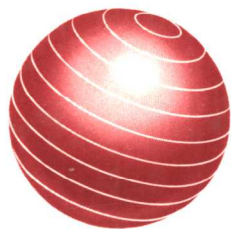
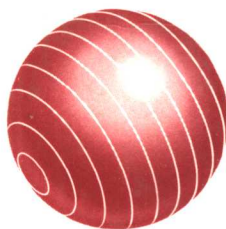


***PHYSICAL  
EDUCATION  
AND SPORT***  
*A Contemporary  
Introduction*

LUMPKIN • SECOND EDITION



# *PHYSICAL EDUCATION AND SPORT*

## *A Contemporary Introduction*

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SECOND EDITION

*with 95 illustrations*



**TIMES MIRROR/MOSBY COLLEGE PUBLISHING**

St. Louis • Toronto • Boston • Los Altos 1990

*Editor:* Pat Coryell  
*Editorial assistant:* Loren Stevenson  
*Project manager:* Mark Spann  
*Production editor:* Stephen C. Hetager  
*Designer:* Susan E. Lane  
*Cover designer:* Elise A. Stimac

## **SECOND EDITION**

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A division of The C. V. Mosby Company  
11830 Westline Industrial Drive  
St. Louis, Missouri 63146

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Previous edition copyrighted 1986

Printed in the United States of America

## **Library of Congress Cataloging-in-Publication Data**

Lumpkin, Angela.

Physical education and sport : a contemporary introduction  
Angela Lumpkin.—2nd ed.

p. cm.

Rev. ed. of: Physical education. 1986.

Bibliography: p.

Includes index.

ISBN 0-8016-3264-1

1. Physical education and training. 2. Sports. 3. Physical education and training—Vocational guidance—United States.

I. Lumpkin, Angela. Physical education. II. Title.

GV341.L85 1990

613.7'1023—dc20

GW/D/D 9 8 7 6 5 4

89-12386

CIP

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# Preface

*Physical Education and Sport: A Contemporary Introduction* provides students with a unique opportunity to discover the exciting diversity of physical education and sport and the wealth of careers available in this field. Students will be introduced to the heritage, the current programs, and the future potential of the field that they are considering entering. The purpose of this book is to guide students by describing this multifaceted field and also by involving them in assessing what physical education and sport offers in potential careers.

The intent of this book is to broaden students' understanding of how the philosophies and programs of physical education and sport evolved as well as their current status. Inherent within the changing nature of physical education and sport is a need to examine how Title IX of the 1972 Education Amendments Act, the mainstreaming of disabled individuals, the fitness mania, increased numbers of senior citizens, past programs in this country and in Europe, and traditional philosophies have affected this process.

No longer are physical education and sports just for schools or colleges, although teaching in these settings is certainly a vital work of professionals. By learning about careers in leisure services, athletic training, corporate fitness, athletic administration, sports communication, recreation for all ages and abilities, coaching, and a variety of other nontraditional pursuits, students will gain a clearer perspective of the future role physical education and sport should play in American society. Individuals who accept the challenges of these careers will help women, minorities, senior citizens, individuals in lower socioeconomic classes, students, and many others benefit from an active, fit life-style. Practical suggestions are provided to students as they choose and prepare for careers. To enhance this process, throughout the book the importance of physical education and sport as an expanding and diverse field of service, enjoyment, and employment is emphasized.

## FEATURES

Written in a conversational and personal style, *Physical Education and Sport: A Contemporary Introduction* is designed for freshmen and sophomores who are enrolled in their first professional course.

An overview of the field is stressed rather than an in-depth examination of the disciplinary areas. Some of these relevant topics discussed include practical suggestions for selecting and obtaining a job in the chosen career; current issues affecting job security; girls and women in sport; minorities in physical education

and sport; teacher, coach, athletic trainer, and exercise specialist certifications; educational outcomes of sports; and the future of fitness for Americans.

A career emphasis is integrated throughout, and given special attention in Chapters 5, 6, and 7. Chapter 5 describes more than 50 careers in education, recreation, fitness, sports, business, and athletics. Students can learn about job responsibilities, prerequisite education and preparation, and potential availability of positions. Chapter 6 provides practical ideas for preparing for careers, such as the importance of volunteer experiences, internships, obtaining certifications, compiling and preparing resumes, and hints for interviewing. Since teaching is an essential component of many of the nontraditional as well as traditional careers, Chapter 7 describes qualities of excellent teachers, how to plan, organize, and evaluate classes, and challenges in teaching.

The book's three units are self-contained and may be read in any order, although each is important to a full understanding of the field. Unit One provides foundational information in the first four chapters before focusing on careers. As defined in Chapter 1, *physical education is a process through which an individual obtains optimal physical, mental, and social skills and fitness through physical activity*. Sport is operationally defined as *physical activities governed by formal rules and played by individuals seeking to outperform an opponent*. The cognitive, affective, and psychomotor objectives of physical education and sport indicate how physical education and sport can contribute to improvements in quality of life for all. The philosophies presented in Chapter 2 provide reference points for the essential development of a personal philosophy. Chapter 3 examines the applied sciences that constitute the academic discipline of physical education. The organization of this profession, along with professional preparation programs, is the subject of Chapter 4.

In order to assist students in the career selection process, Chapter 5 describes a variety of available career options, Chapter 6 provides practical suggestions for career preparation, and Chapter 7 examines teaching in various physical education and sport settings.

Unit Two covers the history and development of physical education and sport from early cultures through today. Athletics in Athens and Sparta, European gymnastics programs, and English sports and games are emphasized in Chapter 8 in terms of their influence on today's programs in the United States. In Chapter 9, early American physical education and sport is traced from early sporting diversions through the formalized gymnastics programs of the late 1800s. Chapter 10 completes the chronology of evolving programs that are diverse in philosophy, clientele, and activity.

Unit Three describes issues and trends in physical education and sport. Chapter 11, examining the changing nature of this field, discusses content and control of programs. Issues, such as merit pay, career burnout, and public relations, that currently affect individuals in physical education and sport careers are the focus of Chapter 12. The beneficial outcomes and the problem areas of sports for girls and women, minorities, youth, school and college students, and Olympic athletes are

addressed in Chapter 13. The final chapter looks at the image and role of physical education and sport in all settings as the twenty-first century approaches.

The pedagogical features of this book are specifically designed to benefit students. Included are the following.

### **Key Concepts**

Each chapter begins with statements that highlight the major topics to be discussed. These provide students with both a focus and direction as they read.

### **Introductions**

The first paragraphs in the chapters briefly set the stage for and preview the text. They help students gain further perspective on the relevance of the content.

### **Illustrations**

More than 80 photographs help students see the diversity of physical education and sport and potential careers therein. These photographs also reemphasize the popularity of sports and activities for all and help teach important concepts.

### **Boxed Material**

Throughout the text, specially highlighted information is designed to enhance students' understanding and provide additional insights into the profession.

### **Summaries**

A summary paragraph at the conclusion of each chapter emphasizes the primary areas of importance, thus complementing the initial key concepts. These summaries help students focus on the major items discussed.

### **Review Questions**

To assist in students' retention of each chapter's content, they are encouraged to answer the review questions. Rather than seeking rote memorization of facts, these questions stress understanding of the concepts.

### **Student Activities**

Like the review questions, student activities encourage students to think about and use the chapter content in greater depth and to extract practical ideas which they may apply to their careers. These activities also encourage an active participation in the learning process.

## **Suggested Readings**

Suggested readings furnish students with additional information and potential resources for further study. The annotations are especially beneficial to expanding students' knowledge.

## **Glossary**

A comprehensive glossary of important terms reinforces students' understanding of the terminology used in the book and in physical education and sport.

## **Appendixes**

An appendix of professional journals and addresses provides easy reference for purchasing these periodicals or learning more about their availability. A second appendix gives addresses for several organizations that certify coaches, athletic trainers, and exercise leaders.

## **Career Perspectives**

A unique feature of this book is the integration of biographical sketches of sport and physical educators in several diverse careers. The featured individuals list their job responsibilities, hours, course work, and degrees, discuss experience needed for their careers, satisfying aspects of their careers, and job potential, and provide suggestions for students.

It is the desire of the author that this book will awaken and kindle the interest of those who read it to select physical education and sport careers. This challenge emphasizes both the significance and the enjoyment in a physical education and sport career.

## **SUPPLEMENTS**

An instructor's manual accompanies the text and is available to those who adopt it. The manual includes practical teaching suggestions; chapter overviews; instructional objectives; additional annotated readings; more than 450 multiple choice, true or false, matching, and essay test items with separate answer keys; suggested audiovisual materials; and 15 transparency masters of important drawings, tables, and charts. These were chosen to help explain difficult concepts within the text. The manual is perforated for convenience of use.

## **ACKNOWLEDGMENTS**

Without the help of numerous individuals, this book would not exist. First, and foremost, my parents, Janice and Carol Lumpkin, instilled in me a love for learning, provided me with many educational opportunities through personal sacrifice, and constantly encouraged and supported all my endeavors. I dedicate this

book to them with my love. My sister, Vernell Berry, and my brother, Phillip Lumpkin, and their families have always provided me with love and encouragement.

I am indebted to Elaine Harris for typing the revisions for this book, to Evelyn Pollard and Fran Vick for clerical assistance, and to Herman Lankford for his photographs. I am also appreciative of the help given to me by the reviewers and other colleagues. Their suggestions were invaluable.

Carl P. Bahneman  
*West Virginia University*  
Patsy Caldwell  
*North Texas State University*  
Leslie Wayne Carter  
*University of South Carolina*  
Judith A. Christensen  
*Southern Connecticut State University*  
Mark W. Clark  
*University of Montana*  
Carolyn Cody  
*University of Northern Colorado*  
Virginia Fereiera  
*Orange Coast College*  
Sonja S. Glassmeyer  
*California Polytechnic State University*  
*San Luis Obispo*  
Elizabeth R. Hall  
*Texas Tech University*

Roy F. Hill  
*Louisiana State University*  
Bonnie J. Hulstrand  
*University of Idaho*  
O.N. Hunter  
*University of Utah*  
Billie J. Jones  
*Florida State University*  
Dennie R. Kelley  
*University of Tennessee*  
Cynthia L. Meyer  
*Kent State University*  
Charles A. Spencer  
*University of South Dakota*  
Marianna Trekel  
*University of Illinois*  
*Urbana-Champaign*  
Deborah A. Wuest  
*Ithaca College*

Lastly, but significantly, I want to thank the outstanding professionals at Times Mirror/Mosby College Publishing. It has been a pleasure to be associated with each of them because of their commitment to publishing only quality books. Among this superior group, Nancy Roberson and Pat Coryell have been especially helpful to me in completing this second edition. Nancy initially and throughout the development of this textbook has expressed confidence in me and in the potential of a book with a career perspective. Pat assisted with targeting the many details of the revision. They, because of their competent and professional attitudes toward the production of this textbook, deserve the credit for the best qualities of this work. Hopefully, our joint efforts have resulted in a book that will prepare students for exciting careers in physical education and sport.

**Angela Lumpkin**



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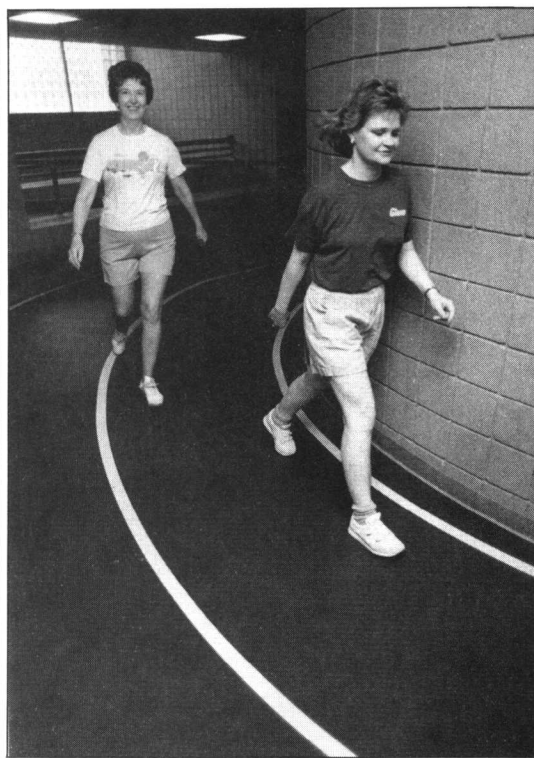
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## *Unit One*

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# *PRINCIPLES AND SCOPE OF PHYSICAL EDUCATION AND SPORT*





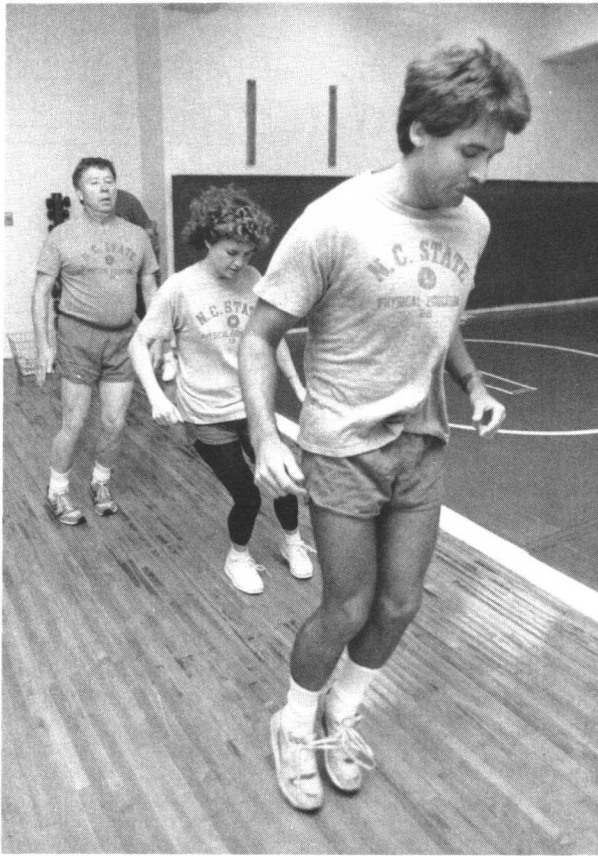
# *Physical Education and Sport— A Dynamic Field*

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### KEY CONCEPTS

- Today's physical education and sport programs, which have emerged from a rich heritage of varied activities, have the potential to improve the quality of life for everyone.
  - Fitness and optimal physical, mental, and social skills are benefits of physical education and sport.
  - The purpose of physical education and sport is to improve everyone's life-style. The growing interest in health and fitness helps make this possible.
  - Cognitive, affective, and psychomotor objectives are achieved through today's physical education and sport programs.
  - The allied fields of health, recreation, and dance overlap in some curricula and purposes with physical education and sport programs.
- 

Physical education and sport programs are in constant demand today and will enjoy a dynamic future in the twenty-first century because these fields have the unique opportunity of potentially contributing to the improvement of everyone's quality of life. Millions of people who eagerly enroll in aerobic dance classes, join Nautilus clubs, swim or jog regularly, bowl in leagues, or participate in a multitude of other activities have already determined that these activities are fun



Aerobic activities are important for all ages and both sexes.

and that they contribute to their mental, physical, and social development. These people have already joined the “wellness revolution,” but others have not yet been convinced of the value of a physical active life-style. Reaching this latter group is the challenge awaiting you when you begin your physical education and sport career.

Physical education programs in the past have been described by various terms that still influence this field today. This rich heritage provides a foundation for the programs that currently exist in the United States. Understanding the definition, purposes, and objectives of physical education will help you conceptualize this field, while understanding affective, cognitive, and psychomotor objectives will ensure that you know what physical education and sport programs seek to accomplish. The objectives are related to the purposes of education. Awaiting you is a challenge to become an enthusiastic physical educator who can contribute to the wellness of others.





Moderate activity often meets both the social and the recreational needs of senior citizens.

## QUALITY OF LIFE—PHYSICAL EDUCATION AND SPORT'S CONTRIBUTION

What does "quality of life" mean? Is it happiness, wellness, health, fitness, or fun? Maybe it refers to the absence of disease, leisure time, stress reduction, or safety from harm. Quality of life, although defined individually, in today's world increasingly means a long and healthy life. Inherent therein is the concept that a feeling of well-being or some level of fitness enhances life. Maybe it is an outgrowth of Americans' search for the fountain of youth, but seemingly "fit is in," or at least the appearance of fitness.

Not a fad, this mania has become an integral part of life for many. Executives may choose their companies based on the availability of exercise programs, or employers may hire employees only if they are healthy and fit. Families often focus vacations and leisure time around various recreational and sport activities. Thousands of people sign up for marathons, 10-kilometer road races, and fun runs. Walking has become popular for people of all ages. Sporting goods and sports clothing sales continue to gross millions of dollars. Sports facilities such as health clubs, aerobics centers, tennis courts, swimming pools, and golf courses increasingly attract people who take their health and/or a sport seriously.

The threat of cardiovascular disease has contributed to a realization of the need to exercise the heart muscle. Poor nutritional habits have adversely affected the health of thousands. Longer life expectancies have raised the consciousness levels of many who not only want to live longer but also want to enjoy their later years. Technological advances in modern society have reduced the amount of exercise inherent in our daily lives while simultaneously providing greater amounts of leisure time and discretionary income. Stress proliferates as a frequent by-product