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INTRODUCTION

Genesis of an Idea

Since the early 1960s the study of human movement has been identified as the primary focus of the profession of physical education. The pedagogy of physical

1There has long been an argument as to the academic domain of physical education. Some scholars, e.g., Seidel, Resick and Franklin, state that physical education is a discipline: an organized body of knowledge, with the acquisition of such knowledge being an adequate and worthy objective without demonstration or requirement of practical application. Content is theoretical and scholarly as opposed to technical and professional. It has also been argued, e.g., Seidel and Resick, that physical education is also a profession in addition to being a discipline in that its motivation is that of service to the betterment of man. However, to assert that physical education is both a profession and a discipline is a contradiction of terms. As Steinhaus writes, "a discipline is a branch of learning, such as chemistry or economics, while a profession is the practice of an art that utilizes many disciplines in serving mankind."

Therefore, it does not seem plausible that physical education can be both an academic discipline and a profession. However, it may be argued that physical education with its focus of human movement (i.e., bodily movement in sports, active games, gymnastics, dance) and its correlates has within its scope a body of knowledge which is not the concern of any other discipline. Also there is much that is also the common concern of many other disciplines. Therefore, there is no doubt that human movement is a legitimate field of study. Human movement and not physical education is the area of academic study and research focused around a central theme--the movement of the human being, a unique area of academic study that incorporates within itself a variety of theoretical disciplines and applied professions. This is not to deny the importance of applied physical education; for as a profession of human movement it applies the knowledge that is attained through its concomitant disciplines, e.g., exercise physiology.
education, defined as the art and science of human movement, has become concerned with why man moves and how he moves as the movement is related to the physiological, historical, philosophical, sociological and psychological consequences of his being. It could be said then that the study of certain aspects of human movement is a study of the condition of the being of man in his interaction and relationship with himself and his environment. Obviously, though, the profession of physical education is not concerned with all human movement, rather, it is concerned with those socially organized human movements that man pursues either as play or sport or as an enhancement of his functioning. From the above, then, it can be deduced that


AAHPER Guide to Excellence for Physical Education in Colleges and Universities. Washington, D.C. American Alliance for Health, Physical Education and Recreation, 1970. It must be remembered that physical education is a pedagogical profession and as such its basis is concerned with teaching and the concomitant aspects.

Robert N. Singer et al, Physical Education, An Interdisciplinary Approach (New York: Macmillan Co., 1972), p. 5. It is not the author's intent to discuss the complex interrelations of physical education to sport, games and play. However a clarifying statement is offered on p. 14 in Limitations of the Study. However, it must be remembered that all references to organized human movement in this study are limited to the above aspects of the catch-all
the study of human movement is a study of the complex psychological, sociological, philosophical, physiological and historical problems which deal with man's position, perspective and time in sport and play. In other words,

The nature of man and his development at a particular time and the nature of the physical-cultural environment in a particular time and place signify the eminent interactions that can take place and the meanings man gives to the movement.  

Therefore, it could be said that if man is to understand man, he must understand the dimensions, the qualities and the ramifications of human movement.

What are these dimensions, qualities and ramifications but the historical, psychological, philosophical, sociological, and physiological conditions of man? From the perspective of the profession of physical education, these conditions of man are the intradisciplinary approaches which formulate the body of knowledge concerning human movement. This paper is concerned with two of these scholarly intradisciplinary areas of human movement: the philosophical and the historical. Specifically, it is an attempt to use a specific philosophical method to bring about enlightened investigation of human movement, i.e., sport, games, play, and bodily enhancing activities, in a

words of sport, active play, games and bodily enhancing activities.

specific historical period. It is hoped that such a study will ultimately shed light on the whole condition of man as he is involved in human movement.

The Need to Rejoin the Historical-Philosophical Human Movement Research

The study of human movement history and human movement philosophy is a relatively recent phenomenon. In fact it was not until the 1960s and 1970s that the two intradisciplinary approaches to human movement found a niche in academia. Human movement history on the whole has limited itself to examining the development, the occurrences and the influences of sporting activity on the human experience. Human movement philosophy, on the other hand, has concerned itself with such ultimate questions as the purpose, conduct and character of man in human movement. "Together historical and philosophical examinations of . . . [human movement separately] reveal the fundamental place of . . . [human movement] in human life."


6 Ibid., p. 72.

7 Ibid., p. 73.
The Need to Rejoin the Historical-Philosophical Human Movement Perspective

This separation was not always so; rather, in their infancies historical and philosophical studies typically were joined in a non-complementary union. This union developed due to the complete lack of methodological understanding of one by the other. "[H]istorical accounts per se were considered apt containers for whatever philosophic insight was available." In the same manner, philosophic considerations were usually "consumed by explanation of an historical sort." It was not until the mid 1960s that each intradisciplinary area realized its separated being and developed into highly diversified and researched areas.

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9 Osterhoudt, "History and Philosophy," p. 73.