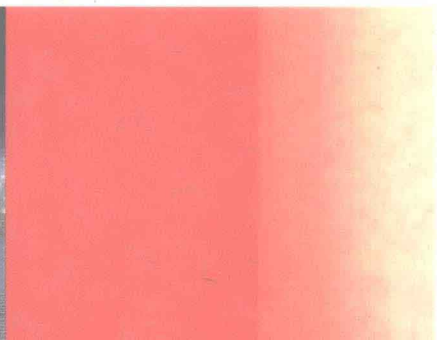
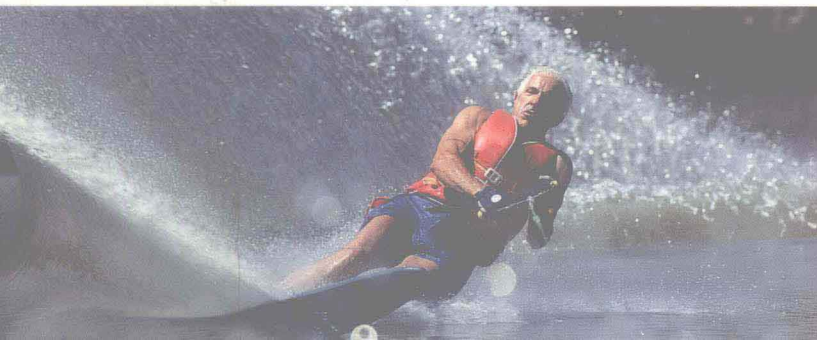
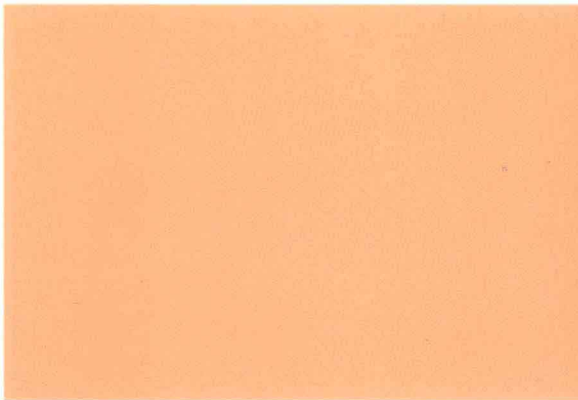
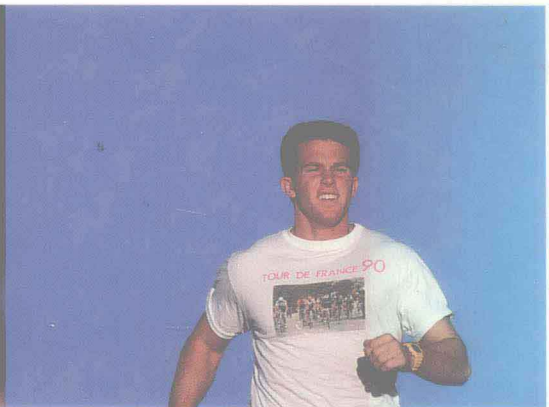
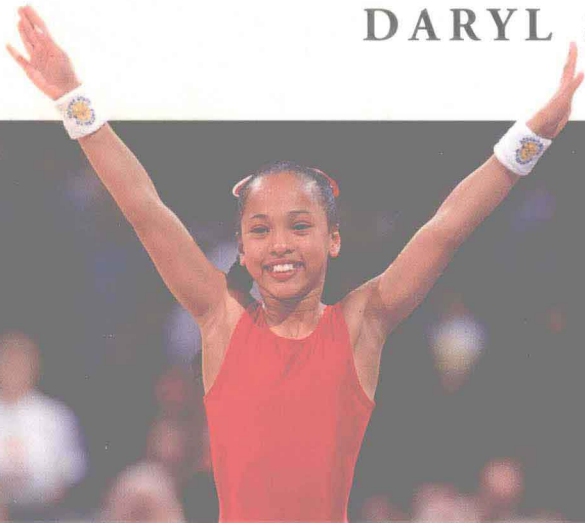


Introduction to Physical Education, Fitness, and Sport

S e c o n d E d i t i o n

DARYL SIEDENTOP



Introduction to Physical Education, Fitness, and Sport

Second Edition

Daryl Siedentop

Ohio State University



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Introduction to Physical Education, Fitness, and Sport

Second Edition

Again, for B. J.

Preface

Most of the readers of this text already have one important kind of knowledge about sport, fitness, and physical education—they have experienced them.

Introduction to Physical Education, Fitness, and Sport will help students to acquire other, equally important perspectives. The text covers the history, people, events, and programs that have led to the current status of these fields. It discusses the philosophical positions that have underwritten the various periods of development. In addition to history and philosophy, important theories and concepts are introduced throughout the text. This theoretical knowledge is related to practical knowledge by description and discussion of sport, fitness, and physical education programs. In the discussions of physical education, I have attempted to speak to both traditional and non-traditional physical education students and to provide relevant, up-to-date information about physical education and its diverse subfields. Readers are introduced to career roles and given information about preparing for professional service in all areas of physical education, kinesiology, and exercise science—in careers as diverse as fitness leaders, sport managers, physical education teachers, and sport sociologists.

Throughout, this text emphasizes activism and professionalism. The ability to think critically about sport fitness and physical education and the will to act decisively is the hallmark of competent professional practice. Every effort has been made to encourage readers to think critically, to recognize problems in various fields, to understand the facts related to the problems, and to weigh the merits of alternative solutions. No single answer to any issue is presented as the only answer. On the contrary, because there are likely to be multiple solutions to any problem, the discussion questions at the end of each chapter were chosen to spark debate.

Sport, fitness, and physical education have the potential not only to touch the lives of individuals but also to form an important and enduring part of the culture in which we live. The responsibility for securing a positive future for sport, fitness, and physical education is in the hands of the professionals who are now in those fields and those who are preparing to enter them. The goals are lofty. The potential is substantial. The problems are numerous. Theirs is an important mission.

Organization of the Text

The second edition of *Introduction to Physical Education, Fitness, and Sport* is divided into six parts. Part 1 provides an overview of the exciting contemporary worlds of sport, fitness, and physical education. The emphasis in this part, and

throughout the text, is on the possibility of lifespan involvement for everyone. Part 1 also reviews the historical events and people that have led to our modern status; in addition, it examines the philosophical positions that have dominated the professions.

Parts 2, 3, and 4 present more detailed information about sport, fitness, and physical education respectively. Each part begins with a chapter that examines the basic concepts of one of these fields and its current state of development. A chapter on the settings in which programs are implemented and the qualifications of professionals in the field follows. Each part concludes with a provocative look at relevant issues and concerns that are of current interest within the field.

Part 5 focuses on the scientific and scholarly disciplines that have developed in the past 30 years and discusses the new knowledge they have provided. Each of the seven chapters describes the research and scholarship carried out in a particular discipline and the qualifications for entry into that discipline.

Part 6 comprises two chapters. The first examines the allied fields of health, recreation, and dance. The scope of each field is described as are related careers and preparation for them. The second chapter identifies and discusses themes that are crucial in defining the present and future status of sport, fitness, and physical education as we approach the twenty-first century.

Features of the Second Edition

The second edition has been updated in several important ways. Information has been updated throughout with more than 100 new references, nearly all of which are from the 1990s. Part 3, which focuses on fitness, has been reorganized and rewritten to take into account rapidly changing notions of activity and fitness related to national health goals, much of which has been the result of recent research in exercise epidemiology. New timelines in the history chapters (Chapters 1–3) and the philosophy chapter (Chapter 4) help students put the history of physical education in social and philosophical perspective. The notion of lifespan involvement has been linked more directly to inequities in gender, race, age, socioeconomic status, and skill. Equity issues have also been extended beyond individuals to focus on the structural inequities that impact on individuals, a direct result of new scholarship in the field of critical theory.

Acknowledgments

My professional life and work have been influenced by a number of bright and caring people who have taken the time to share with me their own insights and experiences. Ken Weller was my first mentor. Russ DeVette and Gord Brewer taught me to understand and care about sport. Larry Locke and Charlie Mand have provided me with years of honest, serious feedback about my own developing ideas. The doctoral students with whom I have worked have been a constant

source of pride and inspiration. Mary O'Sullivan, Sandy Stroot, and Deborah Tannehill continue to provide me with a wonderfully critical collegiality.

I have also learned a great deal from and been continuously inspired by the good work and friendship of women and men who provide direct services to children and youth through teaching and coaching. Chris Bell, Gary Moore, and Bobbie Siedentop have been particularly helpful throughout my career. My professional relationship with the Franklin County Academy of Physical Educators has enabled me to extend my professional contacts even further.

I would like to thank the professional colleagues who served as reviewers for the second edition: B. Robert Carlson, San Diego State University; Jim Ewers, University of Utah; Linda Griffin, Kent State University; and Julia Kiyoguchi, Iowa State University. Their advice helped me to improve the text.

Finally to Jim, Erin, and the Mayfield staff, my thanks for your good work.

Introduction to Physical Education, Fitness, and Sport

Second Edition

Contents

Preface xix

PART ONE	Understanding the Context of Lifespan Sport, Fitness, and Physical Education	1
CHAPTER 1	Lifespan Sport, Fitness, and Physical Education	3
	Watershed Periods	4
	Lifespan Involvement—A Revolution Not Limited by Age or Gender	5
	The Early Years	6
	Preschool Motor Programs	6
	Children's Sport	6
	Elementary Physical Education	8
	Youth—The Transition Years	9
	The High-School Interschool Sports Program	9
	Out-of-School Sports	10
	The Young Adult	10
	The University Recreation Program	10
	Community Recreation	11
	Fitness Involvement	12
	Informal Participation	12
	The Older Adult	
	The Masters Athlete	13
	Fitness Forever	13
	The New Settings for Sport, Fitness, and Physical Education	14
	Multipurpose Athletic Clubs	14
	Sport Clubs	14
	Specialized Sport/Fitness Centers	15
	Sport-Medicine Centers	15
	Home Gymnasiums	16
	Worksite Programs	16

	Sport/Games Festivals	17
	The Emerging Characteristics of Lifespan Involvement	17
	Limitations	19
	A Framework for Understanding the Possibilities for Professional Service	19
	Summary	20
	Discussion Questions	20
CHAPTER 2	The Emergence of a Profession: 1885–1930	22
	The Scene Prior to 1885	23
	The Context for the Emergence of the Profession	26
	The Battle of the Systems	28
	The German System	29
	The Swedish System	29
	The Beecher System	31
	The Dio Lewis System	32
	The Hitchcock System	32
	The Sargent System	32
	The Boston Conference in 1889	33
	The Emergence of Organized Sport	33
	Sport on the College Campus	35
	Faculty Control and the Beginning of a National Intercollegiate System	36
	The New Physical Education	37
	The AAPE and NEA Join Forces	38
	The Physical Education Umbrella Spreads	39
	The Golden Age: Post World War I	41
	Education Through the Physical	42
	The Beginnings of a Science of Physical Education	42
	Access and Equity	43
	Summary	44
	Discussion Questions	45
CHAPTER 3	Consolidation and Specialization: 1930–Present	46
	The Cultural Context: 1930–1940	47
	Sport, Fitness, and Physical Education: 1930–1940	48
	A Shift to Participation	49
	Federal and Private-Sector Intervention	49
	Organizational Consolidation and Standardization	50
	Sport, Fitness, and Physical Education During the War Years	51
	Expansion and Growth During the Postwar Years	54
	The Expansion of Sport	54
	The Postwar Years in Physical Education	56
	The Fitness Crisis	56

The Sputnik Years and After	58
Sport in the Post-Sputnik Era	59
The Post-Sputnik Fitness Renaissance	60
School Physical Education in the Post-Sputnik Years	61
The Discipline Movement	62
Summary	64
Discussion Questions	65

CHAPTER 4	Changing Philosophies for Sport, Fitness, and Physical Education	66
	Philosophical Influences in Early American Sport, Fitness, and Physical Education	68
	The Gymnastic Philosophies	69
	Muscular Christianity	69
	Masculinity–Femininity Ideals	71
	Amateurism, Fair Play, and the British Ideals	72
	School Sport and the New Physical Education	73
	The European Antecedents	74
	The Reemergence of Play as a Philosophical Concept	75
	The Early Twentieth Century: Philosophies Come Together	77
	Philosophical Forces in Sport, Fitness, and Physical Education Since 1950	78
	Human Movement	78
	Humanistic Sport and Physical Education	80
	Play Education and Sport Education	81
	The Fitness Renaissance and the Wellness Movement	82
	Summary	84
	Discussion Questions	85

PART TWO Sport 87

CHAPTER 5	Basic Concepts of Sport	89
	Sport—The Natural Religion	90
	Play, Games, and Sport	92
	Sport as a Form of Play	92
	Child's Play and Adult Play	94
	Games	94
	Competition	96
	The Institutionalization of Sport	98
	The Codification of Rules	98
	The Role of the Referee	99
	The Genesis of Sport Organizations	99
	The Importance of Records	100
	The Public Nature of Institutionalized Sport	101

	Sport Spectating	102
	Sport Aesthetics	103
	Form Sports	104
	The Aesthetic Quality of Other Sports	104
	Sport Ethics	106
	Fair Play and the British Tradition	106
	Rules and the Nature of Games	107
	Summary	108
	Discussion Questions	109
CHAPTER 6	Sport Programs and Professions	110
	The Leisure Myth	111
	Kinds of Sport Participation	112
	Children's and Youth Sport	113
	Organization of Children's and Youth Sport	115
	Coaching for Children's and Youth Sport	116
	Interscholastic Sport	116
	Organization of Interschool Sport	117
	Intercollegiate Sport	120
	Sport Is Sometimes Big Business!	122
	Professional Sport	122
	Organized Recreational Sport	124
	Sport for Persons with Disabilities	124
	Masters or Veteran's Sports	126
	Nonparticipant Sport Involvement	127
	Sport Management and Administration	128
	Athletic Training	129
	Nonparticipant Sport Vocations: By Whom?	130
	Summary	131
	Discussion Questions	132
CHAPTER 7	Problems and Issues in Sport	133
	Sport Problems or General Social Problems	134
	Cooperation and Competition	134
	Children's and Youth Sport	136
	When Children Should Begin Organized Sport	136
	Epiphyseal Injuries	137
	Developmentally Inappropriate Sport	137
	Specialization	137
	Coach Training and Behavior	138
	Outside Pressure for Winning	139
	Aussie Sports: An Example of a National Program	140

School Sport	141
Exclusion and the “Varsity” Model	141
School Sport Injuries	142
Eligibility and Pass-to-Play Rules	143
Specialization	143
The School Coach as Teacher-Coach	144
Parental Pressures and Booster Clubs	144
Pay-to-Play Plans	145
Intercollegiate Sport	145
Recruiting Violations and Pressures	146
Drugs That Enhance Performance	146
Economic Disparities Among Top Powers	146
Economic Pressure for Winning	147
The Student-Athlete	148
Equity Issues in Sport	148
Women’s Issues	148
Minority Issues	150
Public Versus Private Issues	150
Sport Systems	151
Alternative Goals for Sport Systems	151
Sport for All	151
Summary	152
Discussion Questions	153

PART THREE

Fitness 155

CHAPTER 8	Basic Concepts of Fitness	157
	Toward a Contemporary Definition of Fitness	158
	The Health–Fitness Connection	159
	Motor-Performance Fitness	161
	Cosmetic Fitness	165
	Toward a Socioecological View of Health and Fitness	165
	Fitness Training Concepts and Principles	166
	General Training Principles	167
	Health–Fitness Training	168
	Continuous and Interval Training	169
	Anaerobic Training	170
	Strength Training	170
	The Measurement of Fitness	171
	Summary	174
	Discussion Questions	175

CHAPTER 9	Fitness Programs and Professions	177
	Fitness Levels Among Children and Youth	178
	Activity Patterns Among Children and Youth	181
	School-Based Fitness Programs	182
	AAHPERD Efforts to Promote Fitness	184
	Current Levels of Fitness Among Adults	186
	Activity Patterns Among Adults and Seniors	188
	Worksite Fitness Activities	191
	Informal Home-Based Fitness Activities	193
	Federal Efforts to Promote Fitness	194
	Physical-Fitness Instruction: By Whom?	195
	ACSM Certification	195
	YMCA Fitness Instructor Certification	197
	Bachelor's Degree in Adult Fitness	197
	Master's Degree in Fitness	198
	Summary	198
	Discussion Questions	199

CHAPTER 10	Problems and Issues in Fitness	200
	The Costs of Inadequate Health Fitness	201
	Fitness Behavior: Short- and Long-Term	202
	Developing a Fitness-Educated Public	203
	Certification of Fitness Leaders	205
	How Fit Is Fit? The Problem of Norms	205
	Fitness Tests or Activity Estimates?	206
	Fitness and Aging: Changing Views and Expectations	207
	Fitness Issues in Physical Education	208
	Research Issues in Fitness	210
	Fitness and Social Class: Toward a National Solution	210
	Summary	211
	Discussion Questions	212

PART FOUR **Physical Education** **213**

CHAPTER 11	Basic Concepts of Physical Education	215
	Major Historical Influences	216
	Education Through the Physical	217
	Other Important Curriculum Models	219
	Movement Education	219
	The Fitness Approach	221

	The Academic-Discipline Approach	222
	The Social-Development Model	223
	The Sport-Education Model	225
	The Adventure-Education Approach	226
	The Eclectic Curriculum	228
	What Is the Subject Matter of Physical Education?	228
	Recent Influences on Physical Education	229
	State Requirements for Physical Education	229
	Liability	229
	Title IX	230
	Public Law 94.142	231
	Does Physical Education Have a Central Meaning?	232
	Summary	233
	Discussion Questions	234
CHAPTER 12	Physical-Education Programs and Professions	235
	State Requirements for Physical Education	236
	Exemplary Physical-Education Programs	239
	An Elementary School with a Fitness Emphasis	239
	Preschool Programs	240
	A Comprehensive, Ability-Grouped High-School Program	240
	An Upper-Elementary Sport-Education Program	241
	A High-School Personal-Growth Curriculum	242
	An Elementary Adventure Program	243
	A High-School Fitness Emphasis	244
	An Early-Elementary Movement Program	244
	A Comprehensive High-School Program	245
	Nonschool Programs	246
	What Makes These Programs Work?	246
	The Physical-Education Teacher	247
	What Do Physical-Education Teachers Do?	247
	A Day in the Life of Two Teachers	248
	Preparing to Become a Physical-Education Teacher	248
	Differences Among States	249
	Components of Teacher Education	250
	Summary	251
	Discussion Questions	251
CHAPTER 13	Problems and Issues in Physical Education	252
	Issues in Elementary-School Physical Education	253
	Time	253
	Elementary Specialist Teachers	253
	Facilities	254
	Developmentally Appropriate Practices	254

Curriculum	255
Issues in Secondary-School Physical Education	256
Busy, Happy, and Good	256
Multiactivity Curriculum	256
Reduced Time	257
Difficult Teaching Situations	257
Role Conflict	258
Rethinking Secondary Physical Education	259
The Intramural Program	259
General Problems in Physical Education	260
Can Physical Education Be a "Basic" Subject?	261
Outcomes and Credibility with the Public	261
Should School Physical Education Have a National Curriculum?	262
Liability	262
Gender Equity	263
Skill Equity	264
Good and Bad Competition	264
Physical Education in the Sport/Fitness Culture	265
Summary	266
Discussion Questions	266

PART FIVE The Scholarly Study of Sport, Fitness, and Physical Education 269

CHAPTER 14	Exercise Physiology 271
	Definition of Exercise Physiology as a Field of Study 272
	Development of Exercise Physiology 274
	Current Status of Exercise Physiology 275
	What Do Exercise Physiologists Do? 276
	How Does a Person Prepare to Be an Exercise Physiologist or Fitness Specialist? 278
	Current Issues and Problems in Exercise Physiology 278
	Summary 280
	Discussion Questions 280
CHAPTER 15	Kinesiology and Biomechanics 281
	Definition of Kinesiology and Biomechanics as Fields of Study 283
	Development of Kinesiology and Biomechanics 284
	Current Scope of Kinesiology and Biomechanics 285
	What Do Kinesiologists and Biomechanists Do? 287
	How Does a Person Prepare to Be a Kinesiologist or Biomechanist? 288
	Current Issues in Kinesiology and Biomechanics 288