

STUDY OF THE AIMS AND OBJECTIVES OF PHYSICAL EDUCATION IN ENGLAND

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Foreword

‘What are the aims and objectives of Physical Education (P.E.)?’ ‘Does the title P.E. match its contents?’ These questions are common and widespread, not only in Britain, but all around the world. For example, in West Germany, many states changed the title to ‘Sports Education’ in the 1970’s. In England and Wales it seems that the Department of Education and Science (D.E.S.) has suggested changing the title to ‘Movement Education’. This decision is based on the following quote from *Moving and Growing*:

‘ “Physical education” may not be permanently regarded as a satisfactory term. It may not be long before we realize that the term “physical”—in relation to humanity—has a very limited meaning [1].’

Since the publication of this book, many opinions have been suggested with regard to this change. Since the setting-up of the Schools Council’s Physical Education Subject Committee (1967), a reformation of the P.E. curriculum has been discussed regarding the title, the ends and the contents of P.E.

Our subject was born as Physical Training (or Exercises) and grew to Physical Education. It seems to the author that our subject may be currently confronting the third stage of its historical development.

Accordingly, the author will examine the aims and objectives of P.E., and then, try to distinguish between them at three different levels as follows:

(1) The *categories* of the aims and objectives of P.E.—it is required to gather the ideas which have been noted so far, for example, on health, physical fitness, mental and social attitudes and skill acquisition.

(2) The *sources* of the aims and objectives of P.E.—the author proposes three sources which rule the aims and objectives from the lowest level, but are independent of them directly. In other words, the latter depends fundamentally on the former. All opinions regarding the aims and objectives of P.E., without exception, are based on these sources.

(3) The *way of thinking* regarding the aims and objectives of P.E.—‘Why and how are the aims and objectives constructed?’ With regard to this question, there are many problems: for instance, some say that physical fitness is the objective of P.E. and others differ.

Of these three levels, the first item (categories) is easily understood because we can find and observe many of these items basically anywhere. The second item (sources) will be reached only through the former, and the third (way of thinking) will depend on both items.

The author shall mainly confine himself in this paper to examining the second item through the first and, needless to say, this examination will provide a springboard to the third.

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TABLE 1 HISTORICAL DEVELOPMENT OF P.E. SINCE 1900

PUBLICATIONS	TITLE OF THE SUBJECT	OBJECT (AIMS AND OBJECTIVES)	CONTENT	METHOD	SOME FEATURES
1902 Model Course of Physical Training	Physical Training (Physical Exercises)	Object *development of muscles, activity *quickening the intelligence *habit of prompt	*drill *infantry training exercises	*altogether with order	*imitation of the infantry training *P.T. was born by the social demand for national health
1904 Syllabus of Physical Exercises	Physical Exercises (Physical Training)	Object *Physical Effect (health, physique) —primary object *Educational Effect (alertness, decision, concentration, etc.) —scarcely less important	*exercises (Swe-dish Gym.) *marching *jumping		*the first official syllabus of P.E.
1909 Syllabus of Physical Exercises	Physical Exercises (Physical Training) (Physical Education)	Object *Physical Effect —direct effect *Educational Effect (mental and moral) *aim (p4), purpose (p1)	*exercises *marching *jumping *running *supplementary (dance, games)		*the first compulsory Syllabus
1911 Memorandum of Physical Training	Physical Training (Physical Exercises) (Physical Education)	Object *Physical Effect *Educational Effect	*Exercises *games *athletic sports	*recreative effect *enjoyment	*P.T. includes the formal exercises, games, athletic sports and all physical activities good for health
1919 Syllabus of Physical Training	Physical Training (Physical Exercises) (Physical Education)	Object *Physical Effect *Educational Effect —in after life (p4) —direct result (p7)	*exercises *marching *running *jumping *games	*recreation enjoymet play	*based on the experience gained during the past ten years (p4) *P.T. as a part of P.E. *emphasis of potentiality of actual P.E. lessons
1927 Memorandum of Physical Education	Physical Education (Physical Exercises) (Physical Training)	Object *Physical Effect *Educational Effect	*exercises *game *dance *swimming *athletics		
1933 Syllabus for Physical Training	Physical Training (Physical Exercises) (Physical Education)	Object *Physical Effect-Good Posture —immediate result (p25) *Educational Effect-Leadership —in after life (p8) —ultimate aim (p18) —far reaching effects (p25) —later on (p37)	*exercises *game *dance *swimming *athletics	*group	*group-reflection of "the House System of the Public School"

1940 Memorandum of Physical Educa- tion	Physical Education (Physical Exercises) (Physical Training)		<ul style="list-style-type: none"> *exercises *games *dance *swimming 	<ul style="list-style-type: none"> *exercises *games *dance *swimming 	<ul style="list-style-type: none"> *child centred 	<ul style="list-style-type: none"> *guideline, not syllabus *emphasis of characteristics of physical culture
1945 Physical Educa- tion Its aims, scope and organisation by NAOPE	Physical Education	Aims—More direct aims <ul style="list-style-type: none"> *physical growth, power *moral strength social qualities 	Branches <ul style="list-style-type: none"> *exercises *gymnastics *games *athletics *dance *swimming *personal contact (wrestling, boxing) *open air activities 			
1952 Moving and Growing	Physical Education ↓ (Movement Educa- tion)	*no description	<ul style="list-style-type: none"> *games *swimming *movement as an art *dance *dramatic move- ment *P.T. 			
1953 Planning the programme	Physical Education ↓ (Movement Educa- tion)	*no description	<ul style="list-style-type: none"> *P.T. *games *dance *swimming 			
1972 Movement	Physical Education ↓ Movement Educa- tion)	*no description	<ul style="list-style-type: none"> *gymnastics *games *swimming *athletics *outdoor activities 			<ul style="list-style-type: none"> *P.E., using movement as its medium of learning and ex- pression, is an integral part of the education process. (p8) *It is the role of physical edu- cation to offer these varied movement experiences in such a way that each child is free to work within the limits and towards the limits of his own unique endowment.

THREE SOURCES OF THE AIMS AND OBJECTIVES OF P.E.

G.W.F. Hegel says, 'I maintain that the sequence in the systems of Philosophy in History is similar to the sequence in the logical deduction of the Notion-determination in the Idea. I maintain that if the fundamental concepts of the systems appearing in the history of Philosophy be entirely divested of what regards their outward form, their relation to the particular and the like, the various stages in the determination of the Idea are found in their logical Notion. Conversely in the logical progression taken for itself, there is, so far as its principal elements are concerned, the progression if historical manifestations, but it is necessary to have these pure Notions in order to know what the historical form contains [2].'

In accordance with Hegel the author shall study the aims and objectives of P.E. historically and logically. The historical study will commence from the beginning of this century until now, because the first official syllabus of P.E. was published in 1904. Detailed comments will be given, since the Schools Council's Physical Education Subject Committee was founded, because numerous opinions have appeared since then.

I. *Historical Development of P.E.*

Table 1 is a brief chronological table extracted from the publications of the Board of Education (later the D.E.S.)

1. The Title of Our Subject

The first official syllabus of this subject is called the *Syllabus of Physical Exercises* (P.Ex.). The term Physical Training (P.T.) is used as well, and outlines the same content. The first compulsory syllabus in 1909 contained the term Physical Education (P.E.). There is no distinction between these three terms.

In the *Memorandum of Physical Training* (1911) and 1919 Syllabus, the title is changed to P.T. Two other terms are used as well, but there are no comments regarding these changes.

P.Ex., however, mainly identifies exercises (Swedish Gymnastics). In the *Memorandum*, P.T. includes formal physical exercises, games, athletic sports and any physical activity which is good for the health. The term P.T. was replaced by P.E., and the former is allocated as a part of the latter.

In the next *Memorandum* (1927), the main title was *Physical Education*, as in the 1940 *Memorandum*, though P.T. remained in the 1933 Syllabus.

Though our subject has been generally been referred to as P.E. since W.W.II., in the London County Council (L.C.C.), it is still referred to as P.T. until the 1954 Syllabus, and as mentioned earlier in this paper, it appears the D.E.S. is suggesting 'Movement Education' vice P.E.

As a result, we can see that many terms have been abused carelessly without clear definitions, and that this abuse is one of the causes which have made the aims and objectives of P.E. rather vague.

2. Content and Method

Infantry training exercises were previously taught with teacher's giving orders to entire

classes. *The Model Course of Physical Training* was a miniature of infantry training and referenced and recommended *Infantry Training* (1902), published by Britain's War Office, as a further source on its final page.

In the first official syllabus (1904), exercises (Swedish Gymnastics) were emphasized most. In the 1909 Syllabus dance and games were added as supplements.

The 1919 Syllabus was very important, because its revision was based on experience gained during the past ten years. In the actual P.Ex. lessons, Swedish Gymnastics appeared dull and tedious for pupils and did not attract their interests. This experience prompted a revision in which exercises were reduced by half and active free movements were added. Accordingly, the recreational, enjoyable and pleasant aspects of P.E. were emphasized, though the beginnings of this change had already appeared in the 1911 Memorandum. In this sense the potentiality of actual instruction was emphasized in this subject for the first time.

The exaltation of *leadership* in the 1933 Syllabus, was a reflection of the House System of the Public School. Group learning emphasized individual learning instead of whole class instruction and reflected the child-centred educational thought of that time.

Since W.W.II., creative dance, or modern educational dance, and out-door pursuits have been added to P.E. Child-centred education has become more and more popular in this subject, as well as in other subjects.

3. The Aims and Objectives

No publication by the government listed in Table 1 uses the term 'aims and objectives.' Until W.W.II., only the term 'object' was used, and since then, no term has been used on its behalf.

Three items with regard to the object were listed in the *Model Course* (1902). However, the 1904 Syllabus outlined two major aspects namely *Physical Effect* and *Educational Effect*. The former is to maintain and improve health and physique with the latter developing the pupils' alertness, decision, concentration and perfect control of mind over body.

Both aspects were refined steadily until finally in the 1933 Syllabus they were delegated respectively as 'Good Posture' and 'Leadership'.

After the last war, there were no descriptions regarding the 'object' in *Moving and Growing* and *Planning the Programme*, however, very vague comments were contained within *Movement* as follows;

'Physical education, using movement as its medium of learning and expression, is an integral part of the education process.....'

It is the role of physical education to offer these varied movement experiences in such a way that each child is free to work within the limits and towards the limits of his own unique endowment.' (p. 8)

Even though the structure of *Physical Effect* and *Educational Effect* did not change, it differed from the *Model course* (1902) in which these items were noted. (see Table 1) However, since the 1904 Syllabus some delicate modifiers have been used; for physical effect the words 'primary' (1904) and 'direct' (1909), and for educational effect 'scarcely less important' (1904, 1909). Educational effect seems to be rather indirect, though there is not a clear description.

In the 1909 Syllabus, the words, 'aim' and 'purpose', suddenly appeared in stead of 'object', but were not mentioned in other materials.

It was described earlier in this paper that the 1919 Syllabus was based on the experience gained during the previous ten years, and thus, that the probability and improbability of actual instruction was recognized strongly for the first time. The difference between physical effect and educational effect was distinguished clearly as 'direct result' and 'in after life' respectively.

This development reached a stable stage in the 1933 Syllabus; 'immediate result' for the former, and 'in after life' 'ultimate aim' 'far reaching effects' and 'later on' for the latter.

After the last war, according to *Physical Education: Its Aims, Scope and Organisation* by the National Association of Organizers in Physical Education (NAOPE) in 1945, aims consist of 'more direct aims' which are composed of three aspects that are physical growth and powers, moral strength and social qualities.

In *Objectives of the Physical Education Lessons* (1955) [3], M.W. Randall and W. W.K. Waine recognize 'short-term' and 'long-term' objectives. As one of the short-term objectives, they include the acquisition of skills. This is presumably one of the first descriptions which clearly allocates 'skill' as a direct objective.

In his third edition of *Modern Ideas on Physical Education*, [4] M.W. Randall uses the terms 'immediate' and 'long-term (general, ultimate)' objectives. The acquisition of skill and physical fitness is included in the former with moral, social and character exaltations included in the latter. We can teach the former directly, which is not true regarding the latter. Enjoyment and satisfaction are a 'by-product' of skill improvement and physical exercise.

Finally, M.G. Mason and A.G.L. Ventre distinguish between 'aims and objectives' in their book, *Elements of Physical Education* [5], as follows:

Aims are ideal goals toward which are strived but never reached; objectives are realizable goals, whether immediate or distant.....

Their description is perhaps one of the first descriptions of 'aims and objectives' in P.E.

This way of distinguishing between aims and objectives is similar to the current usage of aims and objectives [6], however, this content varies.

As we see now in the current situation, it is very rare to observe, for example, the physical effect as the direct result of P.E.

Since W.W.II., there is no clear description of the aims and objectives of P.E. in publications by the D.E.S. Instead, only the characteristics of the events, which are taught in P.E., are described in detail.

4. General Consideration on the Development of P.E.

If the development of P.E. with regard to the study of the aims and objectives is featured briefly, there can be recognized three points which rule the aims and objectives. The first point is the social demand of P.E. Our subject was born from the social demand (pressure) for this subject in the curriculum for the promotion of national health. Furthermore, since around the 1933 Syllabus, emphasis for the preparation of recreation for older life is thought to be a direct social demand of P.E.

The second point is the recognition of the potentiality of actual instruction. Especially

since the 1919 Syllabus, this point has been increasingly recognised.' In the 1933 Syllabus the teaching method of grouping was adopted strongly and, especially after W.W.II., the teaching method for the exaltation of creativity and spontaneousness of each child has been cultivated.

The third point is the emphasis of the characteristics in events which are taught in P.E. The increase of events, on one hand, needs to be defined by their own characteristics, and on the other hand, give vagueness to the general aims and objectives of P.E.

II. *Current Research Trends*

When the Schools Council's Physical Education Subject Committee was set up in 1967, it immediately realized that two highly important matters required careful consideration. First, a clear and comprehensive statement of the objectives of P.E. was required. Second, there was a need to review what research had been done and was being done in P.E., along with a need to determine priorities for future research and development. Consequently it prepared a draft of objectives with five items, and required responses from readers and organisations [7] (September, 1968).

Some responses were made largely by groups and organisations, for example, the Physical Education Association of G.B. & N.I. (PEA) responded directly in its organ, *The Leaflet* [8] (May, 1969). The British Association of Organisers and Lecturers of Physical Education (BAOLPE) issued the pamphlet *Physical Education in Schools* [9] (1970); a study group in Leeds proposed its objectives [10] (July, 1970), subsequently, the first Joint Conference ever held in the U.K., in so far as it was a joint venture of the three major Associations concerned with P.E. in this country the Association of Teachers in Colleges and Department of Education (ATCDE)-P.E. Section, BAOLPE and PEA, took place (January, 1972). On the agenda was an item on the aims and objectives of P.E., and it can be felt from this report just how serious the demand for defining the aims and objectives of P.E. was [11].

Accepting suggestions from these responses and other individual responses which will be quoted later, the Committee realized that there was no clear picture of the place of physical education in the secondary school curriculum. Therefore, it initiated a survey which was carried out during the school year 1970-1, and the report was published in 1974, titled *Physical Education in Secondary Schools* [12].

Though the aims and objectives of P.E. teachers were studied as one area in the survey, there has been no publication of the Committee's aims and objectives as intended.

It appears that the completion has been interfered with by a shortage of finances, but perhaps the difficulties encountered in researching the aims and objectives are also a problem.

The content above, mentioned as a current main trend, centered on the work of the Schools Council's Physical Education Subject Committee. From this point, this paper shall re-examine research previously undertaken, especially during the last 15 years, and attempt to discover the nature of the problem from a scientific, as opposed to an idealistic, viewpoint.

1. *Research Trends*

The author would like to consider the previous research under the following heading:

(1) The listing or tabulating of objectives

The Schools Council's Committee prepared five objectives [7],

- a. to obtain the *optimum balance growth*, as well as the capacity for *creative* and *imaginative* work,
- b. to assist in the development of *initiative*, *moral* and *social attitudes* and *responsible behaviour*,
- c. to provide *purposeful* and *enjoyable experience* in a sufficient range of physical activities,
- d. to encourage increasing *responsibility* in the choice of such activities while at school,
- e. to promote some sense of achievement and positive attitudes *towards participation* in post school recreation. (Italicizing by the author)

A study group in Leeds offered four objectives [10]:

- a. a *movement* objective of a general nature,
- b. the learning of valuable *skills* and skilled activities,
- c. the correct use of *physical activity* in the promotion of health and fitness,
- d. *intellectual, emotional* and *social development* through physical activities. (Italicizing by the author)

(2) The consideration of education 'OF' and 'THROUGH' the physical

The author would like to suggest the work of A.D. Munrow [13] as an example. After criticising the dualists' viewpoint, that is, 'it is as if the best way to avoid any suggestion of support for a dualist (body-mind) viewpoint is to avoid mentioning the body at all', he described his objectives from both sides, the body and the mind. His division of chapters into 'of' and 'through' is based 'more on tactical than theoretical considerations', and his book's content is as follows;

Education of the physical

- a. the body systems
- b. the acquisition of physical skill

Education through the physical

- c. aesthetic considerations
- d. intellectual education through physical education
- e. good behaviour

(Chapters f to j are omitted here)

He gave sufficient and excellent explanations for each chapter, and he meant respectively 'of' as body and 'through' as mind. However, generally 'of', 'through' and their relationship are not defined clearly.

This vagueness seems to depend on how one interprets J.F. Williams. Fifty years ago, Williams criticised 'Education of the physical' and insisted on 'Education through the physical' [14]. However, he never indicated any details of 'of' and 'through', and even in the final edition of *The Principles of Physical Education* [15], he did not give any more comments on this problem. Though his work has had much influence on our subject, a crucial problem lies in the lack of a detailed examination of 'of' and 'through' the physical and their relationship. It seems that this lack of explanation has been one of the origins which has resulted in some confusion about the aims and objectives of P.E.

(3) The aims of education in general

J.Andrews' work [16] is an example of this category. He says:

'What binds the main stream of P.E. together? Some attempts have been made recently to put forward a single unifying concept for P.E. This is unnecessary; it could lead to over-simplification and possibly, eventual misrepresentation and distortion of the main stream of P.E. In this view, P.E. is characterised by its constant place in the family of processes which make up education, by its continual reference to the ultimate aim of education as a whole, and by its consistent aims at curricular level' (16—25).

He then offers six aims of education as follows without including evidence on which his opinion is based:

- a. the promotion of *cognitive* development
 - b. the promotion of *aesthetic* education
 - c. the promotion of *moral* education
 - d. the promotion of *social* education
 - e. the promotion of education for *leisure-a recreative* element
 - f. the promotion of *fitness* for 'positive living'.
- (Italicizing by the author)

According to Andrews, P.E. covers all these aims, and aims e and f are especially important in P.E., 'because they are present only to a minor degree or not at all in the aims of other subject areas' (16—26). He did not describe any objectives, therefore we do not know what they are.

(4) The ranking of objectives

The epitome of this category is found in the survey of the Schools Council's Physical Education Subject Committee [12]. In this survey many important items were surveyed and nine objectives were collected from over 200 publications. P.E. teachers were asked to rank them with 1 as the most important to 9 as the least. The rank order of importance is as follows:

- a. motor skills
- b. self-realization
- c. leisure
- d. emotional stability
- e. moral development
- f. social competence
- g. organic development
- h. cognitive development
- i. aesthetic appreciation.

This shows us the current trends of teachers' thinking. But it is not very helpful in the search for a rational foundation for the aims and objectives of P.E. It appears that the Schools Council's Committee's survey was directed along the line of earlier research; a. Ralph LaPorte et al, 'Eighth Annual Report of the Committee on Curriculum Research [17].

In this paper LaPorte in all extracted 174 objectives from many publications and divided them into 4 main objectives and 13 sub-objectives. b. J. Rosentswieg, 'A Ranking of the Objectives of Physical Education' [18]. Rosentswieg asked P.E. college teachers to rank 10 objectives. A similar approach was utilised by Wilson by asking P.E. teachers and P.E. students in college 'What is P.E.?' and arranging their answers [19].

(5) The consideration of the growth and development of children

This category is more related to the growth and development of children. BAOLPE offered three objectives in its pamphlet [9] depending on school levels:

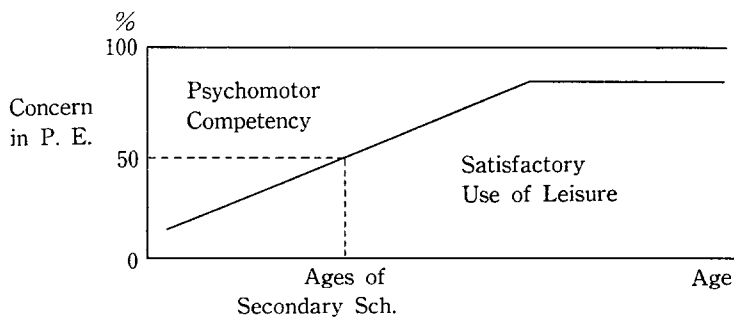
- a. Nursery and infant schools—to provide the young child with a stimulating environment in which he/she will be encouraged to increase his/her experience both in and through *movement*
- b. Primary and Middle schools—*Physical development, sensitivity development* and achievement, *enjoyment* satisfaction
- c. Secondary schools—to create opportunities for the *study and practice of movement*, to increase the range of *physical skills*, to provide a medium for *enjoyment*, to develop good *social habits*. (Italicizing by the author)

According to B.Mauldon [20], there is in:

- a. the Infant and Lower Junior School—an enjoyment of and in physical activity,
- b. the older primary children—a knowledge and understanding of bodily functioning,
- c. Secondary school—an appreciation of the meaning and significance of movement.

And according to C.Brackenridge [21], the main concern of Physical Educationists changes at the ages of Secondary School from 'psychomotor' competency to 'satisfactory use of leisure'; therefore the objectives of P.E. change accordingly. (See Fig. 1)

FIG. 1



If we recognised this idea, our teaching content and method would be extended.

(6) The examination of the characteristics of events

The final consideration stresses the characteristics of events which are taught in P.E. rather than describing the general aims and objectives of P.E.

Movement by D.E.S. is a good outline of this approach. In Part 1. MOVEMENT GROWTH AND LEARNING, P.E. is described briefly as 'an integral part of the education

process' and is said to offer 'these varied movement experiences' [22]. In Part 2. ASPECTS OF PHYSICAL EDUCATION, the characteristics of the events and teaching intentions of them are mentioned in detail, that is regarding gymnastics, dance, games, swimming, athletics and outdoor activities.

The same aspects were succeeded in the pamphlet by H.M. Inspectorate, *Curriculum 11—16* [23]. It describes as follows:

- a. *educational gymnastics* for the development of *skilful body* management
- b. *dance* for an *artistic experience* through bodily movement
- c. *games* for *competition* between groups or individuals involving the use of psycho-motor skills
- d. *cross-country* for *body-training* leading to increased powers of strength, stamina, endurance and a general feeling of wellbeing
- e. *outdoor pursuits* for *meeting challenging experiences* in varying environments (3–12). (Italicizing by the author)

2. Some Problems in Arriving at the Aims and Objectives of P.E.

Even after we have derived three main sources for the aims and objectives of P.E., problems still remain for further research.

(1) Intrinsic—Extrinsic

Is the promotion of fitness and health an intrinsic or an extrinsic element of P.E.? What of sportmanship and moral and social developments?

According to Andrews [16], an intrinsic aim is defined as the pursuit of something inherent in the activity; 'Doing something for its own sake'. Conversely, an extrinsic aim is towards external and not essential to the activity itself' (22–22). However, he does not draw a picture of 'something inherent in the activity'. It appears that generally the discrimination between 'intrinsic' and 'extrinsic' is not sufficient.

(2) Direct product—By-product

When our subject was called 'Physical Training', the promotion of physical fitness, health and posture was 'the direct product', but when it was changed to 'Physical Education', the promotion of physical fitness, health and posture was thought of as the 'outcome' of P.E. [24] with physical skill becoming the position of the direct product. Moreover, moral and social development and leisure preparation are also the 'by-product, extension, and development' [25]. Words like 'benefit' and 'incidental' are also used instead of 'by-product'. We must be careful when considering such concepts since their meanings are often used differently by other authors.

It is very important and urgent for P.E. to distinguish what we can teach directly as opposed to what might emerge as a product. This needs to be accomplished especially by examining actual P.E. lessons in schools and not simply in theory.

(3) Distinction between the aims and the objectives

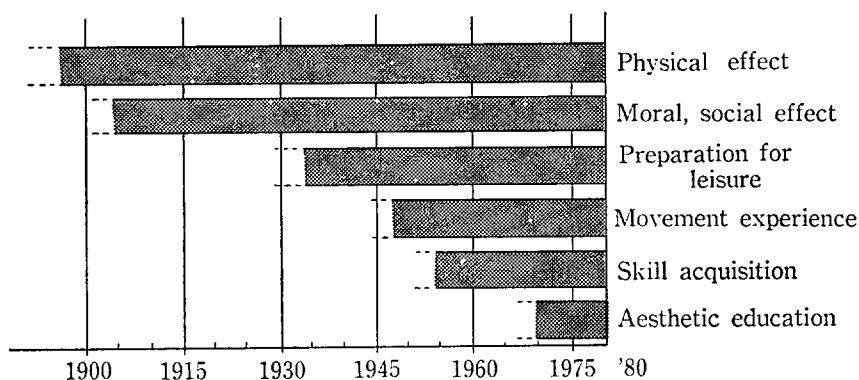
Andrews defines the 'aims are directional statements of a general nature', and the 'objectives may be most meaningfully ranged along a continuum from general objectives to specific teaching objectives'. There is no opinion which does not agree that there should be a distinction between the aims and the objectives, but it is not always clear which are the aims and which are the objectives. The range of content taught in P.E. is large and aims

and objectives vary according to writers. In regard to this item, L. Almond has recently proposed 'aspiration' and 'spin-off' instead of aims and objectives [26].

III. *The Stream of the Aims and Objectives of P.E.*

As a result of the preceding chapters, the author can generally draw a stream of the aims and objectives of P.E.; as Fig. 2.

FIG. 2



In the Stream, physical effect appears first as the objective of our subject.

Moral, social effect appears next. P.C. McIntosh says 'the introduction of games was the introduction of a new objective for the curriculum; to provide for moral and social education' [27], and then quotes material from 1904. It is agreed that the appearance of moral and social education appeared around 1905, although the first appearance of games in the syllabus was in 1909, and the emphasis on exaltation of leadership for each child in the 1933 Syllabus indicated the completion of it.

The aspect of 'preparation for leisure and recreation' appeared after the 1933 Syllabus.

'Movement experience' emerged after *Effort* by R. Laban and his successors in 1947.

'Acquisition of skill' appeared to be a clear objective of P.E. around 1955, by Randall as mentioned earlier and in R. Morison's *Educational Gymnastics* (1956).

Finally, it seems to the author that R. Carlisle's 'the Concept of P.E.' [28] was one of the first to place important emphasis on the 'aesthetic' category as one of the objectives of P.E.

On the other hand, all categories in the Stream still remain and outline the present situation in P.E. This shows, in a sense, the confusion concerning the aims and objectives of P.E.

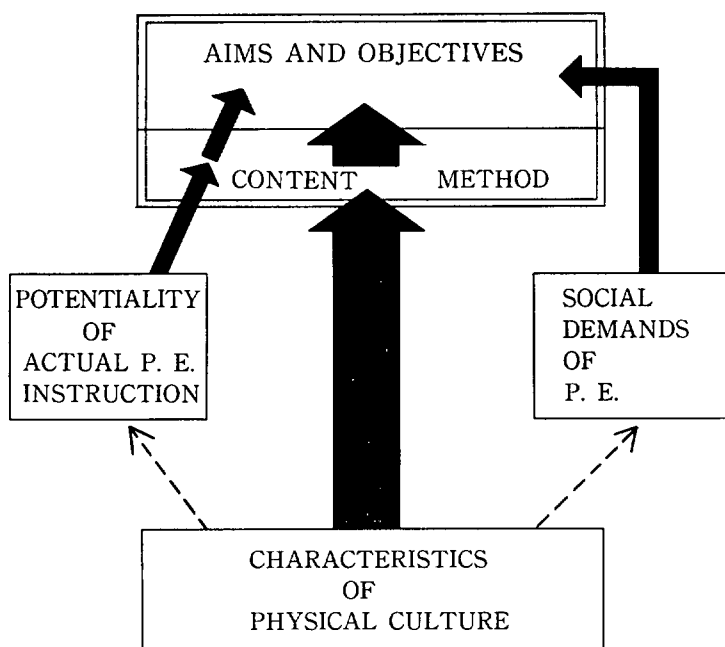
IV. *Three Sources of the Aims and Objectives of P.E.*

As a result of the considerations in the previous chapters, it is possible to identify three main sources of aims and objectives. Those sources are the common bases for all opinions, without any exception, of the aims and objectives of P.E.

1. Characteristics of Physical Culture

First of all, this source has to be emphasized. As gymnastics, games and swimming etc. are rooted in social and historical cultures, P.E. can exist as a subject in education using these events as its contents. Therefore, the aims and objectives of P.E. are ruled basically by

FIG. 3



the intrinsic characteristics of physical culture. If we examine other subjects, we can easily understand that, for instance, Music, Mathematics and English etc. do not clearly have objectives which promote physical effect, as they do not depend on physical culture, but on the other aspects of culture which have their own characteristics and do not have a physical effect.

'An examination of the characteristics of events', as suggested in II-1-(6), belongs to this source, and the opinions, which stress something inherent in the activities as the aims and objectives of P.E., depend on this source. Furthermore, such categories as physical fitness, health, skill acquisition and aesthetic education etc. depend directly on this source. However, it seems that only the differences between these characteristics have been stressed, whereas the common characteristics which establish these events as components of P.E. have never been investigated in the same way [29].

2. Potentiality of Actual Instruction

This source is dependent upon the preceding source, as the content and method of P.E. is distinct from other subjects in the curriculum. 'Consideration of the growth and development of children' as suggested in II-1-(5); the distinction between aims and objectives

and understanding of the possibility of the direct products and by-products in P.E., etc. are all independent of the development and improvement of actual instruction and teaching theory. The more we understand the situation, the more we realize the need for clear aims and objectives..

Until now, some people have insisted that emotional, social, moral, intellectual and aesthetic developments belonged to the last source. However, the author includes them in this source, because, if we want to develop such categories in P.E., we have to allow our pupils' consciousness to diligently concentrate on them, for they are not developed automatically through technique learning in P.E.

3. Social Demands of P.E.

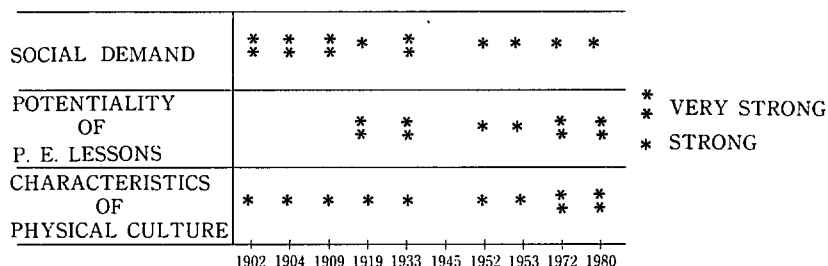
The final source is also influenced by the first, as noted above. This has influenced the aims and objectives of P.E. in a manner which differs from the previous sources.

Social demands of P.E. depend mainly on the problems of society, that is, if there is a serious health problem in a society it may demand health promotion in P.E., or if the society needs moral exaltation it may demand it in P.E. Lately the leisure preparation for children and adolescents has become very important, identifying another role of P.E.

This source rules the aims and objectives of P.E. from a historical and social background.

When the development of P.E. in this century mentioned in chapter I is examined through these three sources, we can see the total picture as outlined in Fig. 4.

FIG. 4



Social demands for promoting physical effect (health, physical fitness, etc.) at the beginning of this century gave birth to P.E. as a subject in the curriculum, and since the 1933 Syllabus, these aspects have been emphasized. However, as social demands can not, in detail, take part in actual P.E. lessons, there is some friction with the next source in which P.E. teachers have direct responsibility.

Potentiality of actual instruction was emphasized vaguely in the 1919 Syllabus reflecting the experience gained during the previous ten year period. The aspects of 'play, recreation, and enjoyment' were introduced, along with 'leadership' in the 1933 Syllabus. After W.W.II., the source of social demand in P.E. goes beyond this source.

Characteristics of physical culture have supported both sources above, but have not surfaced. But after W.W.II., P.E. covered physical activities, modern educational dance, sports, outdoor pursuits....., so the situation has called for distinct characteristics. On the other hand, the publications by the D.E.S., even though they are not syllabuses but only references, shirk, rather than provide, a clear description of the aims and objectives

of P.E.

However, the aims and objectives of P.E. have been based on and governed by the three sources, with any changes and developments dependent upon the emphasis of such sources.

Conclusion

As mentioned in the foreword of this paper, the next study will be focused on the way of thinking of, or in the methodology to frame, the aims and objectives of P.E. The scientific, as opposed to the idealistic, aims and objectives of P.E. will be established, and recognised by all people.

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 1. the simplest one is general and particular,
 2. a second is that between evaluative and descriptive statements,
 3. a third might be put this way: objectives are like targets to be shot at, milestones to be passed. An aim is more like a signpost or a compass, giving a direction in which to travel, a standard to which to refer.

In the area, Physical Education, the distinction usually depends on the third one, so the author will adopt the same point of view in this paper.
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