

# MAN and MOVEMENT:

*Principles of Physical Education*



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# MAN and MOVEMENT: Principles of Physical Education

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# Preface

The chief purpose of this fourth edition, as with previous editions, is to introduce the aspiring professional student to the field of physical education and sport and its related areas. Cultural events and elements have a direct impact on society and bring about social changes. In most disciplines, these changes have led to fragmentation and accompanying specialization into subfields. This new edition has been geared to reflect many of these conditions and the ways in which they impact on all disciplines of study and professions.

Since physical education is a profession within the framework of an emerging discipline, it, too, is much more complex than before, because its scope is not only cross-disciplinary but also interdisciplinary. Its principles and generalizations are gleaned from data encompassing wide parameters of human learning and experience. Therefore, an introductory approach must focus attention on basic information from this extensive area as a whole, as well as emphasize the synthesis and integration of individual parts to present a meaningful and coherent picture of “What is this field of physical education?”

The profession recognizes the importance of good leadership, and good leadership starts with the emerging professional having a thorough introduction to the whole field. Therefore, introductory courses should encompass some basic knowledge from the various subdisciplines that make up the field, synthesized into an integrated and meaningful whole that has willed, purposive human movement as its central focus. This “whole” is the profession/discipline of physical education, and it is “an entity”—an indivisible entity—that cannot be separated and presented in a fragmented manner without losing its real essence. In-depth specialization in both the profession and the dis-

cipline is necessary; however, this must not come too early in the professional preparation program, but should follow a basic orientation to the whole field. Consequently, all major facets are briefly presented to reveal not only their individual significance, but also their inter-relationships with each other and their relationship to the total field. We recognize that specialization into subdisciplines is inevitable and ultimately necessary in a pluralistic world. That, however, is the function of more advanced courses using highly specialized textbooks.

The title of the book, “Man and Movement,” has been retained in this edition. We emphasize that the word “man” is a direct translation from the Latin word “homo,” meaning the human species today and its close ancestors of the past. Viewed in this light then, the word refers to both male and female and should not be viewed as sexist. Moreover, the first edition (1971) was honored by Pi Lambda Theta as one of the most outstanding of the 952 books copyrighted in the years 1970 and 1971 and was included in the comprehensive Education Book List. The continued use of this title provides a visible association between the first and fourth editions.

To achieve our goal of introducing the emerging professional student to the whole field of physical education in an integrative manner, the content has been structured on a continuum, with the focus on the student’s evolving understanding of the parts. It is divided into seven sections; the first unit is prefatory, placing emphasis on the nature and meaning of physical education as it fits into the matrices of education, culture, and society. The strategy in this unit is to confront the student with the broad concepts that provide the foundations for the profession

and the significance of the discipline. The meaning and nature of the principles and the goals of the physical educator are discussed. Although physical education is not only an education of human movement but also occurs “through” human movement, that MOVEMENT becomes the central focus and overriding theme of the remaining portions of this book. Chapter 4 is an overview of human movement and emphasizes the concept that physical education can make its contribution to society, education, and the individual only through this medium. Therefore the emerging professional student should understand human movement in all of its multifaceted aspects.

The next four sections provide understanding and insight into the following areas: (1) the humanistic foundations, with the emphasis on the history and philosophy to reveal some of the past, understand the present, and project the future; (2) the biological foundations, with a brief overview of anatomy, physiology, biology, human growth and development, health, and fitness to reveal the nature of humankind; (3) the psychosocial foundations, emphasized through sociology, anthropology, and psychology to show human movement in its cultural, social, and psychological dimensions; and (4) human physical performance itself, seen through motor learning, exercise physiology, and biomechanics to reveal the limitations, as well as the potential, of human movement.

These four areas of humanistic and scientific concepts furnish the basis for the unified concept of humankind. They involve not only cognitive and psychomotor behavior, but also affective behavior, with its emphasis on human values. Values are discussed here in some detail because they are generally by-passed in other professional courses. Sport not only involves human movement, it also reflects society's values. Therefore, the role of sport in education and society is presented as revealed in R. Tait McKenzie's “Joy of Effort” and many other of his sculptures pictured throughout these pages.

The last section provides an orientation into the profession. Professionalism becomes a necessary requisite for successful and rewarding experiences. This unit defines the place of a profession in a discipline and deals specifically with the criteria of a profession and the competencies needed by the leadership in that profession. It further deals with the many career opportunities now emerging throughout the profession and discipline.

This publication has offered the co-authors an opportunity once again to interact about the multiple parameters of human movement, but at a new level. (Barrow was the mentor of Brown while she was an undergraduate at Wake Forest University.) This admixture of former and current experiences in professional problems has provided inspiring exchanges and has permitted this book to hold firmly to its theoretical heritage while adding insight into the current practices, thoughts, and research. We both share the legacy of countless professional relationships from which we have received instruction, guidance, support, friendships, and inspiration. We wish to acknowledge our indebtedness not only to those who have been given credit in the references, but to the many others who have influenced our thinking, philosophy and behavior, and have inspired our commitment.

Credit is given to Dr. David Miller, University of North Carolina, Wilmington, for his revision of Chapters 13 and 15, to Dr. Tommy Boone, University of Southern Mississippi, for his assistance with Chapter 16, and to Kyle Wills, Elon College, for the art work. Also, appreciation is expressed to the Lloyd P. Jones Gallery, Gimbel Gymnasium at the University of Pennsylvania, and to photographer, Frank Ross, of Ocean City, New Jersey, for the use of the photographs of the many R. Tait McKenzie sculptures reproduced in these pages and on the front cover.

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# PART I

## Introduction to Physical Education





JOY OF EFFORT by R. Tait McKenzie. Lloyd P. Jones Gallery, University of Pennsylvania. Photo by Frank Ross, Ocean City, N.J.