

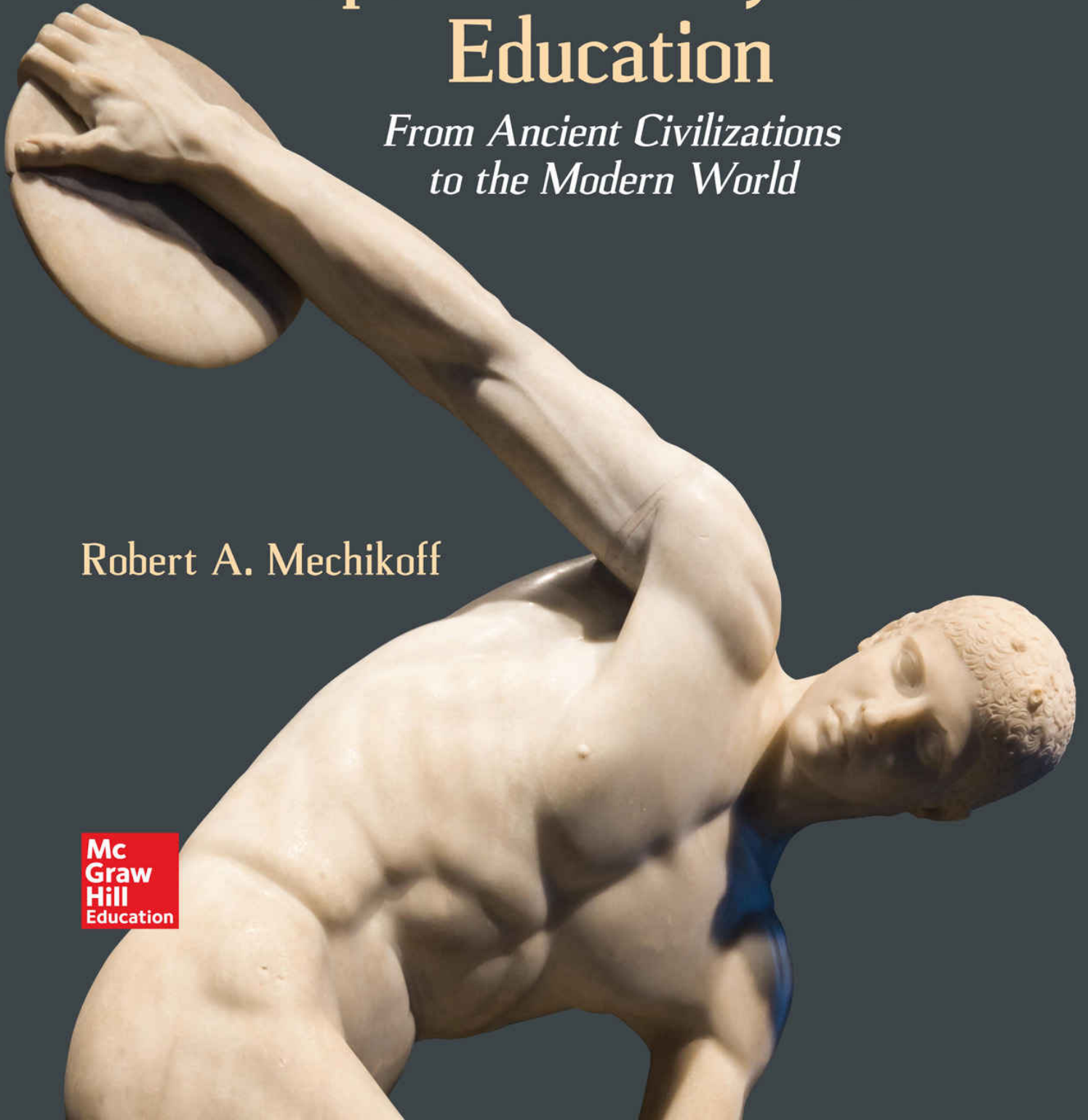
Seventh Edition

A History and Philosophy of
**Sport and Physical
Education**

*From Ancient Civilizations
to the Modern World*

Robert A. Mechikoff

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A HISTORY AND PHILOSOPHY OF SPORT AND
PHYSICAL EDUCATION

*From Ancient Civilizations to the Modern
World*

Robert A. Mechikoff

Concordia University Chicago





A HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION: FROM
ANCIENT CIVILIZATIONS TO THE MODERN WORLD, SEVENTH EDITION

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PREFACE

The seventh edition is revised and written with the intent of providing a more user-friendly approach. Over the years, some of my colleagues and students commented that the philosophical content could be difficult to understand. With this in mind, philosophical content in some chapters that may have been cumbersome has been rewritten. The intent is to provide better explanations and examples that enable students to understand the philosophical beliefs that have had a major impact upon sport and physical activity over the centuries.

The impact of the philosophical and theological beliefs relative to how the human body is valued, or not valued—and by extension, how sport, exercise, and physical education have been celebrated—or condemned continues to be a dominant theme in the seventh edition as it has been in previous editions. Explained in another way, the history of sport and physical education has been significantly influenced by religious and philosophical beliefs. Some of the previous material specific to the philosophical and theological positions of the body and how these beliefs and practices impacted sport and physical education have been removed, while some new material and relevant examples have been added. Again, the focus is making the seventh edition more user friendly and understandable.

SELECTED HIGHLIGHTS

Social, political, and technological changes have exerted a profound impact on sport over the centuries, and this theme remains an important aspect in the seventh edition. Most of the chapters have been modified and some have been rewritten to provide a better explanation and mental image of what is taking place. In some cases, chapters were incrementally expanded when it made sense to do so; for example, Chapter 5—“Philosophy, Sport, and Physical Education During Middle Ages”—has been expanded to include coverage about the purpose of sport in the Medieval period as well as new information about several famous athletic knights who achieved fame and fortune as tournament professionals. As it turns out, some of these Medieval knights traveled with an entourage and would make an impressive entrance to the event and, in due course, make bold proclamations, very similar to the behavior of some of the athletes competing in the twenty-first century. Some things never seem to change.

New maps of the ancient world along with new images have been added. Older maps and images have been deleted. Chapter 1—“History and Philosophy of Sport and Physical Education”—has been revised. The intent of Chapter 1 is to provide an introduction to the utility or practical application of both history and philosophy.

History, although taking place “in the past,” is relevant and illuminating. There continue to be events and situations that, while taking place today, appear to have their genesis or beginnings in events and situations that previously took place. History tends to be repetitive, and to paraphrase the eminent Spanish philosopher and historian George Santayana (1863–1952), “Those who do not remember history are condemned to repeat it.” Examples of how students can utilize history to foresee and possibly predict how current situations and practices will eventually turn out are provided so; they can historically evaluate these “new” ideas and approaches and determine if these have been tried previously and failed—or succeeded—but only if they know how to appreciate and use history. This is discussed in Chapter 1. In

company with history is philosophy, and in Chapter 1, some of the philosophical schools that have or can impact sport, physical education, and kinesiology are presented.

The Greek philosopher Socrates said that the “unexamined life is not worth living.” Kinesiology and sport should heed the advice of Socrates and determine if the path we are on is the correct one or not. New information on deontology and teleology provides students with actual models of ethical decision making that can be readily applied to athletic competition, coaching, and personal behavior.

The section on the modern Olympic Games now includes the 2014 Sochi Winter Olympics, 2016 Rio Summer Olympics, and the 2018 PyeongChang Winter Olympics. This section ends with new coverage of the Special Olympics and the Paralympics.

Suggested Readings have been updated. Internet Resources have been updated and dramatically expanded. There are numerous links to journal articles, personal accounts of sporting events, and perhaps most noteworthy, numerous Internet links to videos that should help both students and instructors actually “see” some of the events, individuals, and teams/groups that are discussed in each chapter.

My deepest gratitude to Professor Emeritus Stephen G. Miller—University of California, Berkeley, and emeritus director of Nemean Excavations—who has provided me with sage scholarly advice and the opportunity to work in Ancient Nemea on numerous occasions. My colleagues at Concordia University Chicago—Kathy Fritch, Don Beers, Tom Jandris, Margie Trybus, and Carol Reiseck—have been helpful and supportive, and for this, I am very grateful. I am especially grateful to the instructors, students, casual readers, and reviewers who have taken the time to read the previous six editions and provide me with their thoughts and advice on how to improve and expand the seventh edition of this text. My editors at McGraw-Hill have been exceptional—my sincere thanks to Erika Lo, Danielle Chouhan, Nikhil Rajendra Kumar Meena, and Jacob Sullivan for their guidance, support, and expertise.

Robert A. Mechikoff

Newport Beach, CA

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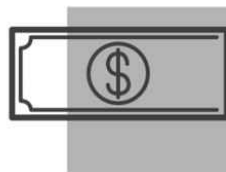
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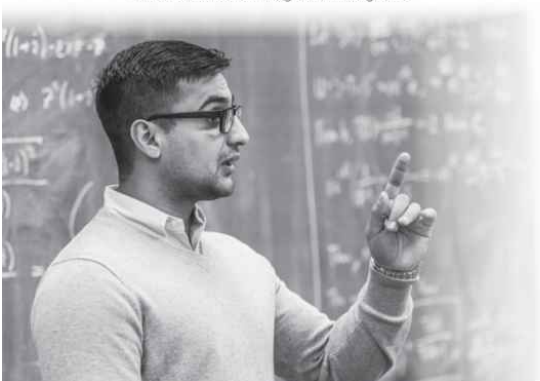
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