An Encounter with Management in Physical Activity Education and Sport

By EARLE F. ZEIGLER
Ph.D., LL.D., D.Sc.
An Encounter with Management in Physical Activity Education and Sport

Earle F. Zeigler,
Ph.D., LL.D., D.Sc., FAAKPE, FSMRDO (Hon.)
Faculty of Kinesiology
The University of Western Ontario
London, Ontario, Canada N6A 3K7
DEDICATION

This “encounter” or historical review is dedicated to the following 76 men and women with whom I worked very closely at one time or another from 1956 on while employed at The University of Michigan, Ann Arbor; the University of Illinois, U-C; and the University of Western Ontario, London, Canada. Each, in his/her own way, has contributed to the development of this subprofessional area (i.e., management thought, theory, and practice) of physical activity education and educational sport and made a greater or lesser contribution in furthering the literary and informational material provided in this monograph. (If I have accidentally omitted anyone, please forgive me.)

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PREFACE

When one gets old and has been active in his profession, he (in this case) can't help but ask what all of his efforts over a 66-yr. career have added up to. This unexpected struggle or “encounter”, offered as an e-book is my answer to this question. It tells about my experiences and also explains my writing and research related to management thought, theory, and practice in physical (activity) education and (educational) sport.

As it happened, my scholarly interests have not been limited to this one area. I have also researched and written extensively in the historical, philosophical, international & comparative, and professional-preparation aspects of our overall field, respectively. A summary of these efforts may be checked out at my URL <www.earlezeigler.com> or at <www.trafford.com> and <www.DPPpress.com> (at the latter two sites under my name).

At this time I find myself disturbed about the direction being taken by the emerging profession of sport and physical activity management. The "glamour" of highly competitive, gate-receipt sport is luring too many of our management students and young professionals. I believe strongly that our main concern should be with the management of programs of healthful sport and physical activity for "people of all ages be they in the normal, accelerated, or special populations."

I say these things because I want to be certain that sport maintains itself as a beneficial force in society--that it contributes more "good" than "evil." Right now I feel this is becoming a more difficult assertion to make and to prove. Sport management urgently needs substantive theory to support or refute current practice!

My very best wishes go out to my friends and colleagues for the years ahead.

Earle F. Zeigler
Richmond, BC
2007

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An Encounter with Management in Physical Activity Education and Sport

This historical narrative and semi-philosophic analysis traces the author's 66-year (plus) "ongoing personal relationship" with management thought, theory, and practice in sport and related physical activity. It traces decade by decade many of my thoughts, involvement, and publications related primarily to the managerial aspects of the field.

At the outset, I should explain, also, that my professional and scholarly interests, in what was definitely a less-complicated era, were also devoted to the historical, philosophical, professional-preparation, and international & comparative aspects of what I now call "physical activity education." This professional activity was based on scientific and scholarly knowledge being derived about a discipline that I now believe should be called "developmental physical activity." In my case my scholarly endeavor has resulted in the publication of 41 books and monographs and some 409 articles.

(Note: Only that material related to administration or management is included in this essay.)

One of my special interests has been to try to learn how the role of manager or administrator--working with others in various formal and informal organizations within society--plays out in relation to professional endeavor promoting physical activity and sport either within educational institutions or in public, private, and professional enterprises. Such physical activity may be carried out individually or in groups privately, semi-privately, or publicly in sport, exercise, play, and related expressive movement.

The 20th Century: A Transitional One in World History?

It has been argued that the 20th century was a transitional one in human history in which this period from 1900-2000 has taken us from one significant era to another. Moving into the 21st century, of course,
the world will start down the path that may prove or disprove this assumption. Bureaucratic forms of organizations in the technologically advanced sectors were continually being challenged during the past century by the varieties of organizational upheaval that occurred. We are told that the combined demand for more at faster speeds is still working steadily to undermine the great vertical hierarchies that have characterized our public and private institutions throughout the previous 100-year period (Toffler, 1970, 1980, 1994). These emerging patterns and models are steadily bringing about changes in managerial theory and practice throughout the world. Such change has inevitably influenced management training of all types also and will continue to do so.

Changing times are occasioned by the impact of a variety of social forces on society. Additionally, such change has its accompanying, but often unsteady, influence on the professional training of leaders in the large number of fields that make up the society in which such change occurs. The various professions where some of its practitioners have significant managerial functions are also moving steadily to improve the teaching methods and laboratory experiences used with prospective young professionals. For example, at this time highly complex, cyber-surgery software has been developed that offers an interactive program to medical students whereby they can diagnose and treat computer-generated patients. Also, we recognize that flight-simulator training has been available for some time so that pilots can experience the many aspects of their often difficult and dangerous task.

Now it remains to be seen what the 21st century will bring to a disparate field that has experienced what might be termed a curious history. For example, are physical education and competitive sport simply a subject-matter and an extra-curricular activity, respectively, within the educational system of most societies? Professional education, in which physical education and sport is often included, typically has its own separate professional education school or college within universities. On what basis, therefore, can sport and physical education (within the National Association for Sport and Physical Education of the United States) call itself a profession?

If it calls itself a profession, are two professions developing now
(i.e., sport & physical education and the more recently evolving sport management)? This is a reasonable question because two separate professional programs are now being offered in many instances in one and the same educational institution)?. It’s looks like history is repeating itself (i.e., something that occurred with both school health education and the field of recreation). Initially, they were part of what was called “physical education, and now there is an "entity" called school health education and a profession called recreation). I am anxious to learn also whether an improved competency-based approach is being adopted in the large number of programs of professional preparation for management of physical activity presently extant. Each type of program, in its own way, is currently presumed to "do the job right" insofar as the training of managers for some type of (what I like to call) developmental physical activity is concerned.

In my opinion, despite what may happen, the importance of this task to society cannot be overestimated. I believe this to be true because scientific evidence has now been amassed to prove what properly administered physical activity can do (1) to further people's longevity, as well as (2) to improve the quality of their lives because of sound personal health. It's actually--necessarily!--an important component of "the good life!" If we believe that the developing body of knowledge about the importance of properly administered physical activity is basic to humankind's development, we would be wise to incorporate a much greater degree of management competency training as soon as possible into all of the diverse programs of professional preparation now being offered for those who choose such a life career.

Early "Professional Preparation" for Physical Education and Sport Management

Here--because that's all that we can claim to understand--we are concerned with the development of management education within North American culture primarily. We appreciate that the idea of management training for the administration of developmental physical activity [my recommended definition!] in its various settings has been growing worldwide with each passing year. For example, examine the professional preparation of those men and women who will subsequently administer and manage physical activity programs in
sport, exercise, play, and expressive movement. In the field of physical education and sport, educational institutions moved slowly—and, in retrospect, somewhat inadequately—to meet the demand for theoretically oriented, well-qualified physical education and athletics administrators.

In the first half of the 20th century a professional curriculum in physical education typically included courses selected from three different categories:

1. Basic humanities, social science, and natural science courses designed to ensure a broadly based general education (e.g., English, psychology, chemistry)

2. Professional education courses specifically required by the state for teacher certification (e.g., history of education, educational psychology, educational administration, student teaching)

3. Physical education theory and practice courses. The theory courses included such subject as anatomy & physiology (both pure and applied), motor learning, history of physical education, administration of physical education and athletics, etc., and a wide range of team and individual sports, including gymnastics. This major often included a recreation leadership course or two and folk and square dancing. The person majoring in physical education often enrolled in a health and safety education minor as well (Zeigler, 1962).

In this present examination, the focus is on the course experience provided that helped to prepare the prospective professional for the administrative responsibility this person would have. In the first decade of the 20th century, selected colleges offered a course in "management of classes." As sport competition began to appear as extra-curricular activities in high schools, it became apparent that these programs
needed to be managed effectively. In 1911, for example, the University of Wisconsin offered a curriculum course titled "administration and organization" (Zeigler, 1951, p. 91). By the late 1920s, a number of colleges and universities traditionally offered one course only in physical education and athletics administration within a degree program in physical education. This basic-course approach, geared to the public educational system only, was typically strengthened slightly when it subsequently was repeated--often with quite similar content--in master's programs at the graduate level. Such a lecture course was usually characterized by a routine, "nuts and bolts" approach, one often taught by the current (or the former) administrator of the department in which the course was offered.

After the first World War and before the subsequent Global War, physical education found its scope increasing in many ways. Individual, dual, and team sports had been accepted almost universally, and various types of dance had become very popular too. Actually a considerable struggle was being waged between the proponents of an informal program of physical education as opposed to a more formal system. Due in large measure to the changing American scene, and probably also to the greater functional aspects of the seemingly more natural program, the more formal systems continued to wane. The possibility of greater learning both direct and concomitant, the opportunities for use of such learning during leisure, and "cultural background" of the informal program made the battle very unequal.

It was at this time that a new idea appeared in connection with sports participation. The element of competition, long accepted for varsity squads, now became available on a modified scale for a larger number of students through the intramural athletic program. This additional phase, added to the concept of a total physical education program, grew faster in colleges and universities than it did at the high school level. Yet, although the idea found a favorable reception with both teachers and administrators at all levels of the educational system, unfortunately the necessary facilities and staff required had only slowly and marginally caught up with the impetus of the movement. Remedial or corrective physical education (also designated various as "therapeutic," "individual," "adapted," or "adaptive" physical education), aquatics and water safety, and health education were also recommended as being basic to the newer program. Still
later, safety education, and then driver education, were added to the responsibility of the field.

“Flushed” with the growth of the field’s various added responsibilities, the financial depression of the early 1930s nevertheless brought a marked change to the field of physical education. Many schools actually discontinued the teaching of this subject, while others combined physical education teachers’ duties with the teaching of other subjects with resultant overload to many teachers. Also, few new people were hired, and this soon resulted in an oversupply of physical education teachers. The only good that this produced was the careful revision of curricula of teacher-education institutions, as well as the raising of admission requirements. Several states also revised their certification requirements during this trying period. So the “bad” news also resulted in some “good news” as the caliber of teacher preparation improved to a degree.

The need for a broader cultural or general education for physical education teachers became apparent as well. Although increased emphasis was placed on this phase of the major curriculum in some institutions, the field as a whole had not caught up. In 1934 Peik and Fitzgerald pointed out this deficiency in their analysis of the curricula of 21 universities and six colleges. Their conclusion was that “Physical education majors stood at the bottom of all teaching fields in the range and depth of their academic training” (1934, pp. 18-26). Since then, there has been a continuing emphasis on the importance of a more sound general education along with a more thorough training in both the foundation sciences and the professional physical education courses. Also, there was undoubtedly still room for improvement in this matter of “cultural heritage” in respect to all teachers including those preparing for the physical education field.

(Note: At this point I will discontinue the discussion of the history of professional preparation in the field and pick up the story by telling what I found as I entered the field "through the back door" in the fall of 1941.)
The 1940s

*The Writer's Early Personal Experience.* I worked my way through--with a minimum of 20 hours a week of gainful employment--and somehow managed to graduate from Bates College in Lewiston, Maine in 1940 with a major in German. Also, there were literally (!) 16 extracurricular activities after my name in the college yearbook. Why I got so involved, I simply can't explain today. But--although I felt somewhat "liberally educated," what did one do traditionally with a bachelor of arts degree? The answer for me was to enroll in a master's program elsewhere specializing in the same language (German). At the same time I earned my living working full time on an evening shift as a waiter in a restaurant in New Haven, CT where Yale University is located. The merging of these two "involvement" (i.e., full-time graduate school and full-time employment) subsequently proved to be unfruitful. The program of study at Yale University suffered, but I "survived" with passable grades. Then I got married in June of 1941, worked as a lifeguard and swimming instructor that summer, and in the fall took a position as assistant physical director & aquatic director at the Bridgeport (CT) YMCA.

The YMCA work was very interesting and kept me fully involved. I was supposed to be leading gym classes in addition to the work in aquatics. Because I had no formal training in the field of physical education, I did some "fast" learning. We were in the middle of World War II; so, with my competitive swimming background and life guarding experience, the aquatic part of my work, including the coaching of swimming, went extremely well. However, I quickly realized that I needed some professional preparation in the field of physical education as well. Somehow I continued also on a part-time basis with the interrupted M.A. degree program in German and eventually received this degree in 1944.

In the second year of YMCA work, my men's swim team did so well against the Yale University freshman team that I received a job offer as an instructor in physical education to work there with Bob Kiphuth, the well-known swimming coach and physical educator. After a very short period of deliberation, I started at Yale in January of 1943 and found the situation there highly interesting. The University's program was almost completely geared to helping the war effort; so, in
very short order I got all sorts of basic physical education experience with exercise classes, warfare aquatics, corrective physical education classes, self-defense course instruction, and athletic coaching in wrestling and football. I somehow found time to supplement this great variety of practical experiences with a number of courses adding up to an academic minor in professional physical education at Arnold College in New Haven, CT. Later in the 1940s I also took the equivalent of a graduate minor in physical education summers and weekends at Columbia Teachers College in New York City. Additionally, I found time to teach a beginning course in scientific German from 1944-1948 at the University of Connecticut's School of Pharmacy located in New Haven.

Returning to the basic topic of this narrative (i.e., management or administration), I must mention that during this decade of the 1940s I had actually taken (1) one undergraduate course in physical education administration at Arnold College, (2) one graduate course in educational administration at Yale University, and (3) one graduate course in physical education and athletic administration at Columbia Teachers College. These were all worthwhile experiences, as I recall, but none of them included "laboratory experiences" that resulted in my achievement of specific competencies related to management per se. Each course had a textbook, with the quizzes, hourly exams, and final examinations consisting simply of writing answers to questions of a more or less administrative nature.

By this time I had decided that my future work should be at the university level in physical education and athletics—not as a teacher of German and sport coach in a New England preparatory school. Having completed the M.A. degree in German in 1944, I was accepted as a candidate for the Ph.D. program in Education at Yale on a part-time basis. Professor R. J. H. Kiphuth, the director of physical education and my employer, had caught my interest with his plan to develop a program at Yale in which undergraduates would elect several teacher education courses in physical education as part of their baccalaureate-degree experience prior to teaching in this type of school. However, the "powers-that-be" in higher administration there did not agree with this idea. In fact, although the school of education at Yale’s chief rival, Harvard University, has been maintained down to the present, President Whitney Griswold of Yale actually led the move to close
down Yale's School of Education. This occurred not too long after I had completed a doctoral dissertation resulting in the Ph.D. in Education with specialization in the history and philosophy of education and a minor in educational administration in 1951. (By that time I had been working in Canada for two years; see below.)

In 1948, several opportunities arose for employment away from Yale. One was as director of physical education and athletics at one of the leading, private preparatory schools in New England. The other was as the soon-to-be head of the Department of Physical Education at The University of Western Ontario in London, Ontario, Canada. Western had just instituted an honours degree program in my field. My thesis topic at Yale was a history of professional preparation for physical education in the United States from 1861 to 1948. The idea of putting what I had learned from my thesis experience into practice appealed to me greatly. So, instead of aligning myself with a prestigious preparatory school as an administrator of a large program of physical education and athletics at Phillips Andover Academy, I chose to move to Canada--about which I knew next to nothing--to help in the development of a professional program preparing future physical educator and coaches. I have never regretted this decision.

I've gone to some length describing these early experiences, because I want to explain that I encountered a number of different "administrators" during this first decade of my career. Almost needless to say is that uniformly all of these people in leadership capacities gave every evidence of having acquired their administrative "talents" on the job only. In other words, these good people, all with outgoing personalities, learned to lead on the job. Such leadership "skill" was undoubtedly based on innate qualities of their personalities plus reiteration of, or perhaps diversion from, how they themselves had been led. Other than the military personnel I encountered at Yale during these war years, whose approach to leadership was typically "Now hear this!", the others all exhibited one or another variation of that leadership style.

In 1949, after postponing the move to Canada for a year so as to be "further along" with my voluminous, historical doctoral study, my family and I, including a number of collie dogs, moved to London, Ontario--as it turned out a "whole new world."
The 1950s

Recognition of Training Programs' Inadequacy. Early in the 1950s, as I began my first administrative assignment, I soon recognized the inadequacy of the theoretical and practical training for management in this field (dare I say "profession"?). Any "leading" I had done was truly of an ad-hoc nature. I was then a "veteran" of 10 years of teaching and coaching in the field. As a new department head seeking to improve the prevailing situation in professional preparation, it fell to my lot to teach THE one course in the administration of physical education and athletics. After one year of "teaching administration as I was taught," I began to experiment with an approach not yet tried in the teaching of administration in our field. Such experimentation came about because I had a step-uncle who was a Harvard Business School graduate where they specialized in a case-study approach to the teaching of human relations and administration. Also, Western Ontario's Business School had been using this teaching methodology successfully since it started. This beginning effort was then transferred by me from The University of Western Ontario to The University of Michigan (Ann Arbor) in 1956 where I had the opportunity to teach the administration course at both the undergraduate and graduate levels. And, because of my experience with a community recreation professional program during the first half of the 1950s, I also taught a similar course for people interested in joining the recreation profession.

The beginning of a research endeavor in administration and several other sub-disciplinary areas, along with my first guidance of several graduate students in thesis investigation, foretold the later possibility for the introduction of a stronger theoretical thrust than had been carried out previously in this aspect of the field. With some encouragement from Dr. Paul Hunsicker, the department head, I sought to develop "administrative theory and practice" as a significant area for graduate study and research at The University of Michigan, Ann Arbor in the late 1950s. (My election as program chairman of the department in Michigan's School of Education in the early 1960s enabled me to promote the management area.)

In 1959, after finding success with the use of the case-method technique in administration classes throughout the latter half of the 1950s, I introduced a text employing the Harvard case-method plan of
teaching human relations and administration to the field of physical education and athletics (Zeigler, 1959; see 1982 revision, also). In addition, a manual was published in concert with a text that laid the foundation and then explained the case-method approach as a teaching technique (i.e., laboratory-oriented approach) (Zeigler, 1959). I felt secure in doing this because it tied in nicely with the problem-solving approach to competency-based professional training promulgated by Snyder and Scott in their excellent book designed to guide the profession (1954). These authors too saw the inadequacies present in professional preparation programs of the time.

The 1960s

Russia's Sputnik went into orbit in 1958. As a result the United States felt that standards had to be raised in all areas so as to maintain scientific and concurrent educational supremacy. As it happened, it was just the usual type of course experience in administration at both the undergraduate and graduate levels that was criticized so devastatingly by Professor Conant in 1962 on p. 122 of The Education of American Teachers) that caused the entire field to feel the effects. In fact, it was Dr. Conant's ridiculing of the physical education administration course of that era that can be labeled as the critical incident that occasioned much of the rapid action in the direction of a disciplinary, body-of-knowledge approach for the entire field in the 1960s.

In 1963, I accepted an offer to become department head and graduate chairman at the University of Illinois, Urbana-Champaign, one of the leading universities offering professional preparation at that time. With direct assistance from King McCristal, who was dean of the College of Physical Education, as well as active involvement by Laura Huelster (women's chairperson) and David Matthews (intramurals chairperson), we envisioned a significantly improved approach to research in management theory and practice. (The dean had been a professional colleague and friend from the time when I was at Michigan from 1956 to 1963 and had invited me to apply for the department head post at Illinois.)

I realized that a solid effort was needed to begin the development of a body of undergirding theoretical knowledge that might be applied
to practice in this field. Despite the fact that I had pledged during job
interviews to be "evenhanded" and support all aspects of the
department's program, some of the "old-timers" felt subsequently that
this approach would infringe on their domains. Unfortunately the plan
to implement master's and doctoral programs in the social-science and
humanities aspects of the field was frowned upon by those who felt
they were the scientists in our midst. This criticism was probably
based on opinions of the type of administrative studies, for example,
that had been completed from the mid-1920s on. Admittedly there had
literally been several thousand master's and doctoral studies of an
administrative nature completed in the field since the mid-1920s up to
the time of Conant's criticism. Although many of them were
worthwhile, they had been largely descriptive in nature and had added
little to management theory as applied to the field.

Resultantly we, McCristal, Huelster, Matthews, and I, argued at
that point that theses and dissertations in the area ought to have a
significantly greater theoretical orientation. The ultimate goal was to
provide practitioners in physical education and educational athletics
with a stronger "action-theory marriage" in management. (The field
envisioned at that time was primarily related to educational
institutions, and only tangentially to sport and physical activity
management in private, semi-private or semi-public, or
commercialized sport!) In the 1960s, therefore, we began to prepare a
series of men and women at both the master's and doctoral levels,
topflight people who would presumably be prepared to administer
programs in educational institutions and/or continue with research
efforts more effectively because of their background preparation in
management thought, theory, and practice.

During this same period (i.e., the late 1960s), I made some
recommendations regarding a controversy that had developed in the
field of physical education's title. For example, we saw the development
of the National Association for Sport and Physical Education (NASPE)
within American Alliance for Health, Physical Education, Recreation,
and Dance (AAHPERD). What was to be the relationship between what
were now being called the disciplinary aspects of the field and those
aspects that had long been designated as professional in nature. In
this connection I developed what might be called a "taxonomical
model" for optimum professional development in a field called "X"
(1972) in which the following subdivisions or categories were included:

a. Operational philosophy  
   (within societal values & norms)

b. A theory embodying assumption  
   and testable hypotheses

c. Professional preparation

d. Professional practice

e. Disciplinary research and scholarly  
   endeavor

This model was subsequently adapted to the field of management  
thought, theory and practice. (See Figure 1 below.)
A Model for Optimum Development of a Field Called “X”

Earle Zeigler, Ph.D.
Sport's role in society had continued to increase steadily throughout the 20th century. While professional preparation for administration of physical education and athletics programs was offered by 500-600 colleges and universities, a training program for sport manager—one geared almost completely to employment in various types of positions related to sport management in non-educational settings of a public and/or commercial nature—was envisioned by James G. Mason at the University of Miami (FL) presumably at the instigation of Walter O'Malley of the (then) Brooklyn Dodgers in 1957. The first university-sponsored program was a master's program instituted at Ohio University in 1966. A second master's degree program was initiated by Harold VanderZwaag, Guy Lewis, and colleagues at The Univ. of Massachusetts, Amherst, in 1971. (Many natural-science oriented colleagues found it "deplorable to waste time" on such an option, but it can be stated unequivocally that the sport management specialization rapidly became a "success story" starting gradually in the mid-1970s and extending into the new millennium. Interestingly, this demand, which arose in the United States [and to a lesser extent in Canada] is now almost universally called sport management. Further, the outlook for the 21st century is bright, although many of these gains are still being consolidated due to the financial stringencies of the 1990s in higher education.)

The years from 1960-1970 had proved to be very interesting yet disturbing ones for North American society. They turned out similarly for me. After becoming department head at Illinois, we soon had a fine effort going. Both the undergraduate and instructional programs were progressing well under fine chairmen. The graduate program was moving along nicely with many outstanding men and women graduate students serving as teaching assistants in the large (two-year) instructional program required at the time. We soon were doing well in the social-science and humanities aspects, as well as in the already established natural-science of the graduate curriculum. A solid thrust in administrative theory and practice at both the master's and doctoral levels was developing as well.

Although department heads there had a significant amount of authority, I sought to operate much more as a democratically oriented department chairman in the same way as I had done earlier at Western
Ontario. Although operational funds were tight, we continued to make excellent headway at both the undergraduate and graduate levels. The dean of the College was an excellent administrator who held a managerial philosophy quite similar to mine and was very supportive and encouraging in his outlook for all departments and divisions of the College of Physical Education.

Then in 1966 the Illinois Slush-Fund Scandal, as it was subsequently called, broke with definite repercussions for the entire College of Physical Education. There were literally 17 different male athletic coaches and administrators with F.T.E. percentages ranging from 10% to 75%, who held rank in the department I was attempting to administer. As it turned out, those coaches who were directly involved were with the sports of football and basketball. However, certain athletic department administrators and other coaches had varying levels of involvement. It was very upsetting further to discover that the Office of the President immediately took over the matter completely in such a way that we knew absolutely nothing about what was happening with these tenured members of our department.

Without belaboring the issue, this matter became very disturbing to me personally and became a concern health wise as well. Having become the administrator of what was undoubtedly one of the country's top programs in physical education, I found myself completely disenchanted with intercollegiate athletics at the institution. I discovered, also, that there had been a "tradition" of illegal "under-the-table" assistance to athletes over a period of years. Perhaps I was being too idealistic, but the ensuing frustrations got to me, so to speak, to the extent that I suffered what was called a duodenal spasm (presumably an early warning sign for an ulcer). Most reluctantly I decided to resign from any administrative responsibility at the end of the academic year in 1968.

I had never liked the climate and general environment of Champaign-Urbana, Illinois, but overlooked this because of what I felt was a great educational challenge. I discovered also that the department's "organizational climate" changed, also, when a new head was appointed. As it happened, during the academic year of 1969-1970, I received a call from a good friend and colleague (Dr. Garth Paton) inviting me to apply for a position at The University of Western
Ontario, a position that could lead to selection as dean of an enlarged administrative unit (the Faculty of Physical Education) in the following year. I applied and was accepted. And fortunately, because Illinois was fearful of losing the budgetary line in a tight financial picture, I was even granted a year's leave of absence so that I could "make a final decision."

The 1970s

It is interesting, but also sad to recall, that in the early 1970s the financial situation in higher education in the United States became bleak. As a result, positions as instructors and assistant professors in physical education units were simply not available to Ph.D. graduates anywhere nearly the same extent as in the 1960s. With greatly reduced demand for graduates of doctoral programs in the field, it soon became apparent that we had had a "golden age" of graduate students at Illinois in the 1960s. These people came from many different countries as well as the United States and Canada. Representatives from England and her Commonwealth countries were well represented. This group was so outstanding that it can be argued that they changed the face of the field of physical education in North American higher education in the 1970s and the 1980s. I believe this statement could be verified by an examination of the regular and international membership list of the American Academy of Kinesiology and Physical Education in the 1980s and thereafter. Helping these fine men and women in several administrative and professorial ways was indeed a significant contribution of my professional life in the field.

When I had left Western Ontario in 1956, I was certain that I would never return to Canada again. As it turned out with my appointment there for a second time in 1971, I was shown how wrong one person can be? So there I was soon after the debacle at Illinois with the chance to become the dean of an academic unit in a relatively large university with expanding undergraduate and graduate degree programs, as well as a developing physical recreation and intramural program along with a traditionally strong inter-university athletics program for men and women. The educational philosophy under girding this entire program was ideal. This was to become the most important administrative position I experienced in my entire life.
Once again, even though a dean at Western Ontario had much greater authority than I had as a department head at Illinois, I was determined to establish an organizational climate based the involvement of faculty and staff in decision-making to the greatest possible extent. My rationale was that people had a right to "be involved" in essential decision-making so long as they were prepared to inform themselves about the issues fully and vote their considered opinions honestly. A substantive number of the faculty carried out these functions well in the ensuing years.

We got off to a fine start. I met with the president and vice-president (academic) and told them that with reasonable financial support we could soon have one of the finest overall programs in North America. Both officials promised as much assistance as possible. (Little did I know that these two gentlemen never spoke to each other outside of official business meetings; I found that out much later, but never knew why they were at odds. I mention this here mainly to stress how unbelievably important human relations are in all situations, a fact that I had discovered in my first tenure at Western back in the early 1950s.)

The overall program new Faculty (College) of Physical Education developed well despite the fact that provincial funding dried up unexpectedly just as we were getting started. This meant that a number of plans had either to be reduced, discarded, or put on hold. However, the approach to decision-making promised at the outset was implemented. Even evaluation of managerial performance at all levels was implemented along with students' evaluation of teachers that had been instituted earlier. With morale at a high level, the four separate programs of the Faculty were progressing and developing nicely. Then out of the blue, the Vice-President (Academic) had a heart attack and died while on an out-of-country trip. This resulted in the appointment of a new vice-president whose personal attributes and resultant management style were quite antithetical to that of his predecessor. A "time of troubles" settled in gradually but steadily.

Budgetary stringencies continued to prevail, while at the same time the new vice-president only begrudgingly accepted the overall philosophy of the new faculty. He seemed also to resent the fact that I was enthusiastically promoting the faculty's programs. Further, he
made several snide comments about the fact that I was the only American dean in Western's total of 16 faculties. (I subsequently became a dual citizen between the United States and Canada when that became permissible.) At one point he even tried metaphorical "sportspeak" on me, because I refused to become one of his "cronies" enlisted to keep "reluctant" faculty members in line. Then one day he said, "Zeigler, you're playing on the wrong ball team. You should be on higher administration's ball team under me (as coach) playing against the "other guys." My response: "In an educational institution I thought we were all playing on the same team"!

When I first accepted the appointment as dean, I had been told that the term could be for either five or seven years. It became obvious that I should opt for the five-year term. My presence, and ongoing struggle with this particular vice-president, could well be doing the faculty more harm than good in the long run. We had also been striving fruitlessly to have a social-sciences and humanities component to our graduate program. So I requested that my term should be for five years so that a search for my successor could be started during the fifth year. Needless to say, "higher administration shed no tears" at my decision. A considerable number of faculty members in my unit expressed sadness, but in the main they seemed to understand that we were facing a "stacked deck.". Eventually, when an outside candidate for the post was selected and then had a heart attack, the vice-president urged the selection committee to accept a former chairman as dean, a competent person whom he had worked with and who would no doubt keep the faculty members "sullen but not mutinous." I was happy with what I had been able to accomplish as dean over the five-year period, but I regretted that I had "discreetly retreated" to "full-professor status" rather than accepting the vice-president's price for marginal support.

Because I continued with teaching and scholarship, I had had a total of 1.5 F.T.E. equivalent for the previous five years. So to return to full professorship status was a relief in one way. I was able to become even more active in both professionally and scholarly ways in both Canada and the United States. In addition to further publication in the historical, philosophical, comparative & international, and professional preparation aspects of the field, I strove to continue with my interest in administrative thought, theory, and practice.
For example, in an Australian publication in educational administration (1973), I had sought to show the advantages of employing philosophic analysis to supplement administrative theory and research as applied to educational practice. In 1973, also, I had presented a paper at Western Illinois University in which I urged women administrators in sport and physical education to avoid what was identified as the "Watergate Syndrome," a plight that had befallen many men's programs in the 20th century (Zeigler, 1973). In that same year I was invited to prepare the conference summary section on administrative theory and practice for the Big Ten Proceedings of the C.I.C. Symposium on Administrative Theory & Practice in Athletics and Physical Education (Zeigler, 1973). At this conference, in collaboration with Marcia J. Spaeth, I presented a paper explaining efforts to develop a bibliography of completed research on administrative theory and practice in physical education and athletics in the United States and Canada (1973). In the following year, I reported on the status of administrative theory and research in the official publication of the Canadian Association for Health, Physical Education, and Recreation (1974).

By 1975, working along with Marcia J. Spaeth as co-editor and co-author, we were most gratified to published the first text of its type in the field that was titled *Administrative Theory and Practice in Physical Education and Athletics* (Prentice-Hall, 1975) that included the results of 21 research studies carried out by students and faculty at the University of Illinois, U-C during my employment period there in the 1960s. Along with Dr. Spaeth's seminal work, there were also notable, early definitional studies carried out at Illinois by Dr. Garth A. Paton and Dr. Wm. J. Penny in regard to recommended contents of management courses and management concepts, respectively.

Several other publications in the 1970s should be mentioned. One challenged administrators in the field of intramurals and recreational sports to consider whether it was a "profession within a profession," or whether it had a sufficient disciplinary base to be considered separately (1976). Another involved the presentation of "A Model for Management Development: A Competency-Based Approach." (See Fig. 2 below.) Here I adapted aspects of a theoretical model suggested by Prof. Lloyd McCleary, a colleague in educational administration from
my time at the University of Illinois, U-C who had moved to the University of Utah where the model was published in *The CCBC Notebook* there (1979). At this time I was also concerned with the assessment of managerial achievement. This interest led to the development of a schematic model that could portray such achievement accurately (see Figure 3 below).
Definition of term “competency”

“Competency is the presence of characteristics (or the absence of disabilities) which render a person fit, or qualified, to perform a specified task or to assume a defined role. To be competent is to possess sufficient knowledge and ability to meet specified requirements in the sense of being able, adequate, suitable, capable.”

(Lloyd E. McCleary, University of Utah)

A MODEL FOR MANAGEMENT DEVELOPMENT: A COMPETENCY-BASED APPROACH

Earle F. Zeigler, Ph.D.

A Plan for Competency-Based Management Education (Including the Teaching/Learning Process)

1. Ascertain professional functions & needs.
2. Specify competencies (including self-development and those under conceptual, technical, human, and “conjoined” categories).
3. Determine performance levels.
4. Specify program content & instructional, methodology (involving a problem-solving approach in achievement of performance levels: what needs to be known; where obtained; organization of the learning experience; probable results, and others.
5. Identify and evaluate competency attainment.
6. Validate process periodically.

Teaching/Learning Techniques
(e.g., lecture, discussion, case, role-playing, action research, pure and applied research, independent study, debate, computer-assisted or programmed instruction, internship, game theory, panels, forums, and others—depending upon technique’s applicability to learning of a competency)

(Adapted from McCleary & McIntyre 1973)
Figure 3
A Schematic Model for Managerial Achievement

Key:
M = Management
Ma = Managerial Achievement
Ei = Internal Environment
Acts = Managerial Acts (i.e., planning, organizing, staffing, directing, controlling)
pGi = Percentage of Goal Achievement (Individual)
pGg = Percentage of Goal Achievement (Group)

Earle Zeigler, Ph.D.
Promotion of a Competency-Based Approach in Professional Preparation. During the 1970s, to retrogress momentarily, steady advancement had been occurring in management science in both business and educational administration. My efforts, along with the scholarly efforts and research of my colleagues in the 1975 text, were evidently still premature as far as physical education and athletic administration were concerned. So I decided to undertake a different type of administration thought, theory, and practice text with substantive laboratory experiences included. In the meantime, it had become apparent to my friend and colleague, Gary Bowie, of the University of Lethbridge—even more than to me—that what should be done was to prepare a text that truly promoted a great variety of laboratory experiences to aid in the development of management competencies and skills in physical education and educational sport management programs. However, once again we discovered that the field was still not ready to take such a progressive step forward. Volumes we published that promoted the case method approach to the teaching of human relations and management (Zeigler, 1982), as well as several promoting management competency development in sport and physical education with Professor Bowie (1983, 1988), were praised as innovative, but somehow remained premature to the thought of most of our colleagues. (One reason for this may well have been the fact they weren't marketed sufficiently. Also, with the rise of a purely sport management curriculum, the emphasis in professional program training was shifting to much greater emphasis of a business orientation for the management of semi-public and professional programs of sport.)

It is interesting, but disconcerting nevertheless, to remind ourselves that a competency-based, problem-solving approach to professional preparation was recommended to little avail almost 50 years ago (Snyder and Scott, 1954). So, everything considered, as we face the future, it may well be that competency-based laboratory experiences are "creeping" into the curriculum, so to speak. Whatever the case may be, it can be argued that today we have a professional obligation to see to it that our professional preparation programs and subsequent in-service training are organized in an adaptive, ever-improving manner. Young people emerging from professional training
programs must be ready to face "doing business" in the world situation no matter what social changes have taken place.

I believe firmly, and stress once again, that the teaching and learning process employed by the instructor should of necessity include a variety of laboratory experiences in addition to standard lecture and discussion techniques. Other learning devices available include use of the case method, role-playing, independent study, interaction with a personal computer, elementary theory formulation, response to questionnaires and self-testing devices, individual projects, small discussion groups, etc. When the instructor wishes, and there is class time available, he or she can introduce action or applied research, based independent investigation (e.g., survey, game theory), debates, internship experiences, panels, forums, and so forth. Basically, a fivefold process recommended by Whetten and Cameron (1991) can be implemented that employs five components: (1) skill pre-assessment, (2) skill learning, (3) skill analysis, (4) skill practice, and (5) skill application. Thus, the instructor can assess initial student status, introduce selected experiences to strengthen areas of possible weakness, and subsequently evaluate competency attainment.

The basic point to be made overall is that we do not know to what extent the finest type of competency-based training is, or could be, available to the aspiring sport and physical activity manager in either setting. As I reflect on this topic, I recognize that this same question is why I soon became interested in the subject as I started to work in the field now almost 65 years ago. I suppose this was so because I was ambitious--and the way to become "somebody" in the profession at that time was to become the administrator--i.e., department head, the director, or the dean in a college or university. As times have changed, I have since had some reason to question the wisdom of following this earlier dictum.

Personally, although I had been publishing books and articles related to administrative theory and practice regularly since the mid-1950s, my post-retirement era provided an unusual opportunity for me to continue with this effort even more intensively. Along with the writing of texts and monographs, a number of different avenues of scholarly investigation were reported in each year starting with the first conference of the North American Society for Sport Management (see
these listed consecutively in the references below starting in 1986). These topics ranged from history of the movement to decision-making techniques to undergraduate management education in Canada to critical thinking for sport managers to a plan for strategic marketing, etc.

I must mention that mandatory retirement at The University of Western Ontario at age 65 in 1985 was "alleviated" somewhat by Dean Bert Taylor's willingness to permit me to split my final year's salary in five parts by dropping to a .25 F.T.E. involvement for each of four more years until 1989. I taught one course to undergraduates each fall--was on no committees--and then was free to do scholarly and professional work until the next academic year began in September. This was an enormous help to me! (I can't help but report that it was my erstwhile colleague--the former vice-president academic, now as chancellor of the university--who ushered me into "emeritus status at convocation in 1989!)

The 1990s

Now reasonably secure in the knowledge that progress in understanding the complexity of professional management training was made during the 1990s, I state once again that more attention should undoubtedly be devoted to management thought, theory and practice--not to mention the competencies and skills required to be an effective and efficient manager. In fact, it is my belief that any training program that does not include laboratory experiences with each of its course offerings is inadequate. I do not believe that sufficient emphasis has been placed upon this point in the jointly subscribed curriculum mandated by NASPE and NASSM in the 1990s.

So, those of us "believers" continue to trust blindly that a significant minority of our colleagues are now aware of this deficiency in laboratory experiences for the typical trainee. I can only hope that those involved with management training will continue to implement positive changes in this direction. I believe further that social trends and the job market are forcing professionals in the field to develop sufficiently strong attitudes (psychologically speaking) to bring about this much-needed change.
Another interesting factor to be considered for investigation is that top administrative leaders in our field in colleges and universities are no longer typically selected because they were outstanding physical educators and coaches. The selection is now based more on academic excellence and publication without any serious regard for proven competence in administrative theory and practice. Also, an analysis is needed as to which type of position graduates of sport management programs are aspiring to, and being considered for, initially.

Since we simply do not truly know either what recent societal developments and professional training advancements will mean eventually to these "allied" professions--to the extent that they are professions!--the opening decade of the new millennium presents all concerned with a strong challenge. For example, it can be argued that NASSM (the North American Society for Sport Management) and NASPE (the National Association for Sport and Physical Education) are allied in one sense but not in another. NASPE appears to be promoting management under the Alliance (HPERD) rubric, and the membership of NASSM has no direct relationship with the Alliance.

Of course, the inauguration of the North American Society for Sport Management in the mid-1980s with its solid Journal of Sport Management (Human Kinetics Publishers) has undoubtedly helped and should continue to be a boon to future development. At this point I must state my admiration for Dr. Bob Boucher (Windsor) and Dr. Janet Parks (Bowling Green) for their outstanding leadership leading to the inauguration of NASSM. Also, the blossoming emphasis within the National Association for Sport and Physical Education looking toward solid sport management curriculum development has provided a further, much-needed stimulus. Further, the inauguration of the International Journal of Sport Management by the American Press of Boston, with Dr. Bill Stier as editor, represents a fine building block to assist the burgeoning field worldwide.

Early 21st Century

The Status of Professional Preparation for Administrative Leadership in the Profession. So now, in the early years of the 21st century, it is reasonable to inquire about the status of professional preparation for administrative leadership within this movement to
provide some form of (what I call) developmental physical activity to people of all ages and conditions throughout their lives. Obviously, the former "one-course approach" in an undergraduate professional baccalaureate program is not sufficient. How about the advisability of a minor in administration or management within a degree program in kinesiology and physical education? Or what about a full-blown undergraduate degree program in sport and physical activity management? Or later, in pursuit of a master's degree, to what extent is a graduate student able to specialize in either the area of (1) physical education and educational sport management or (2) that of sport and physical recreation management in public and/or commercial settings? This latter approach indeed exists, of course, but to what extent is such a person truly equipped "experientially" for what he or she will face when the "real world" is encountered? Further, if specialization is followed through the doctoral level, what further competencies and skills does (or should) the successful doctoral candidate possess? In response to these questions, the answer must be one further question: Who knows?

Regardless of the above, but not forgetting that NASPE and NASSM did agree on nine subject-matters plus internship for professional training purposes for what is called sport management, we do know that what is now called professional preparation for "sport management" became an important curriculum development relating to the overall field in the final two decades of the 20th century. We recognize further that these two areas of specialization--i.e., management within education and management outside of education in public and/or commercial venues--often occur within separate academic units in a college or university. So, even though they have a common base of management thought and theory, the question must be asked as to how far apart as they in practice?

**Concurrent Developments in the Educational Field.** Despite the above discussion, the movement looking to the almost 100% "scientification" of the overall field of sport and physical education at the university and college level, characterized by the adoption of administrative-unit names like "kinesiology," "human kinetics," and "sport sciences," has mitigated somewhat the effort to improve the growth and development of what is called sport management. (Incidentally, the term "sport and physical activity management" would
seem to be more appropriate than using the term "sport" only for those interested in programs in other than educational institutions.)

Obviously, no one should be denigrating any effort to provide a substantive scholarly base for the overall profession's development. It should be clear to all that how people of all ages move should be the paramount emphasis within this scholarly foundation. However, unless men, women, and children understand the background development of the field and the present need for lifelong involvement in developmental physical activity, we will continue to have an inadequate body of knowledge upon which to build our drive toward professional status.

This means that a social science and humanities undergirding is required along with the natural science emphasis. It also means that the professional aspects of the field's development should be studied concurrently. This is where investigation regarding the theory and practice of programs of developmental physical activity must be included, as well as emphasis on the study of management theory and practice applied to sport, physical activity, and expressive movement.

Slice it however you will, colleges and universities are not providing sufficient opportunities for prospective managers to understand the scope of—and to gain experience and achieve competence in—an irreducible battery of theoretically based management skills that ought to be the hallmark of a degree program in sport and physical activity management. The trend has been simply to farm students out to a amalgam of public, semi-public, and private organizations, the assumption being that these typically probably inadequately supervised, and often inadequately planned experiences will fill the bill. This has been roughly the same approach followed with student teaching internships for those interested in management in educational institutions.

All of this is puzzling, because it must be apparent to our colleagues that change in society, including its seeming rate of acceleration, appears to be increasing. Nevertheless, in most cases we are still "making do" with the approach that was outdated more than a quarter of a century ago! For that matter, all of education is being challenged mightily at present at a time when the pursestrings are being ever more tightened. This criticism is not meant to castigate (1)
those professors in our field who are relating seriously to ongoing management science; (2) those managers in our field who have developed a unified theory-practice orientation toward their work; and (3) those universities where solid efforts are being made to introduce scholarly management programs as curriculum ventures on both the undergraduate and graduate levels up through the doctorate. However, it is also important to note again that people involved in management training are often receiving inadequate and/or negative backing from their colleagues in kinesiology units, efforts that are striving for what their leaders regard as academic respectability.)

Despite these advances in several types of professional preparation, it really is neither generally nor fully understood to what extent organizational "upheaval" has taken place where the profession of sport and physical activity management is concerned. For example, it can well be asked if we now have two professions--i.e., one that manages sport and physical recreation activity in publicly sponsored and/or commercial settings and one that administers programs of physical education, physical recreation and athletics settings in educational institutions? Also, do we know exactly what competencies and skills these management trainees possess upon graduation from the increasing number of undergraduate degree programs that have been introduced. Further, what actually does happen differently when management is chosen as a specialization at the master's and doctoral levels?

**Summary**

What can be said in summary? To answer my own question, I followed the advice of Richard Morland of Stetson University who was one of the first to promote physical education and sport philosophy in the field (1958). "If you want to know what a person really believes, or stands for," he said. "look for the 'recurrent themes' in what he or she writes or says." To this I would hastily add "and also what he actually does." What brought this to mind was my recollection of an earlier famous physician (to remain unnamed here) who turned physical educator. He had a famous text that was used extensively. In it he recommended vividly and strongly a "democracy-in-action" approach for administrators. This was just fine, except that he was viewed as being an autocratic department head by his colleagues who worked
with him daily.

Following Morland's dictum about reviewing one's "involvement" to see what a person stands for, I came up with some interesting results (to me anyhow) in connection with my personal ideas, interests, and involvement. The recurrent themes that appeared in my endeavors are summarized below. I hope the reader will at least find them worth considering:

1. Used History to Assess the Present Situation and to Plan for the Future

   The chronology of historical events has always interested me, but not as much as learning about how various social forces (e.g., values, political system) and persistent historical problems (e.g., use of leisure, methods of instruction) have changed historically. History of "the past" is interesting, of course, but it should help one understand the present and also give some insight looking to the future.

2. Introduced a Case Method Technique to the Teaching of Sport and Physical Education Administration.
   (See 1959, 1968 under References.)

   I soon learned that John Dewey had it right: students learn best by doing, by experiencing--to some extent at least--what it is they are hoping to learn. By involving them in active consideration of various case problems and devising possible solutions, interest was stimulated and learning occurred.

3. Sought to Apply a Democracy-in-Action Approach to Administrative Leadership
   (See 1959 under References.)

   I came to understand early on that I wanted to be "in on" the decision-making process as a team player--even if it was just having an opportunity to express my opinion. I also wanted to "have a vote" to the greatest extent possible, but I understood too that this meant extra work in learning the details of the situation.
4. Developed an instrument whereby the sport and physical activity manager can assess personal philosophy of life and/or religion, education, sport, and recreation 

As soon as I learned from an educational historian (John S. Brubacher) and a sociologist (Harry M. Johnson) how vitally important values are in all aspects of the society and its development, I set out to develop a self-evaluation test ("What Do I Believe") both for me, my family, and my students. This has been revised and updated since the 1950s.

5. Introduced First Substantive Effort in Administrative Theory and Practice Related to Physical Education & Sport Management at the University of Illinois in the 1960s 
(See Table of Contents in 1975 Prentice-Hall text for evidence supporting this assertion.)

Although the first doctoral thesis that might be called administrative in nature was completed in the mid-1920s in New York City, and literally hundreds of doctoral dissertations with some aspect of administration in mind had been completed since then, the effort at the University of Illinois was the first substantive doctoral program specializing in administrative theory and practice in physical education and sport. This effort was put in place with encouragement and assistance from King J. McCristal, Laura J. Huelster, and David O. Matthews.

6. Introduced the Management Theory and Practice as a Subject Matter into the Ground-Breaking Big Ten Body-of-Knowledge in the 1960s 
(See 1967 article under References that traces the history of this effort.)

After Harvard University's President Conant criticized the quality of graduate programs so severely, even mentioning physical education as one subject, Arthur Daniels and King McCristal, dean at Indiana and Illinois, respectively, organized the first Big Ten Body-of-Knowledge Project designed to state the components and boundaries of the discipline.

7. Chaired, and or served on, approximately 50 doctoral
dissertations and master's thesis committees (out of a total of approximately 200) including other aspects of the field) on administrative theory and practice while teaching at The University of Michigan, the University of Illinois, U-C, and The University of Western Ontario between 1956 and 1985 (See Table of Contents in 1975 reference that lists selected doctoral studies.)

The subjects of these investigations included, as examples, (1) administrative research in physical education and athletics (Spaeth), (2) analysis of administrative theory in administration training programs in physical education and athletics (Paton); (3) the meanings associated with administrative concepts (Penny); (4) implications of the use of a leadership effectiveness model (Bagley); (5) faculty job-satisfaction in physical education and athletics (Daniel); (6) human relations in the administration of intramural sports and recreative services (Beeman); and (7) the comparison of two central administrative agencies in sport (Broom).

8. Devised a model for competency-based management development in physical education & athletics
   (See 1979, 1983, 1984 under References for bibliography items.)

   This model included six steps: (a) ascertaining professional functions and needs, (b) specifying competencies, (c) determining performance levels for each competency, (d) specifying program content and instructional methodology, (e) identifying and evaluating competency attainment, and validating process periodically.

9. Developed a plan for strategic market-planning (with John T. Campbell) (See 1980 and 1984 under References for bibliography items.)

   Initially, the business organization perceives certain societal demands and/or needs. What we presented was a model of a systems approach to sport marketing. Marketing plans include such factors or elements as the guidance of stated objectives or goals; the infusion of monetary resources; the availability of a production unit; and the services of a research and development division. As we related a business model to sport marketing, however, it became obvious that all of these factors
have typically not been available to the sport and physical recreation promoter in as sophisticated a form as they might be or should be (e.g., a research and development division). Proceeding from this point, we developed an evaluation schedule for sport and physical activity marketing that the manager can readily adapt to his or her own needs. Based on such an assessment, the administrator/manager can proceed to build an effective strategic marketing plan that will result in a customer-oriented program involving more than an expression of good intentions, a variety of promotional tricks, and a program of good, bad, or indifferent quality.

(See 1982, 1983, 1995 under References.)

I had been interested in the idea of competency-based professional training ever since I entered into work in the professional preparation of teacher/coaches. I soon realized the inadequacy of the typical program "out there" presumably designed to prepare men and women to administer programs with intelligence and social concern. This is why initially I introduced the case-method technique of teaching human relations and administration to the field in the late 1950s. However, with the intervening thrust for innovation and advancement of administrative theory and practice within the field, it wasn't until the late 1970s that Gary Bowie convinced me that we should work together on the development of a competency-based approach to management.

11. Devised a Systems Approach to Management in Sport and Physical Activity
(See 1982 text with G. W. Bowie under References.)

Despite society's increasing complexity with a concurrent managerial revolution taking place, men and women were accepting administrative positions with little or no real understanding of the total administrative process. A schematic model for managerial purposes in sport and physical activity was arranged logically within the elements of a systems approach.

12. Developed a Mathematical Model to Explain the Sport Management Process
Proceedings from a definition of managerial achievement: "Managerial achievement results from the execution of managerial acts, involving conceptual, technical, human, and conjoined skills, while combining varying degrees if planning, organizing, staffing, directing, and controlling within the management process to assist an organization achieve its stated goals," a mathematical model to explain the sport management process was developed.

13. Edited & Authored in the Stipes Management Monographs in Sport and Physical Education
   (See 1984, 1988, and 1989 references as examples.)

Beginning in 1964, there were a number of the author's books and monographs accepted for publication by Robert Watts, Editor and Partner in Stipes Publications, Champaign, Illinois. In the mid-1980s, the author and Mr. Watts agreed to begin what was called the Stipes Management Monographs in Sport and Physical Education.

14. Explained the external and internal management environments of the sport manager (with assistance from Harry M. Johnson)
   (See 1985 and 1995 under References for items where these are discussed.)

Prospective managers were reminded that they can't neglect the external (or general) environment--or the internal (or immediate) environment either--if they hope to be successful on the job. Since relatively few sport and physical activity managers have initially undergone extensive management training including field work experience, it was considered advisable to offer managers an approach by which they could obtain a better social perspective in which to place their administrative task.

15. Created an appraisal guides for sport managers
   (See 1987 under References.)

Many administrators and managers, as well as many faculty and/or staff members, now agree that some mechanism should be devised to appraise the administrators/managers with whom they are primarily
associated. When serving as an administrator in the mid-1970s, the author experimented with the idea of evaluation for all managerial personnel with good results.

16. Recommended the Use of Decision-Support Systems by Sport Managers (with Terry Haggerty) (See 1987 under References.)

Proceeding from the hypothesis that managers in sport, physical education, and recreation settings were not typically using models and tools readily available to assist them (Chung, 1982), the investigators carried out a study (a) to show what selected, computerized management applications were available to help the manager improve the quality of everyday decisions where the problem to be resolved is largely quantitative in nature, and (b) to demonstrate how to carry out selected applications effectively and efficiently (Zeigler and Haggerty, 1986). In the 1986 study, twelve applicable spreadsheet models to aid in the decision-making process were identified, from which number three were selected for development and presentation. The market share/growth model was selected from the category of comparison or classification models; the network analysis was chosen from the second category of operational process models. Finally, the queuing simulation model was taken from the set of future-prediction models.

17. Recommended the Use of Spreadsheet Modeling in Management Decision-Making (with Terry Haggerty) (See 1987 under References.)

With the advent of computers came the possibility of including software programs to help with decision-making. Working with Terry Haggerty, and based on a study carried out by Stevie Chung (1982), we experimented with a sampling of three spreadsheet models to show they could be employed in managerial decision-making.

18. Developed a Code of Ethics for the North American Society for Sport Management (with Garth Paton) (See 1988 under References.)

In the 1980s decade one of the "in things" with professional associations and societies was to have a code of professional ethics
approved. Because of my background in philosophy, I did some investigation on the subject and subsequently constructed creeds and code of ethics for several professional associations. Working with Garth Paton, we developed a proposal for a code of ethics for NASSM that was subsequently adopted. Unfortunately, most professional associations have not taken the next step: appointing a committee on professional ethics to consider possible infractions of the ethical code by members.

19. Introduced an Approach to Change Process for Sport Managers (from research of Alfred Mikalachki with assistance from Glynn Leyshon)  
(See 1988 under References.)

Another problem that arose for many organizations especially in the 1980s--and which still exists today--was the problem of substantive change occurring within the organization. Readying itself for such change, implementing it, and then adjusting to the aftermath of change will continue to plague organizations. With the cooperation of Alfred Mikalachki, a management theorist, and Glynn Leyshon, we produced a monograph for the Stipes Series on this important subject.

20. Added Richard Fox's 3-step Approach for the Ethical Dimension of Case Method Decision-making (when applicable) in the late 1980s.  
(See 1992 under References.)

Because of my long-standing interest in more democratic approaches to decision-making dating back to the early 1950s, I was always searching for a better way to handle this process when the question of professional ethics entered into a problem situation needing analysis. After learning how Richard Fox, a philosophy professor, had approached this matter with undergraduates for many years, it struck me that it could be implemented along with the case-method approach of teaching human relations and administration--i.e., when an ethical issue presented itself in the problem at hand. This resulted in another monograph in the Stipes Series.

22. Promoted the Subject of Professional Ethics
Because of my background in philosophy and philosophy of education, I came to understand the importance of values. Then I learned from a friend and colleague in sociology how vitally important values are in the social structure itself. In this way I became interested in the topic of professional ethics and published on a monograph on the subject for professional practitioners.

23. Assessed Canadian Sport Management Education
(See 1994 under References.)

At a time when the sport management curriculum was being "standardized" in the United States, I decided to carry out an assessment of it on the Canadian scene. A total of 10 universities either had a degree program in sport management or offer a sport management stream. Less than half of the deans and directors were even aware of the NASPE/NASSM program standards document. Also there was no unanimity as to where a "sport management degree program" should be housed. It was obvious that further attention to this worldwide development was needed.

24. Wrote a monograph on critical thinking for application to sport management
(See 1994 under References.)

Part of the formal education program offered to all in a general education program should be experiences that would enable students to understand, criticize, and construct arguments. With the sport and physical activity manager specifically in mind, an investigation on the subject of critical thinking based on informal logic was carried out. After carrying out a historical review of the topic, the elements of more formal, categorical logic were outlined briefly. The bulk of the analysis, however, involved a more detailed treatment of critical thinking, or informal logic, as applied to the managerial task of the profession, with an emphasis on practical examples appropriate for the sport and physical activity manager.

25. Annotated a bibliography of Completed Research on Management Theory and Practice in Physical Education and
Athletics to 1972 (Including a Background Historical Essay)  
(See 1972 and 1995 under References.)

One of my concerns over the years has been an effort to keep track of the development of our field's literature and research. With the help of others, I sought to do this in a variety of ways. Finally, after developing a historical essay about 20th-century development, this was supplemented with a selected, annotated bibliography on completed research in the field to 1972. Appreciation must be expressed to both Marcia J. Spaeth and Thomas Sinclair for assistance with the bibliographic section of this project.

26. Developed a comprehensive listing of desirable management competencies and skills  

What then, specifically, are these "desirable management competencies or skills" that are needed by the aspiring sport and physical education manager? Through a careful analysis of the literature and responses from knowledgeable colleagues, we sought to offer a lengthy, but probably incomplete listing of competencies and skills subdivided into the five areas or category of skills that we have determined. (The competencies or skills were categorized (below) in relation to understandings developed, skills acquired, assessments carried out, plans devised, experiments undertaken, evaluations made, instruments employed, etc. whereby the development of such competency or skill may be effected to some degree.) The five general areas of competency or skill are (1) personal skills, (2) interpersonal skills, (3) conceptual skills, (4) technical skills, and (5) conjoined skills.

27. Proposed that the Body-of-Knowledge Should Be Made Available to Practitioners in the Form of On-Line "Ordered Generalizations"  
(See 1995 under References.)

It was obvious that data and facts from innumerable studies and investigations were piling up "somewhere," but also that there was great difficulty in finding one or more of them when a need arose.
Thus, I recommended that the profession should create an online service whereby "ordered generalizations" about how "to do the job" in all respects should be readily available on-line to practitioners who are members of NASSM.

28. Made a Call to the Profession for Creation of a Management Literacy Project
(See 1996 under References.)

In an effort to clarify what the investigator believes should be done to improve the present prescribed standard, a taxonomical paradigm was offered to the profession to explain the need for the general acceptance of a plan whereby the public and hiring officials could be readily convinced that the graduating student had completed a thoroughgoing competency-based management education program in which (a) professional functions and needs were ascertained, (b) individual competencies were specified, (c) necessary performance levels were determined, (d) program content and instructional methodology were defined, and (e) competency attainment, as specified, was carefully evaluated.

29. Stressed that Life's Demands Must Be "Balanced" by the Sport Manager ("A Systems Analysis of Human Ecologic Interaction in Sport and Physical Activity Management"
(See 1997 under References.)

The increasing complexity of society has made it increasingly difficult for the sport and physical activity manager to comprehend the need to balance life's "conflicting aspects" (i.e., the broadening of one's professional vision while simultaneously seeking to maintain perspective as to his or her chosen aims and objectives in life). To help with this situation, a systems analysis approach was used to help explain what can be called "human and natural (or physical) ecologic interaction." Five sub-problems (phrased as questions--e.g., how to coordinate personal and professional development) were investigated.

30. Spoke on "Sport Management & the Postmodern World"
(See 2003 under References.)
An attempt was made to assess the “plight” of sport management was analyzed historically and philosophically as it enters the 21st century because it was argued that there are strong indications that its presumed educational role in the “adventure of civilization” is not being fulfilled. If true, this inadequacy throws a burden on the sport management profession because “Sport, along with humankind, is facing the postmodern divide.” Pointing out that almost every approach to “the good life” stresses the need for an individual’s relationship to developmental physical activity such as sport and fitness, there are nevertheless continuing indications that the sport industry is “charging ahead” driven by capitalistic theory that overemphasizes gate receipts, winning, and violence. In this study it is argued that sport as a social institution must provide more “good” than “evil” to warrant continuing support from society. This should force the profession to ask itself: "What role should the sport management profession (e.g., NASSM) play in the guidance of young professionals who will be in a position to assist sport to become an increasingly responsible social institution?

**Concluding Statement**

Approaching the end of this historical summary and personal analysis of the development of management thought, theory, and practice in sport and physical activity in the second half of the 20th century, I can only conclude that a scholarly social-science approach to management science as it relates to either physical (activity) education and (educational) sport or sport management for private and public institutions is still today more urgently needed than ever before. This is true simply because managers are being challenged as never before in history.

Managers are increasingly finding that they can no longer make unilateral decisions, despite the continuation of a thrust to a more conservative and traditional attitude toward politics, religion, education, and other pivotal social forces that began in the 1980s. Further, and this takes some explaining, despite the fact that the growth of programs in exercise science has been matched numerically by training programs in the non-educational sport management sector, there has only been nominal movement toward improving the
theoretical aspect of management training per se. Nowhere is there a data base where practitioners can call up answers based on research about the on-the-job problems they are facing.

The future of the profession of sport and physical activity management will depend on the way such programs of a public, semi-public, semiprivate, and private nature are administered in the years ahead. Highly competent managers are needed at all levels to insure (a) that sound fitness and exercise programs are readily available to all concerned; (b) that excellent opportunities for highly competitive and recreationally competitive sport are provided; (c) that special programs of an adapted nature are made available for those with remedial or permanent physical handicaps. and (d) that well-planned, effective professional preparation is carried out.

The caliber of young people recruited into the profession, and the way they are prepared for leadership roles--as managers, teachers, coaches, performers, supervisors, or exercise specialists, is our responsibility. We should carry out this assignment in the best possible manner, in ways that are comparable to those used in the finest professions. The knowledge and theoretical experiences we provide in our programs of professional preparation, along with necessary laboratory experiences to insure the development of specific management competencies and skills, will--when correctly implemented--go a long way toward assisting young people to understand management thought, theory, and practice as applied to developmental physical activity programs for people of all ages and conditions.

Having said, written, and been involved with all of the above, I nevertheless recognize that the problem that we still face is often one of "matching the right manager to the right job!" Some researchers still believe that we must somehow discover how to distinguish the "water walkers" from the mediocre managers. To do this, they are still searching for an elusive set of motives, traits, and social skills. Their concern is for the development of such competencies as social sensitivity and "political" judgment. Such competencies would not be aspects of the actual managerial task to be performed, but special characteristics of the people who do the job best! This implies that people have inborn differences in temperament that make them either
fit or unfit for leadership roles.

If this were proven to be true eventually, does it mean that we are right back again to where we were 50 years ago--i.e., applying the trait approach to the selection of managers? The answer at this point would seem to be both YES and NO! Such research endeavor does tell us is that investigators are still at work on this highly important subject. It tells us further, however, that we should be wary of standardized aptitude tests that may in the final analysis be basically irrelevant to real-life job success in a specific managerial post.

And the beat goes on. . . .
References

Note: The author's references below (1) are related to his publications in the area of administration/management only, (2) are representative and not all-inclusive, and (3) are arranged chronologically,


Zeigler, E. F. (1992). Using the rays from history’s shining lantern as
we face an uncertain future. *Journal of Sport Management*, 6, 3: 206-214. (This was NASSM’s first annual E. F. Zeigler Lecture.)


Note: The following two books have been completed for North American publication on the dates indicated. An agreement has also been signed for them to be published by Sports Education Technologies, New Delhi, India.


Appendix A

Books and Monographs Relating to Sport & Physical Education MANAGEMENT (1959-1995)
(by E. F. Zeigler)

Appendix B: Abbreviated Vita of the Author

Although Earle Zeigler is semi-retired, in 2007 he began his 66th year in professional and scholarly endeavor in physical education and educational sport. A dual citizen of Canada and the United States, he has taught, researched and administered programs at Yale University (1943-49), The University of Michigan (1956-63), University of Illinois, U-C (1963-71), and The Univ. of Western Ontario (the latter from 1949-56 and 1971-89). His primary areas of scholarly interest have been in the history, philosophy, management, international & comparative, and professional preparation aspects of his field. All together Zeigler has published 41 books and monographs and 409 articles. Nine books have been completed since the turn of the century, In addition to receiving the top six awards in his field (professional and scholarly) in both the United States and Canada, Zeigler has been recognized by election to Who's Who in Canada, Who's Who in America, and Who's Who in the World. He has received three honorary doctorates (LL.D., 1975, Univ. of Windsor, Canada, D.Sc.,1997, University of Lethbridge, Canada, and LL.D., 2006, The University of Western Ontario). In 2000-2001, he became the only person elected by both Canada and the United States to Fellow status in the newly created North American Society for Health, Physical Education, Recreation, Dance, and Sport Professionals. (See <www.earlezeigler.com> for further details.)
APPENDIX C
ADMINISTRATION & MANAGEMENT REFERENCES RELATING TO PHYSICAL EDUCATION & ATHLETICS IN THE UNITED STATES OF AMERICA (1925 TO 1972)

by
Earle F. Zeigler, Ph.D.

Note: Contributions the development of this comprehensive, annotated bibliography were made at various stages by Marcia J. Spaeth, Thomas Sinclair, Susan Cooke, and Greta Dubeau Jones

Key Words: administration, athletics, high school, standards (athletic), public relations, values (personal).

Key Words: college & university, administration, facilities, organizational structure, problems. Intercollegiate athletics for women was discussed as a topic, as were the major program, facilities, & personnel policies.

Key Words: problems (administrative), health, recreation, physical education, schools (public).
This is the proceedings of the Sixth National Conference of City and County Directors of the General Division of the American Association for Health, Phys. Educ. & Rec.

AAHPER/DGWS. (1957). Statement of policies and
procedures for competition in girls' and women's sports.

JHPER, 28 (Sept.):57-58--PLANNING (GMP).

Key Words: policies & procedures, AAHPER, DGWS, girls' & women's sports.

Policies and procedures for competition are proposed with intramural and extramurals, age-levels, types of activities, co-educational activities, and types of competition.


Key Words: problems (administrative), recreation, athletics, health education, athletics.

The material here, prepared by the Joint Committee of the National Association of Secondary School Principals deals with critical issues in each of the areas of the program.


Key Words: administration, high school, athletics, public relations, state professional associations.


Key Words: role expectations, athletic director, colleges & universities.

Three different groups of respondents were surveyed to determine whether there were significant differences in role expectations. An AD behavior scale was developed for use.


Key Words: facilities, college, women, Western Washington College of Education.

Not available in DISSERTATION ABSTRACTS.

Akers, P.D. (1971). The degree of autonomy
exercised by athletic directors as perceived by athl. dirs. and the presidents or chairs of the selected institutions. Ph.D.diss., Univ.of Arkansas--PERSONNEL ADMINISTRATION (SMP).

Key Words: autonomy, athletic directors, presidents, chairs, higher education, intercollegiate athletics.

Questionnaires received from 146 institutions; returns were analyzed by computer analysis (Chi Square Probability). ADs seemed to have 80% autonomy, but wanted more control.

Alderson, C.J. (1949). Analysis of legal background, status, and principles with special reference to physical education; A report of a Type C project. Ph.D.diss., Columbia University--FINANCE & BUS.MAN. (SMP)

Key Words: legal status, physical education, principles (legal), background (legal).

Presented a complete review of physical education's legal status at federal & state levels. Legal decisions and principles relating to physical education were classified.


Key Words: leadership (administrative), physical education, departments, women, higher education, interaction (group).

Questionnaire scales were obtained from administrators & faculty members re a number of variables (e.g., leader authority, consideration, role assumption, atmosphere).


Key Words: physical education program, men, junior colleges, evaluation.

Nine junior college programs were evaluated in regard to: instructors' background, facilities, record-keeping, time allotment, enrollment, activities, and intramural programs.


Key Words: physical education, program evolution, public schools, New York State.

This study of the development of physical education in public schools had the primary purpose of assembling, in
logical sequence, the administrative steps taken in the past.

Appenzeller, H.T. (1966). An analysis of court cases pertaining to tort liability for injuries sustained in a public school program of physical education. Doct.diss., Duke University--LEGAL CONSIDERATIONS (SMP). Key Words: legal liability (tort), injuries, safety, court decisions, schools (public), physical education. Liability was studied in terms of teacher negligence, supervision standards, dangerous activities, safety of facilities & equipment, and degree of negligence.

Arce, W.B. (1956). Planning boys' gymnasium facilities for secondary schools. Doct.diss., Stanford Univ.--FACILITIES & EQUIPMENT (SMP). Key Words: planning, facilities (gymnasium), boys, schools (secondary). Theorized that facilities' specifications should be designed with regard to activities that will be offered. Appropriate planning procedures and practices were derived.

Arnold, D.E. (1971). Legal basis of physical education in selected states. Bloomington, IN: Indiana Univ.--LEGAL CONSIDERATIONS (SMP). Key Words: legal considerations, physical education, states of the U.S.A. Statutes related to physical education in 6 states analyzed & compared. The courts have consistently placed high value on worth of phys. educ. programs (often including athletics).

Athletic Institute & AAHPER. (1968). College and university facilities guide for health, physical education, recreation, and athletics. Chicago: The Athletic Institute--FACILITIES/PLANNING (SMP). Key Words: college and university, facilities, health, physical education, recreation, and athletics. This is a comprehensive report of the Fourth National Facilities Conference sponsored by the two units mentioned above.

Bagley, M.C. (1972). Situational leadership in graduate departments of physical education. Doct.diss., Univ. of Illinois, C-U--DECISION-MAKING (GMP). Key Words: leadership, effectiveness, physical education, graduate department, Fiedler's contingency model..
Fiedler's contingency model applied to various situational settings was tested in U.S. graduate departments of physical education where doctoral degrees are awarded.

Key Words: supervisor (physical education), Washington, public schools, duties and functions (supervisory).
Eight supervisors were interviewed about their present duties & qualifications, qualifications a new supervisor should possess, and most frequently encountered problems.

Key Words: survey, relationships (administrative), departments (physical education), colleges and universities.
Duties and administrative procedures for heads of women's and men's physical education were compared re budget, policies, personnel, and the several programs offered.

Key Words: supervision, physical education, elementary school, supervisor.
Examined the viewpoints of supervisors regarding the in-service practices of elementary school physical education teaching.

Key Words: supervision, physical education, public school (elementary), classroom teacher, opinions.
Reported on the opinions of classroom teachers of elementary physical education about the in-service practices of supervisors.

of physical education in public schools in the United States.
RESEARCH QUARTERLY, 33:632-636--ACTIVATING (GMP).
Key Words: physical education, public schools, United
States, administrative problems.
This study estimated the frequency that certain administra-
tive problems were encountered in elem. & sec. schools with
respect to time & space allotment, equipment, program, etc.

Baker, R.E. (1956). The implications of school
liability for teachers of health (physical) education in
New York City.
Doct.diss., Columbia University--LEGAL CONSIDERATIONS (SMP).
Key Words: legal liability, physical education, teachers,
New York City.
Clarified legal issues and precepts and stressed the
importance of evaluating planned activities in regard
to legal repercussions.

Barnes, S.E. (1956). Criteria for evaluating
the administration of intercollegiate athletics.
Doctoral diss., Ohio State University--EVALUATING (GMP).
Key Words: criteria, evaluation, management,
administration, athletics (intercollegiate)
Investigated historical background, including controversial
issues, before assessing effectiveness of intercollegiate
athletics re organization, policies, health services, etc.

Barrett, V.F. (1939) Liability in athletics
in Oregon.
RES.QUART., 10:99- (March)--LEGAL CONSIDERATIONS (SMP).
Key Words: liability (legal), athletics, schools (public),
Oregon.
This study was concerned with the liability of school
officials with regard to athletic injuries, spectator
injuries, and transportation injuries in the program.

Barrow, L. (1953). An analysis of insurance
principles and practices with implications for
physical education.
Ph.D.diss., Columbia Univ.-FINANCE/INSURANCE (SMP).
Key Words: insurance (principles & practices),
physical education, evaluation.
Not available in DISSERTATION ABSTRACTS.

Bartelma, D.D. (1948). The practices and policies of
state departments of education in the administration of health, physical education, recreation, & safety.
Doctoral diss., University of Colorado--ACTIVATING (GMP).
Key Words: state education departments, physical education, policies & procedures, health, recreation, safety.
This study ascertained and evaluated state policies and practices and established guidelines for the administration of state programs.

Doctoral diss., Colorado State College--PLANNING (GMP).
Key Words: principles, athletics (administration of) colleges and universities, Nat. Colleg. Athl. Assoc.
Administrative principles were developed for athletics as applied to aims & obj., finance, staff, equipment, facilities, health & safety, scheduling, recruiting, etc.

Bedelle, F.,Jr. (1962). Identification and analysis of selected administrative problems confronting public school physical education directors.
Ph.D.diss., Univ. of Tennessee--DECISION-MAKING (GMP).
Key Words: administrative problems, public school, physical education directors.
Determined the major problems encountered by the directors, degree of agreement concerning identification of problems, & possible solutions and/or circumventions to the problems.

Key Words: human relations, Big Ten, intramural athletics, case method technique, critical incident technique.
Investigated the involvement of human relations in resolving administrative problems; study based on use of case problem & critical incident techniques.

Doctoral diss., New York University--PLANNING (GMP).
Key Words: policies, interscholastic athletics (girls), secondary schools.
Relationship between the purposes of American public
secondary education and interscholastic athletic programs
girls was studied; then, principles were established.

Berrett, V.F. (1939). Liability in athletics
in the State of Oregon.
RES.QUARTERLY, 10:99-(March)--LEGAL CONSIDERATIONS (SMP).
Key Words: legal liability, athletics (interscholastic),
State of Oregon.
Concerned primarily with liability of school officials in
regard to athletic injuries, spectator injuries, and
transportation injuries.

Berridge, H. (1948). A study in the field of
accreditation of professional
physical education.
Doctoral diss., Univ. of Texas, Austin--EVALUATING (GMP).
Key Words: accreditation, professional physical education,
planning, evaluation.
This study recommended standards for the university
education of physical education major students, as well
as the evaluation of these programs.

Bierhaus, F.W. (1956). The organization and
administration of intramural sports for men in selected
colleges and universities.
Doctoral diss., Univ. of Colorado--FINANCE/PLANNING (GMP).
Key Words: intramural sports, colleges & universities,
State of Colorado, administration, policies, analysis.
Policies in intramural programs were studied in re awards,
financing, publicity, medical supervision, insurance,
officiating, councils, units of competition, activities.

education in the public elementary schools of Ohio by means
of the LaPorte Score Card.
Doctoral diss., University of Michigan--EVALUATING (GMP).
Key Words: physical education, elementary schools (public),
Ohio, LaPorte Score Card, program (elementary).
The programs in health and physical education, as measured by
the LaPorte Score Card were very poor and, in many cases,
were non-existent.

for the modern junior and senior high school.
Doctoral diss., Columbia University--FACILITIES (SMP).
Key Words: physical education, facilities, junior high school (middle school), high school. Not available in DISSERTATION ABSTRACTS. (See publication by A.S. Barnes & Co., New York, 1938 that contains detailed analysis of all aspects of recommended facilities.)

Blamer, W.C. (1967) A study of physical education in the public junior and community colleges of the continental United States. Ph.D.diss., Michigan State University--EVALUATING (GMP). Key Words: physical education, junior and community colleges (public), standards, organizations (professional). This study determined the extent to which the colleges used recommended standards set by professional organizations; it included instructional program, intramurals, and varsity.

Bloom, M. (1947). Actions used in resolving intergroup problems in physical education experiences of the Springfield College physical education faculty members. MA thesis, Springfield College--DECISION-MAKING (GMP). Key Words: intergroup problems (faculty members), Springfield College, activating, minorities. Experiences of faculty members were gathered to discover factors incident to the participation of Negroes or other minority groups in intercollegiate athletic competition.


Bookwalter, K.W. (Ed.). (1947). College facilities for physical education, health education, and recreation. Flushing, NY: Queens College-PLANNING/STANDARDS (SMP). Key Words: facilities, college & university, recreation, health education, recreation. This is a sequel to a 1923 publication of the Society of Directors of Physical Education in Colleges and was designed to update outmoded standards on this subject.
Borcher, W.J. (1964). An analysis of public opinion in regard to physical education in public schools. Ph.D.diss., Univ. of Oregon--PUBLIC RELATIONS (SMP). Key Words: public relations, analysis, public opinion, schools (public), physical education. Public opinion about physical education in the State of Oregon in regard to its importance & various other aspects was determined. Public felt more daily time was needed.

Bowers, J.H. (1967). A study of spaces for physical education. Ph.D.diss., Univ. of Tennessee--FACILITIES & EQ.(SMP). Key Words: evaluation, spaces, schools (public), physical education. Existing spaces for physical education were analyzed in selected public schools at all levels. Recommendations for space in building construction were made.

Boycheff, K. (1954). Intercollegiate athletics and physical education at the University of Chicago. Doct.diss., Univ. of Michigan--EVALUATING (GMP). Key Words: athletics (intercollegiate), physical education, University of Chicago. By documentary analysis of the ideas of selected leaders (i.e., Harper, Stagg, Metcalf, and Hutchins), their influence on physical education at Chicago was traced.


Boydston, D.N. (1949). The duties and responsibilities of state directors of health and physical education with special reference to Oklahoma. Doct.diss., Columbia Univ.-PERSONNEL ADMINISTRATION (SMP). Key Words: duties and responsibilities (administrative), state directors, health & physical education, Oklahoma. Not available in DISSERTATION ABSTRACTS.

importance of association goals and personal motives among executive members of two Canadian sport associations. Doct.diss., Univ. of Illinois, C-U--EVALUATING (GMP). Key Words: goals (organizational), sport associations (Canadian), motivation (personal), members (executive). Descriptive analysis techniques identified associations' perceived aims & objectives; Structure of organization, not individual motivation, confirmed consensus on goals.

Bridgeman, D.F. (1959). A study of the job competencies utilized by directors of health, physical education, and recreation. Doct.diss., Springfield Coll.--PERSONNEL ADMINISTRATION (SMP). Key Words: competencies (job), directors of health, physical education, and recreation. Necessary job competencies for directors of HPER were determined with the aim of recommending graduate training program development for administrators.

Bronzan, R.T. (1965). Attitude of university publics toward the contributions of the intercollegiate football program to general education. Doct.diss., Stanford University--EVALUATING (GMP). Key Words: public opinion, football (intercollegiate), education (general), values (educational), analysis. An attitude scale was developed to measure attitudes of faculty, alumni, undergraduates, and graduate students. All save certain segments of faculty were favorable.

Broom, E. (1971) A comparative analysis of the central administrative agencies of amateur sport and physical recreation in England and Canada. Doct.diss., Univ. of Illinois, C-U--EVALUATING (GMP). Key Words: comparative analysis, amateur sport, physical recreation, administrative agencies, England, Canada. Examined Canadian agencies in relation to English system to learn if the latter experience might help Canada's set-up; included analysis of characteristics and roles.

Bruce, M.W. (1971). A survey of attitudes of administrators and other faculty in regards to faculty work load in physical education in higher education. Columbus, OH: OH State Univ.--COMMUNICATING (GMP). Key Words: attitudes, administrators, faculty members, work load, physical education, colleges and universities.
An attitudinal questionnaire was developed and sent to member schools of Middle Atlantic State Collegiate Athletic Conference. Significant differences at .05 level were found.

Key Words: role expectations, college directors, physical education and athletics.
Study determined the awareness of college directors of selected role concepts held for them in administration, curriculum, public relations, and staff relations.

Key Words: athletics, analysis, spectator problems, schools (secondary).
Principles, phys. educ. teachers, and athletic officials were surveyed to discover incidences, prevalence, causes, and location of spectator behavior problems.

Key Words: physical education activity area, professional physical education. Not available in DISSERTATION ABSTRACTS.

Key Words: finances (athletics), athletics (interscholastic), schools (secondary), State of California. Not available in DISSERTATION ABSTRACTS.

Key Words: communication (patterns & structure), university (administrative & instructional unit), IL, C-U.
Communication patterns within College of Phys. Educ. at the U. of Illinois, C-U, were analyzed as to how selected factors (age, sex, rank, & years of experience) affected communication.

Clark, D.E. (1953). Relationship of certain factors to the quality of administrative provisions for physical education in New York State. Doct.diss., Syracuse University--EVALUATING (GMP). Key Words: New York State, LaPorte Score Card, administrative provisions. Used the LaPorte Score Card to obtain measures of the quality of administrative provisions in more than 100 schools in New York State.

Clarke, H.H. (1932). Administrative problems in required physical education for men in universities. RES.QUARTERLY, 3:218- (May)--MANAGEMENT PROCESS (GMP). Key Words: administrative problems, men, universities, physical education (required), analysis. Problems studied: substitution of athletics & military training for required program, attendance of athletes, medical exams as basis for determining fitness to take part.

Clements, W.S. (1937). The administration of school playgrounds in the educational system of Chicago, Illinois. RESEARCH QUARTERLY, 8:55-65--MANAGEMENT PROCESS (GMP). Key Words: playgrounds (school), educational system, Chicago (IL), values (educational). This study compared the public school and municipal playgrounds in an attempt to learn if there were worthwhile educational values in the school playground program.

Colgate, T.P. (1967). An evaluation of the public relations programs of physical education departments in selected colleges & universities in the State of Iowa. Doctoral diss., Univ. of Iowa--PUBLIC RELATIONS (SMP). Key Words: public relations, analysis, physical education departments, colleges & universities, State of Iowa. Ten university departments' public relations programs were analyzed in regard to planning, relationships to public relations directors, and to the regular academic program.
Coma, A.S. (1964). The characteristics of male disciplinary offenders and the male disciplinary problem at a large urban high school.
Ph.D.diss., Temple Univ.--INSTRUCTIONAL SUPERVISION (SMP).
Key Words: offenders (male, disciplinary), high school (urban), problem (disciplinary), characteristics (personal).
Repeat, disciplinary offenders in urban high schools were analyzed on the basis of: personal and social environment, delinquency proneness, body type, physical fitness.

Constantz, Q. (1950). Certain administrative practices in secondary school athletics in Missouri and opinions regarding them.
Doct.diss., University of Missouri--EVALUATING (GMP).
Key Words: practices (administrative), high schools, Missouri, athletics, attitudes (toward).
Schools were surveyed to discover opinions as to "who should do what" (i.e., state, board of education, superintendent, officials, faculty, students).

Ph.D.diss., Western Reserve University--EVALUATING (GMP).
Key Words: athletics (interscholastic), Ohio, organization & administration, athletic associations (state).
Investigated the organization and administrative activities of various state athletic associations with the view of making special recommendations for Ohio.

Ph.D.diss., Columbia University-PLANNING/EVALUATING (GMP).
Key Words: standards (high school), athletics (girls).
State of Ohio.
Not available in DISSERTATION ABSTRACTS.

Doctoral diss., Syracuse University--EVALUATING (GMP).
Key Words: instructional program (men and women), United States, colleges and universities.
A sampling was surveyed concerning the status of philosophy and objectives, administrative practices, program practices, and evaluation practices in required programs.

Curry, V.M. (1951). Public relations in the organization and management process of
selected national professional education meetings.
Ph.D.diss., Univ. of California, LA-PUBLIC RELATIONS (SMP).
Key Words: public relations, process (management),
associations (professional education), national.
Not in DISSERTATION ABSTRACTS. (Not a physical education topic).

Cutter, A.R. (1964). Objectives, policies, and administrative procedures for junior
high school intramural athletic programs for boys.
Doctoral diss., Univ. of California, Berk.--PLANNING (GMP).
Key Words: objectives, policies, administrative procedures,
intramurals program, junior high school, boys, analysis.
Developed guide for programs; problems investigated were:
(1) to formulate objectives; (2) to determine desirable
policies, and (3) to determine best administrative procedures.

Daly, J.A. (1970). An analysis of some philosophic beliefs held by Australian
physical educators with implications for administration.
Key Words: beliefs (philosophic), physical educators
(Australian), survey.
Determine the degree to which a sampling of Australian
physical educators held essentialistic or progressivistic
philosophies and related this to administrative practice.

Daniel, J.V. (1971). Differentiated roles and faculty job satisfaction within
departments of physical education and athletics in Ontario universities.
Doctoral diss., Univ. of Illinois--PERSONNEL ADMINISTRATION.
Key Words: job satisfaction (faculty), universities
(Ontario), depts. of phys. educ. & athletics.
Considering administration as a social process, an incongru-
cency between the goals of organizations and the felt needs
of individuals relating to job satisfaction was established.

administration units in selected mid-western universities.
Doct.diss., Univ. of Illinois--COMMUNICATING (GMP).
Key Words: organizational climate, physical education
units, universities (mid-western).
Organization climate in physical education units under
different administrative structures was measured along
with the climate’s relationship to other factors.

Daves, M.M. (1964). A survey of practices used by women's athletic associations in
Illinois colleges to conduct extramural sports programs.
Doct.diss., New York University--EVALUATING (GMP).
Key Words: athletic associations (women), Illinois, colleges, extramural sport programs.
24 programs were studied to develop guiding principles, to appraise practices, and to establish policies. Weak programs areas were determined (e.g., publicity, officiating).

Davis, M.G. (1972) Role perceptions and expectations of college physical education chairmen's responsibility priorities by faculty chairmen.
Doct.diss., Indiana University--COMMUNICATING (GMP).
Key Words: role perceptions, administrative responsibility, physical education (college), role expectations.
Determined the relationships of role perceptions and expectations of the chairman's actual and ideal responsibility; a theoretical model was developed to measure dimensions.

Davis, C.C. (1972). An analysis of the duties performed by the administrative head of HPER in state-supported colleges and universities in the United States.
Doct.diss., Ohio State Univ.-PERSONNEL ADMINISTRATION (SMP).
Key Words: duties (administrative), department head, colleges and universities (state-supported), U.S.A.
Specific administrative duties were identified and related to sex, age, experience, academic preparation, and program size.

Key Words: functions (roles), state departments of education, health and physical education.
This study determined, analyzed, and interpreted the extent and kind of provisions that state depts. were making toward carrying out leadership responsibilities (incl. research).

RES.QUARTERLY, 7:14-35 (Oct.)--PLANNING/STANDARDS (GMP).
Key Words: athletic director, administrative standards, administrative duties, analysis.
Sought to establish administrative standards for the conduct of intercollegiate athletics; evaluated college participation, and defined duties of a director.

facilities in the public high schools of the State of Rhode Island. 
Doct.diss., Columbia Univ.--FACILITIES & EQUIPMENT (SMP).
Key Words: facilities (physical education), schools
(secondary), public, State of Rhode Island, evaluation.
Assessed relationship of facilities to program adequacy.
Made recommendations for gymnasium, indoor stations,
outdoor areas, athletics areas, facilities (instructional).

Dennis, J.M. (1971). Administrative behavior of successful and unsuccessful athletic
directors in small colleges and universities.
Ph.D.diss., Univ. of So. California-EVALUATING (GMP).
Key Words: behavior (administrative), athletic directors,
administrator (success, failure), higher education.
Hypothesized that significant differences would be found in
administrative behavior of "successful" and "unsuccessful"
ADs. Results from 3 test measures rejected the hypothesis.

DeShaw, C.G. (1948). An evaluation of established regulations employed by the
states to ensure the health & safety of varsity competitors in secondary schools.
Doct.diss., New York Univ.--FACILITIES & EQUIPMENT (SMP).
Key Words: evaluation, regulations, states, health &
safety, competitors (varsity), schools (secondary).
Examined safety of administration, program, players,
equipment, and facilities. Recommended formation of
national body to examine policies and standardize controls.

DeVazier, J.A. (1967). Opinions expressed by members of selected civic
organizations in Arkansas regarding health, physical education, and recreation.
Doctoral diss., Univ. of Arkansas--PUBLIC RELATIONS (GMP).
Key Words: public relations, organizations (civic),
State of Arkansas, health, phys. educ., & recreation.
Members of four civic clubs were questioned about current
issues in HPER. General agreement expressed with accepted
concepts with some differences toward recreation & athletics.

in supervision.
RES.QUART.: 5:58-59 (Dec.)-INSTRUCTIONAL SUPERVISION (SMP).
Key Words: supervisors, supervision, new approaches,
physical education, personality outcomes.
Concluded that supervision is a crucial aspect of physical
education to effect personality outcomes; outline effective
practices pertaining to evaluation, morale, meetings, etc.

Determined existing policies & procedures and analyzed them in light of standards established by various authorities (e.g., state athletic associations).

Dittus, L.K. (1966). The role of the physical education director.
Doct.diss., Colorado St. Coll.-PERSONNEL ADMINISTRATION (SMP).
Key Words: administrator's role, director of physical education, role expectations.
This study sought to clarify the responsibilities of physical education directors in senior high schools; duties were identified and role expectations were studied.

Master's thesis, The Univ. of Michigan--EVALUATING (GMP).
Key Words: intramural athletics, Grand Rapids, Michigan, high school, boys.
Assessed the status of these programs. Also, examined beliefs of superintendents, principals, and board members about these programs, as these affected practice.

RES.QUART., 23:280-94 (Oct.)--LEGAL CONSIDERATIONS (SMP).
Key Words: legal liability, accidents (physical education), safety, program (health).
Reviewed various court decisions with implications for physical education. Provided a complete list of references to date.

Doct.diss., Ohio State University--DECISION-MAKING (GMP).
Key Words: analysis, leadership (administrative), departments (physical education).
The evidence seemed to indicate that Ohio university depts. were administered by chairpersons who involved their faculties in a participative form of government.

Durand, E.S. (1953). Analytical study of policies and practices relating to physical
education expenditures in 15 representative public school systems in Eastern cities.
Doctoral diss., Columbia Univ.-FINANCES & BUS.MAN. (SMP).
Key Words: evaluation, policies & procedures, expenditures (physical education), school systems, Eastern cities.
Not available in DICTORAL DISSERTATION.

Earhman, G.I. (1964) A critical study of research in administrative theory done at Colorado State College for the period from 1959 to 1964.
Doctoral diss.(in educ. adm.), CSC.--EVALUATING (GMP)
Key Words: administrative theory, Colorado State College, research (completed). Not a physical education thesis!
Research in educational administrative theory at CSC for the years 1959-1964 was analyzed in relation to theory development (e.g., such concepts as morale, dynamics, leadership).

Doct.diss., Univ. of No. Carolina, CH--FACILITIES (SMP).
Key Words: evaluation, criteria, facility utilization, program (functional), schools (secondary), Maryland.
Analysed factors indicating good or poor programs; criteria affecting utilization; weaknesses of indoor facilities, and facility usage for community recreation.

Key Words: athletics (school), problems, policies.

Doct.diss., Columbia Univ.-PERSONNEL ADMINISTRATION (SMP).
Key Words: policies & procedures, personnel administration, physical education departments, higher education.
Study investigated practices and policies in personnel administration common to all departments and unique to physical education; guidelines for p. & ps. were recommended.

Doct.diss., Stanford Univ.--FACILITIES & EQUIPMENT (SMP).
Key Words: space, facilities, physical education, schools (public), community use, principles.
Developed guiding principles for determining space and facilities needed for physical education program. Established
a philosophy supporting the need for instruction.

Key Words: practices (administrative), junior colleges, athletics.
Questionnaires returned by 153 ADs and 28 experts. Chi Square test used to compare at .05 level of significance.
Conclusions reported re planning, directing, staffing, etc.

Key Words: athletic directors, professional preparation, professional experience, junior colleges, U.S.A.
This study sought to determine to what extent the training, experience, and responsibilities of athletic directors met standards recommended by a panel of experts.

Key Words: supervision, Utah, health & physical education, planning.
This study used analytic and descriptive methods to develop a formula that determined the number and costs of supervisors needed for the programs.

Key Words: finance, athletics (secondary school), evaluation, problems (administrative).
Assessed problems: sources of coaches within school, sports in program, coaches' compensation, program costs, student tickets, equipment, pooling of gate receipts, insurance.

Key Words: planning, facilities (physical education), boys, New York City, schools (secondary), principles.
Identified objectives and subsequent activities needed; described deficiencies of current facilities, developed
principles for planning of facilities.

Key Words: evaluation, legislation (physical education), schools (public), United States.
Laws of the 48 states applying to physical education were examined in respect to their implications for the establishment of programs.

Doct.diss., Louisiana State University--EVALUATING (GMP).
physical education, university, United States, organization, professional preparation, facilities, programs, women.
This study investigated the organizational aims and patterns, professional preparation programs, policies concerning facilities & programs for women in seven universities.

Fauver, E. (1931). The relation of the department of student health to the department of physical education.
RESEARCH QUARTERLY, 2:44-50--EVALUATING (GMP).
Key Words: student health, physical education, relationship, interrelationship.
This study presented a brief historical outline of the two departments; posed facts about the ongoing relationship; and concluded that the two depts. should be combined into one.

Ph.D.diss., Columbia Univ.--PERSONNEL ADMINISTRATION (SMP).
Key Words: administrative guide, physical education program, college women.
Not available in DISSERTATION ABSTRACTS.

Flanigan, T. (1973). An assessment of specified environmental characteristics of the College of Physical Education at the University of Illinois, C-U.
Doct.diss., Univ. of Illinois, U-C--EVALUATING (GMP).

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Key Words: characteristics (environmental), Illinois (C-U), evaluation, College of Physical Education.
The environmental characteristics were identified along the dimensions of five scales: practicality, community, awareness, propriety, & scholarship. Subscales were assessed.

Key Words: athletic director, handbook, business forms, management (technical aspects)
An early, unique encyclopedia (alphabetically arranged) that the compiler called the "How-To-Do-It" of athletic administration. Contains hundreds of tables & figures.

Doct.diss., University of Oregon--ACTIVATING (GMP).
Key Words: practices, trends, programs (physical education), boys, public schools, Oregon.
Data concerning status confromity to state regulations, and program trends were obtained. Trends involved the use of elective programs, permanent excuses, accident reports, etc.

Doctoral diss., Springfield Coll.-EVALUATING (GMP).
Key Words: factors (socio-economic), Missouri, change, programs (physical education).
Analyzed relationship of legislative provisions, financial support, and racial integration to program changes in three areas of Missouri from 1946 to 1961.

Doct.diss., Indiana University--EVALUATING (GMP).
Key Words: evaluation, program (health & physical education), secondary schools (white), Missouri.
Programs were evaluated in terms of national standards using the LaPorte Score Card (No. II); the results showed a need existed for a statewide course of study.
Learned that companies often made no effort to provide equipment with the required competitive specifications. An unexplained difference in prices exists, also.


Gingrich, R.L. (1958). An evaluation of the physical education service programs for men in the church-related senior college and universities of Indiana. Doctoral diss., Indiana University--EVALUATING (GMP). Key Words: evaluation, program (instructional or service), colleges & universities (church-related), men, phys. educ. Programs evaluated by means of a checklist of standards verified by jury. Highest relationship to program quality found between cost per student and teachers' salaries.


Secondary school boys' physical education programs were evaluated as to the most significant factors contributing to the type of program offered (e.g., administrative support).

Grambeau, R.J. (1959). A survey of the administration of intramural sports programs for men in selected colleges and universities in North and South America. Doctoral diss., Univ. of Michigan--MANAGEMENT PROCESS (SMP). Key Words: survey, intramural sports (administration of), North America, South America, men, colleges & universities. Programs were analyzed in regard to philos. & objs., org. & adm., program evaluation, facilities. Other specific items were analyzed (e.g., activities, extramurals)

Graybeal, E. (1941). A consideration of the qualities used by administrators in judging effective teachers of physical education in Minnesota. RES. QUART., 12:741 (Dec.)--INSTRUCTIONAL SUPERVISION (SMP). Key Words: qualities (of teachers), evaluation (of teachers), physical education, Minnesota. 23 teacher qualities were graded by 275 administrators as to their importance in judging effective teachers; understanding pupil abilities & limitations ranked highest.

Greenberg, J.S. (1969). The relationship between the frequency and effectiveness of selected supervisory behaviors as perceived by p.e. tchrs. & their supervisors. Doct.diss., Syracuse Univ.--INSTRUCTIONAL SUPERVISION (SMP). Key Words: behaviors (supervisory), high schools, New York State, physical education teachers, supervisors. An instrument measuring the effectiveness of supervisory behaviors was administered to both physical education teachers and their supervisors; many variables were used.

schools; asked how well they were prepared to handle them.

Groves, Q.D. (1962). A guide for the evaluation of programs in physical education. Doct.diss., University of Kansas--EVALUATING (GMP). Key Words: evaluation (criteria for), program. (physical education). Guide was developed that identified and evaluated the needs of children and the program features that make a significant contribution to their fulfillment.

Guenther, D. (1950). National survey of physical education and sports insurance plans. RES.QUARTERLY, 21:20- (March)--FINANCE & BUS. MAN. (SMP). Key Words: evaluation, sports, United States, insurance plans, physical education. Study was carried out in conjunction with the various state high school athletic associations to determine as complete information as possible about the plans.


Haag, J.H. (1950). An analysis of certification requirements for health and physical education in the United States. Doct.Diss., Temple Univ.--PERSONNEL ADMINISTRATION (SMP) Key Words: certification requirements, United States,
health and physical education.
This analysis of certification requirements was carried out throughout the U.S. for the purpose of the establishment of a common set of certification requirements.

Key Words: physical education, budget (processes employed), high school, Province of Ontario, Canada
Physical education supplies and capital budgetary decision-making processes were analyzed to determine the factors (incremental or comprehensive) involved.

Doct.diss., Stanford University--FINANCES/FACILITIES (SMP).
Key Words: cost analysis, physical education, facilities (utilization of), San Francisco.
Determined direct charges, current expenses, and capital outlay for 10 high schools in San Francisco. Cost per pupil was calculated based on hours of use.

Haniford, G.W. (1962). The utilization of the "recreational gymnasium" by Purdue University undergraduate students.
Doct.diss., Indiana Univ.--FACILITIES & EQUIPMENT (SMP).
Key Words: facility (utilization), gymnasium (recreational), Purdue University, students (undergraduate).
Concluded that Purdue University's "recreational gymnasium" served its purpose in terms of number of students using the building, as well as in the "intensity" of use.

Doct.diss., Univ. of Oregon-PERSONNEL ADMINISTRATION (SMP).
Key Words: student reactions (inventory of), women's college, physical education program (instructional).
Effective & ineffective characteristics of teachers were ranked in Univ. of Oregon service program; knowledge & ability to teach ranked highest; lack of interest lowest.
Hart, J.E. (1956). Administration of athletic scholarships at the University of Missouri. Doct.diss., Univ. of Missouri--FIN. & BUS.MAN. (SMP). Key Words: athletic scholarships, University of Missouri, organizational control. Determined organizational control of athletic scholarships in regard to selection criteria and subsequent success at the University. 60% of scholarships for football.

Havel, R.C. (1953). The professional status of head coaches of athletics in colleges and universities. RES.QUART., 24:8-17 (March)-PERSONNEL ADMINISTRATION (SMP). Key Words: status (professional), head coaches, athletics, colleges and universities. Determined the professional status with regard to academic background, experience, employment conditions, duties and responsibilities, and salary.

Hawkes, A.E. (1965). A set of operational principles for country-level supervision of physical education in California. Doct.diss., Univ. of So. Calif.-INSTRUCT.SUPERVISION (SMP). Key Words: principles (operational), supervision (country level), California. 58 operational principles for supervision were derived and evaluated by country supervisors; results indicated agreement with the intent of principles and superv. duties.

Healey, W.A. (1952). An analysis of the administrative practices in competitive athletics in selected colleges of the Midwest. Doct.diss, Indiana University--EVALUATING (GMP). Key Words: evaluation, practices (administrative), athletics, college (state & private), Midwest. Study assessed organizational status, and then compared administrative practices at state and private colleges after establishing guidelines to facilitate an evaluation.

Hendricks, E.T. (1951). The organization and administrative operation of physical education service programs in land-grant colleges and universities. Doctoral diss., Univ. of Missouri--EVALUATING (GMP). Key Words: management, programs (instructional), colleges & universities (land-grant), analysis. Recommendations are made concerning physical education as a separate college service program within institutions (e.g., requirements, credits, objectives, adaptives).


Hill, L. (1958). A manual for the organization, administration, and conduct of senior high school programs of physical education for boys in Washington, D.C. Doct.diss., New York University--EVALUATING/PLANNING (GMP). Key Words: organization, administration, conduct of, programs (high schools), boys, Washington, DC. Manual developed to serve as a guide for the administrative aspects of physical education. Current practices were initially evaluated to determine strengths and weaknesses.

Hinman, S. (1940). The organization and administration of health and physical education in large cities. RESEARCH QUARTERLY, 11:97-108--EVALUATING (GMP). Key Words: organization & administration, health & physical education, evaluation. A questionnaire study related to the many facets of organizational and administrative practices in cities larger than 100,000 population.

Hoffer, J.R. (1944). An activity analysis of the duties of recreation and informal education leaders and supervisors. RES QUART., 15:50-59 (March)--PERSONNEL ADMINISTRATION (SMP). Key Words: duties and responsibilities, recreation & informal education, leaders & supervisors.
Developed a master list of duties and responsibilities and categorized them (e.g., planning, policy formation, counselling, health & safety, personnel, facilities).

Doct.diss., Indiana University--EVALUATING (GMP).
Key Words: policies (administrative), evaluation, intercollegiate athletics, Rocky Mountain States.
Compared present administrative status in relation to opinions of univ. & coll. presidents as to how the program should be administered. Recruitment was rated most poorly.

Doct.diss., New York Univ.--FACILITIES & EQUIPMENT (SMP).
Key Words: manual (policies & procedures), standards, facilities (physical education & recreational), Minnesota.
Developed manual and established standards for the design and construction of outdoor, indoor, service, and administrative facilities.

Doct.diss., Indiana Univ.--GENERAL MANAGEMENT PROCESS (SMP).
Key Words: practices (administrative), athletics (intercollegiate), conferences (athletics), control.
Athletic directors were surveyed in regard to duties, program philosophy, recruitment, scholarships, and administrative policies.

Hughes, W.L. (1931). Problems of intercollegiate athletic administration in a modern program of physical education.
RES.QUART., 2:51- (March)--GENERAL MANAGEMENT PROCESS (GMP).
Key Words: problems (administrative), athletics (administration of), program (physical education).
Presented objectives for intercollegiate athletics and discussed meeting such objectives with regard to: finance, public relations, institutional control, etc.

Hughes, W.L. (1932). The administration of health
and physical education for men
in colleges and universities.
Doct.diss., Columbia University--GMP and SMP.
Key Words: administration, health & physical education,
men, colleges & universities, analysis.
Not available in DISSERTATION ABSTRACTS; much of this
material appeared as a textbook and was updated over time

Hughes, W.L. (1932). Round table discussion on the
administration of intercollegiate
athletics.
RES.QUART., 3:70- (May)--GENERAL MANAGEMENT PROCESS (GMP).
Key Words: administration, athletics (intercollegiate),
analysis.
Discussions covered the relationship of intercollegiate
athletics to the required program, the intramural program,
and the health program.

Hughes, W.L. (1933). A more unified administration
of health, physical education,
and athletics.
JOHPE, 4:7 (February)-- GENERAL MANAGEMENT PROCESS (GMP).
Key Words: administration (unified), health,
physical education, athletics.

Hughes, J.M. (1960). Standards for facilities for
physical education in senior
high schools.
Doct.diss., Univ. of TX, A.--FACILITIES & EQUIPMENT (SMP).
Key Words: standards, facilities, high schools (senior),
physical education, evaluation, Texas.
Formulated minimum standards for facilities; then
evaluated facilities of 20 high schools in central Texas.
Concluded that maximum use of existing facilities was needed.

Humphrey, J.H. (1951). A job analysis of selected
public school physical education
directors.
Doct.diss., Boston Univ.--PERSONNEL ADMINISTRATION (SMP).
Key Words: job analysis, school (public),
physical education, directors.
This study served to provide a master list of duties
performed by directors; developed evaluative standards;
and determined trends in public school physical education.

Hunter, M.D. (1966). A dictionary for physical education. Doct.diss., Indiana University--COMMUNICATING (SMP). Key Words: dictionary, physical education, terminology. Investigated the usage or meaning of terminology as it is applied in academic or theory courses in physical education, and then a dictionary of terms was developed.

Hunter, J.E. (1971). Analysis of meanings attached to concepts in administrative theory by administrators of the Big Ten Conference and Central Intercollegiate A.A. MA thesis, Univ. of Illinois, C-U--COMMUNICATING (GMP). Key Words: analysis, meanings of concepts, administrative theory, Western Conference (Big Ten), C.I.A.A. Concepts examined in this study were informal organization, formal organization, authority, rationality, decision-making, cooperation, and communication.

Husman, B., et al. (1953). A nation-wide survey analysis of major administrative problems in required college physical education programs. RESEARCH QUARTERLY, 24:67-71--EVALUATING (GMP). Key Words: analysis, problems (major), college, required, programs (physical education). Selected problems were surveyed: varsity athletes in required programs, attendance, class organization, program offerings, grading, purchase of equipment, and fees.

Hutter, D.M. (1970). A study of the attitudes affecting the behavior of the administration of intercollegiate athletics. Doct.diss., The Ohio State University--EVALUATING (GMP). Key Words: attitudes affecting administrative behavior,
athletics (intercollegiate), administration.
Determined the relationships between expressed attitudes
and the administrative practices in intercollegiate
athletics in effect at their respective institutions.

Irace, S.C. (1958) Case studies in the adminis-
tration of intercollegiate athletics for men with reference
to the member institutions of the College of New York City.
Doct.diss., Columbia University--DECISION-MAKING (GMP).
Key Words: Case studies, athletics administration, men,
College of the City of New York, decision-making.
This was one of the pioneer studies that employed the
case method technique of descriptive research to the
area of athletics administration.

Irwin, L.W. & Reavis, W.C. (1940). Practices pertaining to
health and physical education
in secondary schools.
RES.QUART., 11:93-109 (Oct.)--GMP & SMP.
Key Words: analysis, practices (administratives), health,
physical education, schools (secondary).
Survey revealed following practices: time allotment,
facilities, intramurals, health instruction, adaptives,
medical examination.

of buildings and grounds
in secondary schools.
RES.QUART., 12 (Dec.):726-738-FACILITIES & EQUIPMENT (SMP).
Key Words: evaluation, safety, facilities, schools
(secondary), Midwest.
Determined safety of buildings & grounds, equipment, and
first-aid provisions of 40 Midwest high schools. Aspects
considered were lighting, heating, safety, ventilation, etc.

Jenny, J.H. (1953). A study of selection,
orientation, and screening practices carried on by depts.
of health & phys. educ. in accredited United States colleges.
Doct.diss., Temple University--EVALUATION (GMP).
Key Words: practices (selection, orientation, screening),
health & phys. educ. depts., colleges (accredited), U.S.A.
Desirable selection, orientation, and screening practices
were chosen; evaluated according to criteria, and a
a comprehensive program of acceptable practices was developed.
Johnson, G.B. (1927). Organization of the required physical education program for women in state universities. Doct.diss., Columbia University--PLANNING/ACTIVATING (GMP). Key Words: organization, physical education (required), women, universities (state). Not available in DISSERTATION ABSTRACTS.

Joint Committee, The, (C.L. Brownell, Chair) (1953). Administrative problems in health education, physical education and recreation. Washington, DC: AAHPER--DECISION-MAKING (GMP). Key Words: problems (administrative), athletics, recreation, school health education, outdoor education, physical educ. Several departments cooperated to produce this publication that deals with problems important to secondary school principals; contains concise and authoritative statements.


Jones, A.L. (1965). A fiscal study of physical education at the school district level in Wisconsin. MA thesis, Univ. of Wisconsin--FINANCES & BUS.MAN. (SMP). Key Words: budget (school district), Wisconsin, funds allocation, physical education (time allotment). Time allotment and class size in relation to physical education should no significant relationship to the wealth of the community or funds allocation.

Jorgensen, L. (1959). A survey of recruitment and selected practices and procedures of women physical educators in colleges and universities. Doct.diss., Indiana Univ.--PERSONNEL ADMINISTRATION (SMP). Key Words: survey, recruitment, practices & procedures, physical educators (women), education (higher) Recruitment procedures were analyzed; included orientation courses, scholarships, high school visits, and selection through freshman physical education courses.
Kelliher, M.S. (1956). A job analysis of the duties of selected athletic directors in colleges and universities. Doct.diss., Univ. of Oregon-PERSONNEL ADMINISTRATION (SMP). Key Words: job analysis, duties (administrative), athletic directors, colleges and universities. This study determined the duties of directors and evaluated them in terms of frequency, importance, and difficulty in their performance.

Kimball, E.R. (1955). Current practices in the control of intercollegiate athletics. Doct.diss., University of Oregon--EVALUATING (GMP). Key Words: practices (administrative), control, athletics (intercollegiate). Determined and then compared the regulations for the control of athletics in selected conferences. Criteria established served as basis for evaluation of the regulations.

Kleinman, S. (1960). A study to determine the factors that influence the behavior of sports crowds. Doctoral diss., Ohio State Univ.--PUBLIC RELATIONS (SMP). Key Words: spectator behavior, analysis, processes (social & psychological), athletics (high school). Sought to determine the social and psychological processes that caused definite forms of crowd behavior when certain elements were present during contests.


physical education, Arkandas.
Programs surveyed by questionnaire; the results evaluated using expert opinion as criteria. Conclusions based on aspects such as administration, program, facilities, etc.

Koss, R.S. (1965) Guidelines for the improvement of physical education in selected public elementary schools of New Jersey.
RES.QUARTERLY, 36 (October):282-288--PLANNING (GMP).
Key Words: physical education, New Jersey, schools (elementary), control, evaluative criteria.
Developed criteria for program evaluation in following areas: philosophy, personnel, curriculum, time allotment, space, equipment, facilities, and extra-class program.

Krablin, G.H. (1956). Selected principles for the administration of the secondary school winter sports programs.
Doctoral diss., Syracuse University--PLANNING (GMP).
Key Words: school (secondary), sports (winter), program administration, principles.
52 administrative principles are defined and supported.
Conclusions relate to goals, design, and teacher preparation for a winter sports program.

Doctoral diss., Indiana University--EVALUATING (GMP).
Key Words: policies & procedures, Illinois, athletics (intercollegiate), colleges (two-year).
Topics investigated: athletic policies, relation to boards of governors, finance, sports offered, selection of coaches, aid to athletes, athletic control, and aims & objectives.

Doct.diss., Stanford Univ.-LEGAL CONSIDERATIONS (SMP).
Key Words: legal liability, physical education, California, negligence (teacher).
Investigated general rules of law pertaining to physical education and athletics. Covered tort, proximate cause, defense in negligent acts, contributory negligence, etc.

Lehsten, N.G. (1953) An organization and appraisal
of methods utilized in the conduct of physical education activities for boys in the secondary school.
Doct.diss., Indiana Univ.--INSTRUCTIONAL SUPERVISION (SMP).
Key Words: methods (teaching), evaluation, physical education activities, boys, high schools.
Not available in DISSERTATION ABSTRACTS.

Doct.diss., Columbia University--PLANNING (GMP).
Key Words: organization & administration, athletic association (girls).
Not available in DISSERTATION ABSTRACTS.

Doct.diss., University of Iowa--DECISION-MAKING (GMP).
Key Words: practices (innovative), boys, high schools, change, physical education.
Sought to determine which factors either facilitate or inhibit the adoption of innovative practices in boys' phys. educ.; compared with general education programs, also.

Doct.diss., Stanford Univ.--PERSONNEL ADMINISTRATION (SMP).
Key Words: physical educators (administration-oriented), tests (psychological), performance.
The performance differed significantly from those of a group of classroom teachers on Miller Analogies Test, Public Opinion Questionnaire, & Edwards Pers. Pref. Sched.

Ann Arbor, MI: Univ. of Michigan-EVALUATING (GMP).
Key Words: high school, health education, State of Michigan, physical education, boys.
Used the La Porte Score Card No. II to evaluate programs in a stratified random sample of 100 schools. Personal interviews with representatives identified the strong state influence.


Luce, R.H. (1956). A survey of the accidents in the intercollegiate athletics programs of the New York State Teachers Colleges. Doct.diss., Indiana Univ.--FACILITIES & EQUIPMENT (SMP). Key Words: evaluation, safety, programs (athletics), colleges (teachers), State of New York, accidents. Provided various types of information about the causes of accidents in intercollegiate programs in the hope that number & severity of accidents could be reduced.


Luehring, F.W. (1939). Swimming pool standards. Doct.diss., Columbia Univ.--EVALUATING (GMP). Key Words: standards, swimming pool. Not available in DISSERTATION ABSTRACTS. However, these standards were published in the RESEARCH QUARTERLY, 10, 155- (December, 1939).

Lux, L.N. (1950). The application of guides for the development of intramural activities
for college men.
Doct.diss., Columbia University--PLANNING (GMP).
principles, standards, athletics (intramural),
men, college & university.
Not available in DISSERTATION ABSTRACTS.

Doct.diss., Columbia Univ.--PUBLIC RELATIONS (SMP).
Key Words: public relations, physical education (college),
genral education (relationship to).
Provided a guide for improvement of public relations and
established a concept of public relations which is in
harmony with the purposes of education.

Doct.diss., Boston Univ.--INSTRUCTIONAL SUPERVISION (SMP).
Key Words: job analysis, supervisors (women), physical education, public schools, United States.
Supervisory duties were grouped (e.g., administrative, instructional, community) and were related to frequency of performance, difficulty, importance, and time spent.

Doctoral diss., Boston University--EVALUATING (GMP).
Key Words: survey, United States, women, intramurals, teachers colleges, schools of education.
Identified where intramurals for women was offered; compared programs as to organization, administration, finance, equipment, facilities, policies, practices.

Madden, J.E. (1954). Safeguarding college students from financial loss due to physical education-incurred injuries with reference to medical reimbursement insurance.
Doct.diss., Columbia Univ.--FINANCE & BUS. MAN. (SMP).
Key Words: students (college), injuries, safety, loss (financial), insurance (accident), physical education.
Not available in DISSERTATION ABSTRACTS.

Mand, C.L. (1955). A study of physical education in selected elementary and secondary schools
of Ohio.
Doct.diss., Ohio State Univ.--EVALUATING/STANDARDS (GMP).
Key Words: physical education, State of Ohio, analysis, schools (elementary), schools (secondary).
Programs were analyzed re children's needs such as: leadership, administration, types of activities, space, facilities. Concluded that needs were not being met.

Doct.diss., Pennsylvania State Univ.--ACTIVATING (GMP).
Key Words: case analysis, athletics (interscholastic), Pennsylvania, management.
Not available in DISSERTATION ABSTRACTS.

Doct.diss., West.Reserve Univ.--EVALUATING/STANDARDS (GMP).
Key Words: programs (intramural sports), schools, State of Ohio, analysis
After developing a sampling, Ohio schools were compared to national sampling. Schools were rated by Krupa criteria, and resulting 23 schools were studied further. Lima was the best.

Doct.diss., Univ. of Wisconsin--PUBLIC RELATIONS (SMP).
Key Words: analysis, newspaper publicity, athletics (high school), State of Ohio.
Not available in DISSERTATION ABSTRACTS.

McBride, J.E. (1965). The history and development of faculty controls of intercollegiate athletics at Oklahoma University.
Doct.diss., Univ. of Oklahoma--EVALUATING (GMP).
Key Words: history, development, faculty controls, athletics (intercollegiate), University of Oklahoma.
Identified the manner & form in which it exists and examined the rationale behind its formation, changes, development, and structure.

McCristal, K.J. (1953). A study of the relationships between undergraduate success factors at Michigan State
and the vocational competence of phys. education graduates.
Doct.diss., Columbia University--EVALUATING (GMP).
Key Words: men, success factors (undergraduate), professional preparation, Mich. State Univ., vocational competence.
Graduates were rated in a variety of ways to determine if guidance personnel might better help professional students evaluate potential success in teaching physical education.

Doct.diss., Indiana University--EVALUATING (GMP).
Key Words: evaluation, program (women), college & university, Northwest, physical education.
Determined program status at 22 private and state-supported institutions by use of a score card based on standards accepted by qualified professional women.

by immediate superiors, dept. heads & instruc. staff.
Doct.diss., Univ. of TN--PERSONNEL ADMINISTRATION (SMP).
Key Words: role concepts, department heads, role perception, college & university.

Doct.diss., Indiana Univ.--EVALUATING/PLANNING (GMP).
Key Words: facilities usage (community), schools (elementary), State of Washington.
Recommended that new schools include facilities that make possible greater community use, and that administrative personnel should develop cooperative agreements re usage.

Doct.diss., University of Illinois, C-U--EVALUATING (GMP).
Key Words: evaluation, student teaching, athletic coaching, physical education majors, Illinois.
Experienced people assisted with the development of criteria for the evaluation the student-teaching experience provided to undergraduate students preparing for athletic coaching.
Meyer, K.L. (1948). The purchase, care and repair of athletic equipment. St. Louis, MO: Educational Publishers--EQUIPMENT (SMP). Key Words: Equipment (purchase, care, and repair of), equipment (athletic). An early text on the subject (as explained in the title) that also discussed equipment from the standpoint of the athletic administrator.

Mikalachki, A. (1969). Group cohesion reconsidered. London, Canada: The Univ. of West. Ont.-ACTIVATING (GMP). Key Words: group cohesion (conditions that facilitate), coaches, administrators. Study concerned with behaviors and feelings of group members that differentiated high-cohesive from low-cohesive groups; drew implications for coaches.


Mitchell, E.D. (1933). The administration of intramural athletics in a large university. PROCEEDINGS, 37th Meeting, CPEA--GEN.MAN.PROCESS (GMP). Key Words: administration, athletics (intramural), classification, university. Discussed intramurals from various standpoints, including details of administrative procedures for each sport. A plan presented illustrated "classifications of work."
Moench, F.J. (1949). The formulation of standards for the functional planning of physical education facilities for secondary schools as applied to New York State. Doct.diss., New York Univ.--FACILITIES/PLANNING (GMP & SMP). Key Words: standards, planning, facilities (physical education), schools (secondary), State of New York. Developed a guide for planning of facilities that was derived from program appraisal including a study of program and facility relationships.

Montebello, R.A. (1958). Situational case studies of selected colleges and universities in which the required program of physical education has been challenged. Doct.diss., Columbia University--DECISION-MAKING (GMP). Key Words: case study, program (required), colleges & universities, program (instructional). This was one of two pioneering investigations using the case method technique of descriptive research methodology to analyze the general management process; see Irace, also.

Moriarty, R.J. (1971). The organizational history of the Canadian Intercollegiate Athletic Union, Central (CIAUC), 1906-1955. Doct.diss., Ohio State University--EVALUATING (GMP). Key Words: history (organizational), management theory, Canada, CIAU(C), administrative science. Study analyzed development of CIAUC using methods & techniques of Stogdill, Halpin, Katz, and Kahn to form a conceptual model to aid in the historical analysis.

Mott, R.A. (1953). Athletic control in member institutions of the Pacific Coast Intercollegiate Athletic Conference. Doct.diss., Stanford University--DECISION-MAKING (GMP). Key Words: control (athletics), colleges & universities, Pacific Coast Intercollegiate Athletic Conference, planning. Ascertained the location of authority for determination of the policies and administration of the intercollegiate athletic program (e.g., major-minor sports, finance).

Key Words: university presidents, qualifications of physical education executives, sub-chief admin. officers. The judgement of college and univ. presidents was sought in a comparison of job qualifications for phys. educ. executives and sub-chief administration officers.


Questionnaires & visitations were used to assess programs in nine aspects of administration. Financial support was found to be insufficient considering students needs & nos.

Nash, J.B. (1929). Governmental powers and responsibilities in the organization and administration of playground and recreational activities. Doct.diss., New York Univ.--LEGAL CONSIDERATIONS (SMP). Key Words: governmental powers & responsibilities, playground recreation, organization & administration. Not available in DISSERTATION ABSTRACTS.

Nash, J.B. (1932). Report of the Committee on High School Administrative Standards for the department of physical education. RES.QUARTERLY, 3, 126-(May)--GEN. MANAGEMENT PROCESS (GMP). Key Words: high school, standards (administrative), physical education. Recommended standards for plant, classification, activities, time allotment, preparation of teachers, and selected other factors.

Nash, J.C. (1966). An analysis of the relationship between the physical education and athletic departments in selected Canadian universities. MA thesis, Univ. of IL,CU--PERSONNEL ADMINISTRATION (SMP). Key Words: interrelationship, physical education dept., athletic department, universities (Canadian). Examined administrative relationship between departments where decision-making was needed in common involvements; sought to establish general criteria for the future.

National Education Association/EPC. (1954). School athletics:
Problems & policies.
Key Words: athletics, problems, policies, standards, evaluation.

Bloomington, IN: Bureau of Service & Research, Indiana University--EVALUATING (GMP).
Key Words: survey (national), health & physical education, high schools.

Albany, NY--PLANNING (GMP).
Key Words: principles, policy formulation, procedures (practices).

Nitardy, W.J. (1961). Intercollegiate athletics programs in the colleges of education of New York State, with particular implications for the College at Oswego.
Key Words: athletics (intercollegiate), State of New York, Oswego, colleges of education, analysis.
Clarified the role of intercollegiate athletics in the state universities and formulated recommendations for improving the program with particular reference to Oswego.

Doct.diss., Univ. of So.Calif.--PLANNING/EVALUATING (GMP).
Key Words: organization, program (physical education), colleges & universities, American.
Sought to discover existing organizational inter-relationships between physical education and related functions: health service & instruction, intercollegiate athletics, etc.

Nordly, C.L. (1937). The administration of intramural athletics for men in colleges and universities.
Doct.diss., Columbia Univ.-GEN. MANAGEMENT PROCESS (GMP).
Key Words: intramurals, men, colleges, colleges, universities, administration, recreational sports.
Not available in DISSERTATION ABSTRACTS.
Nyikos, M.S. (1970). A history of the relationship between athletic administration and faculty governance at the University of Michigan, 1945-1968. Doct.diss., Univ. of Michigan--COMMUNICATING/PLANNING (GMP). Key Words: faculty governance, athletic administration, Univ. of Michigan, relationship between, history. Examined historically the principle of faculty control of athletics with regard to recruiting, subsidization, amateurism, communication, administrative leadership.


Owen, J.S. (1956). A study of certain system-wide administrative practices concerning physical education in the public white schools of Alabama. Doct.diss., Alabama Polytechn. Instit.-EVALUATING (GMP). Key Words: practices (administrative), public schools (white), Alabama, physical education. Submitted checklist of 60 from 115 recommended practices to all superintendents; range of validated desirable practices extended from 10 to 46 employed.

Palmer, L.L. (1955). A study of athletic insurance plans. MA thesis, Univ. of Utah--FIN. & BUS.MAN./INSURANCE (SMP). Key Words: evaluation, insurance plans (athletics), schools (secondary), analysis (comparative). State high school athletic insurance plans were analyzed in regard to history & growth, legal implications, types of plans offered (including premiums and benefits).

Pash, L. (1971). An assessment of non-gate receipt sports in Big Ten universities. Doct.diss., Univ. of Illinois, C-U--EVALUATING (GMP). Key Words: evaluation, sports (non-gate receipt), Big Ten universities (Western Conference).
Problems, developing trends, and ideal development of non-gate receipt sports assessed through questionnaires to senior officials in physical education and athletics.

Doct.diss., Univ. of Illinois, C-U--EVALUATING (GMP).
Key Words: theory (administrative), evaluation, courses (graduate), physical education.
Determined whether current administrative theories were taught in the graduate preparation of physical educators. Focused on relationship to business administration theory.

Patterson, N.A. (1958?). A guide for long-range planning with special reference for physical education facilities at William Jewell College.
Doct.diss., Columbia Univ.-FACILITIES/PLANNING (SMP).
Key Words: planning, guide (operational), facilities (physical education), William Jewell College.
Not available in DISSERTATION ABSTRACTS.

Doct.diss., New York University--PLANNING/STANDARDS (GMP).
Key Words: organization & administration, manual (operating), program (intramurals), college & university.
Not available in DISSERTATION ABSTRACTS.

Doct.diss., New York Univ.--FACILITIES/SAFETY (SMP).
Key Words: State of New York, safety factors, accidents (physical education), school (junior & senior high).
Concluded that football practices accounted for most accidents. Proposed 44 principles for the safe conduct of physical education programs.

Doct.diss., Columbia Univ.-GEN.MANAGEMENT PROCESS (GMP).
Key Words: practices (administrative), intercollegiate
Penny, W.J. (1968). An analysis of meanings attached to selected concepts in administrative theory. Doct.diss., Univ. of Illinois, C-U--COMMUNICATING (GMP). Key Words: concepts (meanings of), evaluation, theory (administrative). Studied the similarities in meanings attached to concepts in admin. theory & research by administrators in graduate faculty teaching courses. Consensus about meanings was poor.

Perry, R.H. (1968). Policies pertaining to hiring and teaching assignments of coaches of interscholastic athletic teams in Southern California secondary schools. PhD.diss., U. of So.Calif.-PERSONNEL ADMINISTRATION (SMP). Key Words: policies (hiring), teaching assignments of coaches, athletics (interscholastic), Southern California. Investigated the professional preparation and teaching assignments of coaches in an effort to make recommendations for improvement; need for a coaching minor was evident.

Peterson, J.A. (1971). A case analysis of the process involved in the planning & construction of intramural-physical education buildings financed through student fees. Doct.diss., Univ. of IL, C-U--FACILITIES/PLANNING (SMP). Key Words: case analysis, process (administrative), finance, facility (planning & construction), building (intramurals). Building planning information was synopsized for five universities. Findings determined similarities & differences between approaches to planning & construction.

Phelps, D.E. (1970). Current practices and recommended guidelines for administration of sport clubs in selected four-year midwest colleges and universities. Colorado Springs, CO: PROCEEDINGS of the NIA, pp. 32-36. Key Words: practices (administrative), sport clubs, guidelines (recommended), colleges & universities. Data obtained from two checklists and visitation-interviews selected institutions in regard to eight "problem areas" (e.g., philosophy, finance). Also in DISSERTATION ABSTRACTS.

Pierce, J.G. (1945). The organization and administration of health, physical education, and recreation in
the Atlanta University Center.
Doct.diss., New York Univ.--EVALUATING/PLANNING (GMP).
Key Words: organization, administration, health, physical education, recreation, Atlanta University Center.
Curricula were analyzed, and a coordinated plan of organization and administration proposed. Recommendations made concerning curricula, facilities, health services, intramurals, adaptives.

Powell J.T. (1964). The development and influence of faculty representation in the control of intercollegiate sport within the ICFP (Big Ten) from 1895 to 1963.
Doct.diss., Univ. of Illinois, C-U--EVALUATING (GMP).
Key Words: history, development of faculty representation, ICFR (Big Ten), intercollegiate athletics, administration.
Determined the extent to which faculty had control of intercollegiate athletics within the Big Ten by writing a synoptic history from the official records.

Pritchard, E.A. (1932). The organization and management of the physical education, recreation, and health sources and materials in the local central office.
Doct.diss., New York Univ.-GEN. MANAGEMENT PROCESS (GMP).
Key Words: management, physical education, health, recreation, sources & materials, office (local central).
Not available in DISSERTATION ABSTRACTS.

Doct. diss., New York University--PUBLIC RELATIONS (SMP).
Key Words: public relations, administrators, Norfolk, Virginia.
After present practices were determined by normative survey, literature provided criteria, media, and techniques for an effective program. Principles and a manual were established.

Doct.diss., Indiana Univ.--PERSONNEL ADMINISTRATION (SMP).
Key Words: evaluation, duties, athletic directors, colleges, states (Midwest).
Study concluded that most athletic directors coach athletic teams and taught in both the professional and instructional programs. Property and equipment duties were most common.
Doct.diss., Boston Univ.-PERSONNEL ADMINISTRATION (SMP).
Key Words: job analysis, directors, physical education, college.
Examined the nature and distribution of duties, standards for self-evaluation, educational qualifications, and skills and abilities of the directors.

Rice, J.J. (1957). Status in Health and Physical Education Score Card Number II standards compared with selected outcomes in physical education.
Doct.diss., Indiana University--EVALUATING (GMP).
Key Words: standards, outcomes (physical education), Laporte Score Card Number II, health and physical education
Determined relationship existing between performances of high school sophomore boys in physical education compared with their school programs' ratings on LaPorte Score Card No. II.

Doct.diss., Boston University--EVALUATING (GMP).
Key Words: analysis (job), college & university, directors (administrative), physical education.
Developed list of duties from literature that should be performed; devised rating scale for evaluation; measured; 128 and provided guidance for performance evaluation.

MA thesis, Univ. of Wash.-PERSONNEL ADMINISTRATION (SMP).
Key Words: analysis, duties and responsibilities, supervisors, physical education, Washington.
Most important duties were visiting teachers, holding workshops, and advising teachers on individual problems; most supervisors did public relations and planned facilities.

Ph.D.diss., Univ. of Colorado-PERSONNEL ADMINISTRATION (SMP).
Key Words: survey, responsibilities, qualifications, athletic directors, colleges.
Following responsibilities dominated: budget preparation, teaching, coaching, conducting athletic events, advising, directors lacked business & public relations training.

Doct.diss., New York University--PLANNING (GMP).
Key Words: principles, policies, administration, recreation (school-recreation).
Major characteristics of school-community recreation and problem areas were identified in 18 NY State school districts.
Guiding principles and 65 operational policies were formed.

Doct. diss., Univ. of Miss.-GEN.MAN.PROCESS (GMP).
Key Words: role (administrative), athletic director, colleges & universities, Southern Association.
Questionnaire were returned by 68.5% (172) of institutions.
NCAA ADs saw themselves largely as business administrators; all others viewed themselves as educational administrators.

Doct.diss., Indiana University--EVALUATING (GMP).
Key Words: survey, health and physical education programs, boys, Arkansas, high schools.
Not available in DISSERTATION ABSTRACTS.

Rolloff, B.D. (1965). The organization and administration of a program in public relations for physical education (Research Study No. 1).
Doct.diss., Colorado State College--PUBLIC RELATIONS (SMP).
Key Words: public relations, physical education, program management, schools (secondary).
Sought to discover the main problems (and possible solutions thereto) arising in secondary school physical education in relation to a sound program of public relations.

Doct.diss., New York Univ.-FINANCES & BUS.MAN. (SMP).
Key Words: practices (financing), athletics (interscholastic), New York City, schools (secondary), principles.
Educational and financial principles relating to interscholastic athletics were validated for use in evaluation. More strengths than weaknesses were revealed.

Key Words: evaluation, policies & procedures, programs (interscholastic), Chicago, high schools (public).
Data categorized in 6 areas: program, pupil personnel, school officials and prof. staff, administration, finance & public relations. Analysis in terms of guiding principles.

Key Words: practices (administrative), North Carolina, colleges & universities, athletics (intercollegiate).
This study analyzed, and compared existing and desired practices within and between schools and personnel categories. Trends were examined & conclusions were drawn.

Key Words: public opinion, athletics (interscholastic), school district, analysis.
A cross-section of adults in a school district felt that winning was not that important, that coaches should get extra pay, and that goals should be better understood.

Key Words: evaluation, standards, facilities, athletics, high school (secondary), health, physical education.
Developed a specific set of standards for future design of secondary school facilities relating to health, physical education, and recreation.
Schroeder, L.C. (1945). A selected bibliography on the planning and construction of facilities for physical fitness activities. RES.QUART., 16:221-230 (Oct.)--FACILITIES/PLANNING (SMP). Key Words: bibliography, facilities (planning & construction), activities (physical fitness). Provided sources of information for planning & construction of both indoor & outdoor facilities relating specifically to physical fitness.


Scott, E.B. (1954). An evaluation of intramural sports programs for men in selected liberal arts colleges in terms of selected criteria. Doct.diss., Indiana University--EVALUATING (GMP). Key Words: evaluation, programs (athletics), intramurals, colleges (liberal arts), criteria. Aspects of the intramural programs were analyzed & compared; included general organization, competitive units, officials, point systems, schedules, publicity, records, finance, etc.


Sells, J.L. (1958). Analysis of functions performed and competencies needed to administer programs of intercollegiate athletics. Ph.D.diss., Columbia Univ.--PERSONNEL ADMINISTRATION (SMP). Key Words: functions, competencies, administration, intercollegiate athletics. Not available in DISSERTATION ABSTRACTS.

facilities for the public accredited high schools of Alabama.

Doct.diss., Columbia University--FACILITIES (SMP).
Key Words: physical education, facilities, Alabama, high schools (accredited).
Not available in DISSERTATION ABSTRACTS.
Reviewed by G.B. Affleck in RESEARCH QUARTERLY, 2, 1: 235 (March 1931).


Doct.diss., New York University--EVALUATING (GMP).
Key Words: evaluation, policies, athletics (intercollegiate), American (United States), principles.
Involved establishment of purposes of higher education and athletics, logical analysis of purposes, and derivation & application of criteria to established policies.


Doct.diss., UCLA--COMMUNICATING (GMP).
Key Words: relationships (staff), college & university, departments (physical education).
Staff relationships in phys. educ. depts for men and women were studied. Topics involved group structure & feeling, goal direction, participation, productivity & communication.

Smith, W.E. (1953). Organizational approaches for the development of a service program of physical education in a college program of general education.

Doct.diss., Univ. of Florida--EVALUATING/STANDARDS (GMP).
Key Words: organization, service program (basic instruction), colleges, education (general).
Literature was reviewed to determine in what ways physical education contributed to general education; a set of guidelines were developed as to organizational approaches.

Spaeth, M.J. (1967). An analysis of administrative research in physical education and athletics in relation to a research paradigm.

Doct.diss., Univ. of Illinois, C-U--EVALUATING (GMP).
Key Words: evaluation, research (administrative), physical education & athletics, paradigm (research).
Concluded that administrative research in physical education and athletics has been directed—not to theory—but primarily toward the solution of problems in peripheral areas.

Speece, R.L. (1965). The average cost and the time spent by the schools of Nebraska in selected activities generally regarded as extra-curricular.
Doct.diss., Univ. of Nebraska--FINANCES/PROGRAM (SMP).
Key Words: extra-curricular activities (cost of), schools, Nebraska, time involvement.
Superintendents surveyed by questionnaire. If schools were consolidated to a greater extent, programs could be more comprehensive. Track & pep rallies disrupt the school day.

Doct.diss., Univ. of Michigan--FINANCES & BUS.MAN. (SMP).
Key Words: subsidization (athletic), history of, Big Ten, change pattern.
Investigated the pattern of change in the provision of financial aid to athletes. The factors responsible for changing from no aid to almost complete aid were established.

RES.QUARTERLY, 12:278- (May)--EVALUATING/STANDARDS (GMP).
Key Words: guidance, required physical education. standards, strength (functional).
A simple set of standards was formulated for use by administrators in classifying students on the basis of functional strength plus information for motivation.

Doct.diss., New York University--EVALUATING (GMP).
Key Words: NCAA, athletics (intercollegiate), United States.
Not in DISSERTATION ABSTRACTS.

Stanaland, P. (1968). A study of selected, cultural/social changes and their influence on physical education service programs for women in higher education (etc.).
Doct.diss., Indiana University--SOCIAL INFLUENCES (GMP).
Key Words: changes (cultural/social), physical education, programs (service/instructional), women, university.
Extensive source material about changing societal influences and values indicated that programs were typically lagging behind the times (e.g., little chance for creativity).

RESEARCH QUARTERLY, 12:98-114 (March)--EVALUATING (GMP).
Key Words: status survey, state directors, health and physical education.
Attempted to determine the extent of the legislative organization, personal qualifications, and affiliations of each state director of health and physical education.

Doct.diss., Ohio State University--COMMUNICATING (GMP).
Key Words: communication patterns, university, school of health, physical education & recreation.
Prevailing communication patterns within the School of HPER at Ohio State University were analyzed using the David "ecco-analysis" technique.

Doct.diss., Columbia University--EVALUATING (GMP).
Key Words: physical education, higher education. education (general).
Not available in DISSERTATION ABSTRACTS.

Wash., DC: AAHPER--GENERAL MANAGEMENT PROCESSES (GMP).
Key Words: colleges and universities, athletics, administration.
This book is a joint project of the Nat. Assoc. of CollegeDirs. of Athletics & the Division of Men's Athletics of the AAHPER covering all aspects of athletic administration.

Doct.diss., Univ. of New Mexico-FACILITIES (SMP).
Key Words: facilities, space guidelines, physical education, athletics, colleges, universities.
Employed jury to develop score card used to establish "minimum desirable" standards for indoor facilities.

Key Words: procedures (administrative), survey, status, athletic coaches, high school, Indiana.
Information obtained from superintendents that could be used to help in the planning of the teacher/coach curriculum in physical education; provided counselling information, also.

Key Words: athletics (intercollegiate), junior colleges, United States. Not available in DISSERTATION ABSTRACTS.

Key Words: leadership (characteristics), cities, youth (disadvantaged), programs (recreational sport).

Key Words: evaluation, criteria (standards), college & university, physical education. Developed criteria for the evaluation of selected areas of administration: program, personnel, budget, facilities, equipment & public relations.

Tinkle, M. (1955). A survey of health and physical education programs in the public secondary schools of Texas by means of the LaPorte Score Card. Doct.diss., University of Michigan--EVALUATING (GMP). Key Words: programs (health & physical education), Texas, schools (secondary), LaPorte Score Card, evaluation. Geographical area, city size, school size, and accreditation were compared to the quality of program for both sexes. Determined programs' negative aspects, also.

Trethaway, E.H. (1953). The relationship between research in physical education, interschool athletics, and school recreation, and major developments (1895-1940). Doct.diss., New York University--EVALUATING (GMP). Key Words: research, physical education, interschool athletics, school recreation, major developments. Determined nature and extent of available research; methodology used to collect data; areas of emphasis and neglect; and relationship between research and developments.

Trotter, B.J. (1962). A study of interscholastic athletics for high school girls in the State of Texas. Doct.diss., Columbia Univ.--EVALUATING/STANDARDS (GMP). Key Words: girls, Texas, high school, interscholastic athletics. Investigated current policies, procedures, and programs; analyzed trends; evaluated programs according to standards of DGWS of AAHPER and Educational Policies Commission of NEA.

Truex, W.O. (1966). A survey of the attitudes of college and university officials, faculty, and students in the State of Illinois regarding phys. educ. activities. Doct.diss., University of Utah-PUBLIC RELATIONS (SMP). Key Words: physical education activities (attitudes toward), university officials, faculty, students, Illinois. The Wear Physical Education Attitude Inventory was used to rank attitudes toward physical education and other ideas & concepts in the 40 statements of the inventory used.

in municipalities of Indiana.
Doct.diss., Indiana University--FACILITIES (SMP).
Key Words: evaluation, facilities, community use, schools (elementary), cities, State of Indiana.
Presented a comparative analysis of facility utilization by the community. Concluded that better design and improved policies were needed to improve use by community.

Doct.diss., University of Missouri--EVALUATING (GMP).
Key Words: practices (administrative), Missouri, high schools, athletics (interscholastics).
School administrators and coaches were surveyed to assess status under eight general headings (including athletics, art, music, debating, etc.)

Ph.D.diss., Syracuse Univ.-PERSONNEL ADMINISTRATION (SMP).
Key Words: compensation (extra-duty), high schools, Eastern District, AAHPER.
Examined various forms of compensation including teaching load, no extra duty, and extra pay; such remuneration was distributed for athletics, intramurals & club activities.

Van Vliet, M.L. (1949) A guide to administrative policies for physical education in Canada public schools, grades one through nine.
Key Words: policies (administrative), Canada, public schools. physical education.
Not available in DISSERTATION ABSTRACTS.

Ph.D.diss., Columbia Univ.-PERSONNEL ADMINISTRATION (SMP).
Key Words: personnel, men, physical educators, colleges and universities.
Determined the professional status in six areas: background, academic preparation, vocational experience, duties & responsibilities, salaries, and employment conditions.
Wagenhorst, L.H. (1925). The administration and cost of high school interscholastic athletics. Doct.diss., Columbia University--FINANCE & BUS.MAN. (SMP). Key Words: administration, cost (financial), athletics (high school). Not available in DISSERTATION ABSTRACTS.

Wagner, E.P. (1950). Present status of required physical education programs in colleges and universities enrolling more than 5000 students. Doct.diss. Pennsylvania State College--EVALUATING (GMP). Key Words: physical education programs (required), colleges and universities, status. Study included 108 institutions in regard to program organization and administration, aims & objectives, and content.

Wallis, E.L. (1957). Factors related to the recruitment of young men for physical education teaching. Ph.D.diss., U. of So.Calif.-PERSONNEL ADMINISTRATION (SMP). Key Words: recruitment factors, men (young) , teaching, physical education. Determined factors that were associated with interest in, or selection of, public school physical education teaching as a career; a guide was developed for use in recruitment.

Walmsley, H.A. (1970). A comparative survey of duties and responsibilities of collegiate chairmen in physical education departments in higher education in the U.S.A. Doct.diss., U. of Utah-GENERAL MANAGEMENT PROCESS (GMP). Key Words: survey (comparative), duties & responsibilities, chairmen, physical education, higher education, U.S.A. Involved junior college and university physical education chairmen as to various administrative responsibilities they had, as well as their background experiences.


Wesener, A.A. (1963). Job analysis of supervisors of elementary school physical education in Wisconsin. M.A.thesis, U. of Wisc.-INSTRUCTIONAL SUPERVISION (SMP). Key Words: job analysis, supervisors, physical education, elementary school, Wisconsin. The duties of supervisors were identified, as well as the extent to which they were being performed. Also, duties were analyzed as to importance, difficulty, frequency, etc.

White, C.M. (1970) Violence in spectator sports. Doct.diss., Univ. of Illinois, C-U-EVALUATING (GMP). Key Words: violence, sport (competitive), sport (spectator), behavior (collective), case study. Using Smelser's theory of collective behavior it was possible to classify, compare, analyze, and interpret sport violence; possible outbursts should be anticipated.

Whited, C.V. (1967). An investigation of the state contract method of purchasing physical education supplies for the New York State public schools. Doct.diss., Indiana Univ.-FINANCES & BUS.MAN. (SMP). Key Words: state contract method, equipment purchasing, State of New York, evaluation. Determined the extent to which the state contract procedure was used by physical education directors in the purchasing of supplies, as well as what was thought about such practice.

Wiley, M.S. (1954). The evaluation of policies for the organization and administration of extra-curricular recreational programs in the state colleges of California. Doct.diss., New York University--EVALUATING (GMP). Key Words: evaluation, policies, organization & administration, programs (recreational), college, California. Principles established as criteria to collect data on policies influencing student activities prior to evaluation.
Involved financial policies, legislation, & program coord.

Doct.diss., New York Univ.-INSTRUCTIONAL SUPERVISION (SMP).
Key Words: evaluation, principles (supervisory), rural teacher needs, physical education supervision.
Analyzed the characteristics of rural schools; determined nature of supervisor's role; evaluated program of physical education; suggested principles for supervision.

Doct.diss., University of Illinois, C-U--EVALUATING (GMP).
Key Words: role expectations (reciprocal), teachers & chairmen, women, physical education.
Investigated the level of agreement among and between women physical education teachers and respective chairmen in relation to particular expectations for those two positions.

Doct.diss., University of Utah--EVALUATING (GMP).
Key Words: athletics (intercollegiate), physical education, universities, relationships (administrative).
Traced historical development of administrative relationship between athletics and physical education; determined changes taking place; recommended guidelines for future development.

Doct.diss., Columbia University--EVALUATING (GMP).
Key Words: professional preparation, physical education, Negro, colleges and universities (state-supported).
Not in DISSERTATION ABSTRACTS.

Yeager, B.V. (1971). An analysis of interpersonal communication patterns utilized by a selected small group.
Doct.diss., University of Illinois, C-U--COMMUNICATING (GMP).
Key Words: communication patterns (interpersonal), evaluation,
Organizational communicative structure, interpersonal contacts, and patterns of communication within a formal group analyzed; to see if contacts involved mutual perceived roles & topics.

Yinger, R.S. (1971). Evaluation of criteria for selection and determination of success of male physical education teachers by selected Missouri superintendents. Ph.D.diss., Indiana Univ.-PERSONNEL ADMINISTRATION (SMP). Key Words: criteria (selection), criteria (determination of success), physical education teachers (male), Missouri. Missouri superintendents felt that the successful male physical education teachers should be honest, ethical, relate well with others, & have an acceptable win-loss record.

Yost, C.P. (1956). An analysis of graduate theses in school safety in the United States from 1925 to 1950. Doct.diss., Univ. of Pittsburgh--FACILITIES/SAFETY (SMP). Key Words: theses (graduate), evaluation, safety (school), United States, twentieth century (second quarter). Evaluated theses on school safety as basis for classifying policies, procedures, practices, and instructional information available for use by school personnel.

Youngberg, R.S. (1971). A comparative analysis of the qualifications suggested for a successful intercollegiate athletic director. Doct.diss., Indiana Univ.-PERSONNEL ADMINISTRATION (SMP). Key Words: analysis (comparative), qualifications, success, athletic director (intercollegiate). Determined the qualifications needed to increase the chance that the person would be successful (e.g., type of professional preparation, coaching experience).

Zaleski, J.F. (1957). An evaluation of the administration of interscholastic athletics in high schools of the Western Pennsylvania Interscholastic Athletic League. Doct.diss., University of Florida--EVALUATING (GMP). Key Words: evaluation, athletics (interscholastics), schools (secondary), Pennsylvania. Established administrative standards and applied them to schools. Schools were more effective in regard to athletes' health and welfare, less so with purposes and administration.
Zeigler, E.F. (1951) A history of professional preparation for physical education in the United States, 1860-1948. Doct.diss., Yale University--EVALUATING (GMP). Key Words: history, professional preparation, United States, physical education, courses (administration). Includes sections on administration courses and programs for management training, as well as discussions of facilities where appropriate.


A dual citizen of Canada and the United States, Dr. Zeigler has taught, coached, researched, and administered programs at four universities. (Western Ontario [twice], Illinois, C-U, Michigan, Ann Arbor, and Yale.) He has published 41 books and 408 articles. The top six awards in his field in North America have been bestowed on him. He has received three honorary doctorates and is listed in Who’s Who in Canada, as well as that of America, & the World.

This autobiographical e-book is a summary of the author’s “ongoing relationship” with management thought, theory, and practice in physical (activity) education and (educational) sport. After introducing the development of the management area of the field beginning in the 1920s, the author traces its development “through his eyes” decade by decade in the second half of the 20th century. Now, after 66 active years in the field, the author is concerned about the direction being taken by the sport and physical activity profession as it enters the 21st century.

Dr. Zeigler urges the development of theory to assess the status of competitive, commercialized sport. He believes, also, that the embryonic, evolving profession, as represented by the North American Society for Sport Management, should develop a plan to assess in an evolving fashion the steadily developing body of knowledge in the many sub disciplinary and subprofessional aspects of sport and related physical activity. Currently useful generalizations resulting from a social-science approach to management science as it relates to either physical (activity) education and (educational) sport or sport management for private and public institutions are urgently needed.

The e-monograph’s summary consists of a chronological listing of the author’s scholarly contributions and recommendations to the subject-matter area including a detailed, chronological bibliography. There is also a separate listing of books and monographs published in the area and an abbreviated vita. Of significant interest to scholars could well be the comprehensive, annotated bibliography of publications in the area from 1925-1972 at the back of the monograph (p. 52 et ff.).