

Foundations

of Physical Education and Sport

Bucher

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of Physical Education and Sport

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Preface

The tenth edition of *Foundations of Physical Education and Sport* is designed to provide a comprehensive, contemporary text for introductory and foundations courses in physical education. During the past 10 years the knowledge base of physical education has increased tremendously, both in depth and breadth. The dedication of scholars and increasingly sophisticated research techniques have contributed to this expansion. The growth of this knowledge base is reflected in further development of the specialized areas of study, the subdisciplines of physical education and sport.

Career opportunities have grown dramatically as well. Increased opportunities are available for individuals desiring to teach and coach in non-school settings, such as community-based programs, senior citizen centers, and corporations. Teachers and coaches increasingly work with people of all abilities and ages. Nonteaching and non-coaching careers have grown in availability, and many prospective physical educators aspire to careers in fitness, exercise science, sports management, athletic training, and sports communication.

This tenth edition has retained its strong emphasis on the foundations of physical education and sport while information on career preparation and career opportunities has been expanded. This text represents the latest thinking and research that form the foundations for this exciting and growing field of endeavor. This edition of *Foundations of Physical Education and Sport* follows the pattern of the previous editions but has been completely revised to reflect current thinking and research.

MAJOR CHANGES New Chapters

Five new chapters have been added. Four of the new chapters focus on **career preparation** and opportunities in physical education and sport. In Chapter 10, "Preparing for a Career in Physical Education and Sport," numerous career opportunities in physical education and sport are identified. Students are asked to assess their strengths, weaknesses, interests, preferences, and goals. A general overview of professional preparation curricula is presented, and students are encouraged to become familiar with their own curriculum requirements. The importance of practical experience in the preparation of physical educators is strongly stressed, the role of practical experience in obtaining future employment is discussed, and strategies to enhance one's professional marketability are reviewed.

Chapter 11, "Teaching and Coaching Careers in Physical Education and Sport," describes the traditional career opportunities of teaching and coaching and how these opportunities have broadened from the school setting and school-aged population to include people of all abilities and ages. The advantages and drawbacks of teaching and coaching careers are discussed, including the pervasive problem of teacher and coach burnout. The similarities and dissimilarities between teaching and coaching are presented. Strategies to maximize opportunities for employment in a teaching or coaching position are discussed.

"Fitness- and Health-Related Careers," Chapter

12, explores the possibility of employment as a fitness or exercise specialist and as an athletic trainer. Employment opportunities in careers related to therapy are also examined. Lastly, strategies to enhance professional marketability in these areas are presented.

Chapter 13, "Sport Careers in Media, Management, Performance, and Other Related Areas," reviews career opportunities in sports communication, sports management, administration, performance, and other sports-related careers such as officiating. As in the other career chapters, practical strategies to enhance one's marketability are given following information about preparation for these careers.

Concerns of professionals are addressed in the fifth new chapter, Chapter 15, "Issues and Challenges in Physical Education and Sport." Four issues are examined: the role of the physical educator in the consumer education movement relative to physical activity and fitness, the promotion of values in physical education and sport, the role and contribution of the physical educator in youth sports, and the gap between research and practice. Two challenges facing the profession are also considered. One challenge is the need to define the strategies and the role of the physical educator in attempting to attain the goals set forth in the 1980 report *Objectives for the Nation*. The second challenge discussed is the need for physical educators to conduct quality public relations programs to accurately inform the public and policymakers about the nature of physical education and the contribution of physical education to each individual's life.

We hope the inclusion of this career information and retention of the information on the foundations of physical education will help instructors in their quest to have students become knowledgeable about the foundations of this field while providing them with an orientation to the numerous and growing career opportunities in physical education and sport.

Reorganization

The organization of the chapters has been changed to provide a more complete and orderly approach.

The chapters have been grouped into four parts. The four chapters that comprise Part One provide the student with an orientation to physical education and sport. The nature, scope, objectives, and various philosophies of physical education and sport are discussed, in addition to its keystone—movement. Next, in Part Two, the historical and scientific foundations of physical education and sport are presented in five chapters. The historical, psychological, physiological, sociological, and biomechanical foundations are reviewed. Professional considerations, such as preparing for a career in this field, career opportunities in physical education and sport, and professional responsibilities are described in the five chapters contained in Part Three. In Part Four, one chapter explores some of the issues and challenges confronting physical educators today while the other chapter is devoted to a discussion of the future of physical education and sport.

PEDAGOGICAL FEATURES

To facilitate use by instructors and students, several pedagogical aids have been incorporated into this textbook. These aids include:

Instructional Objectives. At the beginning of each chapter the instructional objectives and competencies to be achieved by the student are listed. This identifies for the student the points that will be highlighted in the chapter. Attainment of the objectives indicates the fulfillment of the chapter's intent.

Introductory Paragraphs. A short introduction is provided for each chapter. This serves to provide students with a transition from previously presented material to the material to be presented within the chapter.

Summaries. Each chapter ends with a brief review of the material covered, assisting the student in understanding and retaining the most salient points.

Self-Assessment Tests. Self-assessment tests and activities are presented at the end of each chapter to enable students to check their comprehension of the chapter material.

References. Each chapter provides up-to-date references to allow students to gain further infor-

mation about the subjects discussed within the chapter.

Suggested Readings. Additional and easily accessible resources from current literature that relate to the chapter topic have been selected and **annotated**. These readings offer students the opportunity to further broaden their knowledge and understanding of various subjects.

Photographs. Numerous photographs, many new, have been used throughout the text to enhance the presentation of material and to illustrate key points.

INSTRUCTOR'S MANUAL

The *Instructor's Manual* provides the instructor with additional material to facilitate the use of this text. The *Instructor's Manual* includes the following features for each chapter:

Chapter Overview. The chapter overview presents the salient points covered in the chapter.

Test Items. Subjective test questions and a variety of objective test items are given, including multiple choice, true/false, completion, and matching.

Suggested Activities. Suggested in-class student activities as well as outside assignments are presented.

Other features include *case studies* to provide opportunities for practical application of the material presented and *resources* for further information.

Foundations of Physical Education and Sport has been written in a style that students find readable and that provides them with important insights into the foundations and the roles of physical education and sport in the world today. Students will find substantial information about the career and

professional opportunities that exist for knowledgeable, dedicated, and well-prepared physical educators.

ACKNOWLEDGMENTS

We would like to express our appreciation to Mosby Senior Editor Nancy K. Roberson for her help and guidance in the preparation of this edition. Nancy used this text when she was a major student in physical education and later when she was a college professor; now this text is her responsibility as an editor. Her experience with this text has given Nancy insights that few editors can provide. Her commitment and experience have helped make this textbook a leader in the field. We would also like to extend our appreciation to editorial assistant, Jeanne Hantak, for her assistance.

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Introduction

The young person choosing a career in today's world is faced with a critical decision. Many changes have occurred in the last few years that make the choice extremely difficult. The nation's economy has been in a state of upheaval, resulting in problems such as budget cutbacks, inflated prices, inner city difficulties, unemployment, and mounting government deficits. Increased technology has resulted in changes in the work place. Concern for the environment has generated the implementation of protective measures against noise, radiation, and the pollution or destruction of land, forests, and waterways. Concern about the quality of education provided for young people has led to calls for educational reform. The growth of knowledge in recent years and projected future developments in the areas of information and technology has led educators to emphasize the need for lifelong learning.

Many changes in the American culture that have taken place in the past few years have implications for physical education and sport. Americans have witnessed the growing interest in sport by all segments of society typified by the fitness boom and the wellness movement. More people are engaging in sport of all types, the number of spectators at sport events is growing, and the sale of sport equipment is booming. Sport events receive worldwide coverage. More people of all ages and abilities are aware of more and different kinds of sport and have a desire for instruction in skills to participate. New interest has been generated in health and fitness. The wellness movement has increased people's awareness of their responsibility for their own health and has drawn attention to the role of fitness and exercise in the attainment of optimal well-being. The interest in sport and fitness by people of all ages and abilities has stimulated the growth of nonschool physical education and sport programs for all segments of the population.

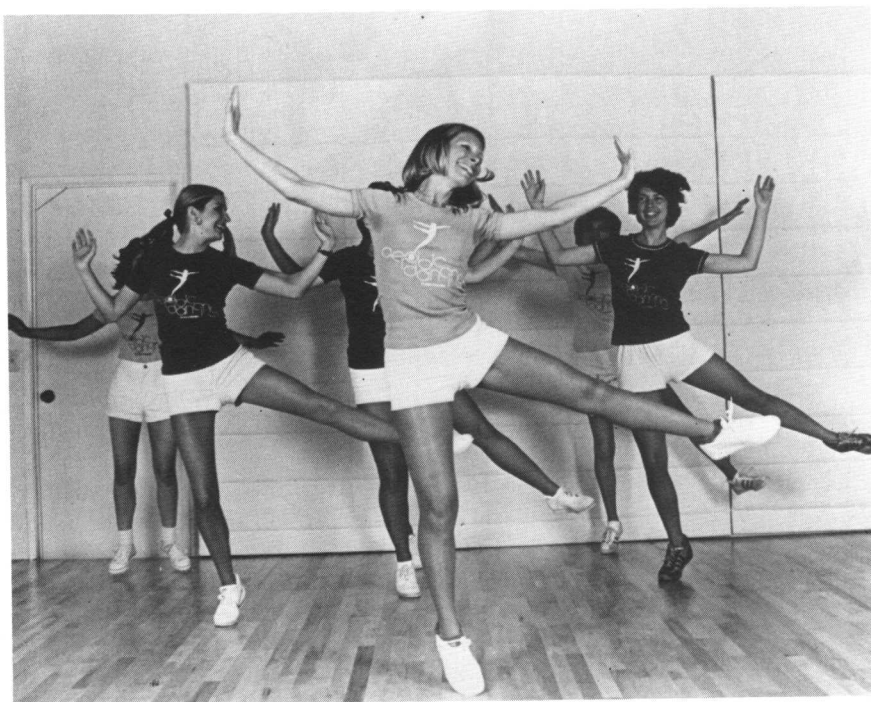
Most young persons like sport and other forms of physical activity. They are also concerned with the nation's health and



The growth of sport in recent years has created interest among young and old alike.

fitness. As a result many young persons are exploring the field of physical education and sport as a possible career. As part of this exploration process they want to know the realm of employment opportunities in physical education and sport and if they can contribute to this profession. They also want to know the developing trends in the field, what the future holds for the profession, and the personal and professional qualities that will help them attain success if they choose physical education and sport as a career. Young persons want information that will give them new insights into the true meaning of physical education and sport; a sound philosophy that will guide them in their future endeavors; knowledge of the history of this field and its influence; and an understanding of the physiological, psychological, sociological, and biomechanical foundations on which this profession rests.

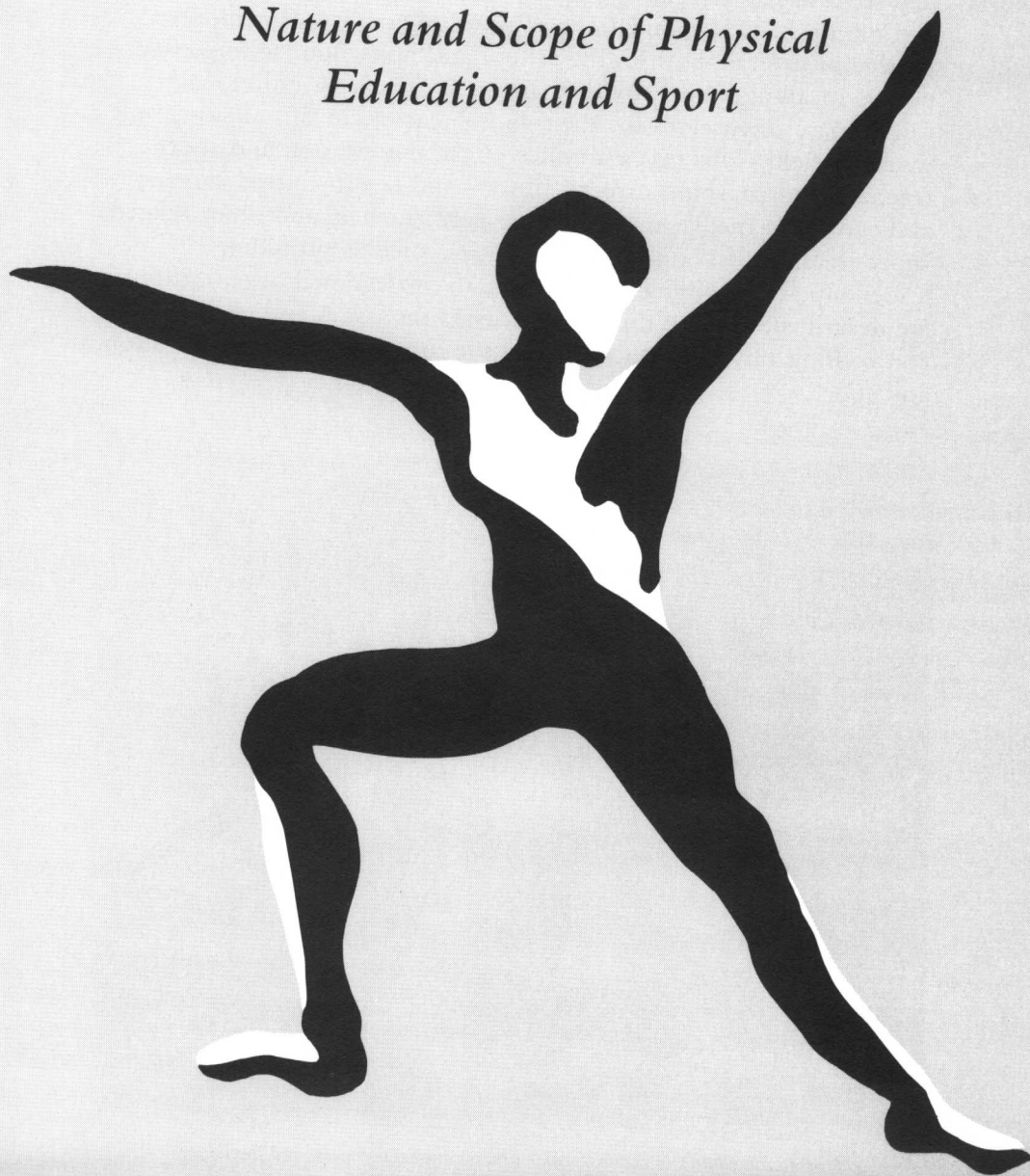
This text is designed to expose students to the answers to these and other pertinent and thought-provoking questions. It also will provide insights into the meaning, objectives, and philosophy of physical education. It traces the history of physical education and the changes that have taken place in the field, including the emphasis on movement as a keystone of physical education. This text investigates the physiological, psychological, sociological, and biomechanical foundations of physical activity. It explores a variety of careers, both in the school and nonschool setting, with people of all ages and abilities, and describes how individuals can prepare themselves for their chosen careers in this exciting and dynamic field. This text examines physical education and sport teaching and coaching careers; fitness- and health-related careers; and careers in media, management, performance, and other related sport areas. Professional responsibilities, such as providing leadership and attaining membership in professional organizations, are described. Finally, this text discusses the issues and challenges confronting physical educators and the future of physical education and sport.



Aerobic dancing contributes to cardiovascular fitness, muscular fitness, and flexibility.

Part

Nature and Scope of Physical Education and Sport



One

Introduction

Part One introduces the reader to the profession of physical education and sport. The four chapters in Part One present in a logical manner a definition of physical education and sport and specialized areas within this realm, the influence of various philosophies on physical education programs, the objectives of physical education and sport, the role of physical education and sport in society and in education, and the keystone—movement. Part One provides the foundational information needed to understand the nature and scope of physical education, the role of sport in today's world, and the contribution that persons involved in physical education and sport can make to society. Physical education and sport is a growing and expanding profession. The growth of physical education and sport is reflected in the enlargement of the knowledge base and the development of specialized areas of study. The expansion of physical education has created a diversity of career options for professionals in this field.

Chapter 1

Meaning and Philosophy of Physical Education and Sport

INSTRUCTIONAL OBJECTIVES AND COMPETENCIES TO BE ACHIEVED

After reading this chapter the students should be able to—

- Define the following specialized areas of study within the discipline of physical education: sport sociology, biomechanics, sports medicine, exercise physiology, history, sport pedagogy, sport psychology, motor development, motor learning, and adapted physical education. Discuss how these areas are interrelated within the discipline of physical education.
- Justify the need for every physical educator to develop a meaningful philosophy of physical education.
- Discuss the key concepts of each of the following philosophies: idealism, realism, pragmatism, naturalism, and existentialism.
- Discuss the characteristics of education and physical education programs guided by traditional and humanistic philosophies.
- Develop their own philosophy of physical education.

The profession of physical education has changed dramatically in the last 15 years. Programs have expanded from schools to nonschool settings and from school-aged populations to people of all ages. The breadth and depth of knowledge within the discipline of physical education has expanded as well. This expansion has promoted the growth of specialized areas of study within physical education and has led to the development of new employment opportunities as well.

As a professional it is important to have a philosophy of physical education. One's philosophy serves as a guide for one's actions. Philosophy guides the profession, improves professional prac-

tices, and explains the values and contributions of physical education to society and education. Traditional philosophies include idealism, realism, pragmatism, naturalism, and existentialism. In recent years the philosophy of humanism has had a significant impact on education and physical education practices. Development of a philosophy of physical education is an important task for every physical educator.

This chapter introduces the study of physical education. Physical education and its various subdisciplines are defined. The importance of having a philosophy is discussed, traditional and modern philosophies are reviewed, and guidelines for de-