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Hudgens, Vivian Ann, Ed.D.

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ANALYSIS OF THE CONCEPT OF MOVEMENT EDUCATION IN AMERICAN ELEMENTARY SCHOOL PHYSICAL EDUCATION

by

Vivian Ann Hudgens

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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1987

Approved by

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APPROVAL PAGE

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HUDGENS, VIVIAN ANN, Ed.D. Analysis of the Concept of Movement Education in American Elementary School Physical Education. (1987) Directed by Dr. Kate R. Barrett. 170 pp.

The purpose of this study was to analyze how movement education was manifested in American elementary school physical education literature. Specifically, this study attempted to provide an accurate description of the origin and subsequent development of movement education as an American elementary school physical education curricular phenomenon, particularly of the 1960s and 1970s. Starting in the 1920s and continuing to the present, this study included people and events that were instrumental to the founding and growth of the concept of movement education. Primary sources relating to the origin and development of movement education in American elementary school physical education were used. The findings suggested that movement education in American elementary school physical education literature was a peculiar blending of what was really two forms of movement education: one uniquely American; one English or Laban. Further, the development of movement education was affected by confusion and criticism which surrounded the concept, and the lack of a generalizable curriculum. It was also concluded movement education was not the strong curricular thrust it had been in the 1960s and 1970s, although current elementary literature did still reflect movement education concepts, usually with a different, 1980s "look."

ACKNOWLEDGMENTS

It is with gradltude and appreclation that I acknowledge the slgnificant contributions of the following friends and colleagues to the completion of this research. Their constant support and encouragement have made this study possible.

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TABLE OF CONTENTS

APPENDICES

CHAPTER I

INTRODUCTION

In the decade of the 1960s, there was a surge of interest in elementary physical education in the United States. During this interval of time and extending over a period of twenty-plus years, widespread attention was directed toward a different conceptualization of the elementary physical education program. Most commonly known as movement education, the program had the power to arouse professional passion as well as harsh criticism.

Conceptually undergirding movement education was the perspective of human movement, an encompassing theoretical term which Siedentop (1976) noted moved from relative obscurity in the early 1960s to widespread use in American physical education by the mid-1970s. Human movement, most broadly conceptualized, was the "basic ingredient" of all physical education (Sloan, 1973, p. 49). More specifically and more narrowly focused, however, at least in terms of elementary curricular function, the human movement perspective provided a framework for analyzing movement (Barrett, 1986a). Subsequently, when elementary physical education was viewed in this way, the traditional activities, games, sports, dance, and gymnastics, were used essentially to identify a "form of movement" (Barrett,

1986a, p. 4-5). It was a new curricular concept in elementary physical education and a not altogether comfortable one.

As a curricular concept in physical education, movement education, also variously known as "movement exploration" and "basic movement," was inextricably attached to the broader perspective of human movement. Moreover, the movement education concept was complex and difficult to understand. Indeed, there was confusion surrounding the concept almost from the outset. As an unfortunate and perhaps understandable concomitant, the essential internal structures of the movement education concept reflected the confusion: terminology was imprecise; methodology was uncertain and misunderstood; and even its history was extraordinarily complicated. Subsequently, the continuing development of movement education was almost certainly thwarted because of the confusion surrounding what it was, how to do it, and where it originated.

"What is Movement Education?"

Further, the confusion was perpetuated in the prolific body of literature generated by movement education. Indeed, questions posed by Broer in the 1964 article, "Wherein the Disagreement?," seemed at the very heart of the discussion on movement education. Broer asked, "What is movement education? Is 'movement education' a substitute for 'physical education?' Are physical

educators disagreeing because of semantics? For that matter, what is meant when a physical educator speaks of 'a movement?'" (p. 19). Indeed, the range of opinions generated in the literature prompted the Physical Education Division of the American Association of Health, Physical Education, and Recreation (AAHPER) in 1968 to establish a Terminology Committee for the purpose of studying "the content of elementary school physical education as expressed in the literature with hope of determining a common vocabulary" (AAHPER, "Terminology Committee Report," 1974, p. 1). Nearly two hundred words or phrases were identified by that committee and categorized as (a) movement, (b) method, and (c) activity forms (Tanner & Barrett, 1975, p. 19).

In 1970 the Elementary School Physical Education Commission was given the unfinished task of defining terminology by AAHPER's Physical Education Division. Several years later, in 1974, with the contributions of more than 100 AAHPER members, a culminating report on terminology was issued. Movement education was the central reference point.

> It was found in studying many of the elementary physical education texts that the term movement education is often used as implying only a unit of the total physical education program. In other texts, however, movement education is used as being synonymous with physical education. Yet, again, the term movement education is emerging in some instances, when used by certain authors, as encompassing the total development of human movement potential - a much more global view of the term than previously

considered (Tanner & Barrett, 1975, p. 19).

Certainly, a quick glance at some movement education definitions that were a part of the 1960s and 70s literature supported Tanner & Barrett's findings. In fact, the definitions highlighted the need for answers to Broer's question, "what is movement education?" For example, the following American authors wrote these comments about movement education:

> (1) ...we use the term to mean part of the physical education program. In brief, movement exploration may be defined as planned problem-solving experiences, progressing in difficulty, through which the child learns to understand and control the many ways in which his body may move and thus to improve many skills (Halsey & Porter, 1965, p. 172).
>
> (2) Movement education is defined as a movement-oriented, child-centered program which leads the child toward effectiveness, efficiency, and expression in human movement through problem-solving situations directed by a teacher (Tillotson, 1969, p. 11).
>
> (3) To me it involves education in movement, about movement, and through movement (Halverson, 1967, p. 6).
>
> (4) I think of movement education as the central theme of good physical education in which development activities, skills, knowledge, and concepts reside in a core of basic movement experiences and concepts (Kruger, 1968, p. 40).
>
> (5) Basic movement education is the foundation upon which all the areas of physical education are built. It is the aim of basic movement education to help children become aware of their own potentials for moving effectively in all aspects of living, including motor tasks in carrying out daily activities involved in work or recreation. Fundamentals of movement are explored and built upon so that children develop an awareness of each part of the body as it moves through space, with variations in time and force (Ludwig, 1969, p. 1).

(6) Movement education, defined in its most generic form, is a prescription for the kind of gross motor skills that are to be taught to school children and for how such instruction is to be accomplished (Locke, 1969, p. 203).

(7) Movement education may be defined as individual exploration of the ability of the body to relate and react to the physical concepts of the environment and to factors in the environment... (Bucher, 1972, p. 343).

(8) Basic movement is movement carried on for its own sake, for increased awareness and understanding of movement possibilities of the body, and for the acquisition of a good vocabulary of movement skills (Dauer, 1971, p. 125).

(9) There is common agreement that the content includes both the structure and process of movement, and that the methodology must include indirect methods which provide a chance for the student to develop the processes of exploration, experimentation, problem solving, and evaluation. Movement education does not exclude the traditional game sports, dance, and gymnastics from the physical education program (Schurr, 1975, p. 225-226).

(10) Movement education is a lifelong process of change. This process of motor development and learning has its beginning in the womb and proceeds through a neverending series of changes until death (Logsdon, Barrett, Ammons, Broer, Halverson, McGee, & Roberton, 1977, p. 12).

(11) Movement education is more than a new method of teaching children physical activities. It is an approach which involves a new analysis of movement, combined with an adherence to several important principles and methods of instruction (Kirchner, Cunningham, & Warrell, 1978, p. 9).

That small sample of definitions and descriptions garnered from the literature clearly demonstrated the diversity of thought about "movement education" in elementary physical education.

Moreover, as a focus for elementary physical education programs in the 1960s and 70s, movement was supported from two influential and timely fronts: education and the work of Rudolph Laban. Indirectly, at the general education level, movement education was supported by revolutionary changes in traditional practices to curriculum content and basic views of students' learning (Ludwig, 1968; Logsdon, 1981). More specifically, movement education was supported by the impetus of the Laban or English approach to elementary physical education. Thus, conceptually and practically, "movement" emerged as the suggested form and substance of elementary physical education programs (Sloan, 1973). Indeed, Halverson (1967) stated:

> Emerging slowly over the past few years has been the realization that our medium really is movement--that our central focus must be on human movement and that if we are concerned with physical education for the elementary school child--we must, basically, be concerned with the child learning movement (p. 3).

Subsequently, considerable momentum was generated for structuring the curriculum around a foundation or core of basic movement (Andrews, Saurborn, & Schneider, 1965; Halsey & Porter, 1965; Hanson, 1969). Moreover, Barrett (1969) noted the emphasis of movement education "when related to physical education, is on movement as the common core to all movement tasks in an individual's life" (p. 60).

The 1960s were an enthusiastic beginning, and the role of movement education for helping the child become physically educated seemed unbounded. Growing excitement about movement education was reflected in and permeated the professional literature (Andrews et al., 1965; Kirchner, et al., 1978; Schurr, 1975) through the 1960s and 1970s. Movement education, whether conceptualized as a unit of instruction, as synonymous with physical education, or as encompassing the total development of human movement potential, occupied considerable professional thought and practice. Clearly, the idea of movement education was an influential thrust in elementary physical education, particularly during the 1960s and 70s.

Confusion about movement education, however, born largely of the failure to adequately communicate this difficult concept, ultimately resulted in misunderstanding and harsh, frequent criticism, e.g., Locke's 1969 "Description and Critique." The long range effects of the confusion were equally detrimental and, in fact, probably eroded the usefulness of movement education and perhaps even the human movement concept. Subsequently, notwithstanding the earlier pervasiveness of movement education, in 1980, Locke declared movement education dead.

> The ideas, the language, and the objectives of movement education have been absorbed in the moving mainstream of American physical education. Our ideas about what could and should happen to young children in gymnasiums will never again be the same. But movement education, in its pure and perfect form, is

> dead, even though it lives on in the lives and daily teaching styles of some of us....As I look at movement education materials and as I watch teachers who call themselves movement educators now, I think I've reached the judgment that movement education no longer exists as a viable curriculum and pedagogic movement at the national level (Tape recorded reply to K. Barrett, 1980).

By 1980 and at first glance, it seemed the flurry of professional activity generated over two decades by the conceptualization of movement education was, for most purposes, dead. Had it gone, as Locke (1966) once proposed, to "nowhere, to somewhere, or to several places" (p. 26)?

In fact, remnants of movement education lingered on, in the "daily teaching styles of some" and in the current literature, especially the elementary physical education texts (Dauer & Pangrazi, 1983; Logsdon, Barrett, Ammons, Broer, Halverson, McGee, & Roberton, 1984; Siedentop, Herkowitz, & Rink, 1984; Nichols, 1986; Graham, Holt/Hale, & Parker). The appearance of these remnants seemed to challenge Locke's perspective of movement education as "dead." Movement education in 1987, however, was clearly not the powerful idea, historically, theoretically, and practically, it once had been. The question of interest in this study, then, was, what happened to movement education over time?

Statement of the Problem

The purpose of this study was to analyze how movement education was manifested in American elementary school

physical education literature. In order to present the full and proper context of that manifestation, this study starts by examining the roots of movement education in American physical education. More specifically, three questions directed this inquiry into movement education's historical background: (1) What was the influence of Margaret H'Doubler and Ruth Glassow on movement education?; (2) What was the relevance of earlier movements, specifically human movement fundamentals, to movement education in American elementary school physical education?; and, (3) What was the status of elementary physical education during the 1930s?

From those beginnings, this study then examines how movement education developed in elementary school physical education. Of particular interest to the development were: (1) the events which enhanced the development of movement education and (2) the impact of the general educational context on this development.

Lastly, this study examines the current status of movement education in elementary school physical education. Having looked at movement education's beginnings and its adolescence, it seemed only appropriate that this study conclude with a 1987 update.

Definition of Terms

For the purposes of this study, movement education was defined as a curricular idea that has run its course mainly

in the elementary schools. Some of the germane conceptual ideas that spawned movement education were represented in the early works of Margaret H'Doubler and Ruth Glassow. Additionally, movement education, as a curricular idea in elementary school physical education, had several distinguishing characteristics. The characteristics were: (1) a movement analysis, which was comprised of dimensions of movement, sub-divisions of movement, and an inherent progression of movement; and (2) a methodology.

Assumptions Underlying the Study

The following assumptions were accepted in this study.

1. There was an uniquely American concept called movement education.
2. The development of movement education as a uniquely American concept has been almost completely ignored in the literature.
3. Movement education, in a broad conceptual context, was not restricted to physical education for elementary children.
4. Movement education was a powerful elementary curricular concept over the space of two decades, the 1960s-1970s.

Scope of the Study

This study was limited to the historical development of one aspect of elementary school physical education. More specifically, the study focused on the concept of

movement education in American elementary school physical education literature. The study examined, in particular, the conceptual roots of a form of American movement education which extended back to the mid-1920s with the foundational work of Margaret H'Doubler and Ruth Glassow. As such, movement education was found almost exclusively in departments of physical education for college women. In the 1950s, however, when another form of movement education was introduced into the United States, it was subtly and inadvertently integrated with the American form. It was the development of that conceptual blending that was the focus and, indeed, scope of this study.

Significance of the Study

The main significance of this study is that it elaborates and extends some of the newer insights of movement education as a curricular idea in elementary school physical education. This is a part of the physical education literature where clearly there has been a minimum of professional inquiry. In particular, this study expands on the historical and theoretical development of movement education, two themes presented in Sara Chapman's 1974 study, Movement Education in the United States: Historical Development and Theoretical Bases. Although Chapman's study examined the development of movement education, Chapman, like other authors, credited Rudolf Laban with the origination of movement education (p. 115). In doing so,

the very significant and substantial contributions of some mid-western college women, specifically H'Doubler and Glassow, to movement education were overlooked. Further, Chapman's study appeared to be more of a history of the dance. It seemed clear to this author any discussion about the historical development of movement education in American physical education must begin with H'Doubler and Glassow in physical education, for it is there where she believes the roots were put down.

Additionally, this study further extends and, in fact, expands on some ideas and interpretations that were illuminated in a 1981 trilogy of history papers. Authored by Marie Riley, Bette Logsdon, and Kate Barrett, the papers themselves, "A History of the Influence of English Movement Education on Physical Education in American Elementary Schools --The Fifties, --The Sixties, and --The Seventies," extended some of Chapman's ideas and re-interpreted others, but, more importantly, the papers offered new insights. These insights were undoubtedly born of the ample knowledge and rich experiences each of these women has had throughout professional careers that have paralleled, and, indeed, interacted with and on the growth of movement education since the 1950s.

Finally, some of the interpretations in this study were possible because the original data from two of Barrett's research papers were made available to the

author. Those papers, "Is Our Content Theory Theoretically Sound?" (1983) and "Examining Our Movement Content From a Theoretical Perspective" (1984), examined the content theory of elementary physical education.

Outside of these studies, however, there is little information about the historical development of movement education, truly a curricular phenomenon of the 1960s and 1970s. It is sincerely hoped that this study will add to the profession's understanding of the historical development of movement education in American elementary physical education. Indeed, assuming the following statement is accurate, then rigorous examination of the development of movement education is indicated.

> Although to most movement educators change has been all too slow, movement education has had a profound influence on physical education programs in this country. Traditional programs as they existed twenty-five years ago are probably difficult to find (Siedentop, Herkowitz, & Rink, 1984, p. 188).

CHAPTER II

FOUNDATION AND ROOTS

> "Human movement" is probably the most recent emphasis in physical education although its many aspects make it somewhat difficult to pinpoint in its relationship to the total historical conceptual framework. Some professional leaders speak of the "movement" movement as though we were on the threshold of new vistas. Yet, physical educators have long been concerned with analyzing a variety of human movements. Many women physical educators have been particularly identified with the human movement emphasis (Bookwalter & Vanderzwaag, 1969, p. 108).

The purpose of this study was to examine how movement education was manifested in American elementary school physical education. To determine this manifestation, this chapter begins with the historical roots of movement education which lay within the broader context of human movement fundamentals. Further, this chapter continues this study by examining the influence of the foundational works of Margaret H'Doubler and Ruth Glassow of the University of Wisconsin. Finally, in order to give a mutual and proper understanding of the context of the development of movement education, this chapter describes the status of elementary physical education during the 1930s.

Origin of Movement Education in America

In the decade of the 1920's, the far-reaching work of two American college women physical educators was

developing into what would become a conceptual framework for movement education in America. Following not divergent but parallel paths, Margaret H'Doubler's work in the fundamentals of movement and Ruth Glassow's analysis of movement established a rich and scientific foundation for the study and teaching of human movement. Undeniably, though working at a much later time, there were other significant scholars (e.g., Metheny, 1965) who contributed to the profession's understanding of human movement, and, indeed, to their own understanding. It was, however, H'Doubler's and Glassow's work, subtlely blended together into a larger accord, that was the keystone to movement education in America. Although it could not be ascertained, it appeared that the conceptual term itself, i. e., "movement education," was coined by Margaret H'Doubler. It seemed a logical extension of her thinking about and working with educational principles in tandem with human movement fundamentals.

Margaret N. H'Doubler

Recognized as the founder of modern dance in higher education ("Awards," 1971, p. 42), Margaret H'Doubler entered the field of dance through physical education. A graduate of the University of Wisconsin in 1910, she was later employed by the university as a teacher in the Department of Physical Education for Women. After teaching several years, she was requested by Blanche Trilling,

Department Chairperson, to study dance for the purpose of starting a program for the women students. In 1916, H'Doubler left for New York and enrolled for the Master's degree at Teacher's College, Columbia University (Spiesman, 1960; Studer, 1966). She spent the year in New York studying music with Alys E. Bentley, from whom she gained both inspiration and insight into the concept of movement as it relates to music (H'Doubler, 1925; Chapman, 1974). Indeed, as a result of her association with Bentley, H'Doubler considered at least some understanding of musical structure necessary for dancing. During that same year, H'Doubler also spent some time discussing dance with Gertrude Colby and Bird Larson, another innovative dance educator (Ruyter, 1979).

In June, 1917 she returned to Wisconsin to begin her classes in "interpretative dancing" (Studer, 1966). As a physical educator (and an undergraduate biology major with minors in chemistry and physics) knowledgeable of anatomy, physics, and kinesiology, H'Doubler wanted her students to understand what they were doing (Ruyter, 1979). "Students need to know why they are making movements if they are to make them with any intelligent appreciation of their value and possibilities" (H'Doubler, 1925, p. 59). Subsequently, work was begun on a system of dance for use in her classes. That system, which was based on H'Doubler's fundamentals of movement, was eventually incorporated into the university

curriculum. Eight years later, in 1925, H'Doubler wrote The Dance and Its Place in Education. It was written as a "manual for the student," but more importantly it was "addressed primarily to the teacher...as a help and stimulus to the better teaching of the dance" (H'Doubler, p. viii). To that audience H'Doubler wrote:

> The "course" in educational dancing will begin then with the effort to master the body as an instrument of expression. During this part of the study the first aim of the exercises used is to establish habits of muscular guidance and control in order that the student may have full use of his instrument free from hampering limitations. These exercises are based on the natural movements of the human animal and are in themselves the systematic application of the laws of the joint-muscle mechanism. Since they lay the foundation of this type of dancing, they will be hereafter referred to as the "fundamentals." They consist of a series of movements which in themselves exact fundamental coordinations, varying from the simple to the complex (p. 43).

On the meaning of fundamentals, H'Doubler explained:

> They are called the fundamentals because all further development of control and movement depends upon a thorough mastery of their basic importance. They consist of movements which in themselves demand fundamental coordinations. By no means do they exhaust all the possibilites of movement for the human body (p. 58).

Concurrent with her development of fundamentals, H'Doubler clarified the educational principles around which the dance and physical education were organized. She wrote, "the aim of all modern education is the freest and fullest development of the individual based upon a scientific understanding of his physical, mental, spiritual, and social needs" (H'Doubler, 1925, p. 31). Her

educational principles of physical education, thus, were an extension of this philosophy.

> Considering the goal of all education as the building for integrated personality through self-realization, and asked what is the significant contribution physical education has to make, I would mention the making of good motion habitual, helping students to gain mastery of their bodies so that all tasks would be undertaken and executed with an intelligent appreciation for and application of force and effort, developing them as far as possible within their limits for efficient and enjoyable activity (H'Doubler, 1933, p. 77).

At a later time, in 1945, she further identified the nature of the issue of physical education. "The basic purpose of physical education should be to give a motor experience that will contribute to a well-rounded education of the whole self through avenues of motor activity" (H'Doubler, 1945, p. 1). More specifically, she addressed the problems of movement education.

> The problem of movement education, therefore, has two main considerations: one, to educate the mind to be aware of conditions of the body in action and to be able to organize and direct its energies into effective behavior; the other to train the body to become a strong, flexible, and well co-ordinated instrument to the end that it may be responsive and efficient in executing those acts that manifest individual choice.
>
> All teaching effort should be directed toward helping the individual to gain an intelligent mastery of his body and developing this mastery as far as his capabilities permit for efficient and enjoyable activity (H'Doubler, 1945, p. 2).

H'Doubler's theoretical discussions of dance and its place in education revealed her commitment to the ideals and goals of the progressive educators. She believed dance was "peculiarly adapted to the purposes of education"

(H'Doubler, 1925, p. 33).

> It serves all the ends of education--it helps to develop the body, to cultivate the love and appreciation of beauty, to stimulate the imagination and challenge the intellect, to deepen and refine the emotional life, and to broaden the social capacities of the individual that he may at once profit from and serve the greater world without (p. 33).

H'Doubler reported during a 1966 interview with Virginia Studer, then a Master's student at the University of Illinois, Urbana, that the "interpretative dance" classes were received with such great interest that professors from other departments in the university were coming to observe the classes. Indeed, the students' requests for extra class sessions led to the formation of the first college orchesis dance group in the U. S. (Studer, 1966).

While H'Doubler continuously appraised the significance of the fundamentals approach to dance in her own teaching, she also tried to influence other physical education teachers of the worth of approaching all activities from the perspective of fundamentals of movement (Studer, 1966). Such discussions were not very successful, however, as she explained in the interview with Studer, "they only saw how it developed into dance, not sports" (p. 21). Yet, interest in H'Doubler's work on fundamentals did develop and soon extended beyond the University of Wisconsin. Proof of this interest was manifested in the First Fundamentals Conference, one of a series of meetings,

held in 1927 at Madison, Wisconsin. A summary (see Appendix A) indicated the purpose of the conference, and, at the same time, emphasized the importance of H'Doubler's fundamentals to the applicability of all physical education, not just to the dance. It stated:

> Purpose: Because of an interest in the fundamental work that Miss H'Doubler was giving her dancing classes, and a feeling that the same basic principles of movement should be applicable to all use of the body, this group met in Wisconsin to study and discuss this approach (Report of the Fundamentals Conference 1930 - Summary of Previous Conferences: First Conference 1927, p. 1).

The Second Conference met in 1928 at Miss Joy's Camps, Green Bay, Wisconsin. At this conference, the purpose, which extended the original objective, was "to make the transition between the study and work on fundamental movements of bodily control, and the fundamental co-ordinations in sport" (Report of the Fundamentals Conference 1930 - Summary of Previous Conferences: Second Conference 1928, p. 1). The participants proposed a method of approaching this goal: "Such things as tennis and volley ball were discussed in detail and an attempt made to find the 'Preferred rhythms' of the group on the tennis serve" (p. 2). It should be noted that, from the outset of the First Conference, several principles or "fundamental truths on which all elements of movement depend" (p. 1) had been agreed upon (see Appendix A). In the Second Conference, an additional principle and definition, that of rhythm, was added. That, too, was clearly H'Doubler's influence.

By the third conference in 1929, "Fundamental elements of bodily control" (p. 4) were being discussed as content for first year college classes for women. In 1930, after just three years of discussion and development, the Fundamentals Conference graphically outlined its perspective on physical education. It was titled "Fundamental Principles of a Rhythmic Approach to Physical Education." The report included a section on abilities, activities and principles of rhythm, and, while not credited to her, the work on rhythms was most certainly H'Doubler's work.

The work in these conferences on fundamentals was almost entirely the work of college women (Mr. E. E. Ragsdale from the University of Wisconsin was the single exception in 1930). A list of personnel revealed that twenty-four women and one man from nine states and ten different universities attended the 1930 Conference. They came from the universities and colleges of Wisconsin, Minnesota, Iowa, West Virginia, Oregon, New York, Michigan, Illinois, and Ohio.

As a part of the Conference, several of the participants reported on experiments they and/or their institutions were undertaking in the study and application of fundamentals in physical education. Marcia Winn of the Teachers' College, Columbia University, presented an

experiment whose purpose was to "study the rhythm of The Forhand [sic] Drive In Tennis" and Geneva Watson of The Ohio State University reported on "the study of rhythm of pre-school children" (Report of the Fundamentals Conference 1930, p. 10-11). Janet Cummings reported on fundamentals at Iowa; Elizabeth Thompson reported from Oregon State College; and Elizabeth Halsey reported from the University of Michigan (p. 22, 25a). Clearly, H'Doubler's fundamentals of movement were occupying a lot of professional thought and practice during the late 1920s, if only in the college women's departments of physical education.

In the resolutions adopted by the 1930 Conference Group, a committee was to be selected to plan the program and determine the future invitees. Ruth Glassow of the University of Wisconsin was appointed the committee's chairperson.

Ruth B. Glassow

Like H'Doubler, Ruth Glassow graduated from the University of Wisconsin; she received the B. A. degree in 1916. She was, in fact, a student of H'Doubler who taught her baseball and basketball (Glassow, 1984). Until 1930, when she returned to the University of Wisconsin, she taught briefly in the public schools of Gary, Indiana and served short tenures at Illinois State Normal University, Western State Teachers College, the University of Illinois,

and Oregon State College. Study for the Master's degree was taken at Columbia University in 1923-24 (Widule, 1980; Satern, 1982). Upon her retirement in 1962 from Wisconsin, a document honoring her on this occasion said:

> In the mid-1940's, she began some of her first explorations into the application of physical principles to understanding of the trajectory of a projected ball and the projected human body. These ideas were inter-related with her interests in movement analysis, particularly in the understanding of basic patterns of movement and the aspects or factors that produced an increase in the force of the projected object.....She has succeeded in demonstrating the great utility of kinesiological information to the teacher, and the close relationship between such substantial areas of study as kinesiology, measurement, and instruction (cited in Widule, 1980, p. 1).

H'Doubler's contribution to the conceptual framework of movement education was fundamentals of movement and the rhythmic structure of movement. Ruth Glassow's contribution was another conceptually large and significant piece which enhanced the framework. It was, as Barrett (1984) has suggested, "the essence of the American orientation to movement analysis in physical education" (p. 9). Like two scales of a balance, Margaret H'Doubler and Ruth Glassow developed and fused these complementary and supporting ideas into a broader understanding of human movement.

Atwater (1980) noted that Glassow's work of analyzing basic movement principles was begun in 1924 when she was a teacher of kinesiology at the University of Illinois.

> She suspected that the content of the typical undergraduate kinesiology course (muscle analysis) was not of great practical use in the teaching of athletics or gymnastics, and these suspicions were confirmed by a survey she conducted of physical education teachers. As a result, she and her students began to classify activities into such categories as locomotion, throwing, striking, catching, and balance and began to apply fundamental principles of mechanics and physics to the skills in each category (p. 198).

In a 1984 interview with Glassow, who was by then in her 80s, Kate Barrett asked how the fundamentals concept began and specifically how Glassow began it. Barrett also asked what motivated her to do what she was doing and if anyone else was doing it at that time. Glassow responded that, in the beginning, she was not using kinesiology in her own teaching and wrote to other people to find out what they were doing. From their replies, she discovered they were not doing much, except some people who were "maybe...working on posture. So I decided that I'd try to do something that would be useful to people." The genesis of her thinking about those events in her life was best described in her own words.

> See, kinesiology at that time was pretty largely a matter of naming the muscles that were working. You had to have good joint action. Also, and I think this thinking came later when I really began to, maybe when I came back here, but going back, kinesiology was supposed to be a science, so I looked up the definition of science. I think I got from that that it was classified information, so I thought I'd get some classification, and that was where I got that classification of what is the outcome of movement...It was moving self or moving something else or stopping. And a number of people took that, and it's still, I think, is a fairly good classification...Then I began to be puzzled because we were teaching sport skills mainly...and our analysis was derived from experts who

> told what they did. We had no analysis of movement in physical education at that time, but there were, I remember, Bill Tilden, I think, had something and they were telling what they did and it must have been at that time, I think, that I saw some motion picture of a golf stroke. And I think maybe that stimulated me to think maybe motion pictures would be the thing, and then I thought, well, the logical thing would be application of mechanics to that...I don't know whether anybody else was doing that at that time (Glassow, 1984).

At the outset of the interview Barrett indicated to Glassow that she had specifically attributed three concepts to her: (1) "patterns of movement," (2) "classification of movement tasks--movements," and (3) "the application of mechanical principles to the teaching of sport skills." Glassow's replies suggested Barrett's descriptions of her contributions were in fact accurate.

At another time, Glassow (1966) recalled the question that framed her search, "What are the facts which we could bring together about human movement which would be something which could be used in teaching of activity? And as that developed it seemed rather natural to suggest that these ought to be effects which would be transmitted to all people." If there was a singular thread that bound together Glassow's and H'Doubler's work, it was that emphasis on improving the teaching of movement.

In 1926, having just accepted the position of director of physical education for women at State College of Oregon at Corvallis, Glassow returned to the University of Wisconsin to visit for a week. She remembered a dinner

discussion with Margaret H'Doubler, possibly germinal to their conceptualization of movement education. "I think we both realized we were working along toward development of principles which could be applied to human movement" (Glassow, 1966). At this same meeting, they decided to "get a group together who would discuss and exchange ideas along these lines." During the next three summers, 1927, 1928, 1929, an invitational group met at the University of Wisconsin for the purposes of identifying and discussing the fundamentals of human movement. The meetings were known as the Fundamental Conferences (referred to earlier). Most of the persons attending were former students of H'Doubler who were largely from the Midwest (Glassow, 1966; H'Doubler, 1966).

At State College of Oregon, Glassow and the staff of the women's department began to put some of the ideas into the freshman required course as content. She indicated it was "new content for most of us, at least the grouping of it..." (Glassow, 1966). In 1932, she published the text Fundamentals of Physical Education, and "much of the content of that (the course) is the content of the text" (Glassow, 1966).

Glassow (1984) noted that Fundamentals of Physical Education was the result of her four years at Oregon. In her book, she (1932) wrote:

> To learn to handle your body skillfully, to recognize that it is a machine about whose possibilities you may

> acquire information is a part of education. No system of education could hope to drill the body in all the skills which it is likely to encounter... (p. 20).

Thus, recognizing the infinite breadth of skills to be encountered, she developed a way of classifying body movements. From the beginning, her classification was based not on the description of the movement but on its purpose. In a paper presented at the Mid-West Convention in 1931, Glassow wrote:

> A classification which is based on purpose is more interesting than one based on description. "To do" is more interesting than "to be."
>
> In building a classification on "purpose," we must begin with a listing of all the movements of purpose. The list is appalling.....throwing, striking, running, standing, chopping, pulling, swimming, bicycling, riding, fencing, jumping, catching, climbing, pushing. Would the end ever be reached? And if we did reach the end today, can we be assured that tomorrow may not bring dribbling or some other movement unknown yesterday?
>
> Four groupings seem to include all activities:
>
> (1) imparting force to objects outside the body
>
> (2) body displacement
>
> (3) maintaining equilibrium
>
> (4) reducing momentum - of other objects or of the body (Glassow, 1931, p. 2-3).

In Fundamentals of Physical Education, Glassow re-emphasized the importance and value of classifying movement.

> A classification of activities is valuable because it tends to show that many forms of movement are fundamentally the same. What has been learned in one form of work or sport may be applied in another. Whatever the situation which may confront you, you will know something about it, you will have some idea

> of how to use your body in order to learn the new skill if you know fundamentals of movement. The classification is important, since it shows you the relationship between movements.... The more you know about the mechanics of the body, the better prepared are you to enter into the activities about you. You are more fully educated and better prepared for living fully and joyously (Glassow, 1932, p. 20).

By the time of publication of the 1932 text, Glassow had refined the wording of the classes, although they retained the integrity of the initial work. The four classes were:

1. Moving the Body From One Place to Another. This would include walking, running, jumping, skating, hopping, climbing, swimming, and many other activities.

2. Moving Other Objects by the Strength of the Body. Hitting, throwing, and lifting are among the activities in this group.

3. Maintaining the Equilibrium of the Body. Standing and sitting are really forms of work, but they are so common and so habitual that we forget that they are work. We are more conscious of standing as a skill when we try to maintain balance while riding in a street car, and we are conscious of the skill involved in sitting when adjusting ourselves to the movements of a horse.

4. Stopping Objects Which Are Moving. Catching balls (or any other object) is the most common of the activities of this group. Another used frequently is the stopping of the body when it is moving, such as the landing after a jump (p. 18).

Fifty years after development of this classification, Glassow (1984) told Barrett she thought it was still a good system and had not run across any movement that would not fit in it. In addition to the classification, Glassow (1932) included a section in the text titled "Timing and

Rhythm in Movement" which she acknowledged was largely drawn from group and individual discussions with Margaret H'Doubler.

In 1930 Ruth Glassow returned to the University of Wisconsin where she remained until her retirement in 1962; Margaret H'Doubler retired in 1954. For over thirty years, they were training students on a regular basis--students who, in many cases, would extend the work of those mentors. Together, through their many fruitful years of service, they gave direction to the physical education department for women at the University of Wisconsin. Indeed, in a much broader arena, these two women helped shape the whole profession of physical education.

Colleagues at the University of Wisconsin

Beginning in 1930 with Glassow's return to the University of Wisconsin, H'Doubler and Glassow worked side by side for nearly twenty years. Though each of the two women had different interests, their common goal was the understanding of and better teaching of movement. In tandem, they nurtured and explored the concepts of fundamentals of movement. What it must have been like at the University of Wisconsin with the two icons at the height of their professional work was best described by a former student and colleague, Muriel Sloan.

Muriel Sloan came to the University of Wisconsin in 1950 as a teacher of motor learning. She described finding

there a dance educator who showed her the way "to the discovery of the aesthetic aspects of movement - and, most important, that movement did not have to 'dance' to be an aesthetic and creative experience" (1966, p. 41). There, too, was a kinesiologist who "opened up the wonders of the science of human motion...from the standpoint of neuromuscular functioning and analysis of movement in terms of the interrelated processes and products of movement" (p. 41). Sloan observed:

> What had evolved in the program were courses dealing with the fundamental characteristics of movement as well as traditional physical education activities of sports, dance, etc. These activities, however, were visualized and practiced as vehicles for developing knowledge of movement principles as well as for acquisition of skill. In short, a movement-centered orientation rather than an activity-centered one (p. 41-42).

Speaking about H'Doubler and Glassow's work at the University of Wisconsin, Sloan (1978) said: "Their work essentially meshed and caused a...joining of dance which was what Margaret H'Doubler stood for and maybe sports that Ruth Glassow stood for, but they came up with common elements of movement." It was these elements that undergirded movement education. Eventually, they contributed to a statement of philosophy of physical education in their department that further clarified their conceptualization of the teaching of human movement. It read in part:

> Recent advances in the field of human development have focused attention upon the significance of movement in

> the growth of the total personality. In physical education this means that more emphasis should be given basic studies of movement of the human body, of the physical laws which govern it, and of the mechanisms of its perception and control. The task is to provide movement experiences in such a way that the individual can become self-directive and creative, rather than imitating a series of stereotyped movement patterns. Motor skills are of greater value when they reveal an integration of related knowledges. As physical educators we should try to utilize our cumulative knowledges in the sciences and humanities in order to establish an atmosphere which fosters growth in self-realization (Philosophy of Physical Education of the Department of Physical Education for Women of the University of Wisconsin, 1950).

Though written in 1950, Sloan (1978) indicated that the philosophy was "preceded by many years of thought about physical education" and, further, that "you can probably detect the fine hand of Marge H'Doubler in this particular statement."

In June, 1955, that same department of physical education for women, revised its "Basic Concepts" which had been formulated in 1950. The revised title read, Concepts and Principles Basic to Movement Education. Sloan (1985), referring to the term movement education, noted that "that's what we called it then. The whole notion of movement education was that we were more interested or equally interested in developing knowledge of movement through the activities, the structured forms that were being taught, and I used these terms 30 years ago."

While it was not completely certain whether H'Doubler actually developed the term "movement education" (though it seemed likely), she was using it in her writing as early as

the 1920s. Sloan (1978) quoted H'Doubler:

> Unfortunately, because of a lack of movement education, the average person is kinesthetically unaware of movement as a source of self-awareness and well-being. Therefore, movement cannot play its important role in the life of the individual. The inherent relationship between thought, feeling, and actions furnishes the basis and direction for creative teaching and learning. Movement experiences need to be presented in such a way that the student will be able to summon and integrate his intellectual, emotional, and physical responses and in this way be able to identify himself with his own movement experiences.

Sloan, although unable to give a complete citation for the quotation, noted it's date was "1920 some odd." (The author also has been unable to locate the source.) In Dance: A Creative Art Experience, H'Doubler wrote, "one of our main problems today is to revive, through some kind of movement education, the impulse to move expressively" (p. 44). Then again in 1945, as quoted earlier, in Movement and Its Rhythmic Structure, she wrote:

> The problem of movement education, therefore, has two main considerations: one, to educate the mind to be aware of conditions of the body in action and to be able to organize and direct its energies into effective behavior; the other, to train the body to become a strong, flexible, and well co-ordinated instrument to the end that it may be responsive and efficient in executing those acts that manifest individual choice (H'Doubler, p. 2).

Thus, the term was in the literature, being used by an American college woman physical educator as early as the 1920s and by a department in 1955. Not surprisingly, it was identified with, but not separated from, the concept of human movement fundamentals. "The concept of human

movement as the subject matter of physical education has been most closely linked with an equally open concept called movement education" (Sloan, 1973, p. 48). In discussing the evolution of the human movement concept, she stated:

> The term movement education, as opposed to physical education, emphasized the broader and more profound meaning of the concept of movement. Mind-body dualism was rejected not only on philosophical grounds, but on the basis of interpretation of then available evidence of the neuromuscular basis of initiation, control, and perception of movement. This occurred long before the explosion of knowledge in neurophysiology and neuropsychology, which began in the 50s.
>
> The concept of human movement became more widespread, particularly in women's college programs and then in elementary physical education programs (1973, p. 49).

In writing that, Sloan (1973) noted she was "referring to a home-grown approach to the study of movement, which began in this country before World War II." She was not, however, "referring to (a) random exploration, or (b) to talking about movement instead of moving, or (c) to indifference to skill development in favor of more esoteric goals" (p. 49). The distinction was critical and necessary in contrasting it to another form of "movement education", i. e., the English approach via Laban's influence, which gained currency in the United States in the 1960s and 1970s. They were two different entities. Indeed, Barrett (1978) suggested, as a result of some of her conversations about H'Doubler and movement education:

> ...what began to emerge was a clarification of the elementary school program that was called movement education and...a whole other entity that was happening that had been going on primarily...in the women's departments in colleges and universities....In the discussions that we have had they seem quite distinct, but the interesting thing is that they were going on sometimes simultaneously.

The movement education of H'Doubler and Glassow and, subsequently, the University of Wisconsin had several basic tenets. A listing and discussion of those, according to Sloan (1978), were:

> 1. Human movement is the basic subject matter of physical education....Here at Wisconsin, the basis for movement education was the concept that human movement was the subject matter....One of the reasons for the turning to movement, to movement education, rather than physical education was, I think, a rejection of mind-body dualism.
>
> 2. Movement experiences are a significant factor in the lifelong process of what we then called an integrated human being.
>
> 3. Knowledge of self, both as the subject and object of movement, requires movement experiences emphasizing qualitative as well as quantitative aspects.
>
> 4. Human movement is purposeful, and it has many purposes in addition to those contained in traditional physical education activities.
>
> 5. Similar movement principles sub-serve the many purposes and functions of human movement.
>
> 6. Knowledge about movement per se is a worthy educational objective, and that physical educators are responsible for students knowing why of movement skills.
>
> 7. Movement experiences in situations unhampered by the complex demands imposed on the playing fields or in the dance studio is a means by which basic neuromuscular patterns and skills can be developed, a means by which kinesthetic awareness can be enhanced and principles of movement discovered which are applicable to the main purposes of human movement.

> 8. These traditional physical education activities, such as sports, dance, gymnastics, etc. are important ends, important objectives in themselves, but they are also the means by which movement principles are applied and verified. New knowledge is acquired about oneself as a mover and as a capable solver of the movement problems posed by, and I emphasize this, structured activity skills....We may have an exploratory approach, but we are structured--the problem is clear.

Clearly, the University of Wisconsin, suffused by the twin mentors of H'Doubler and Glassow, had a conceptualization of movement education, uniquely American, and more accurately, uniquely H'Doubler and Glassow. Equally clear, a movement conceptualization extended beyond the boundaries of the university. That that was so, was evident later on in the 1960s when the influence of the English approach was growing in the United States. Riley (1981) reported "many Americans, particularly women, were well aware that movement education was not a new term" (p. 21). Moreover, she wrote, "students of Margaret H'Doubler could not understand why people were returning from England excited about something 'new' called movement education" (p. 22). Glassow, herself, dismissed it but later acknowledged that perhaps, in so doing, she missed an opportunity to help the profession.

> When the term movement education appeared in the profession, I assumed that it meant what Wisconsin was doing. I recall no experience which led me to think otherwise....Today, as I think about my inability to define the term, I realize that my failure to investigate means that I may have missed the opportunity to enrich my professional vision and the efforts I made to improve the physical education in

this country (cited in Logsdon, 1983, p. 24).

Status of Elementary Physical Education in the United States in the 1930s

By 1929 thirty-six states had passed laws making physical education mandatory in the public schools (Neilson & Van Hagen, 1929). Gone were the older conceptions that "physical education was a preparation for the military, that drills and mass formations were the means of developing obedience and discipline, and that it was a relief from mental tasks" (Neilson & Van Hagen, p. 3). Gone, too, was the 1900s' association with "physical training" (Hetherington, 1922). Instead, a "modern point of view" prevailed. Physical education became an endeavor "to secure the educational development of individuals with the resultant by-products of health, neuro-muscular skills, attitudes, and proper social conduct" (Neilson & Van Hagen, p. 3). Moreover, its purpose was to "help educate boys and girls in physical activities" (Williams & Morrison, 1931, p. 28).

With the exception of some very large cities who committed themselves both philosophically and financially to physical education specialists, the majority of the schools relied on the classroom teacher to attain those goals (Swanson, 1985). State curriculum guides, e. g., Mary Channing Coleman's Lessons in Physical Education for Elementary Grades (1924), and a number of textbooks were

written to that audience. Physical Education for the Classroom Teacher by Dorothy La Salle (1937) was one of those early textbooks. She, like Nellson & Van Hagen, adopted the objectives of physical education set forth by Dr. Jesse Feiring Williams in his 1927 book Principles of Physical Education.

La Salle (1937) specifically advocated the teaching of skills to young children.

> Young children should be taught skills. In the author's opinion the teaching of physical education has suffered from the dictum that young children should not be taught skills. Traditionally, fundamental techniques have been presented at approximately the fifth grade level. At earlier grade levels it has been considered desirable for children to learn many games containing a variety of basic skills but to give little or no attention to the manner of performing the skills. It was believed that the practice of the skills in these games, even though without conscious attention, was sufficient. Such a point of view seems erroneous because comparatively few children perform the skills naturally and with ease (p. 65).

Thus, she advocated giving attention to the way a movement was done, even in the early grades, if the levels of performance were to be improved. She observed that this was not a new idea; indeed, "In certain specialized areas of physical education it is common practice. In dance we have long been concerned with quality of movement" (p. 66). Moreover, La Salle pointed out that "teaching of techniques", i. e., skills, were in themselves satisfying to children. "Stark and isolated from all game implications they are interesting as self-testing

activities. Throwing, catching, running, dodging, striking, kicking and jumping are basic fundamental motor skills and the performance of them is pleasurable and often joyous" (1937, p. 66-67). Subsequently and separately, she suggested games teaching as a way to improve a child's skills and conduct.

Rhythmic and dance activities were also suggested by La Salle for the elementary school child. Although fundamental rhythms, the basic skills of the dance, comprised the major part of the program in the first, second, and third grades, they were supplemented by "traditional singing games,...dramatic rhythms and the beginnings of simple composition" (p. 153).

Neilson and Van Hagen (1929) recommended that their text serve as a "basis for the physical education program in the elementary school" (p. xiii). They offered a classification of activities which included:

1. athletic games
2. corrective physical education
3. health education
4. hunting games
5. individual athletic events
6. mimetics
7. posture
8. relay races
9. rhythmic activities

10. story plays

11. stunts (p. 27-47)

Andersen and McKinley's (1930) text, An Outline of Physical Education for the First and Second Grades, followed essentially the same pattern of activities. Dramatic play or "training in rhythm," however, was given priority over playground games, stunts, and relief drills. The objective of the rhythm activities was "to secure free expression from the children themselves" (p. 6) and was based on movement experiences common to most of the children. After all, they observed:

> Those who have taught activities to older children and adults appreciate the desirability of teaching fundamental rhythms to first and second grade children. Taught at this age they acquire a knowledge of rhythm which easily becomes a basis for all further physical activities in added skill, coordination, and appreciation (Foreword).

Activities were "the essential 'material' in a program of physical education" (Hetherington, 1922, p. 15). Whether games or rhythmic activities or stunts, these so-called natural activities formed the content of elementary physical education, undergirded by the broader educational concept that children learn by doing. Consistent with the "new physical education" (Wood & Cassidy, 1927), they also contributed to "the broader social scope of education with the implied obligation to the physical and social as well as to the intellectual and moral needs of the pupils" (Wood & Cassidy, p. 2). Thus,

in the 1930s, activities were the "perfect vehicles for education for citizenship in a democracy" (Swanson, 1985, p. 18).

By the 1930s dance had assumed an increasingly important place in the physical education programs. Many volumes were written on natural dances, tap dances, and folk dances. Yet, the theory of dance, the principles underlying the productive teaching of dance, remained virtually unwritten (O'Donnell, 1933, vii). It was that realization that brought together the first committee on dance by the American Physical Education Association. The committee attempted to study significant problems at the elementary school level, asking such questions as: "What can actually be accomplished with children at various age levels? What materials should be included in our rhythmic program? and How should these materials be presented to achieve the best results" (O'Donnell, vii)? The result of that questioning led to the publication of the book Dancing in the Elementary Schools (1930), a compilation of articles focused on objectives, methods, dance activities, etc., appropriate for elementary children. Margaret H'Doubler, member of the 1932 committee, contributed to the effort with an "abstract" discussion of rhythm on the elementary level.

Seeking ways to find a "creative approach to the teaching of rhythm to children" (Richardson, 1939, p. 328),

a workshop for different age groups was conducted in the summer of 1936 at Stevens State Teachers College in Wisconsin. Repeated again in the summer of 1938, the workshops integrated rhythm and dance with arts, crafts, drama, and music. The approach was twofold: (1) building a rhythmic vocabulary and (2) using the rhythmic vocabulary.

> Under the first heading are included all methods of locomotion, movement patterns of body parts, qualities of movements, and speed and direction of movements....It also includes the building of associations between movement patterns and all patterns experienced....The child is led to building his own vocabulary by combining various parts in answer to such questions as, "What else can you move?" "Where else can you go?" "How high will you go?" (Richardson, 1939, p. 328).

Waterman (1936) in her Rhythm Book elaborated on the concept of associations between movement patterns and all other patterns experienced.

> The most practiced of our rhythmic movements are the most familiar of our rhythm forms. For example, a march tune will set feet stamping and faces smiling with recognition because walking is one of our most practiced rhythmic movements....Given this basic unitary pulse it is possible to see how it exists as a background...for other movement experiences of different timings and intensities. Success in grasping rhythmic experience depends upon how well we can relate it to this core of rhythmic movement experience....The more successfully we are able to relate familiar elements in a rhythmic grouping the more successfully we can include more and more of these elements...(p. 6).

Rhythm was a familiar theme; certainly H'Doubler's work reflected it. Waterman, however, related it conceptually and practically to children during her children's rhythm classes at the University of Wisconsin.

She acknowledged H'Doubler and, indeed, Glassow for their contributions to her work.

Cornerstones of Movement Education in America

The roots of movement education in America reached back to the fundamentals work of Margaret H'Doubler and Ruth Glassow. Of the importance of fundamentals to the dance, H'Doubler (1925) wrote:

> The body is the medium of expression, the instrument of the dance....A highly-developed state of responsiveness is possible only when the physical mechanism of the body has been thoroughly studied and mastered. It is the purpose, therefore, of this first stage of the work to achieve mastery of the body as an instrument by bringing about the greatest degree of flexibility in all its parts and establishing habits of muscular guidance and control. Obviously, such an undertaking demands a technique that will adequately develop and coordinate in a harmonious functioning not only all parts of the body, but to no small extent, all parts of the body and mind as well.
>
> Such a technique must be founded on a thorough understanding of that remarkably ingenious mechanism of levers, axes of movement, joints, muscular organs of movement, and so on, that constitutes the human body, and a thorough mastery of the laws of natural movement (p. 57-58).

Thus, the anticipated outcome of the fundamentals training was a "well ordered instrument correctly tuned and sensitive to the impressions of the mind" (H'Doubler, 1925, p. 142). H'Doubler noted that this process should result in "great freedom and abandonment of movement" (p. 145). Importantly, however, she followed that statement with the observation that:

> It is entirely erroneous to think that this type of dancing is a combination of erratic movements and gestures distributed at random. It is this type of movement which the study and practice of fundamentals

> seeks to eliminate. The freedom sought and gained is the result of perfect control, not the result of unguided abandon. The controlled individual is the free individual--one who knows how to work because he is sure of his medium (H'Doubler, 1925, p. 145).

The dichotomous perspective, "perfect control/unguided abandon" of the body in movement, was an essential feature of H'Doubler's movement education.

Sloan (1985) described movement education as

> a real knowledge of movement which is prior to a knowledge of particular forms, like a knowledge of given sports activities or even dances or exercises. It's a knowledge of what of movement that can be used in any of those forms in order to accomplish the purposes of all those forms of human movement.

It was a definition reflective of the extensive and far-reaching works of Margaret H'Doubler and Ruth Glassow of the University of Wisconsin. For the works of these two pioneers formed the theoretical and conceptual underpinning for movement education in America. H'Doubler, beginning her work at the University of Wisconsin in the second decade of the 1900s, contributed her fundamentals of movement and rhythmic structure of movement to the concept. Glassow added to that her classification and analysis of movement. Taken together, these theories of movement were the cornerstones of movement education in America. Moreover, as early as the 1920s, H'Doubler was labelling her work as such.

In the women's departments of physical education of some colleges and universities, these concepts were closely, if not inextricably, at least in some minds,

allied with human movement fundamentals. There was, however, a subtle difference, and it was stated forthrightly by Sloan (1978). "This concept of movement education was not limited to fundamentals. Fundamentals happened to be a course that we taught in the required program, though we expected...the fundamentals course to be preliminary to other courses." In the very largest sense, movement was the content and it had a supportive methodology. For example, H'Doubler used three methods: (1) kinesthetic, (2) problem solving, and (3) exploration (Sloan, 1978).

Generally, the concepts of human movement fundamentals were embraced specifically for women, although clearly H'Doubler and Glassow viewed them much more broadly. Additionally, there was some direct articulation of these concepts, at least in part, to elementary children, e.g., The Committees on Dancing of the American Physical Education Association (1933), Waterman (1936), and Richardson, 1939). Perhaps, understandably, the articulation was focused in the rhythms activities of elementary physical education.

During this time physical education for elementary school children followed the design of activities, organized as Barrett (1983) noted around a "series of mutually exclusive categories" (p. 1). This design permeated elementary programs until the mid-1950s, when the

"new" concept, which came to be known as movement education, was widely and enthusiastically introduced in the United States. The movement theory of Rudolf Laban received almost total credit for initiating widespread interest in this country. Subsequently, history texts invariably attributed "movement education" to Laban's theories, completely ignoring those of H'Doubler and Glassow. Siedentop's (1976) text was representative of this tendency. "There can be no doubt that the most important name associated with what Lawrence Locke has called 'the movement movement' was Rudolf Laban" (p. 136). Similarly, Halsey and Porter (1965) in their text, Physical Education for Children, indicated that "much of the pioneer experimenting in movement was done by Rudolf Laban" (p. 172). Chapman (1974) noted, "the term 'movement education' did not appear in the literature to refer to a particular method or approach until the 1950s in its current definition" (p. 9).

Lawrence Locke (1966), however, vaguely acknowledged contributions from within the physical education profession. He wrote, "the concept of movement education has been a by-product of attempts to improve physical education programs for college women" (p. 26). In 1980, he juxtaposed the two.

> I'll bet that you could make a pretty good case, in fact, for the notion that movement education, as it has come to exist in the United States, was a peculiar blending of a relatively pure strain brought to us

> from England, and a series of independent, quite isolated inventions that reach clear back to the 1930s as is evidenced by some of our professional literature, which makes the final end product indeed a very complicated entity which has roots that go back in ways that would really be impossible to untangle in any systematic way.

Whatever the basis for the confusion about the "roots" of movement education, it was clearly an American idea grounded both in theory and pedagogy. Further, it was a concept documented through the literature by the prolific works of its founders, H'Doubler and Glassow. So certain were they of <u>their</u> work in movement education, i. e., understanding human movement, they neglected to recognize the "new" approach as anything different from what they had been doing for years. In fact, the reaction to Betty Meredith-Jones' (an English speaker who lectured and gave workshops on "movement education") visit to Wisconsin, as recalled by Sloan (1978), was significant. "We thought that was lovely, but it wasn't scientific. They didn't really know about movement itself." Unfortunately, that pejorative perception proved to be a widespread criticism of the "new" movement education. And, as the two forms invariably became entangled (Barrett, 1984), it appeared to affect the development of both.

CHAPTER III

PROGRESSION AND DEVELOPMENT OF MOVEMENT EDUCATION IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

Two trends were still evident at the beginning of the 1950s in the physical education instruction of elementary aged children. As in previous years, classroom teachers provided the overwhelming majority of physical education for school aged children at all grade levels, but now they received some help from specialists and in-service education (Schneider, 1959). The second trend, clearly emanating from the new physical education of earlier years, was that elementary physical education embraced the general objectives of education. Perhaps the best known statement concerning public school objectives was the seven cardinal principles--health, command of the fundamental processes, worthy use of leisure, citizenship, worthy home membership, vocational efficiency, and ethical character (Salt, Fox, Douthett, & Stevens, 1942). All of these objectives were directed broadly toward preparing students to live in a democracy.

Reflecting that concern, physical educator Dorothy La Salle (1950) wrote that educators felt the need to "strengthen democracy" (p. 22). Moreover, she wrote, "schools must change from the traditional, authoritarian

pattern to one which gives boys and girls practice in democratic living" (La Salle, 1950, p. 22). Indeed, La Salle (1946) suggested, "the measure of the worth of any area of experience is its capacity to help the individual attain the values deemed desirable in a democratic society" (p. 15). Thus, consistent with those goals, she recommended eight objectives toward which "guidance in democratic living should be directed" (p. 22):

1. feeling of group consciousness
2. group becoming aware of common purposes and formulating those for their group
3. cooperation in realizing group purposes
4. importance of the feeling of belonging
5. development of feelings of friendliness and respect for personality
6. outward manifestation of friendly feelings as consideration for the rights and feelings of others
7. sense of responsibility, and
8. self-direction for the common good (La Salle, 1950, p. 22-24).

In addition to preparing a child to take his or her place in a democracy (a goal espoused by Jesse Feiring Williams), educating the "whole" child or "well-balanced" child became a familiar, recurring theme in elementary texts of the time (Salt, Fox, Douthett, & Stevens, 1942; Sehon, Anderson, Hodgins, & Van Fossen, 1948; and Sehon & O'Brien, 1951). The new goal, educating the "whole" child, emphasized experiences based on the interests, needs, and

activities of children. Moreover, in terms of curriculum, the common goal became the integrated individual. Although this was a new goal and contrasted sharply with the one it replaced, educating the "whole" child was deemed achievable in physical education through the traditional programs of "activities."

Emerging Conceptual Threads

Yet, change, both to perspective and practice of elementary physical education, was imminent. It was during the 1950s, for example, that the influence of two different but mutually supporting concepts became more widespread and, ultimately, pervasive in the literature and professional conferences and teaching practices of many. These concepts, emerging from the 1920s' foundational work of Margaret H'Doubler and Ruth Glassow, were: (1) the view of movement as the base of all physical education and (2) the analysis of movement (a broad perspective including fundamentals of movement and classifications of movement). Together, the two percepts formed the conceptual bedrock of American movement education.

Analysis of Movement

Barrett (1984) noted that "In terms of analyzing movement as we know it today, both as it relates to specific skills and as a phenomenon by itself, it was not evident in the elementary school textbooks of the early 1900s, but the idea was" (p. 3-4). Gladys E. Palmer's 1929

book, Baseball for Girls and Women, reflected the idea of analysis in her description of the overhead throw. She also emphasized the importance of fundamentals. Indeed, she wrote that "too much emphasis cannot be placed on the importance of practice in its fundamentals of throwing..." since girls "do not have a natural aptitude for throwing, which all boys have from early childhood" (p. 16). Her own analysis of girls' throwing was:

> Many girls, when in the act of throwing a ball, tend to lob it or attempt to throw it with a weak forearm grasp failing to bring into play the shoulder and back muscles and to transfer the weight of the body from the right to the left foot (p. 16-17).

Thus, her description of the overhead throw was:

> The ball should be grasped by the thumb and first two fingers. As the right arm comes back, bringing the hand to a position back of the head and about shoulder height, the weight of the body comes back on the right foot. The left leg and arm are raised forward for balance and the trunk bends and twists slightly to the the right, bringing the left side to the direction in which the throw is to be made. As the right arm goes up, over and forward, the weight is shifted forward to the left foot and the ball released. When the ball is about to be released the fingers should be up and the thumb down, giving the ball a carrying rotation. The follow-through carries the right arm across the body and the right foot forward in a natural position for further play. Use the arms, shoulders, back and legs freely, getting a full body swing (Palmer, 1929, p. 17-20).

Understanding human movement fundamentals in a broad context, H'Doubler (1946) pointed out that the "purpose of analysis is to become reinforced with understanding" (p. 53). Moreover, the value of analysis was twofold, to help the teacher and to help the learner.

> Effective movements such as skilled techniques of sports and dance and efficient movements of every day activities, may be understood in terms of their dynamic elements. Therefore, analysis is helpful in teaching correct motor habits in the learning of new skills. The value of the ability to construct rhythmic patterns is that it furnishes a way of exploring movement. The newly created patterns serve as unified stimuli for a unified motor response, since their forms are disciplined by the rhythmic form within the stimulus, thus giving purpose and direction to effort. This permits the student to creatively explore, compare and evaluate for himself the effectiveness of his own movements. He is able, then, to work under his own power and teach himself as he progresses (H'Doubler, 1946, p. 53).

The analysis of movement (or individual skill analysis) was one conceptual thread which witnessed continued growth in the decade of the 1950s. Barrett (1984) suggested that the growth was probably because of two books in the early professional literature, Ruth Glassow's Fundamentals of Physical Education published in 1932 and M. Gladys Scott's Analysis of Human Motion: A Textbook in Kinesiology published in 1942. Like Glassow, Scott found it desirable to classify activities for the purpose of study and analysis.

Movement as the Base of Physical Education

A second conceptual thread, i. e., movement as a basis for all physical education, was addressed by Halverson in a 1967 speech. Speaking to the Conference for College Teachers Preparing Elementary Education Majors to Teach Physical Education, at the University of Wisconsin-Madison, she raised the question, what was the "essential content" of the field of physical education? She answered:

> Emerging slowly over the past few years has been the realization that our medium really is movement--that our central focus must be on human movement and that if we are concerned with physical education for the elementary school child--we must, basically, be concerned with the child learning movement (Halverson, 1967, p. 3).

Movement as the "medium" or basis of physical education was, perhaps, a new phrase in the 1950s, but it was not a new idea. In fact, years earlier, H'Doubler (1946) had recognized the importance and subtle relationship of movement to physical education and, indeed, to education itself.

> Movement is so basic a part of being alive that it is quite likely to be taken too much for granted. We fail to realize what a source of stimulating and satisfying experience it can and should be.
>
> Considering the goal of all education as the building of integrated personality through self-realization, the most significant contribution physical education has to offer to the achievement of this goal is to create within students a desire for good body movement-- <u>good</u> in the sense that it is true to the body structure and its laws.
>
> The basic purpose of physical education should be to give a motor experience that will contribute to a well-rounded education of the whole self through avenues of motor activity (p. 1).

Certainly, there was no question about the "medium" in the dance. Ruth Murray (1937) stated simply that:

> A brief explanation of the basic principles of modern dance would begin with its recognition of dance as an art whose medium is movement, and whose instrument is the human body. It emphasizes the fact that it builds its forms in time,...and also in three-dimensional space (p. 11).

Apparently, the first time that particular thread, movement as the base of physical education, was focused directly at elementary physical education occurred in a

Journal of Health, Physical Education, and Recreation article in September, 1954, when Elsa Schneider reported on the Workshop in Elementary School Physical Education. Sponsored by the Elementary Physical Education Section, the all-day, pre-convention workshop held in April, 1954, was planned "to cover the most pertinent problems on the topic" (p. 32). The theme undergirding the conference was, "What Physical Education Could Mean to Children." Naturally, a number of implications had been gleaned from the conference and, subsequently, were offered to the profession for further exploration. Importantly, the first implication was, "movement is the common denominator of Physical Education. It is a way of learning" (p. 36).

Among the "several hundred" attending that workshop were Gladys Andrews of New York University, Jeannette Saurborn of Bronxville, N. Y., and, of course, Schneider, a Specialist for Health Instruction and Physical Education, U. S. Office of Education. Schneider served as a participating observer, Saurborn presided at a session, and Andrews was a group leader and presenter during the workshop. Andrews presented a demonstration titled, "Children in Action--How Children Use Movement as a Way of Learning" (Schneider, 1954, p. 32). The special significance of these three women at the workshop was that they would soon meet again, in a joint effort, to extend work on that first "implication."

By the 1950s, Andrews was already well known for her work with creative rhythmic movement for children. Her work in rhythms was based on a system of movement analysis she "independently" designed in 1939 (Riley, 1981, p. 24). Her analysis, however, clearly reflected some of Margaret H'Doubler's thinking. Indeed, she was a graduate of the University of Wisconsin and acknowledged the "persisting influence" of H'Doubler on her work (Fleming, 1976, p. iii). H'Doubler's influence was, in fact, evident in a paper Andrews presented at the 1949 Lingiad (a celebration in honor of Pehr Henrik Ling, founder of Swedish gymnastics) in Stockholm, Sweden. In that paper Andrews explained her movement analysis.

> The basis of rhythm work includes the following primary factors which are classified as Movement, Rhythmical, Spatial, Perceptual, Ideational, and Effective. In the teaching of Creative Rhythms the teacher must provide experiences that will make the child aware of the variety of movement of which his body is capable....Movement Factors are the basis or framework around which all other factors are interwoven. As these movements are developed they continue throughout, as the ground work for the entire course. Rhythmic Factors pertain both to music and movement... Spacial [sic] Factors are self-explanatory - direction or area of movement.
>
> Movement is interpreted as body mechanics, classified as locomotor movement, body movement, combination movements, and types of movement. These are the framework or background into which all other elements are interwoven.
>
> Rhythmic Factors, as the term is used, mean those elements which are concerned with the time aspects and intensity of movement.
>
> Space Factors, as the term is used, are those elements which have to do with area and direction of movement (Andrews, 1949, p. 9-13).

The paper clearly suggested that Andrews had a scientific understanding of movement, both as classification and analysis.

From those beginnings, viz., an educational background at the University of Wisconsin, study with H'Doubler, and teaching creative rhythmic movement to children, evolved a larger understanding of physical education for Andrews. Thus, in 1960 she, in collaboration with Saurborn and Schneider, published the textbook, Physical Education for Today's Boys and Girls. That book was the first elementary textbook to advance "the theory that movement is the foundation of physical education" (Preface). Andrews et al. referred to the process as "movement education," noting that for the child it "begins long before he enters school, and it extends throughout life" (p. 4). Overall, the textbook was concerned with "human movement, its nature, its manifestations, its forms of expression, and its impact on learning" (p. 4).

The first chapter, "Movement as a Basis for Physical Education," included a section on the "nature of movement" which described thirteen basic movements, e. g., walking, running, jumping, leaping, etc. The authors viewed the movements as "interrelated" but with each having "its own structure, affected by time, force, space, and purpose" (Andrews, Saurborn, & Schneider, 1960, p. 5). To illustrate this interrelatedness, they stated, "the run is

a basic movement which propels the body through space with the legs giving the impetus. But in running, one uses not only the legs, but also the body movements of bending, stretching, pushing, pulling, and swinging" (p. 5). Further, "the interrelatedness of movements is the framework of all movement patterns used in physical education" (p. 5). Andrews et al. emphasized that all activity forms, games, sports, stunts, tumbling, rhythms, and dance, are based on combinations of basic movements and "acquire their uniqueness according to their purposes" and according to variations in such factors as: "combinations of basic movements, time or speed, force or intensity, space, external objects, external goals, external sounds, and other people" (p. 6).

Thus, early in the text, Andrews et al. (1960) developed a context, movement as the foundation of elementary physical education, for the movement experiences which followed. Indeed, that context was the significance of the book, Physical Education for Today's Boys and Girls. Regrettably, however, the authors' application of the movement perspective to elementary physical education content seemed to fall short of its intended target. The activities, e. g., Duck, Duck, Goose; Redlight; and numerous others, looked no different from those activities of earlier decades (for example, Mary Channing Coleman's 1922 book, Lessons in Physical Education for Elementary

Grades). Perhaps the authors simply did not know how to translate "movement as the foundation" into the practice of teaching. The text was important, however, for what it did do, i. e., suggest a movement foundation for elementary physical education, an idea, Barrett (1986a) noted, which was "already being applied to physical education courses for college women and to the teaching of specific sports skills" (p. 4). Barrett (1984) stressed the significance of Andrews et al.'s textbook. "Considering movement as the basis of physical education, was a new idea in elementary school physical education and was added (as content) to our existing programs of activities" (p. 8). Indeed, it was a new idea to elementary school physical education, but, conceptually, it was older, with roots no doubt in the movement theories of H'Doubler and Glassow, and, as such, as has been pointed out earlier, it was an American conceptualization.

Influential Events in the Development of Movement Education in America, 1950-1960

The two conceptual threads, movement as the base for physical education and analysis of movement, gained increasing viability in American physical education in the 1950s and 60s. Both concepts were specifically fundamental to the development of movement education in America and received support from related "fronts" particularly during those two decades. Indeed, several authors, among the most

important of those were Chapman (1974), Logsdon (1981), and Riley (1981) suggested that a number of external influences were paramount to the development of movement education. The following events, although not intended to be inclusive, were, nonetheless, significant to the continued growth of movement education in American physical education: (1) the introduction of English movement analysis, specifically Laban's work, (2) the Anglo-American Workshop of 1956, (3) English lecturers, and (4) the National Association for Physical Education for College Women (NAPECW) Conference of 1956.

Introduction of English Movement Analysis to American Physical Educators

Of primary importance to the development of movement education in America was the introduction of the English movement analysis. "Movement analysis" was the term originally applied to the American and English movement theories by Barrett in her 1983 study, "Is Our Content Theory Theoretically Sound?" Essentially, the English analysis was based on Rudolf von Laban's work with movement. What emerged from Laban's work was a movement framework, comprised of four basic dimensions which were often referred to as body-space-effort-relationship. Though Laban himself did not specifically develop the four dimension framework, it has been attributed to a student of his, Joan Russell (1965), who in interpreting his ideas

presented them diagrammatically in the body-space-effort-relationship (Barrett, 1984). It was a framework which influenced American physical education thought and, in many cases, practice.

Laban's work was first introduced in the United States during the decade of the 1950s after a number of American women physical educators traveled to England to observe the physical education programs (Riley, 1981). Two of these women, Elizabeth Halsey and Laurie Campbell, were especially instrumental in disseminating ideas and creating interest in Laban's work.

In 1955 an article by Halsey, "England's Children Invent Activities," was published in the Journal of Health, Physical Education, and Recreation. What was significant about the article was that it was the first "written description of what was seen" (Barrett, 1977). In the fall of 1954 Halsey had visited twenty-eight different schools and colleges which represented "some of the best teaching and most successful modern programs in England" (p. 32). She indicated that physical education was a basic part of the school program and was usually given a daily period.

> In the schools which I saw, this time was divided between "P. T.," "Movement," and games or swimming for the older children. "P. T." is the athletic or what might be called the "objective" phase of the program in which children experiment with various kinds of equipment. "Movement," on the other hand, is the expressive or "subjective" side of the program which gives more general training in a different manner of movement, and also focuses attention on movement of different parts of the body (p. 33).

As in America, most English classes of physical education were taught by the classroom teacher who had "a two-year general course at a training college, including the theory and practice of physical education" (Halsey, 1955, p. 33). Halsey observed that these teachers seemed "very competent in action" (p. 34). Interestingly, she suggested that this competence was due not only to their experience in training colleges but also to their own physical education as elementary and high school students.

Halsey's (1955) written account included a description of the English children participating in physical education. The gymnastics lesson was taught by the school principal to forty ten-year-old boys.

> In they come, in shorts and vests, socks and gym shoes, moving fast. Half a dozen types of apparatus are set out quickly with quiet but effective team work, and groups get at activity immediately.
>
> No preliminary directions or demonstrations seem necessary. Each boy knows what he is going to try and tries it. It may be completely different from what anyone else in his group is doing, or it may be the same thing. One group of boys on vertical ropes are climbing up, climbing and turning upside down, crossing over to another, coming down between two ropes. Another group at the box, vaulting from a beat board, try different mounts and dismounts, including somersaults and cartwheels across....
>
> The teacher is as busy as the boys, encouraging, suggesting, challenging, asking the more ingenious and skilled performers to demonstrate to the whole class, and praising the slightest improvement by the less able. She never asks them to imitate or outdo each other nor does she urge them to more dangerous or daring heights and feats (Halsey, 1955, p. 32).

Halsey, wanting to know what the objectives were in the physical education programs for English school

children, asked teachers and supervisors. From their responses, she deduced several general purposes that seemed to be widely accepted and accomplished: (a) free enterprise, (b) individualized experience, (c) vigorous physical activity, (d) skill, (e) unified development of the child through integrated experience, and (f) recreation (p. 34, 39).

Clearly, Halsey had been impressed with what she had seen. Furthermore, eager to share her experience with her American colleagues, she began talking with the school personnel about organizing an Anglo-American Workshop on Elementary School Physical Education as a part of the Ministry's in-service training program for 1955-56. The dates were set for June 24-July 13, 1956, and Ruth Foster, chief inspector of physical education for the Ministry of Education, was given the responsibility of directing the effort (Halsey, 1955). An announcement of the Workshop was carried in the Journal of Health, Physical Education, and Recreation in September, 1955, even though the American Association of Health, Physical Education and Recreation did not sponsor the Workshop.

Shortly after Halsey's article appeared in the Journal of Health, Physical Education, and Recreation, Laurie Campbell (1956) wrote of her own experience with English physical education. Like Halsey, she had visited the English schools in 1955 and was enthusiatic about this "new

approach in motor education" (p. 49). While giving credit to American educators for moving in a similar direction, she, nonetheless, observed "English physical educators have gone further in defining and in spelling out the essential elements which lead to a wide variety of conscious, efficient movement, and greater creativity on the part of individuals" (p. 49). Campbell recognized that "the philosophy and emphases underlying this movement have been current in American physical education since modern dance was introduced into this country. They have not been applied extensively, however, to motor activities outside the dance field" (p. 49). It was in that latter area she perceived the difference between the English and American physical education and, in which, she suggested the English had had "considerable success" (p. 49).

She wrote about the English problem-solving approach, which initially provided for exploration of movement. The teachers also utilized Laban's four factors of movement, space, time, quality, and flow, in the classes, although "instruction was minimized." When instruction was given, it was never specific in terms of an activity; rather, it was "always related to basic factors in effective movement" such as balance, timing, relaxation, or quality (p. 50).

> No child is asked to do a specific activity--rather he responds to a general problem as his understanding, his imagination, and his physical ability permits. With such an approach each child gains confidence and satisfaction in his own accomplishment. No child is pushed beyond his capacity. As a result, all soon

> learn to move with amazing dexterity and skill (Campbell, 1956, p. 50).

"Exploration," as a pedagogical method, encouraged the English children to learn for themselves. Although it was a known methodogical approach in the United States in 1955 (Gladys Andrews described it in 1949 in her paper to the Lingiad), Halsey and Porter's text, Physical Education for Children: A Developmental Program, was the first American elementary physical education textbook to include a chapter on "movement exploration." Presented as an additional activity area (Barrett, 1986b), "movement exploration" was linked methodologically to problem solving. The activities, thus, were "designed...to stimulate exploration of space...to improve control over the quality of movement and over the part of the body that is moving...and to encourage communication of feelings and ideas" (Halsey & Porter, 1958, p. 255). Published in 1958, the book was the "first attempt by any American authors to give specific help to teachers who wanted to try using Laban's principles in their teaching" (Riley, 1981, p. 11).

Like Halsey and others (for example, Feaver, Critz, & Halsey, 1951 and Lambert, 1957), Campbell had been impressed with the English programs. What the Americans had actually observed and what was the conduit for such hope was summarized by Campbell: (a) complete absorption of the children in their work, (b) maximum active participation by all children, (c) skillful teaching by

classroom teachers, (d) exceptional skillful movement by the children, (e) individualization of instruction, and (f) recognition of physical education as integral to the whole school program (1956, p. 49-51). Subsequently, Lambert suggested "the British system of physical education, then, can offer us some valuable suggestions for improving our own program....I believe we can profit from an exchange of ideas" (1957, p. 76). It was, after all, an approach "wholly compatible with our American philosophy of education" (Campbell, 1956, p. 51).

To that point in time, the early 1950s and pre-Laban, American elementary physical education was just that--American. That is to say, American physical education had an evolving movement analysis and an "activities" teaching paradigm. After that time, however, it became much more complicated, a hybrid of sorts, retaining an American orientation but reflecting as well the English influence. The English perspective was essentially Laban, and excitement about that perspective resulted in the Anglo-American Workshop of 1956.

Anglo-American Workshop, 1956

On June 28, 1956, fifteen American women and a staff of English educators came together at Woolley Hall in Yorkshire, England for the first Anglo-American Workshop on "Physical Education at the Primary Stage" (Hussey & Murray, 1956). The workshop was a result of the enthusiasm

generated by American physical educators who had returned from observing the developments in "movement education." Hussey and Murray, while describing the workshop in a Journal of Health, Physical Education, and Recreation article, noted that the program was based upon a "philosophy of education essentially similar to ours and--like most of our elementary physical education--it is taught entirely by classroom teachers" (p. 22). It differed, however, "in having as its base certain fundamental and individualized movement experiences developed creatively through exploration and invention by the children under the teachers' guidance and direction" (p. 22). These experiences were concerned with:

> (1) all-around development of strength and flexibility of the body and its skillful use in all types of locomotor and non-locomotor movements; (2) the dexterous manipulation of balls, bats, ropes, hoops, and other games equipment and (3) agile and adventurous exploits on all kinds of large equipment--some the traditional type of apparatus, some newly-invented by teachers and supervisors, and some of the "whatever happens to be on hand" sort (p. 22).

From this "base of fundamental movement education" (p. 22), children moved into more specialized forms of movement such as games and sports and dance.

Interestingly, neither Halsey or Campbell nor the workshop title itself referred to "movement education," yet it was called by that name in Hussey and Murray's 1956 article. One of the workshop participants, Elizabeth Ludwig, when asked, responded that she "had no knowledge of

the origins of the term 'movement education' as used in England" (E. Ludwig, personal correspondence to Diane de Silva, November 30, 1971). Marie Riley (1981), fellow participant at the Workshop, wrote that during the lectures, discussions, and practical sessions, the program was referred to as "a new approach to physical education and, more often than not, it was called 'movement training'" (p. 13). Furthermore, Ludwig's "Notes on Basic Movement" from the workshop called the approach "movement training." The verification of terms used was stated in Ludwig's "Notes."

> AIMS OF PHYSICAL EDUCATION
>
> a. To give a definite training in movement, so that the children will move with fluency and ease.
>
> b. To make the children aware of their own powers of movement, so that in time, they will have a mastery over any activity that they are called upon to perform.
>
> What is termed BASIC MOVEMENT TRAINING, is the fundamental principle upon which is built every branch of physical education, whether it is physical training, gymnastics, dancing, games, athletics or swimming. In this, certain fundamentals of movement are taught and built upon. This movement training, develops an awareness of each part of the body, and an increased knowledge of the different qualities of each part of the body, and an increased knowledge of the different qualities of movement. The children learn to use their bodies with power and economy of movement, so that by the ability or sensitivity to use just the right degree of effort, an easy fluent movement should result (Ludwig, 1956).

Putting the workshop in an historical context for de Silva, Ludwig emphasized the early work of H'Doubler in American movement education. In further explanation of the

historical context, she suggested a common denominator linking American and English educational thought at the time, i. e., the educational philosophy of American educator, John Dewey. Ludwig noted that her comments were "personal opinions," although it seemed reasonable that they reflected her professional experience. Ludwig stated:

> As you probably know, Margaret H'Doubler had been using this term at the University of Wisconsin in the early 1930's. I'm assuming that some of the English physical educators had read Miss H'Doubler's book, Dance: A Creative Art Experience, as well as other professional materials that were published in the U.S.A. At the 1956 Workshop they talked about Dewey's educational philosophy and recognized his contributions to the education of the child. They also were impressed by Gladys Andrews' book, Creative Movement Experiences for Children.
>
> The 1956 Anglo-American Workshop was the introduction of English movement education to the American participants who attended. Notice that I am careful about that statement. Much "movement education" had been going on in this country since the "revolt" against the rigid systems of the 19th and early 20th century....What we know as "movement education" in its early forms in England had its counterpart in the U.S.A. in creative rhythms and dance as it was taught in the elementary schools and in "modern" dance in the high schools....Early movement education (as I saw it in England) stressed expressive movement, but by 1956 it had already been introduced into the teaching of gymnastics as well (E. Ludwig, personal correspondence to Diane de Silva, November 30, 1971).

Reaction to the workshop varied from "great enthusiasm to some questioning of what we saw" (Ludwig, 1971). Ludwig (personal correspondence to Marie Riley, November 13, 1979) wrote that she and some other participants felt that "although movement education was not new to us, we were observing a broader approach than in our own country. We

were also observing a program on the national level, possible because the English Ministry of Education was sponsoring it (really requiring it)."

Sixteen American women participated in the workshop in 1956. They were: Elizabeth Ludwig, Irma Graham, Ada Kennard, Jane Griffiths, Ruth Murray, Gale Currey, Shirley Howard, Marie Riley, Cynthia Dadmun, Della Hussey, Eileen Reid, Mary Taggart, Jeanette Saurborn, Flora Bailey, Joan Tillotson, and Ruth Duncan (Hussey & Murray, 1956). The significance of these women in the development of movement education was emphasized by Chapman (1974).

> The introduction of movement education into the United States occurred through the work of the American educators who studied in England and who returned to spread the knowledge and insights they had gained through their experiences at the Laban Art of Movement Studio and the schools supported by the Ministry of Education (p. 117).

In view of the American work in movement education, however, already going on in the United States (and, in fact, preceding the workshop by some 30 years), it must be stressed that what these women "introduced" was an English form of physical education. Moreover, consistent with English terminology at the Anglo-American Workshop, what was introduced into the United States was probably more accurately called "movement training," at least at that time.

Whatever the approach was called, the influence of the workshop on some of the women was clear. The participants

"were stimulated to share what they learned through writing, speeches, giving workshops for classroom teachers and specialists, parents and administrators, teaching demonstration lessons for college methods classes and conducting convention programs" (Riley, 1981, p. 17). Specifically, Ruth Murray (1963), in the second edition of her textbook, Dance in Elementary Education: A Program for Boys and Girls, credited her attendance at the workshop for "extending...the horizons of the dance potential of children" (p. xiii). She added, "a new light was thrown on creative movement exploration by children" (p. xiii). While those insights accounted for additions and changes in some of her book, she carefully pointed out, "this is in no sense an attempt to copy the English method, but merely the adaptation to American dance teaching of a few of its excellent and inherently creative approaches to movement education" (p. xiii). Another participant, Ludwig (personal correspondence to Majorie Schelfhaut, November 22, 1961), introduced the concept to a Milwaukee audience in the fall of 1956 when she was invited to a "meeting of Wisconsin college people." Ludwig indicated that she talked about "Basic Movement Education in England."

Interestingly, though, in a master's thesis studying the apparent influence of the 1956 Anglo-American Workshop on elementary school physical education programs, Tracanna (1985) concluded "the first Anglo-American Workshop had no

significant impact on elementary school physical education programs" (p. 108). Tracanna's conclusions were based on selected journal publications and AAHPERD National Convention programs. She wrote:

> Of the 16 Workshop participants (14 American and 2 Canadians) who attended the First Anglo-American Workshop in England in 1956, six wrote articles that appeared in the JOHPER. The authors of these articles were Shirley Howard, Delia Hussey, Elizabeth Ludwig, Ruth Murray, Jeanette Saurborn, and Joan Tillotson (p. 108-109).

Only three of those, however, "wrote about material that was presented to them at the first Anglo-American Workshop" (Tracanna, p. 110). Hussey and Murray's article, "Anglo-American Workshop in Elementary Physical Education," appeared in the November, 1956 issue of the Journal of Health, Physical Education, and Recreation (JOHPER). It was noted by Tracanna that there was a five year interim between Hussey & Murray's article and Ludwig's 1961 JOHPER article, only the second article written in the JOHPER after the Workshop. Tracanna indicated her findings were possibly the result of the narrow scope of her study. Whether her findings were accurate or not, the first Anglo-American Workshop undoubtedly created an atmosphere for American-English dialogue about movement education.

English Lecturers

Laban's movement theory and its application in the elementary schools was also disseminated in the U. S. by some English lecturers. One of those, Betty Meredith-Jones

was a frequent visitor and was invited to many parts of the country to give lectures and demonstrations on "movement education" (Riley, 1981). Like H'Doubler before her, Meredith-Jones (1955) perceived that understanding the structure of movement could serve as a foundation for self-understanding. Riley (1981) noted that Meredith-Jones gave workshops primarily to college women. Subsequently, "because Jones based her practical and theoretical sessions on Laban's basic effort actions, expounded on his philosophy and used methods that encouraged exploration and discovery, her work was often perceived as relating only to dance at the college level" (Riley, p. 23).

Ruth Morison, sponsored by the National Association for Physical Education for College Women (NAPECW), spent "weeks visiting, giving lectures, and traveling to thirty-two college campuses throughout this country" (Logsdon, 1981, p. 9) discussing the English form of movement education in the 60s. Another English visitor was Marion North from the Laban Center in England. She addressed a general session of the NAPECW. Discussing movement, North stated that it "is a primary means of communication and this vital part of education should not be neglected. Movement is the common denominator of understanding. Those of us in physical education should understand movement; it is impossible to be specialists in all forms of dance and sports" (p. 83).

NAPECW Conference, 1956

The conceptual thread, movement as a base for physical education, was, at least, at the periphery of the 1956 Conference of NAPECW. At the same conference to which North spoke on "the common denominator of understanding," American college women physical educators were considering several problems related to human movement. Among those was an obvious, widespread problem.

> College women in large numbers do NOT move well enough:
>
> 1. To have confidence in their bodies and their skills of physical communication;
> 2. To enjoy moving and hence to use movements as a means of leisure recreation; and
> 3. To live fully and effectively ("Workshop Report," NAPECW, 1956, p. 87).

It was not a new problem; it was one, in fact, which had been observed by H'Doubler (1925) and Glassow (1932) and, indeed, one which had stimulated much of their earlier work in fundamentals.

Like H'Doubler and Glassow before them, these physical educators wanted to develop in their students an understanding of body function and efficient movement and, subsequently, some ways of achieving them. The path to those ends and, indeed, to the total repertory of human movement was a rich background of movement activities ("Workshop Report," 1956). Yet, the conference participants acknowledged a shortage of teachers either

prepared or willing to teach basic movement.

One noteworthy product of the conference, specifically of the movement study groups, was the development of four definitions, viz., body mechanics, basic movement, basic or fundamental activities, and movement education (see Appendix D, specifically 1956). In addition to and in support of the definitions, the study groups offered recommendations of teaching strategies to facilitate efforts for better movement in college women students. Among those techniques were exploration, analysis of sport, and emphasis on the purpose of the movement. One significance of those definitions and teaching strategies was that they, in tandem, implied an instructional framework. Broer (1960) suggested a further potential significance of the definitions.

> General acceptance of such a set of definitions could do much to further movement education since it would increase greatly the understanding of discussions in this field. If the physical educator is to accomplish his purpose of developing each individual's ability to meet effectively the majority of motor problems confronting him, he must teach body mechanics and basic movement and the application of these to the fundamental motor activities... (p. 328).

Perhaps, most interesting in the discussion of the definitions, however, was not the inclusion of the term "movement education" (since H'Doubler had been using the term for years prior to 1956) but its definition. It was defined as the "art of movement" ("Workshop Report," p. 89). If the term "movement education" was borrowed from

H'Doubler (and it seemed likely), then the interpretation was somewhat confusing and curious, especially given H'Doubler's strong commitment to understanding the science of movement.

Thus, central to the discussion of the development of movement education in America, the 1956 NAPECW Conference yielded three confluent threads: (1) the appearance of Marion North from the Laban Center, (2) the development of definitions of movement terms, including movement education, and (3) the recommendation of teaching strategies, including exploration. The conference appeared to be a fertile ground for the sharing, exchanging, and conceivably initial blending of American ideas about movement with English ideas. The restrictive definition of movement education as "art," which was derived from the conference, however, represented a departure from the original broad interpretation of H'Doubler (1945). Perhaps, the conference interpretation of movement education, albeit inadvertent, signalled a subtle shift in the American movement education, thus, creating both the possibility and environment for new interpretations.

As the decade of the 1950s drew to a close, interest in elementary physical education and movement education demonstrated no signs of abating. The educational climate, buoyed by hope and optimism for children's physical education to contribute to the development of the child,

was ripe for continued expansion and growth into the 1960s and beyond. Clearly, the influence and potential of Laban's work with movement for meeting that goal was instrumental in setting such a positive climate. Yet, in view of that optimistic climate, it was equally important to recall the contributions of the American movement analysis of H'Doubler (1925 and 1946), Glassow (1932), and perhaps even Andrews (1949 and 1960). Without such acknowledgement and because the American and English movement concepts appeared intricately entangled (Locke, 1980; Barrett, 1984), further discussions of the growth of movement education were impossible. Logsdon (1981) cautioned the profession on that very point, lest it forget its roots. She stressed that interest in the "movement movement" was not singleminded, focused only on the English form and based on Laban's principles. Rather, interest in elementary physical education was diversely focused. Other forms were developed and practiced in the United States (Barrett, 1981; Riley, 1981). Indeed, of the many concepts relating to elementary physical education that had been introduced during the 50s, movement education was but one. Children in Focus, the 1954 Yearbook of the American Association for Health, Physical Education, and Recreation, for example, continued to espouse democratic group living as a goal of physical education. Further, the concept of fitness was viable in the 50s. In 1958, in fact, Bonnie

Prudden examined the physical fitness of children during an AAHPER National Convention Program.

Merging of American and English Movement Analysis Concepts, 1960s

By 1960 "movement" experiences had been discussed in the physical education literature for nearly forty years. In addition to the early work of H'Doubler (1925; 1933; & 1946) and Glassow (1932), Eugen Matthias (1927), in his classic text The Deeper Meaning of Physical Education, stated simply, "physical education is movement" (p. 7). Later, in 1938 Rosalind Cassidy suggested that "movement, the stuff with which physical education is concerned, is the fundamental element of human life" (p. 69). Thus, from those early, thoughtful beginnings, a conceptual framework for thinking about and teaching movement was being forged. It was no accident, then, that by 1960 perspectives and expectations of movement as an educational process or an academic discipline (Henry, 1964) were broad, even passionate. Certainly, Spence's 1964 article was evidence of the potential of movement.

> In the final analysis, the individual who experiences movement identifies himself with his environment expressing at the same time his new found orientation through the medium of movement itself. On the basis of these assumptions, the writer believes that...there is profundity beyond that of superficial technical learning experiences in physical education (p. 68).

Indeed, Eleanor Metheny (1961) underscored the contributions of physical education, i. e., movement, in

terms of providing meaning and understanding to the individual's life.

> The meanings inherent in the sensory experience of moving in purposeful ways are the unique educational contributions made by physical education. The more we enlarge the variety of our movement experiences, the more we add to our personal stock of meanings and understandings, and the richer becomes the texture of what Susan Langer has called "the intricate web of meanings that is the real fabric of human life." The less we move, the less we know about this meaningful area of living, and the fabric of our lives is accordingly impoverished (p. 6).

Futhermore, some professional leaders (for example, Broer, Glassow, H'Doubler, Glassow, and Metheny) had been trying for years to help teachers utilize concepts of movement in their everyday teaching. Instead, however, Halverson (1967) observed that "our programs in physical education basically have been (1) specific activity focused, (2) teacher dominated, and (3) imitation oriented (p. 16). Deach (1961), too, commented on what was more commonly practiced in teaching.

> We have taught specific, isolated skills, in basketball, softball, etc. with little more than calling the attention of students to the similarities between the underhand pass and the underhand pitch....We have tended to teach skills and have demanded that students follow a prescribed "do it this way" isolated from a total understanding of the use of the body" (p. 92).

Kinesiologist Marion Broer (1960) supported the importance of knowing the body and its movement. In the first edition of her text Efficiency of Human Movement, she stated:

> The need of every individual is to understand human movement so that any task--light or heavy, fine or gross, fast or slow, of long or short duration, whether it involves everyday living skills, work skills, or recreation skills--can be approached effectively. The problem is to determine how in a relatively short period of time, each individual can gain not only ability in a few isolated motor activities (most of them recreational) but also efficiency in movement (p. 3).

Thus, reviewing the related literature suggested that by 1960 much professional thought and discussion was directed toward the teaching of movement. Indeed, for many, notably teachers in some women's departments of physical education, and in some elementary programs, there was a commitment to teaching movement. Coupled with the commitment was a framework for teaching movement which was rooted in the movement analyses of H'Doubler and Glassow and, possibly, Andrews. Andrews (1968), in fact, stated, "In physical education content grows out of the nature of human movement, which is the foundation for the structure of the discipline of physical education" (p. 48). Furthermore, beginning in the mid-1950s, additional and simultaneous support for this conceptualization of movement was generated through the influence of Laban's work, specifically his movement analysis and its application to the teaching of children.

Ultimately, the two orientations to movement analysis, one American and one English, merged (Locke, 1981; Barrett, 1984). The merging and eventual integration of the two movement analyses impacted on the continuing development of

the 1960s' elementary curricular concept known as movement education. Left behind in the merger, however, were the separate and distinct identities of each movement theory. For example, the keystone of American analysis, i. e., knowing movement kinesiologically, physiologically, etc., in other words, scientifically, was a thread that became obscured. Subsequently, Barrett (1984) has suggested one pejorative effect of the merger was "neither may have developed to its full potential as far as physical education for children is concerned" (p. 18). Nevertheless, movement education, moving toward American-English conceptual integration, continued to grow through the 60s.

American Movement Analysis

The American movement analysis of the 1960s represented a synthesis of thinking, with conceptual roots reaching back to Glassow's (1932) "Classifications of Body Movements (1) and (2)" (see Appendix B) and H'Doubler's "A Guide for the Analysis of Movement" (see Appendix C). Additionally, definitions of movement terms (see Appendix D) generated from NAPECW study groups in 1956 contributed to and were incorporated in the American analysis. The effects of each of those "parts" on the analysis were cumulative and integrative. Perhaps most demonstrative of this synthesis was the model "Movement Education" (see Appendix E) developed by Broer in the 1950s and still used

today. The model was developmentally hierarchical (viz., movements progressed from globality to differentiation) and three-tiered: skill in and knowledge of basic movement provided the foundation for fundamental motor patterns, which, then, served as the base for specialized skills in games, dance, gymnastics, work and daily life. Body mechanics transversed all movement levels in the model.

Interestingly, Broer's (personal correspondence to K. R. Barrett, May 31, 1984) recollection of the development of the model supported a synthesis of thinking: "I developed this diagram I believe shortly after the 1956 workshop (NAPECW) at which we defined 'Body Mechanics,' 'Basic Movement,' and 'Fundamental Activities'." Further, she remembered, "starting in '56 we had interest groups that battled around those definitions and I think played with the circle concept" (personal correspondence to K. R. Barrett, June 22, 1984). Noting the diagram helped her explain her "perception of movement levels" to classes and groups, Broer wrote:

> As I saw it (still do)--Basic Movements available to the body (flexion, extension, rotation, circumduction, adduction, and abduction) are the foundation or tool with which we can develop various fundamental movement patterns (locomotor, or other ways of moving total body, moving objects, receiving force, etc.) and finally we learn specialized skills for various specific purposes whether the movements are necessary to function in daily life, work or dance, sport or gymnastics. Body mechanics (which today I would label Biomechanics...) cuts thru all levels. In other words the basic laws of mechanics must be observed for efficiency at all levels (Broer, personal correspondence to K. R. Barrett, May 31, 1984).

One further example of the synthesis in American movement analysis was Lolas Halverson's 1967 paper, "Children Learning Movement." The paper, delivered to a national conference of elementary physical education teacher educators, offered her view of basic movement, fundamental motor patterns, and specialized motor sequences (see Appendix F). Although similar to the 1956, 1960, and 1964 definitions of the NAPECW study groups (see Appendix D), Halverson's definitions included the H'Doubler thread, space, force, and time dimensions of movements (see Appendix C, specifically "Dynamic Considerations").

Moreover, seeking the teaching of efficient movement, the American movement analysis suggested <u>how</u> to teach. The challenge to the profession as Broer (1960) saw it (and, indeed, as H'Doubler and Glassow had seen it years before) was: "Can the teaching be broadened so that in the short period of time available to physical education each student can gain skill, not in a few isolated activities...but skill in movement?" (p. 327-328). Subsequently, problem solving, a prevalent methodology for many years earlier in the dance and rhythms, emerged as a pedagogical tool in physical education. Broer (1960) explained:

> The problem solving method of teaching and discussion of similarities makes possible a much broader application of the material of the course to other activities which may be encountered at a later date....The problem solving method of teaching defines the problem in terms of purpose. The student, through meaningful exploration structured by the teacher,

> determines the method for accomplishing the purpose with the least strain and least expenditure of energy (p. 330).

Thus, in summary, the 1960s American movement analysis reflected: (1) sub-divisions of movement--basic movement, fundamental motor patterns, and specialized skills; (2) dimensions of movement--space, time, and force; (3) mechanical principles of movement--motion, gravity, etc.; (4) joint actions of movement--flexion, extension, etc.; and (5) a suggested methodolgy--problem solving. The analysis was conceptually rooted in American physical education, and it was also cumulative and integrated.

English Movement Analysis

The English movement analysis was essentially based on the work of Rudolf von Laban. Fundamentally, Laban developed an analysis of movement which postulated both a philosophy of movement and principles of movement (Foster, 1977). Laban's philosophy of movement, complex and intricate, had seven major features, identified by Thornton (1971) as:

1. The significance of movement in the life of man.
2. Harmony in Nature and man.
3. Natural rhythm.
4. The creative influence in the universe and in man.
5. Art as a creative force.
6. Movement, effort and communication.
7. Conflict (p. 23).

Even a cursory glance at the "features" of Laban's philosophy revealed the scope of his movement analysis.

Indeed, as Thornton (1977) noted, "Laban's philosophy becomes a study of man in his entirety and not a mere study of motion" (p. 36). Moreover, the aim of Laban's work was to assist "the harmonization of the individual through the Art of Movement by giving him insights and a heightened perception of consciousness into his physical, intellectual, emotional and spiritual relationship and inter-dependencies" (Foster, 1977, p. 41).

A major interpreter of Laban's work, Thornton enumerated two principles of Laban's movement: (1) "movement enables man to realise his physical potential" and (2) "movement characterises man" (1977, p. 38). The second of the principles revealed Laban's (1948/1975 & 1950/1980) conceptualization of the structure of movement, analyzed in a framework with four aspects: (1) body--understanding of the body's involvement, (2) space--awareness of where the body moves, (3) relationship--awareness of relationships with objects and other people, and (4) effort--the harmonious movement factors of weight, time, space, and flow. The term effort, designated by Laban (1963 & 1950/1980) to describe the fourth aspect, described how the mover simultaneously used the motion factors of time, weight, space, and flow. These four aspects, as indicated earlier, have been diagramatically summarized by Joan Russell (1965), student and interpreter of Laban.

Further, just as there was a simple-to-complex progression inherent in the American analysis, Laban's movement analysis, too, postulated a progression for teaching. The progression, introduced in his text Modern Educational Dance (1948/1975), identified sixteen basic movement themes that were designed for dance teachers to use "instead of sets of standardized exercises" (p. 28). Suggesting how to use the themes, Laban wrote:

> The leading idea is that the teacher should find his own manner of stimulating his pupils to move, and later to dance, by choosing from a collection of basic movement-themes those variations which are appropriate to the actual stage and stage of development of a pupil or of the majority of the class (1948/1975, p. 28).

He called the progression "themes of movement and their combinations and variations" (1963, p. 28). Like movements in the American paradigm, basic movement-fundamental motor patterns-specialized skills, Laban (1963) acknowledged that the themes were not discrete but porous, flowing from one to another.

> Each basic movement-theme contains many possible variations. Some themes or their variations can be combined with each other; others may be joined with one another through transmutations of their details. The movement ideas in one theme need not be fully assimilated by the pupil before another theme is started. Movement ideas can be developed parallel to each other, and some teachers might find in relatively advanced themes details which they may use as an incentive in comparatively early stages of dance tuition. On the other hand, the most elementary movement themes will remain valuable even for the highest age groups (Laban, 1963, p. 28).

Laban's themes, when introduced in 1948, were stated simply in outline. In her text, A Handbook for Modern Educational Dance, Preston-Dunlop (1963/1980) elaborated on Laban's themes, explaining them, and giving them chronological order and spiral form. It was an obvious model since, when discussing the progression, Laban (1948/1975) had observed: "the collection is built up along a scale of increasing complexity corresponding roughly to the development of a child from the infant stage to the highest age-group" (p. 28).

The methodology that evolved for teaching movement was exploration (Barrett, 1965). Barrett explained that exploration emphasized:

> guiding the child to discover and explore for himself possible responses to movement tasks or problems. The emphasis was not so much on the end results as on the process by which they were reached (p. 1).

Moreover, three elements were essential to success in using exploration as a method for teaching movement: guided progression, demonstration-observation, and evaluation (Barrett, 1965, p. 7).

Interpreted by fellow American Elizabeth Halsey (1964), exploration was:

> any ways in which his body may move and thus to improve many skills. Years of practical experiment and study have evolved into a framework of what might be called fundamentals of movement. Within this framework the problems are organized into a sequence of progressive learnings (p. 172).

In summary, the English movement analysis was essentially based on Laban's principles of movement. There were three pertinent concepts reflected in the analysis: (1) the movement framework, (2) the methodology (which had emerged from educational principles and became inextricably attached to the movement analysis), and (3) the progression. It was this analysis of movement which influenced and, indeed, eventually merged with American elementary physical education.

Integration

Although Laban's movement analysis was conceptually comprehensive, three aspects seemed especially salient to American physical educators. The three aspects were: the methodology; the body-space-effort-relationship movement analysis framework; and the concept of themes. Ultimately, and perhaps inevitably, elements of the English and American movement analysis (i. e., sub-divisions of movement, dimensions of movement, and mechanics of movement) were juxtaposed and eventually integrated.

Perhaps best illustrative of that original integration was a model (see Appendix G) designed in 1969 by Margie Hanson. The significance of the Hanson model to children's physical education was noted by Barrett (1973): the model represented "diagrammatically the nature of movement and...physical education as a whole" (p. 6). Further, Barrett observed, the model appeared to "demonstrate most

clearly the current scene in physical education in relation to the field as a whole and the subject matter in particular as it may relate to young children" (p. 6). Hanson's model incorporated the American sub-divisions of movement (basic movement, fundamental movement, and specialized skills) and what Hanson called the English elements of movement (space, time, force, and flow).

With "efficient movement" the apparent ultimate outcome of physical education, Hanson thus conceptualized and ordered movement into four parts: elements of movement, basic movement, fundamental skills, and specialized skills. In Hanson's analysis, the elements of movement (space, time, force, flow) were the roots, giving foundation to as well as permeating every movement which followed. Fundamental skills were the locomotor, non-locomotor, and manipulative skills; while team sports, dance, daily life activities, gymnastics, aquatics, and individual sports represented the specialized skills and activities. Interestingly, basic movement was not defined in the model. In a 1969 article focusing on elementary physical education, however, Hanson wrote of basic movement.

> At the present time, there is considerable momentum for structuring the curriculum around basic movement as a foundation, whereby a child is helped to learn to manage his body in many movement situations, including generalized experiences in locomotor, nonlocomotor, and manipulative activities, before going into the specialized skills of the sports and dance which are common to our culture.
>
> Within these programs, the trend is away from a conglomerate of isolated units of activities, toward a

> comprehensive curriculum developed on a continuum, with basic movement as a core or foundation at one end, and the sports, dance, aquatics, and gymnastic activities at the other (p. 2).

Later on in the same article, Hanson reiterated that basic movement was the foundational content "which includes a focus on the elements of movement-space, time, force, and flow" (1969, p. 3). Clearly, that interpretation of basic movement was not synonymous with either Broer's or the American movement analysis interpretation. Moreover, the four terms (space, time, etc.) were in themselves a potential American-English mixture, since H'Doubler (1940) had long used the terms space, time, and force in her own work. The fourth term Hanson used, flow, however, was clearly Laban.

The model included no mention of Laban's theory of progression; however, a simple-to-complex progression was inherent in the hierarchical ordering of basic movement, fundamental movement, and specialized skills. Additionally, body mechanics, an aspect integral to the American analysis, was left out. Integrated in such a way, Hanson's model seemed to have conceptually weakened both movement analysis theories. Subsequently, based on Hanson's model and others (for example, Allenbaugh, 1978), Barrett (1983 & 1984) suggested what concepts did emerge from the melding of the two frameworks were conceptually weak, incomplete, inaccurate, and, indeed, confused. Nevertheless, such conceptualizations gave birth to a new

teaching paradigm, specifically in elementary school physical education. It was the teaching and practice of human movement. Variously and widely known as "movement education," "movement exploration," and "basic movement," it began to compete with "activities" for time in the curriculum and space in the textbooks (Halsey & Porter, 1958; Fait, 1964; Dauer, 1965; Arnheim & Pestolesi, 1973; Graham, Holt/Hale, McEwen, & Parker, 1980).

CHAPTER IV

CURRENT STATUS OF MOVEMENT EDUCATION IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

The enormous curiosity and excitement generated by movement education in the mid-to-late 1960s spilled over into the decade of the 1970s. Fortified by unbridled enthusiasm from its staunch supporters, indeed, "hyperbole" as Locke (1969, p. 201) suggested, and a favorable general educational climate, movement education appeared synchronous with the times. Educational focus clearly centered on the child, and in movement education, that focus was paramount. That that was so, was plainly articulated in 1968 by one of the country's emerging movement education leaders, Kate Barrett.

> Movement education is a continuous process with physical educators having a unique opportunity of helping children during their elementary school years. The basic function of an elementary physical education program rests with its commitment to lay a foundation of movement upon which individuals may build future movement tasks. To do this, movement itself, must be understood in greater detail than was previously thought necessary, as well as movement experiences developed which encourage children to learn about what their bodies can do, where their bodies can move, and how their bodies can move. To achieve the full benefits from such experiences learning must be personally meaningful. Current beliefs that children are unique individuals, competent, self motivated, and that learning is enhanced when the learner is actively involved emphasizes the need for elementary physical education programs seriously to consider movement as central to all movement tasks, and in so doing,

> develop movement experiences for children which encourage them to discover the intricacies of movement as they relate to themselves, others, and their environment (Barrett, 1968, p. 2).

The education/physical education relationship was succinct. Thus, movement education, wedded to the contemporary educational philosophy, seemed perfectly positioned to succeed into the foreseeable future and beyond. In 1987, girded with the passage of time and the advantage of hindsight, it seemed appropriate to re-direct Locke's 1966 query, "where are we going now? ....to nowhere, to somewhere, or to several places" (p. 26)? Subsequently, the purpose of this chapter is to answer the question, what is the current status of movement education?

"...To Nowhere"

After two decades of interest and development, impetus from influential people from England, and support from general educational philosophy, Locke (1980) declared movement education dead. In fact, he undoubtedly contributed to this perception with the publication of two frequently quoted articles: a 1966 journal article, "The Movement Movement" and the 1969 "Movement Education-A Description and Critique." In the latter article, Locke defined movement education as:

> a prescription for the kind of gross motor skills that are to be taught to school children and for how such instruction is to be accomplished.
>
> Any attempt to produce a more specific definition must first confront the great variety of movement education programs described in the literature. Even the small number of programs that are in actual

> operation display a surprising lack of homogeneity. If one were to seek the essential elements that identify a school physical education program as "movement education" one might quickly be led to the conclusion that movement education is any physical education program that a teacher chooses to call movement education (Locke, 1969, p. 203).

There was certainly some justification for Locke's view. Moreover, he was not the only one concerned about the diversity, even leniency in interpreting movement education. In fact, Barrett (1973) voiced some of the same concerns.

> As evolving, movement education represents a philosophy about movement and its significance in a young child's life. With the acceptance of this concept as a vital influence on a child's education, and his physical education in particular, there seems to be developing as many "right approaches" as there are people interested, a fact that might justifiably cause some concern. There are appearing more and more "programs" dealing with the physical education of young children all claiming implementation of a movement education philosophy. The influx of these "new approaches to physical education" and the rapidity with which they are emerging is both alarming and exciting. Although examination often reveals major differences between programs, internal inconsistencies within single programs and programs devoid of any rationale upon which to base their direction, the thrust of interest seems sincere. As a result, the need to grasp more fully the powerful significance inherent in the concept of movement education is great (Barrett, 1973, p. 2).

Moreover, the confusion over movement education, what it was and how to do it, was reflected in the literature, and, indeed, had been from the outset. For example, the 1960 Andrews, Saurborn, & Schneider text, Physical Education for Today's Boys and Girls, an historic and significant publication, espoused a movement foundation for

all of physical education. The movement perspective in that text was most closely allied with the American movement analysis, specifically the original work of Gladys Andrews. Movement, however, was juxtaposed in the typical and traditional activities setting. As a result of Andrews' et al.'s alignment, human movement as a foundational concept appeared to become camouflaged, not quite invisible but nonetheless hidden in the activities curriculum. Subsequently, the singular theoretical direction of movement as the foundation of all of physical education, that is, the theory, appeared diffuse as practice struggled to emerge from theory. Simply put: in practice, what was movement that activities were not? It was not an easy question to answer in the early 1960s. Thus, while the potential benefits and goals of movement education seemed clear enough to movement education advocates of the time, the implementation of those goals in the form of a curriculum apart from traditional activities was much less clear.

Traditional activities and movement education were, however, two distinct paradigms. With the perspective of time and from her study and personal and professional involvement with the material, Barrett (1986b) has identified and defined the content or "subject matter" of each paradigm. Her interpretation suggested:

> One perspective views it as "physical activities" and the second as "human movement." In the first view,

> predetermined activities are placed under major categories with each category varying in the number of activities it contains. These "activities" become the learning tasks. In the second view, human movement is analyzed into major components and sub-components. These sub-components become the material from which learning tasks are designed.
>
> ...When the subject matter is viewed as "physical activities," its structure is revealed by the total pattern of all major categories and their specific activities. In making program decisions the stress is on a balanced and wide range of activities placed in a progression from simple to complex across grade levels. As a guide for progression, most texts utilizing the "physical activities" approach suggest percentages of time for each major category of activity.
>
> ...When the subject matter is viewed as "human movement," the structure is revealed by the total pattern of components and sub-components, in other words, how the author(s) analyze movement. There are no categories of activities such as found in the texts supportive of a "physical activities" perspective. Labels, such as games/sports, dance, gymnastics, and aquatics, are used to identify a "form of movement," not a category of predetermined activities. Progression is achieved by arranging the material (inherent in the sub-components) in an order of simple to complex--to be used in relation to children's developmental levels (Barrett, 1986b, p. 3-5).

Those differences, however, were not so evident in the early development of movement education. Thus, shape and substance had not yet emerged from the evolving, dynamic concept.

In 1963, Halsey and Porter's second edition text, Physical Education for Children: A Developmental Program, still another way of viewing movement was presented. The text included a chapter on movement exploration. Halsey and Porter acknowledged Laban's work (the English movement analysis) and subsequently the influence of his movement principles in their writing of that chapter. They

described the "content of movement exploration" as "problems based on the fundamentals of movement that are common to all forms of physical education" (Halsey & Porter, p. 174). Even with elaboration, it was still a somewhat oblique explanation. Moreover, Halsey & Porter equated content with method: "As the child applies these fundamentals of movement in other forms of physical education he is using movement exploration as a method of improving a variety of skills" (p. 176).

In an alignment reminiscent of Andrews' text, movement exploration was a chapter (originally in the 1958 first edition Halsey and Porter text) inserted amidst traditional activities. Riley (1981) has suggested the significance of that chapter: it "probably initiated the interpretation of Movement Education as a unit of exploratory and creative movement" (p. 11). Perhaps, too, that interpretation led Barrett (1984) to the observation that movement was "added (as content)" (p. 8) to the elementary physical education program. Subsequently, the status of movement education in the physical education program was unclear in those very early elementary texts. Two paradigms, one movement, one activity, were placed in juxtaposition. It was a peculiar, uncomfortable union, and the relationship between past "activities" and the new category of movement to each other, indeed to physical education was uncertain.

Additionally, one further concept, fundamentals of movement, which was central to movement education, evidently was misleading. In his "Description and Critique" Locke (1969) suggested movement education could be regarded as "precurriculum-as readiness training" (p. 215). To the critic, movement education's emphasis on basic movement and introductory movement experiences was a perspective too narrow and limiting. Indeed, Sloan (1973) noted many physical educators concluded movement education was only for children and female students, "the majority of whom are retarded in skill development" (p. 49). Basic movement, as initially perceived by Broer (see Chapter 3), was clearly misunderstood and subsequently misinterpreted. The confusion over this concept was integral to and symptomatic of movement education's development. Unfortunately and regrettably, all the confusion and misunderstanding resulted in some harsh criticisms of movement education.

Among those critics was Locke (1969). His "Description and Critique," while listing some strengths of movement education, e. g., it stressed teaching method, focused on children and teachers of children, encouraged self-directed learning, stressed appropriate introductory experiences for movement skills, and recognized the importance of theory in organizing subject matter and selecting methods of instruction (p. 213-215), focused on

what he perceived as weaknesses. His criticisms of movement education were:

1. Movement education emphasizes an ultimate objective that may be impossible to attain.

2. Understanding movement is neither as useful nor desirable as movement educators sometimes insist.

3. In focusing upon the superiority of their method when contrasted with traditional procedures movement educators have seriously misidentified and underestimated the central problems in physical education.

4. The teacher's role in movement education is deceptively simple.

5. Movement education may not be the best method of instruction for all students.

6. Some movement educators have made physical education seem only an accessory to academic learning.

7. Sequences of good movement problems are difficult to produce.

8. The kinesthetic element to which much attention is directed in movement education is not always the best focus for the learner.

9. The range of ability and past experience to be found in a typical class often creates irritating problems for the teacher (Locke, 1969, p. 216-223).

At the end of the article, Locke (1969) summarized his thoughts about movement education. At a point in time when enthusiasm for movement education as an elementary school program was soaring, Locke's harsh criticisms were sobering.

> Weighing the strengths of movement education in the one hand and the problems that bedevil it in the other, what sort of balance is struck? I am convinced of the special significance of movement education in

> the lower grades. It will probably prove especially useful with the retarded, the physicallly handicapped, and children with perceptual-motor impairment. Movement education might well be excellent as a remedial procedure with awkward, inhibited, and unsure adults, much as it is already used in college programs. With children and adults movement education can provide special help in the crucial problem of building confidence and a sense of command over the moving self (1969, p. 223).

Locke's criticisms of movement education were not the only ones, however. Indeed, historian Harold VanderZwaag's 1969 speech to the annual meeting of the National College Physical Education Association for Men attacked the human movement concept, a much bigger but related and supporting concept to movement education. He evidently believed sport and exercise had been maligned in the human movement perspective.

> Since 1964 there has been a wild and scrambling search to identify the disciplinary nature of our field. Human movement has emerged as the favorite concept because it represents another umbrella, even though it is woefully deficient in concreteness.
>
> ...Physical education should not and will not be replaced by the concept of human movement. There has been a tendency to contrast the profession of physical education with the discipline of human movement. The net result is a comparison of one abstract entity with another (1969, p. 88).

By 1972, Daryl Siedentop, former student of Locke, had thrown down the gauntlet as well. He identified several areas of his own concern about movement education, among which were: movement education was more relevant to expressive movement than sport; the human movement approach was not activity but lecture, discussion, experiments; human movement intellectualized content; the methodology

put the student at the center of attention; there was no support that movement exploration was better at preparing students for sport skills than lead-up games; and the assumption of meaning inherent in movement was questionable. Subsequently, he observed, "as you can tell, I am not exactly a proponent of the concept of human movement" (p. 124). Indeed.

While others (Blankenbaker & Davis, 1975; Ryser, 1976; Lawther, 1977) also offered criticisms, there were, as Barrett (1981) suggested, some commonalities that persisted among the criticisms. Generally, the criticisms, first directed toward movement education and human movement in the late 1960s and continuing through the 1970s, focused on: methodology, transfer of learning, cognitive demands, sports tradition, and generalizeability of movement and readiness training.

As an important, initially powerful idea, historically, theoretically, and curricularly, movement education emerged and developed over many years in American physical education, only to be declared "dead" in 1980 by Locke. Given the debilitating twin conditions, confusion and criticism, which surrounded movement education from its very outset, a possible final destination "to nowhere" seemed likely and accurate. Was movement education, in fact, "dead?"

"...To Somewhere, or To Several Places"

As an idea, movement education spawned a lot of excitement. No doubt the confusion and criticism levelled at movement education had its detrimental impact; however, movement education did survive, indeed, thrive for some years. In fact, the prolific body of literature generated by the curiosity, excitement, even controversy over movement education indicated it went not only "somewhere" but, indeed, to "several places."

Along the way in the development of and amidst most of the discussion on movement education, there were two important constants: the focus on the individual and the advocacy of common elements of human movement (Rizzitiello, 1977). The path from those two concepts to actual practice, though, took different directions, actually three different directions. Subsequently, when movement education was implemented in elementary physical education, it was as: (1) "a unit of the total program," (2) "as synonymous with physical education," and (3) "as the total development of human movement potential" (Tanner & Barrett, 1975, p. 19). Those forms of program implementation were identified and presented in a 1974 report from the Physical Education Division of the American Association for Health, Physical Education, and Recreation. Specifically, the report was issued from the Terminology Committee which had

been charged with the responsibility of studying the literature to determine both the content of elementary physical education as well as a common vocabulary (see "Terminology Committee Report," Appendix H). Entitled "Final Report of the Terminology Committee" (see Appendix I), the report summarized the different interpretations of movement education in American elementary physical education.

> It was found in studying many of the elementary school physical education texts that the term Movement Education is often used as implying only a unit of the total physical education program. In other texts, however, movement education is used as being synonymous with physical education. Yet again, the term movement education is emerging in some instances, when used by certain authors, as encompassing the total development of human movement potential - a much more global view of the term than previously considered ("Final Report of the Terminology Committee," 1974).

The "Final Report" was the culmination of several years of work undertaken by a number of different people. The task of the committee was an exceedingly difficult one, made even more so by the long lists of terms associated with movement education (see "Listing of terms from original Terminology Committee, 1965," Appendix J) and a reluctance of some members to establish definitions, believing that to do so could lead to a lack of flexibility in thinking. Indeed, in 1972-73 Lolas Halverson reiterated the concerns about the nature of the committee's task.

> Maybe we are in way over our heads in this, but I really feel we could spin our wheels indefinitely if we try to capture statically, meanings which ought to

> be dynamically evolving ("Terminology Committee Report," p. 5).

From a 1987 perspective, Halverson's insight seemed extraordinarily on target.

Wariness of the task aside however, the explanations of each of the interpretations offered by the Committee were imperative to the profession's understanding and, in fact, practice of the "slippery" (Best, 1976) concept of movement education. For choosing one approach to movement education over the others necessarily implied choosing a philosophy of movement. Indeed, the "Final Report" stated:

> The term movement education represents a very distinctive philosophical stance that embodies the following beliefs: beliefs concerned with children, physical education, and education. Briefly stated, these beliefs can be summarized as follows
>
> Physical education is in essence a child's education in and through movement. This idea represents a developing view about movement and the potential role it plays in the total education of a child's life.
>
> The child is seen as an active experimenter and perennial learner in his own right with the need and ability for self-evaluated learning. His individual rate of development and styles of learning are respected with belief that capacity for learning is related to confidence in self. Each child deserves the right to succeed and progress at his own rate ("Final Report of the Terminology Committee," 1974, p. 2-3).

Subsequently, the Committee's interpretations yoked together a movement approach and a mutual philosophy. It was evident in the first movement education interpretation.

> <u>Movement Education - A Unit of the Total Program</u>
>
> When movement education is used as implying a unit of the total program it usually refers to a unit or series of small units presented in the primary

> grades. It seems in these instances to carry with it the implication that the remainder of the program does not follow those beliefs encompassed in the generally accepted meaning of the term... Movement education as a unit also appears to imply a problem-solving methodology and a particular content centered around Laban's concepts concerning body awareness, spatial awareness, the movement qualities of time, space, and flow and also relationships.
>
> Within this type of unit structure the terms basic movement, basic movement education and movement exploration seem to be used synonymously with movement education, allowing for slight variations of interpretations between authors ("Final Report of the Terminology Committee," 1974, p. 3-4).

The "unit" interpretation of movement education, identified by the 1974 Committee as prominent in the elementary physical education texts of the time, was also evident in some of the 1980s texts (Schurr, 1975; Burton, 1977; Kruger & Kruger, 1977; Bucher & Thaxton, 1979; Davis & Isaacs, 1985; Dauer & Pangrazi, 1986; and Nichols, 1986). Davis & Isaacs' introductory comment to their text and the specific reference to movement education was essentially representative of the other texts in this group.

> Movement education...is viewed as only one aspect of physical education. Other important considerations are health related fitness, an interdisciplinary approach to curriculum planning, adaptive physical education, and creative dance (1985, Preface).

Perhaps none of the other perspectives of movement education had the same impact on the ultimate development of movement education as the "unit" interpretation. That interpretation while narrow in a content sense was (still is, in fact), nevertheless, common in the American texts. Originating in 1958 with Halsey & Porter's text, as

previously indicated, the "unit" conceptualization was still evident through the 1980s. In those early texts (for example, Halsey & Porter, 1963), the few chapters that were devoted to movement education/exploration described a problem solving methodology and encouraged the learning of motor skills through exploration. Those related movement concepts generally were connected to Laban but references to his principles of movement were very loosely developed. Subsequently, any broader applications or extensions of the movement education concept were impossible. Rose Hill, a former student of Laban, suggested the detrimental impact of the "unit" interpretation on movement education.

> The implicit suggestion underlying the inclusion of these chapters is that Movement Education is a unit of a physical education program. The exclusion of any explanation of the movement principles having a value as a way of analyzing movement, and how this analysis can help children, dancers, and athletes, obscures the importance of the theoretical framework contained in Laban's movement analysis and its application to sport and dance (Hill, 1979, p. 21).

The "unit" interpretation of movement education, as prevalent as it was in the literature, was, however, only one way of looking at movement education. Indeed, the Terminology Committee Report identified a second interpretation. Although still called movement education, the second perspective was both conceptualized and practiced differently.

> Movement Education - Synonymous with Physical Education
>
> Apparently, because some physical educators were concerned about the dichotomy of beliefs which seem to

> exist in the total physical education program when movement education is used only as a unit area of content, a view of movement education as being synonymous with physical education emerged. This interpretation implies that the beliefs embodied in the philosophy of movement education must necessarily be accepted as the tenets of the total program.
>
> Terms such as movement exploration, problem-solving, and guided discovery are still used with the framework. Here however, they are used essentially in reference to particular teaching methodologies and not content areas.
>
> It is interesting to note that in this context the term movement exploration assumes the interpretation that solely relates to methodology - a definition of interpretation more closely allied to the literal translation of the word "exploration" ("Final Report of the Terminology Committee," 1974, p. 4-5).

What distinguished the second interpretation from the first one was, it not only equated movement education with physical education, but it also highlighted a methodology, i. e., exploration, for movement education. This interpretation of movement education as synonymous with physical education began to appear in the elementary literature when several authors extended the concept over the entire elementary physical education program. Authors who had been associated with that interpretation included Schurr (1967); Tillotson, (1969); and Kirchner, Cunningham, & Warrell, (1970).

As the emphasized methodology in the interpretation, exploration had been perceived initially as both content and method (Halsey & Porter, 1958). Halverson (1962), however, separated them, specifically noting exploration "is a way to teach, not what to teach. While it is an important aspect of movement education, it is not

synonomous with it" (p. 5). It was a methodological focus that spilled over into and was elaborated on in Barrett's 1965 monograph, Exploration -- A Method for Teaching Movement.

The last and broadest interpretation of movement education identified in the Terminology Committee Report focused on the development of the human movement potential. Interestingly, that was the central concept of the American movement education, and, as such, was a concept which had been evident in the physical education literature since the 1920s. Furthermore, it was a concept integral to English movement education. It was, however, the one identified form of movement education the least well developed, or at least written about in the literature in the 1960s-70s.

Movement Education - The Development of Total Human Movement Potential

> An interesting view of movement education that currently seems to be evolving is one that goes far beyond the bounds of programs, schools, and other educationally oriented institutions. This evolving interpretation becomes involved with the development of increasing awareness of the total scope of movement behavior and of all movement related experiences. This is the all-inclusive view of both the art and science of human movement. This view maintains a recognition of not only the anatomical, physiological, kinesiological (including mechanical) and psycho-social factors underlying human movement but also the aesthetic aspects. It is the free association (not bound by cultural ties or experiences) of movement related concepts such as space-time-force-flow, shape-line-form-design in all functional, communicative and expressive human endeavors.
>
> This interpretation of movement education would indicate an ultimate valuing of movement in all its forms both animate and inanimate, its forms of theory

> and practice, process and product, reality and abstraction. This interpretation would view movement as an essential integrating process in the development of human potential, operating throughout not only a typical physical education program, but throughout one's total lifespan ("Final Report of the Terminology Committee," 1974, p. 5-6).

Conceptually, the perspective of the "total human movement potential" had been evident in the elementary school physical education literature since 1960 when Gladys Andrews et al. pronounced movement the foundation of physical education. As mentioned earlier, however, Andrews struggled with the human movement concept but failed to articulate it in any real pedagogical fashion.

It was a former student of Laban, Canadian Shella Stanley (1969), who authored the first text to actually pick up the ideas inherent in that last and broadest movement education interpretation; moreover, she did it successfully. That is, her text actually looked different. Where Andrews et al. (1960) had tried earlier and failed to practically incorporate those broad, conceptual ideas into an American elementary text, Stanley succeeded, as did Logsdon et al. (1977), although much later on. At last, though, human movement was visible and, significantly, it was separated both curricularly and methodologically from traditional activities.

Thirteen years have passed since the 1974 Terminology Committee reported its findings. In that interim period of development, a question of interest was, do the three

movement education interpretations have any validity in 1987? When reviewing the Committee's findings with that question in mind, one thing seemed clear. Of the three categories of movement education identified in 1974, the only one clearly evident in the current elementary school physical education literature was the "unit" approach. The remaining two interpretations, minus one's emphasis on methodology, seemed conceptually close. If, in fact, those two interpretations could be generally labelled "human movement," then there was also evidence of those interpretations present in the 1980s elementary school physical education literature (Kruger & Kruger, 1982; Siedentop, Herkowitz, & Rink, 1984; Logsdon, et al., 1986; Nichols, 1986; and Graham, Holt/Hale, & Parker, 1987). There was a different "look" in those books, however, than in the 1960s and early 70s texts. Notably, for example, some of the newer knowledges of motor development and motor learning were clearly evident in the 1980s texts. In addition to that, the 80s texts placed more emphasis on skill development. Yet another significant difference between the 1960s-70s texts and the 1980s texts was the term "movement education" which was not as frequently used in the current literature; subsequently, exact comparisons of the past and present literature were difficult. Nevertheless, human movement concepts, so much a part of the 60s and 70s literature, still appeared to strongly

influence the 1980s literature of elementary physical education.

In 1974 as movement education moved to "several places," there were the three compellingly different perspectives of movement education identified in the literature. For all of the differences in the interpretations, there were, nevertheless, some conceptual threads flowing through them. For example, certain key words or phrases were consistently mentioned in the literature: decision making opportunities, child centered learning, exploration of movement, knowledge about movement and/or understanding the body, creativity, responsibility for own learning, and skill development. Moreover, one further and more specific thread in each movement education perspective was that movement was considered the content and was presented in some type of conceptual framework (Barrett, 1981). Was it all, however, just too much, too many threads, too many perspectives to weave into a single, viable mosaic (theory or curriculum) for teaching children physical education?

Current Status

Now, into the late-1980s, following many years of development, change, even integration of movement analysis forms, what can be said of the current status of movement education in American elementary physical education? Certainly one thing seemed clear: quite apart from being

"dead" and going "nowhere," the concept of movement education has survived rather strongly into yet another decade. Although the profession seemed to become disenchanted with the term itself (possibly because of its inability to be specifically and esoterically "captured") and indeed used it less frequently, movement education, by name (Siedentop, Herkowitz, & Rink, 1984; Davis & Issacs, 1985) and concept (Logsdon et al., 1986; Nichols, 1986; and Graham, Holt/Hale, & Parker, 1987) was still a part of the elementary physical education literature well into the 1980s. Movement education was not, however, the strong curricular force it had been through the 1960s and 70s.

There were undoubtedly many possible explanations for the waning of interest in movement education, among which were: a re-emphasis on the more traditional components of the elementary program, especially physical fitness and health related fitness; a sports oriented culture; the diversity of movement education interpretations, indeed, the diversity of physical education itself; and, certainly not the least of which, the criticisms. While all of those factors unquestionably contributed to the reduced currency of movement education, two other factors seemed especially critical both to the development and practice of the concept.

One of those factors was the confusion surrounding movement education--what it really was, where it

originated, and how to do it. Since movement eduction was a conceptually different and more complicated concept than traditional activities, the significance of accurately answering those questions was clear. Moreover, the need to more thoroughly understand was heightened since some integration occurred between the American and English movement analysis forms. In the joining together, some of the integrity of each form was lost, so that the fusion of the two resulted in quite a different form than either of the originals. None of the what, where, or how to questions, salient to the profession's understanding, however, was ever satisfactorily or conclusively answered in the literature, in spite of several attempts for clarification, especially of terminology (for example, the 1974 Terminology Committee Report). In fact, the confusion, as has been indicated earlier, was perpetuated through the literature. Even the fundamental, undergirding concept itself, movement as the base of all physical education, was never fully developed, though it was clearly stated in some of the pertinent literature, e.g., Andrews et al. (1960). Subsequently, a lot of what was done and written in the name of movement education was actually tangential to the concept, related but not conceptually isomorphic. Indeed, Barrett (1983) has suggested, partly as a result of the integration and the subsequent failure of the profession to recognize it, that our content theory

in elementary physical education may not be theoretically sound.

The second critical factor relevant to the current status and to the overall development of movement education was the development of a generalizeable curriculum. In the 1960s several movement education projects and programs were started, including Joan Tillotson's (1967) Project Movement Education in Plattsburgh, New York; Bette Logsdon's and Kate Barrett's (1970) Ready? Set ... Go! program in Bloomington, Indiana; Nettie Wilson's (1969) Project Reachigh in Clarksville, Tennessee; and Martha Owens' and Susan Rockett's (1977) Every Child a Winner, a longstanding movement education program currently running in Ocilla, Georgia. Clearly, one of the intents of all of the programs was to design/develop curriculum. Tillotson (1969), having received the first federal grant for such programs, noted in her final report of the project that the Plattsburgh staff had been "commissioned to develop their curriculum in three years, as a result of receiving a Title III ESEA Grant" (p. 5). While the Plattsburgh project did result in a beginning curriculum (as, indeed, did some of the others), it was one of the few attempts to do so. Indeed, over the years, if there was one element movement education lacked, one single item that prevented movement education from soaring, it was program, it was curriculum. More particularly, it was the absence of one, at least one

that was generalizable to many people with different knowledges in many different teaching settings.

In analyzing the development and curricular status of the initially powerful concept of movement education, Bressan (1985) compared movement education curriculum against the design theory of Gasson (1973). She speculated that, as a curricular design, movement education had the necessary elements of process, purpose, and content on a theoretical level, yet, lacked a program. Subsequently, practitioners were unable to meld theoretical considerations with practical, pedagogic ones.

> It is at this point that the movement education literature seems to stop - the intuitive arrival at an original preliminary design for a curriculum based upon a resolution of the central or "frontier" problem of the purposes, content and processes of children's physical education.
>
> In the movement education approach, it appears that it is up to the individual teacher/practitioner to draw a finalized program design, then assume full responsibility for resolving all straightforward problems associated with the physical education program, without benefit of models in action (Bressan, 1985, p. 10-11).

While the confusion was an essential character in the development of movement education, it probably could have been adequately resolved, i. e., theoretically untangled, and the concept, even name, basically salvaged, at least re-focused. The absence of an articulated curriculum, though, was a double whammy: if the lack of clear theory did not encourage professional investment, then the lack of an essentially generalizeable curriculum certainly did not

help. Thus, the difficult task of "capturing" movement was as unlikely as ever. Perhaps, in the end, movement education was just "too theoretical, too creative, too original, and too demanding on the design skills of teachers" (Bressan, 1985, p. 12). Whatever, one thing seemed certain: even with its flaws, movement education changed the professional literature of elementary school physical education. Indeed, for many professionals, movement education undoubtedly changed the way they thought about and went about teaching children.

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APPENDICES

APPENDIX A

SUMMARY OF PREVIOUS CONFERENCES

SUMMARY OF PREVIOUS CONFERENCES

FIRST CONFERENCE 1927 Madison, Wisconsin

Purpose: Because of an interest in the fundamental work that Miss H"Doubler was giving her dancing classes, and a feeling that the same basic principles of movement should be applicable to all use of the body, this group met in Madison to study and discuss this approach.

Method of Approach: Actual physical experience of the procedure used by Miss H'Doubler and discussions of the application to other phases of P.E.

Principles: The chief objective of the work is a mechanical mastery of the body which will lead to an understanding of the body--this in turn will bring about a changed mental attitude, a certain self-realization and self-respect.

There are certain fundamental truths on which all elements of movement depend:

1. Movement starting in one part of the body will cause a sequential change in other parts of the body if allowed to follow throuhg.
2. Force applied to the body exerts a push or pull resulting in flexion, extension, rotation or circumduction.
3. The factors influencing movement of mechanical set-up in the body are: muscular contraction, and relaxation, gravity, leverage, inertia, momentum, and internal resistance in the joints, flexibility of muscles and joint structures.
4. The objective characteristics resulting are: speed, rhythm, intensity, direction range.

Another way of expressing objectives which we should have for all students who are in physical education:

1. An understanding of the mechanical problems involved in muscular control of the body.
2. An appreciation of the body as a fine instrument of expression.

SECOND CONFERENCE 1928 Miss Joy's Camps, Green Bay, Wisconsin

Purpose: To make the transition between the study and work on fundamental movements of bodily control, and the fundamental co-ordinations in sport.

Method of Approach: Such things as tennis and volley ball were discussed in detail and an attempt made to find the "Preferred rhythms" of the group on the tennis serve.

Principles: The "Principles" agreed on were repeated and a definition of Rhythm added that greatly influenced the general approach to the skills discussed.

Definition--different definitions were proposed, i.e. Rhythm is measusred energy that directs, regulates, and stimulates. Rhythmic movement is energy measured by time and emphasis or intensity.

Every movement has an optimum rhythm for th individual doing the movement. An individual starts with or develops a certain preferred rhythm. This, however, may not be her optimum rhythm. Skillful teaching will give the student a large range of rhythms; so that she will have a better chance of making a suitable choice of an optimum rhythm. It is probably unwise for the teacher to dictate the rhythm for a complicated coordination, but she should be quick to detectflaws in the rhythm selected by the student before the coordination has been practiced enough to become "set" into a pattern. All uneven rhythms (long, short, long, short) show, in repetition of the pattern, an even beat, the underlying natural rhythm, which is synchronized with the beat of greatest intensity in the uneven rhythm.

Rhythmic patterns change in teaching according to differences in (1) Rate, (2) Intensity, (3) Direction, (4) Localization in movements in different parts of the body.

Rhythmic movement becomes dancing only when it is expressive of an emotional content.

Specific objectives of elementary work. To be able to do in a different tempo, with recognition of time and emphasis.

a. Elementary forms of locomotion
   1) Even: walk, run, leap, jump
   2) Uneven: skip, gallop, slide
b. Simple folk dance steps
   Waltz, Two-step, Polka, Schottishe
   Mazurka, slide and lift, cut-step

Factors Influencing Neuro-muscular Coordination

A. Mechanical Factors
   1. Gravity
   2. Inertia

3. Momentum
4. Leverage

B. Psychological Factos
1. Attitude
2. Understanding--comprehensio
3. Will temperament
4. Kinesthetic sense
5. Rhythmic sensitivity

C. Bodily factors
1. Body build
2. Flexibility
3. Muscle tone
4. Relaxation
5. Localization
6. Continuity of movement
7. Balance
8. Quickness of response
9. Strength
10. Rhythmic response

Specifici Objectives or Outcomes or Results in Terms of Student Development

A. Knowledge

1. Sufficient knowledge of bodily mechanics to be able to interpret her own physical examination and to select intelligently such exercise as will best meet her own needs.

2. Sufficient knowledge of bodily mechanics to be able to understand the fundamental principles of movement.

B. Skills (General)

1. Posture
2. Locomotion
3. Relaxation
4. Follow-through
5. Localization
6. Quickness of response
7. Balance
8. Rhythm

(Specific)

1. Sports--dancing--stunts
2. Special programs of exercise
   Reducing, digestive, etc.
3. Skills of daily life

C. Attitude

1. Appreciation of body as a fine instrument of expression
2. Dignity of physical ability
3. Pleasure in free rhythmic movement
4. Appreciation of appropriate clothing
5. Real desire for activity
6. Appreciation of recreation through exercise
7. Sportsmanship
8. Appreciation of aesthetic importance of posture, physical development, and coordinated movement
9. Physical fitness is an indication of inteligence and good sportsmanship

THIRD CONFERENCE 1928 The Joy Camps, Three Lakes, Wisconsin

Purpose: To continue by group discussion and activity, the study of Fundamental elements of bodily control to be taught in the first year college classes for women.

Basis of Discussion: Outline of freshmen work as taught at Oregon Agriculture College, Corvallis, Oregon.

APPENDIX B

GLASSOW'S CLASSIFICATIONS OF BODY MOVEMENTS (1) AND (2)

CLASSIFICATION OF BODY MOVEMENTS (1)

(Glassow, 1932)*

1. Moving the Body From One Place to Another.

This would include walking, running, jumping, skating, hopping, climbing, swimming, and many other activities.

2. Moving Other Objects by the Strength of the Body.

Hitting, throwing, and lifting are among the activities in this group.

3. Maintaining the Equilibrium of the Body.

Standing and sitting are really forms of work, but they are so common and so habitual that we forget that they are work. We are more conscious of standing still when we try to maintain balance while riding in a street car, and we are conscious of the skill involved in sitting when adjusting ourselves to the movements of a horse.

4. Stopping Objects Which Are Moving.

Catching balls (or any other object) is the most common of the activities of this group. Another used frequently is the stopping of the body when it is moving, such as the landing after a jump.

* Glassow, R. B. (1932). Fundamentals in physical education. Philadelphia: Lea & Febiger, p. 18.

CLASSIFICATION OF BODY MOVEMENTS (2)
(Glassow, 1932)

Activity	Main Purpose	Classification	Incidental Skills
Volley ball	To move the ball from the hand to the proper court	Group 2	(1) In standing, maintaining balance. (2) If a step is taken, moving the body from one place to another.
Paddling a canoe	Moving the body from one place to another	Group 1	In sitting, maintaining balance.
Standing on one's head	To maintain body balance	Group 3	(1) No incidental skills after the head stand has been reached. (2) In going up to the stand, moving the body from one place to another.
Catching a basketball	To stop the ball and hold it	Group 4	(1) Standing, maintaining body balance. (2) If steps are taken, moving the body from one place to another.

APPENDIX C

H'DOUBLER'S "A GUIDE FOR THE ANALYSIS OF MOVEMENT"

A GUIDE FOR THE ANALYSIS OF MOVEMENT

STRUCTURAL CONSIDERATIONS

ACTIVITY	MANNER OF WEIGHT BEARING			FOOT RELATIONSHIP AT MOMENT OF WEIGHT TRANSFERENCE				RANGE OF JOINT ACTION																ACTION OF UPPER BODY		BALANCE			
				APART			TOGETHER	FLEXION			EXTENSION			ROTATION			ABDUCTION			ADDUCTION				ARMS					
								NORMAL	MINIMIZED	EXAGGERATED	NORMAL	MINIMIZED	EXAGGERATED	NORMAL	MINIMIZED	EXAGGERATED	NORMAL	MINIMIZED	EXAGGERATED	NORMAL	MINIMIZED	EXAGGERATED	COMPENSATORY	SELECTED	COMPENSATORY	SELECTED	EASY	DIFFICULT	CENTERED	OFF CENTER

A GUIDE FOR THE ANALYSIS OF MOVEMENT

DYNAMIC CONSIDERATIONS

SPACE-TIME

(A FOUR DIMENSIONAL CONTINUUM UNITING THE THREE ELEMENTS OF SPACE (LENGTH, HEIGHT, WIDTH) AND ONE OF TIME)

ACTIVITY	SPACE (AN ENTITY EXTENDING IN ALL DIRECTIONS, THE BODY EXISTS IN SPACE & MOVES)															TIME				FORCE					
	DIRECTION			BODY FACINGS				LEVELS			RANGE			FOCUS			SPEED			INTERNAL DURATION	MAGNITUDE			DIRECTION		

A GUIDE FOR THE ANALYSIS OF MOVEMENT

ACTIVITY	QUALITY CONSIDERATIONS (DISTINGUISHING CHARACTERISTICS)																																						
	DYNAMIC QUALITY [illegible]				MOVEMENT QUALITY [illegible]												FEELING QUALITY (THE AFFECTIVE PHASE OF A MOVEMENT EXPERIENCE DUE TO ASSOCIATED TENSIONS)																						
					FREE [illegible]			SUSTAINED [illegible]			ABRUPT [illegible]			COLLAPSING [illegible]			EXPANSIVE								CONTRACTIVE								MIXED						
	STRONG	MODERATELY STRONG	MODERATELY WEAK	WEAK	SWINGING	SWAYING	SEQUENTIAL	SWINGING	SWAYING	SEQUENTIAL	SWINGING	SWAYING	SEQUENTIAL	LOCALIZED	PROGRESSIVE	COMPLETE	EXHILARATION	PEACE	GAIETY	ETC.					SORROW	EMBARRASSMENT	HORROR	ETC.					AWE	ANGER	IMPATIENCE	ETC.			

A GUIDE FOR THE ANALYSIS OF MOVEMENT

ACTIVITY	RHYTHMIC ANALYSIS (BASED ON KINESTHETIC PERCEPTION OF THE ORGANIZATION OF TIME AND STRESS FACTORS WITHIN A MOVEMENT EXPERIENCE)														
	THE BEAT (A CONSTANT UNIT OF MEASURE)									ACCENT (PLAY OF EMPHASIS)					GRAPHIC REPRESENTATION
		DIVISION			GROUPING		TEMPO (RATE AT WHICH BEATS PROCEED)			TYPES					1. BEATS GROUPED INTO MEASURES 2. DIVISION OF BEATS 3. RELATED STEP PATTERN 4. ACCENTS 5. MUSICAL NOTATION 6. MUSICAL TIME SIGNATURE
			TYPE								RHYTHMIC [illegible]		OF EXECUTION [illegible]		
	NUMBER OF BEATS TO COMPLETE PATTERN	NO. OF DIVISIONS TO COMPLETED PATTERN	BINARY	TERNARY	NUMBER OF BEATS TO A MEASURE	NUMBER OF MEASURES TO COMPLETED PATTERN	SLOW	MODERATE	FAST	METRICAL (GROUPING ACCENT)	SYNCOPATED	UNSYNCOPATED	SYNCOPATED	UNSYNCOPATED	

APPENDIX D

NAPECW DEFINITIONS, 1956, 1962

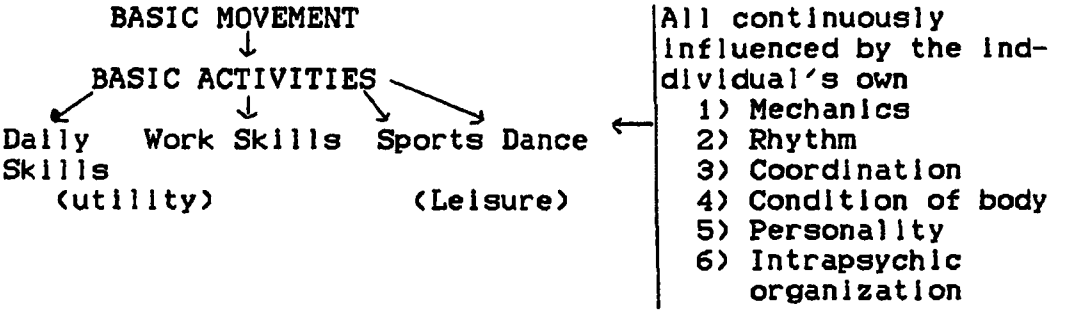
DEFINITIONS

These definitions were generated by the National Association of College Women (1956). Purposeful action. Workshop Report. Washington, D.C.: AAHPER, p. 89.

A. Body Mechanics - the application of physical laws to the human body at rest or in motion. The term does not denote any specific set of activities or course content.

B. Basic Movement - movement carried on for its own sake, for increased understanding, or for awareness of the movement possibilities available to the human body.

C. Basic or Fundamental Activities - motor skill patterns that form the foundation for the specialized skills required in daily life, work, sports, dance. (Standing, walking, running, jumping, pushing, lifting, throwing, etc.)



D. Movement Education - study of the art of movement through a tuning of the body in its training to express, to carry out skills, and to be sensitive to what it is doing.

DEFINITIONS OF MOVEMENT TERMS

The following "Definitions of Movement Terms" were from the National Association for Physical Education of College Women. No limit to dimensions. 1962 Biennial Conference, Aesthetics and human movement. 1964 Ruby Anniversary Workshop. Washington, D. C.

The participants of the group on movement were concerned about the definitions of terms which were derived by the 1956 workshop group on movement. The following statements represent general agreement among participants of the group.

1. Basic Movement: Unstructured movement carried on for its own sake and for increased understanding and awareness of the movement possibilities available to the human body. (This involves emphasis on the actions of the body, joints and their relation to time, force, and space.)

2. Fundamental Motor Patterns: Those patterns that form the foundation for the specialized skills required in daily life, work, sports, and dance (standing, walking, running, jumping, pushing, lifting, throwing, and striking, etc.)

3. Specialized Skills: Motor patterns which are refined, modified, and/or combined to accomplish specific purposes.**

4. Body Mechanics: The application of physical laws to the human body at rest or in motion. The term does not denote any specific set of activities or course content. (same as 1956 definition)

5. Movement Education: Provided experiences through which as individual develops understandings of, appreciation for, and skill in, human movement.

The interrelationships of each of the above definitions are best illustrated by the diagram on page 146.

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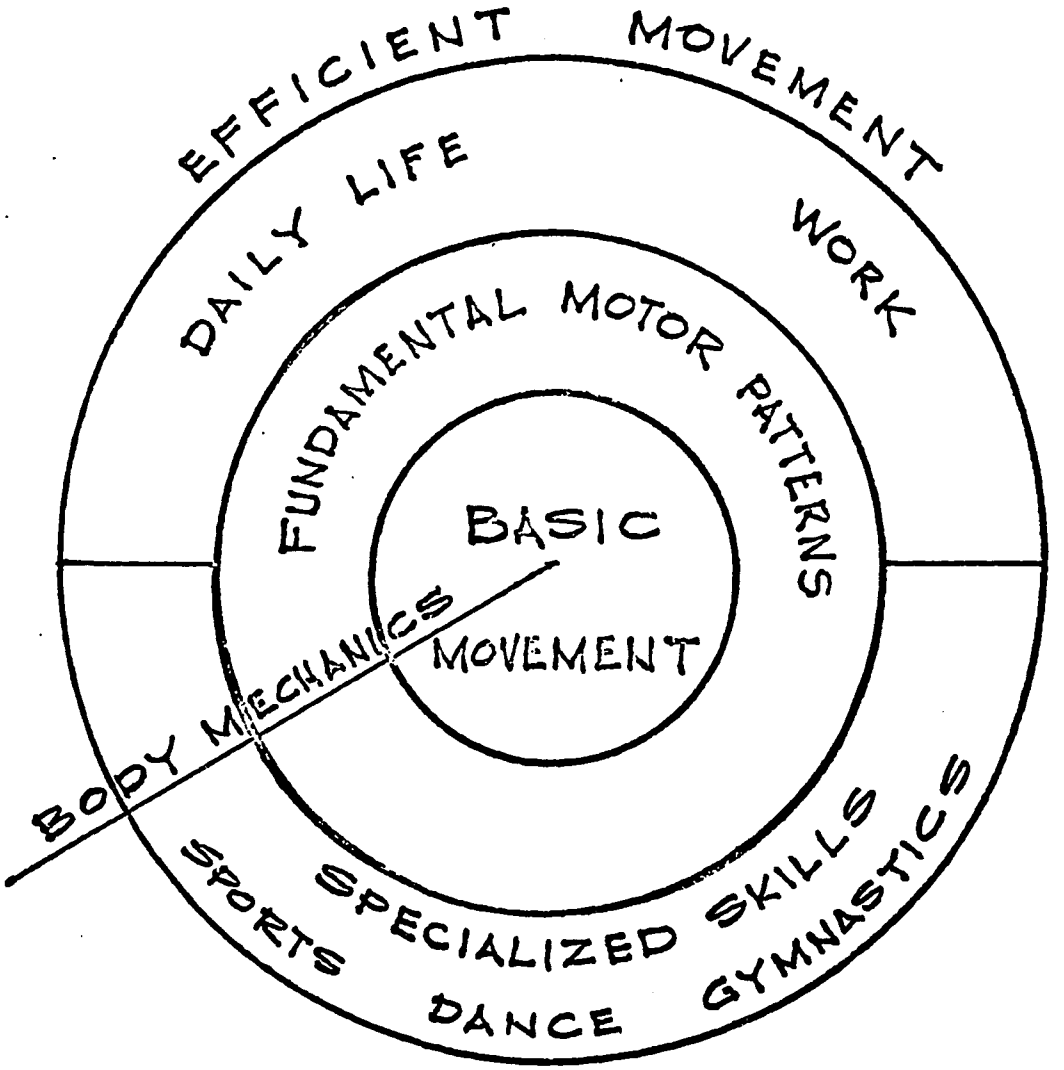
*Not included in the definitions appearing in the 1956 Workshop Report.

APPENDIX E

BROER'S MOVEMENT EDUCATION MODEL



—BY DR. MARION R. BROER
University of Washington
Seattle

APPENDIX F

HALVERSON DEFINITIONS

DEFINITIONS

The following "Definitions" were from the paper, "Children Learning Movement," presented by Lolas E. Halverson at the Conference for College Teachers Preparing Elementary Education Majors to Teach Physical Education, January, 1967.

Basic Movement: Elementary forms of movement carried on for the development of increased understanding of space, time, and force to include:

1. The locomotor forms of walk, run, hop, leap, and jump.
2. The non-locomotor forms of stretch (extend), bend (flex), twist, swing, pull, and push.

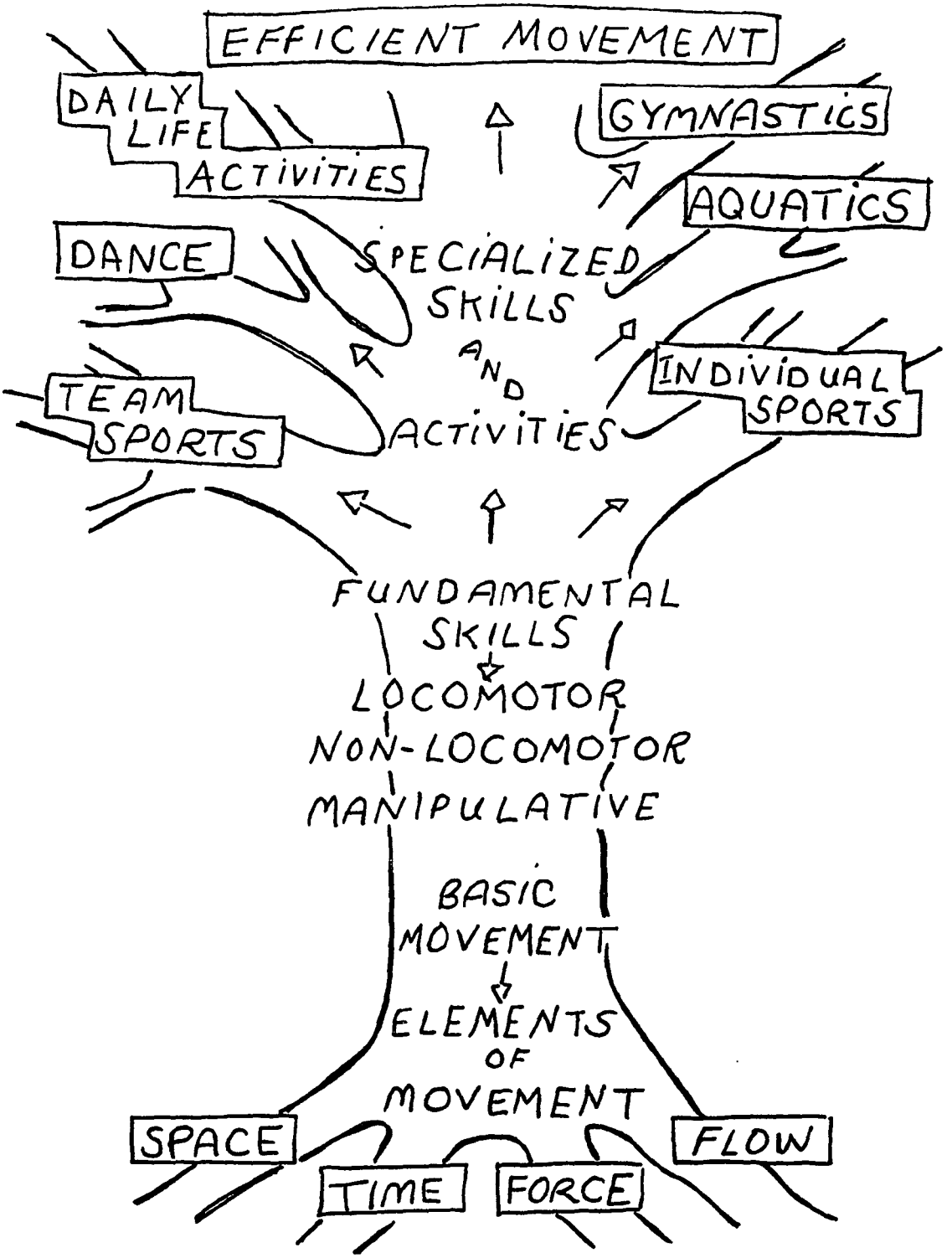
Fundamental Motor Patterns: Beginning combinations and applications of elementary forms of movement to include:

1. Combinations of locomotor skills. . . of nonlocomotor skills. . .of locomotor and nonlocomotor skills.
2. Manipulative skills: throwing, catching, and striking.
3. Combinations of 1 and 2.

Specialized Motor Sequences: Modification, refinement, and more complex combinations of fundamental motor patterns essential for attainment of specific goals for particular purposes.

APPENDIX G

HANSON MODEL


EFFICIENT MOVEMENT
DAILY LIFE ACTIVITIES
GYMNASTICS
AQUATICS
DANCE
SPECIALIZED SKILLS AND ACTIVITIES
INDIVIDUAL SPORTS
TEAM SPORTS
FUNDAMENTAL SKILLS
LOCOMOTOR
NON-LOCOMOTOR
MANIPULATIVE
BASIC MOVEMENT
ELEMENTS OF MOVEMENT
SPACE
TIME
FORCE
FLOW

APPENDIX H

AAHPER TERMINOLOGY COMMITTEE REPORT

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

TERMINOLOGY COMMITTEE REPORT

HISTORICAL BACKGROUND

1968: The terminology committee was originally established by the P.E. Division as a Division project in 1968 with Naomi Allenbaugh as Chairman and Margie Hanson, Delia Hussey, Minnie Lynn, Lorena Porter, Vern Seefeldt and Chuck Wolbers serving as committee members. The first available records of any meeting taking place are the minutes of a meeting on May 10, 1968. At this meeting the charge to the committee was stated as "A study of the purpose of the content of elementary school physical education as expressed in the literature with the hope of determining a common vocabulary." The procedure as designed at that time was to: 1) Review the literature; 2) List terms; 3) Select difinitions of terms; and 4) Seek jury reaction. Approximately 200 words or phrases commonly in use but many with widely varying interpretations were identified. (see Appendix A) The identified vocabulary was then divided into three categories of movement, method, and activity forms. A copy of this listing of terms is still available on file.

After this meeting, according to correspondence, a follow-up meeting was planned for September with a

committee caucus of three persons, and a further meeting in October prior to the Conference. Apparently neither of these meetings took place.

1969: In 1969, this same Committee again became active with a brief planning meeting scheduled for April 13 at the National Convention in Boston. It was at this meeting that plans were laid for a weekend work meeting at Columbus, Ohio, in May, 1969. The minutes of this May 24-25 meeting indicate that the committee took an all-encompassing view of this task relative to terminology. The process of the committee is stated as "conceptualization of development, of the role of human movement and physical education as a frame of reference for vocabulary ---- conceptualization of the goals and understanding of movement by the entire population."

Further words and phrases were obtained from the discussions and added to the previously identified and categorized list of terms. (see Appendix A) It was planned that a further meeting should be set in order to debate these terms and then expose tiem to a widre group for reaction.

It seems that this next meeting never took place and that this was the final effort of the original terminology committee. There are no records of any further meetings, no communication between these committee members.

1970: In January of 1970, Don Brault, who was currently Chairman of the Elementary School Physical Education Commission, received a letter from Barbara Forker urging the reconstitution of a Terminology Committee. The letter stated that "The Division Council felt that the original charge of coming up with acceptable terminology in movement was still a very worthy enterprise and one which should be considered." It was reported that the Vice-Presidents "felt that this probably should be a charge made to the Elementary Commission since primarily this is connected with the elementary physical education area."

Don Brault accepted this charge on behalf of the Elementary Commission and the first step to initiating a committee was taken at the Creativity Conference in Phoenix, Arizona, on January 31, 1970. Here, Margie Hanson chaired a meeting open to all interested persons and discussion took place concerning the need for some clarification of terms used in physical education, to aid in communication of ideas.

The next step taken was a communication from Margie Hanson in behalf of Don Brault, to approximately 50 selected persons interested in discussing terminology. This letter indicated a request from Don Brault that these interested persons meet at the Seattle Convention on April 3 to share concerns and identify problems concerning terminology. Questionnaires were also sent asking for the

identification of confusing terms and for definitions of these terms. (see Appendix B)

A memorandum from Don Brault following this meeting reconfirmed a generally felt need to clarify terminology. His observations as a result of the questionnaire (to which 32 responses were received) and of the discussion at the meeting, were as follows: 1) Clarification of terms such as movement education, movement exploration, basic movement, and many others deserve some priority in the work of the association; 2) The need to communicate with some precision is not relegated to the elementary school level but is a concern for all levels of physical education; 3) The attempt should be made to identify those persons who would be willing to work on a project that might help clarify some of the "movement" terms.

This memorandum was sent to the same group of interested persons with a request for anyone interested in working on a project as suggested in #3 above to contact Don Brault. From the resulting list of eighteen interested people, a committee was constituted which became operational in 1971. The following constituted this committee:

Kate Barrett
Lolas Halverson
Arthur Miller
Stuart Robbins
Rudy Tucker
Patricia Tanner (Chairman)

This third, revised edition of the terminology committee finally surfaced in January 1971. Using the experiences of previous committees as our take-off point, we began to establish some operational procedures and to attempt to clarify our thinking concerning this overwhelming task of defining terms.

1971: It is only fair to state that the committee shared some feelings of reluctance concerning the establishing of definitions. It was generally felt that fixed and limited definitions could lead to a lack of flexibility in thinking, and in individual interpretations of those terms, with perhaps stultifying effect on future development. However, there was general agreement that there is considerable duplication and confusion in the use of terms in current literature and that our major contribution lay in identifying and working with those terms which seemed in greatest need of clarification.

The first step taken by the committee was to make a priority listing of terms from Don Brault's original list. (see Appendix B) It was interesting and gratifying to find that the thinking of committee members was so very much in accord even though everyone was working independently. There was general agreement that the terms seemed to group themselves into those relating to methodology, to motor development, to fundamental or basic skills, and to

movement education. Although this grouping of terms delimited considerably the number thought necessary to define at this time, it was still quite an imposing task. Therefore, it was considered best to divide responsibilities between the members of the committee. It was felt that designating one committee member to assume major responsibility for one group of terms, in their special area of concern, should free everyone from a sense of obligation to research all terms in all groups, yet provide opportunity for contribution to any area. (see Appendix C)

A set of procedures was established and a projected plan of action for the remainder of 1971-1972 was set up. It was recognized that the most difficult part of the task before this committee was yet to be accomplished-just how difficult it was to prove was not fully appreciated either by the committee themselves, or the Elementary School Physical Education Commission.

1972-73: There followed a year of intermittent correspondence, setting and breaking of deadlines, and resignation of one committee member. The gradual culling of a wide variety of definitions of many of the selected terms in current usage in the literature was accomplished. At the same time the committee expressed further reservations concerning the nature of the task. The

general feeling was perhaps best expressed by Lolas Halverson who wrote - "Maybe we are in way over our heads in this but I really feel we could spin wheels indefinitely if we try to capture statically, meanings which ought to be dynamically evolving." She also felt that the group of terms concerning motor learning and perceptual-motor development should best be dealth with by those persons who had established expertise in those areas.

It was at this point that the ESPEC, acting upon instructions from the Physical Education Division, informed the committee that a terminal report would be due by May 1, 1973, and that "the work of the committee must come to some conclusion by that time."

The committee had continually felt "bogged down" by the inadequacy of communication by correspondence only and no budget was forthcoming to facilitate a face-to-face encounter to pull things together. The prospect of satisfactorily concluding the work of the Terminology Committee in the few months allowed was judged as impossible by all members and the ESPEC was so informed. All definitions already gathered at that time were enclosed with the communication to the Commission. (see Appendix D).

APPENDIX I

FINAL REPORT OF THE TERMINOLOGY COMMITTEE

Final Report of the Terminology Committee

Two members of the terminology committee who were within reasonable traveling distance to effect a face-to-face meeting decided to attempt to summarize the committee's efforts of the past two years. With the approval of the remainder of the committee that report is as follows.

Introduction

Orders from the Elementary School Physical Education Commission to terminate the function of the terminology committee at what appeared to be a mid-point in their procedures made a "results and conclusions" type of wrapping-up of the project impossible. Left with lists of currently used definitions of the terms selected for examination, and no agreement as to a single generally acceptable definition for any one of those terms, it was obvious that some change of process had to be made.

Much earlier in the exchange of correspondence of the committee it had been stated that "we could spin our wheels indefinitely if we try to capture statically meanings which ought to be dynamically evolving." This was exactly what had happened in spite of the warning. It was therefore, decided to take a new look at the use of the selected terms in current literature and to revamp the process of

examining and defining such terms.

With the view of terminology as an evolutionary process in mind, it became readily apparent that certain terms did indeed seem to be changing their meanings over time. "Movement Education" emerged as a most outstanding example of this phenomenon. Partially because of this evolving change of meaning, movement education also became one of the most confusing and therefore, controversial of all the listed terms. This made movement education one of the most crucial terms for discussion.

In this summary, movement education, because of the factors enumerated above, becomes the central reference point for discussion. It is from this central reference point that many other terms seem to derive their meanings, or in reference to which they assume certain different interpretations. The following discussion attempts to highlight these "dynamically evolving meanings."

Discussion

It was found in studying many of the elementary school physical education texts that the term Movement Education is often used as implying only a unit of the total physical education program. In other texts, however, movement education is used as being synonymous with physical education. Yet again, the term movement education is emerging in some instances, when used by certain authors, as encompassing the total development of human movment

potential; a much more global view of the term than previously considered.

These evolving interpretations will be discussed more fully below, but another emergent factor concerning movement education must first be identified. It was found, in addition to the interpretations given above, that the term movement education represents a very distinctive philosophical stance that embodies the following beliefs: beliefs concerned with children, physical education, and education. Briefly stated, these beliefs can be summarized as follows

> Physical education is in essence a child's education in and through movement. This idea represents a developing view about movement and the potential role it plays in the total education of a child's life.
>
> The child is seen as an active experimenter and perennial learner in his own right with the need and ability for self-evaluated learning. His individual rate of development and styles of learning are respected with belief that capacity for learning is related to confidence in self. Each child deserves the right to succeed and progress at this own rate.

Obvious implications from these beliefs indicate a learning environment that fosters independence, individuality, opportunity for decision-making, experimentation, and divergent ideas, that encourages quality performance and that allows for error and ambiguity.

The recognition of these beliefs becomes extremely important when we consider the current use of the term movement education.

Movement Education - A Unit of the Total Program

When movement education is used as implying a unit of the total program it usually refers to a unit or series of small units presented in the primary grades. It seems in these instances to carry with it the implications that the remainder of the program does not follow those beliefs encompassed in the generally accepted meaning of the term as identified above. In many of the texts it is only too apparent that these beliefs are not supported in much of the remainder of the program. Movement education as a unit also appears to imply a problem-solving methodology and a particular content centered around Laban's concepts concerning body awareness, spatial awareness, the movement qualities of time, force, space, and flow and also relationships.

Within this type of unit structure the terms basic movement, basic movement education and movement exploration seem to be used synonymously with movement education, allowing for slight variations of interpretation between authors, and therefore, seem to adopt the same general characteristics or definitions.

Examples of the above usages of terms are to be found in texts by the following authors. (It is recognized, however, that the authors' views may have changed since the date of publication of their respective texts.)

Anderson, Elliot & La Berge
Arnheim & Pestotesi

Dauer
Halsey & Porter
Schurr
Vannier, Foster & Gallahue

Movement Education - Synonymous with Physical Education

Apparently, because some physical educators were concerned about the dichotomy of beliefs which seem to exist in the total physical education program when movement education is used only as a unit area of content, a view of movement education as being synonymous with physical education emerged. This interpretation implies that the beliefs embodied in the philosophy of movement education must necessarily be accepted as the tenets of the total program.

Terms such as movement exploration, problem-solving, and guided discovery are still used within the framework. Here however, they are used essentially in reference to particular teaching methodologies and not content areas.

It is interesting to note that in this context the term movement exploration assumes the interpretation that solely relates to methodology - a definition or interpretation more closely allied to the literal translation of the word "exploration".

These methodologies are all consistent with the beliefs inherent in the philosophy of movement education and would be evident throughout the entire physical education program. They are described more fully later in this discussion.

Examples of the above usages of terms are to be found in some of the following authors's writings.

Barrett
Clifton & Smith
Kirchner, Cunningham & Worrall
Sinclair
Stanley
Tillotson
Many English publications including those out of H.M.S.O., London

Movement Education - The Development of Total Human Movement Potential

An interesting view of movement education that currently seems to be evolving is one that goes far beyond the bounds of programs, schools, and other educationally oriented institutions. This evolving interpretation becomes involved with the development of increasing awareness of the total scope of movement behavior and of all movement related experiences. This is the all-inclusive view of both the art and science of human movement. This view maintains a recognition of not only the anatomical, physiological, kinesiological (including mechanical) and psycho-social factors underlying human movement but also the aesthetic aspects. It is the free association (not bound by cultural ties or experiences) of movement related concepts such as space-time-force-flow, shape-line-form-design in all functional, communicative and expressive human endeavors.

This interpretation of movement education would indicate an ultimate valuing of movement in all its forms

both animate and inanimate, its forms or theory and practice, process and product, reality and abstraction. This interpretation would view movement as an essential integrating process in the development of human potential, operating throughout not only a total physical education program, but throughout one's total life span.

Educators believed to espouse this view would included the following:

Allenbaugh
Barrett
Fowler
Hanson
Stanley
Tanner

The above definitions and descriptions are believed by this committee to be the intended interpretations within the current use of the term movement education and of the closely related content area terms such as basic movement, basic movement education, and exploration. It is recognized, however, that varying interpretations within the literature can be misleading.

It is the hope of this committee that the view of movement education in its most global sense will eventually be generally adopted. This would then also infer the synonymity of movement education and physical education within the school setting, or formal education framework. This would also, hopefully, eliminate the use of the term movement education as applying only to fundamental movement experiences for the primary grades, particularly those

identified as "units" of content.

Addendum

Descriptive definitions for clarification of some terms used in the above report.

Movement Exploration

"Movement exploration" implies a process where the most open or most free environment is allowed for learning to take place. This is the situation where the learner is not given a specific series of directions for operation nor tied down to any particular outcome. The intent in this process is to give the student the greatest opportunity for self-discovery in and on his own terms.

Problem-solving

If we take the literal translation of problem-solving, then it is obvious that the term implies an environment within which the child must come to grips with the process of solving problems, where he becomes better able to differentiate between solutions that are applicable or appropriate to the problem and those that are not. This interpretation of the method termed problem-solving means that the child is no longer dealing with movement solely on his own terms but is being influenced to varying degrees by the structure of the task. All possible solutions are not necessarily known to the teacher in this strategy.

Guided Discovery

Guided discovery is perhaps best defined or described as being a particular strategy within the wide range of problem-solving. Guided discovery is the strategy where the outcome or solution to the problem is known to the teacher but is not necessarily initially known by the learner. The role that the teacher plays is to guide the child by question or clue through exploration of a variety of possible solutions to a desired outcome, or certain desired outcomes.

The previously described methodologies are all consistent with the beliefs inherent in the philosophy of movement education and would be evident throughout the entire physical education program. The intent here has been to wed the variety of interpretations of these terms in contemporary physical education literature with current educational theory.

APPENDIX J

LISTING OF TERMS FROM ORIGINAL TERMINOLOGY COMMITTEE

TERMINOLOGY COMMITTEE

Content — Human Movement — Content

Knowledge / Skills - Values — Movement pattern / Skills / Activity forms — Quality / phylogenetic / ontogenetic

MOVEMENT	METHOD	ACTIVITY FORMS
1. movement activity (A)	56. guided discovery (M)	13. play forms (A)
2. motor performance skills (S)	57. experimentation (M)	14. game forms (A)
4. movement patterns	58. movement exploration (M)	165. dance forms(A)
5. space patterns	59. problem solving (M)	15. phys. ed. forms (A)
6. perceptual motor activity (A)	60. invention (M)	16. fundamental activities (A)
7. creative movement experience	61. planned experiences (M)	17. fitness activities (A)
8. body management	62. structured	115. mimetics (A)
9. body mechanics	63. direct teaching (M)	116. developmental exercises (A?)
10. creative movement	64. decision making (M)	117. elementary games (A)
11. play (A)	65. movement problems (M)	124. activity areas
12. activity	68. introductory movement experiences	128. major acitvities (A)
mechanical skills (S)	69. preparatory movement experiences (M)	129. modified activities (A)
basic skills (S)	121. rhythm exploration	130. simple activity forms (A)
20. body actions	72. movement experiences	139. lead-up games
fundamental motor skills (S)	93. curriculum	138. low organized games
fundamental skills (S)	94. program	140. modified games
23. fundamental movement	114. movement variety	141. individual sports (A)
24. basic movements	122. successive movement	142. dual sports(A)
25. basic movement	123. simultaneous movement	143. team sports(A)
26. athletic skills (S)		144. aquatics (A)
		41. apparatus play
		46. organized movement expressions
		47. traditionally organized forms (A)

MOVEMENT

127. activity skills (S)
27. specialized skills (S)
28. specialized motor skills (S)
29. specialized sport skills (S)
126. sports skills (S)
30. specific skills (S)
31. movement elements
32. movement content
33. foundational movements
34. performance
35. action
36. physical response
37. locomotor (S) or patterns
39. non-locomotor (S)
40. manipulative (S)
38. axial (S)
42. basic skill patterns (S)
43. movement proficiency
44. body focus
45. movement efficiency
48. movement sequence
49. movement quality
50. body shape
51. body relationships
52. content
53. experience
66. movement fundamentals
67. fundamentals of movement
70. movement control
71. movement education
131. movement vocabulary
84. movement expression
83. movement response
73. movement skills (S)
74. movement behavior
75. movement study
76. movement personality
77. movement
78. motion

ACTIVITY FORMS

54. play experiences
92. creative rhythms (A)
103. stunts, tumbling (A) 104(A)
106. self-testing activities (A)
107. dance (A)
108. games (A)
109. sports (A)
110. fundamental rhythmics
111. rhythm (S)
112. game plays (A)
134. correctives(A)
133. corrective
135. adaptive (A)
136. therapeutic(A)
137. special physical education
132. physical education
86. motor activities (A)
91. rhythmic movement
166. rhythms (A)
167. activity area
168. remedial activities (A)
169. low organized activities (A)
170. modified activities (A)
171. individual activities(A)
173. discovery (M)
173. correlation(M)
174. integration(M)

79. action patterns (Sk)
80. progression complexity
81. progression
82. progression sequence
87. functional movement
88. expressive movement
89. objective movement
90. rhythmic expression
118. general skill patterns (S)
95. fitness
96. physical fitness
97. total fitness
98. projection
99. propulsion
100. receiving (S)
101. striking (S)
102. hitting (S)
113. tension
119. skill performance and movement
120. fundamental play skills (S)
145. primary skills (S)
146. secondary skills (S)
147. simple skills (S)
148. complex skills (S)
149. components of skill
153. coordination
150. balance
151. static balance
152. dynamic balance
154. flexibility
155. agility
156. strength
157. static strength
158. dynamic strength
159. endurance
160. speed
161. power
162. commonalities of movement
163. motor therapy
164. motor activities (A)