

# **LUMPKIN HANDOUT**

## **Basic Philosophies**

	<b>Idealism</b>	<b>Realism</b>	<b>Pragmatism</b>	<b>Naturalism</b>	<b>Existentialism</b>
<b>Source of Truth</b>	<b>Ideas</b>	<b>Scientific Reality</b>	<b>Human Experiences</b>	<b>Nature</b>	<b>Human Existence</b>
<b>Most Important</b>	<b>People</b>	<b>Physical World</b>	<b>Society</b>	<b>Individual</b>	<b>Individual</b>
<b>How to Arrive at Truth</b>	<b>Reasoning &amp; Intuition</b>	<b>Scientific Method</b>	<b>Experiencing Change</b>	<b>Laws of Nature</b>	<b>individual determination</b>
<b>Importance of the Mind</b>	<b>Emphasized</b>	<b>Reasoning powers &amp; scientific methods used</b>	<b>Learning through inquiring, observing and participating</b>	<b>Physical &amp; mental balance for whole person</b>	<b>The individual's determination of the subject matter and learning method</b>
<b>Importance of the Body</b>	<b>Simultaneous development with mind</b>	<b>Emphasis on the whole individual'</b>	<b>Variety of activities for effective functioning in society</b>	<b>Physical activity essential for optimal learning</b>	<b>Freedom to choose activity and to be creative</b>
<b>Curriculum Focus</b>	<b>Teacher centered through examples for students; qualitative</b>	<b>Subject centered; quantitative</b>	<b>Child centered; based on Individual differences</b>	<b>Individual readiness to learn</b>	<b>Individual centered; based on self-realization</b>
<b>Importance of the Teacher</b>	<b>A model &amp; example</b>	<b>Orderly presentation of facts; drills &amp; scientific method used</b>	<b>Motivator, especially through problem solving; co-learner</b>	<b>Guide &amp; helper</b>	<b>Stimulator &amp; counselor</b>
<b>Importance of the Personality</b>	<b>Moral and spiritual values stressed</b>	<b>Learn for life adjustment</b>	<b>Development of social skills and meeting one's needs</b>	<b>Development of social skills also Important</b>	<b>Learning self-responsibility &amp; knowing oneself</b>
<b>Education</b>	<b>Self-development</b>	<b>To meet realities of life</b>	<b>For social efficiency</b>	<b>Natural process</b>	<b>Teaching acceptance of individual responsibility</b>

From: Lumpkin, A. Physical Education and Sport: A Contemporary Introduction (3rd Ed.) Times Mirror/Mosby College Pub. 1994

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## *Application of Philosophies to Physical Education & Sport*

	<b>Idealism</b>	<b>Realism</b>	<b>Pragmatism</b>	<b>Naturalism</b>	<b>Existentialism</b>
<b>Objectives</b>	<b>Development of Personality &amp; Mind</b>	<b>Training students to meet the realities of life</b>	<b>Helping students to become better-functioning members of society</b>	<b>Development of whole person</b>	<b>Assisting students to become self-actualizing, independent beings</b>
<b>Subject Matter</b>	<b>Utmost Importance</b>	<b>Required; the focus of learning</b>	<b>Experiences a wide variety of activities</b>	<b>Play; self-directed, individual play</b>	<b>Wide selection of alternatives; especially individual activities</b>
<b>Methodology</b>	<b>Lecture. question/answer, discussions</b>	<b>Use of real world, drills, lectures, &amp; projects</b>	<b>Problem solving</b>	<b>Informal; problem solving</b>	<b>Questions raised. Thoughts provoked. and freedom of action encouraged by the teacher</b>
<b>Teacher's Role</b>	<b>More important than process</b>	<b>Selects knowledge to learn</b>	<b>Guide</b>	<b>Guide; nature teaches</b>	<b>Guide</b>
<b>Student's Role</b>	<b>Development of total person</b>	<b>Emphasizes the whole individual</b>	<b>Focus of the program to learn about moral self</b>	<b>Individualized rate of learning</b>	<b>Focus of the program for self-realization</b>
<b>Evaluation</b>	<b>Subjective, qualitative</b>	<b>Quantitative, using scientific meant</b>	<b>Subjective and . self-evaluation</b>	<b>Based of attainment of Individual goals</b>	<b>Unimportant In the traditional sense</b>
<b>Weaknesses</b>	<b>Resistance to change; development of the physical is secondary to the mind</b>	<b>Too narrow a view; everything must conform to natural laws or it is wrong</b>	<b>Lack of fixed aims to give students stability &amp; direction</b>	<b>Too simple an education for the complex world</b>	<b>Overemphasis on individuality precludes preparation for societal life</b>

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