanced technology, has profoundly transformed our lives in the past fifty years. Automation has been applied in industry, the home, and education. It has extended man's capabilities and has allowed the accomplishment of tasks that, in some cases, would have been impossible for man to do alone. Automation has conserved much human time and energy while extending productivity. The assembly line process, the computer, the numerous household appliances have become part of everyday life. Along with making life easier, more convenient, and more productive, automation has also brought some new and absorbing problems for society. For a number of the labor force, shorter working hours, the changed nature of work and work satisfactions, and even technological unemployment are a very real fact.

Automation and its relationship to the "ease of existence" has a direct reference to an area of concern for each individual. The automated devices with which and by which daily living is carried on, save much time and energy for modern man. To an extent, this is the same process by which leisure time is increased. Man no longer

needs to extend himself in a physical work sense to sustain life. His needs are met by a push of the button, a flip of the switch, or a turn of the ignition key. However, man as a biological creature, has not, through automation, discovered a way for the human body to grow and function at full capacity without at least a minimum amount of physical activity. Where once the need for physical activity was met through primarily agrarian occupation and the needs of daily living, this is no longer true for a large portion of the population. The application of science and technology in this sense is at the same time need-satisfying and need-producing. Since man must be active to function at top-level capacity, the implication for an active life is clear.

Technical Orientation of Society.--An inextricable factor related to automation and the advances of science and technology is the technical orientation of modern society. Though this factor may seem too obvious for discussion, it bears attention on one account because of the increasing demands it places on the kind and extent of education and training. Careers and occupations are and will continue to be susceptible to the new technological developments. Due to the continuous change and advancement of scientific technologies and an emphasis on research, highly trained scientists, engineers, and technicians are needed. The extent and kind of education demanded for a specific field change as new knowledge and advancement are

gained. The trend is toward longer and more specialized initial education and then continued specialized occupational training throughout a life time. At present the demand for sufficiently educated and trained personnel in many technical fields far outnumbers the supply.

Knowledge Explosion.--Advancement in science and technology has been both a cause and effect of the explosion of knowledge. More is known of our environment and of the nature of man through scientific inquiry. Technology has made it possible to store and retrieve this rapidly accumulating knowledge. It is a cyclical and continually renewing process.

The amount of knowledge now available in any area and the rapidity with which further knowledge is being added, make it an impossible task for any one person to learn all the "facts" about any discipline or body of knowledge. Facts once learned soon become obsolete. This factor alone has forced educators to restructure the learning of any body of knowledge. The body of knowledge itself must be restructured and reorganized at specific intervals to incorporate new findings. New ways of organizing what is known and new ways of transmitting the knowledge for thorough understanding are essential. Modern man must be equipped to keep pace with the changing nature and amount of knowledge.

It is obvious that each of the forces discussed belong to a complex of such forces. It is difficult, if not impossible, to point out a cause and effect relationship. It also becomes difficult to discuss one such factor without becoming involved in the discussion of many simultaneously. Most assuredly, the foregoing forces do not fully cover the subject. These however, are most pertinent in relationship to the selected phases of contemporary life, discussed in the following section, that affect modern man's patterns of living.

Changing Patterns of Living

Family Life.--Perhaps one of the greatest influences for the changing patterns of family life is being exerted by the sheer increase in numbers of people and the shifting locale of the home from rural to urban areas. Around 1900, two in five American families lived on a farm, while today less than one family in ten lives on a farm (110). One of five individual Americans now lives in the large metropolitan areas of New York, Chicago, Philadelphia, Los Angeles, or Detroit (103). The growth of the "megapolis" is at present a fact. The extent to which these large and extensive urban areas will change the life patterns of the American people is at this point conjecture. These large urban areas will influence the life styles of their residents

and adults will need to be prepared to live in these complex and crowded environments.

The changing roles of men and women and their relationship within the family pattern is another factor facing modern American families. In recent years, concern has been directed toward the definition of the woman's role in society. Time and effort has been expended in the collection of data concerning women and in designing and executing research that will yield information ultimately useful in helping women become better able to meet the demands of their lives. The discussion of the status of women outlines an aspect that has a most profound effect on the changing patterns of family life.

Factors in the Changing Life Patterns of Today's Women.--The following facts concern all women and indicate the scope of change in women's lives.

1. A girl born in 1900 could expect to live 48 years. The life expectancy of women today is nearly 74 years (140).
2. Between 1890 and 1962, the median age of marriage dropped from 22.0 to 20.3 years for women. In 1900, two-thirds of the women in the population were married at some time in their lives and in the 1960's, this is true of four-fifths of the women (110).
3. Approximately eight or nine of every ten women today will be gainfully employed for some time during their lives. Married women will work for an estimate of 25 years and a single woman will work approximately 40 years (140, 110).

Other factors of contemporary society, i.e., increased mobility of citizens, concentration of population in large

urban areas, increased ease of living through modern technology, do effect a change in women's lives. Change caused by these factors, however, is no more drastic for women than for men. The above changes are most directly related to the lives of women. The most obvious emerging fact concerning the life style of modern women specifically --and the college educated women particularly--is that she will fill several roles in her lifetime and in all probability, these will be played simultaneously.

The Woman as an Individual.--This is perhaps the most important role any person has to fulfill in a lifetime. The emphasis it has been given, where women are concerned, stems from the demands placed on her by her diverse roles. Being an individual assumes the fullest development of self, of the personality, of individual integrity, and a "strong conviction of her own identity" (39, p. 11). The woman must develop her unique capacities for self-realization and personal fulfillment. Higher education should foster individual development and a clear recognition of the necessity and importance of continued learning, growth and self-development (29, p. 14). Personal fulfillment and complete sense of self-realization are by no means objects that are obtainable once during college years to remain forever unchanged. Women must appreciate the importance

of this continuing lifetime process and become aware of the individual resources that allow continued growth.

The Woman as a Wife and Mother.--College women have begun to accept and expect a life pattern including diverse roles but, marriage, children, and family life are still their first choice (115, 38). Mueller (99, p. 50) lists the pressures for marriage and home life as one of three affecting the college woman to the extent that it restricts all realistic future planning. The college woman is "marriage-oriented" and "marriage-conscious."

The fact that more women marry today and marry younger attests to the fact that this is a primary role for women. Associated with the earlier marriages is the fact that, on the average, women are in their early thirties when their youngest child has entered school and married couples have an average of fifteen years to share together after their youngest child is grown up and gone from home (110, 38). The emphasis of this role of wife and mother is a changing one in the life pattern of the woman.

The demands of the home-making role for the woman have changed drastically in recent years. Her activities no longer center around the production of food and clothing for herself and her family. The ease of modern living is nowhere more evident than in the labor and time-saving devices of the modern home. The role of the homemaker is now more nearly one of "management." "No one denies the

importance of the role, yet it appears to lack both understanding and status in the eyes of the majority of both men and women" (29, p. 9). The difficulty of defining the exactness of this home-making role and all it involves makes planning for its preparation difficult in spite of its importance. The implications of the successful fulfillment of the role of wife and mother are, however, of undeniable importance to society presently and in the future.

The Woman as a Person Participating in a Career Outside the Home.--The United States Department of Labor reports (140) that one out of every three workers in the United States is a woman and of these women, three out of five are married. Also, "there is a direct relationship between the educational attainment of women and their labor-force participation. The more education a woman has received, the greater the likelihood that she will be engaged in paid employment" (142, p. 1). This fact holds true for all age levels.

The career patterns for the woman show different characteristics from those for the man. The most obvious difference is found in its discontinuity. The woman interrupts her education and her career for home and family and then returns to it. The implications this has for the vocational choices of women, for the problem of up-dating her education, and the necessity to allow for entry-withdrawal-re-entry to the labor-force are becoming apparent.

The roles of the woman in the home and in a career are often simultaneous. The demands of such a dual career are great. The chances of a woman carrying a full or part-time job in addition to her responsibilities in the home are greater today than ever before. The woman needs to have ability, motivation, good health, and cooperation from her family to fulfill successfully both roles. Whether or not she does both jobs at once, it is almost a surety that the woman will assume a career role in her lifetime.

The Woman as a Citizen of the Community.--"Although all members of the American family appear currently to be more involved in group efforts outside the home than was true in an earlier period, the most marked increase in community activities probably is to be found among women" (29, p. 13). The college woman seems to be inclined to concern herself with "aesthetic, social, and religious aspects of life," be more interested in the arts and music, and be more concerned for the welfare of others as a life goal (98, p. 34). With these essential inclinations and more time available to the woman, particularly if she is not employed outside the home, she is in a position to make a very real contribution to the community in which she lives. Preparation for civic responsibility is essential.

Relationship of Roles Within the Family.--The preceding sketch of the changing and diverse role of women in contemporary society gives a glimpse of the changing patterns emerging in family living. The role of men within the family structure and the relationship of the men's and women's roles, as defined and demanded by the changing society, are not so clear. None the less, some trends are prevalent.

Beyond the biologically determined sex role in marriage and parenthood, the traditionally appointed roles of the man and the woman within the family are no longer clear-cut. The typically male role of "bread-winner" can no longer be identified, as more women work outside the home and the family financial base is founded on two salaries. By the same token, the woman no longer bases her role within the home as traditionally she was the one who was primarily responsible for the personal care and rearing of children and for keeping a home. The woman's time, energy, and interests are more often divided between home and a job outside the home. The demands this makes on the woman are evident. At the same time, the demands it has made on the man have led him into a role of equal responsibility in child-rearing and often into sharing tasks of housekeeping. "The care of very young infants by their fathers is something that no former civilization has encouraged among their educated and responsible men" (92, p. xviii). It is obvious that a wider range of roles are

being both demanded and accepted by society for both men and women within the family structure.

Besides being prepared for the changing responsibilities within the family for both men and women, perhaps more important is the necessity for youth to be aware of the transition and change that is being affected in the realm of family life. Michael, in speaking of the prospects ahead for the next two decades, summarizes this state of transition:

The reapportionment for family members of time together and the changes in activities of wives and adolescents outside the home will probably profoundly affect how each member of the family defines his or her dependence on and autonomy from the others. The traditional role each plays with respect to the others in the family contest will thereby be changed even more. The family, which traditionally has been society's fundamental institution, will accelerate its transformation into yet unclear forms and functions (96, p. 81).

Work-Leisure Patterns.--Much attention has been given recently to the changing work and leisure patterns of the members of contemporary society. Volumes have been written that attempt to clarify the concept of leisure, its proper relationship to work, the cause of increasing amounts of leisure, and to suggest ways in which the proper education for leisure might be accomplished. Never before in the history of any society have the economic and societal forces worked together to provide the nearly universal opportunity for leisure. As in all prior times, leisure will be available in varying

amounts for different segments of the total population. But unlike other periods in history, the more highly educated and highly skilled group will have less leisure from their occupations and responsibilities. It will likely be this group having less leisure who will be in greatest need of the re-creative potential that leisure can provide. The use each individual makes of this leisure for the betterment of self and society can have far-reaching implications for the advancement of civilization.

As leisure becomes more available and the growing affluence of society continues, individuals will have the essential "time and money" factors that may have been prohibitive of active participation in many activities during a former era. The place of many physical activities--sports, games, dance--as leisure activity in contemporary society is undeniable. Many forms of activities allow for both participation or observation. The implication of increased leisure is for the individual to develop sufficient skill and appreciation that allows one to be either participant or spectator in self-selected activities. Perhaps as important is the need for developing a sense of the real value and significance in the re-creative process that will direct the individual to make optimum use of leisure. In essence, this is assuming the need for the development of a personal philosophy or value system which directs the possessor in a varied use of leisure that contributes to the greater fulfillment of the individual.

Health and Longevity.--The advancement in the field of medicine and health-related areas is quite evident. Americans share the advantages of lengthened life span and extended good health and vigor. The advances in medicine, sanitation, and nutrition have made it possible for most people to survive the once perilous communicable diseases and live a life reasonably free of sickness. Americans now live long enough and "well" enough to eventually be concerned about the health problems generally associated with the aging process. Individuals in twentieth-century America can plan on living a full productive life to and beyond the age of retirement.

Accompanying these advances, the effects of contemporary living are now being stressed as causative factors related to increase of some prevalent diseases such as heart disorders, respiratory ailments, psycho-somatic disorders, etc. Living in an "automated" society seems to yield ambivalent results. The amount of activity individuals get decreases and leisure is often spent not in stimulating and enhancing one's existence but in still less activity. Research in medicine, physiology, nutrition, physical education, and other related areas has provided evidence of the necessity for physical activity in relation to proper body growth, development, and functioning for optimum health. The implication of this evidence is clear. The concepts related to physical activity and man's

healthful living and his necessary adaptation to contemporary living become a matter for all levels of education.

The Individual Within the Societal Complex.--The social phenomena termed the "large bureaucratic organization" (103, pp. 44-48) is related to a complex of forces. With the continued development of industry, the terms such as "management and labor," the "concentration of economic power," or more recently, "big government" have enjoyed common usage. The usage of these terms has implied the tendency of the society to generate "large and complex organizations of tremendous power" (40, p. 12). A most profound effect of such big bureaucratic organization is felt by the individual. How does one maintain personal identity within such a power structure? Drucker (40) suggests that the institution which has grown the most in this century--grown to become complex in structure and powerful in influence--has been the university. The search for personal significance and worth in the face of seemingly over-powering structures of gigantic proportions is gathering ever-increasing momentum. The problems and the effect on the individual within such a social structure have still to be clearly identified.

The individual has been and is affected, not only by the size and complexity of the institutions of society, but more basically by the mechanisms of science and technology and their consequences. Of these consequences,

none deserves more attention than the disorganizing effects on man's values and beliefs. The

confusion and uncertainty generated by the dissolution of old beliefs and values has reached the point where the individual fails to find meaning for his existence for lack of a "common frame of acceptance." . . . While America is blessed with industrial power in the form of natural and human resources and technical skill, the individual, instead of becoming more secure and more important, is becoming increasingly more fearful and less significant in his social role and in his own eyes (129, p. 37).

Fromm describes this plight of modern man by describing a person

who has lost himself as a center of his experience. . . . He does not experience himself as the active bearer of his own powers and richness, but as an impoverished "thing" dependent on powers outside of himself unto whom he has projected his living substance. . . . He has constructed a complicated social machine to administer the technical machine he has built. Yet this whole creation of his stands over and above him. . . . The more powerful and gigantic the forces are which he unleashes, the more powerless he feels himself as a human being (45, pp. 114-115).

The nature of the changes in man's value orientation toward himself and society has deep implications for education.

Implications for the College Student and Higher Education

1. Given that the paramount developmental task of the college-age student is to achieve personal identity individual worth, and independence; given the impact of automation, the consequences of science and technology on the individual, and the large and complex social organization within which the individual lives, and the rapid change in all aspects of human existence as deterrents to

autonomous growth and behavior; what is the extent of the responsibility of higher education to foster individual development and how can this best be done?

2. Given the developmental tasks of achieving an appropriate masculine or feminine role, establishing mature social relations with peers, achieving socially responsible behavior in an adult world, and properly preparing for marriage and family life; given the diverse and changing roles of both men and women within the family unit, the increased availability and the changing concept of work and leisure patterns, and the trends in place and style of living for the future as these factors comprise as yet an indefinite and uncertain social environment; how can higher education best help the individual learn to understand, to accept, and to fulfill these personally meaningful individual and social responsibilities?

3. Given the task of selecting and preparing for a satisfying occupation that assures economic independence; given the demands for highly educated and skilled personnel and the knowledge explosion which together have great impact on the amount, nature, and timing of education both for initial preparation for professional responsibilities and for continued competent performance and with awareness of the need for integration as well as specialization in education; what kind and what emphasis should be given to the education beyond the high school and for what length of time?

4. Given the tasks of accepting one's body and learning to use it effectively and of developing intellectual skills and concepts necessary for competence; given the rich environment in which youth of today can grow and mature and the years of human existence available to them which are inherent advantages for today's youth; how can higher education help the individual accept himself and realistically plan to fulfill the potential that is his for a long, full, and productive life for himself and the benefit of his fellow man?

Physical Education in Higher Education

An overview of the aims and purposes of physical education in higher education is presented. By examining the stated aims, a perspective to the physical education curriculum can be gained.

An Overview

The first department of physical education in any institution of higher education in America was established in 1861 at Amherst College (143, 62, 26). Dr. Edward Hitchcock conducted classes for all students of the college. The primary purpose for this program was to maintain health and to provide relief from the strain of academic work.

Prior to this time, both formal and informal programs of activities had been introduced in other colleges and universities. None of the programs, however, had been awarded the status of a departmental curriculum until the

Amherst program. As early as 1847 calisthenic classes were held for women at Oberlin and in the same year, Lake Erie College, a women's college, constructed a building which contained a gymnasium (97). These early beginnings of physical education were prompted by the supposed need for students to engage in physical activity to deter the ill effects of study and to promote their good health.

The latter half of the nineteenth century was the formative period for the pattern of physical education in higher education. The program introduced at Amherst set the pattern for many of the early programs. The predominant objective of the program was to develop and sustain physical health and vigor. Many of the early programs in the colleges and universities were established under the leadership of persons who had received medical degrees. Dr. Dudley A. Sargent was one such pioneer physical educator. Coming to Harvard in 1879, he expressed the aims of physical training as:

1. Hygienic: the consideration of the normal proportions of the individual, the anatomy and the physiological functions of various organs, and a study of the ordinary agents of health such as exercise, diet, sleep, air, bathing, and clothing.
2. Educative: the cultivation of special powers of mind and body used in the acquisition of some skillful trade or physical accomplishment, such as golf, swimming or skating.
3. Recreative: the renovation of vital energies to enable the individual to return to his daily work with vigor and accomplish his tasks with ease.

4. Remedial: the restoration of disturbed functions and the correction of physical defects and deformities (143, p. 389).

Ainsworth, in an historical account of the development of physical education in women's colleges stated:

The development of physical education in colleges for women reflects the influences that were felt in the more general field of physical education for girls and women in the United States. The raison d'etre of physical education in colleges for women was the fear that ill health would result from study (1, p. 13).

By the turn of the century and during the first two or three decades of the 1900's, physical education programs in colleges and universities began to broaden their aims and objectives. Where the stated aims had once included only a health and fitness objective, they began to include objectives for character, psycho-motor, and intellectual development. These broadened aims were reflective of the expansion of the educational aims of higher education in general and of the trend for the "new physical education" specifically (143, pp. 428-429; 61, pp. 160-161).

An aim of physical education for women at Oberlin College in 1919 stated:

The general course aims not only to remedy defects and promote vigorous health, but also to make the body responsive to the mind and a more delicate instrument of expression; to develop self-content, loyalty, cooperation, and physical judgment; and to establish an interest in physical fitness which will continue beyond college day" (97, p. 13).

For a time during and immediately following World War One, the aim of health, fitness, and physical vigor

necessary to the citizens of the country to meet the stresses of peace or war was once again emphasized (90, 127).

In 1920, a committee of the Society of Directors of Physical Education in Colleges reported four aims of physical education which reflected a growing emphasis on the development of good citizenship and social competence:

1. If the perfection of the individual in his social relations is of greater importance than purely personal values, then the first aim is the development of habits of obedience, subordination, self-sacrifice, co-operation, friendliness, and other qualities desirable in a group.
2. Other traits of indirect significance to the community are self-confidence and self-control, mental and moral poise, good spirits, alertness, resourcefulness, courage, aggressiveness, and initiative . . .
3. There is the underlying purpose of promoting normal growth and organic development, conserving health, and providing strength and endurance, good posture, and neuro-muscular control.
4. It is important to engender intelligent and healthful interest leading to life-long practice of active exercise for physical efficiency, mental sanity, and stimulating social contacts (143, p. 430; 85, pp. 286-287).

During the 1930's a new aim of physical education was added. This aim directed toward the preparation for leisure time. With the addition of this recreative aim, the broad scope of purposes stated in the prior decade remained essentially in balance until once again a national crisis revived the concern for physical fitness and health. During the years of the Second World War and immediately afterward, particular emphasis was given to the development of physical

education programs in colleges and universities that aimed for health, strength, and fitness for the college men and women.

Two events since the middle 1940's have been influential in promoting a re-emphasis of the health and fitness aim of physical education. One event, exerting some force, was directly related to the Korean War. A war-time crisis has always drawn attention to the level of physical fitness and health of the young men of this country due to the widespread application of the military acceptance standards. In addition, as a result of studies carried out by military medical personnel on Korean casualties, evidence was found that indicated coronary disease, in varying degrees, to be prevalent in young men (42). Though no causative factors were specifically identified, the implications of the findings related to health and fitness factors of Americans. Diet and physical activity were two such factors. Prior to this time, coronary disease had been commonly thought to be a disease of the more aged.

Another event having a more direct bearing on the health and fitness objectives of the physical education programs was the execution of the Kraus-Weber tests. The reporting of the results of these tests (82, 81, 18) started a chain of events that led eventually to the establishment of the President's Council on Fitness (1956). Though the tests were conducted on elementary and secondary school

youth, the college and university programs also felt the repercussions of the findings.

In 1957, the College Physical Education Association appointed a committee to which they gave the responsibility of outlining the essential means by which fitness could be acquired by the college man. The committee report was published in 1959 under the title Fit for College (27). "The emphasis in the report is, naturally, the contribution which is made to the active life by the appropriate use of physical education." The text of the report deals with a broad definition of fitness and states the following as the aim of college physical education:

Physical education aims to provide opportunities for active participation now as well as for a continuous participation throughout life. It seeks to give the participant an understanding of the social and ethical aspects of sport which is so significant to an understanding of the social culture in which we live. It seeks to contribute to the general education of students by enhancing their understanding of themselves, by helping them to develop a measure of satisfying skill, and by contributing to their wise use of leisure.

The personal outcomes of a college physical education experience are to be measured not only in terms of strength, organic efficiency, and skill, but also in terms of its contribution to the complete personality. The experience becomes totally developmental (27,p. 7).

The American Medical Association provided further emphasis to the health and fitness aim of physical education in the passing of a resolution at their annual meeting in 1960. This resolution follows.

Whereas, The medical profession has helped to pioneer physical education in our schools and colleges and thereafter has encouraged and supported sound programs in this field;

Whereas, There is increasing evidence that proper exercise is a significant factor in the maintenance of health and the prevention of degenerative disease; and

Whereas, Advancing automation has reduced the amount of physical activity in daily living, although the need for exercise to foster proper development of our young people remains constant; and

Whereas, There is a growing need for the development of physical skills that can be applied throughout life in the constructive and wholesome use of leisure time; and

Whereas, In an age of mounting tensions, enjoyable physical activity can be helpful in the relief of stress and strain, and consequently in preserving mental health; therefore be it

Resolved, That the American Medical Association through its constituent and component medical societies do everything feasible to encourage effective instruction in physical education for all students in our schools and colleges (6).

One other single event of the 1950 decade exerted profound influence on all phases of education, physical education included. When the Soviet scientists put the first man-made satellite into orbit around the earth on October 4, 1957, they also caused the "Sputnik" crisis that affected all of American education. The success of the Russian scientists seemed to be a direct reflection of some inadequacy of American education to produce highly educated scientists. Whether warranted or not, American educators found themselves answering extrinsically and self-imposed questions concerning the content, quality, and quantity of the entire educational enterprise. This crisis, coupled with the growing demands for expanded programs for more and more students, brought investigation of all phases of education. Physical educators, at the college and university level particularly, were called upon to specify,

justify, and in some cases, defend the purposes and objectives of the physical education program as a part of the students' curriculum. College physical education personnel investigated their collective and individual programs, re-stated, and interpreted their intended purposes.

In a report (published in 1959) summarizing the proceedings from two national conferences (1954 and 1958) on physical education for college men and women, the following were stated as the specific contributions of physical education to the education program in higher education:

1. College men and women benefit from physical education in
 - a. the development of activity skills
 - b. more efficient physiological function
 - c. more effective movement, and
 - d. improved human relations.
2. Activity skills provide opportunities for enjoying leisure time for living and for release from tension.
3. Efficient physiological functioning enables the individual to participate more effectively and safely in the normal pursuits of everyday living.
4. Physical education provides opportunities for
 - a. joy and satisfaction in movement,
 - b. individuals to develop an appreciation of the performance of others in all types of physical activity,
 - c. the individual to evaluate continuously and re-direct his efforts toward the realization of his maximum potentialities,
 - d. the continued development and improvement of democratic behavior,
 - e. the individual to develop an acceptable ethical code,
 - f. individuals to appreciate, understand, and accept individual and cultural differences, and

- g. an individual to develop an awareness of the value of physical recreation in enrichment of personal and community life (28, p. 5).

A study of the status of the instructional physical education programs in four-year colleges and universities was undertaken in 1958. The investigation was executed by Cordts and Shaw and surveyed the existing physical education programs as of June 1958. A random sample of four-year institutions was surveyed and the changes in the programs that had occurred since 1954 were summarized.

Though the discussion here is primarily concerned with the stated aims and objectives of the programs, it is interesting to note that of the 184 institutions answering the survey, (61-1/3% of 300) only 8.6% of these had no physical education program.

The philosophy and objectives of the existing programs were questioned. A summary of the findings states:

Departmental philosophies have been formulated in writing and correlated with the general college philosophy. Statements of objectives have been clarified with resulting increased emphasis being placed on certain areas such as fitness, body mechanics, health principles, and carry-over sports. Changes have not been uniformly in the same direction. For example, while some schools mentioned moving toward more emphasis on physical fitness, others mentioned moving away from it to a balanced program. There was some mention of greater emphasis being placed on an intellectual approach to the principles of movement (30, p. 411).

A similar nationwide study of the status of the instructional physical education programs in the colleges and universities was conducted in October and November of 1960 by Oxendine (107). The data collected was compared to that

of the 1958 Cordts and Shaw survey. However, the comparisons were made on more organizational and functional elements of the programs, such as: methods of obtaining and assigning grades, class time and scheduling practices, credit and requirement status, etc. No comparisons were made on the statements of aims and objectives. These two studies give some indication of the scope of the concern for physical education programs in higher education.

In 1961, a national conference was held for the purpose of interpreting physical education. Though the conference was not intended to interpret only the college programs, a great many of the participants were college and university personnel. The conference intended to give an interpretation of physical education that would be applicable to all levels of education. The conferees published seventeen statements of the values and outcomes of proper physical education programs. Included in the stated outcomes were those of total health and physical development; the learning of movement patterns and motor skills; the use of physical activity for expression, communication and aesthetic satisfaction; the contribution of physical activity to self-awareness and personal development; the development of skills for leisure participation; and, the knowledge and use of physical activity for establishment of social group practices and values (113).

A recent (1965) publication by the American Association for Health, Physical Education, and Recreation presents

a consensus of the contemporary views on the purposes of physical education at every level of education. This publication reflects the growing intent to give meaning to physical activity in contemporary society.

Its (physical education) new content is a sequence of experiences in which children learn to move as they move to learn more about themselves and their world. The experiences are designed to serve five major educational purposes:

To Help children learn to move skillfully and effectively not only in exercises, games, sports, and dance but also in all active life situations.

To Develop understandings of voluntary movement and the ways in which individuals may organize their own movements to accomplish the significant purposes of their lives.

To Enrich understanding of space, time, mass-energy relationships, and related concepts.

To Extend understanding of socially approved patterns of personal behavior, with particular reference to the interpersonal interactions of games and sport.

To Condition the heart, lungs, muscles, and other organic systems to respond to increased demands by imposing progressively greater demands upon them.

This then, is physical education--the modern school subject in which children and young adults study the properties of their own idea-directed movements. The curriculum is described and discussed . . . in terms now used to describe man's understanding of his own life in the age of space (5, p. 3).

In recapitulating the major emphases of the aims and purposes of physical education from its earliest beginnings to the present, Hughes, French, and Lehsten state:

Physical education has passed through periods of emphasis upon physical culture, physical welfare, skills through drills, fitness to fight, physical survival, sports for recreation . . . everybody participate, social growth through sports, gymnasium psychiatry for those with problems of adjustment, carry-over activities for leisure, and fitness (66, p. 145).

The aims and objectives of physical education have been modified and extended over the years, reflecting social

and educational influences in society. The form of the physical education programs has changed from primarily calisthenics and formal gymnastics to a wide variety of sports, games, dance, and exercise.

In summarization, the stated purposes for physical education in higher education have been organized into broad and somewhat arbitrary categories. The rationale for physical education as a curriculum offering in higher education is based on these general premises:

Physical education activities:

1. contribute to the development of total physical and mental health--the continuance of the growth and development process and the sustenance of vigorous physical well-being in the adult years.
2. contribute to the development of neuro-muscular skill and coordination to be used in learning of specific skills for work and leisure; skill that contributes to communication and expression of the individual.
3. contribute to the development of the individual socially--those behavioral patterns acceptable for successful group participation; socially acceptable traits of character; characteristics relating to democratic citizenship.
4. contribute to the development of the individual's mental and emotional well-being--learning to use activity as a release of tension; participating in various forms of

activity for personal joy and satisfaction; development of better understanding of oneself.

A Perspective

There is need to develop a structure for a humanistic physical education curriculum in higher education that will emphasize the unique functions of purposeful physical activity or human movement for the individual in a changing society. Such an approach sets as its goal the development of each individual through fostering programs centered on man, his interests, and his values which can be developed, maintained, and extended through the unique functions and contributions of the subject matter. The need for such a structure arises from a view of the following complex of factors:

1. The college-age youth is most generally in need of developing the self; an identity as a significant being in an adult world. The individual is concerned not only with developing knowledge and skills for occupational competence that assures entrance to a successful career, but also is concerned with developing personal and social skills and acceptable values that assure successful living. Individual development of this nature is a fundamental goal of higher education generally. It is of fundamental importance in that the successful acquisition of other goals of higher education depend, to some extent, "on qualities found only in highly developed individuals" (116, p. 288). Though this

is a readily ascribed-to goal by both college students and college educators, few disciplines, in practice, address themselves to this fundamental task.

2. The college student of today lives in a society clearly marked by change. His adult life will be spent in a continuously changing society. This change undoubtedly will effect both mode and style of living. The uncertainty, rapidity, and unprecedented nature of these changes would seem to demand strong, self-assured, well-integrated, and yet adaptable and adjustable personalities. The young adults of today's world have inherited "more" from the past--more knowledge, more scientific advancement in all areas, more years of life, a more affluent society, and even more people. Along with these increases has come what seems to be a decrease in man himself. In the midst of more things, the individual struggles harder for real human worth. A society which would seem to need well developed individuals seems, at the same time, to be an influence for alienation and dis-orientation from the integrated self.

3. Traditionally, physical education in higher education has stated its aims and objectives toward the development of the individual--physcially, mentally, socially, emotionally, and morally--with a strong emphasis on physical development or fitness. Though lip service has been paid to the philosophical position of the wholeness of man, in statements of purposes, the recipient appears to have been divided into parts. In execution of the curriculum

directed by the objective statements, man has not been returned to his position of unity. The unique function of physical education has traditionally been almost solely the emphasis on the physical development of the student.

A fundamental question arises. In view of the common developmental tasks of the college-age youth in today's society, how can physical education, a subject area committed to human interests and values, make the full and unique contributions to the individual of which it is capable?

A new approach to structuring the physical education curriculum in higher education is needed. A humanistic curriculum structure is needed that focuses on the college student in American society, his distinctively human needs, interests, and values.

CHAPTER III

THE CONCEPTUAL STRUCTURE AND CONTENT OF PHYSICAL EDUCATION

In developing the basis for structuring a humanistic physical education curriculum, a theoretical concept concerning purposeful human movement or physical activity and the identification of its unique functions for man is presented.

A Theoretical Concept of Purposeful Human Movement in Meeting Man's Needs

Definition - A Position

Purposeful human movement or physical activity is the subject matter with which physical education is concerned. There is need to clarify the term "movement" as it is herein used. The term here refers to those voluntary, purposeful, and self-directed movements of the human being as opposed to the reflexive and involuntary movements which man is also capable of performing. Also inherent in this use of the term, is the assumption that movement is a total response of the human being. Movement demands the functioning and interacting of all of the somatic and psychic systems of the person within the environmental setting. Movement is "a fundamental

characteristic of human existence. Essentially, the phrase 'to be alive' means 'to be able to move'; and all human beings use this ability in some way during every moment of their lives" (94, p. v).

The terms "physical activity" and "movement" are often used interchangeably and in some instances are used simultaneously. There appears to be little that differentiates these terms when used to discuss human movement. Perhaps to say "physical activity" places, with less chance of misunderstanding, the discussion in the realm of human movement as opposed to movement having different origins. Movement and physical activity are here used synonymously.

Fundamental to the theoretical concept of movement is the basic theoretical position that accepts the unity of man.

Man is an interacting, interdependent, integrating organism. He functions as a whole . . . and cannot be divided into disparate entities of mind, body, and soul. The individual approaches the solution to the problems of life and living as a total, unified personality (119, p. 1).

"A central emphasis in education should be upon the unity or oneness of personality and upon the delicate interdependence of all aspects of self" (112, p. 15). "The basic fact is that a person is all of a piece (117, p. 40).

The fundamental nature of movement, an essential, integrated human capacity, is the basis for the theoretical concept of movement in meeting man's needs to fulfill his potential for human existence.

The concept itself is derived from consideration of human movement in all its forms and uses. "Why does man learn to do the infinite number and variety of movement patterns he performs in the process of his living?" "What meaning does the doing of his movements have for him?"

Movement has two distinctive functions for man. Movement, on the one hand, is "enabling"--"utilitarian"--a means by which other extrinsic goals are achieved. Movement is a medium through which something else is acquired. The emphasis is placed not necessarily on the process of movement solely; the desired end is of at least equal importance to the performer and the performance. On the other hand, movement is "enhancing"--"ennobling"--is valuable in its own right and is both the process and product of its having been done. Movement is subjective for the performer. It is both means and end.

Arriving at the concept that movement has an enabling function for man is relatively obvious. Man is after all, a moving being and his life processes are sustained and maintained by his movements; and more fundamentally, by the results of his movements. This enabling feature of man's movement, however, does not, to the writer at least, explain why man has developed his movement capacities to be used in play. It is agreed that the enabling concept could be stretched to cover this human phenomenon--man moves and learns to move to enable him to play--however, this leads to attempting to define play and then to considering the

significance of play for the player. Further, this thought process leads to consideration of the infinite varieties and forms of play devised by man, all of which do not involve highly active or complex movements in a bio-mechanical sense of the term. When one considers all forms of movement that are generally considered to be in the realm of play or recreation, and applies the question as to why does man perform these movements, the answer is most often that they are performed because they are enjoyed. One can continue by stating that the performance is enjoyed for or because of any number of reasons, all of which are subjective and personally significant. Enjoyment is by definition a personal experience of pleasure and satisfaction. It seems therefore that since so many movements and movement forms are executed for personal enjoyment, this says something about the essence of the performance itself for the performer. Hence, the concept is derived that human movement has an enhancing function for man. This theoretical concept may or may not be, in reality, a fact. Nevertheless, it provides a way of selecting and organizing content in physical education.

Human Movement is "Enabling"

To say that movement and the learning of movement is enabling is to suggest that having developed one's capacity for movement allows the individual to attain some external goal--a goal outside of the movement process itself. In

effect, the individual is better able to achieve in some other realm through the development of his own movement abilities. This does not mean to infer that the development of movement potential and the movement process is any less important than the extrinsic goal. Quite the contrary, it implies that the individual will be better able to attain the desired goals if the movements through which he performs are the highest caliber allowed by his inherent capacity. Allport makes a somewhat similar distinction between the nature of abilities and knowledges the person must acquire in the development of total personality. He classifies all those learnings that allow the individual to carry out the tasks of his daily life without undue concern and concentration as "opportunistic" (3, pp. 39-40). Movement, according to its enabling characteristics, would fall into this classification

Considering movement in this way, as a means, is perhaps the most common consideration of the function of movement in man's life. Everyone waits patiently, encourages, and aids an infant in his learning how to walk. The act of walking enables the child then to do other things: get his own toys, come when he is called, and so on. As the child grows older, adults are still waiting patiently for him to learn movements that will enable the child to become more self-sufficient, independent, and more adult-like. The movements and movement patterns that are learned, in ever increasing numbers and variety, are all thought of

as useful for some purpose. It is true that as the young child grows, the kinds of fundamental movement patterns he has to learn for daily existence tasks get fewer and are more easily learned; but other goals are assumed that must be achieved through movement and movement of a somewhat more complex or intricate nature. Subsumed in this use of movement, is the fact of its necessity for sustaining fundamental life processes and functions. In essence, the enabling function of movement to man never ceases throughout a lifetime. He must always use movement as a means through which he copes with his environment and carries on his human existence.

Human Movement is "Enhancing"

The enhancing, ennobling, intrinsic function of movement in man's life, is a concept somewhat less obvious but of equal importance. In this sense, movement functions for the performer as an integrative, personally meaningful, and satisfying experience. The experience of movement is the outcome; therefore it is both means and end and exists for its own sake.

Movement has this kind of a function because of the unity that is man. His human capacities allow a total response to his environment and movement demands the response of that totality.

Several factors must accompany the movement experience of this nature if it is to have this function for the

performer. First of all, it matters little what form the movement takes but the form must be selected or agreed upon by the performer. The individual is self-directed even though rules and regulations may be imposed by the chosen form. This self-direction suggests control of self, mastery of the movement that is purposeful for the self. The movement experience challenges, sharpens awareness and perceptiveness, demands the recognition of self in a dynamic and changing environment and calls forth expression and communication of self in response to the immediate environment. Such an experience in movement enhances the performer as he is aware of himself as a separate identity and aware of his personal responsibility for his total involvement in the performance.

Perhaps the reluctance to describe the nature of this function of movement in man's living, and the difficulty in doing so, stems partially from the fact that experiences of this kind are subjective in nature and are extremely rich in personal feeling and emotion. Verbal communication is often a poor means by which one must describe a purely personal, non-verbal experience. It is the very personal nature of this kind of experience, however, that gives it the greatest value for the human being. At the same time, it is only man of all living creatures who can so experience his movement.

Identification of the Primary Patterns and Forms of Movement, Their Significance and Unique Functions

Reference to patterns of movement here denotes the various fundamental movements of which the human body is capable by design and function which in turn are variously sequenced and used by man in his daily living tasks or in developing and executing forms of movement.

When reference is made to the forms of movement, it here signifies any physical activity that can be identified by its organization around a set of rules or regulations, by a generally accepted combination of movement patterns by which it is executed, by the particular environment in which it is performed, and/or by some particular piece of equipment essential to the performance. The forms of movement are recognized to be man-made, accepted and for the most part, perpetuated by society. In this sense, forms of movement can be traditional and are socially oriented. The term is used as a general reference that includes sports, games, dance activities, etc.

A discrete classification of any single movement pattern or form as serving an enabling or enhancing function is not possible. Specific movements may be either enabling or enhancing to the individual according to age, developmental level, or innate capacity and the immediate situation in which it is performed.

The enabling and enhancing functions of movement can be further identified in relation to the special significance that movements of each nature would have for the individual.

If a movement pattern or form is enabling, it is primarily of biological significance to the individual. These are the movements and physical activities needed in and for daily living for optimum functional efficiency and successful accomplishment of living tasks.

If a movement pattern or form is enhancing, its significance to the individual is found in a realm related to social and cultural environment and in a subjective realm related to self and personality development. Movement patterns and forms take on social significance as they serve to enhance the person in a social situation. The individual acquires a sense of belonging to the group, a spirit of cooperative effort, becomes a responsible agent in upholding standards of conduct, and so on. Movement patterns and forms assume cultural significance through enhancing the individual by mastery of the culturally oriented movement forms and by performance within accepted and approved roles of masculine or feminine behavior. Movement is enhancing and significant in terms of the subjective realm as the individual performer experiences joy, satisfaction, and challenge in personal performance and achievement.

Implications of the Theoretical Concepts for Curriculum Development in Higher Education

What implications does this concept have for study in physical education at the college level? How does this concept lead to a humanistic physical education curriculum in higher education?

Selection of Content.--To translate the theoretical concept to the study of physical education, a basic assumption is that the study of human movement, its uses and forms, is the subject matter of physical education. Physical education is the study of basic movements, movement patterns, and diverse forms:

1. from simple basic movements and patterns to complex movement forms in human existence;
2. and the factors determining and modifying the role in personal development of the forms of movement created by man for a given society and a particular cultural environment;
3. and the significance and meaning of achievement of their mastery by each individual in human existence.

Traditionally, physical education in higher education has subscribed to the development of the individual through the medium of physical activity or human movement. The content of the instructional physical education programs has been, for the most part, a variety of forms of movement. The learning experiences have involved the particular movements, individual and group strategies, rules, specific movement sequences and patterns, relationships of the

execution of the patterns to the environment in which it is done, and other facets related to successful performance of the specific form. All of these experiences have been designed to enable the student to: develop better neuromuscular coordination, develop recreational skills and interests, gain better social and emotional adjustment, develop his physical capacities and potential for healthful living--just to reiterate a few of the stated purposes. In essence, physical education traditionally has been concerned with and has emphasized almost exclusively the enabling-utilitarian functions of movement as the instructional programs have been developed. This is of fundamental importance to man and does fit higher education's commitment to the development of the individual's total capacities and potential. However, the study of physical education that emphasizes the enhancing-ennobling function of movement for the individual should help make that study much richer by capitalizing on the subjective nature and personal significance that that study has for the individual. It seems logical and appropriate that the study of physical education at the college level should be carried on through a program of curricular experiences that focus on the enhancing-ennobling functions of movement to the individual. This is not to say that learning for enablement is not also included at this level. The emphasis however, dictates that the college student be approached as much through the realm of his personal responsibilities to his family and

community as through his responsibilities to himself. In total, this conception of the study of physical education places it in the domain of a humanistic curriculum. Humanistic curriculum, as it is herein used, is described by Thelen, as one of four different domains of knowledge.

These domains are, by recent tradition, physical science, biological science, social science, and humanistic studies. These four domains can be arranged along a continuum. Physical science is concerned with events and phenomena far out from the self--the stars, for example. Biological science comes in a little closer, and social science still more. In fact, we find social knowledge always partly from the point of view of a participant in the phenomena we are studying. Humanistic study is subjective and "inside"; it has to do with the unique thoughts and expressions of individuals. It is the record not of the world "out there" but of the experience that an individual has with the world (134, p. 36).

The body is the physical manifestation of the person, his mind, his emotions, his thoughts, his feelings. It is the SELF he presents to the world. Through its movements, he expresses and externalizes the thinking and feeling which make him a unique person (95, p. 27).

Human movement, being a life process and a process of life for each individual, is appropriately a humanistic study.

Organization of Content.--A humanistic physical education curriculum in higher education emphasizes the individual; his needs as a human being in a society of other human beings. The unique functions or values of physical activity and movement for the learner are presented in the following section. This presentation lists the general functions in relation to the developmental tasks of today's college student, the more specific ways in which the learning experiences can help meet these tasks, and where

available, some evidence that indicates this to be a desirable and/or feasible outcome.

Individual Development

Developmental Tasks.--Paramount task of achieving personal identity, individual significance, and a feeling of personal worth and value; more specific tasks of accepting one's physique and using the body effectively, and developing intellectual skills and concepts necessary for competence.

Specific Ways in Which Learning Experiences Can Contribute.--

1. by the continued development of body mastery. Body mastery involves the self-directed response of the individual in a given situation. The student continues to learn new and/or improve formerly-learned skills according to his own capacity and his own choosing in a variety of situations.

2. by the heightening of the "bodily sense." This is that aspect of personality that defines the "bodily me." According to Allport, this sense resides at a more or less sub-conscious level at most times, but becomes "well configurated in consciousness in the exhilaration that accompanies physical exercise. . . .[This] bodily sense remains a life long anchor for our self-awareness" (3, pp. 40-42).

3. by the maintenance of a sense of integration of the self. Jacob relates the sense of integration to "body image" and an "inner-man feeling" on which successful individual behavior depends (68, p. 27). In essence, this is very much like the "bodily sense" with the addition of feeling beyond just an awareness of self. Personal integration is the core of self-identity and self concept, both of which are essential to individual autonomy. "A continuous program of physical activity is very important in maintaining a sense of integration, . . . on which successful behavior depends" (68, p. 27).

4. by continued self-evaluation and appraisal by the individual. The individual's level of physical development, innate potential, and capacity for adaptation and change can be evaluated in relation to the present, with direct reference to the past, and with the continued awareness of the future. A person's movement characteristics are determined and

altered by many factors, each operating in interaction with others. Some factors are more potent than others in different individuals. Such factors include age, sex, body build, personality, racial and social groups, perceptual ability, attitudes toward body and movement, nutrition, rest, sleep, emotional status, and physical activity (145, p. 5).

The point of reference is that all of these factors are individual in nature and can be evaluated both subjectively and to some extent objectively.

5. by personal evaluation of motivations, meanings, and significance of the individual behavior. It is here

suggested that the overt nature of movement and the immediacy of the experience can allow introspection by the individual as to why he "acted," for what purpose, what directed his choices, and what were the consequences of that behavior. Movement experiences can offer a total pattern of "stimulus-action-consequence" taking place within a temporal setting that allows review of this basic mode and cycle of human behavior.

6. by sharpening the sensitivity to surrounding environment. Movement demands total involvement of the individual. This supposes a quickening of the senses and a heightened awareness and perception of what one is about. Ulich discusses total involvement as the essence of "a tuning of the whole person" and further describes it as being a fundamental condition for creative response. Though discussing the characteristics of creativity, Ulich borrows the phrase from Friedrich Schiller: "Man is truly and wholly man only when he plays." The point here is that to be able to play one must "lift himself about the strain and toils of daily effort," learn how to "touch, to see, to hear," develop a "talent for repose" which leads one "to interchange work and leisure, seriousness and levity, intenseness and relaxation, and wakefulness with the sweetness of sleep," and be "awake to the sensuous part of life" (137, p. 85). Movement experiences are a universally available medium for total involvement. Though movement may or may not ultimately find expression in a creative art form, it can

and does possess the "essence" of the fundamental condition for creative response.

Individual's Understanding of Man and His Cultural Heritage

Developmental Tasks.--Acquiring a set of values and an ethical system as a guide to behavior; desiring and achieving socially responsible behavior; identifying self in relation to the larger social environment.

Specific Ways in Which Learning Experiences Can Contribute.--

1. by investigation and study of the cultural setting of the forms of movement. To study these forms, sports, games, dance, etc., is to study something of the ethnic origins and social acceptance of these forms of movement and to study the meaning and significance these forms held for man in the past and to evaluate their place and value in contemporary society. Employing a broad interpretation of "play" that includes all forms of movement, Huizinga provides an indication of the value of this study:

As a regularly recurring relaxation, it [play] becomes the accompaniment, the complement, in fact an integral part of life in general. It adorns life, amplifies it, and is to that extent, a necessity both for the individual--as a life function--and for society by reason of the meaning it contains, its significance, its expressive value, its spiritual and social associations, in short, as a cultural function. . . . The expression of play in a culture comes to satisfy all kinds of communal ideals. . . . It is through playing that society expresses its interpretation of life and the world (67, p. 9).

Play is one of the universal accompaniments of human existence. An institutionalized form of play, such as a major sport, forms the core of a larger cultural complex which functions as a dramatic medium for acting out or depicting in symbolic form, the basic premises and value orientations of the culture (25, p. 9).

2. by the study of the use of movement as a means of communication and expression. To study man's use of movement for expression and communication is to broaden the prospective of the "language of the living organism" (19, p. 71). Brown and Cassidy indicate the scope of this study in their summarization of the expressive and communicative qualities of movement:

- Autistic
- Gesture
- Uncontrolled self expression
- Tracings of mimetic musculature
- Unique expressive behavior
- Purposeful movement to solve developmental problems
- Purposeful movement to solve coping-with-the-environment problems
- Purposeful movement to solve communication problems
- Purposeful movement to express feelings
- Expressive form (19, p. 73)

3. by the study of movement as a "creator of beauty." Educators have long ascribed to the value of recognizing, understanding, and appreciating man's creative and artistic achievements of the past and of the present. For full comprehension of the extent of man's creative works, the inherent beauty and aesthetic nature of movements should be studied.

In the action and rhythm which testify to mastery of space and time, sport becomes akin to the arts which create beauty. No athlete can accomplish a genuine feat without such perfect physical control, in time and space, that his movements and the rhythm of their timing are not to be differentiated from the finest

ballet, the most splendid passages of prose or verse, the most glorious lines in architecture or sculpture or the loveliest harmonies of light and colour (87, p. 14).

4. by studying the highest achievements involving the extension of man's movement capacities. This study suggests that a greater appreciation may be acquired for purely human capacities. Who has never thrilled to the accomplishment or the perfect execution of a feat requiring the utmost in performance that man can achieve? Who of us doesn't gain from such a performance a little more respect for the truly marvelous instrument the human body is? Who of us doesn't stand a little taller in the family of man in the face of his highest achievements?

Individual's Development of a Sense of Responsibility for Others

Developmental Tasks.--Desiring and achieving socially responsible behavior, acquiring a set of values and an ethical system as a guide to behavior, preparing for personal and community living in relation to present and future life.

Specific Ways in Which Learning Experiences Can Contribute.--

1. by acquisition of the knowledge of the contributions of the movement process--its learning and doing--as it relates to the growth and development of children. As the college student prepares to assume the responsible role

of a parent, the study of the role of movement and physical activity in the growth and development and health status of a child is essential for complete fulfillment of parental responsibility.

2. by the acquisition of the knowledge of the contributions of movement to man in relation to the total functioning capacity of the human being at all ages. This study includes the investigation of the effects of exercise and physical activity on the body, its physical vigor and efficiency. The scientific evidence of the role of physical activity in daily living is the basis for such study. This necessity for physical activity is made applicable to all age levels and its study is focused on the individual's responsibility to help provide the opportunities for initial learning and continued participation in movement experiences for the members of the family and community.

The Structure for Designing a Humanistic Physical Education Curriculum

The Concept of Curriculum Design

Curriculum design is a statement of the pattern of relationships which exist among the elements of curriculum as they are used to make a consistent set of decisions about the nature of the curricular experiences for the learner. The role of curriculum design can best be seen in relation to its following functions: (1) as a definer of the elements and their pattern of relationships in curriculum

development, and (2) as a statement of the means used for selecting and organizing the learning experiences. The design does not, in and of itself, define its elements but a design merely presents and makes evident the need for such definition.

The investigator developing this design conceived of curriculum development as representing a triangle (Figure 1). The apex of the triangle represents the outcomes sought for students. The base represents the philosophy of life and physical education of the investigator. One side represents the needs and interests of the student in American society and the other side, the selection and organization of content to meet the aims and produce the desired outcomes.

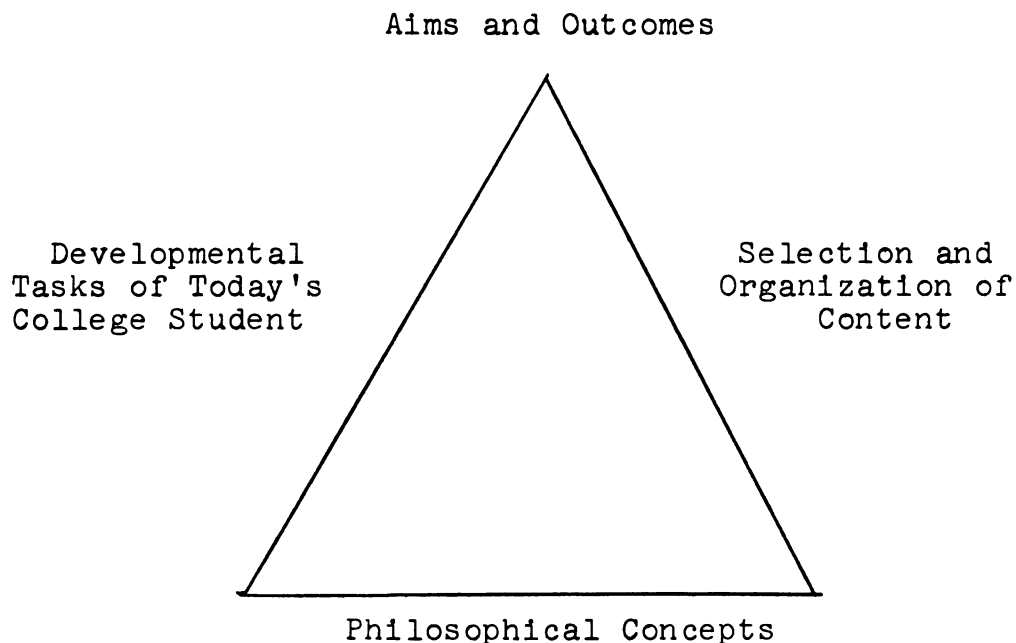


Figure 1.--A design for planning a curriculum.

A Proposed Design for a Humanistic Physical Education Curriculum

The proposed design immediately defines what are considered to be the important elements in curriculum development. In addition, the design points out how they are to be combined to produce desired outcomes. It suggests further a series of priorities: (1) that a curriculum is developed on the base of the educational beliefs and convictions of the person or persons responsible for its development, (2) that the purposes of physical education provide the means for selecting the needs of students, and (3) that the individual needs of students cannot be considered in isolation but must be recognized in relation to the needs of society and the capacity of the resources of purposeful physical activity to meet them.

The underlying base for curriculum structure is a personal philosophy of life and physical education. This philosophy covers such activities as are involved in identifying values, in seeing the consistent relationships which exist between values in purposeful physical activity to human behavior, and in using values to make judgments about the means to achieve ends. Philosophy in this sense is the over-all dynamic process involved in planning the design and putting it to work in instructional programs through specific teaching-learning units.

The design presented in Table 1 is the conceptual structure for planning a humanistic physical education curriculum in higher education.

TABLE 1.--An over-all structure for designing a humanistic physical education curriculum in higher education.

The College Student of Today Faces the Developmental Task of:	Selecting and Organizing Content	The Learning Experience Would Achieve These General Ends:
1. Achieving personal identity accompanied by the realistic acceptance of one's physical being and continued acquisition of skills and abilities for greater personal competence.	1. Knowledge of the moving self: a. performance capacity according to individual potential and interest (psycho-motor) b. self-appreciation and awareness (affective) c. knowledge of procedures for self-evaluation and self-direction (cognitive)	1. Enhance the individual by contributing to the feeling of being a unique, identifiable self-- (and) Enable the individual to continue the acquisition of skills for greater personal competence.
2. Achieving an identity in relation to the adult society that embraces an acceptable value system that guides socially responsible behavior.	2. Knowledge of the cultural heritage of movement: a. performance capacity related to socially oriented, expressive, and communicative forms of movement (psycho-motor) b. awareness, appreciation, and sensitivity to the meaning and significance of forms of movement to man (affective) c. knowledge of the cultural dimension of movement (cognitive)	2. Enhance the individual by contributing to his capacities that are self-expressive--(and) Enable the individual to survey, analyze, and exhibit responsible behavior directed by socially accepted values.
3. Preparing for responsible personal and community living within the family unit.	3. Knowledge of the individual's responsibility to self and others regarding the inherent necessity of movement for man: a. performance capacity related to design and execution of fundamental movement patterns (psycho-motor) b. awareness of biological necessity of movement for optimum functioning at all ages and acceptance of responsibility for providing opportunities for movement experiences in daily living (affective) c. knowledge of the physiological effects of movement and physical activity on the human body (cognitive)	3. Enable the individual to better fulfill his physical potential and to better assume family and community responsibilities.

PART II

DEVELOPMENT OF INSTRUCTIONAL PROGRAM DESIGNS IN
PHYSICAL EDUCATION AT MICHIGAN STATE UNIVERSITY

CHAPTER IV

PROGRAM FOUNDATIONS

Introduction

The conceptual structure for designing a humanistic physical education curriculum should be viewed as a resource that can be drawn upon for programming learning activities for students in a particular university setting. The structure, by itself, is insufficient for designing the physical education instructional program. Its function is to serve as the underlying philosophical base for the development of program designs. The initial task is to know the facts of the university setting: its goals and philosophy, organization and resources as they effect the specific instructional program. The next task is to know the particular students: their strengths and deficiencies, variations in background, and learning problems. As these facts are identified and synthesized, the task then becomes one of formulating behavioral objectives, selecting content and learning experiences, organizing the learning experiences and determining what to evaluate and the ways and means of doing it. The relationship of these five elements considered important in developing a program design is shown schematically in Figure 2.

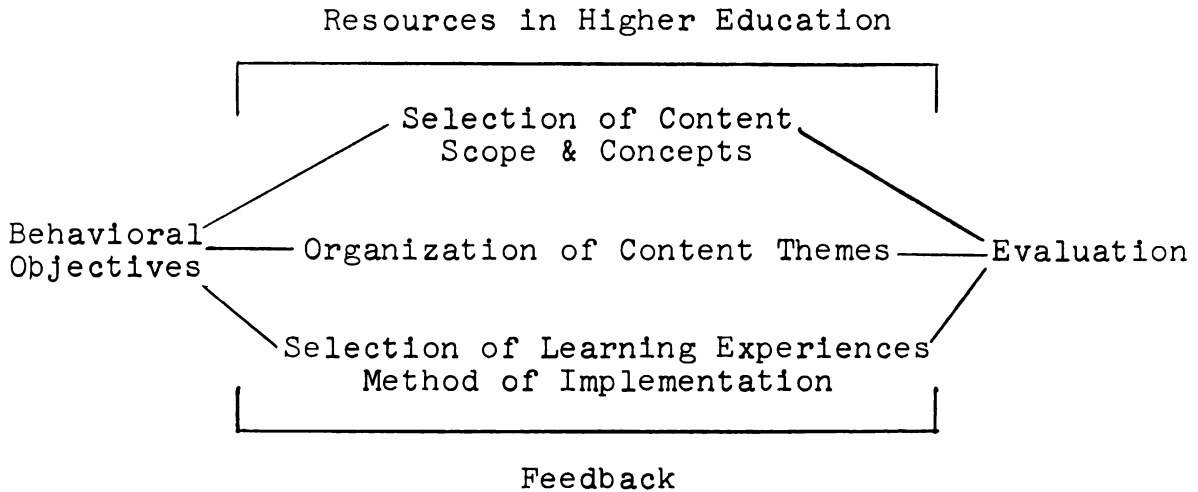


Figure 2.--A design for planning a specific program.

This program design provides a pattern for developing specific program designs in relation to the resources and goals of a particular university setting.

Description of the Instructional Environment at Michigan State University

Brief Description of Michigan State University

Michigan State University, originally Michigan Agricultural College, was founded in 1855 according to state law as a tax supported four-year institution of higher education (15). Its original purposes emphasized the education of those who were interested in the state's largest industry--agriculture. With the passing of the Morrill Act by the federal government in 1862, Michigan Agricultural College became a pattern for the kind of institutions indicated by that act. In turn, Michigan Agricultural College

was given the financial support awarded to the state of Michigan as provided by the Morrill Act. The legislative act granted to each state thirty-thousand acres of land for each Senator and Representative in Congress to which the states were respectively entitled by the census of 1860, for the purpose of endowing

at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life (14, p. 9).

Thus, from its beginnings as a public supported, "land-grant" institution, Michigan State University has been committed to education for the professions and vocations as well as to the general or liberal education of its students. Michigan State University, being a land-grant institution, is committed to the function of public service to the community and state for which it was established. Over the 111 years of its existence, the university has not altered its original purposes and commitments but has added other responsibilities and purposes for its continually growing program. Michigan State University has grown to be one of the largest institutions of higher education in America today and has extended its commitments to include research, service to state, national, and international projects, and teaching at both undergraduate and graduate level. In spite of the size of the university in relation to numbers

of students, and the multiplicity of its projects and commitments, the university has clung tenaciously to its commitment to the individual student. The ultimate outcome, for which the university's instructional program aims, is best expressed in the statements of President John A. Hannah:

In the final analysis, we believe that an educated man in a democracy is one who is trained and conditioned to be an effective citizen. He need not necessarily be a man who has attained great wealth, or professional distinction, or high public office. He may not be known far beyond the borders of his own community.

But he will have been educated to contribute to society economically to the limits of his creative and productive skills.

He will have been educated to contribute socially by his understanding of the world around him and his tolerance for the rights and opinions of others.

He will have been educated to contribute morally by his acceptance and observance of the fundamental values.

And he will have been educated to contribute politically by his reasoned, thinking approach to political issues, his rejection of demagogic appeals, and his willingness and ability to lead or to follow with equal intelligence.

With such definitions of education in mind, we do not think so much of graduating engineers or chemists or teachers or home economists or agriculturists or business men, as we do of graduating educated men and women, trained to be effective citizens of our democracy--men and women ready and willing to assume the duties of leadership in a nation crying for intelligent direction and guidance in a world full of confusion and insecurity and doubt.

By so doing, we strive to contribute to the preservation and further advancement of our country, for men and women so educated will have confidence in America, her principles and her destiny, and faith in America's ability to lead the world into an era of peace and understanding (53, p. ix).

Trends in Instructional Program Development

The university has been actively concerned about the future of its instructional program in recent years because

of the impending problems it faces with expanding enrollments, explosion of knowledge, and limited resources. A first obvious step was taken in 1959 with the designation of the Committee on the Future of the University that was given the responsibility of a complete evaluation of Michigan State University. The report of this committee, distributed in the summer of 1959, gave analysis of both the strength and weaknesses of the then existing instructional program. Some of the recommendations made by this committee have since been adopted (41).

A second emphasis for change with directive for the future, came in the Seven-Point Program presented to the faculty originally in 1961 and reviewed again in 1963. The Seven-Point Program was designed as a tentative blueprint "giving a means by which to gauge progress in converting this University into an institution capable of meeting the new demands being laid upon it" (52). The Seven-Point Program enumerated principles concerned with evaluation and design of curricula and with instructional program planning.

A third directive for change and future planning came with the introduction of the Educational Development Program in 1963 and the distribution of thirty-one tentative guidelines for curricular development. It is significant to note that, while the educational development program's curricular guidelines created mixed responses among the faculty and were not widely, inclusively, or extensively

discussed, three of the proposals were subsequently adopted by the university faculty and the guidelines served to instigate curricular revision and study on a wide scale throughout the university.

In view of these recent attempts by the university to meet the demands of the future, some speculation on the future direction of the university seems pertinent.

Michigan State University will continue to increase in enrollment. Providing proper instruction for these students will demand the greatest concentrated effort. The efforts for change in the immediate past have been aimed primarily at the instructional program and process. Emphasis has been given to the development of ways to improve the quality and effectiveness of instruction and to increase the efficiency of the university's learning resources.

It is more than just idle speculation to say that the emphasis on improvement of the total university instructional program will continue into the immediate future. The trend has been established to seek new, efficient, and more effective means to assure the success of the teaching-learning process. The "new" means will come through research and evaluation of both the teaching and learning process. Research data, as it is gathered, will be utilized within the program. The use of a variety of educational media will be tried and adopted, if found successful. Efficiency will be measured in terms of the results based on the stated objectives. No discipline or area of knowledge

will be left unscrutinized. Each discipline will re-establish its goals; restate its objectives; and revitalize its curriculum in the light of new knowledge and in line with the best that is known about the quality of learning necessary in our rapidly changing society. No discipline will be accepted, without introspection, on the basis of tradition alone. The efficiency formula, by which any program will be judged, will necessarily include the factors of human resources, time, money, and successful accomplishment of stated objectives. These factors will become accountable. As the writer views it, one danger may lie in the fact that the quantitative factors in the teaching-learning situation may unbalance the qualitative factors by sheer observability. The qualitative factors are likely to remain less easily and precisely evaluated.

The instructional program of the university will change. Some areas, particularly those dealing with large numbers of undergraduate students, will change drastically by comparison to more traditional concepts of instructional procedure. Increasing enrollments, exploding knowledge, and limited resources are all factors forcing change in instructional procedures. This change can be viewed as both a need and a challenge.

Instructional Resources of the University

One of the facets of the total university's instructional program development is concerned with the

establishment, efficient utilization, and evaluation of instructional resources of the university. Constant encouragement is given for the development and use of new instructional methods and media. The learning resources of the university are extensive and varied. For the most part, the facilities, equipment, and professional services located within the university environment are available for use by any instructional area. Because of the extent of these resources and the emphasis placed on efficiency and effectiveness of the instructional program, no real limitation is imposed on any phase of the university's program in relation to curricular innovation or change.

Current Status of the Physical Education Instructional Program

The physical education program is designed for all freshman men and women students as a three-credit, one-year requirement for graduation. Exemption from the present physical education instructional requirement is granted to those students enrolled in the university's Justin Morrill College, to military veterans, to those over 24 years of age, and to those who are physically disabled. The program requires each student to enroll in three, one-hour credit courses during three successive terms. According to the university policy, each of these one-hour courses is scheduled as a laboratory course approximating three hours of class time per week. Within the three term-three course requirement, one course is specified. This course,

entitled Foundations of Physical Education, is offered separately to the men and women. The remaining two courses are chosen by the student from a variety of courses organized around the content concerning a specific sport, game, or dance activity. Some of these courses are restricted to men or women and others are co-educational.

The existing purposes of the over-all instructional physical education program are:

To provide for the individual:

1. The knowledge of the importance of activity in daily living in modern society
2. The skill necessary to the individual for efficient use of the body in work and play and specific skill for active leisure time pursuits
3. The motivational force to establish activity patterns for the individual that are adaptable to all lifetime situations (43).

Two innovations concerning the instructional program have occurred within the last decade. The first was the initiation of the Foundations of Physical Education course, with the subsequent establishment of the course as a requirement. The course content involves the concepts, skills, and inherent values concerning physical activity and movement in daily living--its necessity and contribution to fitness and health. The content and learning experiences are designed to approach the college student through a process of self-evaluation of physical status and then a self-prescription of activity needs on an individual basis. The prescription is undertaken following the presentation of what, why, and how of physical activity. The Foundations of Physical Education course and approach have enjoyed

success with both students and faculty and have served as a pattern for similar programs at numerous other colleges and universities.

The second of the innovations also involved the Foundations of Physical Education course but concerned the methodology employed in its presentation. This entailed the adoption of the use of the television medium to aid in presenting some of the course content and materials. The use of television was favorably received by students and faculty at the time of its initiation (146) and continues to be employed as an instructional means for this course. Subsequent to the use of television for the Foundations of Physical Education course, the television medium has been successfully employed in presenting one other of the elective courses within the instructional program.

Description of the Michigan State University Student

General Biographical and Demographical Characteristics

The data describing the students at Michigan State University herein reported, was collected in the fall of 1965, from 7,150 (3,589 men and 3,561 women) of the entering freshman class. The findings were summarized and compared to the entering freshman class in 1958. From the report entitled, "The 1958 and 1965 Entering Freshman Class: A Contrast in Profile" by Dr. Irvin J. Lehmann (84), the following information on the 1965 class only is taken. The

information refers only to the freshman class and cannot be generalized to the entire student population. However, use of this information relates it to the instructional physical education program which basically involves only the freshmen students at Michigan State University.

The findings are summarized as follows:

1. 95% of the entering freshmen are 18 years of age or younger.
2. Over 98% of both men and women are single.
3. Over 10% of the freshmen have one or both parents foreign born.
4. Slightly more than one-half of the freshman class come from cities with a population over 25,000.
5. 60% of the men and 63% of the women are Protestant according to religious preference.
6. 45% of the men and 46% of the women come from homes in which the father's occupation can be classified in the upper levels of the social stratum; i.e., occupations of executive, managerial, and professional nature.
7. Over 70% of the entering students come from homes where either or both parents have had at least a high school education. In addition, 31% of the men come from homes in which the father is at least a college graduate.
8. Over 85% of both men and women attended a public high school. 63% of the men and 67% of the women graduated from high school with a graduating class of 200 or more. For both the men and women, the largest proportion of this group graduated with a class having between 400-999 members. This data is consistent with the report of the size of community.
9. 74% of the women and 66% of the men stated that they ranked in the top quarter of their high school graduating class.

10. Considering an inherent problem of interpretation, a greater percentage of the women (46%) as compared to the men (36%) reported that they were "very active" as participants in high school activities. One comparative relationship is pertinent concerning this item. Both the men and women reported a lesser degree of involvement in high school activities than did their 1958 counterparts.
11. Of the men, 62%, and of the women, 33%, indicated they aspired to continue their education beyond the four year undergraduate program in either graduate or professional education.
12. The freshman class as a whole displayed a higher level of general academic aptitude than previous freshman classes.

A profile based upon the responses to the questions asked (recognizing the variations and differences both between and among the groups) might describe the 1965 freshman in terms of modal characteristics as follows:

He is 18 years of age, single, and a Protestant. Prior to enrolling at Michigan State University, he lived most of his life in an urban community with a population of under 100,000. He attended a public high school which had a graduating class of more than 200 students. He was moderately active in his high school's activities, and ranked in the top-fourth of his class. Both his parents are native-born Americans and have had at least a high school education. His father's occupation might be classified in the middle socio-economic stratum and his mother is a housewife. While going through college, he will be primarily dependent upon his parents for financial support. He would like and expects to attend college for a minimum of four years (84, p. 9).

General Characteristics of Students Related to Physical Education

Since 1957, four studies have been done within the Department of Health, Physical Education, and Recreation, the results of which give an indication of some of the characteristics of the Michigan State University students related to physical education (35, 114, 48, 83). Three of the four studies were designed to investigate certain

factors concerning the students and relate their findings to selected aspects of the Foundations of Physical Education course. Because the Foundations of Physical Education course is a requirement of all freshmen at Michigan State University and since either the entire population was sampled or random sampling techniques were employed for the acquisition of the subjects, it is logical to assume that the findings would be indicative of the general population of the freshmen students at Michigan State University. The remaining study was conducted on a random sample of 200 women students of either freshman or sophomore standing. Only the items that give some indication or reflection of the students' general abilities, knowledges, interest, or opinions related to physical education are included in this discussion. The subjects for the studies were limited for each investigation to either men or women. This designation is regarded as the findings are here reported. Within the limitations of the various studies and with complete awareness of the possibility that changes may have occurred since the studies were completed, (1960) the following is a summary of some of the general characteristics of Michigan State University students related to physical education.

Women Students.--Rohrs found that:

- 1.* Over one-half of the subjects were without regular physical education classes during the two years previous to this investigation. Fifty-seven per cent had two or less years of high school physical education.
2. The majority reacted favorably to their high school physical education classes.
3. Less than one-half of the subjects (41%) participated in a sports club during any part of their high school years while 69.8% participated in an intramural program.
4. One-half of the subjects would like to have had a recreational sport included in their high school physical education curriculum (114, p. 63).

Gerland investigated five selected background factors and related them to an evaluation the students had done on the Foundations of Physical Education course. Due to the comprehensive nature of the Foundations course, the findings are at least relative in a general sense to physical education as an area of study. Gerland found "no significant relationship between over-all evaluation of the Foundations course and the following background factors:

1. Michigan residence and non residence
2. Size of high school
3. The required physical education program in the high school
4. Actual numbers of years the student participated in the physical education program in high school.
5. Type of locality of home town.

*Numbering of items is not accurate. Changes have been made to facilitate this reporting.

In reference to these findings, Gerland stated that "it was surprising indeed to find that background factors, from which so much was expected, revealed no significant relationships" (48, p. 45).

In the Gerland study, the following conclusions were reported from the data gathered from the students' own evaluation of their abilities and extent and interest in participation in physical activities. The conclusions also reflect a general attitude response in one item.

1. A greater percentage of students rated their general skill level, concept of physical self, and specific skill level in sports, swimming, and dance above average than below average.
2. A greater percentage of students rated their general attitude toward physical education as an activity class and attitude toward participation in physical recreation favorable or above (48, pp. 90-92).

Gerland also reported the reasons given by the students for participating in physical recreational activities. The largest proportion responding (28.5%) stated that they participated because they "enjoy sports"; 19% took part for a "better figure"; 15% for "better health"; and 14.5% took part in such activities because their "friends did" (48, p. 78).

This study also asked the students to give reasons why their parents participated in physical recreational activities if they did so. The results of this question

showed that 73% of the fathers and 63% of the mothers did engage in such activities. The reasons given for participation by both parents, according to the students, included participation for "relaxation" and "enjoyment." If the parents were reported as non-participants, the reasons of "lack of time" and "lack of interest" were given (48, p. 81).

Gerland also inquired about interest in physical activity from the standpoint of a spectator. Only 3% of the students responded that they were little interested or not at all interested in watching sport events. Seventeen per cent indicated a dislike or disinterest in watching dance events (48, p. 81).

Rohrs investigated the skill level of the students in a variety of activities according to the students' own judgment of their abilities. The findings indicated that the skill level was highest in team sports particularly in the sports of volleyball, basketball, and softball. It was found that during the year prior to the study, the subjects had participated most often in leisure time activities which were social in nature and required little activity. The students reported the physical recreational activities in which they most often participated to be "swimming, dancing, boating and/or canoeing, water skiing and hiking during the warm months and dancing, ice skating and bowling during the cool months" (114, p. 63).

The study by Dillin was conducted to establish standards of physical fitness, motor ability, attitude, and

anthropometric measures for women at Michigan State University. T-scales and/or percentile scales were calculated from the data. The information included concerning these factors could be used to help describe the Michigan State University students if there were a means of comparing the data to some other group. However, no basis for comparison exists. Dillin did make one observation that is reflective of an area of student interest.

The excellent cooperation given by the subjects, and the many inquiries concerning the results would seem to indicate a tremendous interest on the part of college women in (1) their physical status, (2) their physical potential, and (3) objective measures and evaluation (35, pp. 37-38).

Men Students.--The information reported here for the men students is taken from the study by LaBaw. Of the four studies, this is the only one concerning men. LaBaw conducted the study in relation to the men's Foundations of Physical Education course and used the entire group of freshmen men enrolled in the course during the fall term of 1959. The purpose of the study was to determine if there were relationships between selected background factors and acceptance or rejection of various phases of the Foundations course. Again, only those factors which are suggestive or reflective of abilities, interests, or attitudes of the students concerning physical education as a general subject matter area are reported.

LaBaw investigated fourteen background factors which he related to acceptance or rejection of the Foundations

course. He found that no relationship existed except for one factor. He further stated that this one significant relationship could be expected by chance. The background factors investigated, for which there was no significant relationship, included:

1. Michigan residence and non-residence.
2. Size of home town.
3. High school scholastic average.
4. Mode of travel to and from high school.
5. Varsity letter winners in high school sports.
6. The required program of physical education in high school.
7. The number of years the student participated in high school physical education.
8. Caliber of high school physical education instruction.
9. Various exemptions from the required high school physical education program.
10. Students' reaction toward high school physical education classes.
11. Participation in high school intramural sports.
12. Attendance at Michigan State University on a scholarship.
13. Type of scholarship which the student held at Michigan State University.

The one significant factor reported was that of the size of high school from which the student came. Those students coming from Class AA high schools (1500 and over) tended to reject the Foundations course more than students from smaller high schools.

LaBaw found it surprising that no significant relationships were found concerning the background factors, with the one exception.

LaBaw also inquired of the men students their reasons for participating in sports. Seventy-one per cent reported their first reason as being because "they enjoy it." Nine per cent state their primary reason for participation was to become "physically fit." Fifty per cent listed their second reason for participation was to become "physically fit" and eleven per cent reported they participated to "secure relief from boredom." The third reason for participation that was indicated by 16 per cent was "relief from boredom" and 14 per cent listed they hoped "to get recognition." The students were asked to give their reasons for not participating in sports. The majority (87%) stated that they were participants so had no response. Four per cent did state "insufficient time" as the reason for not participating in sports (83, pp. 17-18, 27).

Summary of Pertinent Findings Reported.--Though it is felt that further investigations of both men and women students need to be done in direct relation to their knowledges, interest, skills, and attitudes related to physical education as a field of study at Michigan State University, some tentative observations are offered.

Most students seem to display a generally active interest in physical activities as both participants and

spectators regardless of their background. It would be interesting to know if, in the minds of the students, physical activity and physical education were synonymous, and exactly their frame of reference for these terms.

The greatest number of students seem to participate in physical recreational activities--sports and dance--because they receive some personal enjoyment or satisfaction from the participation. One indication was given that this was also true of the parents of the students. There also seems to be an interest in continued learning of activities that can be "enjoyed."

Apparently, the range of skill and interest of the students in specific physical activities is an extremely wide one. It would be interesting to know where and how this is acquired by the individual.

Health Status of Students

One further factor regarding the Michigan State University students that is related to the physical education program deals with their general health status. The university specifies only that the student be ambulatory and physically self-sufficient. The present policy specifies that any student needing exemption from physical education due to some physical limitation will provide, from a reliable source, evidence of the necessity of that exemption. In all other cases, the university and the Department of Health, Physical Education, and Recreation assumes the

student to be of good health and capable of active participation. At this time, no records are kept by the university concerning the numbers of exemptions or by the university's health service that reflect general health status of the students at Michigan State University.

CHAPTER V

PROJECTED PROGRAM DESIGNS

The three program designs created are offered in respect to the specific instructional environment at Michigan State University. The elements in the projected designs have been identified and presented in descriptive form to provide over-all insight and direction into the nature of their construction. The four elements identified and described include possible: (1) general behavioral objectives, (2) content-scope and organizing concepts, (3) learning experiences and methods of implementation, and (4) centers or themes for over-all organization of the learning experiences.

Suggested Procedure for Implementation and Evaluation of a Projected Design

Respecting the inherent advantages and limitations of the projected designs, the writer selects Projected Design 1 - "Concept Centered": Three-Course Design to outline the procedures for implementation at Michigan State University within the existing framework of the three credit-three course requirement. The content has been identified within this design as most worthwhile for the college students in respect to their developmental tasks, needs, and interests. The three broad content areas identified would serve as the framework for each course

Projected Design I - "Concept Centered": Three-Course Design

Scope	Behavioral Objectives	Methods for Implementation
I. Personal Development of Movement Capacities Major sub-topics and concepts: 1. Evaluation of capacity and individual performance 2. Experience and process of continued development	I. Emphasis on Psycho-motor objectives, as "to extend performance capacity according to individual potential, previous movement experience, and own level of aspiration in a variety of self-selected and self-directed movement forms for the personal joy and satisfaction of and involvement in the performance . . ." with accompanying affective and cognitive objectives.	Laboratory Class 1. Small group 2. Skill and activity oriented 3. Teacher-student group planned specific activities 4. Segretated grouping of men and women with opportunities for co-educational combination
II. Cultural Heritage of Sport, Games, and Dance--Past and Present Major sub-topics and concepts: 1. Historical development of movement forms in American society 2. Major trends and influences of movement forms in contemporary society 3. Aesthetic and communicative dimension of movement	II. Emphasis on Affective objectives, as "to develop an awareness of the cultural significance of movement forms" "to develop an awareness and sensitivity to the personal and social motivations, meanings, and significance surrounding participation in or observation of forms of movement. . ." with accompanying cognitive objectives.	Lecture Class 1. Large group 2. Use of variety of instructional media 3. Activity orientation as a spectator 4. Inter-disciplinary presentation 5. Co-educational grouping
III. Scientific Foundations for Physical Activity in Daily Living Major sub-topics and concepts: 1. Growth and developmental processes and activity 2. Early learning and movement experiences 3. The aging process and physical activity	III. Emphasis on Cognitive objectives, as "to be able to define and describe the principles involved in maintaining and increasing optimum physical capacity through movement in daily living" "to be able to define and describe the major stages in the growth and development process and be able to relate movement--its learning and execution--to each stage. . ." with accompanying psycho-motor and affective objectives.	Lecture and Laboratory Class 1. Large group lecture 2. Small group laboratory 3. Laboratory oriented to experiences and/or observations of children in activity; human energy research, etc. 4. Co-educational grouping

Suggested Learning Experiences

Suggested Evaluative Measures

- I. Personal Development of Movement Capacities
1. Self-analysis and evaluation of physical status
 2. Testing and measuring of physical performance and skill in a variety of movement patterns and forms
 3. Participation in a variety of self-selected activities of a specific nature

- II. Cultural Heritage of Sport, Games, and Dance-- Past and Present

1. Presentation depicting the development of popular sport, game and dance forms--their origins, evolution, and present form--from different cultures
2. Analysis of the place and significance of sports, games, and dance in American society through data gathered from communications media, spectator participation, literature, etc.
3. Presentation, discussion, and debate on current social issues such as "leisure" in relationship to popular movement forms

- III. Scientific Foundations for Physical Activity in Daily Living

1. Laboratory experimentation dealing with the effects of exercise on selected physical factors--conditioning programs, weight reduction programs, etc.
2. Observations of children at various developmental levels and analysis of their capacities, physical limitations and differences, and needs in regard to physical activity
3. Presentation of the knowledge regarding effect of physical activity on health, fitness, and proper functioning of the human body.

- I. Personal Development of Movement Capacities

1. Knowledge tests
2. Self-rating scales on skills, abilities, interests, and needs
3. Problem solving skills--data collecting, interpretation, and application
4. Acquisition or improvement of skill

- Cultural Heritage of Sport, Games, and Dance-- Past and Present

1. Knowledge tests
2. Opinion and attitude scales concerning response to personal use and worth of activity to individual and community
3. Inventory of habits of participation in and observation of activities for each individual. Short term and long range inventory of habit patterns

- Scientific Foundations for Physical Activity in Daily Living

1. Knowledge tests
2. Problem solving skills in relation to design and execution of experiments involving programs related to activity needs for given individuals, groups, or situations
3. Skill in assessing performance level and condition of children and adults

Projected Design II - "Unified - Value Centered": One-Course Design

Scope	Behavioral Objectives	Methods for Implementation
Unifying elements: 1. Movement--physical activity--is a meaningful, integrative behavior of the human being (how man moves), therefore: 2. Man is enabled and enhanced by his movement experiences (why man moves), and: 3. Man has developed his movement capacities to be collectively-culturally and individually expressive, communicative, and significant (what man does).	Emphasis on objectives placed in following order: 1. Affective 2. Cognitive 3. Psycho-motor The paramount objective being for the student "to internalize a complex of opinions, attitudes, and feelings concerning movement and its significance to the individual; based on personal experience and verified knowledge and facts; that will ultimately provide the individual with self-motivation and self-direction concerning appropriate modes of physical activity and movement in a personalized life style."	Lecture and Laboratory Class 1. Large lecture class 2. Small laboratory class 3. Co-educational grouping 4. Use of variety of instructional media 5. Team-teaching approach 6. Laboratory oriented to experiences of activity nature, planned with group and teacher.
Suggested Learning Experiences	Suggested Evaluative Measures	
1. Series of presentations designed to demonstrate how man moves--the design and function of the human body, the effects of man's movement on his growth and development at all ages, the relationship of movement and physical activity to total health and well-being. 2. Participation in self-selected and self-directed activity--acquisition of desired skill level in the activity. 3. Inventory of sport, game, and dance activities in various cultures; analysis of their traditional significance and present value. 4. Experimentation with movement as communication and expression through participation and observation.	1. Knowledge tests. 2. Personal and social adjustment inventories with emphasis on self to self and self to others. 3. Inventory of habits, practices, needs. 4. Skills in assessing self. 5. Problem solving skills--data collecting, interpretation, analysis, application.	

Projected Design III - "Responsibility Centered": Two-Course Design

Scope	Behavioral Objectives	Methods for Implementation
I. Responsibility to Self Major Topics: 1. Self-evaluation 2. Improvement of capacity 3. Development of potential 4. Personal use and significance of movement 5. Expression and communication with movement	I. Emphasis on objectives in following order: 1. Psycho-Motor 2. Affective 3. Cognitive Paramount objective being: "the extension and self-evaluation of the student's own performance capacities."	I. Laboratory Class 1. Small group 2. Oriented toward self-evaluation 3. Activities of specific nature planned by students 4. Segregated grouping of men and women
II. Responsibility to Others Major Topics: 1. Parental concern for proper growth and development of children--relation of movement experience and learning 2. Social concern for the aging--health, fitness, and proper functioning in relation to physical activity 3. Perpetuation of values and social skills involved in movement forms 4. Involvement in community affairs concerning opportunities for physical activity--participant or observer	II. Emphasis on objectives in following order: 1. Affective 2. Cognitive 3. Psycho-motor Paramount objective being: "the awareness and acceptance of the individual's responsibility to others concerning personal and societal needs for movement and physical activity."	II. Lecture and Laboratory Class 1. Large group lecture 2. Small group laboratory 3. Laboratory oriented to involvement in topic and nature of responsibility being covered 4. Team and interdisciplinary approach to presentation 5. Co-educational grouping

Suggested Learning Experiences	Suggested Evaluative Measures
I. Responsibility to Self	I. Responsibility to Self
1. Series of self-testing experiments to determine level of motor performance and ability. 2. Group and individual participation in selected activities; self-instruction and evaluation (games, sports, dance). 3. Design and execution of instructional program including activities determined by self-evaluation and need.	1. Knowledge tests. 2. Skill in assessing own performance level and progress. 3. Interest and attitude inventories relating to significance for the individual.
II. Responsibility to Others	II. Responsibility to Others
1. Inventory, experimentation, observation, and evaluation of activity programs and facilities designed for use by all ages within a community setting. 2. Analysis of social values of movement forms related to individual, family unit, community, nation; determined by group examination of existing programs at various levels. 3. Presentation, discussion, debate on issues involving parental responsibility and community concern for educational and instructional programs designed for promotion of health, fitness, leisure activities, etc.	1. Knowledge tests. 2. Opinion and attitude inventory centered on social responsibilities of the college student and the college graduate; immediate and long term. 3. Problem solving skills--data collecting, analysis, interpretation, and evaluation.

Analysis of Projected Designs

(Each design offers some advantages that recommend it and similarly, offers some very real limitations.)

Projected Design I "Concept Centered": Three-Course Design	Projected Design II "Unified-Value Centered": One-Course Design	Projected Design III "Responsibility Centered": Two-Course Design
Advantages		
1. The topics and ideas for inclusion seem to be more easily identified and defined around the major concept. 2. With the shifting emphasis on behavioral objectives, it seems feasible that as a total outcome, advances would be made in all three domains of learning. 3. Considering the availability and reliability of evaluative measures for the three kinds of intended behavioral change, in all probability, this design would make the greatest use of evaluative instruments now available. 4. In respect to the present physical education instructional program at Michigan State University, this design would fit most easily into a three term, three course requirement.	1. This design would enable an integrated, comprehensive presentation of physical education. 2. Designing a one-course program and retaining the present university scheduling and requirement policy, the presentation could be blocked in a relatively large segment of time while carrying into a small group laboratory pertinent experiences. 3. Respecting the present total three credit requirement in physical education, the freshman class would be divided into thirds to fulfill their requirement; cutting substantially the numbers of students per term which would make feasible the small laboratory classes.	1. This design, appropriately carried out, should center the study around the student and his immediate needs and developmental tasks to a somewhat greater extent than the other designs. 2. This design releases a little more of the planning for and the acquisition of the objectives to the responsibility of the student.
Limitations		
1. This design is likely to produce more separation and less integration of the total curriculum. 2. Due to smaller segments of time, more fragmentation of material is likely to occur. 3. Though the three term-three separate course design, and the present three credit requirement might advantageously fit together, it would also mean a heavier load of students throughout the year which might defeat the design by enlarging the small laboratory classes just to facilitate the numbers of students.	1. Emphasis is placed on a change in affective behavior which at best is difficult to evaluate and for which immediate results, on the basis of ultimate goals, cannot easily be obtained.* 2. The selection of learning experiences for both lecture and laboratory classes and their sequencing will be more difficult to organize for a comprehensive, integrated presentation since the content for physical education has traditionally be subject-oriented. 3. The team-teaching approach entails the cooperative efforts of every member of the faculty. This infers that the numbers involved in such an approach, not the personalities, make this a limitation.	1. This design suggests somewhat more complicated resolution of time, credit, scheduling factors for its implementation. 2. Evaluation problems are inherent in the design.

*Bloom reports that on "the self-report instruments used to appraise changes in interests, attitudes, and personality characteristics, . . . the longitudinal evidence does suggest that more change takes place in the first two years of college than in the remaining college years. Furthermore, more change appears to take place in these two years than in the next 10 to 20 years" (16, p. 178). This gives some indication that a change can occur and that the freshman year in college is an advantageous time to attempt such a change.

as well as the sequential arrangement of the areas to be covered. It is assumed that this content, which will be structured primarily for meeting the immediate needs and interests of the college student and will be structured with the student personally involved in the planning of the teaching-learning instructional unit, will lead the student to be self-directed in the selection, execution, and evaluation of his educational program involving specific activities. It is assumed that if these three courses replace the present offerings, the following changes will be needed:

1. The intramural program will be enlarged to meet the demands for opportunities for participation in activities for which students already possess sufficient skill; i.e., dormitory clubs, college groups, special interest groups, athletic clubs, etc.

2. Departmental program offerings for developing skill in selected activities will be based on the students' specific needs and interests as they execute their own program designs. Such courses will be elective with the level of skill and time of offering being determined by the student programs.

Implementation Procedure

1. A preliminary step in implementing the curriculum design is to create a need for such change that is recognized by the faculty members involved in the instructional program. Such a need might be fostered by the following means:

- a. A presentation could be made to the faculty concerning the needs and tasks of the college student with specific reference to Michigan State University students followed by investigation and discussion of physical education's responsibility to students in reference to this area of personal development and an investigation of the present program with respect to this responsibility.
- b. Discussions and conferences could be held between groups of students and faculty personnel that allow students to present their needs, views, interests, and desires in relation to physical education.
- c. A diagnosis could be made of students' attitudes, habits, interests, and needs regarding physical education that would allow comparison to the existing program purposes.

Each way used to help create the awareness of the need for curriculum change must allow inspection, investigation, and evaluation of the existing program. Following such investigation, a presentation of the design for a humanistic physical education curriculum, the selected design, should be presented to the instructional faculty.

2. With a volunteer group of the instructional faculty, planning should begin on development of an experimental program. Their tasks are as follows:

- a. The first task is to define the over-all program objectives and establish the criteria for making choices and decisions concerning specific content.
- b. The course objectives need to be stated in behavioral terms for each of the three courses.
- c. The major topics and concepts for inclusion in each course should be selected and stated.

3. With the faculty group working in smaller units, each of the three courses in the design should be developed as follows:

- a. The topics and concepts selected for inclusion need to be translated into specific teaching-learning units within each course with specific objectives for these units.
- b. The specific teaching-learning units need to be sequenced and organized for most effective presentation within the course.
- c. The faculty groups working on each course, at this point, should arrange to consult with the available resource people within the university who can make recommendations as to the content most related to their area in terms of its relationship to the stated objectives and its pertinence to the student. The resource people for each course could involve the following areas:

"Personal Development of Movement Capacities" - Counseling Center, Department of Counseling and Personnel Service, and Psychology Department

"Cultural Heritage of Sport, Games, and Dance-- Past and Present" - Sociology Department, Humanities Department, and Anthropology Department

"Scientific Foundations for Physical Activity in Daily Living" - Physiology Department, Medicine, Home Management and Child Development Department

- d. The methods of presentation for each of the teaching-learning units should be determined in view of all available instructional resources.
- e. Means of evaluation of the specific learning experiences should be planned in relation to the stated behavioral objectives. Specific evaluative instruments should be selected or designed.
- f. Ways of incorporating change within the course after its initiation and evaluation should be outlined.

4. With the courses developed in this stage, the next step in the suggested procedure is to initiate the courses on an elective basis. Depending on the response, each course might well be instigated at a separate time. The courses would be taught on an experimental basis which would allow adjustment of their design where needed, in-service training and

preparation for faculty, development of resource materials, and would provide an initial evaluation of their effectiveness. Following such a trial and initial experimental program, plans should be made to instigate the new program entirely and to evaluate it.

Evaluation

At the time of implementation of the new program, the following procedure is suggested for the needed evaluation.

1. Three groups of two hundred students each, randomly selected from the university population, should be organized for this experimentation and evaluation.

2. Each of the groups is assigned as follows: one group is scheduled to receive the existing program; one group is scheduled to receive the new program; the remaining group is scheduled to receive neither program but is scheduled for testing purposes.

3. Each group should be tested upon entrance to the university, at the end of each term throughout the first year, at the end of each succeeding year in school, and at two five-year intervals following graduation from the university. The testing to be done following graduation would allow long range objectives to be investigated and provide needed feedback to the program.

4. The types of data that should be gathered include:

- a. General background information
- b. Physical education background

- c. Personality and adjustment
 - d. Health status and practices
 - e. Individual participation in university activities
 - f. Knowledge, skill, and attitude tests in relation to sports, games, and dance
 - g. Physical performance and characteristics
 - h. Academic records
5. Results of these evaluations would indicate:
- a. Individual and group progress in relation to stated course and program objectives.
 - b. A basis for comparison of the effectiveness of the different programs.
 - c. A basis for comparison of progress of students taking either program and those taking no instructional program.
 - d. A basis for judging feasibility, teachability, and administration of the program within the given instructional environment.
 - e. A basis for selection of most appropriate methods of evaluation and measurement of effectiveness of the programs.
 - f. The feasibility of long range objectives.
 - g. A source of information needed to make necessary adjustments within the program.

A Look to the Future

The projected curricular designs have been tailored for Michigan State University within the limits and specifications of the present instructional requirement. What of the future?

The physical education curriculum must be considered in view of the total university curriculum of which it is a part and in view of the trends in curricular change in higher

education that may ultimately affect the university. It seems logical and realistic to speculate on possible change now indicated by current trends, the significance and meaning this would have for physical education, and the possible response physical education could make to this change.

Much of the curricular change in higher education indicates a trend toward the development of curricula that allow the individual student more freedom, independence, and responsibility in planning and evaluating his own educational program. This assumes the need to free the student from traditional methods and patterns of scheduling, requirements, credits, courses, grading, and the like. Such curricula would acknowledge prior learning and level of mastery of a subject matter area upon entrance to the university. Much more freedom would be afforded the student to pursue his own needs and interests at his own rate and he would be given much more responsibility for evaluation of progress. Such curricula aim to avoid repetition and duplication of time and resources of both the students and the university and aim to help individualize higher education in the face of increasing numbers of students and the growing complexity of the institutions.

Curricular change in this direction, on a university wide basis, could well alter the status of the present physical education requirement. What would be physical education's response to a non-requirement status? What would be the function of the physical education curriculum within the university program in this situation?

Assuming the suggested change occurred in the total university curriculum and program, assuming, as a result, physical education were not a requirement of all students, and assuming the physical education curriculum design to be a humanistic one, the following are offered as possible suggestions for implementation of the physical education program.

1. As educational programs are established within identified curricular areas; i.e., the several colleges, professional fields, or specialized areas within general professional fields, the physical education curriculum can be tailored to serve its unique functions as its subject area is focused on the needs and interests of the particular group. This would lead to designing the instructional program and learning experiences as an integral part of each curricular area.

2. Physical education could be integrated with other related subject areas and therefore presented within an interdisciplinary structure. Working out such programs would emphasize the fundamental nature of physical activity and human movement as a universal form of human behavior. With an interdisciplinary approach to designing the curricular offerings, physical education could be integrated with the social sciences, natural sciences and/or the humanities and arts.

3. If the individual student is to be allowed to plan and evaluate his own educational experiences, physical education could plan for a means of guidance for and with the individual in relation to this subject area. The individual, his interests, needs, and development can be emphasized within

this humanistic curriculum. It seems feasible that physical education could design educational experiences involving the students in the process of initially planning and evaluating the experiences and the individual's progress therein. Physical education is seemingly in an advantageous position to break from the traditional concepts of course structure, scheduling, grading, and so on.

4. If the individual is to be given more opportunity to select and direct his own learning experiences, physical education could advantageously develop and employ a variety of instructional media for the presentation of selected areas of the instructional program. This suggests the development of a learning resources laboratory for physical education. Both skills and knowledges related to specific topics could be programmed using combinations of many audio and visual media and devices. Such a laboratory could be designed for individual or group use and should include ways of evaluating progress as well as means of initial self-instruction and learning.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

It was the purpose of this study to develop a conceptual structure for a humanistic physical education curriculum in higher education and to translate that structure into program designs for Michigan State University. An examination of the foundations for curriculum development (the purposes of higher education, the needs and developmental tasks of the students, and an historical perspective and present view of physical education in higher education) led to the conclusion that the organization of the content of physical education around the values inherent in purposeful physical activity in relation to human behavior and around the developmental tasks of the college student was an effective basis from which to design the program. A theoretical conception of purposeful physical activity led to the conceptual structure for designing a humanistic physical education curriculum in higher education.

Three program designs were projected for the instructional program in physical education at Michigan State University. The designs were derived from the conceptual

structure, descriptive information of the instructional environment at Michigan State University, the current status of the physical education program at Michigan State University, and of the university's students.

Conclusions

Within the context of the thesis developed in this study, the following conclusions are made:

1. A conceptual structure is derived from the theoretical position one holds concerning the role of purposeful physical activity for the development of man in contemporary society.
2. The content of physical education concerns physical activity and human movement in its variety of forms and its effect on the individual in his environmental setting.
3. Organizing the physical education curriculum into a comprehensible humanistic structure is postulated to be an effective way to present the content of physical education to the students who need to acquire concepts and generalizations of the purpose and function of physical activity in relation to human behavior and who need to develop skills and values to cope with the environment and successfully meet the problems and accomplish the tasks of attaining responsible adulthood.
4. There are many ways to structure the knowledge of physical activity and human movement for curriculum

development in higher education. The conceptual framework developed here is intended as an initial step in describing the humanistic foundations for a physical education program in higher education.

5. A program design for a particular university setting can be derived from the conceptual structure. However, each university must establish its own design for programming curricular experiences based on the specific needs of the institution, its organization and resources, and its students.

6. Scientific evidence supporting this conceptual structure is sketchy and more often non-existent in relation to justifying and/or explaining subjective and affective learning. Such is true in any subject matter area. A humanistic concept for curriculum developed on the basis of one investigator's personal philosophy and conviction is undoubtedly on shaky and trembling ground.

7. A design for planning a curriculum that allows personal feeling, worth and value to be the focus in learning, is of great necessity in this scientifically and technologically oriented world. This conviction has become even more entrenched through the development of this study and was particularly encouraged through the writings of the following:

From Earl C. Kelley, "The Place of Affective Learning":

It has now become abundantly clear . . . that how a person feels is more important than what he knows.
This seems true because how one feels controls

behavior, while what one knows does not. What one knows is used in behavior, to be sure, but the way it is used depends upon positive or negative feelings. . . . We cannot say that, although planning curriculum with affective learning in mind is a clear necessity, we do not know how to do it, and so we will continue to ignore it. Since such planning is a requirement, we will have to learn how to do it, just as any other workman must do when his past methods have become obsolete (78, pp. 455-456).

From David E. Templeton, "The Arts: Sources for Affective Learning":

In short, affective objectives involve learning about and utilizing qualities which are internal to man. . . . The contributions of the area are: . . . To perceive in one's own experience universals which enable him better to understand all experience; to "free" one of verbal straitjackets so that he can express his impulses and feelings through a variety of media; to help one become "open" to the evocative stimulation of artistic expressions; to sensitize one to the existence of a variety of human aspirations; to develop aesthetic sensitivities leading to discovery, pursuit, and enjoyment of beauty; to free one's spirit to soar thru all the expanse of imaginable time and space. . . . If these contributions sound subjective, intangible and elusive (and undoubtedly to a few, downright irksome), it is because these are objectives which involve emotion and feeling. Man alone can carry out these objectives, whereas tangible, quantitative facts cannot. Only until he brings these unique, inner variables to bear upon the bits and pieces of knowledge about his surroundings and discovers their regularities and relationships will they become significant. In the final analysis, what makes discoveries significant is man's reactions to them (131, pp. 465, 468).

From Arthur T. Jersild, "The Search for Meaning":

The crucial test in the search for meaning in education is the personal implication of what we learn and teach. In some educational circles this will sound strange, for it often seems to be assumed that a body of information is in itself meaningful. . . . If we as educators are to face the problem of meaninglessness, we must make an effort to conduct education in depth--to move toward something that is personally significant beyond the facade of facts, subject matter, logic, and reasons behind which human motives and a person's real struggles

and strivings are often concealed. This does not mean the rejection of subject matter--far from it--but it does mean helping the learner to relate himself to what he is learning and to fit what he learns into the fabric of his life in a meaningful way. . . . Such an endeavor means an effort to overcome the prevailing tendency in education to encourage the learner to understand everything except himself (71, pp. 540-541).

From Ardelle Llewellyn and David Cahoon, "Teaching for Affective Learning":

In the face of such dehumanizing influences as automation, expanding bureaucracies, mass production, and other efficiency oriented operations, we must ask the schools more insistently than ever for help in rediscovering and maintaining the dignity of the individual. For if modern man, and hence the modern learner, is subjected to external and internal pressures which obscure his identity and threaten his integrity, then the implications for teaching are clear. Our educational efforts must focus primary emphasis on the human denominator of learning. We cannot afford, in our approaches to education, to equate men with machines. Schools must be humanizing centers for learning, and all planned activities must reflect an intrinsic valuing of the learner as a person (86, p. 469).

8. From this humanistic perspective, physical educators who concern themselves primarily with the totally human form of behavior--purposeful human movement which is both unique to each person and yet common to all mankind--are faced with the task of developing, implementing, and evaluating such programs. This is the challenge to the profession if the values inherent in purposeful physical activity are to have meaning and significance to man and if they are to enrich man's existence.

Recommendations

The conceptual structure for designing a humanistic physical education curriculum in higher education and the

proposed program designs which have been created are not intended as a final statement of authority, nor are they intended as the only pattern for designing a curriculum. Certain considerations, choices of values, and philosophies of the person or persons making curriculum decisions will make some developments and elements seem of greater worth than others. It is well recognized that data derived from all the sources must be sifted through value criteria established by those shaping the curriculum.

It is recommended that the procedures outlined for the implementation and evaluation of the selected curriculum design for Michigan State University be employed. It is suggested that the implementation and evaluation be done by:

1. creating an awareness of a need for curriculum change.
2. developing the program on an experimental basis.
3. instigating the new curriculum accompanied by a design for total program evaluation.
4. using the results of the evaluation to increase the effectiveness of the program.

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1