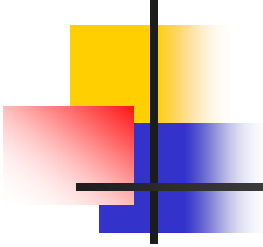


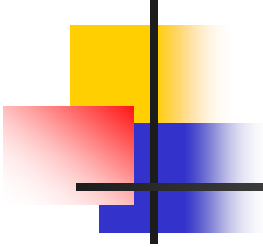


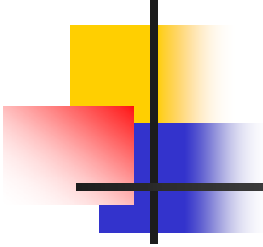
Education of the Physical?

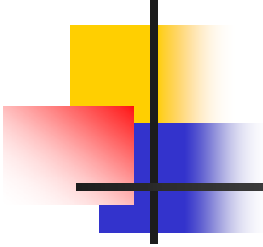
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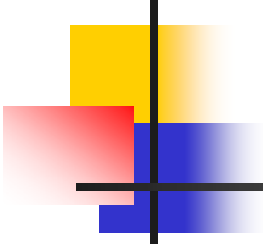
Education through the Physical?

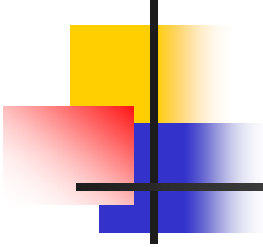
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- C20's Physical Education shift away from medicine to education
 - Previously, hygiene, physical culture, physical training - medical and biological value.
 - The need to articulate a sound rationale (理念) or philosophy to justify.

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- Not all agreed with the shift from medicine to education
 - PE as we know today did not exist in the latter part of c19.
 - Formal gymnastics: routines were learned by rote (背誦) and performed in unison (一致) by the students.

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- American physical educators were physicians: biological and health advantages – medical gymnastics (醫療體操)
 - European influence: Swedish and German gymnastics
 - American system of gymnastics.

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- Dewey (1859-1952): **Progressive Education Movement**
 - Schools as social institutions (社會制度) responsible for social goals and outcome.
 - PE readily be included with this conception of education
 - Pragmatism (實用主義): learning by doing. – new PE.

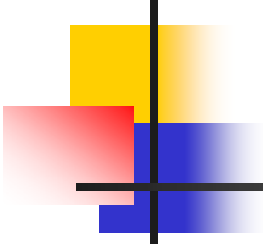
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- Centers upon the physical as an avenue for promoting education (身體成爲教育的途徑).
 - Transition from a gymnastics curriculum to a program characterized as **education-through-the-physical**.
 - PE saw itself as **part of education** and justified its position based upon the contribution it makes to **social development**.

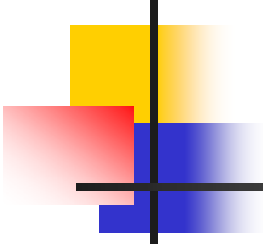
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- PE reconceptualized (重新定義) as part of education, cannot divorce itself from its medical and biological root.
 - Organic development (身體發展) and/or improved physical fitness
 - PE has two forebears, medicine and education

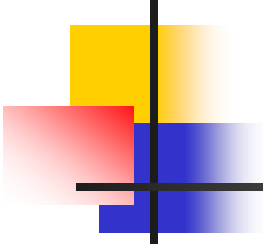


Education of the Physical

- C19, Strong muscles, good hygiene and health
- A fairly short-lived (短暫) dominance
- Still exist today: Jump Rope for Heart, Physical Best, President's Council on Fitness

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- Charles C. McCloy (1930): historical concern back to 500BC
 - Improved organic function is a cornerstone of **good health** which is a prerequisite for all learning.
 - Handle emergencies (危機處理), recovery from illness (康復), delay the onset of fatigue (延遲疲勞), continue to work longer.

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- Physical self to be an end in itself.
 - CV disease prevention
 - Pragmatic point of view: education of the physical is to be supported.
 - Do you support and implement “education of the physical” in school?

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- No **thinking** is needed.
 - No “**mental**” element is involved.
 - **Non-cognitive** (非認知) or **non-conceptual** (非概念) in nature.
 - Only the mental and thinking component can be educated.
 - Training cannot be construed as education.



Two categories:

- life enhancement (改善生活)

Good health, worth home membership (歸屬感), effective citizenship, worthy use of leisure, and ethical character.

- Transmission of knowledge (知識傳遞)
(sport science?)

- Contribution to good health is not educational but valued as a support for education.



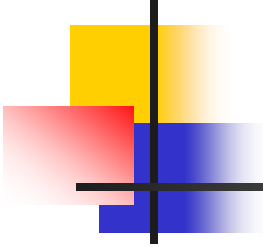
Education through the Physical

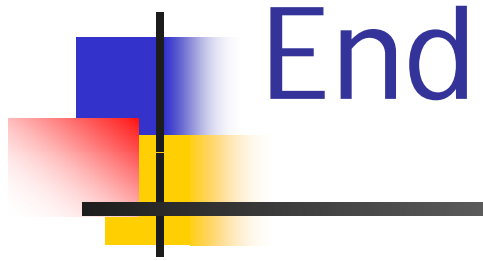
- Hetherington (1910): organic education, psychomotor (肌動技能) education, character (性格) education, and intellectual (智能) education.
- Contribute to “Education for living”



Cardinal Principles of Secondary Education:

1. Health
2. Command of fundamental process (基礎技能)
3. Worthy home membership (歸屬感)
4. Vocational competence (職業技能)
5. Effective citizenship (國民教育)
6. Worthy use of leisure (善用餘暇)
7. Ethical character

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- J.F. Williams (1930): all areas of educational development can be enhanced through physical education.
 - C.A. Bucher (1972): PE as an **integral part** of the total education ... aims the development of **physically, mentally, emotionally, and socially fit** citizens through the **medium of physical activities...**



End

