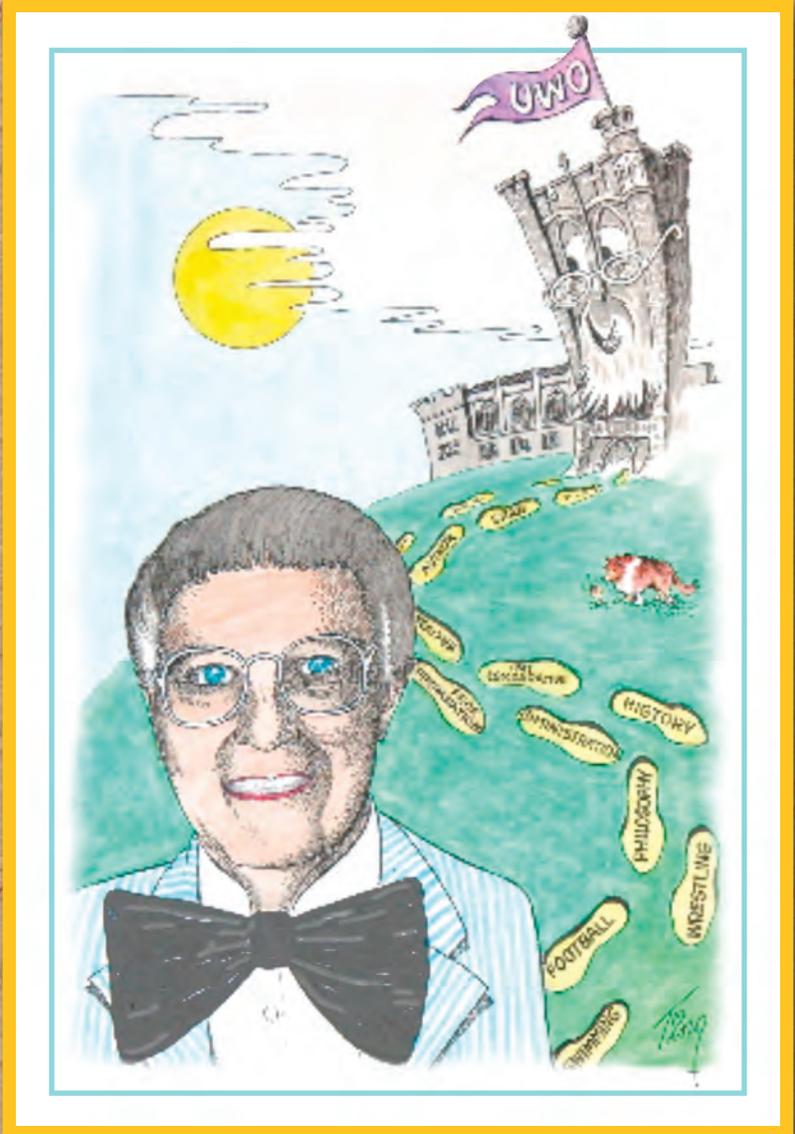




eBook

Going Out a “Winner” and a “Loser”

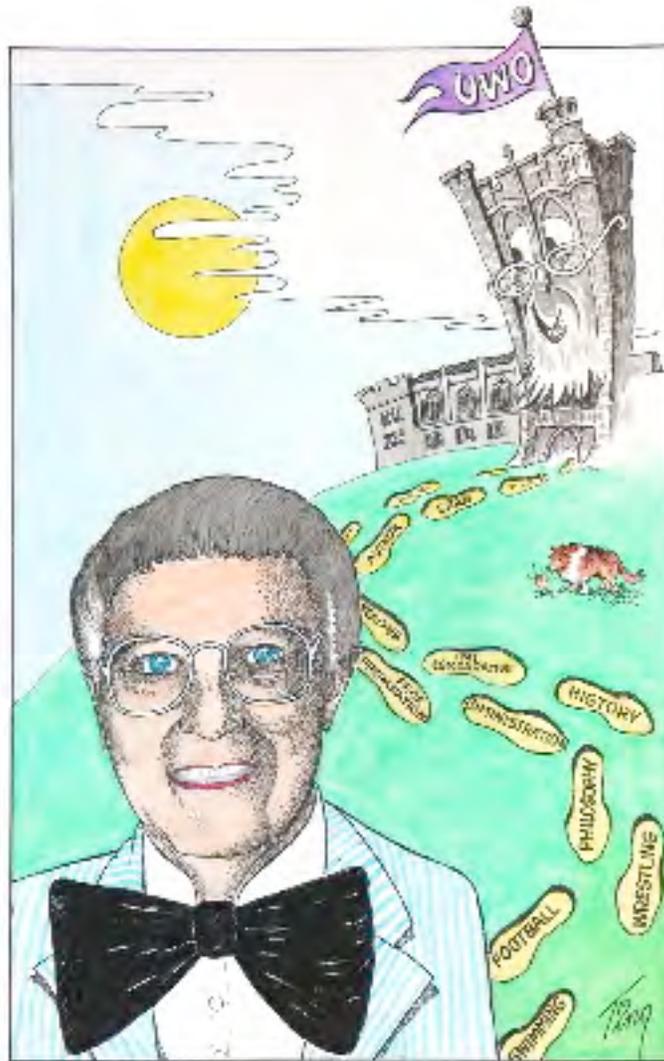


Earle F. Zeigler

Ph.D., D.Sc., LL.D., FNAH

Going Out a “Winner”– and a “Loser”...

Earle F. Zeigler



(Note: This cartoon created by “Ting” (Merle Tingley), the longstanding mainstay of *The London Free Press*, was “commissioned”—and paid for—by Dr. Glynn Leyshon, a former honors physical education student at The University of Western Ontario, a champion wrestler on the team I coached in 1952-53, a subsequent professor in the Department with academic standing in the Department of Anatomy as well, an assistant dean of the subsequent Faculty of Physical Education—and a great friend and colleague... He presented the cartoon to me on the occasion of a “retirement symposium” held in my honor. As might be suspected from even a cursory examination, I wore bow ties in those days, and Bert and I raised show collies as a hobby. The “footprints” represent some of my major interests and “involvements.”

PUBLICATION MATERIAL ON THE BOTTOM HALF OF THIS PAGE

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Preface

How did this *magnum opus* come into being? A good question... Over the years a person like myself—a university professor—is expected to write books, articles, and reports. This results in the accumulation of a “large pile” of written material that may be good, bad, or indifferent. Then, too, if this person also had a variety of administrative assignments at a number of universities, he would have moved around a lot. In addition, if our “hero” leads a typical life, he has a family and offspring, this too resulting in all sorts of incidents and occurrences along the way. Further, if one is fortunate enough to live a long time (i.e., beyond his “appointed” years), many more years of incidents and happenings compound one’s overall life situation greatly. Hence, the potential size of “something autobiographical” is magnified greatly!

Nevertheless, all of the above might not cause one to attempt to write something autobiographical, but—as it happened—two colleagues in my American professional association (AAHPERD) in the mid-1970s were interested in history and biography. So when the American Alliance, as the AAHPERD was called, set up various awards for its members to strive for or achieve, Drs. Sharon Oteghen and Allys Swanson applied for an annual, historical project research grant that involved carrying out an annual interview with that person each year who was the winner of the Gulick Medal. (The Luther Halsey Gulick Award for distinguished service was established in 1923 and is recognized as the highest honor awarded to a member of the American Alliance for Health, Physical Education, Recreation, and Dance.)

In 1989 I was chosen as the winner of the Gulick Medal for that year. Hence I was interviewed in great detail for several hours on the morning of the day when the awards ceremony was scheduled. At this special afternoon session, I had the opportunity to address friends, colleagues, and relatives who might attend this session where the award was bestowed on me. It was quite an occasion; yet one that probably only I will never forget. Then, to my surprise, some months later I received by mail a bound copy of the entire interview. A second copy was stored at that time in the archives of the Alliance as well.

So, with this detailed document available, one that included answers to all sorts of questions about my life since almost “Day 1” available, I had two choices to make. I could say to myself that I already had “aspects of an autobiography” because of this completed historical document stored in the Alliance Archives in Reston, Virginia. My second choice, because as I write these words it is 2012—

and that interview was more than 20 years ago!—was to start something new incorporating appropriate material into a new (and quite probably final) version. Choosing the latter approach would obviously put somewhat more life and authenticity into the “saga” of Earle F. Zeigler.

As I pondered this “great question,” it wasn’t long before the answer popped out loud and clear in the form of three questions: (1) Did the results of that question and answer sessions turn out well?: (2) “Why not finish it up now that it’s roughly 20 years later?”; and (3) “What else have you got to do with yourself anyhow?” Considering the answers o these questions, I decided that I simply could not “stand pat” and say: “I’ve been there already and have done that”!

So I got busy and started to work out an outline of a proposed, “monumental” autobiography. With the material from that extensive oral interview, a variety of other “bits and pieces” of autobiographical involvement from “here and there”—and my still fairly active memory, I went to work.

What I came up with eventually consists of a narrative of me and my efforts, bits and pieces about Bert and my family because I did not keep a diary about them, and my “closing remarks” at my 90th birthday party arranged by Anne (Rogers) here in the Queens Gate Lounge downstairs. I have purposely avoided as many as possible good, bad, or indifferent comments and/or “assessments” of relatives, friends, colleagues, and associates.

Earle Zeigler
2013

Introduction

The title of what will absolutely be my one and only autobiographical effort may sound confusing and contradictory. (Cheers from the gallery!) I've become so concerned about various developments taking place all over the world. Also, this concern extends to what is happening in my field of endeavor that I've pursued for 70 years. And what's really discouraging is that my continuing hopefully scholarly output of books, monographs and articles will quite probably, also, not have any effect on the two destructive societal developments taking place in my field of physical activity education and related sport.

I myself can argue that I've been somewhat of a "winner" in life personally and professionally. However, the field of physical activity education and educational sport to which I've devoted the past 70 years of my life is a "loser" in a sense, As I see it, it is in "big trouble"! We seem to be "losing out" more than ever in our struggle as professional educators. Some of this "loss" is our fault, of course (e.g., too many jocks with a ball where a brain should reside—male and female!). In the first place, *only a minority of children and youth are getting the type of quality program that I deem to be acceptable physical activity education with appropriate related health and safety information.* Secondly, competitive sport—both in the public sector and within the educational establishment—is increasingly becoming a pawn of an overly capitalistic, nationalistic, and so-called democratic Western world. Most of the problem really lies with gradual societal development in the 20th century down to the present. And America, I regret to say, does indeed share a very significant amount of the blame for the shape that the entire world finds itself in.

Despite what I have just said, I am personally living most happily in North America as a dual citizen, an American-Canadian if you will. However, I have found it best for me personally to desert the United States literally as well as in my heart and mind. I'm one version of "refugee" that we read about in the press. Conversely, the "official American stance," of course, would have you believe that the abiding spirit and practices of "Old Glory"—if only accepted and proclaimed—are *the* answer for all of the world's ills. Yet I have gradually but steadily become increasingly disenchanted about what today in reality has become merely an idle boast. The country of my birth appears to actually be a large part of the world's problem in a variety of ways! In essence, as I see it, it is a question of "values loudly espoused, but negated in the final analysis."

The resultant struggle for me personally “from here on out” is first to not become a “bitter, contradictory old fart” believing blindly that the United States is over the top of the hill and is proceeding apace downwards on the back side. But then, secondly, I probably shouldn’t be so despairing either about the future of our entire world (Earth!) because of overpopulation and ongoing degradation of the wonderful, but difficult, environment within which we as still developing creatures that emerged originally millions of years ago.

Naively I had thought “the world” would be a better place for all people by the turn of the 21st century—by the time I retired! However, because for so many different reasons it doesn’t seem to be heading in that direction, I am forced to conclude:

1. That in many ways we are confused about what our values are at the present,
2. That we need to reconsider them and then re-state exactly what we believe they are in light of the changing times, and, finally,
3. That we will then need to assess more carefully—on a regular basis—whether we are living up to those values we finally choose and then so often have glibly espoused with insufficient commitment to bring them to pass.

However, I’m getting ahead of myself with the story about a former kid from East Elmhurst in the Borough of Queens, a part of New York City. Somehow this “kid” is still kicking around at the age of 93 writing these specific words late one night after a workout in the small gym on the first floor of the condominium in which he lives in Richmond, British Columbia, Canada! How the hell I ended up in western Canada is the essence of some of these “immortal words” that follow. Any comprehensive talk about how the world, its citizens—including me—did or did not “screw up”, follows on perhaps too many pages. Various opinions about values achieved or aborted will be introduced here and there in this “autobiographical blunderbuss” I seem to be creating...

In retrospect, it feels like I have been “on the move” ever since I was born in New York City in 1919. My “final move”—other than when “my remains to be sprinkled and thrown to the winds in two places” actually get to the intended destinations—was probably to 105–8560 General Currie Rd. in Richmond, British Columbia, Canada V6Y 1M2. It is here where I am entering these words on my Apple computer. One of these final “resting places” where my ashes will be thrown to the wind is in Lake Whatcom, Bellingham, Washington, where Bert

(Bell Zeigler) and I spent many most pleasant afternoons near our condo before she passed away on Feb. 5, 1998. (The resting place for the other half of my ashes has yet to be determined by Anne [Rogers] and me. Anne and I married in 1999 after Bert passed away in early 1998 and have been living “most happily thereafter.”)

In 1990 Bert and I had bought a condo in Bellingham when we first started to move west half time from London, Ontario, Canada. We began to live there on an “every-other-season” basis first (i.e., three months in London and three months in Bellingham when the weather was most appropriate). We moved to our Richmond BC permanent residence (a condo!) in 1996 to be near our daughter (Barbara Zeigler), a professor in the fine arts department at The University of British Columbia and our grandson, Kenan, who is laboring here and there as a jazz drummer at present. (I had no desire whatsoever at that point to move to the New York City area where my son, Don Zeigler, retired at age 65 as a law professor from the New York Law School. Sadly, even after a double-lung transplant, he passed away in October of 2011 in Hawaii.)

As I reflect on my present situation, in a literal sense as I said a few pages ago, I’m a sort of “refugee” from the United States. I say this because—for what I believed to be sufficient reason—we decided to move back to Canada permanently in 1971. (We had been here from 1949 to 1956, I as a professor and department head at The University of Western Ontario.) However, as it turned out, I finally became a citizen here in 1985 when the America permitted dual citizenship for the first time. Bert wouldn’t think of the idea of becoming a dual citizen then and probably not even today if she were alive...

How, or why, did this happen? Well, frankly, I actually had no other choice. I simply did not want to be involved any longer with a university that annually “sold its soul” in the realm of intercollegiate athletics! No Ivy-League institution where athletics was in its rightful place offered a professional preparation degree in my field so that was not a possible “out” for me! And I simply could not literally stomach the situation in intercollegiate athletics at the University of Illinois, UIUC any longer (I was actually getting a *stomach* ulcer!). My field of physical (activity) education was being disgraced by a “performance ethic” in athletics that was out of control—i.e., do almost “anything” to win in several gate-receipt sports. Ergo, some professor/coaches involved part time in my department, who also were attached primarily to intercollegiate athletics, a related unit on campus, were caught cheating in various ways with selected athletes on their teams (i.e., illegal funding, coaches “swapping grades”, etc.).

At this point, all of this disgusting mess was shifted peremptorily to the President's Office, and—believe it or not—I as department head couldn't even find out what was going on in regard to the status of these miscreants who were members of my own staff! Eventually three of the coaches were fired, and the University was penalized somewhat by the Big Ten Conference. The local Champaign-Urbana community held a banquet on behalf of these men and even presented their wives with bejeweled watches! (I couldn't believe it...) On top of this, there was also a subsequently aborted effort to have statues of the men created to be located prominently in a civic park! Egad!

(Note: I should explain that today faculty members in kinesiology/physical education units on these campuses are prone to correctly say: "We don't have anything to do with them any more; they're *over there!*")

So, as a result of this type of a higher-administration, in—bondage situation, I bowed out of my administrative post and remained as a professor in the department. This in itself was very disappointing, because at the time our undergraduate and graduate academic programs were undoubtedly rated with the very best in the country. In addition, in the back of my mind there had been the possibility of my moving up from being department head to become dean of the College of Physical Education in the relatively near future. However, in 1971 I finally just "gave up" on Illinois—and America!—and decided to accept a position as dean of a new college (i.e., faculty) at The University of Western Ontario in London, Ontario, Canada. There I *knew* the athletes in my (our) classes would be bona fide students and that inter-university athletics was grounded in a sound educational perspective. (In retrospect, I might have been "best off" to remain "just a professor" in whichever country I settled, because administrative posts typically leave much to be desired too!)

The "Last Best Hope" on Earth? I have to say at this point—because my feelings will undoubtedly "break through" along the way in this autobiographical effort—that I am most disturbed about what is happening in (or to) America. I believe that, as the world's only superpower now, the U.S.A. is (and has been!) playing a negative role with its international efforts over the years—as well intentioned as it claims they are and may indeed have been in particular instances (World War II). I believe that this has happened because America has been "almost unconsciously" disintegrating within from the standpoint of human values. Somehow I just happened to have been born as a citizen of that country that was once supposed to be the "last best hope on earth." Now the "last best

hope“ is that the rest of the world through the power and influence of a somehow-to-become, sound and influential United Nations will be able to persuade America to fulfill its avowed purpose and stay in its proper place as it does so. However, who’s willing to bet on that possibility with such an often–“slanted” UN organization in place?

Finally, to summarize this opening section, I am now ”working my way along” in my 94th year. I am most happy personally because I am married to a wonderful person (Anne Rogers). We are living “the good life” in all respects. I do feel good intrinsically, also, about what I personally have been able to accomplish professionally and in a scholarly way. Nevertheless, (1) the field of physical activity education is still struggling in a variety of ways, and (2) excesses and malfeasance in both so-called educational sport and professional sport abound.

My “Beginning” in New York City

Born in 1919 at the end of World War I in East Elmhurst, a political entity within the Borough of Queens, Long Island (a borough of New York City), I grew up in what has subsequently become viewed as the “roaring twenties.” This “uproar and bedlam” did not really affect me in any significant way, however; at that point I could barely “squeak” underneath the “roar.” My mother had divorced my father for infidelity when I was two years old. As you might imagine, this was considered a very significant “fracture” in that period. My mother had a very good, mezzo-soprano singing voice. Her brother, my Uncle Louis, played piano well and sang. Fortunately I was able to locate a beautiful, color photo of them as a duo, playing and singing professionals. At some point in the early 1920s, my mother obtained a position at the Judson Memorial Church (Baptist) in Lower Manhattan as musical director. (There were other Baptist churches named after this famous missionary, Adoniram Judson, who had served in India earlier.) She was the choir director and soloist at this church located close to the now infamous World Trade Center site.

Evidently, as I learned later, my grandfather (Conrad) had driven my Uncle Louis out of the house for one or more reasons. I think he had probably wanted him to get a steady job and contribute more or less to the “family budget” (or whatever). Also, I gather that Uncle Lou may have also “gotten in with the wrong crowd,” as they used to say, while playing around as a young musician. My grandfather was very strict and had quite a temper when aroused; so, I gather that Uncle Louis “went out the door after one of his explosions.” This was most unfortunate, because—although he had married a nice, attractive lady



GGrandma Margaret and Grandpa Conrad in the 1930s (?)



Margery Beyer and Louis Kohler as a professional duo
in Queens, New York City) in the mid-1920s



Conrad and Helen Kohler and their lovely extended family

named Peggy—his marriage ended badly as well. They had one son, Conrad, my only first cousin who is retired now in South Carolina after a successful career. We keep in touch by e-mail regularly. He has a lovely extended family that had a reunion quite recently.

(Note: I am sad to do so, but I must explain further that later on in mid-1950s [?] I did get to see Uncle Louis once more. By then he was short, slender, middle aged, and sort of “down and out.” He had moved back in with his parents in East Elmhurst, Queens. What happened, I learned, was that he had been in a terrible car accident with a bus. And, sadly, he had suffered a serious head injury that affected his brain. He died soon after that one time I met him...)

Through the devoted efforts of my grandparents (Conrad and Margaret) and my working mother (Margery), I spent my early years happily. Somehow eventually I must have learned a bit more than on which side to butter toast. (I’m quite sure we had “toast” at some point back then, but I do remember *absolutely* that we only had an “icebox,” not a refrigerator...) Most of my childhood activities were informal. My grandfather filled in as best he could for my missing father. He was quite interested in baseball and wanted to make sure that I played right-handed. Grandmother Margaret, who happened to be left-handed, wanted to make sure that I functioned left-handed. She figured that “handedness” was an inherited trait, and she was left-handed. So... (My son, Don, was left handed, also,) Each bought me a baseball gloves for the “correct” hand. That made it a little difficult to throw a ball, but eventually I learned reasonably well and did throw a ball left-handed. However, in the process I somehow ended up writing right-handed and played table tennis that way too. I can report further that my career in baseball was rather short-lived, because I was quite nearsighted. (I don’t remember when I first acquired eyeglasses. Age 10 or 11?) I often wondered where the ball was, or instead noticed it a bit too late. Becoming significantly ambidextrous did help me in playing handball as an adult, however.

I learned quite a bit later that the 1920s had really been an interesting time historically. As a child, of course, I didn’t appreciate that fact. All I can remember, for example, is a mental picture of the house my grandparents owned and the surrounding neighborhood that I wandered about as a young child. (This modest house—back then in the mid-1920s worth about \$2,400—has been converted today to a day-care facility valued at about \$650,000!)

The Move to Connecticut *and* a New Name!

When I was 11 years old, my attractive, talented mother (Margery) married again, this time to a somewhat younger, hard-working, well-intentioned, conservative Baptist minister named James Nelson Zeigler. We three moved to South Norwalk, CT. So, at 12 years of age I had acquired a stepfather and, in a minor way, I suppose you could say that was the start of a normal adolescent life, as well as the beginning of my “time of troubles.” (Coincidentally, I went almost overnight from being Earle Mattison Shinkle to Earle Zeigler... The town clerk, a member of my step-father’s church, simply issued a most brief statement saying that “henceforth Earle Mattison Shinkle will be known as Earle Zeigler.”) After a bit of experimentation with my name when I decided initially upon a career as a German teacher and coach, I finally settled on a middle name of *Friedrich!* However, E. Friedrich Zeigler—a German major later at Bates College—finally just used the middle initial “F”. As I write these words, I am still Earle F. Zeigler!

I must admit that back then I was probably a “handful” for a fresh-out-of-seminary pastor in 1930, a tall, young pastor who seemed to know the answers to “most everything”. “Chaplain Jim”—as he became later for a brief period during WWII—did his best to cope with me. However, we *never* were on the same wavelength, a fact that actually helped me decide where I stood on innumerable aspects of life. I should be thankful, however, because such a relationship while an adolescent—as the minister’s son!—coupled with the developing social and political scene of the 1930s and 1940s—did a great deal to shape my future orientation to the world around me. In addition, I might not have ever been able to attend college...

The “Great Depression Years”

These early-1930 years comprised the period known as The Great Depression, but that fact didn’t really sink in on me. Beginning ministers, fresh out of seminary, didn’t make much money, despite the fact that my mother’s ongoing efforts as choir director and soloist were part of “the package”. However, the position did come with a parsonage located on 57 Flaxhill Rd. in South Norwalk, Connecticut. It was a big, old house, as I recall, with a large space for my mother’s garden out back. I had my own room with a desk that I don’t recall using very much... A baby grand piano took up a lot of the space in the living room, but there was a sitting room also just as you entered “the Parsonage”.



My mother Margery's and Pastor James N. Zeigler's 25th wedding anniversary

I was just beginning to get interested in organized sports while in junior high school. I had played all kinds of childhood sports and games including a bit of table tennis at my best friend's house. However, as I recall, I didn't particularly excel at any. (His name was Elmer Schuerhoff, and--later after graduating from Princeton-- he was an Army Air Force pilot who died tragically in World War II.) I was about 10 years old back in Queens when I started to learn how to swim next to a sewage pipe jutting out into Flushing Bay (an appropriate name for that body of water!). That waterfront area where I started to "swim" is now LaGuardia Airport named after the famous mayor "Fiorello" of New York City who typically read the Sunday "comics" on the radio for children! . Somehow I also went several times to the YMCA in Flushing, New York for swimming lessons. (Interestingly, 15 yrs. later in 1942. I actually served as coach of the YMCA team from Bridgeport, Connecticut that--to my surprise--beat the Flushing YMCA team for the tri-state swimming championship of New York, Connecticut, and New Jersey.)

While attending Benjamin Franklin Junior High School in South Norwalk, CT, somehow I encountered a bugle and I recall trying out for the Fife, Drum and Bugle Corps. We don't have too many of those anymore! I can still see that old bugle as it got tarnished and battered. Actually I never really learned how to play it well. I also took part in a school play that had a "whodunit?" sort of plot. I played the leading role of the detective who uncovered the villain at the end of the play.

I remember further playing a selection on the piano for a school assembly. I was so nervous that I made an awful mess of it. I suppose even later-experienced pianists got nervous on their "first occasion" like that. I was supposed to practice the piano for an hour each day. However, I was always pushing the hands of the clock ahead, wanting to get out and get involved in other activities with friends. (Looking back, I wish I had pushed those clock hands in the other direction...)

I never got to join the Boy Scouts (whew!) or any such organizations, but I did in high school again get involved with the YMCA as soon as I moved to Norwalk, CT. That was the beginning of a 45-year mostly non-professional relationship with the YMCA. I'm very sad that the whole character of the YMCA seems to have changed. It was very helpful to many youngsters at that time, sort of "a home away from home." Now, at least in my community, it's a physical, social and perhaps a bit of an intellectual recreation club for the middle class. Today I believe the Boys and Girls Clubs of America are performing this service that the "Y" provided for me during my high school days. .

It's important to note that even back in the 1920s, in Public School 127 in the Borough of Queens on Long Island, New York City, we had organized elementary school physical education classes. The instruction was formalized, and classes were regularly scheduled. I can't say that I remember being thrilled by the experience or even what happened typically during those periods. I do recall later that in junior high school there was a supply of light wooden dumbbells on wall racks in the gym. Our instructor, Mr. Bean, was quite "military" in his approach and used to walk around calling out instructions with a dumbbell in his right hand. One day, when a difficult pupil irritated him a bit more than usual, he "let fly" with the dumbbell in the general direction of the youngster and accidentally hit him in the head! "Confusion prevailed," and I don't have a clue about the aftermath of that incident.

As a youngster, I had a interest in a variety of sports, and that interest continued on in junior high school, high school, and college. However, I must state again that my memory of any actual gymnasium classes at any stage of my education almost completely fails me. I can remember learning a little bit about how to tap dance. This is interesting about the physical education component of my elementary school education considering that we're talking about the late 1920s and the early 1930s.

I also remember, although this isn't connected to physical education, that two of my elementary school classroom teachers were Blacks (one man, Mr. Archibald, and one woman (name?). Mr. Archibald was a good teacher and very strict too. He threw the occasional book at "sassy kids," but his aim was better than that of Mr. Bean. He missed purposely...).

High School in Norwalk, CT

In high school, one of my best friends (Gordon Jakob) was elected president of the student council, and somehow in the process I got elected vice president. (Gordon's father was superintendent of schools at that point.) As a "running guard" and "defensive tackle weighing about 155 lbs.," I was co-captain of the football team in my senior year. In track I ran the 100-yd. dash fairly well and was on the relay team too in my junior and senior years. In my senior year in high school, I won the Norwalk, Connecticut table-tennis championship before heading off to college. I also swam on the YMCA team and won several Connecticut and city free-style sprint swimming championships.

I recall further a variety of events connected with being the stepson of a Baptist minister. One summer when I was in high school, I went away to a youth

assembly at the University of Connecticut, Storrs for a couple of weeks and was elected president of that group at some point. I winning the sprint races in track & field and in swimming, as well as an underwater swim for distance! (They don't hold that breath-holding event anymore...)

I remember also one incident while there when three fellows and three girls stayed out beyond curfew. On the following day, the girls were brought in front of the "disciplinary" committee! As "president," I was chairing the meeting that was supposed to decide their "punishment." The only problem was that I was one of the fellows who had kept them out! It was the silliest situation ever...

Bates College "Rah" (1936-40)

Somehow or other, it was decided *for* me—as I recall—that I should go to a private liberal arts college. Colby College in Maine was considered, because it had some sort of a Baptist orientation historically. (My future wife, Bert Bell—as I later learned—was planning to go to the University of Maine. However, at the last minute we both ended up as frosh at Bates College in Lewiston, Maine.) There were four institutions in an athletic conference in the state of Maine: Bates College, Bowdoin College, Colby College, and the University of Maine. They played the various sports together, but Maine has since gotten so large that it's now in a different league.

Attending Bowdoin College for me was out of the question, because it was very exclusive and more expensive. I had to go to a college where I could work my way through. My high school class graduated in February, 1936; so for the following six months I worked in a Dobbs hat factory in East Norwalk, CT prior to heading off for Lewiston, ME. Next there I was an all-wise frosh (ha!) at Bates College where I later majored in German, sort of minored in French, and also took quite a bit of history. Bates didn't have a major program in professional physical education. In fact, I didn't know there was such a thing until later. There wasn't even a minor in physical education at Bates, a liberal arts and science college! Hence I hadn't thought of becoming a physical education teacher and coach for my career. (It is interesting, however, that so many of the people in our field eventually entered professional programs because of an early interest in sport?)

As I mentioned above, I met my future wife-to-be at Bates; her name was Bertha May Bell. (They used to kid her with "Bertha may not too...") Her father (Hazen Raycroft Bell) was a potato farmer in Houlton, Maine, a really nice, hard-working man in the so-called "Shiretown" of the county that was 120 miles

north of Bangor, Maine bordering New Brunswick, Canada. Bert hated the name Bertha; so, it was always “Bert.” Her mother was a well-intentioned, hard-working lady named Maude, a real “worry-wart”—if I may use that present-day unfamiliar term. I never really felt that she truly accepted me despite that fact that I was a minister’s son and even though she was a “God-fearing Lady.” As I recall, also, she was a great cook with everything except meat! Both Maude and Bert’s nice Dad (Hazen) “destroyed” more good beef over the years than you can imagine by insuring that it was “very well done”!

I recall an amusing incident about “dear old Maude” that took place once when we arrived at Bert’s home after having worked in the same town during summer vacation between our sophomore and junior years at college. It had been a long trip from CT to Houlton, ME in a 1929 Model A Ford that was so “tired” it used crankcase oil that I would cadge at gas stations. Driving up hills at night off the main highways because the car wasn’t properly registered, I looked to see if our old buggy was over heating. Somehow in the process I veered off the road and glanced off a tree! So thereafter, while we were moving along on the road, the poor old buggy had such a wiggle that its already worn-down tires began to disintegrate at a faster pace than normal. The end result was that I had to change flat tires myself some 21 times before we finally arrived at Bert’s home in Houlton, Maine.

Luckily we found several tires of the right size when going through a little town in New Hampshire early the following morning.) At any rate, this “changing of the tires” had slowed us down so much that we had ended up sleeping only a few hours during the night at the side of the road. What saved the day really was that this “nice man”, who happened to have two satisfactory, replacement tires under his back porch, also sized up the problem and advised me how to solve the “jiggling steering wheel situation” my Model A was experiencing when in “forward mode”! The trusty vehicle had acquired a bent tie rod when I glanced off that tree (i.e., the tie rod being that long piece of metal which somehow joins up the front wheels!) All I had to do was put the tie jack under the rod where the bend was, jack it up a bit, and “Eureka”! The rod became straight enough again to proceed in reasonably “unshaky” style!

Now back to why I called Maude Bell, Bert’s God-fearing mother, a “worry-wart”. That same day after we arrived in Houlton, her mother insisted on taking Bert to the family doctor for an examination! Guess why? Bert also had a very nice sister, Barbara, who was always a good friend (as sister-in-law) throughout later life. Barbara was a really nice, warm, attractive person with a cheery disposition. She trained to be a beautician in Bangor and then stayed

home in Houlton as an adult. Bert had figured that the only way she could ever get *out* of town was to go to college! (I subsequently kept in even closer touch with Barbara after both her husband, Gerry, and my wife, Bert, had passed away.)

During my freshman year, Bert and I were both registered for an ancient history course that met three days a week at 7:40 a.m. (Imagine listening to a lecture on ancient history at that time of day from a dusty, old, balding professor. Egad!). The class members were seated alphabetically. Her last name started with a B and mine with a Z; so we always “sort of met” each other at the door as we filed out of class from opposite ends of the room. However, it wasn’t until later in our freshman year that we began to date a bit. At that time, also, I had “sort of” a girlfriend in Connecticut whom I’d met at that Baptist summer assembly. I kept telling her (Kay DeLong) what a great place Bates College was, and guess what? She ended up there the next year too! I almost lost involvement with both of these young women during that opening year and the next one. However, one relationship (with Bert) eventually survived for 57 years of marriage after college graduation!

(The other “girl friend,” Kay DeLong later married the son of the track and field coach at Bates. His name was Dick Thompson. At some sort of an initiation ceremony for new Varsity Club members, he (blindfolded) ran into a brick wall in the college gymnasium and was seriously injured. That injury came back to haunt him later as he died early leaving Kay was three children to bring up. She did so somehow by becoming a successful real estate agent.)

Everything moved along quite well at Bates that first year. I was extremely busy what with the whirl of things including football, swimming, and track in that sequence “season wise.” There were no athletic scholarships, but I imagine my sport “background” was a positive factor in my admission. Hence, at various times during the four-year period, I found work for monetary return at all sorts of things like waiting on table at the dining hall, being janitor on my dormitory floor, and delivering the *Boston Globe* newspaper on campus. In the upper-class years there, I was also proctor in my dormitory and had a job downtown at a Greek restaurant washing dishes from 5:00 p.m. until about 1:00 a.m. one day a week. (That one day’s effort somehow got me my main meal for the entire school year...) Also, in my third and fourth years, I was a teaching assistant in the German department correcting papers for one professor (August Buschmann, a really nice man). Overall, I didn’t have much time to hang around considering all of the activities I was involved in at one time or another while there. College was a very busy time; that’s for sure.

However “disaster did strike” in several ways in year #2, my sophomore year. First, I lost my academic scholarship for one semester because my scholastic average dipped slightly below the standard required. Then I suffered a severe knee injury in a football scrimmage between the varsity and the frosh team. I had just been promoted the blocking fullback position on the varsity (first team!) too... This serious injury was not attended to by immediate surgery due to our “unqualified” medical doctor. He didn’t even call for an x-ray that would have shown the destructive damage done. Hence, I was “automatically” out of football and track, but somehow I found that I could continue with the swimming team—a non-weight-bearing sport, I guess. Another difficult situation arose a bit later that year as well. While working on the switchboard at the Central Maine General Hospital in Lewiston several nights a week that fall, one early morning I came down with acute appendicitis. You can imagine how that took me “out of action” for a bit.

(Note: Talk about “disaster” further...! When I made it back to Norwalk for Xmas vacation during that sophomore year, some friends and I went ice-skating. I had “awful” poorly fitting skates and had only skated a couple of times previously. As I sought to stumble over “wavy” ice to get fully onto Long Island Sound, I fell and must have had a slight brain concussion. However, I evidently continued on “awake” as though nothing had happened... However, the first thing I remember was saying to my friends minutes later was: “Look over there to the northeast; something’s on fire! “Something” certainly was! It was Pastor Jim’s South Norwalk Baptist Church that was ablaze. I didn’t know this until I got home to “the Parsonage” and learned that he had “rushed in” valiantly to save the Church Bible!)

Then, if matters weren’t bad enough, “girl-friend trouble” developed as well. I had started to date Bert Bell, my future wife, toward the end of the freshman year and continued to do so at the beginning of the sophomore year. However, as mentioned above, that “sort-of” girlfriend from high school days (Kay DeLong), whom I met at that summer assembly mentioned earlier, had also shown up at Bates that fall. Of course, she soon discovered that I was dating Bert Bell too. So, I “had” to make a choice—as did they. It’s a wonder that I didn’t “lose contact” with *both* of those young ladies...

I remember one amusing but disconcerting instance from that year viewed in today’s light. I had asked Kay DeLong to go with me to a special mid-year dance. She accepted, and then I learned that there were “dance cards” to be filled out in advance. What this meant was that a “reasonable” number of “dance segments” could or should be exchanged so that she and I would have different

dance partners for the “segments” so designated. One friend of mine was a Black named Howard Kenney; so, I arranged an exchange on our dance cards (as was the custom) with him and his partner (“Dottie”). He was an excellent dancer, much better than I was; so, I thought she would really enjoy it. However, when I started to explain the “various dance arrangements” to Kay, she said: “Do you expect me to dance with that ‘jigaboo.’?” I was really taken aback, but somehow convinced her that it would be a good experience, and that people would “frown” at any negative reaction on her part. I subsequently learned that Bates, a small college with a Christian heritage (of course!), had a secret admissions’ policy for Blacks and Jews... Times have improved, I think...

My personal “situation” scholastically did improve greatly in my junior year, however. Although playing football and running track were “history” for me because of the injured, “unrepaired” knee, I managed to join the cheerleading squad to lend support to the football team. Hard to believe... (Also, Cheerleaders weren’t as “gymnastic” then as they are today!). Also, I discovered that I could continue with the swimming team, although my kick was obviously not as strong as previously. My “work situation” improved, also, and additionally I finished the *academic* year with a 92% average. This sharp rise occurred to an extent because I was taking additional subjects in my areas of specialization.

I can’t remember anything special about the senior year at Bates College. I was in a variety of activities—too many I’m sure. (I ended up the senior year with 16 on my “resume”.) Bert and I were “going steady”, so to speak. I was the proctor (i.e., peace-keeper) in my dormitory (free room for being that!). Also I continued as the teaching assistant in the German department. Frank Coffin was my new roommate for that year. (We were lifelong friends until his death in 2010.) In addition, I was co-captain of the college swim team. However, I’m not proud of that involvement because the untreated football knee injury two years previously was still a handicap that made my performance suffer.

There was one funny, possibly interesting incident that I recall. I was chairman of the senior class day committee. This meant that a group picture would be taken with all of us wearing caps and gowns. Somehow I forgot to bring my own mortarboard to the rehearsal. I was the only so “undressed”. So my roommate, Frank Coffin (later the eminent chief federal judge of District One--i.e., New England) had a thought., He sat on the far left in the *front* row of the bleacher on which we were all seated for the photo and—as the camera panned the entire group slowly from left to right—he ran around the back of the group and slapped *his* cap on *my* head sitting in the front row *on the far right*... Needless to say but that there was great hilarity, and the resulting success of the maneuver

was a badly slanted mortarboard plunked on my head! I looked like a real “goofball” with a silly grin in the final picture that was circulated and which appeared permanently (!) in the class yearbook.

Graduate School and Early Employment

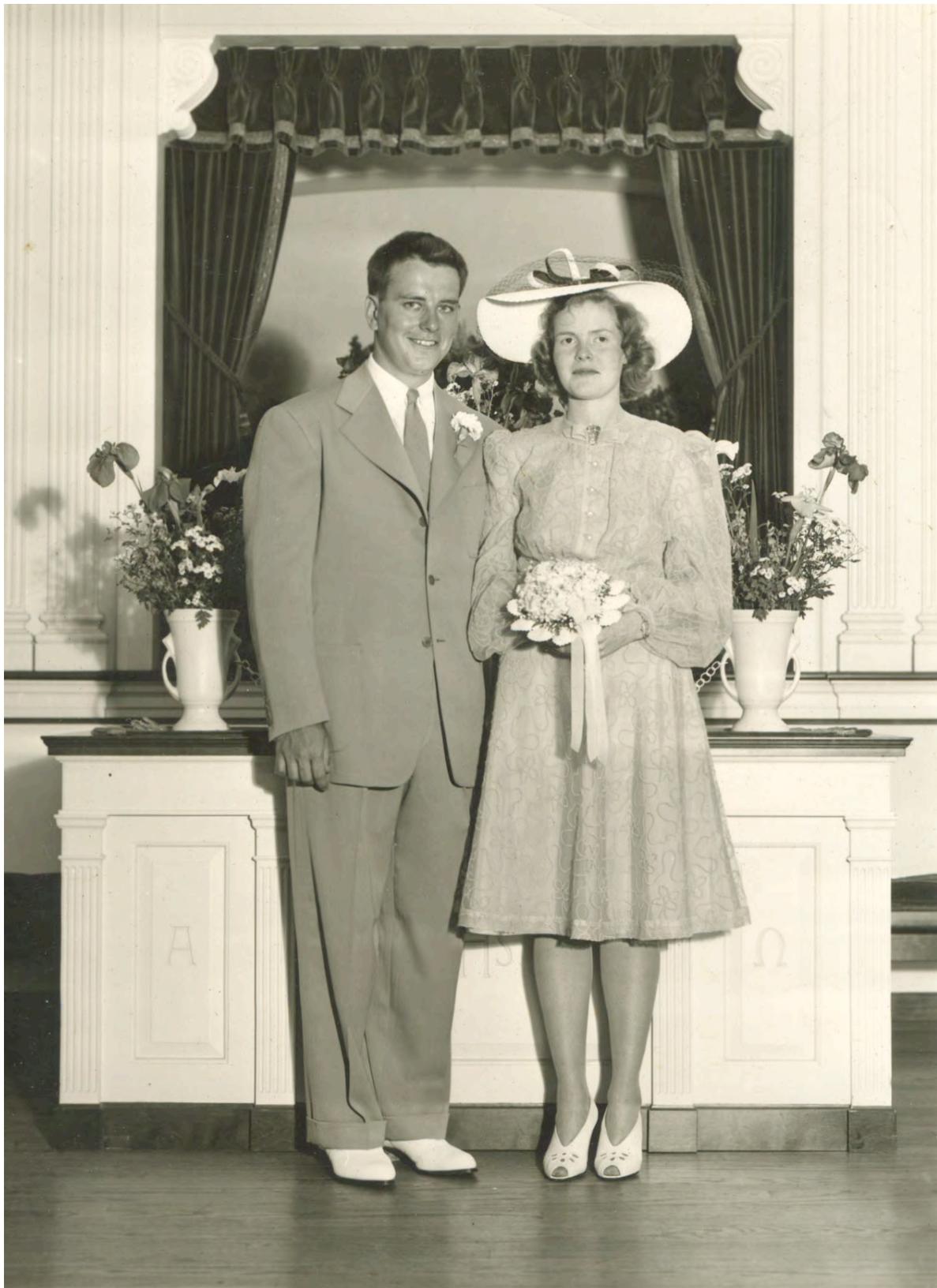
After college graduation in early June of 1940, my plan was to attend Yale graduate school full time looking to obtaining a master’s degree in German. My major professor at Bates College, Sammy Harms—a fine teacher, wonderful man, and friend—had warned me that I was going to get a shock when I hit graduate school in German competing with the German scholars there. For example, I hadn’t had any practice with German conversation—although somehow my pronunciation was good. My grandparents—with whom I lived early on—had been anxious that I learn English only, because German was unpopular just after World War I! Hence, no German was spoken in my childhood home. That was unfortunate, because in graduate school I was in class with people who had either been born in Germany or had spent years there. I did take a private conversational lesson once a week that year, but that wasn’t much help.

In addition, of course, I also had to work as a full-time waiter *nights* at a Childs Restaurant to support myself. This combination of responsibilities made for an overall, fairly grim experience. So I can add that my scholarly efforts were not greeted with “solid approval.” I was lucky to survive and did *subsequently* receive the M.A. degree in June of 1944. By that time, because I was working enjoyably in the physical education department at Yale and could see a future as a teacher/coach, I had decided that I wanted to shift any subsequent emphasis in graduate work to the School of Education.

During that first year after graduation from college, Bert, took a job teaching English and French in Bucksport, Maine. We corresponded

(Note: Interestingly, because of the archaic approach to the teaching of languages then, she couldn’t speak French, and I couldn’t speak German! And I had *majored* in it in college, and she had *minored* in French!)

regularly during that first year away from Lewiston, but it was “touch-and-go” whether our relationship would continue. Somehow or other, she came to work in the Connecticut area that summer after graduation, and we got more steadily “involved” again. We then decided to get married on June 25, 1941. (See photo below.) The service was performed on a Saturday by my stepfather (Pastor Jim) in the *new* Norwalk Baptist Church (built after vigorous, post-fire, fund-raising



Wedding Day—June 25, 1941

efforts by the parishioners and pastor!). The nuptial occasion was almost marred by the fact that I had to race to Norwalk from New Haven at breakneck speed to reach the marriage license office before it closed at noon! Immediately after the service and a dinner, and with *no* “honeymoon”.

I was slated that summer to become a waterfront lifeguard and swimming instructor at the Madison Beach Club in Madison, Connecticut. I had always wanted to be a lifeguard; sit in a watchtower overlooking the beach; see all the girls in their skimpy bathing suits, wear a pair of white swim trunks, and get a great tan while at the same time receiving a salary! So that summer I became the “bronzed lifeguard” and “valiant swimming instructor.” Frankly, it was nowhere nearly the exciting experience I had anticipated. My nearsighted eyes didn’t get to see very many “bathing beauties.” I had to put Noxema on my nose and wore a sunshield to keep the sun out of my eyes. The “romance” of that setting soon wore off! It was a boring job, and the water was typically too cold for the “*valiant* instructor” trying to teach shivering children how to swim in Long Island Sound, a body of water whose waves proved quite often that it “had aspirations to become the Atlantic Ocean itself”! (Once on a busy afternoon, with a crowded beach of swimmers of all ages, I launched my lifeguard’s rowboat in this surf to “survey my domain” and promptly ended up flat on my face when the sturdy craft hit sand as the wave receded. Talk about embarrassment...)

In addition, Thursday evening was the regular bartender’s night off at the Madison (CT) Beach Club, and I was expected to take his place for a few hours. As a minister’s “son”, obviously I was not well qualified for that assignment. Luckily, folks typically asked for simple-to-make beverages like scotch & soda, rye & ginger ale, a beer, or a glass of wine, or else I would have been in big trouble. Then, further, I was assigned the task of “bouncer” at the Club’s Saturday night dances. (Unfortunately it was *several years later* (!) that I became a “wrestling coach and self-defense expert...”) I recall one riotous Saturday night when some drunken guy ran rampant in the Club dining room as dessert was being served. He was fended off somehow by the Greek headwaiter brandishing a chair like a lion tamer, while I managed concurrently to sack his friend coming through an open window to help him by letting loose a decisive right-hand punch... Peace and calm was restored eventually. Representatives from the Madison police department arrived, but by then the drunken rioter had swum to an island not far off the shore...

One day in midsummer, the associate secretary for the CT YMCA, who evidently had a summer home near the Madison Beach Club, asked me, “Have you ever thought of working in the YMCA?” I said, “No, but I’ve had great

experiences in the “Y” over the years, and it sounds like a very good idea.” He said that there was a fine position open close by, and that I ought to go for an interview to see what might transpire.

It turned out that this was a desirable position at that point as associate physical director and aquatic director at the Bridgeport, CT, YMCA. This was almost “home ground” for me, not very far from Norwalk. The starting salary was \$1800 a year! So, I began working at the Bridgeport YMCA in the fall of 1941. Luckily I came under the influence of a fine, old, affable physical educator by the name of Harry Abbott. He was a magnificent, aging, energetic person with a Springfield College background. However, he was very close to retirement and, at the end of the year, was replaced by Horace (“Red”) Smith, a knowledgeable, mature physical educator with an athletic background from Cleveland State University in Ohio.

(Note: Bert had made \$1100 as a high school teacher in English and French at Bucksport, ME the previous year. Now, as my wife, she found a job at the local Sikorsky Plant working in the office. For “fitness sake,” she decided to ride a bicycle to work. This was fine until one bright day when a man opened an automobile door in her face! Another disconcerting aspect of this “striving for fitness *and* transportation” was a fact discovered after a few months of “exceptional physical endeavor” operating her bike. Day after day she kept saying how hard it was to get the “dam bicycle” up to speed. I figured she was just “getting used to it.” We discovered eventually that she had been pedaling the bike with both tires *only half inflated...*)

On the job as “associate physical director,” I soon realized my deficiency in the area of exercise prescription and related physical activity. I had always been involved in team sports, whereas “Y” members typically played all sorts of individual and dual leisure sports. When someone would say to me, for example, “Come on, let’s play some handball.” I’d respond that I had to work, or give some other lame excuse for not accepting the invitation. I had to decline, because I didn’t know how to play handball or badminton, etc. And, of course, I didn’t want to be a physical director who looked like a “motor moron”.

I decided then and there that I’d better take some more courses, this time to broaden my knowledge of the human body as well. I hadn’t studied basic anatomy or physiology, much less any applied courses of that nature such as body mechanics. So, I enrolled for courses as a physical education minor at Arnold College in New Haven, CT in 1942-43. (Arnold College was a private institution that has since become part of the University of Bridgeport. It had been founded in the late 1800s by Ernst Hermann Arnold, a former Turner gymnast from

Germany.) There I even took a bit of dance instruction from Juana de Laban whose father had been a famous person in modern dance. These courses were taken part-time while I worked full time at the YMCA on a type of alternating schedule. (Actually I completed a few more part-time courses there even after I started working at Yale University in February of 2003.)

How I came to work at Yale University is an interesting story. When I got to the Bridgeport YMCA, I concentrated on what I knew best: swimming and aquatics. I was hired as aquatics director and associate physical director. However, I learned the associate physical director part of the position the hard way (so to speak) by being both diligent and innovative with classes in the gymnasium. Basically I promoted competitive swimming diligently from “Day One” along with the teaching of beginning swimming. Fortunately, in addition, there was an abundance of competitive swimmers around for our competitive swimming team squads, boys and young men who had swum earlier on high school teams

Soon, needing to arrange some competition for the team, I managed to schedule a swim meet against the Yale University freshman swimming team in New Haven (not far from Bridgeport). The director of physical education there was the famous swimming coach, Robert John Herman Kiphuth. (Interestingly, although Mr. Kiphuth at that point was one of the best educated and cultured individuals I had ever met, but he could also get “down to earth” in a matter of seconds. As it happened, he had never attended *any* university!) So we swam against Yale’s freshman team in a preliminary meet prior to one of their varsity swim meets. There were some outstanding swimmers on his freshman team, and during World War II years freshmen were eligible to swim in the varsity meets. Hence Mr. Kiphuth didn’t want to use his great freshman prospects, his record-holding freshman swimmers, in our “little” meet before the “big one”. Why? Because he needed to have them available for the immediately following varsity meet with another Ivy League University—and there he thought he was going to really need his “embryonic stars” to keep the varsity’s “win streak” going... However, the team that I had assembled and trained at odd hours, although many of the team members had not really been “developed” by me, was so good that the overall score was very close right down to the “decisive” final relay event. Kiphuth was a bit upset by this turn of events. Why? Simply because he had had to race some of his freshman stars just to beat the unheralded Bridgeport YMCA swimming team.

After the meet, Mr. Kiphuth said to me, “How would you like to work up here at Yale?” His question came out of the blue, and I replied: “Gee, that would

be interesting. Thank you. I'd like to think about it." He said, "Give me a call next week and tell me what you have decided." I vaguely remember making that phone call and subsequently leaving YMCA employment forever. A man by the name of Howard Haag had recently taken over for "Perly" Foster as the general secretary of the Bridgeport YMCA. When I told him about this chance to go to work at Yale, he said, "This is a serious decision, let us pray!" There he was praying for me in his office, even though I didn't have "exactly the greatest relationship with the Northern Baptist Convention." In fact, by that time I was a confirmed agnostic!

So, with "guidance from above," this is how I got to work at Yale where my starting salary in February, 1943 was the magnificent sum of \$2400 a year. (They also paid me "something extra" a bit later for helping to coach football and wrestling, also.) Oddly, I had thought I was going to work as an assistant to this great swimming coach. As it turned out, however, there were several other fellows waiting in line to be "assistant swimming coaches" too! Because of Kiphuth's fame as a swimming coach, anyone involved in the physical education program also needed some competency in swimming! With two magnificent pools in the famous Payne Whitney Gymnasium, there was great emphasis on the teaching of swimming, the holding of workouts, officiating at meets, keeping track of records, and running the swimming meets themselves. Kiphuth's "formidable impact" at Yale was so great that every student had to pass a 100-yard swimming test before he could get his "Yale diploma"!

Interestingly, despite all of my emphasis on swimming and aquatics, as it developed I became an assistant wrestling coach there instead! It was during World War II, and one day they needed help on the 6th floor in the Gymnasium. This was where the teaching of combat and self-defense to various members of the armed forces studying there took place. Such an experience was required along with proficiency in swimming and overall fitness. Mr. Kiphuth, my department head said: "Zeigler, they need help upstairs in the wrestling room." My response was that I had never wrestled; I was a swimmer. "Right," he said, "But go see Eddie O'Donnell, the coach, and maybe you can learn something while helping him out for a while."

When I walked in the door of the wrestling room on the sixth floor, I must have looked youthful. Actually I was! Coach O'Donnell said: "Hello, *son*, how much do you weigh?" He thought I was a candidate for his wrestling team! I explained lamely that Mr. Kiphuth had sent me up to "help out." This got Coach Eddie on edge. (He was also a private physiotherapist, as well as the trainer for varsity football.) He rushed downstairs to ask Kiphuth what this was all about. I

think he thought I was after his job or something or that Kiphuth wanted to replace him... When he returned, evidently relieved, I told him I knew nothing (about wrestling or self defense, but that maybe I could learn enough to help out a bit. This satisfied him, and it was the beginning of a five-year experience with NCAA amateur wrestling... I'd never wrestled in school, but I sure learned about it *and* self-defense fast! This would never happen in this way nowadays. (In later years I would telephone Eddie periodically to say "hi!" Actually I called him on the day he was dying, but his wife was so upset that it was a very short conversation...)

There are two incidents worth relating about my wrestling and self-defense days at Yale. The first has to do with me learning aspects of self-defense and combat. In between class periods one day, an Air Force cadet with a black belt in judo was showing me how to employ a "break-fall" (i.e., how to land back on the mat if your opponent throws you up in the air over his hip). As part of our practice session, each of us was to throw the other thereby giving the "throwee" a chance to practice slamming his arm on the mat thereby lessening the bodily impact as he landed. On one of his throws I lost track of "where the mat was". Hence in the process of landing I suffered a cromio-clavicular shoulder separation. (This was known proverbially as a "dropped" shoulder.) Nevertheless, with no other teacher available, I had to continue teaching the self-defense class with my left arm in a sling. This proved to be amusing to a sergeant whom the captain sent up to help me out.

His name was Broderick Crawford! ("Oldtimers" will remember "Brod" as the burly, "10-4" , TV sheriff, and later the movie actor who played Huey Long in the film about his life.) One of the "moves" we had class members practice typically was called a shoulder roll. The instructor usually demonstrated it once before asking the class to do the same. Somehow big, somewhat awkward "Brod" landed incorrectly on his shoulder! So he ended up with exactly the same injury that I had "acquired"—only shoulder separation was worse. Ambulance attendants to "big Brod" away, and that was the last I ever saw or heard of Sergeant Crawford... He applied for exemption from service because of that injury and reportedly enjoyed a 15% disability pension for the rest of his life—not that he needed a dime of that stipend.

The other incident has to do with the fact that I, who had gone to work at Yale presumably as an assistant swimming coach, ended up with part of my assignment being as the freshman wrestling coach. Hence, I often wondered how I would do as a wrestling competitor!. The chance to find out arose in the spring

of 1946. This was before—I believe—that I was scheduled for a “belated” right-knee operation. (Recall my “football career—ending accident--that I explained earlier above--in my second year at Bates College.) The Connecticut State YMCA Championships were scheduled right there in downtown New Haven that year. So I talked it over with Johnnie O’Donnell, Eddie’s younger brother, who was the assistant wrestling coach and had become a good friend. “Why not?” he said, and so I entered this event scheduled for a few month later.

To get ready, I trained by actually running and practicing with the wrestlers we were coaching. Unfortunately, I hurt my right wrist about a month before the tournament. What to do? All I could do was to continue with my running even more diligently than before. My wrist was “okay” by the weekend of the tournament. Somehow I managed to get through several preliminary matches on the Friday and early Saturday sessions because the competition wasn’t too tough. So here I was on Saturday evening in the finals of the tournament in the 155 lb. class. (I managed to make the 155 lb. limit quite easily by eating carefully for a week or so before.) I said to Johnnie O’Donnell, Eddie’s brother, who just happened to be the match referee, also: “Who is this fellow I’m wrestling in the finals?” “Oh, don’t worry,” he said, “he’s a ‘bum’.” Well, it turned out that this “bum” had won the state titled three times previously, and in 1945. the previous year, had won the open 145 lb. title in Hawaii while stationed with the armed forces there. These achievements of my opponent were announced just before my match with him started (as if it were a professional boxing match!) You can imagine my consternation at this news! Well... The only thing that saved the day for me was that I was basically a little bigger than he was and also somewhat stronger. So the score was even at the end of the official three, three-minute periods—and we went into overtime. I started “on top” of him on the mat as prescribed for the first of two overtime periods of two minutes each. After a while I couldn’t hold him down any longer, but—instead of letting him up to score one point only—I struggled to hold him down longer. Soon he was able to “reverse me” and got on top in control. *Two* points for him!

In the second overtime period starting down on the mat, he was in the top position. If I could reverse him, I would earn two points thereby creating a tie. The minute the referee, my fellow coach John, made the move for us to begin, my opponent immediately stood up ceding me *one* point. This made it two points to one in his favor. Now it was up to me to “catch up” to him and take him down to the mat successfully to earn two points. As it happened, both of us were exhausted. He “ran” (i.e., kept backing up), and I couldn’t grasp him enough to even try to take him down. (The trick is for the wrestler “being chased” to make it

look like he really wants to engage with you—even though he really doesn't because he's ahead on points!) Frankly, I was so tired that I don't know what I could have done even if I had caught him... He had outsmarted me, and I lost 2-1 in overtime. All in all, it was a good experience, and thereafter I no longer was a wrestling coach who has never wrestled in a match! Actually that one wrestling match was the last match I ever had!

Eyeball Flaw a Determining Factor

The World War II years were disturbing, of course, but proved also to be a very interesting time for me. Why didn't I get drafted? I mentioned earlier that I was nearsighted, and I had had a knee injury that was not x-rayed or operated on when it occurred in the early fall of 1937 (my sophomore year at Bates). However, I had another eye problem as well—one I had never really understood. I discovered later that there was a flaw on my left eyeball from birth, perhaps as a result of silver nitrate being put, or not being put, in my eyes (?). Whatever had occurred, the flaw had developed a condition labeled as a constant oscillating nystagmus. That means that my eye is constantly trying to adjust because the flaw "tells it" that the scenery "out there" isn't lined up correctly. Thus, my head tends to move a little bit most of the time. Actually, I recall going to an ophthalmologist when I was in high school, and he had said, "Yes, you're going to have difficulty." He knew that I was interested in sports include those that require hand-eye coordination. How could I tell him that I'd won the city table tennis championship just the week before? On the other hand, I think it might be true that I indeed did have some difficulty as a result of my eye trouble. I might have been a *better* table tennis player without that problem.

When I was studying and working in New Haven in early 1941, I did get the draft call! As it happened, I previously had gone for a second eye examination, and the doctor had said, "This is an interesting case. We don't see very many of these. The nystagmus that you have would disqualify you from service in the armed forces." I'd had a knee injury from football, but I figured that my eyesight couldn't make any difference as far as my health was concerned. The word was that, if "they looked in one ear and couldn't see out the other side," then they figured you were healthy enough as far as your head was concerned. However, this doctor insisted, "No, this eye problem is going to keep you out." He said, "My associate and I are the two doctors who check eyes for military-induction physicals. I'm going to write a note to my colleague saying that we can't let you in the service." Half of me was very upset and the other half was greatly relieved...

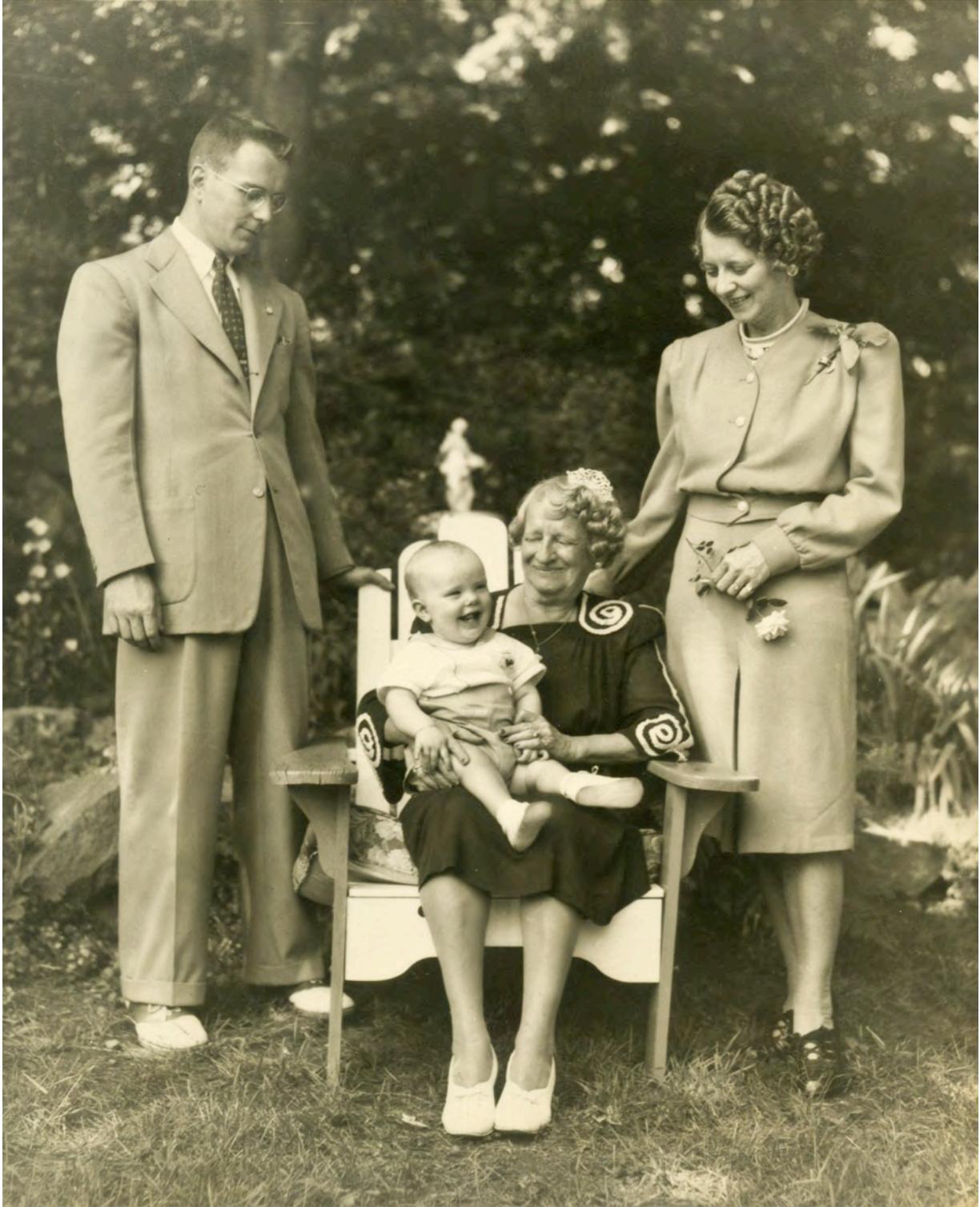
I more or less soothed my conscience about not being eligible for the service by actually becoming a civilian instructor to students and other young men training in this or that branch of the armed forces while I was employed at Yale. When I began working in Yale's physical education department in early 1943, I also necessarily got involved in corrective physical education and remedial gymnastics. Bob Kiphuth was tremendously interested in that type of experience for young men with bad posture. He had gone abroad to take seminars with Dr. Bess Mensendieck, a European specialist of the time in remedial work and body mechanics. In fact, at that time because of Kiphuth all freshmen at Yale had to undergo a body mechanics examination. Hence I was assigned to corrective physical education work for a couple of hours a day as were other instructors. It did appear to be useful knowledge to acquire, even though this approach to bodily posture was a static sort of training experience. In addition, I must report sheepishly that, because of my assignment in self defense and wrestling, I occasionally practiced judo and self-defense holds on my wife—to her dismay!—at night in order to practice some of the skills I was supposed to be teaching daily in those self-defense classes.

That's Me "All Over"...

As part of my overall workload, I taught body mechanics, wrestling, hand-to-hand combat, swimming, squash racquets, and warfare aquatics as a *physical education* instructor. In addition I soon also got a chance to help in the coaching of both varsity football and wrestling. Further, over and above such practical, on-the-job experience at Yale, I was taking a few theory and practice courses at Arnold College that was still located in New Haven at the time. Still further, I finally completed the master's degree in German at Yale in June of 1944.

Then, starting in September of the 1944-45 school year, I found an opportunity to teach scientific German part time to potential pharmacists at the New Haven branch of the University of Connecticut. I don't know, in retrospect, how I managed to squeeze it all in... This continued for a four-year period until I left for a post in Canada. In departing I convinced the dean related to UConn that these pharmacists-to-be might be better off with a course in salesmanship. It truly was a busy time! I often wonder now how I survived...

All of the different branches of the armed forces were at Yale for six, eight, or 10 weeks, three months, or one year. Thus, much of the University was actually turned over to America's military program. If they had not made such arrangements, private institutions such as Yale might have gone out of business because undergraduate enrollment dropped so significantly. Interestingly,



Grandma Margaret holding son (Don); Mother Margery and Earle looking on.

however, even the famous Glen Miller and his Army Air Force Band was stationed there. He used to come in and play badminton on the fifth floor of the Payne Whitney Gymnasium, and I'd mumble "Hi". He would smile and nod, but didn't know me from Adam. All together, about 3000 ROTC, ASTP, Air Force and USN people attended without their tuition fees paid for by Uncle Sam. These military people didn't get involved in any of the external competitive sport programs, of course. They had their own intramural sports, club groups, and fitness programs. The regular, greatly depleted Yale population went on with its intercollegiate athletic program as best it could, but the Navy enrollees only were permitted to take part with them.

In passing, I should mention that I had applied to enter the master's program in physical education at Springfield College part time in 1944 after I finally completed my graduate work in German. They said, "Okay, but you will need all of these undergraduate prerequisites to be admitted." There was an unbelievable number of them to make up, and I just didn't see how I could take the time from my full-time employment at Yale to make them up. So I then applied to Teachers College, Columbia in the upper Bronx of New York City for part-time study, and they said, "Fine, come along." When I told them that I didn't have an undergraduate degree in physical education, they replied: "That's all right as long as you have completed a bachelor's degree!" It was ridiculous how easy it was to get into Teachers College to study for a master's degree in physical education, and how difficult it was to get into Springfield College. Of course, I took the line of least resistance for obvious reasons (including mode of transportation available). (I eventually did spend some time at Springfield College when I was doing my dissertation in the old library there uncovering early historical materials. In fact, I discovered that their own literature actually listed the wrong date for the beginning of Springfield College. I informed them, and the registrar subsequently changed it in their bulletin.)

Getting The "Union Card": the Ph.D.!

By this time in my career, I knew that I wanted—and really *had to have*—a doctoral degree! This was the situation because it would be required to get work and then make progress in university circles. So, I was able, most fortunately, to enroll in the School of Education right there at Yale and take courses part time toward the Ph.D. degree. The best program for me to follow was specialization in the history and philosophy of education. This was possible even though I'd had only a couple of undergraduate professional education courses at Bates College. My overall down-to-earth plan for the future at that point was to teach some German, and also to teach physical education and coach at a New England

preparatory school. I was quite certain that Bob Kiphuth would eventually help me locate a position there, because he had a great relationship with many New England private schools from which he recruited future swimmers to attend Yale.

Then I learned one day that another reason why Mr. Kiphuth had brought me to Yale was that he hoped to start a small professional preparation program in physical education. He knew the early history of the Harvard Summer School in regard to preparing physical education teachers; so, he wanted to start something similar at Yale. Additionally, Bob (as he insisted [!] on being called) knew also that many Yale graduates were being hired as young masters at New England prep schools. He wanted these young men to have a strong physical education background, because he was a great believer and advocate of exercise and fitness. However, his long-range vision for a program at Yale was limited in that he wanted to have only a couple of professional physical education courses offered. He didn't want to initiate a master's or a Ph.D. program in the field as I had hoped.

In Yale's School of Education, I soon discovered that one could not get two master's degrees from the University. I had thought that—even though I already I had one there (i.e., German)—one in education would also be a requirement before starting on a dissertation in the field of education. At any rate I actually soon had the equivalent of a master's degree in education as well and then also successfully completed what are were called the “preliminary examinations.” At that point I realized that I still needed some additional background work for a career in physical education. As I mentioned above, I could be admitted; so, I did actually start out working toward a master's program at Columbia Teachers College, Columbia in New York City. At the time, Columbia and New York University (NYU) were the two foremost places in eastern America for graduate study in physical education.

The famous Jesse Feiring Williams (in *my* field, that is), a medical doctor, had been there for decades at Columbia Teachers College, but he had just retired after some controversy with the higher administration. “The word” was that he had issued an ultimatum to which the “powers that were” evidently didn't accede. As a result, he retired early—and I missed having a course from this “legend” in our field. Clifford L. Brownell, Harry Scott, William L. Hughes, Herbert Walker, Josephine Rathbone, and Hally Poindexter were also there. Josephine Rathbone was one of my first professional instructors with whom I actually studied corrective physical education. (I say this even though one of my assignments at Yale was to actually *teach* it!) She had solid knowledge in that area and was a dynamic person who typically “took center stage”. In fact, she would have been a

success in Hollywood, not necessarily as a glamorous, romantic heroine, but as a character actress. As I look back on it, she was the most impressive person that I encountered at Teachers College and was very helpful and nice to me. Hence I was delighted to be asked to read her memorial statement later at an American Academy session. I decided to put an original statement together, because someone had just passed along to me “something” that Jack Berryman had written for the American College of Sports Medicine to which she belonged, also. I read the statement about her life while they showed a nice slide picture of “Jo” Rathbone—“Josephine Rathbone Karpovich”, as she liked to be known.

(Note: Jo had at some point married Dr. Peter Karpovich from Russia. Dr. T. K. Cureton Jr., my colleague at Illinois later, had been at Springfield College as a student, where he studied under him. Later they had perhaps one of the worst conflicts that ever existed between two personalities in our field.)

While taking courses at Teachers College, I had another fine woman instructor by the name of Professor Rose, a well-known nutritionist. As it happened, I would travel by train from New Haven, CT (where Yale is located) down to Columbia in upper New York City on Friday afternoons, attend one class on Friday and another on Saturday morning. Typically I spent those Friday nights after class with my grandparents (Conrad and Margaret) in Queens on Long Island east of the City where I was born many years before. (One more reason to be grateful to these “good souls”.)

Given the learning experience I had from the courses I’d taken at Teachers College and Arnold College, along with the in-service studying that I had to do to prepare for teaching corrective physical education to Yale freshmen, I soon discovered that I wasn’t learning very much in the master’s program at Columbia Teachers College. There were many picky requirements too. For example, there was a required advanced course in administration of physical education and athletics. However, I’d already had one course in administration there, and they were using the same syllabus at both the undergraduate and graduate levels. Nevertheless, my academic adviser said, “You have to take that course because it’s a requirement.” I said, “But you’re using the same syllabus all over again. No matter...

Fortunately, by that time I was already working on the doctorate in the department of education at Yale; so, I “checked out” of Columbia. I figured that I had completed the equivalent of a graduate minor, and I decided that it would be a waste of time and money to finish the master’s degree there. Hence, I ended up with a master’s in German, the equivalent of a master’s degree in education,

and the equivalent of undergraduate and graduate minors in physical and health education at Arnold College and Columbia Teachers College, respectively. The only degree left for me to obtain was the Ph.D.!

Hence, still working in the physical education department “full time” and in the athletics program “part time” at Yale, I started on a part-time basis in the doctoral program in the graduate department of education there. Fortunately, I soon encountered John S. Brubacher, one of the great professional educators of the 20th century. (Actually, he *was* chosen by a select committee as one of the 11 great people in the 20th century in the field of professional education through 1975.) It just so happened that he had an interest in competitive sport, football in particular, and I was an assistant football coach right there!

(Note: Of course, as I explained above, I had actually “stumbled” into the position as assistant football coach after playing handball with the then football coach, Howie Odell. I became assistant line coach for a couple of years, then junior varsity coach, and finally freshman line coach when Odell left and a new staff with Herman Hickman took over.)
)



EFZ (1943)

To continue: There I was taking courses in my spare time in the history of education and the philosophy of education with the eminent John Seiler Brubacher, who subsequently became my doctoral thesis advisor. Of all the teachers I knew, this fine man probably had the greatest influence on me. He was a Yale Phi Beta Kappa and a brilliant person. His teaching approach was excellent, and later I followed through applying his “persistent-problems approach” to the teaching of both the history *and* philosophy of my own field

within public education down to the present. At that time, educational philosophy emphasized a “systems approach” where one drew implications for practice the philosophic positions of realism, idealism, pragmatism, existentialism, and so forth.

Note: Years after I had completed my degree at Yale and had moved from Western Ontario to work at the University of Michigan 1956, Dr. Brubacher and I used to play chess every couple of weeks at the Michigan Union. I never won... These pleasant sessions were made possible through the courtesy of Yale’s president. “One bright day”, President Whitney Griswold of Yale had managed to convince his Board of Governors that the School of Education should be abolished. (Harvard University has its comparable school to the present day). Hence Dr. Brubacher was quickly recruited by Dean Willard Olson of Michigan’s School of Education.)

When the time came to pass the required comprehensive examinations for the doctoral degree prior to the writing of a dissertation in Yale’s School of Education, I discovered that the education department also allowed a degree candidate to substitute a comprehensive paper covering his or her subject matter. I thought: “With my ‘mixed-up’ background, maybe I’ll follow that route.” My assigned advisor for the “comps” was Dr. Charles Wilson, an outstanding health educator from Columbia Teachers College who had been recently hired by Yale. I went to him and said: “I’d like to analyze professional programs in physical education in the Big Ten for my comprehensive project next year” He said: “Okay, why don’t you write up a little outline of it.” I did, and he agreed to let me go ahead with this analysis. I then spent the entire year in my free time researching and writing about this topic.

About six weeks after I handed in the “comprehensive paper” in late May of 1948, I received a nice note from Dr. Hill, the chairman, saying, “The paper that you turned in to Dr. Wilson was fine. However, he is new here, and he didn’t appreciate fully what our “comprehensives” consists of—and thus what your paper actually should have consisted of.” I then had an interview to find out just why it wasn’t acceptable. I found out that the paper should have been a comprehensive analysis of *all* the different areas within *professional education* (i.e., educational administration, educational psychology, educational curriculum and methodology, education history and philosophy, etc.) My surprised reaction was: “Oh!” Of course, what I was being told made good sense... I can’t recall what Dr. Wilson, a nice man, had to say about it all, but he was obviously somewhat embarrassed.

Dr. Hill soon called me in to discuss the matter and said: “I suggest that you do this comprehensive paper during the coming academic year.” So there I sat with a thick sheaf of papers that I had spent one entire year part time researching and writing. And I had just met the deadline! I quickly thought that perhaps Columbia Teachers College would accept the paper as a master’s thesis. (My adviser there didn’t actually know yet that I planned to “bow out” there!) So I asked him, and then also a number of the other professors at Teachers College, if they would let me work in the area of professional preparation and, with some revisions, accept as a master’s thesis what had been my comprehensive physical education paper.

However, I couldn’t find *anyone* to help me on that basis. The Columbia Teachers College’s catalog actually said that degree candidates could take the thesis *or* the non-thesis route. Yet no one wanted to be bothered advising a student with his or her thesis plan. “The word” was simply that no one was taking the master’s–thesis route anymore. As a result, I really did make the final decision to check out of Columbia Teachers College at the end of that summer! Then I just worked away and turned in the required type of comprehensive report at Yale at the end of the subsequent year. In retrospect, I guess that too was a good experience to have “under my belt”. Happily, after I struggled with another “tome” and submitted it on time, in August at the end the summer session, I received a note from Dr. Hill saying, “You have *now* met this requirement, and Dr. Brubacher has agreed to be your major advisor. Take it from here.” Whew...

So, early in the new school year, I took a doctoral proposal to Professor Brubacher that I then gradually refined based on his advice. My mammoth doctoral study traced the history of professional preparation in physical education in America from 1861 to 1948. I initially wanted to write a world history of physical education, but that would have been far too prodigious an undertaking. So I changed that with the idea of writing only an American history of the field. Still Dr. Brubacher wisely said that such a project was also too broad and inclusive. My next proposal was to undertake research as to what might be called an “American philosophy of physical education.” Once again, he looked at me, asked me to turn my head to one side, and then said, “You don’t have gray hair or sideburns yet; why don’t you wait a while before you undertake the writing of “an American philosophy”? By the way,” he continued, “Has anyone ever written a history of professional preparation for physical education in the United States?” I checked this thought out carefully, and no one had. This seemed like a manageable topic, but—as it turned out—it too became a most unwieldy, unmanageable topic for the next five years. Nevertheless, for a number of



Bert and Earle with young Donald—and Tina (one of our first collies).

reasons, it became the best possible thesis topic I could ever have undertaken"! An explanation follows...

In my study I divided the history into three parts: 1861 to 1889, 1890 to 1919, and 1920 to 1949. Since it turned out to be such a stupendous task, I had to limit and define wherever possible. I started by writing information on all aspects of our field on index cards. This was long before the day of computer storage; so, I ended up with a raft of card file boxes. On each box I attached a metal file indicator for specific topic identification. I had a blue indicator for physical education, an orange one for health, etc. It gradually became a horrendous task. After spending about a year on that, I said to Dr. Brubacher, "I'm not sure how I'm going to bring all of this under control." He said, "Maybe you should pick out representative institutions of different types around the country, and follow them through from period to period according to the *persistent problems approach* that I myself use when writing history." According to his definition, a "problem" was something that was "thrown forward" from era to era. My reaction was: "Gloryoski"! I then approached the project from that manageable standpoint...

Some of the problems or concerns that I dealt with affected all aspects of society: values, the type of political state, the presence of nationalism to a greater or lesser extent, the impact of economics, and the impact of religion. The question I've traced over the centuries was the extent to which each has influenced my field. (I've subsequently in my later work added ecology, science and technology, and the impact of striving for peace to that list.) Although that last topic hasn't yet fully "coagulated," it may work its way along to greater status. I am still collecting information in those areas at this time of writing (2012, some 60 yrs. later, as they apply to the overall field of physical activity education (including educational sport). Brubacher himself outlined much of his own historical work on the impact of such "persistent problems" on the overall field of education in this way. Each field within education could presumably have its own set of professional concerns and persistent problems. I worked up what appeared to be the appropriate ones for *my* field within education and have since kept track of them to the present. In fact, I organized some of my books that way.

In other words, the historical development of the curriculum in physical education is, for example, one persistent problem, and teaching methodology another. The question to investigate is how each has changed over the years. Other problems specific to our field were the nature of professional preparation, the administration of programs, the relationship of physical education to highly competitive sports, the concept of progress, the role of minorities, etc. Brubacher kidded me because I included as a "persistent problem" women in the "minorities

group” trying to achieve equal opportunity within the field. We also developed concepts about “the use of leisure” and about “the healthy body”. *Basically, therefore, that’s the way I was approaching the history of professional preparation in my field in the United States with my thesis.*

As my research progressed, I learned more about Springfield College because it was one of the eight institutions that I studied (based on the earlier delineation my adviser had recommended). I traced the evolution of the Harvard Summer School that closed in 1932, and of Eastern Michigan University as another of the eight programs selected. I followed those eight institutions from era to era in relationship to each of the persistent problems that prevailed in regard to their professional preparation work. This organizational approach did indeed make the task more manageable. As it turned out, I spent four years of as many nights, weekends and summers as possible on the thesis. The finished text totaled 506 pages, including bibliography. It had indeed been a “monstrous undertaking”! However, in the process I really did learn to use Brubacher’s “persistent problems approach” historically, descriptively, and philosophically. In addition, having this understanding eventually did help me tremendously with the relating of history and philosophy to my field. This is especially true because our field at the time was mired down with (1) a dry chronological approach to my field’s history, and (2) a so-called “principles” of physical education approach *and* the analysis of the concept of “*physical* education” philosophically.

My First Publication!

As I explained above, while working at Yale full time I had started on my doctoral dissertation there. This was the case even though I was still involved with graduate courses at Columbia Teachers College. In the spring of 1948, I wrote a term paper on Sheldon’s somatotyping of the human body for Prof. Josephine Rathbone’s course. It came back to me with a handwritten note saying, “See me immediately.” I thought, “Uh—oh, what did I do wrong?” I went to her and said. “Dr. Rathbone, you wanted to see me?” She replied: “Zeigler, your paper on somatotyping must be published immediately.” She told me to make some changes and bring it back to her a.s.a.p.. She would send it to the editor of our leading journal (*JOHPER*) and *tell* the editor that its contents must be made available to the profession immediately. Naturally I did as she had instructed me most willingly. That was how my *first* article, “The Influence of Sheldon’s Somatotyping on Physical Education,” was published in late 1948. However, I confess that this was my last experience with somatotyping, because it wasn’t to be my intended forte. The paper was just written as a course assignment! My “strengths” eventually were in history, philosophy and management as applied to

my field. At any rate, this is how I got my start with “publication”—my first of what at the moment of totals some 446 articles and 57 published books and monographs...

How I Happened to Move to Canada

In the summer of 1947, as I explained above, I was still taking courses at Columbia Teachers College. One evening I found myself chatting with a fellow working at the switchboard at the entrance to Army Hall, our living quarters. As it turned out, this young man was Jack Fairs, an instructor and backfield football coach at The University of Western Ontario. He was filling in for his dormitory roommate for two hours at the switchboard that night—and never worked there again! As it happened, my timing was perfect! We became friends, and a week or so later he asked: ‘Would you consider coming up to Canada for a job interview?’ So I went for an interview at The University of Western Ontario (now Western University). Actually my wife didn’t even bother to go along with me. We had our little boy, Don, by then, and daughter Barbara was on the way. And we had also acquired “several” collie dogs. It just didn’t seem to make much sense for all of us to make the trip. Further, we weren’t sure that we wanted to leave America anyhow (little did I know...!). After I arrived, met several people, and considered all of the possibilities of the situation there at Western University, they very soon offered me a position that would shortly turn into a department headship when my doctoral degree was granted. You can imagine Bert’s consternation when I returned home to Connecticut—and she hadn’t even seen the place! I must give her due credit for taking my word that it was a “fine opportunity...”

However, immediately upon my arrival home, the thought sunk in that--if I did become department head--they were going to have to fire the man who only several years before had filled that newly created position. I went to Prof. Harry Scott, my adviser at Columbia Teachers College at the time, and told him I wanted to talk to him confidentially. I said, “Dr. Scott, this is the situation.” Scott response was: “Why don’t you stall the offer for a year. Maybe this situation will resolve itself so that you won’t be stepping into a post where they’re trying to get rid of a department head.” Hence, I talked them into waiting for a year by using the excuse that I was completing my doctoral dissertation.

In the meantime, I was indeed still working along on my exceptionally long dissertation. (I didn’t finally get the degree until February, 1951, a year and a half after I arrived at Western.) *Further, I didn’t know that the department head at Western Ontario, whom I would replace, was Harry Scott’s advisee as well, and that Harry—my*

Columbia professor—was torn two ways by the situation. Evidently, Scott did finally call the present head in and asked him: “Do you know that they’re planning to get rid of you and bring in Zeigler as department head?” (Hence, as you can imagine, this chap wasn’t exactly *thrilled* by my impending arrival to campus. Also, I wasn’t *thrilled* either that Scott had broken confidence with me!) Nevertheless, a decision had to be made soon! I had by that time realized that Yale wasn’t the ultimate situation for me, because Kiphuth didn’t have a vision of a full-blown professional preparation program in our field. He knew that Yale wasn’t “ready” for it. Further, I felt that there was indeed a possibility of achieving such a fine overall program eventually at Western.

So I accepted, and we (I, Bert [seven months pregnant!], and young Donald, and several dogs arrived there in August of 1949. Indeed I had high hopes of soon guiding the program at Western so well that it would achieve recognized status within a reasonable period of time. There were many factors leading to their decision to hire me. They knew that I was an assistant line coach at Yale, and they needed a football line coach as well as a different department head. They had also wanted for some time to fire this physical education professor who had been picked earlier to head up their embryonic professional program. For some later readily understandable reason, he hadn’t seen eye to eye with the athletic director/football coach (John Metras, known as “The Bull”). It turned out, also, that the football coach was on good terms with the president who saw football success as an enhancement to the reputation of the institution. (In retrospect, that should have been a “red light” to me even before I arrived.

On Saturday, October 1, 1949—we having arrived in London, Ontario in August—our second child, Barbara, was born. The exact timing of her arrival could not be predicted, of course, but every one of the linemen I was coaching on our football team knew that I might be “missing practice” at some point during that week prior to Saturday’s home game. One of the linemen had a pool going as to the exact hour that “the baby” would arrive! What did happen was that “baby Barbara Ann” decided her time to breathe outside of the womb was going to be sometime during the morning of that very Saturday, Oct. 1. However, Barbara dithered, and Bert—getting somewhat frantic after many hours of labor—really did want to “get this trauma over with”. So, at 10:00 a.m. that Saturday morning, the birthing physician, who also wanted to get to Saturday afternoon’s game, induced labor on her part. In that way Barbara made it into the “outside world”; he got to attend the afternoon football game; I got to see “Bert and child”; and then I rushed off to coach the line during warm-ups and the game itself. I can’t remember who won that particular game. As it happened, I think we

lost it and several others at the start of that season, Nevertheless, Western did win the Canadian title the two years that I had the privilege of being involved. Guess I helped a bit...

With the football season underway, here I was--up in "the frozen land of native Indians, Inuits, hockey players, and skis"--presumably to become a department head at the ripe old age of 29. As it turned out, I had been there on the job for about six months, and there was still "no action" in the direction of my becoming the new department head. So I "girded my loins" and expressed some concern to President Hall. He calmly told me that University was "buying out" the department head and also, to "guarantee his departure", he was threatening to expose some "extra-curricular activity" that the "departing" head was purported to have experienced in east London.... Fortunately, This chap left quietly, because he was also having marital problems too. In addition, "higher administration" did give him six months of salary and extra time to complete his dissertation at Columbia Teachers College--although I don't know that he ever did finish it. However, I got the position and shortly after I received my doctoral degree from Yale (the diploma arriving by mail in February of 1951).

My first salary at Western Ontario in 1949 was actually the "grand sum" of \$4000. It turned out that the only way that I could get the *promised* \$4800 as well was to teach two extra courses in German. The president (Dr. Hall) was a bit embarrassed, because he had planned to give me the \$4800 from the physical education departmental budget. However I had not quite completed my Ph.D.; so, he also was also not able to give me the rank of full professor that was promised and which I was granted subsequently.

(Note: Also, he would have been paying me more than the "soon-to-be-gone" department head whom he was trying to "ease out of the door." So I finally had to teach one section of scientific German the first and second term for two years to get the "complete" salary that they had promised me. However, this appointment in the German department for the first two years on campus actually "strengthened my status" as an "academic" within the institution.)

When I first went to The University of Western Ontario, physical education was a small department. We had a great relationship with all of the teacher/coaches in the city whom I used to get together periodically. During one



John Metras (coach), Jack Fairs (backfield coach), “Yours Truly” (line coach)

of the last years before I left coaching, as chairman of the Health Education Committee of the Ontario Home and School Association, I spoke to 53 elementary schools, PTA's, and similar organizations throughout Ontario. It actually cost me money to do that; I remember one principal offering me “gum money” collected from disobedient students! Yet, with all of this “getting around,” I got to know the area that Western presumably serviced (i.e., Southwestern Ontario), and in the process I also knew many physical educator/coaches by name. So I look back very favorably upon that experience. We also used to bring in the City of London's director of physical education to conduct mock job interviews for senior students in our professional program. Today London is a big city upwards of 400,000 people or more. I don't even know how many high schools there are. Hence there's no longer that “day-to-day relationship” between “town and gown”.

The Idea of a “Unified Program”

Throughout my career at the university level, I’ve seen the advantages *and disadvantages* that intercollegiate athletics offers to a departmental program. Yet I was absolutely convinced that physical education and sport do belong together if the situation is such that competitive sport can be kept in sound educational-recreational perspective. If not, forget it! I wanted to see the several programs under one administrative unit that involved the undergraduate, graduate, intramural and intercollegiate programs. That wasn’t possible at an Ivy-League institution like Yale where no program in professional preparation for physical education was offered. When I arrived at Western Ontario, the two programs (i.e., physical education and athletics) were in the process of splitting up. I presume this was at the instigation of the athletic director (Metras) because he and the department head weren’t “seeing eye to eye” on some very basic issues. However, I had a joint appointment *between* physical education and intercollegiate athletics; so, it seemed conceivable that it could possibly be a happy situation for people thus classified. In addition, based on the president’s recommendation, the departmental unit that I was to head was to be called the Department of Physical, Health and Recreation Education. Still further, in addition to the four-year honors B.A. program in physical and health education, we were in the process of starting a second honors program in recreation administration

However, as department head, I had naturally to go *through* the dean of arts and sciences to bring anything to the president’s attention. On the other hand, the athletic director (and football coach!) had *immediate* access to the president. Because of the influence of football, he also had access to many of the local alumni, businessmen, and community people who supported the institution. It was an unequal struggle. Yet there was no way that I was going to knuckle under to unreasonable people or demands. Eventually, after a few years I came into disagreement with the president who didn’t share my broader, fuller vision for physical education. Also, the dean had no respect for my field either. He was a professor of English who thought that children’s “physical education” should be “going out for games” after the regular school day was over... There was no possibility at that time either of soon developing a master’s program as I had hoped. Hence, although it had intrinsically been a wonderful first experience, I saw that the development at Western wasn’t going to materialize in the way that I had hoped *soon enough*. (I know that sounds a bit selfish on my part.)

Back to America: “Go Blue”

A colleague, and later good friend too, Paul Hunsicker, rescued me from

the then deteriorating Western Ontario situation--as I saw it--by encouraging his department head, Dr. Elmer D. Mitchell, to hire me at The University of Michigan, Ann Arbor. (I've been thinking a lot about Paul as I wrote these words, because the department at Michigan held a 90th birthday party for Rodney Grambeau, another retired professor there, on Sept. 2, 2010. Of course, Paul himself didn't attend, because he is "long gone" having passed away suddenly with a heart attack in 1972 shortly after I *went back* to Western in 1971. Paul really did "save me" back then. Yale University had been a good "springboard" in respect to getting another position earlier. However, as far as America was concerned, The University of Western Ontario (now officially "Western University") didn't offer much "spring" or "ability to catapult a person" later to a post back in America. It was so fortunate for me that I had met Paul at a meeting of the former College Physical Education Association for Men [CPEA] in the early 1950s.

They say: "you make your luck," and perhaps that's true—but maybe so only to a degree. Actually I've been so lucky in a lot of ways. A couple of years after I arrived at Michigan, I was able to advise master's theses and doctoral studies, as well as to promote my areas of scholarly interest within the field. For example, Arnold Flath, later head at Oregon State University, was the first doctoral student I advised in the historical aspects of our field. Then Harold VanderZwaag was the first person I advised in the philosophic aspects of the field, and he became well recognized in that area as well as in sport management at the University of Massachusetts subsequently. Next Frank Beeman, who retired from being director of intramural athletics at Michigan State University, was the first person I advised with a doctoral thesis in administrative theory and practice as applied to my field. I was able to get those three different "disciplinary thrusts" going at Michigan in the late 1950s and the early 1960s. This development soon got me recognized in a scholarly way back in the United States again. I began my work there at Michigan in 1956; became chairman of the department of professional preparation in physical education in 1961 (i.e., Department F—called "physical education" in that unit!); and left in 1963 when King McCristal offered me the department head position at the University of Illinois (UIUC). Illinois purportedly had one of the very top programs in my field in America. At that point, also, the mid-1960s, I was recommended for and accepted in the American Academy of Physical Education.

The University of Michigan has had a long tradition in physical education. Today the unit there is called the School of Kinesiology. The early tradition there was helped along by Elmer Dayton Mitchell, who was still the director when I

first went to Ann Arbor. Dr. Hunsicker had somehow talked Mitchell into hiring me. However, if Mitchell had really known me, he probably would not have done so. He and I were on completely different wavelengths. Nevertheless, Hunsicker had assured me: “He’s just two years from retirement.” Frankly, I confess that those were the longest two years of my life! I say this simply because we were indeed “from different worlds” in a variety of ways. I’m not a radical, but I am even at age 93 reasonably far to the left on any educational philosophy spectrum devised. (Indeed I later did devise and continue to promulgate such a philosophical-analysis approach today.) Mitchell would have been quite far to the right on it! Fortunately, as it happened he was at the end of his career; so, certain patterns in professional practice he had developed within the department were destined to change significantly as soon as he retired.

Nevertheless, Dr. Mitchell came through typically as a personable, well-intentioned man. He goes way back in the early history of the *Research Quarterly* of the American Alliance for Health, Physical Education, Recreation, and Dance. In his personal life he had developed certain interests in bowling, golf, and the stock market. He also had his primary responsibility to the department, of course, and secondary one to Prentice-Hall Publishers, where he was editor of its physical education series. His priorities alternated constantly based on the season it seemed. To put it nicely, I felt that the department had been slipping in its standing within the field. Consequently, just about all of us couldn’t wait until Dr. Mitchell retired when presumably Paul Hunsicker would take over. Another big problem at Michigan was that we were in a position of subservience to *both* intercollegiate athletics *and* professional education. Michigan, however, is a great university (the so-called “Athens of the West”!), and our professional physical education students had an opportunity to relate to many fine professors within professional education and in other departments of the University. (Subsequently, as mentioned above, a school of kinesiology was started there that fortunately was—and is—separate from both the school of education and intercollegiate athletics.)

(Note: Before we leave the Mitchell-Hunsicker “take-over”, if I may call it that, an amusing incident comes to mind. Whenever *Dr. Mitchell* went out for lunch “with the boys”, he would somehow end up with the check and then laboriously tell each man how much he owed. Somehow his own amount to pay invariably ended up smaller than if the decision had been made by an adding machine. Conversely, Paul Hunsicker, his successor and my “savior,” always fought for the check like a tiger and then had to be forced to divide it up and let others pay their fair share. Interesting example of human nature...)

Fortunately, Paul Hunsicker, as the new department head, had “navigated” himself very well, and had inculcated his ideas generally and very nicely. Given his relationship with Willard Olson, the dean in Michigan’s School of Education and Fritz Crisler, the director of athletics, it was completely obvious that Paul was going to be named the next head of the physical education department. So, just as soon as Mitchell retired, Paul immediately got the nod and took over. He then had the opportunity to develop the program as he saw fit. He was tremendously interested in physical fitness and chaired the National Physical Fitness Project sponsored by AAHPERD. (This was about the time that President Eisenhower issued “The Report That Shocked the Nation” about overall physical fitness based on some research carried out by Bonnie Pruden, a physiotherapist.) This work by Hunsicker and colleagues encompassed the early youth fitness program along with the development of a manual and accompanying tests for national use. (

Years later, as president of the Academy, I had the pleasant experience of presenting the Hetherington Award, the top award of the American Academy of Kinesiology and Physical Education, to Henry Montoye, a leading exercise physiologist and physical educator. While reading the informational statement about him and his background to those in attendance, I mentioned that Dr. Hunsicker had brought Henry Montoye from Michigan State to be on the faculty at The University of Michigan. However, subsequently Monty and I each “jumped ship”, as the “first two rats off it” at Michigan because at the time there were insuperable organization/structural problems there. Physical education was *under* both education *and* athletics. The problems seemed insurmountable; so first Monty went to head up the program at Wisconsin, and then a few years later I left when the opportunity arose for me to become department head at Illinois (UIUC).

From Ann Arbor, MI to Urbana. IL

Before discussing my move to Illinois (UIUC), I think it best to tell something about an earlier development at Champaign-Urbana, the twin cities. In the late 1940s, Dean Seward Staley had decided that his unit should offer both a master’s program and a doctoral program in the subject matter of physical education. He asked himself, “Where am I going to find someone who will develop the physical fitness, tests and measurements, physiology, and the kinesiological aspects of our work?” He checked around and finally said, “Cureton’s my man.” Dr. Cureton upon arrival immediately got a strong thrust going in the physical fitness area. His office was always open, and he’d typically say, “Come in any time.” As I learned later, a student would make an

appointment and come in with a lot of questions. However, that student typically never got beyond the first question he wanted to ask because Dr. Cureton would lecture on that first question for an hour. By then it was time for the next person!

(Note: At the symposium held on the occasion of Dr. Staley's much-later 90th birthday, I led off with an historical paper in which I mentioned that Dr. Cureton's first Ph.D. graduate was Paul Hunsicker. After my talk, I had lunch with Henry Montoye, who had been in the audience. He said with a smile: "By the way, I was the first to finish. My oral exam was in the morning, and Paul's was in the afternoon on the same day." That was the way Cureton did things—busy, busy, busy! There followed a long string of Ph.D.'s in the physical fitness area. Cureton would recruit vigorously anyone from any country who expressed even the slightest interest in physical fitness. People used to "accuse him of going down the hall with a vacuum cleaner to pick up these people:" Why? Because he was a true missionary! As Cureton saw it, people who specialized in any area other than physical fitness were obviously following a lesser program and therefore taking a degree of second rank. They were presumably doing this because they simply did not comprehend the importance of physical fitness.)

Dr. King McCristal, formerly from Michigan State University, was the dean then at Illinois who invited me to go there in 1963 with the prospect of becoming department head. Chet Jackson, the retiring department head, was going to retire at the end of the 1963-64 academic year. Paul Hunsicker, still head of the Physical Education Department at Michigan was very gracious about me leaving, despite the fact that he had just previously given me time off to visit my dying mother, Margery, back in Newport VT right in the middle of the second semester. So, somewhat reluctantly from the standpoint of leaving good friends, we made the decision to "hit the road" again and arrived in Illinois in mid-1963. Then, at the end of the 1963-64 academic year when Chet Jackson retired, I became head of the department of physical education for men and head of the combined graduate program.

(Note: Incidentally, there's no reason that the head of the men's department should have been head of the joint graduate program any more than the head of the women's department should have been. That was just how it had worked out at that time when women were gradually achieving more "identity" in the field. Laura Huelster, the women's head, could have handled my assignment as head of the combined graduate program beautifully, because she was a most capable person).

My basic experience at Illinois was tremendous for the first few years in many ways. A department head had much more power and authority than a

department chair. However, I hasten to say that I never even partially used that power in the sense of arbitrarily “ruling the roost.” If a majority of the faculty weren’t behind any significant move that a majority of the department was thinking of making, then it seemed useless to try to move the department in that direction *unless I as head felt I was saving it from extinction or something of that magnitude.*

Dean McCristal, a wonderful colleague with whom to work, was also a physical education person who bent over backwards however not to show favoritism to the department of physical education for men over other departments and units in the College of Physical Education (i.e., health and safety, recreation and rehabilitation, and intramurals). He was anxious also not to show favoritism to the men over the women. We had joint appointments and so forth; it was very tricky. The regular undergraduate programs for men and women went on separately as normal.

In a short period of time, we were able to develop a very strong social science and humanities thrust to match the quality of the bio-science program effort in our master’s and doctoral programs. Among Dr. Cureton, Dr. Hubbard, some of the other fine professors, and myself, we had a quality program moving “onward and upward” nicely. I guess I can take some legitimate credit for that advancement. Before we developed the administrative theory and practice curriculum, for example, there had been only one *significant* doctoral thesis in America of a truly theoretical nature. We were also able to get a number of people established in both sport and physical education philosophy and in sport and physical education history. This development extended even further to the promotion of sport sociology. For example, during my next to the last year at UIUC (before returning to Canada permanently), I think that nine of my doctoral students and five of my master’s students finished their theses and dissertations. During the final year, there were 10 more of my doctoral people and three master’s people who finished. Nowadays you’re hard pressed to find professors, at least at some institutions, who want to take on two master’s or doctoral thesis advisees a year.

It was very interesting, and someone should investigate this from an historical standpoint—that we began to “pull people in” from all over “the British Empire”. Starting at the beginning of the 1960s with Nick Strydom from South Africa and John Powell from England, a succession of people from England, Ireland, Wales, Australia and New Zealand, plus a number of top-flight U.S. people, came to Illinois, UIUC to study there. Those people have gone on to perhaps make a highly significant contribution to this field in second half of the 20th century at the university level. It may have matched the earlier contribution

made by personnel graduating from Columbia Teachers College and New York University in a previous era. I could take you into the roster of the (now) National Academy of Kinesiology and show you all of these people who are in the Academy as a result of that Illinois development and its aftermath. A number of went back to their own countries, of course, but the enormous “brain drain” from Loughborough in England alone who functioned all over the place was remarkable. I’m thinking of Mike Wade at Minnesota; Mike Ellis at Illinois, Karl Newell at Penn State, Glyn Roberts, for a time acting head, at Illinois; Dan Landers at Arizona State, and a “seemingly endless group” of people elsewhere.

The Illinois “Slush-Fund” Scandal

The “Illinois slush fund scandal” broke in 1967. There were 17 coaches on my departmental payroll anywhere from 10 percent to 75 percent in the physical education unit. In total, there were 130 people on the payroll, including instructors and graduate assistants. These figures were for just the men’s department; obviously, it was a very large program. When this scandal developed, the head and assistant basketball coaches, and the head football coach, were caught up in the situation. However, I as department head could not find out *anything* about it! “Everything” went completely into the Office of the President. So I said to Dean McCristal, “We’ve got to get to the bottom of this situation. Are we going to break tenure on these people? What are we going to do if they’re proven guilty?” I can remember King saying, “I’ll try to make an appointment with President Henry.” A bit later, on the way over to that meeting, King said, “Now, Earle, don’t disagree with him about *anything*.” I turned around and started walking the other way just “for the hell of it”. He said: “Where are you going, where are you going?” I replied: “There’s no point in going to have an interview if I can’t respond to what I might disagree with.” He said: “Well, just be very gentle about it because university presidents are unfortunately caught up in this business. They *have to* support the athletics enterprise. If they don’t, they’ll lose their jobs.” This is the sad fact about Division I and Division II athletics functioning within the National College Athletic Association in America!

Shortly thereafter I found that I simply couldn’t physically bear any more such shenanigans as were occurring at this Illinois scene. Yet I hated to give up my position as department head. Still, somehow the whole situation just “got to me both physically and emotionally”, and the next thing I knew I had a duodenal spasm. I didn’t even know what that was! I’d never had anything like that in my life, although I did remember that my father and half-brother had had sensitive stomachs.

(Note: I first met my father and my half brother when I was 28 years old. They both asked: “Have you ever had an ulcer?” I said, “No.” They said: “Well, we have.” Then they looked at my legs and said, “We both have bowed legs and yours are straight.” I said, “I guess that came from my mother.”)

After discovering that I too must have a fairly sensitive stomach. I said to the doctor, “What *is* this?” He said, “It’s the department heads’ malady.” I said, “No, technically, what is it?” He said, “It’s a duodenal spasm.” I asked what that was, and he said, “If you get three of them, you might get an ulcer.” I went home and said to my wife, “Life’s too short” So, after struggling on in most difficult situation for a few months, I wrote a letter to King McCristal saying that if we weren’t going to be involved in the resolution of these problems, and if the University couldn’t keep athletics under control, I then wanted out of an “administrative situation” such as this had proved to be.

At Michigan—at least I believed that—athletics were on “the up and up”—relatively speaking, that is. When I had started to work there in the 1956, we used to go to the football games to watch the band! The football team was losing (i.e., does that mean they’re honest?)—yet they had, and still have, the best band. Illinois, my next stop, had only once been winners in football or basketball. That was in 1963, the year I arrived, when they went to the Rose Bowl. They had evidently been “cheating” before and after, and they’ve been caught several times. (The situation has been turned around considerably by sound leadership.) So what happens in physical education at these institutions? People say, “Oh, we don’t have any trouble with athletics; they’re over there.” As far as I was concerned, we *are* athletics and they *are* us. Physical education and sport should be “one family.” By that I mean that we are both concerned with the place of developmental physical activity in the lives of people. We should be employing such “movement”—such developmental physical activity—to help people “live life healthily and fully.” However, the extent to which athletics has become commercialized simply means that other purposes other than the primacy of the individual’s development are being served.

The men’s and women’s departments combined some time after I left the University of Illinois? It was evidently a “shotgun marriage” by administrative fiat. And no one could foresee that at the end of the 1960s there would be a tremendous glut of people wanting positions in higher education. Couple this with the fact that, all of a sudden, the roof started falling in financially. It seemed as though wherever one turned there were funding cutbacks. This happened at Illinois as well.

“Canada Here We Come Back Again”!

I continued as a professor in the department for the next two years, but it was difficult because the new department head seemed to feel “uneasy” about my ongoing presence. Perhaps it was “unconscious” on his part, but he seemed to want to “put me in my ‘new place’ too assiduously”. And here is no question but that I began to really sour on commercialized sport and on a country that would let it get so out of hand... I decided to come back to Canada in 1971 when a position as dean became available in what was planned as a new faculty (i.e., school). I did so even though technically I didn’t leave employment at Illinois until 1972. It was agreed that I should take a leave of absence from Illinois during the 1971–72 academic year so that they wouldn’t lose the budget line because of developing financial strictures of the period.. It turned out to be a great help to me financially as well, because my pension evidently became “vested” with that one more year of credit (to which the University and I both contributed). (As I am writing these words, I have been receiving a monthly pension from the State of Illinois for 27 years! In addition, even though I knew I wasn’t going back, it was further a safety valve in case that I got to The University of Western Ontario and found that somehow (!) I’d made an awful mistake by returning.)

Fortunately, there was a fine academic vice-president (Dr. Roger Rossiter) at Western Ontario at this point who concurred with my nomination for the position promoted by my good friend and colleague, Garth Paton, who was now on the search committee for the new Faculty of Physical Education. He had joined me earlier as a graduate student at Michigan to do his M.A. degree, and then subsequently completed his doctoral dissertation with my supervision at Illinois. Interestingly, I *never* thought I’d go back to Western Ontario, but—when the time came—that’s the way it worked out. Everything considered, it worked out extremely well!

Once again I found myself thinking: “Gee, this is it!” When they offered me the job, it was odd how things happened after that. In the fall of 1971, just after I accepted the job as dean of the Faculty of Physical Education at Western, I received a rather desperate call from the University of Oregon. My friend, Jan Broekhoff, said, “Please come out! The job as dean is just about yours if you want it!” Hence, although I had just accepted the position at Western Ontario, I have thought of Oregon several times since because of my favorable relationship earlier with Art Esslinger, Harrison Clarke, and others fine professors there. I should explain what eventually did happen at Oregon. Actually Jan Broekhoff himself accepted the dean’s post finally, and then, subsequently, because of financial reasons, Oregon phased the College out! I recall attending a “wake”

about the College's demise at a AAHPERD convention that Jan chaired—most sadly as he was dying of cancer too...

Soon after my arrival back at Western, I had an interview with the president and the vice president at Western. I said to these men, "Just give us a "fair shake" in this new faculty. We have 42 sports within intercollegiate athletics: 21 for men and 21 for women. I want to have an outstanding intramural program too. We can continue this development nicely because students pay a regular fee that we can adjust annually to the cost of living. We have a fine undergraduate program with hundreds of students, and a graduate program that I'd like to expand beyond the master's degree to the doctoral level. For example, I'd like to initiate a program with *both* a bioscience component and a social science and humanities component too. We could have one of the best programs in the world." They said, "Fine, what do you need to get started?" I said that "\$300,000" would be the minimum amount that would enable us to realize our goal. They said, "Okay, we'll allot your Faculty an additional \$100,000 for each of the next three years."

As it turned out, we got the first \$100,000, but we never saw the other \$200,000 because in Ontario, the "financial roof for education fell in". Once again, finances at the provincial level had dried up. Interestingly, I hadn't known that the two men with whom I discussed the future of our faculty also happened to be mortal enemies. Not too many people knew why Dr. Roger Rossiter, a fine man and a biochemist from "down under", soon resigned his post as vice president of academics to become vice president of health sciences. President Carlton Williams then brought in Grant Reuber, the dean of social science, as the new vice president of academics. Dr. Williams, a nice man, was not a president who would be sincerely involved with the concerns of our new faculty. I soon learned this at budget meetings with Reuber and Al Adlington, the vice president of finance.

"Herr" Reuber immediately gave me the impression that he was trying forthrightly to match that famous Nazi of World War II notoriety. Dr. Rossiter, my first superior, had been interested in all aspects of the program at Western. We had been given permission by the Province of Ontario to go ahead with a proposed doctoral program, because Western had established the first master's program in our field. However, Reuber and the graduate dean (Stewart) soon showed "significant disinterest" in that direction. Also, Reuber didn't want anything to do with intramurals or intercollegiate athletics. He said, "In terms of the budget, that belongs with non-academic items." It soon became apparent that he wasn't going to give our academic program any special favors either. So, we

obviously were facing a difficult struggle. Years later, after I had bowed out of administration because of the lack of respect and concern for our field shown by this vice-president academic (Reuber) and Dean Stewart, our faculty finally did receive approval for a doctoral program in the bioscience aspects of our field. (I should explain that the graduate dean was a biochemist. However, he simply couldn't visualize such an entity as a social science and humanities component to physical education and sport. (*Recall that developing that latter was one of the reasons I had gone back there!*)

Other than those basic struggles, however, things got rolling quite nicely. Yet money had again become tight at Western. Moreover, there just was no way that I was going to be a "yes man" for that "replacement" vice president of academics. This "character" literally said to me: "Zeigler, You are playing on the wrong ball team." (I guess he thought that I could understand "sportspeak" better...) I saw myself as representative of my faculty, of course, the person who would promote and help my faculty members realize their personal ambitions within the scope of the faculty's purpose and aims. He saw me more as the person who kept the faculty "sullen but not mutinous" while he, the all-wise vice-president academic, decided which programs would be the beneficiaries of his "royal favor"...

Then we had one *unique* budgetary session when times were tough ("When weren't they?"), and "Herr" Reuber handed the intramurals budget and intercollegiate athletics budget to the vice president of administration & finance and said: "Here, Al, you take this." Adlington replied: "I don't want them; they belong to you." They went on swearing back and forth jocularly at each other; so finally I said in the prevailing vernacular, "Will you guys make up your minds as to where the hell you think we belong, because theoretically I thought that at Western it had been decided that we belonged together under one unit". While this dialogue was occurring, this "nice" president (Carlton Williams) was sitting casual and relaxed at the head of the table looking at some papers. He really just didn't want to be bothered with this boring budgetary hearing anyhow. Evidently he had arranged for his secretary to come in after he had been there for about 10 minutes and say, "Dr. Williams, there's an important long distance call for you." So he left and I faced the struggle alone with these two "clowns". (In addition, J. P. Metras, the former football coach and athletic director, was still kicking around on campus, and he had continued as "good friends" and "drinking buddies". His "get-togethers" with that "other" vice president were probably resulting in "inside information" about our faculty [and *his* former program!] being passed along for Adlington's reaction...)

Everything considered, in the fourth year of my appointment I finally realized sadly that I wasn't doing my unit much good constantly having to "battle" with these men. Certainly I wasn't going to make much headway in the near future. I was struggling; my faculty colleagues were powerless; and our faculty unit as a whole was making slow progress. Hence, in the final analysis it seemed to me that the Faculty and I would each do better if I became just a full professor.

(Note: Originally, when I had asked how long the term as dean was, they told me that it was either five or seven years. They said, "We hope it's seven." I said jokingly: "You may want to get rid of me at the end of the fifth year; so let's leave it flexible".)

So, finally, I went to President Williams and said, "Why don't I ask you to invoke that option for a five-year term?" Hence I was released at the end of five years. I confess that I wasn't too thrilled about leaving my administrative post, because I had a lot of life in me yet, and I had indeed moved the program forward. However, I had wanted to move it even further. With me phasing out, Vice President Reuber, "in his wisdom," saw to it that the dean's position was filled by the former department head, the man who had also succeeded me as head so long ago when I left to go to Michigan in 1956. This man became more or less of a "caretaker dean," having been selected when the leading candidate for the post—an outside candidate—dropped dead! I couldn't believe it! This was fine for VP (Herr!) Reuber, because he didn't see our field moving ahead very much any way, certainly not the way I had wanted to see it move.

A Mere Professor Once Again...

So, there I was after five extremely busy, essentially rewarding years as the dean of a new faculty at The University of Western Ontario—the place where I had first become an administrator "in another country at another time" (i.e., 1950). Once again I was *just* a professor! In retrospect I was so fortunate that, as a dean involved heavily in administration, I had not abandoned typical professional duties including teaching, scholarship and professional involvements as the large majority of people do who take on such managerial posts. Somehow, by working sufficient hours for a job and a half (i.e., about 65 or more hrs. weekly), I had managed to continue with a full teaching load during my years as dean. Then, too, I had not slackened off with writing, publication, and professional "responsibilities." Hence I was in a position to continue as a full professor at the peak of my career. During the years from 1978 to 1984—and from then to 1989, semi-retired, but teaching part time, I continued "full steam ahead" with

teaching, writing, research, professional contributions, and presentations all over North America and in many foreign countries as well.

It had been my practice—mainly because of annual faculty reviews for possible promotion and salary increases—to list all such activities needed to construct such a “progress report” month by month, year by year from the beginning of my career down to the present. When I was at Yale in the 1940s, there really wasn’t anything “professional” to report; it wasn’t that type of a post where promotions were possible. Physical education was just a service program for freshmen and a recreational sport opportunity for upper-class members in the magnificent Payne Whitney Gymnasium. Hence, as far as I could see as a young instructor, salary increases were just something that happened at the whim of the director (Bob Kiphuth). As I recall, also, when I started at Western Ontario in 1949, such “developing portfolios” weren’t “all the rage” either.

Nevertheless, I had “gotten the message” gradually from relating to colleagues in other departments that “writing and research” was it (!) for university personnel. (However, I soon discovered also that, after most of them had achieved tenure, the importance of writing and research declined greatly...) So, building on that “first olive out of the bottle” publication back in 1948 about human somatotypes, I had gradually created a detailed listing of publications starting with my first “sojourn” in Canada and continuing throughout the 1950s decade. However, I did not keep track in the same way of various internal and external professional responsibilities and assignments assumed for that first ten-year period in professional-preparation work. For example, in 1953 I was elected president of a “entity” called “Canadian Directors of Professional Preparation in Physical Education” at a meeting held at the University of Manitoba. Yet today that isn’t listed in my present dossier.

Note: So I did start to do “just that” (i.e., to enumerate *everything* of any significance at all after I arrived at The University of Michigan in 1956). I have continued this practice with perhaps too great diligence since. All told there have been 445 articles published up to the month of July, 2012, along with some 57 books and monographs. As well there is an almost endless list of outside presentations at conferences and “internal involvements” of the type that could be helpful “for display” on the “appropriate” occasion. In addition, as of today (2012/11/21), three books have been published this year. So, as it turned out, I have kept a detailed of these “internal” and “external” involvements all these years down to the present. Most of this information is included at the end of the main portion of this autobiography. So, then and there, as it turned out, the only thing left for me to do is to construct some sort of a hopefully interesting narrative for the remaining 30 years+ since then. Immediately

I knew also that no one in his right mind claiming a semblance of sanity would be inclined to read through the remaining single-spaced pages of Earle Zeigler “at work”. I say this unequivocally even though there is *one* space between each item and/or activity entered...

Returning to my spellbinding autobiographical narrative, with my detailed “accounting of activities”, I am back on the page covering the year 1976-77 when I was making up my mind to stop being a dean at the end of five years instead of carrying on to fulfill a seven-year appointment. Poring over my itemized listing of “everything” that would be happening in regard to trips and presentations in the subsequent 1977-78 academic year, *the proverbial “light bulb” came on over my head as it does in occasional newspaper cartoons*. Why so? One day in the early months of 1977, I had received word that I had been chosen as the second Alliance Scholar-of-the-Year by the American Alliance for Health, Physical Education, Recreation, and Dance!

Hence the question must have also arisen: “How could I as a dean accept this great honor from the (!) official professional American organization in my field that entailed a variety of visitation and presentations all over America—plus many other invitations of a like nature--*and still be an active dean on the job at Western?*” In addition there were certain worldwide conferences going on at the same time that I typically would have been obligated to attend as a presumably “scholarly professor.” Looking back, that *must* have been what tipped the scales in the making of my decision to opt out as dean at the end of five years instead of fulfilling a complete seven-year assignment. I was so very fortunate that this lesser, five-year option had been available from the very beginning in early 1972. Now, in 2012, I truly understand how I must have been “glad to ‘get out’” *and* also to be able to rationalize my departure satisfactorily. Yet it was somewhat of a disappointed as well... “Higher administration” on the Western campus, on the other hand, must have breathed a sigh of relief to get this “intractable” dean out of their hair while on earned administrative leave for a year.

A Year As a “Traveling Scholar”

Checking with the “infallible” historical summary of my “involvements” at my side, between June 14 and 17, I had presented two papers in Toronto at the annual convention of the Canadian Association for Health, Physical Education and Recreation. One had to do with sport and physical activity in the Middle Ages; the other was mysteriously called “Relationships in Physical Education: A Viewpoint from History and Philosophy.” In retrospect the latter sounds like an historical “gossip column”!

Next to my great surprise I discovered that about 10 days later I gave a paper in Madrid, Spain at the International Physical Education and Sport Congress. It was titled “The Fivefold Function of Physical Education and Sport Within Higher Education”. I can still recall the standing ovation I received for enlightening my international colleagues on this topic. Actually I haven’t the slightest recollection of that occasion...

Immediately after that, and I do remember this experience on July 6, I enlightened a group of Israeli with a presentation titled “Reactions to Sport and Physical Activity in Israeli Life within Jewish Culture.” Where I acquired the temerity to walk on Israeli soil for the first time and tell the citizenry what sport and physical activity was like *there*, I simply do not know...

Keeping in mind that this was indeed a “year of liberation”--both a sabbatical year *and* a year of “servitude” because of the “Scholar Award”--what happened next? Guess what? Bert and I were going to take a trip to Germany! Somehow I was invited and a schedule was arranged for me to speak to present a paper *in German* at a number of German universities. Herbert Haag, Prof. Dr. Haag--as they identify themselves over there—arranged for a number of universities from north to south where folks would presumably sit still while I uttered some “timeless words of wisdom to the assembled multitude in their native tongue.” So, with some help from a few friends (i.e., natives who had emigrated to America), I polished my presentation-to-be. It was titled “Der Beitrag des Sports und der koerperliche Betaetigung zur Verbesserung der Lebensqualitaet”. Translated this says: “Sport and Physical Activity’s Contribution to the Improvement of the Quality of Life.” (Interestingly, I still have that paper available and, having reread it. I do believe everything I said in it 35 years ago about what a quality program in physical activity and related health education can do for people rings true to this very day!

We flew to Germany in early October, rented a car, and drove to Kiel in northern Germany where Dr. Haag was the program director. We then continued by going south in Germany to visit other universities at Hamburg, Muenster, Ruhr University-Bochum, Bonn, Cologne, Frankfurt, Karlsruhe, Tuebingen, and Munich. Along the way we deviated slightly when I made a presentation about the status of physical education and sport philosophy at the Free University of Belgium on November 17.

Looking back, I don't know how the devil we ever managed to pull it off! Quite frankly, the whole trip is now only a blur in my mind. The only thing I can remember is that, at some point during my talk in Belgium, the audience laughed at something I said that was *not* intended to be funny. Later I learned that one word I had used in German could also be translated colloquially as "whorehouse."

Oh yes, I do remember a bit more about this trip. The day along the way that we arrived in Paris, our rented vehicle wouldn't start when we wanted to leave. So we had to transfer to public transportation for a while. And then (!), when we got back to the airport at the end of the month to fly back home to Illinois, the airport was closed! Its operations were being carried out at another airport some number of miles away. The airline had not been able to notify us, they said, because we were moving from town to town throughout Germany. We panicked because we had a flight scheduled in two hours going back to Toronto, and the departure was from a different airport hours away! What to do?

Somehow we got rid of the rented vehicle and then took a taxi telling the poor driver what time our flight was scheduled to leave... The taxi driver said: "Don't worry; I'll get you there in time." So away we went on the wildest ride I have ever experienced before or since. It took us about two and a half hours of burning up the highway at speeds we had never travelled before or since! Periodically I would sneak a look at a speedometer that said 120, 130, and once even 140 kilometers an hour. The result: we did get there by 11:00 p.m. for a flight scheduled to depart at 11:30 p.m.. Unfortunately, or perhaps fortunately, we were saved from missing our flight. Hundreds of other people were also there milling around, all wanting to get on the same flight. So a number of us ended up spending the night on very nice, marble benches available, and then got a flight out the next day. I should add that subsequently the airline reimbursed me for what I had to pay the taxi driver (including his handsome tip--*Trinkgeld* in German).

After our "German experience", my sabbatical year leading up to the AAHPERD annual convention and the Outstanding Scholar Award continued apace. The first half of 1978 found me presenting papers here and there on the American continent. Several were in relation to the commitment one must make to do so *after* receiving the Scholar-of-the-Year Award. Bert and I had brought a Volkswagen "bug" back with us from our earlier visit to Germany; so, we packed that trusty vehicle "to the gills" and drove it all over America. There were visits and presentations to the University of Maryland, College Park; University of

North Carolina, Greensboro; the University of Georgia, Athens; and eight different presentations at institutions within a 60-mile radius of Atlanta (ranging from Morris Brown College to Georgia State University).

Next, also as part of the commitment based on the AAHPERD Award, I visited and made presentations at Washington State University, Pullman, and nearby University of Idaho. The final of the three “official” Alliance Scholar Lectures was made at Southern Illinois University, Carbondale on April 9. However, our “wanderings” were not over yet; I offered the “Murphy Lecture” at Arizona State University, Tempe, on April 19 that was somehow followed by a “new directions for the field” talk at San Diego State University on April 21. Then, don’t ask me how, on the way back to Tennessee where the annual convention of AAHPERD was scheduled, we stopped briefly to “enchant the multitudes” at the University of New Mexico, Albuquerque on April 27. Why we were going back to Tennessee, as I recall, was for me to have the opportunity to address the final session of the McKenzie Symposium on Sport on May 5. Then, evidently, to make that journey even more worthwhile, my good friend and former colleague at Illinois, Don Franks, convinced me to teach a short course on sport and physical education philosophy at the University of Tennessee from May 8 to June 6.

By this time, anyone reading about this succession of involvements here and there all over the place must be thinking: “Doesn’t this guy have a home?” I know it seems questionable, but the answer was definitely in the affirmative! Remember that this was just one year out of a lifetime that was executed in this fashion, and this all because of the awarding of the *second* annual Scholar of the Year Award in America from the American Alliance. Finally, the academic year of 1977-78 was brought to an end by another paper at the NAPECW-NCPEAM Conference in Denver, Colorado on June 2, and a final presentation of some sort at the University of Connecticut, Storrs on June 13.

To put the icing on the cake during my “vacation” during that year, I somehow managed to attend the Commonwealth Conference on Sport and Physical Education at the University of Alberta, Edmonton, AB, Canada from July 31 to August 2. But I don’t understand it; somehow (!) I can’t find any mention of a title for that presentation there. Was I simply hoarse and worn out and undergoing a period of recovery? Perhaps... But it’s more likely that I made a mistake and accidentally omitted listing such an item as I did “per usual” for later recall to turn in when “raise-in-salary decisions” were being made... However, promotion in rank was no longer a factor at that point, since a *full*

professor is just whatever interpretation you may make as to praising or deriding that so-called lofty perch. (In Germany, for example, where professors rank highest of *all* professions in respect in the minds society members, you would (could!) typically place the words “Professor Doktor so-and-so” before your full name at the top of any stationery used. In fact, if you also had been awarded any *honorary* doctoral degrees, one typically adds one or more “Drs.” after his or her name. This means that today I could—if teaching in Germany—call myself “Professor Dr., Dr., Dr., Dr. Earle F. Zeigler”! However, in North America, if in the public sector, I’m lucky if I’m not addressed as “Hey, you!” And when at the local barber shop when it’s my turn, it’s “Earle; you’re next...” C’est la vie...

Resumption of “Life As Usual”

I confess to some confusion with my ongoing narrative at this point. Memories have faded; that’s for sure. It’s the middle of the year 1978. My “over-the-decades” list of “things done” propped up next to me has arrived at page 40. I actually have the remainder of a total of 86 pages of “similar things” close by. Just below on *this page here* (p. 67!) is the next heading already typewritten that says: “Remarks at 90th Birthday Party, August 20, 2009! However, as I move along here carefully and studiously, only the “Creator” might be able to designate what the page will be for that heading as I complete this breathtaking tale... This 1978 date means that I have 30+ years of “something” staring me in the face to complete this narrative. Okay; however, the problem is that I’m running out of gas, so to speak. I’m quite certain that anyone who might read this doesn’t want to read a continuation of where I just left off. So what I must do, I believe, is to “return to earth on the home front.”

However, what do I find there? I’m 59 years old, a dangerous age, and certainly not looking forward to the mandatory retirement at age 65 that was in vogue at that time. I was still involved conscientiously doing all of those “things” and making all of those “noises” that a *full* professor should be uttering... I did find actually that I was “in a rut” because the die had been cast! So, for example, from Oct. 5-7, I went as Member-at-Large to a meeting of the Executive Committee of the Philosophic Society for the Study of Sport in Fort Worth Texas. There I also presented a paper—one *had* to do this, I might add, to get any financial assistance for the trip back to the home front. The paper was titled “Bridging the Gap from One’s Sense of Life to Ethical Sport Decisions.” *This is still an appropriate topic today as I write these words in 2012.*

Continuing on--I can't believe it. It seems as if I just about got home when I went out that proverbial door again--this time as the invited banquet speaker at the annual meeting of the Mid-American Conference Physical Education Group that was held in Mt. Pleasant, Michigan from Oct. 14-15 of 1978. My banquet topic was "Those Things That Have 'Got to Go' in the Eighties". That same day I note that I conducted a session in a management course there on the use of the Harvard case method as one technique in the development of administrative competency.

ENOUGH ALREADY! This is getting boring even for me; so, I can imagine how anyone who hasn't fallen asleep yet must feel. As I look at the side of page 41 in the "endless summation" where I have been taking most of this information from, I note that--by the writing of a preface for the Japanese edition of my physical education and sport philosophy text to be published--that this made a total of 230 articles published! Whom was I competing with? And I must confess that--despite all of this verbiage created--we still don't have universally good programs of physical and health education at all levels of education! A further thought: I wonder to what extent we in the field even read what our colleagues have written in the various journals extant...? (The sun is shining outside, but this thought makes it a glum day nevertheless...)

So here I am now, getting fairly close to concluding my "autobiographical opus" in the fall of year 2012, try "dredge up" where I was and what I "was up to" at the beginning of 1979... Because of my commitment to writing and research, and to the field of education overall, I probably didn't make sufficient plans for retirement. However. I was lucky! And this is true, even though I had stumbled along financially until about a year and a half before I retired. At that point, Bert and I really started thinking about retirement. Different strategies loomed in front of us, but we realized that they weren't needed... Why? Because, somehow, each month I receive a number of different checks--not big ones!--of varying sizes and quantities from all of the different universities where I worked and from each country as well.. In addition, as a result of our return to Canada, we didn't have to worry about medical expenses! Of course, you pay something here and there (e.g. isolated medication expense that in my case were minimal). I admit that at times it does take longer to get help in Canada, but if it's an emergency, you are taken care of right away! *America should start taking care of its ageing people in the same way!*)

Living in Canada now, and having become a citizen in 1984 after moving here for the second time in 1971, there is no way I could bring myself to return to

America. I confess to having become very disappointed about the “country of my birth.” They crow about their lofty value system, but somehow, and most sadly so, I have again come to the conclusion that “talking a good game” isn’t the same thing as “putting those values into practice”. I do pay taxes and vote in both countries (i.e., only for president in America through the State of Washington.) Frankly, as a type of “refugee,” I live here because I “like the climate better”. That statement undoubtedly sounds a bit odd because Canada is said to be “the land of ice, snow, Inuits, and people who speak French,” However, I live in the lower mainland of British Columbia where that white stuff is a distinct rarity, and you’d do better speaking Chinese than French! It does rain more than occasionally, I must admit. In addition, I do like another kind of “climate” much better; in this sense I am referring to the overall way of life I enjoy *and what Canada is doing in relation to what Canada says that it “stands for”...*

This is not to say that we don’t have problems up here. In BC alone, we have 100 native Indian tribes (now known as nations) that are distributed geographically throughout the province. I keep telling my grandson that he’d be better off eventually living somewhere else than here. Why? Because only one land claim by one aboriginal tribe (nation!) has been settled by the Province of BC. After the other 99 settlements are consummated, there won’t be any room for the rest of BC’s “*out-of-hand*”, multi-ethnic population to sit down—or even to have enough money to move and enjoy life elsewhere. That is an exaggeration, I confess...

When I said above that I liked the climate in Canada better, that was a play on words too. What I really meant was that I find Canada a country in which its present beliefs and social philosophy seem much better than those operative in America as it is presently constituted and functioning. For example, I am very upset about the fact that the United States became the first country in the 21st century to defy the United Nations by waging war against Iraq ostensibly to oust an evil dictator. I know that he was a tyrant who oversaw many terrible acts by his sons and other henchmen. But that’s not the point. America has set a terrible precedent in a highly troubled world by its action. (I must point out that Canada did not approve this almost unilateral action.) And what or who was next? I recall when my television set announced--some years ago now--that George “W” was going to step up the United States’ long-standing effort to democratize the world. Egad! “Who’s next” in the parade of countries the U.S. is determined to democratize (or whatever!) while exporting capitalism, technology, and Christianity as well? As it turned out, the answer was “Afghanistan”. However, such conquest is turning out to be a “sticky wicket”, actually a

“disaster”. The Afghanistan incursion has deteriorated to the point where some Afghan soldiers are shooting their American counterparts who are training them to defend their own country. This is beyond belief!) America should just “declare victory” and move on to “bigger and better things.” I’m beginning to wonder what Iran will look like after a nuclear bomb is dropped on it by either America or Israel? Stand by...

For a second example of the prevailing climate that disturbs me in the United States, let me move to an area where I worked professionally for another example. Having taught, administered, and periodically coached sport, physical education, and recreation programs at Yale, Michigan, and Illinois also, I can speak authoritatively about sport in general and even more specifically about the intercollegiate athletics scene in the United States of America. Sport in the Ivy League and similar institutions (categorized as Division 3, NCAA) is typically just fine. It is doing quite well what it’s intended to do. However, athletics in all of those other universities where gate receipts is a vital factor (i.e., NCAA Division I and II universities), the situation has gradually but steadily throughout the entire 20th century gotten completely out of hand. It is semi-professional, in some cases actually professional! Moreover, this fact has occasioned all of the attendant vices that have crept into such programs when sponsored by educational institutions. Educational values in respect to these participants have been gradually and increasingly “decimated” since the beginning of the 20th century.

The entire, unfortunate development in commercialized, competitive sport that developed gradually throughout the 20th century is symptomatic of the entire society. My position about this aspect of society is this: “Sport was created by humans to serve humans beneficially.” Serve beneficially, yes; however, it seems now that many professional and semi-professional athletes—not to mention the situation in overly emphasized high school sport competition—are there to serve what has become a most undesirable “sport goliath” with dollar bills stuffed in all of the “creature’s” pockets and various orifices. It is accompanied and insidiously goaded by a mindless public watching with vicarious, often rapturous involvement. All of this is akin to the seduction of the populace that occurred in ancient Rome. Sadly, while this is taking place, the overwhelming majority of children and young people is getting a poor (or no!) introduction to what ought to be a fine program of health instruction, physical activity education, and physical recreation (including intramural athletic competition) in the public schools and related institutions. *Not only are “the rich getting richer, and the poor poorer,” the elite athletes are getting the attention, and “normal” and “challenged” youngsters are getting inadequate programming—and fatter in the process!*

Once again, this is not to say that Canada has no problems. The situation now is such that university programs in our field claim to be disciplinary programs rather than professional-preparation programs. We don't train teachers any more in the specific university department. Now we just train people in the disciplinary nature of the field that formerly downtrodden physical educators increasingly want to call kinesiology or human kinetics to improve their status. If any of these students want to continue on with professional preparation, and then get a license to teach within public education, *they work with the physical and health education department of a faculty of education!* Personally, therefore, I've tried to maintain both the professional and disciplinary relationships. Unfortunately, the "professional component" of our field is making very faint noises these days...

Looking to the future after I was dubbed "emeritus" in 1989, my wife (Bert) and I decided to divide the year into four parts. In the fall, we planned to be in London, Ontario, where we had a town house. During January and February, we wanted to go where it was a little warmer, perhaps to San Diego or Florida. The only thing other than "wherewithal" that I wanted to take with me was my portable computer! (This item was a "companion" that Bert wasn't very excited to have accompanying us!) In the spring, we decided to return to London, Ontario to get ready for income tax time. (Ugh!) As a dual citizen, I must file on both sides of the border, and it is typically highly confusing. Spring is also conference season in our field, and I wanted to continue with the Academy (now the NAK), the AAHPERD, sport history, sport management, and also to attend every two years the meeting of the International Society for Comparative Physical Education and Sport. In addition, PHE Canada, formerly the Canadian Association for HPER, still meets annually.

(Note: I eventually had to cut back somewhere because going to so many meetings requires a lot of money. Luckily, we were able to cope because the department helped out. Also, I tell the Canadian government that I'm self-employed part time—which I am—and thus I can deduct certain expenses on my tax returns. However, they may "close in on me" because now my business expenses typically exceed significantly any incoming royalties.

"Where Do We Go From Here?"

Life for Bert and me settled down as we achieved "senior-citizen status" (ha!). As we looked forward to x number of years in retirement (i.e., really the semi-retirement I aspired for me), we had to make a decision about the best location in which to spend our "golden years." We knew that we didn't want to

move close to Don and Brannon north of New York City. Of course, we wanted to keep in touch with Don as much as possible, however, Brannon and Bert didn't hit it off at all originally. As soon as Brannon moved into Don's domain, examples of Barbara's artwork began to disappear or were draped over with a shawl (or whatever). I could understand that it didn't "mesh" with their décor. In addition, we had had such a great relationship with Emily, Don's first wife, of whom we "thought the world." We just did not understand what had happened with what we though had been such a "great relationship".

So the obvious choice for us was to explore the idea of a move to western Canada to be near Barbara. We began to explore the possibility of another move. Most fortunately we came up with an ideal solution. There was a set-up known as Sudden Valley on Lake Whatcom next to Bellingham, Washington just south of the American-Canadian border. It had everything that we had ever dreamed of as a desirable place to live climate wise and facilities & arrangements wise—and it was affordable! So we devised what turned out to be an excellent arrangement: we would spend three-month segments of our time in each place depending on the time of the year. That meant that winter would spent out west, spring in Ontario, summer in Sudden Valley on the lake, and the fall season back in London, Ontario again. This blissful arrangement extended for six years, certainly a very happy time in our lives!

As it turned out, we then decided that the time had come to settle down in one place! Most fortunately we were able to purchase an ideal condominium in a set-up known as QueensGate Complex in Richmond, British Columbia that was about a mile away from daughter Barbara's home. Not only was it a premium property, there was also a swimming pool and gymnasium. So, folks, we had the ideal arrangement for weekend sojourns so long as we could get across the border into the States without too many inordinate hold-ups. (In retrospect, we really did enjoy "the Sudden Valley Experience" in all respects. I have asked Anne and Barbara to arrange after my death for ½ of my ashes to be joined with Bert's at our favorite lakeside spot.)

Note: As life "home on the range" moved along very nicely, I should say that I have spared you, my reader (are you still there?), a good ten years of information about my many presentations, articles, and books. Aren't you pleased about the consideration I have shown you? However, never fear! At this point it is 1990 and I must beg your indulgence again by recapturing the "special recognitions" that I received from my American colleagues at the end of the 1980s.

Special Recognitions for Professional Service

In 1996 Bert and I decided that flying back and forth from east to west (and vice versa) every three months for six years was beginning to wear a bit thin. So we made “the big decision” to leave London, Ontario forever. It was sad in a way to do so, because London had welcomed us twice: once as a young family in 1949 starting out on a new adventure in a “foreign” country—and then again when I became disenchanted with Illinois and America in 1968 after the Illinois slush-fund scandal broke (described earlier). However, “moving” was “the thing to do” at that point, and we did it!

Once again, we were most fortunate. The money from the townhouse we sold back in London, plus about \$50,000 more gave us enough to buy a very nice condo at 105-8560 General Currie Rd., in Richmond, BC. It is known as Queen’sGate, the first “luxury” condo of its type built in Richmond and—happy day!—it had a very nice, small swimming pool and gym that I have used quite regularly ever since. Bert used to enjoy swimming in it as well. So here we were in 1996 successfully relocated in a very nice condo about 1 and ½ miles away from Barbara’s home. (Little did we know at the time that just about all of the condominiums built in the area at the time had significant deficiencies due to an inadequate building format approved by the federal government.

All sorts of nice “other things” happened in that eighth decade of my life. I had, of course, not foreseen any of them. I don’t want to bore you, my faithful reader (i.e., if indeed you have gotten this far!); so I will simply list briefly the various types of recognition that I received at a variety of occasions.

Just as “Decade #8” was coming into view, the North American Society for Sport Management (that I and others had help to start in 1986) decided to establish an annual **Earle F. Zeigler Lecture** in 1989. I was invited me to present the first such lecture at NASSM’s annual meeting in 1989. My wordy title for this address was “Using History to Explain What to Avoid and What to Do As We Face an Uncertain Future”. Then in September of 1989, since I would be concluding the four-year, part-time extension of my employment at Western that was arranged by Dean Bert Taylor, a decision was made to hold a retirement affair for me titled **The Earle F. Zeigler Symposium on Current Issues in Physical Education**.

Next, just as we moved into the 1990s, I received word that I was to receive *the highest award* of the American Alliance for Health, Physical Education,

Recreation and Dance at its General Session on March 29, 1990. This consisted of **The Luther Halsey Gulick Medal** that is named after an early leader of the Alliance. All in all that was quite a day, especially since it been preceded the previous year by my receipt of **The Hetherington Award of the National Academy of Kinesiology** (its highest award).

In October of 1991, I was inducted into **Western's Hall of Wrestling Fame**. This recognition was based on my service as wrestling coach starting in 1952-53 when Western won the inter-university championship of what amounted to "central" Canada.

Then in April, 1994, I was named as the first **Human Movement Sciences and Education Distinguished Scholar** at Memphis State University in Memphis, Tennessee. My address was titled "Trends in Transition: The Allied Professions Look to the 21st Century. April 27, 1994.

Inducted in **Western University's "W" Club Hall of Fame (Builder Category)** in October, 1995.

Received **Doctor of Science degree (D.Sc.) from University of Lethbridge** in May 1997.

Inducted into **The Swimming Wall of Honour at Western University** on October 20, 2000. I was the first swimming coach there in 1949-50. Then I took over as wrestling coach in 1952-53 when the coach left, but returned to become swimming coach again in 1954-55 when I was needed there.

Fate Steps In

Life was just fine at that point; the future looked bright. And then one day in late January, 2008, our young grandson, Kenan, became ill. Cold or flu? Who knew? At any rate, Barbara left him in our care since she had to go to work. Later that day she picked him up on the way home and away they went. During that evening Bert said she didn't feel too well; so, we assumed she had caught his cold. (I should explain that Bert's immunity was low because of her earlier lung operation that I mentioned before.) We went to bed and, about five a.m., Bert got up to go to the bathroom. Then I heard a "thud" coming from the end of the bed! She had collapsed to the floor! What to do? I shut the window, put a blanket over her, and called 911. Nearby Richmond Hospital dispatched an ambulance that arrived promptly and took her away. I dressed and followed her by car

a.s.a.p. When I got to the hospital about a mile away, she was settled in comfortably waiting for a room assignment.

Sadly things went from bad to worse, and the next thing we knew Bert was in a really bad way with pneumonia--and on a respirator. The next five days are a blur now. Don flew out from New York City hurriedly, but then had to return to teach his law classes. Barbara and I were in and out of the hospital for a period of five days! Finally, the attending physician said: "The time has come to take out the respirator to see if she can breathe on her own without it." She couldn't... So, with Barbara on one side of the bed holding Bert's right hand, and I on the other holding the left, Bert passed away quietly at age 81 on February 5, 1998—a very sad time... We had been together since we started "going steady" at Bates College toward the end of our sophomore year (1937-38). We had had our "ups and downs" from day #1, but all in all it was a *most* successful marriage. I could not have asked for a better helpmate and partner. Our two children had had an absolutely devoted mother! Bert's surprise death was indeed a tragedy!

Life eventually returned to semi-normal after that. I was in "our" condo with Bert's ashes in a container by the fireplace. The plan was that they would be intermingled with mine at a "later date" and cast into Lake Whatcom at a favorite spot where we used to sit afternoons on nice days close to our condo in Sudden Valley... (Now they're stored with Barbara at her home.) I didn't know quite what to do. I couldn't see myself living alone for long. Fortunately a good friend for many years, Bonnie Youngberg, decided to arrange a trip to Alaska and suggested that I go with her. Great idea—and away we went in early July on 1998. To save money the idea was that we would share a room... This worked out fine; we had a great time—with no "friendly encounters," however.

I Meet Anne Rogers!

Just after Bert died so tragically on February 5, 1998, British Columbia had a problem of significant magnitude. Its Lower Mainland's had a so-called "leaky-condo crisis" that soon was in full swing. It turned out that literally thousands of condominiums supposedly built according to governmental standards turned out to be grossly deficient. A number of us weren't thrilled with the way our elected condo council was handling the situation—not that we could do any better. Someone asked me if I wanted to become a member of an informal group that eventually termed itself "The Underground Council". A nice lady with a great sense of humor, Phyllis Craib, even got us a meeting with the original real estate developer of *our* leaky condo. On our "Council" I very soon discovered, also, an

attractive, most personable lady living in a condo just two doors down the hall from me. I soon learned that her name was Anne Rogers. We had occasionally exchanged “hellos” previously, because her car was typically parked just two stalls down from mine in our underground garage.

Humorously, just at the time when Anne and I discovered that we would like to be more than just “friends,” it happened that a trip had been planned, and I was going out the door with our old friend Bonnie Youngberg “from back east” to spend a week in Alaska. And we would be together sharing one room for the entire experience. I’m sure Anne didn’t know what to think... What I was thinking was that my upcoming “Alaskan experience” would have to be an absolutely Platonic one! It was, most fortunately, and I was honestly able to resume a courtship with Anne on my return. Anne and I really seemed to “hit it off” and “got along famously” thereafter during the next few months. I well remember proposing to her poolside in Sudden Valley, Bellingham on a sunny day early that fall of 2008. We were married on February 27, 1999 surrounded by Barbara and friends from the Vancouver area. Then we all enjoyed a delightful luncheon in a Vancouver hotel followed by a night in the bridal suite for two. A great day!

After mutual planning, Anne took early retirement from the B.C. Compensation Board, but continued part time as a practicing nurse. She sold her condo and moved into mine. Somehow we achieved a “consolidation” of our furnishings with “overages and excesses” going in the direction of daughter Barbara close by for acceptance or rejection. At the same time, arrangements were made about the possibility of my demise (e.g., powers of attorney, “fair” distribution of possessions) so that the interests of all three parties (Anne, Don, and Barbara) were considered. I doubt very much if anyone—including me—thought that I would be writing these words some 12 plus years later...

Remarks at 90th Birthday Party on August 20, 2009

First, I thank all of you who have made the effort to be here today. Considering the trials and tribulations of travel these days—including border-crossing restrictions—I was successful in keeping colleagues from New York City and Tempe, Arizona at home with their families. I must thank as well those faraway, good friends who were kind and thoughtful enough to write me letters that made an old man “feel good.”



“EFZ” at his 90th Birthday Party

Next I thank my wonderful wife, Anne Rogers, for undertaking this birthday project with help from my daughter, Barbara. On February 27, Anne and I celebrated 12 extremely happy and fulfilling years together. We achieved this by starting out with one premise as a daily motto: “What can I do to make my partner’s life happy and fulfilling?” This formula worked!

Excuse me for taking a minute to thank all the people who helped me along the way. I must make special mention of my mother and grandparents—and even my stepfather whose most conservative stances drove me early on to comprehend what I stand for today.

I must mention my late wife, Bert Bell Zeigler. We were together through “thick and thin” for 61 years all together. She deserves “full credit for keeping the show on the road” and especially for our two children as “end products.” I am also very proud of my daughter, Barbara Zeigler, an art professor at UBC, and my deceased son, Donald, who was an outstanding law professor at New York Law School.

I'm so very glad to be alive and here today. As a matter of fact, I'm glad to be anywhere! When you get to age 93, if you wake up in the morning at my 90th Birthday Party in the lounge in our condominium

I am finding that it's somewhat easier to get older than it is to get wiser. The pace of life seems to be increasing, also. However, it's not the pace of life that worries me; it's just that upcoming sudden stop at the end...

How does one know when he's getting old? I got to think about this question, and I think I have a few "corny" answers.

"OLD" IS WHEN... Your sweetie says, "Let's go upstairs and make love," and you answer, "Pick one, I can't do both!"

Or "OLD" IS WHEN... You don't care where your spouse goes, just as long as you don't have to go along.

Or "OLD" IS WHEN... "Getting a little action" means I don't need to take any fiber today.

Or "OLD" IS WHEN... "Getting lucky" means you found your car in the parking lot.

Or "OLD" IS WHEN... An "all-nighter" means not getting up to go to the bathroom. Ha!

So much for getting old. I also do worry about the world in the future. Some say the world is lost. Others don't agree. However, if it's not lost, where is it? That is a good question, but don't worry, I'm not going to pontificate on that unbelievably complex matter.

However, I do want to pontificate a moment on what I consider to be the two burning issues related to my professional pursuits over the past 70+ years. I am greatly concerned about the fact that the large majority of "normal" and "special needs" children and youth are not getting a quality physical activity and related health education program (including intramural athletics) that would help them live life more fully now and in the future—and actually help them live longer as well.

Further, and this factor has a direct relationship to my first issue, I strongly believe that highly competitive sport may actually be doing more harm to the world than good! Somehow, the more sport is professionalized as a result of globalism, capitalism, and technology, the more its potential beneficial impact on society declines. Sport has become a reflection of a society that has been influenced unfavorably by these developments. The ideals of honesty, sportsmanship, good will, and fair play are threatened daily.

I must bring these thoughts to a close. My friends, I must tell you that I'll try hard to keep up my enthusiasm for the 90s--if such is to be the case. It is difficult, though.

The other day I was sitting in a rocking chair, and I had to ask Anne to help me get it going...

I think I know all the answers. But nobody wants to ask me questions any more...!

I leave you with those immortal words by that famous 18th-19th century German literary figure, Johann Wolfgang von Goethe. "Es irrt den Mensch solange er strebt." No one ever figured out exactly what he meant with that thought. No, seriously, these stirring words drilled into me by my favorite German professor, Sammy Harms at Bates College, were translated as "The human errs, but strive he must."

Satchell Page, the legendary Black baseball pitcher caught the spirit of Goethe's exhortation, in these more understandable words:

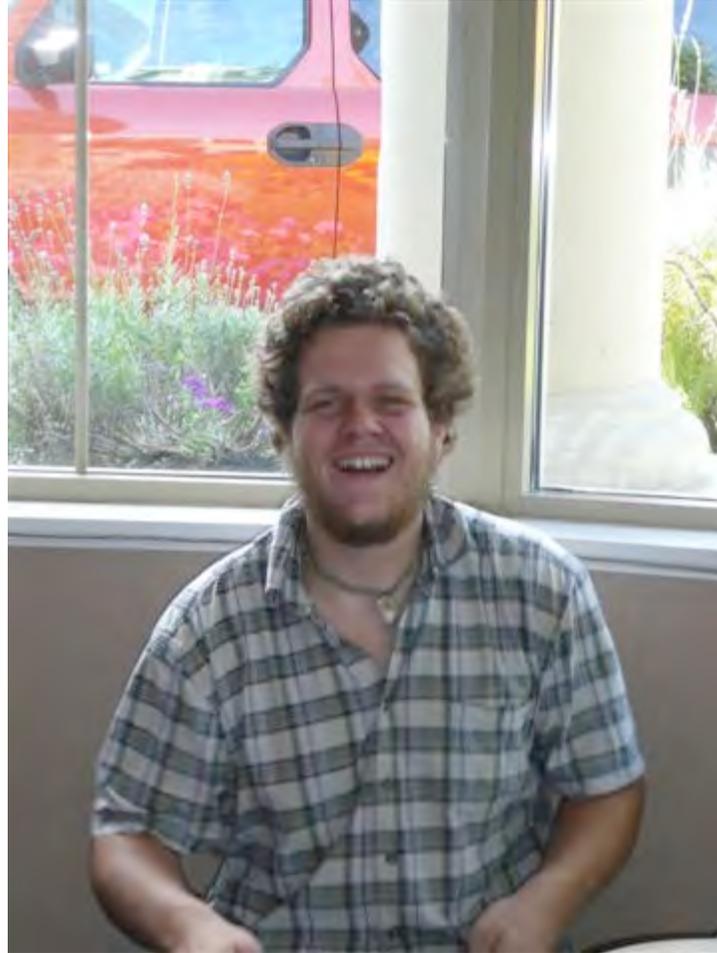
**"DON'T LOOK BACK--AND DON'T REST ON YOUR OARS—
THEY'RE GAINING ON YOU!"**

Finally, we look forward to an uncertain future. The world has many problems, and we **OURSELVES** must solve them if this "noble experiment" is to succeed. The odds don't look good. We can only look forward to the "era of Obama" and hope that humans of intelligence and good will can make it work. Obama's task may seem hopeless, but we simply must give him every chance to succeed.

In closing I want to thank my Grandson Kenan and his associates for today's musical entertainment.

Thank you, one and all, for making this day such a happy one for Anne and me.

Ahead to next page, please...



Grandson Kenan Zeigler/Sungur playing the drums
at my 90th birthday party

“Wrapping It Up”, I Thought...

Looking back to March 19, 1990, something notable did happen to me at this time. On March 19, 1990, I received the Luther Halsey Gulick Medal at the General Session of the American Alliance for Health, Physical Education, Recreation, and Dance. This is the highest award that the Alliance gives, and it gave me great satisfaction to receive it. (It was indeed a most rewarding time of my life, because the year before (1989) I had received the Hetherington Award, the highest award of the American Academy of Kinesiology and Physical Education after having served as its president earlier.) On that day Dr. Sharon Van Oteghen and Dr. Allys Swanson interviewed me as part of an historical project involving winners of the Gulick Medal, the top award of the Alliance presented annually. In response to questions

from my interviewers as to *my contribution to the field*, the following is a paraphrase of what I said:

I think that my contribution to the history of our field may relate to my introduction to the field of the “persistent problems approach” as opposed to the “traditional chronological approach” to historical investigation. I borrowed this approach from Dr. Brubacher at Yale and embellished it in relation to physical education. Yet it may be that at one stage of the game my contribution to beginning efforts in sport and physical education philosophy was even more significant. In the 1950s, Dick Morland (now at Stetson University and out of our field), Eleanor Metheny, D.B. Van Dalen, Roger Burke, and I saw the need for a new approach to philosophy that would supplant what I believed was an inadequate, outmoded “principles approach.” Several of us were able to get this thrust going relating to the philosophical aspects of our work. In the management area, I introduced the case method approach into professional programs for management (see below, also), and I was very active from “Day 1” in helping the international and comparative aspects of our field move into some prominence.”

I think also I was able to make quite a contribution especially through the people who did their doctoral programs with me. My own philosophy of teaching was such that I didn’t try to force these young people into a mold. I allowed them to follow their own bent and inclination in terms of the research that they wanted to do. They have since carried out their philosophic work in a variety of directions with a variety of approaches, for example, not all of which I am enthusiastic about—which is to be expected, of course. I moved into a better approach, I do believe, when I deviated from the time-honored principles course in the curriculum and recognized the inadequacy of it. In addition, when I taught the history course in the professional curriculum, I could see the inadequacy of using only the traditional approach there.

Still further, I brought Brubacher's persistent problems approach into the administration and management area. I was teaching with the "standard" Williams and Brownell administration text, and I could see the inadequacy of the teaching methods accompanying it. So I said to myself: "There has to be a better way to teach administration." That's when I introduced to the field the Harvard Case Method of teaching human relations and administration. (I had heard about it from my "step-uncle (i.e., my step-father's brother who had an MBA degree from there). That became the focus of my first textbook titled *Administration of Physical Education and Athletics: Case Method Approach*. The next text I wrote was my first philosophy book. It has been one of the most substantive books that I turned out. It had an impact at that time to help convert us from "the outdated, inadequate "principles approach" to more of a complex, in-depth sport and physical education philosophy approach. Further, cumulatively speaking, because of all the work I had done for my doctoral study in the area of professional preparation, I had developed a continuing interest in history, philosophy and management in our field. Also, I subsequently wrote a string of publications that relate to professional preparation in my field.

In 1952, presumably because I was in Canada, I became interested in international relations in my field. I developed a thrust as far as international & comparative physical education is concerned as well. I edited the international relations scene column in the AAHPERD's journal (*JOPERD*). In addition, I worked with Dorothy Ainsworth (Smith College), who was our early leader in the international area, and also with Leona Holbrook (Utah), who was also very strong in this aspect of our work. Subsequently, I have a succession of experiences and writings of an international nature including a book (2010), articles, co-editorship (in the ISCPES), speeches, and presentations that related to ongoing problems in the international aspects of the field.

Dorothy Ainsworth was independently wealthy, and it was just amazing to observe her “in action.” For example, you might walk down the street at a conference and see a rotund, grossly overweight lady walking down the other side. Physical fitness was a concept that she had somehow ever encountered. Yet she was the most influential woman in the world in physical education at that time. She was just as gracious, fine, open, and welcoming with me as she could possibly have been. I couldn’t have asked for a nicer relationship.

Leona Holbrook, with her Mormon background, was quiet and inspirational. However, she could be “a tiger” about issues in which she was truly interested. She was a stately very bright lady with a philosophical orientation. She tried to preserve her fitness to the end, and she carried through magnificently despite the cancer that finally took her. I wrote a biographical article about her that was published in the *ISCPEs Journal*. She was a very fine person.

When asked to what extent the United States has shown an interest in international and comparative physical education, I would say that there’s only a fair interest. Americans haven’t yet established an “outward-looking mentality”. Certain individuals, as I indicated earlier, have been outstanding along these lines, however. And I can also think of a number of others who has been very active. I dedicated my recent book on the subject (Trafford, 2009) to the two ladies mentioned above, and also to William Johnson and Raymond Cizek. Bill was a colleague of mine at Illinois who made a solid contribution over a period of years, as did Ray Cizek who was employed by the Alliance to promote that aspect of our professional work. (Interestingly, when somehow I learned that Ray was still living! I tracked him down and “enthusiastically welcomed him back to life,” while at the same time apologizing for my error as to his “longevity.” He was happy to hear from me. I also sent him a autographed copy of the book that had been dedicated “to his memory...”)

I suppose it’s understandable, but Americans just don’t

seem generally to look outward for help or advice or to show great interest in other lands. Then when they hear or read about something of an excellent nature or surprising, they tend to react with surprise. This happens to me occasionally a couple of weeks ago when one of the (now ever-present) attachments arrived at the bottom of e-mails received daily from friends appears containing scenes from this or that country. There is a tendency to react with surprise when something excellent or truly exceptional appears. For example, last week I received one with scenes from all over Iran. The “things” pictured were all so beautiful and modern! We all appear to have generally somewhat of the same mentality that prevails typically in New York City: “Nothing worthwhile ever happens west of the Hudson River.” Collectively, Americans seem also to have the attitude that if it’s any good, it’s going to happen in America—and it’s going to be written in English. However, the inevitable may be forced upon America as the world comes together through ongoing crisis of one sort or another. The AAHPERD has tried to push the ICHPER, and it has succeeded somewhat. However, the concept of the “brash, loud American” can’t seem to be wiped out completely....

The future of our field is going to be difficult despite the great need for our services. In the 1960s, after Sputnik went up in 1957, we had to move in the direction of a sub-disciplinary development within our field in order to maintain our status within institutions of higher education. Yet, we’ve somehow created our current “tripod arrangement.” I see the field now as gradually dividing into three major groups within education: the bioscience and kinesiology/human kinetics people. the social science and humanities oriented people (who are battling for their lives), and the strictly professional preparation people who as particular individuals don’t have any great interest in the other two areas. There is a vast multitude of people still teaching physical activity and health education, and perhaps coaching at all levels. Whether they appreciate it or not, these people desperately need the field’s developing

body of knowledge. Therefore, such knowledge must be ordered into principles and generalizations and made available in an accessible, “palatable” form so that it can be used on a day-to-day basis.

The Emergence of the Sport Management Profession. At this point I should mention that there a fourth “entity” has developed, one that emerged slowly and gradually at first. I’m referring to what worldwide is now known as *sport management*. In the 1960s, administrative theory and practice in physical education and athletics was included as one of the areas in the Big Ten Body-of-Knowledge Project. Working with King McCristal, Laura Huelster, and Dave Matthews, we managed to get a substantive thrust going in this direction in our field for the first time! We were primarily concerned with its development *within education*. About the same time, a professional program was started at Ohio University, but it was designated as “sport management” and was concerned primarily to management in the public sector as opposed to that within education. What happened subsequently was that the emphasis on sport management training for public-sector work has gradually but steadily developed and today is burgeoning worldwide! Harold VanderZwaag, a graduate student of mine in the philosophical aspects of physical education and sport at Michigan in the late 1950s, got a sport management program started when he was employed at the University of Massachusetts, Amherst. He too felt that *sport management* was “where it was at”—and time has proved him to be prescient considering the development of the North American Society for Sport Management. (Hal and some colleagues did start a Sport Management Arts and Science Society, but for some reason it didn’t survive.) So, working with Bob Boucher, Janet Parks, Garth Paton, Terry Haggerty, Gordon Olafson, and 9 others, the first annual meeting of the North American Society for Sport Management was carried out in 1986. I should say that, in the writing of the Society’s purpose for subsequent inclusion in the organization’s constitution, Garth and I stated that NASSM should be promoting “sport and physical activity.” However, I confess sadly that the “physical activity aspect” appears to have been “lost in the shuffle.” Nevertheless, NASSM has been a great success and celebrate its 26th anniversary annual meeting at Western University in London, ON, in late May of 2011.

Note: I must explain at this point that my colleagues have been overly generous in giving me too much credit for this development. I was offered the initial presidency, but declined because I didn’t feel I deserved this honor. So I was elected “Honorary Past President”! Then, as well, an annual Dr. Earle F. Zeigler Annual Award is made to one of our colleagues every year, and this person then presents a

paper at the Dr. Earle F. Zeigler Banquet on the Saturday evening concluding the conference itself.

A Computerized Body of Knowledge. For 25 years I've promoted to the Alliance the idea of computerizing our field's body of knowledge on an ongoing basis as ordered generalizations. Professional practitioners in our field could then—say—pay a small extra fee on top of their membership dues and thus be able to keep fully informed about the latest knowledge and information as to the professional service they are providing. The board of directors of PHE Canada (formerly CAHPERD) approved the *idea* unanimously in Canada. We then went to Fitness Canada, but they wouldn't (or couldn't decide to) fund it over other projects. I brought it to the National Association for Sport and Physical Education (NASPE), where Marian Kneer, Annie Clement, and then Dave Gallahue promoted the idea. However, no one knew where the money might come from. I keep saying, "Hey, just start a pilot project." Somehow the Research Consortium, NASPE, and AAPAR must first join efforts to "computerize" at least *our field's knowledge* within the Alliance. Such a development is absolutely necessary if we as a field are to "make the grade" in this century. Let the other fields or professions within AAHPERD carry it out for themselves. They'll do it, and they'll probably do a good job too. But we in "physical activity education" must somehow move into this electronic age to a greater extent than we have. (If I win the lottery, I'll get it done myself!)"

The Twenty-First Century Arrives...

I found myself still "alive 'n kickin'" at the beginning of the 21st century; so, what was I going to do with myself? The personal computer has been a true boon for me. I began with an Apple IIe in 1984 and have been an enthusiast for this company's machines since then. I even bought stock in the organization back then when it was considered inadvisable to do so. It used to go up and down like a yo-yo, and I would try to guess when it was the best time to sell. However, I wish I had hung on to the several hundred shares I had down to the present day. One share went over \$700 this past week and—of course—I don't have Apple shares any more...

What I really want to explain, however, is how "unbelievably" helpful my computer is for e-mail, storage, Internet, printing of copy—you name it! I think back to the day when I would send a manuscript off to a publisher and get it back to react to *after* a proofreader had "done to it" what he or she thought best prior to publication. My scholarly output in the new century has tripled at least. I can say this even though typically using a built-in computer program, in addition to

being *the author*, I have also been forced to become the proofreader, editor, “typesetter,”—you name it...

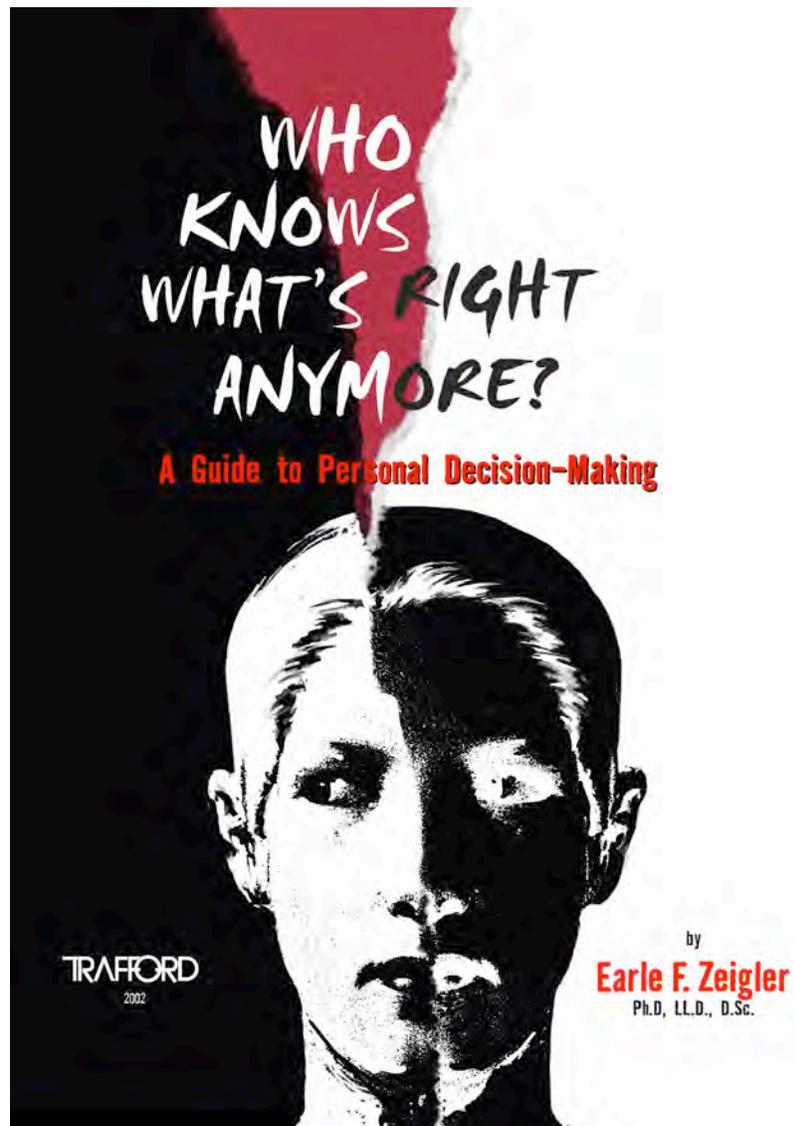
Somehow I still had an urge to write in the new century even though I was in my late eighties... However, as a “retiree”, a so-called emeritus professor (and only the Creator knows what that has come to mean!), finding publishers for my books has been somewhat of a problem. There is no doubt that, once you and “your university” have parted company officially and especially if you have moved elsewhere, your academic field tends to want you “out of it”! The “next generation” of professors wants its time in the sun, and they should get that opportunity, of course. Additionally, if your university can “get you out of the door” and only collecting money from its retirement plan, they can hire an assistant-professor replacement at half of your salary and use the other half of that money elsewhere.

Somehow--and I mean ***somehow!***--I have managed to turn out a new so-called series of trade and textbooks with Trafford starting in 2002. In addition, there was an edited textbook covering the “knowledge base” in the social science and humanities aspects of our field that was published in Germany in 2003. Also, just about all of my books, in addition to those books published with Trafford (now located in Bloomington, Indiana) has also been published by a company called Sport Information Technologies in India. Fortunately, I also found an excellent webmaster in India, a Mr. R. Haridas <info@ocs.in> in India who created www.earlezeigler.com as a website for me. Call it up...

So, starting in 2002 with the *trade* book on applied ethics (see immediately below), I have turned out one or more books and monographs every year since. Additionally, I have continued to write articles in various journals, as well as the occasional editorial. Most fortunately, further, I found this man, Andy Naval, who was both an artist and a computer whiz, and he has created some approximately 30 very attractive, front and back book and monograph covers for me along the way. He checks things over carefully, also, and in the process I have found a good friend.

Just below on the next page is the front cover created by Andy of the first book of the 21st century series of books that I have written. He has also done the back covers of all of my books, and he also checks out the manuscripts for any graphic “abnormalities”. Personally I have “lucked out” in so many ways and aspects of my life. Nevertheless, I only wish that it would have been possible professionally to create a social environment in all of North America where

people understood (1) that the large majority of children and youth are getting shortchanged insofar as a quality program of physical activity and health education (including intramural athletics) in public education was concerned, and (2) that *the right kind* of sport competition could do so much to improve the lives of children and youth. It would also make for a better society if professional sport was truly professional in the finest sense of the term.





Earle and Andy with the “first 8 covers”

(Note: These frames above containing the covers created by Andy of the first eight books are now hanging in our condo in Richmond, BC..)

“Lethbridge, AB” and “Western” Recognize My Efforts

In 1997, I was surprised when a second honorary doctorate, a D.Sc. degree (Doctor of Science) came my way from the University of Lethbridge. Dr. Gary Bowie, a former colleague, co-author, and good friend, was thoughtful enough to put my name forward for that honour. (The first had been in 1975 at the University of Windsor when recommended by a close friend and respected colleague (Dr. Pat Galasso).

Then in 2006 Western University (as now called) recognized my efforts by “bestowing” an honorary doctorate (LL.D.) on me. Such recognition really makes one “feel good”--especially coming from the university where you “did your best” personally and professionally. Yet I just *had to* title this autobiography the way that I did. Personally I have “lucked out” in so many ways. Nevertheless, I only wish that it would have been possible professionally to create a social environment where people understood (1) that the large majority of children and youth are getting shortchanged insofar as a quality program of physical activity and health education (including intramural athletics was concerned, and (2) that the right kind of sport competition could do so much to improve the lives of children and youth.



Earle and Anne (Rogers) at Western University in 2006





Earle with colleagues: From l. to r. Chella Chelladurai, Donna Peterson, Alison Doherty, Diane Potvin, and Garth Paton

Note: It was so wonderful to have so many colleagues and friends there that day. Chella, who had emigrated from India, has become one of sport management's top scholars worldwide. Donna, who has been the dance specialist on faculty for decades, actually coordinated the entire commencement proceedings. Alison just received *both of NASSM's top awards in the same year*. Diane, Garth's partner, is retired from the University of New Brunswick. Finally, Garth, one of Earle's very best friends, is retired from the post of dean at the University of New Brunswick, Fredericton.



From l. to r.: Jim Weese, Dean; Karen Danylchuk; EFZ; Darwin Semotiuk

Note: I don't know precisely, but I am quite certain that Jim and Darwin (along with Bob Barney?) had a lot to do with my being nominated for the LL.D. degree at Western in 2006. Karen, now on staff there, was a student of mine in the early 1980s and is now a top person worldwide in the sport management field. Jim has been a "terrific" administrator with the entire Faculty of Health Sciences. Darwin, one of my very best friends, was formerly head football coach and the director of athletics. Subsequently he has contributed greatly to Canada's reputation in international and comparative physical education and sport.



l. to r.: Naomi Vonesh, EFZ, Anne (Rogers), and Greta Dubai-Jones.

Note: I was so very pleased that Naomi and Greta came to the convocation. Naomi was the administrative officer in the new Faculty of Physical Education begin in 1971. Earlier she had been department secretary when I was head at the University of Illinois in 1963. Naomi will be 98 yrs. old in December, 2012, and Greta, who was secretary when I became dean, has just gone into a retirement home. I simply can't overemphasize how much help Naomi was in helping me get the new faculty "on the road".



Garth Paton; Bob & Ashleigh Barney; Earle & Anne; (NASSH, 2008)

Note: In 2008 I went to the annual meeting of NASSH (the history society) in 2008 to gratefully receive its Recognition Award for scholarship and contributions over the years to the history of physical (activity) education and (what I like to call) “educational sport. In Appendix A below, I have included what I have titled my “encounter” with it. Along with a detailed historical discussion, there is a chronological listing of the books and articles that I have written.



Earle, the “daredevil parachutist” off shore at Puerto Vallarta, Mexico

Period of “Life As Unusual”: Don’s Horrendous Struggle

Now I must deviate from this “happy tale” and relate something about the “horrendous struggle” that our son (Don) went through for the past five and a half years of his life. Somehow he turned up with lung cancer and some sort of accompanying fibrosis in his lungs. He hadn’t smoked for 30 years or more, but there it was! We eventually thought that perhaps this had come about as a sort of inheritance. Bert had lung cancer at one point, and she eventually lost part of a lung to cancer. Her father, Hazen Bell, had some sort of a lung problem too (fibrosis?). Then we had also heard that Hazen’s mother had had a “lung condition”.

Whatever had happened during the course of events, Don had been able to get a double-lung transplant in Pittsburgh, and then had just fought his way along. He appeared to be ready for another five years or more of his life (as they generally predict with such transplants). Sadly, however, such survival was not “in the cards”. He died peacefully in the living room watching the Ironman event that Tyler was participating in the month of October, 2011 in Oahu, Hawaii. Brannon and family had brought him along to be present there where his step-daughter (Tyler) was taking part in an “Ironman” competition.

At this point I want to pay tribute and express my undying gratitude to Johnny Eason, Brannon’s son-in-law who did his very best to help Don during the final three months, certainly the most difficult ones in Don’s life. Certainly all assisted him, but Johnny was there to help him with “it all”. Thank you, Johnny...

Don had a good life, to be sure. If we were to divide a life in four parts, tragically he missed the final quarter, the so-called “Golden Age”.

“Rest in Peace”...



Don “in his prime” in front of the New York Law School just before the illness struck. (This picture appears also below on the wall at his memorial service.)



Brannon (Heath) with her children Tyler and Ben, and Tyler's spouse Johnny Eason, at the memorial service for Don at the New York Law School.

Barbara in Fine Arts at UBC

This seems like a good point to say a few words about our daughter, Barbara, as well about as her work both as an art professor and as an artist. She has had an ongoing professorial relationship with the art department at the University of British Columbia where she has labored for decades. I am very pleased to be able to “report” that both Barbara--and son Don too--were able to accomplish what to me is most important for any person living and functioning in today’s environment. *They both found a purpose in life with their work!* I have always felt that such “accomplishment” was absolutely essential for a person hoping to achieve what I term “maximum potential”. Barbara’s efforts over three decades plus may well be termed as “ecological art”. She has felt deeply that humankind is not sufficiently concerned about the creatures that inhabit it and about the maintenance of a satisfactory environment for them to thrive or “prosper” in the future. Hence her “quality efforts” have been devoted to that end...



“Under Siege” by Barbara Zeigler



Metro Dykes.Richmond by Barbara Zeigler



Barbara Zeigler and Brian Holling (partner)

This IS the End, folks...

Everything considered, as I said somewhere (?) that afternoon in 1989 when I received the Gulick Medal—a fantastic surprise actually—“I’ve been a very fortunate guy! Everything has been great for me personally and professionally. Of course, it would have been nice if the social science and humanities doctoral program had come sooner at Western, but it did *finally* arrive after a few people “died or moved on.” Actually, it came just 20 years after we first offered the bioscience doctoral degree—after I was superannuated there, of course.” Of course, also, America’s insidious intercollegiate athletics’ influence is increasingly spilling over into Canada. I have recommended that they start a “Canadian Ivy League” type of program to somehow keep athletics in educational perspective. Also, I would have liked to see the AAHPERD in America—whatever it’s called finally—have 150,000 members in due course. “The way things are going: Forget it”!

I was thrilled initially by my experience in the American Academy of Physical Education going back to the mid-1960s. People in both the United States and Canada have been very kind to me and have accepted me on both sides of the line. I think I’ve been able to help the relationship between Canada and the United States somewhat. I’ve been able to move freely back and forth, and I finally became a dual citizen in 1984 when that became possible. When I come one way, I flash my U.S. passport. When I go the other way now, I proudly show my similar Canadian document. I confess that I am now more of a Canadian at heart than an American--a sad development when you think about it for someone born in New York City...

So, all in all, there’s an unbelievable difference between what I might have done as a German instructor and a coach in a New England prep school, and what I’ve been able to do at the university level in both America and Canada. I am very happy about it all. I’ve been asked what I believe that I’ve been able to give to students and colleagues over the years. In other words, how would I like to be remembered? My stance has been that a teacher is good, very good, or great to the extent that he or she has been able to help students understand that all education is self-education, and that they need to go through a self-motivating, self-actualizing experience. I have been able to make sources of information available to students and perhaps inspire them on occasion.

Basically, I’ve always wanted people in my classes to find a life purpose. I don’t only care where they find it, even if it isn’t in our field. I tell them, “If you can’t find your purpose in this field, please get out fast. You have to find it! If you

don't find it, you're not going to reach your maximum potential. If you're at a university, then you should strive to reach your maximum potential and to make the contribution of which you're capable. Actually it should be more than a profession; it should be a vocation, a calling, a mission if you will. You don't just go out and profess something for a number of years as part of a job. You should take it on as a life purpose until your dying days! That's what I tried to get across to them.

I played and lettered in football, track and field, swimming and table tennis. Somehow I was later even runner-up in the 155 lb. class in the Connecticut State Wrestling Championship Meet in 1946. I had a little interest here, there, and everywhere, but those are the main sports I played in my early life. After I learned to play handball, squash, racquetball, and paddleball, I called all of them the "cancer" of handball. Handball is where they all started in modern times. Then they started putting racquets in people's hands. I picked up these sports when I went to work at Yale, and I've maintained them as long as I could.

That terrible knee injury I incurred just after I made the varsity football team early in my sophomore year at Bates College "haunts me" still. At that time, the "team doctor" didn't know enough to have my knee x-rayed and bring in an orthopedic surgeon to repair it. I didn't have knee surgery until eight years later! However, I continued to play all of these individual sports, and that created a lot of wear and tear on my good knee. As a result, I've ended up with two artificial knees. Now I go through my stretching and strengthening routines; I "stagger" briskly for a quarter mile every other day; or I swim. And, I play chess daily with my computer!

I've never felt the need for stress management or relaxation techniques. Or have I sought counseling on the part of a psychologist or psychiatrist for that matter. However, when my late wife (Bert) and I reached retirement, we found that we needed about four eight-hour periods a day to "fit everything in.". Unfortunately, there are only three periods available. We spend a considerable amount of time on care of the body at this stage of the game. I do a lot of reading along those lines. Over and above that, I'm very interested in "good" television, and once a week now Anne and I try to discover a good movie before eating "Sunday supper" out. I also do a significant amount of general and specific reading on the Internet and with books and articles. We subscribe to a great variety of magazines. I no longer subscribe to and scan 40 professional magazines, but I'm still "collecting materials." My entire filing system of some 54 drawers went to the basement—and then almost completely (sadly...) to trash

when we moved west finally in 1996. Thank goodness that computer storage has become a way of life, however.

Asked if a young person were to come to me today, and say, “Dr. Zeigler, I’m considering majoring in physical education,” what would you say to that individual?” Although I’d be encouraging, I would also encourage young people to have a double major if possible. It might qualify them to teach a second subject at the secondary school level. It might also save them from “burn out.” Many young professionals begin their careers with teaching plus coaching two or three sports. The next thing you know, some are saying that they “want out”! Hence I think it helps if they can teach another subject. They can also use their second subject as an area of sub-specialization if they continue on with study at the master’s or doctoral level. This brings me back to my earlier point. I was able to find a life purpose in the field of physical activity education including educational sport. I would say: “Look for that life purpose. Try to find it. It is there if you want to commit yourself and give of yourself fully. If you can’t find that commitment, look somewhere else.”

I’m now emeritus in the National Academy of Kinesiology (formerly the AAKPE). In fact, I’ve stopped going to all conferences save local ones because of my lack of mobility and because I have to wear hearing aids. Right now, most of the Academy (NAK) people are “out the door” as far as AAHPERD is concerned. They meet separately each year at a different time than the Alliance. I do understand, of course, that the term “professor of physical education” has been a sort of “persona non grate” at the university level. However, even though the Academy becomes the NAK and dropped the term “physical education” from its title, I think it should meet annually at the same site perhaps immediately after AAHPERD meets. In this way the NAK would not be “deserting its heritage” and could simply call itself “the disciplinary arm” of physical (activity) education.

Another reason I’m “hanging’ in there” is that I want to help keep the balance between the social science and humanities influence and the bioscience/kinesiology influence on development in our field. When Dr. Van Oteghen interviewed me in 1978—35 years ago, she stated: “You were the Alliance Scholar in 1977, recipient of an Alliance Honor Award in 1981, president of the American Academy of Physical Education [now the NAK] in 1981-82, recipient of the Hetherington Award in 1989, and you are the Gulick Medal award winner at this 1990 National Alliance Convention. These must have been special times in your life. Of what significance were these and any other awards that you have received over the years?”

I answered that I started out without so much as a major in the field, not fully knowing where I was going or why I was going in that direction. And then, somehow, I got the idea of finding a life purpose and then striving to fulfill it. Subsequently, out of “nowhere” after 35 years in the field, various types of awards and recognition started to come. In the education profession, they are not monetary awards. Quite early in my career, I received a couple of awards from the recreation field in Ontario and the Ontario Branch of Canadian Red Cross. In 1975, I received the Honor Award from PHE Canada (then CAHPERD), an honorary degree (LL.D.) from the University of Windsor, and was subsequently included in Who’s Who in the Midwest, Who’s Who in Canada, Who’s Who in the United States, and Who’s Who in the World. Then, in 1997, the University of Lethbridge awarded me the Doctor of Science degree (D.Sc.), and in 2006 The University of Western Ontario added a second Doctor of Laws degree (LL.D.) to my resume. You might ask where (or why or how?) all of this recognition came from or “arrived”? I think it’s been 97 percent perspiration and 3 percent inspiration. I just found a life purpose; made a commitment, tried to be innovative, worked with others and tried to help them where I could, hung in there, and let things “fall where they may”. However, that afternoon when I received the Gulick Medal, I felt constrained to say that I’m accepting this award as one active representative of my generation of people who have dedicated themselves to this field.”

For the moment, I must bring my autobiography to an uncertain conclusion. Will there be more to relate? I don’t know... I think so. I hope so. I can say that there are “all sorts” of appendices that follow these pages that you, the reader, might wish to skim over quickly. “Fare thee well”...

Appendix A
An Encounter with History
in
Sport and Physical Activity Education

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 68-yr. career add up to. This “encounter” or “historical assessment,” of what I call the sub discipline of physical (activity) education and sport *history* is my answer to the question that I put to myself. It tells about my personal experiences and also tells about my writing and research related to the history of physical (activity) education and (educational) sport.

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

In the 1960s, there was an urge on the part of a number of my colleagues to turn to sport history to the neglect of physical education history. This was understandable because a number of sub-disciplines had begun to spring up within the field and, also, because the burgeoning development of sport as a social institution throughout the 20th century was apparent.

I first got involved with the history of physical education in the late 1940s while employed in the Department of Physical Education at Yale University full time. I had begun study part time toward a Ph.D. in the School of Education there specializing in the history and philosophy of education. My doctoral adviser, Prof. John S. Brubacher, was a highly regard specialist in the area. When it came time to select a topic for my dissertation, I suggested doing something like a “world philosophy” of physical education. Realizing that I did not have a strong background in philosophy at that time, Dr. Brubacher asked how I intended to spend the rest of my professional life. My response was that I hope to be involved in the professional preparation of physical education teachers. Then he asked, “Has anybody ever written a history of professional preparation in physical education in the United States?”

So I went to Dissertation Abstracts and discovered that no one had ever tackled this subject from an overall historical standpoint since its inception. The die was cast; four years (and 506 p.!) later while still employed full time, I had completed a study on this topic and received the necessary “union card” in absentia while employed as the new head of the Department of Physical, Health, and Recreation Education at The University of Western Ontario in London, Ontario, Canada starting in 1949. (An interesting historical note is that I was the first Ph.D. degree holder serving at the university level in my field in Canada.)

I must put this effort to explain my “historical encounter” with the history of physical (activity) education and (educational” sport in perspective. As it happened, the launching of Russia’s Sputnik caused America to take stock of its standing with a vengeance. This had a direct influence on all subject–matter fields including physical education. Scholars in physical education, whether their area of interest related to the humanities, social sciences, or physical sciences aspect of the field, began to form new scholarly societies with the aim of greater specialization as they turned to the so-called “mother disciplines” for assistance.

Such was the case was the subject matter of history as it related to physical education and sport history. This is not to say that there had not been hundreds (several thousand?) of master’s and doctoral studies completed with such specialization prior to this time. It was just that they had been completed under the aegis of physical education units in colleges and universities. Hence, since many of these studies related to the history of sport in one way or another, it was decided to start a group known as the North American Society for Sport History. As it happened, Dr. Seward Staley, dean of the College of Physical Education at the University of Illinois, UC, spearheaded this undertaking with the help of like-minded colleagues.

I confess to having urged Dr. Staley to name it history *and* philosophy, but he did not agree. His argument was that “philosophy was the ‘flowering’ that grew out of history,” whereas I felt that philosophy was a “from the ground up scholarly activity.” (I should explain, also, that both history *and* philosophy were included separately in the Big Ten Body of Knowledge Project that began around that time.) As they say, “the rest is history,” and the NASSH has flourished as a scholarly society ever since, where the Philosophical Society for the Study of Sport (now the International Association for the Philosophy of Sport) has struggled with its development over the intervening decades. Fortunately, even though the sub discipline of *educational philosophy* has never “recognized” physical education and sport in its literature, relatively recently the mother discipline of

philosophy has begun to do so. Presumably this has occurred because sport has become an ever-strong social institution during the final quarter of the 20th century.

In preparing my “Encounter” with the history of physical education and sport, it was not my plan to assess what has been written in this area of specialization historically. I simply want to describe (1) what I was able to accomplish personally (along with my other areas of scholarly interest) and (2) why I investigated these specific areas of interest. First, therefore, I will strive to set the stage broadly from a historical/philosophical/sociological standpoint in society and in education generally. Then I will move into my own area of specialization and explain why I decided to write on “this or that” historical topic specifically. I intend to do this with my topics in roughly chronological order, while at the same time pointing out why some of my professional assignments and responsibilities relating to the historical aspects of my field led me to write about the topics.

(Note: In addition to this narrative, my various publications *and* professional involvements over the year are listed chronologically (and separately in the appendices of this e-monograph.)

This supplement to my autobiography is both an historical narrative to which some insight from philosophy and sociology has been added. It traces the author's 68-year “ongoing personal relationship” with the history of physical (activity) education and sport in North America. I briefly traces this area's development back to its “assigned” beginning in the late 1800s, also, as well as providing an account of many of my thoughts, involvement, and publications related primarily to the historical aspects of the field.

At the outset, as I mentioned above, I should explain further that my professional and scholarly interests, beginning in what was definitely a less-complicated era, were also devoted to the philosophical, managerial, professional-preparation, and international & comparative aspects of what I now am—almost plaintively—calling “physical activity education” and “educational sport”. (I say “plaintively” because [1] I have argued in vain for years now that the term “physical education” is a misnomer. The human organism is unified! Then [2], I have also argued in vain that sport education—as one phase of physical activity education—can and should be taught educationally and recreationally within society's educational structure as a bona fide course.)

My professional career as a physical educator/scholar was based on the scientific and scholarly knowledge being derived from a number of sub disciplinary areas. This discipline I now believe should be called “developmental physical activity.” However, in North America especially, the term “kinesiology” is being used increasingly at the college and university level. My scholarly endeavor in my overall career has resulted in the publication of 45 books and monographs and some 425 articles. *However, only that material related to **history** is included in this essay.*

Before I can begin this (semi-) autobiographical narrative about my involvement with the historical aspect of the field (whatever it is called finally!), it seemed important to set the stage in which the development of the field of physical (activity) education and (educational) sport took place.

An Emerging Postmodern Age

North Americans do not yet comprehend that their unique position in the history of the world's development will in all probability change radically in the 21st century. As it happened, “going west”, the years ahead are really going to be difficult ones for all of the world's citizens. The United States, as the one major nuclear power (?), has assumed the ongoing, massive problem of maintaining large-scale peace. Of course, a variety of countries, both large and small, may or may not have nuclear arms capability as well. That is what is so worrisome.

Additionally, all of the world will be having increasingly severe ecological problems, not to mention the ebbs and flows of an energy crisis. Generally, also, there is a worldwide nutritional problem, as well as an ongoing situation where the rising expectations of the underdeveloped nations, including their staggering debt (and ours!), will somehow have to be met. These are just a few of the major concerns looming on the horizon.

Indeed, although it is seemingly truer of the United States than Canada, history is going against Americans in several ways. This means that their previous optimism must be tempered to shake them loose from delusions they have acquired. For example, despite the presence of the United Nations, the United States has persisted in envisioning itself--as the world superpower--as almost being endowed by the Creator to make all crucial political decisions. Such decisions, often to act unilaterally with the hoped-for, but belated sanction of the United Nations, have resulted in United States-led incursions in the Middle East in the two wars and into Somalia for very different reasons. And there are other similar

situations that are now history (e.g., Cuba, Afghanistan, the former Yugoslavia, Rwanda, Sudan, Haiti, respectively, not to mention other suspected incursions).

Nevertheless, there is reason to expect U.S. retrenchment down the line brought on necessarily by its excessive world involvement and enormous debt. Of course, any such retrenchment would inevitably lead to a decline in the economic and military influence of the United States. But who can argue logically that the present uneasy balance of power is a healthy situation looking to the future? Actually Norman Cousins appeared to have sounded the right note more than a generation ago when he stated that “the most important factor in the complex equation of the future is the way the human mind responds to crisis” (1974, pp. 6-7). The world culture as we know it must respond adequately to the many challenges with which it is being confronted. The societies and nations must individually and collectively respond positively, intelligently, and strongly if humanity as we have known it is to survive.

Significant Developments Have “Transformed Our Lives”

In this discussion of national and international developments, with an eye to achieving some historical perspective on the subject, we should also keep in mind the specific developments in the last quarter of the 20th century. For example, Naisbitt (1982) outlined the “ten new directions that are transforming our lives,” as well as the “megatrends” insofar as women's evolving role in societal structure (Aburdene & Naisbitt, 1992). Here I am referring to:

- (1) The concepts of the information society and the Internet,
- (2) “High tech/high touch,”
- (3) The shift to world economy,
- (4) The need to shift to long-term thinking in regard to ecology,
- (5) The move toward organizational decentralization,
- (6) The trend toward self-help,
- (7) The ongoing discussion of the wisdom of participatory democracy as opposed to representative democracy,
- (8) A shift toward networking,
- (9) A reconsideration of the “north-south ”orientation, and

- (10) The viewing of decisions as “multiple option” instead of “either/or.”

Add to this the ever-increasing, lifelong involvement of women in the workplace, politics, sports, organized religion, and social activism, Now we begin to understand that a new world order has descended upon us as we move along into the 21st century.

Moving ahead in time slightly beyond Naisbitt's first set of “Megatrends”, a second list of 10 issues facing political leaders was highlighted as “Ten events that shook the world between 1984 and 1994” (*Utne Reader*, 1994, pp. 58-74). Consider the following:

- (1) The fall of communism and the continuing rise of nationalism,
- (2) The environmental crisis and the Green movement,
- (3) The AIDS epidemic and the “gay response,”
- (4) Continuing wars and the peace movement,
- (5) The gender war,
- (6) Religion and racial tension,
- (7) The concept of “West meets East” and resultant implications,
- (8) The “Baby Boomers” came of age and “Generation X” has started to worry and complain because of declining expectation levels,
- (9) The whole idea of “globalism” and international markets, and
- (10) The computer revolution and the specter of Internet.

The World Has Three Major Trading Blocks

Concurrent with the above developments, to help cope with such change, the world's “economic manageability” may have been helped by its division into three major trading blocs: (1) the Pacific Rim dominated by Japan, (2) the European Community very heavily influenced by Germany, and (3) North America dominated by the United States of America. While this appears to be true to some observers, interestingly perhaps something even more fundamental has occurred. Succinctly put, world politics seems to be “entering a new phase in which the fundamental source of conflict will be neither ideological nor

economic.” In the place of these, Samuel P. Huntington, of Harvard's Institute for Strategic Studies, stated his belief that now the major conflicts in the world will actually be clashes between different groups of civilizations espousing fundamentally different cultures (*The New York Times*, June 6, 1993, E19).

These clashes, Huntington stated, represent a distinct shift away from viewing the world as being composed of first, second, and third worlds as was the case during the cold war. Thus, Huntington is arguing that in the 21st century the world will return to a pattern of development evident several hundred years ago in which civilizations will actually rise and fall. (Interestingly, this is exactly what was postulated by the late Arnold Toynbee in his earlier famous theory of history development.)

Thus, internationally, with the dissolution of the Union of Soviet Socialist Republics (USSR), Russia and the remaining communist regimes are being severely challenged as they seek to convert to more of a capitalistic economic system. Additionally, a number of other multinational countries have either broken up, or are showing signs of potential breakups (e.g., Yugoslavia, China, Canada). Further, the evidence points to the strong possibility that the developing nations are becoming ever poorer and more destitute with burgeoning populations and widespread starvation setting in.

Further, Western Europe is facing a demographic time bomb even more than the United States because of the influx of refugees from African and Islamic countries, not to mention refugees from countries of the former Soviet Union. It appears further that the European Community will be inclined to appease Islam's demands. However, the multinational nature of the European Community will tend to bring on economic protectionism to insulate its economy against the rising costs of prevailing socialist legislation.

Still further, there is evidence that Radical Islam, along with Communist China, may well become increasingly aggressive toward the Western culture of Europe and North America. At present, Islam gives evidence of replacing Marxism as the world's main ideology of confrontation. For example, Islam is dedicated to regaining control of Jerusalem and to force Israel to give up control of land occupied earlier to provide a buffer zone against Arab aggressors. Also, China has been arming certain Arab nations. But how can we be too critical in this regard when we recall that the U.S.A. has also armed selected countries in the past (and present?) when such support was deemed in its interest?

As Hong Kong is reluctantly absorbed into Communist China, further political problems seem inevitable in the Far East as well. Although North Korea is facing agricultural problems, there is the ever-present possibility of the building of nuclear bombs there. (Further, there is the ever-present fear worldwide that small nations and terrorists will somehow get nuclear weapons too.) Additionally, a growing Japanese assertiveness in Asian and world affairs also seems inevitable because of its typically very strong financial position. Yet the flow of foreign capital from Japan into North America has slowed down somewhat because Japan is being confronted with its own financial crisis caused by inflated real estate and market values. There would obviously be a strong reaction to any fall in living standards in this tightly knit society. Interestingly, still further, the famed Japanese work ethic has become somewhat tarnished by the growing attraction of leisure opportunities.

The situation in Africa has become increasingly grim because the countries south of the Sahara Desert (that is, the dividing line between black Africa and the Arab world) experienced extremely bad economic performance in the past two decades). This social influence has brought to a halt much of the continental effort leading to political liberalization while at the same time exacerbating traditional ethnic rivalries. This economic problem has accordingly forced governmental cutbacks in many of the countries because of the pressures brought to bear by the financial institutions of the Western world that have been underwriting much of the development. The poor are therefore getting poorer, and health (AIDs!) and education standards have in many instances deteriorated even lower than they were previously.

The Impact of Negative Social Forces Has Increased.

Now, shifting the focus from the problems of an unsettled “Global Village” back to the problem of “living the good life” in the 21st century in North America, we are finding that the human recreational experience has to be earned typically in a society whose very structure has been modified. For example, (1) the concept of the traditional family structure has been strongly challenged by a variety of social forces (e.g., economics, divorce rate); (2) many single people are finding that they must work longer hours; and (3) many families need two or more breadwinners just to make ends meet. Also, the idea of a steady surplus economy may have vanished, temporarily it is hoped, in the presence of a substantive drive to reduce a budgetary deficit by introducing major cutbacks in so-called nonessentials.

The Problems of Megalopolis Living Have Not Yet Been Solved

Additionally, many of the same problems of megalopolis living described in the 1960s still prevail and are even increasing (e.g., declining infrastructure, transportation gridlocks, overcrowded classes). Yet today, despite identity problems, Canada can take pride in having several times been proclaimed as the best place on earth to live (with the United States not very far behind). Nevertheless, we recognize that the work week is not getting shorter and shorter. Also, Michael's prediction (1962) about four different types of leisure class still seems a distant dream for the large majority of people.

Further, the situation has developed in such a way that the presently maturing generation is finding that fewer good-paying jobs are available and the average annual income is declining (especially if we keep a steadily rising cost of living in mind). What caused this to happen? This is not a simple question to answer. For one thing, despite the rosy picture envisioned a generation ago, one in which we were supposedly entering a new stage for humankind, we are unable today to cope adequately with the multitude of problems that have developed. This situation is true whether inner city, suburbia, exurbia, or small-town living are concerned. Transportation jams and gridlock, for example, are occurring daily as public transportation struggles to meet rising demand for economical transport within the framework of developing megalopolises.

Certainly, megalopolis living trends have not abated and will probably not do so in the predictable future. More and more families, where that unit is still present, need two breadwinners just to survive. Interest rates, although minor cuts are made when economic slowdowns occur, remain quite high. This discourages many people from home ownership. Pollution of air and water continues despite efforts of many to change the present course of development. High-wage industries seem to be "heading south" in search of places where lower wages can be paid. Also, all sorts of crime are still present in our society, a goodly portion of it seemingly brought about by unemployment and rising debt at all levels from the individual to the federal government. The rise in youth crime is especially disturbing. In this respect, it is fortunate in North America that municipal, private-agency, and public recreation has received continuing financial support from the increasingly burdened taxpayer. Even here, however, there has been a definite trend toward user fees for many services.

Still further, functioning in a world that is steadily becoming the “Global Village” that was predicted, we need to think more seriously than ever before about the character and traits for which we should seek to develop in people. The so-called developed nations can only continue to lead or strive for the proverbial good life if children and young people develop the right attitudes (psychologically speaking) toward (1) education, (2) work, (3) use of leisure, (4) participation in government, (5) various types of consumption, and (6) concern for world stability and peace. Make no mistake about it. If we truly desire “the good life,” education for the creative and constructive use of leisure--as a significant part of ongoing general education--should have a unique role to play from here on into the indeterminate future.

What are called the Old World countries all seem to have a “character.” It is almost something that they take for granted. However, it is questionable whether there is anything that can still be called “character” in North America (i.e., in the United States or in Canada). Americans were thought earlier to be heterogeneous and individualistic as a people, as opposed to Canadians. But the Canadian culture--whatever that may be today!--has moved in recent decades toward multiculturalism--not to mention French-speaking Quebec and the many “First Nations”, of course--as people arrived from many different lands. (Of course, modern Canada was founded by two distinct cultures, the English and the French.)

Shortly after the middle of the twentieth century, Commager (1966), the noted historian, enumerated what he believed were some common denominators in American (i.e., U.S.) character. These, he said, were (1) carelessness; (2) openhandedness, generosity, and hospitality; (3) self-indulgence; (4) sentimentality, and even romanticism; (5) gregariousness; (6) materialism; (7) confidence and self-confidence; (8) complacency, bordering occasionally on arrogance; (9) cultivation of the competitive spirit; (10) indifference to, and exasperation with, laws, rules, and regulations; (11) equalitarianism; and (12) resourcefulness (pp. 246-254).

What about Canadian character as opposed to what Commager stated above? To help us in this regard, a generation ago, Lipset (1973) made a perceptive comparison between the two countries. After stating that they probably resemble each other more than any other two countries in the world, he asserted that there seemed to be a rather “consistent pattern of differences between them” (p. 4). He found that certain “special differences” did exist and may be singled out as follows:

Varying origins in their political systems and national identities, varying religious traditions, and varying frontier experiences. In general terms, the value orientations of Canada stem from a counterrevolutionary past, a need to differentiate itself from the United States, the influence of Monarchical institutions, a dominant Anglican religious tradition, and a less individualistic and more governmentally controlled expansion of the Canadian than of the American frontier (p. 5).

What Happened to the Original Enlightenment Ideal?

The achievement of “the good life” for a majority of citizens in the developed nations, a good life that involves a creative and constructive use of leisure as a key part of general education, necessarily implies that a certain type of progress has been made in society. However, we should understand that the chief criterion of progress has undergone a subtle but decisive change since the founding of the United States republic. This development has had a definite influence on Canada and Mexico as well. Such change has been at once a cause and a reflection of the current disenchantment with technology. Recall that the late 18th century was a time of political revolution when monarchies, aristocracies, and the ecclesiastical structure were being challenged on a number of fronts in the Western world. Also, the factory system was undergoing significant change at that time. Such industrial development with its greatly improved machinery “coincided with the formulation and diffusion of the modern Enlightenment idea of history as a record of progress. . . .” ([Leo!]Marx, 1990, p. 5).

Thus, this “new scientific knowledge and accompanying technological power was expected to make possible a comprehensive improvement in all of the conditions of life--social, political, moral, and intellectual as well as material.” This idea did indeed slowly take hold. Eventually it “became the fulcrum of the dominant American world view” (Marx, p. 5). By 1850, however, with the rapid growth of the United States especially, the idea of progress was already being dissociated from the Enlightenment vision of political and social liberation for all citizens whatever their heritage might be.

Technology and Life Improvement.

By the turn of the twentieth century, “the technocratic idea of progress [had become] a belief in the sufficiency of scientific and technological innovation as the basis for general progress” (Marx, p. 9). This came to mean that if scientific-based technologies were permitted to develop in an unconstrained manner, there would be an automatic improvement in all other aspects of life! What happened--because this theory became coupled with onrushing, unbridled capitalism--was that the ideal envisioned by Thomas Jefferson in the United States had been *turned upside down* (1). Instead of social progress being guided by such values as justice, freedom, and self-fulfillment for all people, rich or poor, these goals of vital interest in a democracy were subjugated to a burgeoning society dominated by supposedly more important *instrumental* values (i.e., useful or practical ones for advancing a capitalistic system).

Thus the fundamental question still today is, “which type of values will win out in the long run?” In North America, for example, it seems that a gradually prevailing concept of cultural relativism was increasingly discredited as the 1990s witnessed a sharp clash between (1) those who uphold so-called Western cultural values and (2) those who by their presence are dividing the West along a multitude of ethnic and racial lines. This is occasioning strong efforts to promote fundamentalistic religions and sects--either those present historically or those recently imported--characterized typically by decisive right/wrong morality.

Postmodernism as an Influence

The inclusion of selected world, European, North American, regional, and local developments occurring in the final quarter of the 20th century might seem a bit out of place to some who read this e-monograph. A presentation of these developments was included, because it was felt that this has a relationship to the value system in place in North America. This value system indubitably has a relationship to the type of sport and physical activity education available in the culture. This is so, also, if we listen to the voices of those in the minority within philosophy who are seeking to practice their profession, or promote their discipline. as if it had some connection to the world as it exists. I am referring here, for example to such a philosopher as the late Richard Rorty (1997). He, as a so-called Neo-pragmatist, exhorts the presently “doomed Left” in North America to join the fray again. Their presumed shame should not be bolstered by a mistaken belief that only those who agree with the Marxist position that capitalism must be eradicated are “true Lefts.” Rorty was concerned that philosophy once again become characterized as a “search for wisdom,” a search

that seeks conscientiously and capably to answer the myriad of questions looming before humankind all over the world.

While most philosophers have been “elsewhere engaged,” what has been called postmodernism became a substantive factor in intellectual circles. It has been difficult grappling with the term “postmodern” that appeared in recent years. Somehow it has now become as bad (i.e., misunderstood or garbled) as existentialism, pragmatism, idealism, etc.). Belatedly I recently read with pleasure Borgman's *Crossing the Postmodern Divide* (Chicago, 1992). His assessment of the situation of the “civilization's plight” was realistic, definitely free from what I would characterize as gobbledygook. By that I mean that what I encountered time and again was technical jargon, almost seemingly deliberate obfuscation by people seemingly trying to “fool the public” on this topic. As I see it, if it's worth saying, it must be said carefully and understandably. Otherwise one can't help but think that the writer is a somewhat confused person.

At any rate, in my opinion this effort by Borgman is solid, down-to-earth, and comprehensible up to the final two pages. At the point he veers to Roman Catholicism as the answer to the plight of humankind. It is his right, of course, to state his personal opinion after describing the current situation so accurately. However, if he could have brought himself to it, or if he had thought it might be possible, I would have preferred it if he had spelled out several alternative, yet still possibly desirable, directions for humankind to consider in the 21st century.

Is this modern epoch coming to an end? An epoch approaches closure when many of the fundamental convictions of its advocates are challenged by a substantive minority of the populace. It can be argued that indeed the world is moving into a new epoch as the proponents of postmodernism have been affirming over recent decades. Within such a milieu there are strong indications that all professions are going to have great difficulty crossing this so-called, postmodern gap (chasm, divide, whatever!). Scholars argue that many in democracies, under girded by the various rights being propounded (e.g., individual freedom, privacy), have come to believe that they require a supportive “liberal consensus” within their respective societies.

Post-modernists—whether so termed or not—now form a substantive minority that supports a more humanistic, pragmatic, liberal consensus in society. Within such a milieu there are strong indications that present-day society is going to have difficulty crossing what has been “designated” as the postmodern divide. Traditionalists in democratically oriented political systems may not like

everything they see in front of them today, but as they look elsewhere they flinch even more. After reviewing where society has been, and where it is now, two more questions need to be answered. Where is society heading? And, most importantly, where should it be heading?

Some argue that Nietzsche's philosophy of being, knowledge, and morality supports the basic dichotomy espoused by the philosophy of being in the post-modernistic position. I can understand at once, therefore, why it meets with opposition by those whose thought has been supported by traditional theocentrism (i.e., in the final analysis, it is God "who calls the shots."). It can be argued, also, that many in democracies under girded by the various rights being propounded (e.g., individual freedom, privacy) have come to believe--as stated above--that they require a supportive "liberal consensus." However, conservative, essentialist elements functioning in such political systems feel that the deeper foundation justifying this claim of a requisite, liberal consensus has been never been fully rationalized (keeping their more authoritative orientations in mind, of course). The under girding position supporting the more humanistic, pragmatic, liberal consensus, as I understand it, is what may be called postmodernism.

Postmodernists subscribe largely to a humanistic, anthropocentric belief as opposed to the traditional theocentric position. They would subscribe, therefore, I think, to what Berelson and Steiner in the mid-1960s postulated as a behavioral science image of man and woman. This view characterized the human as a creature continuously adapting reality to his or her own ends (1964). Thus, the authority of theological positions, dogmas, ideologies, and some "scientific infallibilism" is severely challenged. A moderate postmodernist--holding a position I feel able to subscribe to once I am able to bring it all into focus--would at least listen to what the "authority" had written or said before criticizing or rejecting it. A strong postmodernist goes his or her own way by early, almost automatic, rejection of tradition. Then this person presumably relies on a personal interpretation and subsequent diagnosis to muster the authority to challenge any or all icons or "lesser gods" extant in society.

If the above is reasonably accurate, it would seem that a postmodernist might well feel more comfortable by seeking to achieve personal goals through a modified or semi-postmodernistic position as opposed to the traditional stifling position of essentialistic theological realists or idealists. A more pragmatic "value-is-that-which-is-proven-through-experience" orientation leaves the future open-ended. Whatever your personal orientation may be, you will be faced with decisions of varying complexity that must be made every day of your life.

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 humankind from one significant era to another. Moving along in this 21st century, of course, the world is starting down a path that should 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. The combined demand for more at faster speeds is still working steadily to undermine the great vertical hierarchies that have characterized 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, 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, is physical activity education including competitive sport offered within the institution simply (1) a subject matter and (2) an extracurricular activity, respectively, within the educational system of society? Professional education, in which a cadre of physical education teachers 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? Shouldn't these teacher/coaches be called *professional educators* with a specialization in the field of (say) physical activity education and sport?

If the field calls itself a profession, are *two* professions developing now (i.e., physical [activity] education and sport and the more recently evolved 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 a professional group 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. And, of course, where will any evidence of the humanities appear in these programs (e.g., the philosophic aspects of the program)?

In my opinion, despite what happens, 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, philosophically based 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 guarantee that a much greater degree of philosophical competency, as well as management competency training, is included into the diverse programs of professional preparation now being offered for those who choose such a life career.

To put the need for the above discussion, including my recommendations, in historical perspective, I will now "look back" at the origins of physical education and sport history in North America before I seek to analyze present status and make some recommendations about possible future directions.

Professional Preparation for Physical Education in the United States (1861–1900)

The origins of what is now called "sport history" by the North American Society for Sport History may actually be traced back to early teacher training for physical education in the United States. When the various private training schools and state normal schools in the late 19th century—and then some

universities shortly after the turn of the 20th century—began to consider the underlying theory behind what they were teaching professionally, they soon added courses in the history of physical education.

Professional preparation for physical education in the United States didn't start actually until the later years of what Schwendener (1942) identified as the Provincial Period in the history of physical education (1781-1885). The years from 1885-1918 were given the title "The Period of the Waning of European Influence," and from 1918 on was called "The Period of American Physical Education." So it was toward the end of this "Provincial Period," around 1860 that the gymnastic revival of 1860 grew out of the movement to disseminate knowledge of the laws of health (Hartwell, 1960, p. 750). Subsequently the desire grew also to have these "laws" included in the program of school instruction. The innovator, Dio(clesian) Lewis, gave great impetus to this movement when he lectured before the American Institute of Instruction in Boston on August 21, 1860.

Lewis' Normal Institute of Physical Education was the first attempt to prepare teachers of physical education in the United States. The first course opened July 5, 1861 and ran for a ten-week period (Lewis, 1861, p. 663). Instruction was provided in anatomy, physiology, hygiene, and gymnastics. Special work was given explaining Ling's methods for treatment of chronic diseases. It was planned that each student would be able to use 200 different exercises by the end of the 10 weeks. Another feature was a type of student teaching with each participant having the opportunity to lead a small class. During the seven years of the school's existence, 421 men and women graduated (Eastman, 1891). These people met much of the demand for instructors in the "new gymnastics" that came first from New England cities, and later from all over the country.

The second such program began through the efforts of leaders in the societies of the North American *Turnerbund*. In 1856, the *Turners* at their convention in Pittsburgh, PA. recommended the inauguration of a teacher-training school. However, for several reasons, including the outbreak of the Civil War, the normal school was not opened until November 22, 1866 in New York City with an enrollment of 19 men (Metzner, 1924). It was a traveling school and was conducted subsequently in Chicago, Milwaukee, and Indianapolis (Brosius, 1896, pp. 165-168).

The course offered by the *Turnerbund* included lectures on the history and aims of the German *Turners*, anatomy and esthetics in their relation to gymnastics, and first aid. Other course work included gymnastic nomenclature, the theory of the different gymnastic systems, and practical instruction with special attention to the training of boys and girls. By 1885 this curriculum had expanded to include the history and literature of physical training, a bit of the history of civilization, the essentials of physiology, some of the principles of education, and something about the German and English languages and literature. A little time was spent also on fencing and wrestling (Rathmann, 1886, pp. 22-27).

Although the first schools for the training of physical educators started in Boston and New York City, respectively, California was the first state in the United States to pass a statewide mandatory physical education provision in 1866. With the adoption of a new constitution in 1879, this provision was abolished. However, it is important to note that the worth of physical education was recognized as far west as early as the post-Civil War era (Degroot, 1940, pp. 63-65).

Very little information has been published about the early effort of the various state normal schools in training teachers of physical education. Although the beginnings seem unimpressive today, they are worthy of mention. The Mankato State Teachers College of Minnesota offered a type of teacher-training course in physical training in 1868. West Chester State Teachers College in Pennsylvania is said to have had a two-year normal course (a minor for a select group!) in physical training in 1871. However, the first gymnasium was not erected at West Chester until the early 1890's with Dr. & Mrs. Ehinger in charge (Bramwell and Hughes, 1894, pp. 130-131).

The First Important Decade. Actually the first important decade in physical education, from many standpoints, was the period from 1880 to 1890. It was especially significant because so many sound teacher education programs were established. A growing conviction had developed that teachers of physical education needed to be carefully and thoroughly prepared for their work. Hartwell spoke of the measure of success attained by a few normal and training schools for the teaching of the principles [!] and practice of physical education (Hartwell, 1899, p. 550).

In this connection he mentioned (1) Sargent's Normal School at Cambridge (1881); (2) Anderson's Normal School at Brooklyn (1886); (3) The Physical Department of the International Young Men's Christian Association

Training School at Springfield, Mass. (1887?); (4) The Boston Normal School of Gymnastics (1889); and (5) the Posse Normal School of Boston (1890)--as well as the Turnlehrer Seminar in Milwaukee (discussed previously above). Each of these schools, at the time of Hartwell's report, offered a course of theoretical and practical work that extended for two years. There were summer schools as well; especially prominent were those of (1) the American Gymnastic Union (Turners), (2) the Chautauqua School of Physical Education (1886), (3) the Harvard Summer School of Physical Training (1887), and (4) the summer course of the International Young Men's Christian Association Training School (later named Springfield College).

In considering the first normal school mentioned above, for example, the Corporation of Harvard College had appointed Dudley Allen Sargent, M.D., as director of the recently completed Hemenway Gymnasium and assistant professor of physical training in 1879 (Van Dalen *et al.*, 1953, p. 392). Two years later Sargent began to train teachers of physical training. Oddly enough, this did not take place with men or with Harvard College. The beginning was in the "sanatory Gymnasium" opened for the benefit the young women studying in the "Harvard annex," now called Radcliffe College. From 1882 until 1904 a total of 261 women completed the regular course in theory and practice.

A prominent early leader. Delphine Hanna, closed out her own program of studies at Sargent's Normal School and went to teach at Oberlin College in Ohio. She is reported as taking with her a deep conviction that the teaching of gymnastics should be founded in science with resultant genuine bodybuilding. Her first teacher-training courses in physical education began at Oberlin in 1866 (Zeigler, 1950, p. 40). Although Luther Halsey Gulick, later of Springfield College, had known her but a short time, her friendship and influence became the determining spark of his life. He left Oberlin right away to study under Sargent in Boston.

The developing interest in the underlying rationale for physical education resulted in the founding of the Association for the Advancement of Physical Education at Adelphi Academy, Brooklyn, NY on Nov. 15, 1885. William G. Anderson, M.D., later under of what was eventually called Arnold College, and also director of the early Yale Gymnasium, had the inspiration to start the organization that added the word "American" to its title in the following year. This is the professional group that is today designated as the American Alliance for Health, Physical Education, Recreation, and Dance. Among those present at this first meeting were Anderson, Sargent, Edward Hitchcock of Amherst

College, William Blaikie (author of *How to Get Strong*), Dio Lewis, R. J. Roberts (later of Springfield College), W. L. Savage (found of another training school), J. W. Seaver of Yale, and other interested people making a total of sixty (*Proceedings of the AAPE*, 1885, pp. 2-3). The succeeding meetings of this group until 1890 were characterized by reports from various members of the Association. The topics of these reports ranged from the underlying philosophy of physical education to a discussion of military drill--and even to the use of the sphygmograph (Leonard, 1915, p. 115).

Another milestone in the history of physical education in this period was the organization of the historically noteworthy "Conference in the Interest of Physical Training" by Mrs. Mary Hemenway (and her colleague, Miss Homans). Four sessions were held in Boston on November 29-30, 1899 (Barrows, 1889), Several thousand interested persons attended these meeting that were presided over by William T. Harris, United States Commissioner of Education. Representatives of the various physical training systems extant at the time presented papers extolling the basic philosophy of their educational systems. For example, Heinrich Metzner, one of the first instructors in the Normal College of the American Gymnastic Union, discussed the German system of gymnastics. Baron Nils Posse explained the Swedish system's chief characteristics in the second session. This was followed by Edward Hitchcock's discussion of the essential principles for the direction of a college department of physical education and hygiene. The third session was highlighted by Dudley A. Sargent's presentation of the system of physical training that he was instituting at Harvard's Hemenway Gymnasium. It was reported that spirited discussion followed all four addresses.

The standard of living improved considerably during the period from 1890 to 1920. Although 20 percent of the population was foreign born, the culture was gradually becoming more Americanized in keeping with the original "melting pot" concept being promoted. In the process both organized religion and education were finding it necessary to renew their claims for recognition and acceptance. In the case of religion the impact and validity of Darwin's theory of evolution was considerable. This had an effect on Sabbath observance generally.

In the field of general education of the public, American educators were becoming more critical of both the content of the curriculum as well as the methods of instruction employed. John Dewey led the way in socializing the school program more than had been possible previously. Since the programs offered were changing at all three educational levels, physical educators were

struggling to find their field's place in the curriculum. Leaders such as Sargent, Hartwell, and Anderson gave continued impetus to the field's efforts.

In this early period, teacher training in the colleges and universities was in most cases evidently no better than the normal school training. Over a period of time, chairs of pedagogy had been introduced to provide college level instruction for beginning teachers. Unfortunately these programs were almost completely theoretical in nature with no provision for practice teaching. It seems that the colleges and universities were uncertain about the role they should play in teacher education. Many of these institutions had traditionally neglected the technical phases of teaching since this subject was considered unscientific, and consequently unnecessary. [This belief still exists to a considerable extent in the minds of many college and university professors--especially those instructors who are not connected to departments or schools of professional education.] However, a demand for these services had come about because of the tremendous growth in the number of public high schools. By this time many normal schools devoted solely to producing "gymnastics teachers" had sprung up, but they could not solve the problem for long. Thus, with concern, certain colleges and universities authorized departments of physical training to offer teacher education courses in this decade from 1890 to 1900.

It was during this period that a number of different, but related, developments took place—each with its own philosophical orientation. For example, the Swedish gymnastics movement began. Organized camping for children and young people started, as did the playground movement in cities. Sports continued their rapid rise to popularity with a consequent lessening of interest in the more formal gymnastics. Such activities as golf, tennis, and handball were introduced. American football and baseball, as team games, enjoyed increasing popularity both as games to be played and as spectator sports. Basketball, invented in 1891 at Springfield College, was started on its way to achieving a high goal--the country's foremost indoor team sport.

Physical education, probably because of its supposedly nonacademic nature, became identified with the movement that included vocational training and household arts in the school curriculum. Physical education could attribute a surge in interest in gymnastics because of the onset of the Spanish-American War. At the beginning of the 20th century, this position was strengthened by the impact of such leaders as Thomas Dennison Wood, Luther Halsey Gulick, and Clark Hetherington.

The Professional Preparation of Physical Education Teachers (1900 to 1950 approx.)

In the first half of the 20th century, the professional preparation of those men and women who would subsequently administer, teach, and coach in the physical activity programs involving sport, exercise, play, and expressive movement in schools, colleges, and universities 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).

After World War I, 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.

The Need to Develop a Personal Philosophy

As is probably true with most people—even those entering into so-called “service professions”—the large majority of professionals in physical (activity) education and (educational) sport haven't had the opportunity, or haven't taken the time, to carefully develop their personal philosophies. They arrive at an implicit philosophy of life naturally, of course, but only rarely has this philosophic stance been worked out rationally with care and concern. Granted, along the way there has been a great deal of discussion about aims and objectives, but it has usually been carried out in each and every related academic course in such a helter-skelter fashion that they want no more of it thereafter. Students today are typically anxious to learn the much more tangible competencies and skills that they can use on the job. And so most leave us as graduates not really knowing fundamentally why they are doing anything and where they are heading “philosophically.”

Graduates of professional programs of physical (activity) education and (educational) sport need exactly the same sort of progression in *history*, philosophy, and management of physical education and sport that they usually follow in anatomy and physiology and the subsequent applied aspects of these subjects. Individuals striving to function intelligently in society need an understanding of the historical and sociological foundations of our society. They will then be able to study and to appreciate fully the backgrounds of their own field and the persistent problems that have been faced through the ages. Second, a professional person needs a philosophy of life. Our disciplinary-oriented (kinesiology!) students never take an introductory course in philosophy, and those who continue into professional education programs quite probably don't get a course experience in educational philosophy (even where such exist anymore).

We in the field of physical (activity) education have only to look at present programs with their shifting emphases to realize that we are, to quite a degree, vacillating practitioners. This is not only true for us in physical (activity) education, and it is also true for most practitioners in our allied professions as well. Why is this happening? I believe this is so because most of our experienced leaders have not themselves worked out personal philosophies that are consistent and logical in their various phases! So where does that leave the remainder of professional practitioners?

When a person becomes a member of an established profession, we assume that he or she will exert some degree of leadership in this line of endeavor. We

should be able to expect that this individual has at least some of the “basic building blocks” required to establish what might be called a life purpose. Is this too much to ask? Yet, strangely enough, even many of our leaders become hazy when asked to express a philosophy. To be sure, they have a lot of opinions, isolated and at times basically contradictory. It's a little like saying, “I'm for good and against evil.” The difficulty comes when we are asked to define what's good and what's evil, or what is right action and what would be a wrong move.

Where does physical activity education fit into life's picture today? Actually, I like to define our field of endeavor as “developmental physical activity in exercise, sport, and related expressive movement for normal, accelerated, and special populations throughout life.” What does this consist of? Why is it needed? What does it do to a child, a young person, an adult, an older man or woman? To what extent can we prove that it does what we say it does? On this basis, what could, or should, its future be? Only tenable theory will provide the answer.

(**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 Bates College in Lewiston, Maine and managed to graduate in 1940 with a major in German. During those four years I worked a minimum of 20 hours a week during the school year and full time during the summer months. (My step-father was a minister earning a low salary.) Also, there were literally (!) 16 extra-curricular 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 at Yale University 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 "involvements" (i.e., full-time graduate school and full-time employment) subsequently proved to be difficult and unsatisfactory. 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, the men's swim team I was coaching 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., the "history endeavors" of the author), I must mention that during the period of my education at the various educational levels, I had actually taken a number of history courses, but this experience could be called "smorgasbord" because what it added up what might be called a "minor" in that subject matter area. 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. This presented another dilemma. If I wanted to work at the

university level, I need to figure out a way to acquire a doctoral degree. Hence, having completed the M.A. degree in German at Yale in 1944, I was somehow 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 at Yale. my employer, caught my interest with his embryonic plan to develop a program at Yale in which an undergraduate would elect several teacher–education courses in physical education as part of their baccalaureate-degree experience prior to teaching in this type of school or academy. 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 was so busy with my teaching and coaching responsibilities, not to mention the taking of graduate work in two different universities at the same time, that the thought of publishing “anything” never crossed my mind. However, my first article in the field was published in 1958, and that surprisingly came at the behest of Dr. Josephine Rathbone of Columbia Teachers College. I was taking courses there weekends while still working full time at Yale

in physical education and athletics and following through with the doctoral study about the history of professional preparation in my field in the School of Education there. (How all that got accomplished, I still do not know...)

Then, 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 we found 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. Any "leading" I had done was truly of an ad-hoc nature. Fortunately, despite my coaching involvement in two "aggressive" sports (football and wrestling), I was never imbued with a "now hear this mentality" displayed by so many administrators and coaches. Actually, I was at this point a "veteran" of 10 years of teaching and coaching in the field. Now 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. Later, in 1956, I "transferred this approach" from The University of Western Ontario to The University of Michigan (Ann Arbor) 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 research endeavors there in the historical, philosophical, and administrative aspects of physical education, 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.

Note: The reader will note at this point that I have divided the subsequent, narrative portion of "my encounter" into decades. In

addition, the various items of my scholarly output and the various so-called professional involvements (e.g., conference presentations, invited lectures) are also listed in *reverse* chronological order, decade by decade in the first three appendices below (Appendices A, B, and C)

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.

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 along with the others. (Dr. Paul Hunsicker was actually the head of the Department of Physical Education. It was an odd administrative arrangement, but because of our relationship as colleagues and friends, there was no problem) 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 graduate study in the field 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 broadened and improved approach to research in the field.

I realized that a solid effort was needed to begin the development of a body of under girding theoretical knowledge that might be applied to practice. 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 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, as well as in the area of administration/management (!), 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 studies, for example, that had been completed from the mid-1920s on.

Resultantly Professors McCristal, Huelster, Matthews, and I argued at that point that theses and dissertations in these areas ought to have a significantly greater theoretical orientation. The goal was to provide practitioners in physical education and educational athletics, for example, 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. Concurrently, I continued to accept graduate student advisees interested in carrying out either historical or philosophical studies—not to mention studies of a descriptive nature.

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 witnessed the development of the National Association for Sport and Physical Education (NASPE) within American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). We conjectured about what 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

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 for the large (two-year) instructional program required for all students at the time. Soon we were doing well in the graduate program in the social science and humanities aspects, as well as in the already established natural sciences of the graduate curriculum. A solid thrust in administrative theory and practice employing descriptive research method 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. Hence, he 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% of their salaries in the department—and they 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 at the University. 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 (a 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, it seemed 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 both 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 faculty members 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 at the time 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 organizational 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 was: "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. I had the opportunity to advise doctoral and master's students in the history, philosophy, and administrative aspects of the field. Nevertheless, I felt forced to request that my term as the administrator should be for five years (instead of the seven-year term also possible (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 to me personally, but in the main they seemed to understand that we were facing a "stacked deck." Eventually, when an outside candidate for the post as dean was selected and then had a heart attack, the vice-president urged the selection committee to accept a former chairman as dean. He was a competent person with 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 felt forced to "discreetly retreat" 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. It was

during the 1970s, however, that I was able to make a significant contribution to the “historical component” of my scholarly contribution in the field.

In 1968 while still at Illinois, *Problems in the History and Philosophy of Physical Education and Sport* was published (Englewood Cliffs, NJ: Prentice-Hall). This was followed in 1971 by an edited and authored volume in which I was joined by Max Howell and Marianna Trekell. It was titled *Research in History, Philosophy, and International Aspects of Physical Education and Sport* (Champaign, IL: Stipes). Shortly thereafter *A History of Sport and Physical Education to 1900* was published; I was editor and author of selected essays in the volume (Champaign, IL: Stipes, 1973) that related to world history in our field.

Then I shifted my focus in historical investigation back to North America. So, in 1975, I was editor and author of selected historical essays in *A History of Physical Education and Sport in the United States and Canada*. (Champaign, IL: Stipes, 1975). (I included a minor section about Canadian physical education and sport history in this book because I felt it would be a way to let the United States know that “something was happening in the field above the border..) Finally in the 1970s I was the editor and author of a relatively brief world history titled *A History of Physical Education and Sport*. (Englewood Cliffs, NJ: Prentice-Hall, 1979.)

The 1980s

In the 1980s, only one book was added to the history aspect of my portfolio. It was a revised edition of *History of Physical Education and Sport*. (Champaign, IL: Stipes, 1988). It was a period when I was publishing in other areas of the field, and I was also involved heavily with publications in other areas of the field as well as helping in the formation and early promotion of the North American Society for Sport Management. 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 phase of my 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. 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 and nemesis--the former vice-president academic, now as chancellor of the University--who ushered me into "emeritus status" at convocation in 1989!)

The 1990s and the Early 21st Century

I believe I can honestly say that it wasn't "all downhill" after mandatory retirement finally set in... Some people should be guided "out the door" in their mid-60s; others shouldn't be forced to "get out of the way." I was just fortunate that I had the desire and health to continue to make a contribution to this day (June, 2009), and I'm not finished yet...

In 1991, the book *Sport and Physical Education: Past, Present, Future*. (Champaign, IL: Stipes,) appeared, but after that--with the exception of several articles, abstracts, and book reviews relating to the history of the field--I was elsewhere involved with publications in the other categories of my career-long interest: philosophy, management, international & comparative area, professional preparation concerns, and general areas of interest.

However, after beginning to move to Canada's west coast in the early 1990s, I did return to attempt to "wrap things up" and make a further contribution to physical education and sport history at the beginning of the 21st century. (I did this after a brief effort from 2001 to 2004 to get involved with the writing of trade books seeking to "make our case" with the public.) First, my *Socio-Cultural Foundations of Physical Education and Educational Sport* (Aachen, Germany: Meyer and Meyer Sports) was published in 2003. This was really an updated version of my first philosophy text publication from 1964. (A second edition of that was published in 1989.) However, the 2003 effort was broadened in scope so as to fall under the "newly minted" socio-cultural foundations thrust in the field. Prof. Bert Carron of the University of Western Ontario helped me out significantly here by contributing an excellent chapter on the social psychological foundations of our field.

Then, in 2005, I published *History of American Physical Education and Educational Sport* (Victoria, BC: Trafford). This was followed in 2006 by *Sport and Physical Education in the Middle Ages: Historical Studies* (Victoria, BC: Trafford), an edited/authored version about a period in history that has always fascinated me.

Although I was also publishing in other areas throughout these few years, I decided to tackle another history book starting in 2007. It was titled *Human Sport and Physical Activity in World History: A Persistent Problems Analysis* (Victoria, BC: Trafford, 2009). Writing a sport and physical activity history like this for the profession, and also for the “trade market” (i.e., the general public), was not my original intention. However, things changed when the truly significant work, a *magnum opus*, by Robert G. Osterhoudt arrived at my door in 2006. His memorable accomplishment is titled *Sport as a form of human fulfillment: An organic philosophy of sport history* (Victoria, BC, Canada: Trafford, ISBN 1-4120-4659-9)

What Osterhoudt accomplished, based on his specific definition, is the presentation of “a synthetic philosophy of world history (from an Hegelian, an organic perspective) having principally to do with sport”. *In accomplishing this, he has produced a world history per se that also includes the history of sport!* He explained further that his effort “is grounded in the broad vision of philosophy; it is oriented to the basic form and contents of history; and it is pointed mainly at the fundamental character and development of sport” (p. iii). This statement warrants further delineation.

Understanding what Osterhoudt means by use of the phrase “from an organic perspective” is crucial to the understanding of his important work (and also to what I will shortly explain below!). Explained more precisely by Dr. Osterhoudt:

It is an organic philosophy of world sport history which comments on the essential factors (the characteristic and decisive factors, the dominant tendencies) in the origin, development, nature, and purpose of human culture and its sporting attributes. It aims at a systematic and comprehensive account of the place of sport in human life... (p. iii).

It was my pleasure subsequently to be invited to write a book review of this effort for the academic journal *Sport, Ethics, and Philosophy*. I accepted this challenge because I wanted to draw further attention to *Osterhoudt’s conclusion that sport as a*

social force was not typically bringing about the type of human fulfillment worldwide that it could (or should!).

As I thought about this important issue further, it occurred to me that this subject could also be brought to the attention of the literate world in another interesting way. What I mean by this assertion is that the persistent (recurring) problems of this important life activity (i.e., sport and related physical activity) should also be discussed and understood individually as both the social forces and professional problems they engender. In this way people might fully comprehend the scope of each “problem” throughout human history *even though there would not be the same amount of detail as is included in Osterhoudt’s volumes mentioned above*

More specifically, what do I mean by this statement? The answer to this question can be explained in one way at least. In just about every sport and/or physical activity education history book available, the reader finds a unilateral historical narrative of the topic under consideration in which the author takes the reader through a chronological treatment of the subject with relatively little effort at interpretation. However, in this present book I strove to place the various subject in socio-cultural perspective instead of only attempting to summarize the world history of sport and physical activity education (with final emphasis on North America, a conclusion that I somewhat ruefully confess).

I can argue that I am using a more "analytic" approach to the understanding of the field's history. The usual chronological approach to writing history typically makes good (and perhaps “easier”) reading, of course. However, I believe the approach used in this 2009 effort is ultimately more insightful and interpretive for someone wishing to understand the subject and its impact on society more deeply. Here the subject is placed into a different historical perspective. The usually encountered, unilateral historical narrative beginning with primitive society and concluding with the 21st century has been recast into an historical review of the persistent or recurring problems of (1) philosophy, (2) philosophy of education, and (3) sport and physical activity education. The delineation is limited to those persistent, recurring problems that have emerged throughout recorded history in sufficient quantity for intelligible qualitative analysis.

Finally, although there is no originality involved, *American Sport and Physical Education History (to 1975)* (Victoria, BC: Trafford, 2009). There is nothing new here. This is the 1975 publication that has been reissued under another name with the Canadian material removed. I wanted to see this happen so that people

in my field might be reminded about “where we were” and “how we got there” in physical education and sport. I am very concerned about concurrent developments in the educational field and specifically about what’s happening in *my* field! The movement looking to the almost 100% "scientification" of the overall field of physical activity education (and sport) 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 the way 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 under girding 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.

Despite 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 evolving 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?

Concluding Statement

As I consider my career in the promotion of physical education and educational sport, I am very glad that I saw the need for me to make a careful study of history as a first prerequisite along the way to full understanding of my field and its present and future role in society. As I write these words, I cannot help but express deep concern about its future. Children and youth at all academic levels are not typically getting an opportunity to take part in a fine physical & health education program. This is true whether they are “normal” or “special-interest” young people.

Additionally, my study of the history of our field has shown me that interscholastic and intercollegiate sport competition has much to offer young people, but it must be carefully monitored and maintained by administrators with sound educational philosophies. In addition if competitive sport can indeed make a vital contribution to people’s lives, why don’t we see to it that the 95+ percent of children and young people have a fine intramural sport program throughout their educational years?

Our subject matter field and the related disciplinary endeavor under girding it most assuredly needs to know “where it has been, and how it got there.” By continuous, careful assessment of “where and what we are at present,” the guideposts for the future should be somewhat more readily apparent. We need all of the help—and then some!—that we can get in this truly perplexing world situation.

**A Summary of Books
on the
History of Physical Education and Sport
Authored and/or Edited by Earle F. Zeigler
(in reverse chronological order)**

Sport and Physical Activity in Human History. Victoria, BC: Trafford, 2009.

American Sport and Physical Education History (to 1975). Victoria, BC:
Trafford, 2009

Sport and Physical Education in the Middle Ages: Historical Studies. Victoria,
BC: Trafford, 2006.

History and Analysis of American Physical Education and Educational Sport.
Victoria, BC: Trafford, 2005.

Socio-Cultural Foundations of Physical Education and Educational Sport.
Aachen, Germany: Meyer and Meyer Sports, 2003.

Sport and Physical Education: Past, Present, Future. Champaign, IL: Stipes,
1991.

History of Physical Education and Sport (Rev. Ed.). Editor and 2/5 author.
Champaign, IL: Stipes, 1988.

A History of Physical Education and Sport. Editor and 2/5 author. Englewood
Cliffs, NJ: Prentice-Hall, 1979.

A History of Physical Education and Sport in the United States and Canada.
Champaign, IL: Stipes, 1975. (Zeigler was editor and author of selected historical
essays in this volume.)

A History of Sport and Physical Education to 1900. Champaign, IL: Stipes,
1973. (Zeigler was editor and author of selected essays in this volume.)

Research in History, Philosophy, and International Aspects of Physical Education
and Sport. (Ed. & author of selected essays along with M.L. Howell and M.
Trekell). Champaign, IL: Stipes, 1971.

Problems in the History and Philosophy of Physical Education and Sport.
Englewood Cliffs, NJ: Prentice-Hall, 1968.

A History of Professional Preparation for Physical Education in the United States,
1861-1961. Eugene, OR: University Microcards.
(This was a Ph.D. dissertation completed at Yale University in 1950.)

**A Bibliography of 55 Articles, Abstracts, and Book Reviews published
about
the History of Sport and Physical Education
(from 1951-2006)
(in reverse chronological order)**

The 2000s

Book Review: Sport as a Form of Human Fulfillment: An Organic Philosophy of Sport History by R. G. Osterhoudt. *Sport, Ethics and Philosophy*. Vol. 2, No. 3, December 2008, 367-368

DVD Production: Was one of three physical education and sport historians invited to appear in the **2005** DVD production titled "History of Physical Education in the United States released by Insight-Media, New York City, NY.

The 1990s

"Chivalry's Influence on Sport and Physical Training in Medieval Europe," Canadian Journal of History of Sport, XXIV, 1 (May 1993), 1-28.

"Using the Rays from History's Shining Lantern As We Face an Uncertain Future," Journal of Sport Management, 6, 3 (Sept. 1992), 206-214.

Book Review: Health, Fitness, Sport, and American Society by Harvey Green. Baltimore, MD: John Hopkins Press, 1988 in Quest (1991), 43, 1 (April), 102-103.

Abstract: (With Robert K. Barney). "Planning and Development Leading to a Centre for Olympic Studies," in Proceedings of NASSH (S. Slowikowski, Ed.), University Park, PA: NASSH, 1990, 17.

"Concepts and Factors Underlying North American Culture as a Backdrop to Physical Education and Sport Development," Journal of Physical Education & Sport Sciences (India), II, 1 (January 1990), 14-37.

The 1980s

"Commentary: John Marshall Carter's 'The Study of Medieval Sports and Pastimes: The NASSH Generation'," in Proceedings of NASSH (S. Slowikowski, Ed.), Clemson, SC, 1989, 74-76.

"The Sport Hero Phenomenon: A Model Derived from the Social Sciences and the Humanities (Part 2)," in International Journal of Physical Education, XXV, 4 (4th quarter 1988), 9-12.

"Selected Historical Theses on Physical Education and Sport," in Sport History (D. A. Noverr and L. E. Ziewacz, Eds.). NY: Marcus Wiener, 1987, pp. 93-96.

"The Sport Hero Phenomenon: A Model Derived from the Social Sciences and Humanities (Part 1)," in IJPE, XXV, 2 (2nd quarter 1988), 23-26.

Abstract: "The Sport Hero (ine): Lessons from the Social Sciences and Humanities," in Proceedings of NASSH, 1987, Capital University, Columbus, OH, p. 65.

"Babe Ruth or Lou Gehrig: A United States' Dilemma," in The Physical Educator, 44, 2 (Spring 1987), 325-329.

"Professional Preparation Concerns of the Normal College of the American Gymnastic Union (1866-1919)," in Canadian Journal of History of Sport, XVIII, 1 (May 1987), 19-35.

Abstract: "Professional Preparation Concerns of the Normal College of the American Gymnastic Union (1866-1919)," in Proceedings of NASSH (D. K. Wiggins, Ed.), Vancouver, Brit. Columbia, 1986, 42.

"A Survey History of Physical Education and Sport," in Sport History (D. A. Noverr and L. E. Ziewacz, Eds.). NY: Marcus Wiener, 1987, pp. 70-82.

"Undergraduate Professional Preparation in Physical Education in the United States from 1960 to the Present," The Physical Educator, 43, 1 (Winter 1986), 2-6.

Abstract: "Babe Ruth or Lou Gehrig: A United States Dilemma," in Proceedings of the North American Society for Sport History (D. K. Wiggins, Ed.), Univ. of Wisconsin, Lacrosse, 1985, 43-44.

"Reaction to J. L. Arbena's 'Funding Big-Time Intercollegiate Athletics: Fifty Years of the Clemson Iptay Club,'" in Proceedings of the NASSH (D. K. Wiggins, Ed.), Univ. of Wisconsin, Lacrosse, 1985, p. 21.

"Reaction to A. Lipping's 'Charles W. Eliot: Conflict of Intercollegiate Athletics in Liberal Arts Education,'" in Proceedings of the NASSH, Univ. of Wisconsin, Lacrosse, p. 22.

"Seward Staley on Sports Education--Fifty Years Ahead of His Time," in Proceedings of the S. C. Staley Symposium, Urbana-Champaign, IL: College of Applied Life Studies, University of Illinois, 1984, pp. 1-8.

"The Illinois Slush-Fund Scandal of the 1960s: A Preliminary Analysis," The Physical Educator, 42, 2 (Spring 1985), 82-88.

Abstract: "The Illinois Slush-Fund Scandal of the 1960s: A Preliminary Analysis," in Proceedings of NASSH, Louisville, KY, May 17-20, 1984, p. 34.

Book Review: History of American Physical Education and Sport by Welch, Paula D. and Lerch, Harold A. Springfield, IL: C. C. Thomas, 1981 in Canadian Journal of History of Sport, XIV, 2 (December 1983, 92-93.

Abstract: "Concepts and Factors Underlying North American Culture As a Backdrop to Physical Education and Sport Development," in Proceedings of the NASSH. Mont Alto, PA, May 27-30, 1983, p. 44.

"Issues and Problems Facing the Developing Researcher in Sport and Physical Education History," in Sport History Research Methodology (R. Day and P. Lindsay, Eds.). Edmonton: University of Alberta, 1982, pp. 11-24.

"Excellent Teaching of Sport and Physical Education History Demands Interpretive Criteria," The Physical Educator, 39, 1 (March 1982), 47-52.

"Leona Holbrook, Physical Educator Superb," Comparative Physical Education and Sport, 7, 2 (1981), 24-29.

"The Ancient Olympic Games," in The Academy Papers (#14) (M. Gladys Scott, Ed.). Reston, VA: American Academy of Physical Education, 1980, pp. 11-14. (A series of slides accompanied this presentation.)

"The Development of the Art and Science of Sport and Physical Education in North America: A Preliminary Analysis," in the Proceedings of the International Seminar on the History of Sport Sciences (G. Wonneberger, Ed.). Leipzig, DDR: German College for Physical Education, 1980, Vol. 1, pp. 146-172.

"An Evolving Canadian Tradition in the New World of Physical Education and Sport," in The R. Tait McKenzie Memorial Addresses (S. A. Davidson & P. Blackstock, Eds.). Ottawa, Canada: The Can. Assoc. for HPER, 1980, pp. 53-62.

"The Past, Present, and Recommended Future Development of Physical Education and Sport in North America," in The Academy Papers (#13) (M. Gladys Scott, Ed.). Washington, DC: The Amner. Alliance for HPERD, 1980, pp. 9-19.

The 1970s

Abstract: "The Later Middle Ages: Life, Education, and Patterns of Sport and Physical Activity," in Proceedings of NASSH, 1978, pp. 7-8.

"A History of Graduate Study in Physical Education in the United States," in Briefings #5 (R. S. Feingold, ed.). Published by NAPECW/NCPEAM, May, 1978.

"The Early Middle Ages: Life, Education, and Patterns of Sport and Physical Activity," Canadian Journal of History of Sport and Physical Education, VIII, 2 (December 1977), 35-50.

"Sport and Physical Activity in Israeli Life Within Jewish Culture," in Proceedings of the Second International Seminar, Physical Education and Sport in the Jewish History and Culture, Wingate Institute for Physical Education and Sport, Nathanya, Israel, 1977, pp. 7-21.

"Relationships in Physical Education: A Viewpoint from History and Philosophy," in The Academy Papers (#11) (M. Gladys Scott, ed.). Washington, DC: AAHPER, 1977, pp. 14-23.

"The Future as History in Sport and Physical Education," Canadian Journal of Applied Sport Sciences, 2, 1 (April 1977), 1-8.

"A Proposal for the Establishment of University Centers for the History, Philosophy, and Comparative Aspects of Physical Education and Sport," in Proceedings of the Third Canadian Symposium on the History of Sport and Physical Education. Halifax, Nova Scotia: Dalhousie University, Aug. 18-21. (Pages not numbered). (R.G. Glassford made a significant contribution to this article.)

Teacher Training Program in Physical Education in the United States," Canadian Journal of History of Sport and Physical Education, V, 1 (May 1974), 38-46.

"A Brief Descriptive History of Graduate Study in Physical Education in the United States to 1950," in Proceedings of the International Seminar on the History of Sport. Chatenay-Malabry 92, France: ENSEPS, Vol. 2, 13, 1972. (No page numbers).

"An Historical Analysis of the Professional Master's Degree in Physical Education in the United States," Canadian Journal of History of Sport and Physical Education, III, 2 (May 1972), 44-68.

"A Brief Chronicle of Sport and Physical Activity for Women," in Proceedings of the 2nd Canadian Symposium on the History of Sport and Physical Education. Ottawa, Canada: Sport Canada Directorate, 1972, pp. 377-395.

"Research in the History, Philosophy, and International Aspects of Physical Education and Sport," Track and Field Quarterly Review, 72, 1 (February 1972), 58-60.

"The Historical Role of Sport in Selected Societies: An Approach to Description, Explanation, and Evaluation," in Proceedings of the 2nd World Symposium on the History of Sport and Physical Education. Banff, Alberta: University of Alberta, 1971, pp. 115-125.

"Putting the Greek Ideal in Perspective in North American Athletics Today," in Athletics in America (A. W. Flath, Ed.). Corvallis, OR: Oregon State University Press, 1972, pp. 79-85.

"A Brief History of Dance in Physical Education and Recreation," Canadian Journal of History of Sport and Physical Education, 2, 1 (May 1971), 1-13.

The 1960s

"First International Seminar on the History of Physical Education and Sport," in Proceedings of the National College Physical Education Association for Men, Minneapolis, MN, 1969, pp. 132-135.

"A Biased View of History, Historiography, and Physical Education and Sport," in Proceedings of the First Canadian Symposium on the History of Sport and Physical Education. Ottawa, Canada: Fitness and Amateur Sport Directorate, 1970, pp. 625-543.

"Introduction to the History of Physical Education and Sport," Can. Journal of History of Sport and Physical Education, 1, 1 (May 1970), 4-7.

"Persistent Historical Problems of Physical Education and Sport," in Proceedings of the First International Seminar on the History of Physical Education and Sport. Nathanya, Israel: Wingate Institute, 1968, pp. 1-13.

"A History of the Big Ten Body-of-Knowledge Project," Quest, IX (December 1967), 79-84. (with King J. McCristal).

"The History of Physical Education and Sport," FIEP-Bulletin, 3-4 (1967), 41-45.

Book Review: A Brief History of Physical Education in India, by K. Rajagopalan. Delhi: Army Publishers, 1963, in The Physical Educator, 22, 1 (March 1965), 45.

"Amateurism, Semiprofessionalism, and Professionalism in Sport: A Persistent Historical Problem," in Flath, A. W., A History of Relations between the National Collegiate Athletic Association and the Amateur Athletic Union of the United States (1905-1963). Champaign, IL: Stipes, 1964, pp. ix-xxiii.

"Selected Historical Dates in Professional Preparation for Physical Education in the United States, 1861-1919," The Physical Educator, 21, 1 (March 1964), 35-36.

"A History of Professional Preparation for Physical Education in the United States, 1861-1961," in Professional Preparation in Health Education, Physical Education, Recreation Education. Washington, DC: AAHPER, pp. 116-133.

**A Listing of 58 Elective and Appointed Offices Held,
Invited Presentations, and Papers Presented
about the
History of Physical Education and Sport
(in reverse chronological order)**

Presented a paper ("Chivalry As a Social Force in Later Medieval Europe") at the annual meeting of NASSH, May 26, 1991, Chicago, IL.

The 1980s

Presented the 1st Annual Earle F. Zeigler Lecture ("Using History to Explain What to Avoid and What to Do As We Face an Uncertain Future") at the annual meeting of the North American Society for Sport Management, Calgary, Alberta, Canada, June 3, 1989.

Presented a paper ("Planning and Development Leading to a Centre for Olympic Studies in a University Setting") at the annual meeting of NASSH, May 25-29, 1989, Banff Centre, Alberta, Canada.

Presented a reactor paper, "The Undergraduate Core Course in Sport and Physical Education History," to the Sport History Academy, NASPE, AAHPERD, Boston, MA, April 23, 1989.

Appointed in July, 1988 to a three-year term as a member of the Book Award Committee of the North American Society for Sport History.

Presented a paper ("The Sport Hero [ine] Phenomenon: Lessons from the Social Sciences and Humanities") at the annual meeting of NASSH, May 22-25, 1987, Capital University, Columbus, OH.

Served as chairperson, Ioannides Classics Memorial Lecture Committee, The University of Western Ontario, London, Canada, 1985-1989.

Presented a paper ("A Comparative Analysis of Undergraduate Professional Preparation in Physical Education in the United States and Canada from 1960-1985") at the Fifth International ISCPES Symposium, Univ. of British Columbia, May 27, 1986.

Presented a paper ("Professional Preparation Concerns of the Normal College of the American Gymnastic Union from 1866 to 1919") at the 14th Annual Convention of NASSH, The Univ. of Brit. Columbia, Vancouver, May 25, 1986.

Presented a paper ("Babe Ruth or Lou Gehrig: A United States' Dilemma") at the 13th Annual Convention of NASSH, University of Wisconsin, Lacrosse, May 24-28, 1985.

Presented a paper ("Undergraduate Professional Preparation in Physical Education from 1960 to the Present") at the 100th Centennial Convention of AAHPERD, Atlanta, Georgia, April 20, 1985.

Presented a paper ("The Illinois Slush-Fund Scandal of the 1960s") at the 12th Annual Convention of the NASSH, Louisville, KY, Shelby Campus, May 19, 1984.

Presented a paper ("Concepts and Factors Underlying North American Culture As a Backdrop to Physical Education and Sport Development") at the 11th Annual Convention of the NASSH, Mont Alto, PA, May 30, 1983.

Attended the 5th Canadian Symposium on the History of Sport and Physical Education, University of Toronto, Toronto, Ontario, Aug. 26-29, 1982.

Presented a historical paper at the University of Alberta, May 29, 1980 to a graduate seminar on sport and physical education history.

Presented a historical paper at the Annual Meeting of NASSH, Banff, Alberta, May 26, 1980.

Invited as Lansdowne Visiting Scholar to the University of Victoria, British Columbia, February 25-29, 1980 to speak on historical and philosophical topics related to the field.

The 1970s

Accepted an appointment as member of the advisory board for the Arno Press Sport History Collection.

Invited as one of several keynote speakers at the opening session of the International Seminar on Sport History sponsored by the Scientific Council for

Physical Culture and Sport of the German Democratic Republic (DDR), East Berlin, Nov. 6-9, 1979. Topic was related to the historical development of sport art and science in North America in the 20th century.

Invited to present opening paper to the American Academy of Physical Education tracing the historical development of physical education in the United States in relation to the allied professions and the sub-disciplinary aspects of the field, March 14, 1979.

Presented a paper at the annual meeting of NASSH, University of Maryland, College Park, MD, May 25, 1978.

Invited to present opening paper at the 2nd International Seminar on Physical Education and Sport in the Jewish History and Culture, Wingate Institute, Nathanya, Israel, July 6, 1977.

Presented paper on sport and physical activity history at the annual convention of the Can. Assoc. for HPER, Acadia University, Wolfville, Nova Scotia, June 14-17, 1977.

Presented a paper on sport and physical activity history at annual meeting of NASSH, May 18, 1977.

Invited speaker at the School of HPER, Central Michigan University, Mt. Pleasant, MI, Feb. 23-24, 1977. The theme of a series of talks was historical and philosophical issues in physical education and sport.

Presented an invited address, the Ruth Diamond Levinson Lecture, on a topic related to the history of sport and physical activity for women, University of Nebraska, Lincoln, NB, Feb. 3, 1977.

Accepted re-appointment as member of the Editorial Review Board of the *Canadian Journal of the History of Sport and Physical Education*, July, 1976.

Accepted appointment as chairman of the Affiliations Committee of the North American Society for Sport History.

Invited as M. L. Howell Lecturer, Annual Meeting of NASSH, Eugene, Oregon, June 15-19, 1976. Also chaired the opening program session on historiography as related to sport history.

Served as chairman and program convener for the History of Sport and Physical Education Section, AAHPER Convention, Milwaukee, Wisconsin, April 2, 1976.

Presented a paper at Annual Meeting of NASSH, The Univ. of Western Ontario, London, Ontario, May 11, 1974. The paper related to contrasting philosophies of professional preparation in physical education history in the United States.

Accepted invitation to serve on the Editorial Review Board of the *Canadian Journal of the History of Sport and Physical Education*, July, 1973.

Paper was read at the Annual Meeting of the International Association for the History of Physical Education and Sport, July 11-14, 1973.

Served as external examiner for doctoral thesis of Michael Salter, University of Alberta, Edmonton, August 4, 1972.

Presented paper at the 2nd Canadian Symposium on the History of Sport and Physical Education, Windsor, Ontario, May 3, 1972.

Presented three historical papers on undergraduate and graduate professional preparation in physical education in the United States at the International Seminar on Doctoral Study in Physical Education, National Institute of Physical Education and Sport, Madrid, Spain, June 28-30, 1971

Presented a paper at the 2nd World Symposium on the History of Sport and Physical Education, Banff, Alberta, June 1, 1971.

Presented a paper at the History of Sport Section, AAHPER Convention, Detroit, Michigan, April 5, 1971.

Presented an invited paper on sport history at Illinois State University, Bloomington/Normal, Illinois, Feb. 18, 1971. The theme of the paper was on the history and problems of competitive sport.

Presented a paper on sport and physical history at the Research Section, Illinois Association for HPER Convention, Chicago, Nov. 19, 1970. The theme related to developments in women's sport.

The 1960s

Served as external examiner for the first two Ph.D. thesis orals in Canada and the "British Empire," University of Alberta, Edmonton, July 25, 1969. The graduates were Drs. Peter Lindsay and A. Cox.

Was invited keynote speaker at the First Canadian Symposium on the History of Sport and Physical Education, University of Alberta, Edmonton, May 13, 1970.

Presented a paper on dance history and philosophy to the Department of Physical Education for Women, Northern Illinois University, DeKalb, Illinois, July 1, 1969.

Presented a paper to the History of Sport Section, as well as a separate historical slide presentation, to the Annual Meeting of the National College Physical Education Association for Men, Durham, North Carolina, July 9-11, 1969.

Served as external examiner for doctoral study (his second doctoral degree) for M. L. Howell, University of Stellenbosch, South Africa, November, 1968.

Presented a paper at the First International Seminar on the History of Physical Education and Sport, Wingate Institute, Nathanya, Israel, April 10, 1968.

Presented a paper to the Faculty of Physical Education and Recreation, University of Alberta, Edmonton, Feb. 23, 1968. The topic was related to the status of research in the history and philosophy of physical education and sport.

Presented a paper as chairman of the Committee on History, Philosophy, and Comparative Physical Education to the Western Conference (Big Ten) Physical Directors Meeting, Chicago, Chicago, December 8-9, 1966.

Chaired program (as chairman-elect) of the History and Philosophy Section, AAHPER Convention, Chicago, Illinois, March 18-22, 1966.

Served as Division Historian, General Division, AAHPER, 1965-66.

Invited speaker on the history and philosophy of physical education and sport, University of Wisconsin, Madison, WI, July 8-9, 1965.

Presented a paper on the history and philosophy of physical education and sport to the Western Conference (Big Ten) Directors of Physical Education, University of Illinois, Champaign, IL, December 10-11, 1964.

Appointed as Division Historian, Physical Education, AAHPER, 1963-1964.

Elected Secretary-elect, History of Sport Section, College Physical Education Association, San Francisco, CA, December, 1962.

Invited speaker at the National Conference on Professional Preparation, AAHPER, Washington, DC, January 8-12, 1962. Spoke on the historical development of professional preparation for physical education in the United States.

Chaired, History of Sport Session, Annual Meeting, College Physical Education Association, Kansas City, MO, Dec. 27-30, 1961.

Accepted three-year appointment to Historical Records Committee, AAHPER, Washington, DC, May, 1961.

(Note: Professor Zeigler also served as either major thesis advisor for master's and doctoral students or as a thesis committee member in connection with theses relating to sport and physical education history. Beginning in the late 1950s after his appointment at The University of Michigan, Ann Arbor, such involvement continued for 37 years until mandatory retirement. Since then, to the present day, he has assisted graduate students in this regard.)

Appendix B
A Summary of Books and Articles
With a Philosophical Orientation
Re Physical Education and Sport

Earle F. Zeigler

What should be said in what is being called a summary of contributions to books and articles published with a philosophical orientation? To answer my own question, I followed the advice of Richard Morland of Stetson University who was one of the first who helped to move physical education and sport philosophy to the “next stage” in its development within the field in the late 1950s (His groundbreaking doctoral study was completed in 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.*”

(Note: What brought this to mind was my recollection of an earlier famous physician (to remain unnamed here) who turned physical educator and became famous. He recommended vividly and strongly a "democracy-in-action" approach for administrators. This was praiseworthy, except that he was uniformly viewed as being an autocratic department head by his colleagues who worked with him daily.)

Following Morland's dictum about reviewing one's "actual involvement" to see what a person really 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.

(Note: The term "sport and physical education" was often used because the professional body is called the National Association for Sport and Physical Education within the American Alliance for Health, Physical Education, Recreation, and Dance. Professor Zeigler started in the profession in 1941 as a teacher-coach and didn't publish his first article until 1948. Since then he has published 41 books and monographs up to and including 2007. He has also published a total of 408 articles in five sub-disciplinary aspects and/or professional aspects within the profession of sport and physical education: the philosophical, historical, managerial,

comparative & international, and the professional preparational (not to mention a number of articles of a more general nature. Articles, books, and monographs included below relate to the philosophical aspects of the field only (!). The reader will have to judge the extent to which they may have made a contribution to development in that area. They are listed in chronological order.)

Books and Monographs

In 1960, I wrote one of the first comprehensive textbooks in the field designed to help the professional student develop a personal philosophy of physical, health, and recreation education.

Philosophical Foundations for Physical, Health, and Recreation Education (Prentice-Hall, 1964).

At the same time, I wrote a monograph that was in essence an introduction to philosophy of religion. It was originally intended to be Chapter #4 in the 1964 publication above. (However, the editor thought that it was not appropriate for inclusion. I argued that it was because a person's religious stance often has implications for his/her involvement in our field's activities. The editor's view prevailed; so, the material was published separately.)

A Brief Introduction to the Philosophy of Religion (Stipes, 1964).

Harold J. VanderZwaag was the first person to do his doctoral dissertation work in the subdisciplinary area of physical education and sport philosophy under my supervision at The University of Michigan. Based on his beliefs and understanding, he completed an outstanding study that delineated what we felt was an "essentialistic stance" in regard to the field. It then seemed to be a "natural" for us to produce a monograph with the essence of his findings and that of my efforts to delineate a "progressivistic stance" in the 1964 publication listed above.

Physical Education: Progressivism or Essentialism (Stipes, 1966).
(With H. J. VanderZwaag.)

As several approaches arose designed to help prepare professional students develop an understanding of their "philosophic stances," it occurred to me that

John S. Brubacher's "persistent problems approach" could be related to a more concise philosophically oriented text similar to the one published by me in 1964. This was an adaptation of his approach to education generally that I brought to bear on the philosophy of physical education and sport.

Problems in the History and Philosophy of Physical Education and Sport (Prentice-Hall, 1968).

This book in the Prentice-Hall Foundations Series was designed to offer a persistent or recurring problems approach to the history and philosophy of physical education and sport. Immediately following the presentation of each persistent (or recurring) historical problem (e.g., nationalism and economics as *societal* problems; professional preparation and methods of instruction as *professional* problems), each problem is analyzed in light of the leading philosophical tendencies in the Western world.

Research in the History, Philosophy, and Comparative Aspects of Physical Education and Sport (Stipes, 1971). (With M. L. Howell and M. Trekell).

This publication was the first step designed to ensure that these three aspects (i.e., history, philosophy, and international & comparative) of the developing profession/discipline of physical education and sport would be faithfully recorded, analyzed, interpreted, interpreted, and reported. In the past there had been many historical investigations, but the need for philosophic analyses and comparative international studies had not been appreciated sufficiently.

Personalizing Sport and Physical Education Philosophy (Stipes, 1975).

This volume was a collection of some of the articles and chapters that had been published by the author between 1960 and 1975. This was the period in which he had become involved in the writing of physical education and sport philosophy material in the "new" sub discipline of the field. The papers explain historically how this area evolved including discussion of the various types of philosophizing extant.

Physical Education and Sport Philosophy (Prentice-Hall, 1977).

This book in The Prentice-Hall Foundations of Physical Education and Sport Series was based on the author's own philosophical inquiry—and both directly and

indirectly on the endeavor of many colleagues outside of the sub discipline itself. The contents were introductory in nature for the basic course taken by the undergraduate professional student. A philosophic analysis of persistent historical problems in the field was included.

Issues in North American Physical Education and Sport (Wash., DC: AAHPERD, 1979).

Selected papers presented by the author between 1973 and 1977 are included in this volume included in the AAHPER Leaders Speak Series. Collectively the essays may be characterized as both pure and applied. They vary from a discussion of “the role of sport and physical activity in the good life” to an analysis of the implications of existentialism for such activity. Three of the papers employ the methodological techniques of conceptual and language analysis.

Physical Education and Sport: An Introduction (Lea & Febiger, 1982).

This book is an edited introductory text to the field that includes sections by other colleagues as well. Included are philosophical essays by Harold J. VanderZwaag and the author/editor. It was designed to meet the needs of (1) those who are using it as part of their general education, and (2) those who are using it as an introduction to the field in which they intend to specialize professionally. Accordingly it includes both subdisciplinary and professional chapters on the various aspects of the overall field.

Ethics and Morality in Sport and Physical Education: An Experiential Approach (Stipes, 1984).

This experiential approach to the learning of ethics in sport and physical education was designed to meet the needs of a new generation of professional practitioners in the field, people who will be practicing professionally in the art and science of human performance as it may be employed in sport, dance, play, and/or exercise. An examination of the teaching/learning sequence of experiences reveals an approach grounded by what are recognized as some of the best teaching techniques available in an evolving democracy.

Assessing Sport and Physical Education: Diagnosis and Projection (Stipes, 1986).

This publication was a sequel to *Issues in North American Sport and Physical Education and Sport* published in the AAHPERD Leaders Speak Series in 1979. It included some 24 papers selected from more than 80 papers published since the earlier

volume appeared. The essays covered a number of vital issues or problems confronting the profession of sport and physical education in the 1980s, concerns that will in most cases continue into the 21st century.

Sport and Physical Education Philosophy. (Dubuque, IA: Benchmark/W.C. Brown: 1989)

This text was designed to help the prospective physical educator/coach develop a personal philosophy related to his/her field. In the process the hope was that the individual would come to understand the meaning and significance of a developing profession/discipline. The prospective professional is urged to analyze himself/herself to a greater extent than ever before. The hope is that a consistent overall philosophy will result. Today there is still a great need for this book.

Sport and Physical Education: Past, Present, Future. (Champaign, IL: Stipes, 1991).

The purpose of this book was to provide a synoptic overview of the field of sport and physical education as defined by the National Association for Sport and Physical Education within the umbrella AAHPERD, as well as to professional student and practicing professional practitioners with the CAHPERD in Canada. The author sought to lay out a plan whereby the profession could actualize its potential at a time when the future seemed to be cloudy. A brief prologue discusses the choosing of a career in the field.

Professional Ethics for Sport Managers. (Champaign, IL: Stipes, 1992).

This monograph in the Stipes Series provided an introduction to the vital subject of professional ethics for sport and physical education managers. Professional creeds and codes were being developed at the time by most professions, but they can become nothing more than “wallpaper” unless the theoretical considerations are understood and carried over into practice. The monograph can be used independently or in conjunction with a standard sport management text. Laboratory experiences are included along with questions for discussion.

Critical Thinking for the Professions of Health, Sport and Physical Education, Recreation, and Dance. Champaign, IL: Stipes Publishing Co., 1994.

This publication introduced the subject of critical thinking (or informal logic) to the allied professions for the first time. In these difficult times the ability to reason clearly was deemed a timely subject for both managers and practitioners. The

ability to understand, criticize, and construct arguments was felt to be important for all aspiring professionals. This material based on informal logic is applied to both the professional and managerial tasks of the allied professionals.

Physical Education and Kinesiology in North America: Professional and Scholarly Foundations. Champaign, IL: Stipes Publishing Co., 1994. (Edited and co-authored).

The purpose of this foundations text was to describe what the knowledge base of the recognized disciplinary/professional subject matters (e.g., functional effects of physical activity; curriculum theory & program development) contained at that time in North America. Philosophical considerations were written in a section titled “Background, Meaning, and Intercultural Significance.”

Who Knows What's Right Anymore? (A Guide to Personal Decision-Making). Victoria, BC: Trafford (2002)

This was the first of four books in which the author sought to “take our case to the public.” (All of his previous books starting back in 1959 had been written with the profession/discipline of physical education and sport in mind.) This comprehensive book was designed to offer the young person or adult—heading into the 21st century—with an introduction to ethical decision making in all aspects of his/her life (personal, professional, or environmental). It offers a basic, multi-phased (i.e., 1, 2, 3, 4) approach that can be uniquely helpful to the individual.

Whatever Happened to “The Good Life?” (or Assessing Your “RQ” (Recreation Quotient)). Victoria, BC: Trafford (2002).

The second of the four trade books based on the offering of our field was written to help people answer “the good-life question” for themselves. The reader has the opportunity to determine his/her own “RQ” or recreation quotient based on current involvement in a broad spectrum of recreational pursuits (e.g., communicative recreational interests, physical recreational interests). The idea is to help people achieve happiness satisfaction, and a high quality of life. Because of its fundamental importance, the reader will also for self-assessment both “socio-culturally” and “philosophically”.

Socio-Cultural Foundations of Physical Education and Educational Sport. Aachen: Germany: Meyer & Meyer (2003).

This text was published in English in Germany. The plan was to help the reader develop an understanding of the socio-cultural foundations of developmental physical activity as they relate to the developing field of kinesiology/physical education in North America. The author believes strongly that the social science and humanities aspects of the field must be maintained along with a strong natural-science component in the professional preparation curriculum. An outstanding section by A. V. Carron on the social-psychological aspects of the discipline is included.

A Way Out of Ethical Confusion (Untangling the Values Fiasco in North America). Victoria, Canada: Trafford (2004)

The third of the author's "trade-book barrage" was written because the author found himself increasingly upset by the direction in which the world was heading. He feels that people are confused about the values they hold, that they need to reconsider them, and then they need to assess more carefully on a regular basis whether they are living up to the values they say that they hold. Because he views this as a "crisis situation," after initially assessing the situation, he provides a background for the remainder of the book by discussing the North American situation in the postmodern age. After explaining the "ethical gap" that exists, and yet how we are being called upon daily to make important ethical decisions, the reader is offered an "easy-entry" approach to sound ethical decision-making in matters of personal, professional, or environmental concern.

Through the Eyes of a Concerned Liberal (Why North Americans Must Wake Up Soon). Victoria, Canada: Trafford (2004).

This volume is the fourth volume of the author's trade-book series. In it he argues that the socio-political position of (small-l) liberalism is the only one that can get America back on course toward the now-vanishing "enlightenment ideal". This was what the founding fathers envisioned: a time when all of the conditions of life—social, political, moral, and intellectual—would be realized for everyone (i.e. the so-called "American dream"). Included are 49 short essays, columns, and self-evaluation devices that reflect the author's liberal stance looking to "the good life" in a hopefully free society.

Applied Ethics for Sport and Physical Activity Professionals. Victoria, Canada: Trafford (2007)

The author's most recent effort relates to sport and physical activity education philosophy treated the subject of applied ethics for professional practitioners in the field. This text offers an approach to ethical decision-making of all types: personal, professional, and environmental (including societal). Here the author continues with his ongoing effort to bring the subject of sport and physical education "down to earth" for the practicing professional on the "firing line" daily. A variety of "laboratory experience," cases in which the prospective teacher/coach can come to grips with a number of significant ethical problems, are included to help the professional avoid possible "ethical missteps" on the job.

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Appendix C

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 administrators of physical education and athletics.

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 extra-curricular 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 under girding 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.)

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 management--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 has rapidly become 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.

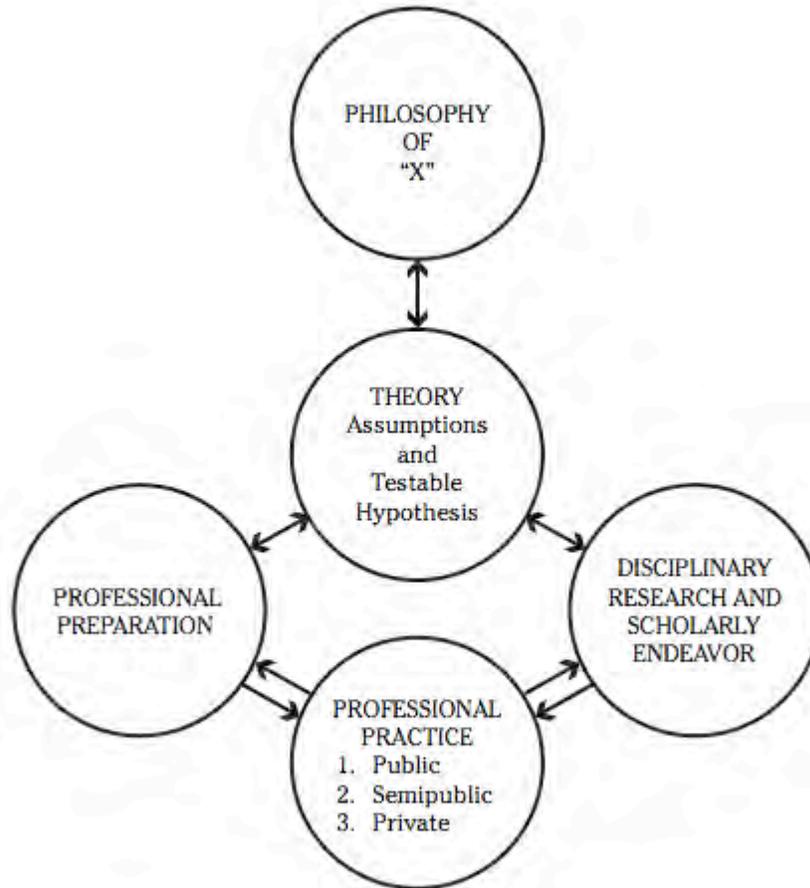
Then in 1966 the Illinois Slush-Fund Scandal, as it was subsequently called, broke with definite repercussions for the entire College of Physical Education. There were literally 17 different male athletic coaches and

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."

Figure 1
A Model for Optimum Development of a Field Called "X"



Earle Zeigler, Ph.D.

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 "sport-speak" 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).

Figure 2

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.

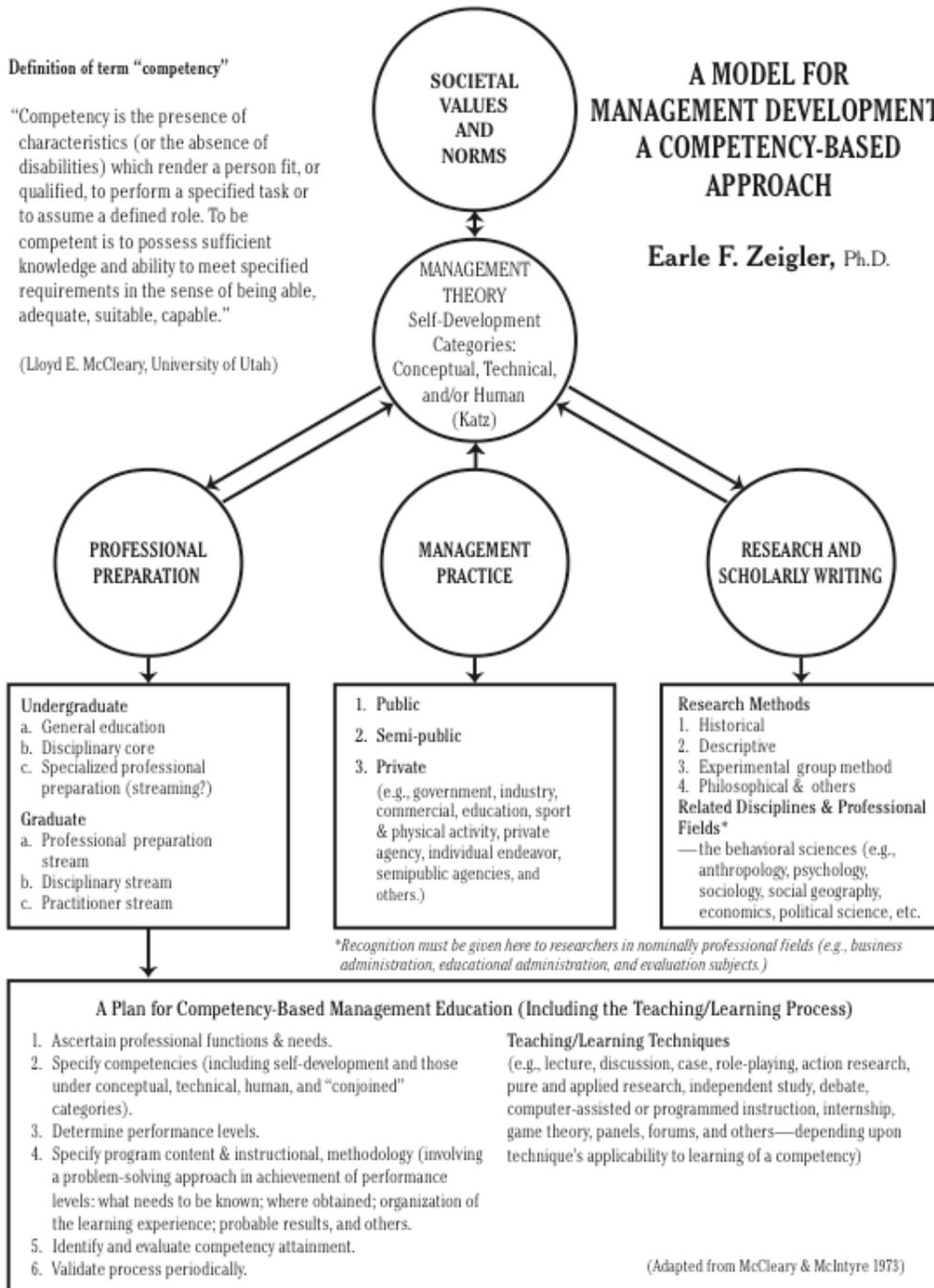
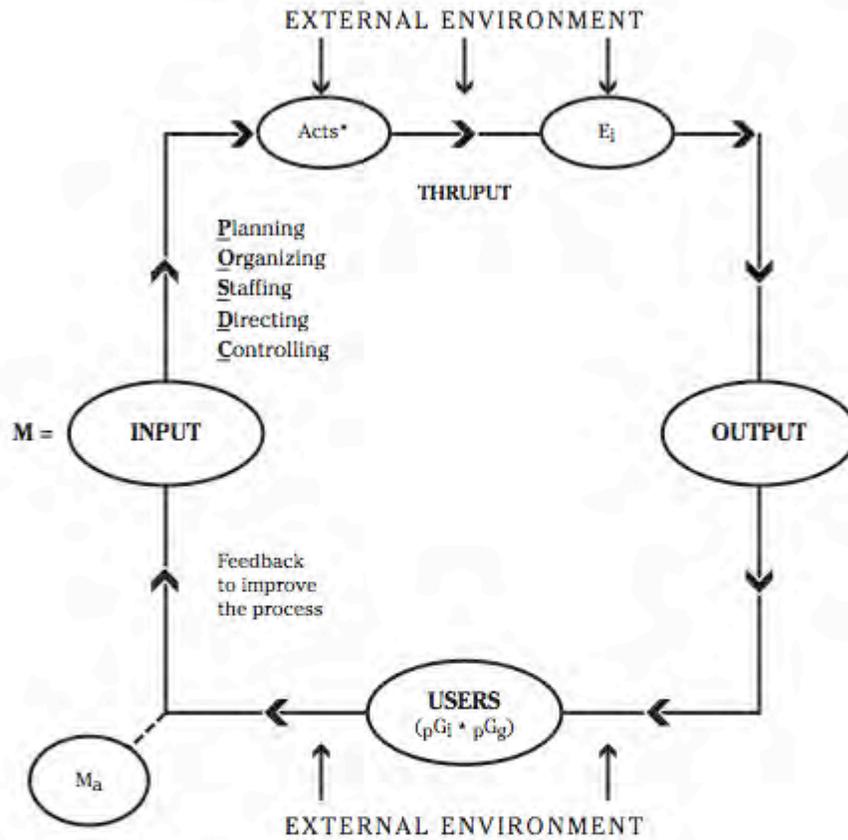


Figure 3
A Schematic Model for Managerial Achievement



- Key:**
M - Management
M_a - Managerial Achievement
E_i - 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 Zelgler, Ph.D.

1980s

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 under girding 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 of Contributions to Physical Activity Education and Sport Management

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
(See 1951, 1967, 1987, 1992, 1995 under References.)

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
(See 1960, 1966, 1968, 1992, 1995 under References.)

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.

10. Pioneered, with Gary W. Bowie, a Competency-based Approach to Professional Training.
(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
(See Chapter 5 in 1983 Zeigler/Bowie text index.)

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 of 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
(See 1992 under References.)

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 (See 1959, 1972, 1979, 1982, 1989, and 1995 (text with Bowie] reference, pp. 4-10.)

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?"

**Books and Monographs Relating to Sport &
Physical Activity Education MANAGEMENT (1959-2010)
(by Earle F. Zeigler)**

1. *Administration of Physical Education and Athletics*. Englewood Cliffs, NJ: Prentice-Hall, 1959.
2. *The Case Method Approach: Instructional Manual*. Englewood Cliffs, NJ: Prentice-Hall, 1959.
3. *Administrative Theory and Practice in Physical Education and Athletics* (with M. J. Spaeth). Englewood Cliffs, NJ: Prentice-Hall, 1975.
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5. *Management Competency Development in Sport and Physical Education* (with G. Bowie). Philadelphia, PA: Lea & Febiger, 1983.
6. *Strategic Market Planning: An Aid to the Evaluation of an Athletic/Recreation Program* (with J. Campbell). Champaign, IL: Stipes, 1984.
7. *Change Process in Sport and Physical Education Management* (with A. Mikalachki and G. Leyshon). Champaign, IL: Stipes, 1988.
8. *Competency Development in Sport and Physical Education Management* (with G. Bowie and R. Paris). Champaign, IL: Stipes, 1988.
9. *Applied Ethics for Sport Managers*. Champaign, IL: Stipes, 1992.
10. *Critical Thinking for the Professions of Health, Sport & Physical Education, Recreation, and Dance*. Champaign, IL: Stipes, 1994.
11. *Management Competency Development in Sport and Physical Education: A Laboratory Manual*. (With Gary A. Bowie). Champaign, IL: Stipes Publishing Co., 1995.
12. *A Selected, Annotated Bibliography of Completed Research on Management Theory and Practice in Physical Education and Athletics to 1972 (Including a Background Essay)*. Champaign, IL: Stipes Publishing Co.. 1995.
13. *Management Competency Development for Physical Activity Education & Educational Sport; A Laboratory Manual* (with Gary A, Bowie). Victoria, BC, Canada: Trafford, 2007.
14. *The Managerial Environment of Physical Activity Education & Educational Sport*. Victoria, Canada: Trafford, 2008.
15. *Management Theory and Practice in Physical Activity Education (including Athletics)*. Bloomington, IN: Trafford, 2010.

16. Management of Sport and Physical Activity: The Case Method Approach. Bloomington, IN: Trafford, 2012.

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(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.)

- Zeigler, E. F. & Bowie, G. W. (2008). *Management Competency Development in Physical Activity Education & Athletics*. Victoria, BC: Trafford.
- Zeigler, E. F. (2009). *The Managerial Environment of Physical Activity Education and Educational Sport*. Victoria, BC: Trafford

**Books and Monographs Relating to Sport &
Physical Education Management (1959-2012)**

(by E. F. Zeigler)

1. *Administration of Physical Education and Athletics*. Englewood Cliffs, NJ: Prentice-Hall, 1959.
2. *The Case Method Approach: Instructional Manual*. Englewood Cliffs, NJ: Prentice-Hall, 1959.
3. *Administrative Theory and Practice in Physical Education and Athletics* (with M. J. Spaeth). Englewood Cliffs, NJ: Prentice-Hall, 1975.
4. *Decision-Making in Physical Education and Athletics Administration*. Champaign, IL: Stipes, 1982.
5. *Management Competency Development in Sport and Physical Education* (with G. Bowie). Philadelphia, PA: Lea & Febiger, 1983.
6. *Strategic Market Planning: An Aid to the Evaluation of an Athletic/Recreation Program* (with J. Campbell). Champaign, IL: Stipes, 1984.
7. *Change Process in Sport and Physical Education Management* (with A. Mikalachki and G. Leyshon). Champaign, IL: Stipes, 1988.
8. *Competency Development in Sport and Physical Education Management* (with G. Bowie and R. Paris). Champaign, IL: Stipes, 1988.
9. *Applied Ethics for Sport Managers*. Champaign, IL: Stipes, 1992.
10. *Critical Thinking for the Professions of Health, Sport & Physical Education, Recreation, and Dance*. Champaign, IL: Stipes, 1994.
11. *Management Competency Development in Sport and Physical Education: A Laboratory Manual*. (With Gary A. Bowie). Champaign, IL: Stipes Publishing Co., 1995.
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13. *Management Competency Development for Physical Activity Education & Educational Sport; A Laboratory Manual*. (with Gary W. Bowie). Victoria, Canada: Trafford., 1997.
14. *The Managerial Environment of Physical Activity Education & Educational Sport*. Victoria, Canada: Trafford, 2008
15. *Management Theory and Practice in Physical Activity*

Education (including Athletics). Bloomington, IN: Trafford, 2010.

(Note: This text is designed to be used cooperatively (if desired) with *Management Competency Development for Physical Activity Education & Educational Sport; A Laboratory Manual listed above.*)

16. *Sport and physical activity management: A case method approach*. Bloomington, IN: Trafford, 2012.

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 (1) that sound fitness and exercise programs are readily available to all concerned; (2) that excellent opportunities for highly competitive and recreationally competitive sport are provided; (3) that special programs of an adapted nature are made available for those with remedial or permanent physical handicaps. and (4) that well-planned 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. . . .

Abbreviated Resume, Earle F. Zeigler, Ph.D.

In 2012, Earle F. Zeigler, a dual citizen of Canada and America, has taught, researched and administered units at Yale University (1943-49), University of Connecticut (1944-1949, part-time), The University of Michigan (1956-63), University of Illinois, C-U (1963- 71), and The Univ. of Western Ontario (1949-56 and 1971-89).

Dr. Zeigler writes primarily on North American human values, ethics, and personal decision-making. His broad areas of interest are physical activity education, sport, education, religion, management, and the future. A past president of the International Association for the Philosophy of Sport, he was elected hon. past president of the North American Society for Sport Management in 1986. In 1981-82, he was president of National Association of Kinesiology (formerly the American Academy of Kinesiology and Physical Education).

All together Zeigler has published 55 books and monographs and 445 articles. 21 books and monographs have been completed since the turn of the century. In 2008 he received the Recognition Award of the North American Society for Sport History.

Zeigler has been recognized by the granting of the top five awards in his field (Honour Award, CAHPERD, 1975; Amer. Alliance for HPERD Scholar-of-the-Year, 1977; Honor Award, AAHPERD, 1981; the Hetherington Award, American Academy of Kinesiology and Physical Education, 1989; Gulick Medal, AAHPERD, 1990; and Recognition Award, No. Amer. Soc. For Sport History, 2008. Zeigler has further been recognized by election to Who's Who in Canada, Who's Who in America, and Who's Who in the World.

Zeigler has received three honorary doctorates (LL.D., 1975, Univ. of Windsor, Canada, D.Sc.,1997, University of Lethbridge, Canada, and LL.D., 2008, The Univ. of Western Ontario, Canada). Having worked full time 25 years professionally in each country, he became the only person nominated by both Canada and the United States for original Fellow status in the No. Amer. Society for Health, Phys. Educ., Rec, Dance, and Sport Professionals.

CV Specifics

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2. 105-8560 Gen. Currie Rd., Richmond, BC, Canada V6Y1M2
3. Tel. & FAX: (604) 270-8414 Email: <efzeigler@shaw.ca>
4. Ph.D., Educational History & Philosophy,
Yale University, CT, 1951 (Feb.)

“Graduate minor” in physical & health education
Columbia Teachers College
New York City / 1946-1947

M.A., Germanic Languages
Yale University, CT, 1944

“Undergraduate minor” in physical education
Arnold College,
New Haven, CT / 1943-45

Majored in German
A.B., Bates College, ME, 1940

5. Professor Emeritus, The University of Western Ontario
London, ON, Canada

(Was department head from 1950-1956; went to
The University of Michigan from 1956-63 [chair of dept.
In School of Education from 1960-63] ; went to
University of Illinois in 1963 [dept. head from 1964
-68]; and then became first dean of the newly
created Faculty of Physical Education at The University
of Western Ontario from 1972-1977; mandatory
retirement in 1985, but continued part-time until 1989.)

6. Semi-retired presently (continuing with writing, teaching,
consulting, and lecturing)

Honors and Distinctions

Canadian Who is Who (1975)

Honour Award, Canadian Assoc. for Health, Phys. Educ. & Rec. (1975)

Doctor of Laws (LL.D.), honoris causa, University of Windsor (1975)

Who is Who in the Midwest (1976)

Dictionary of International Biography (1978)

Named Alliance Scholar-of-the-Year, American Alliance for Health, Physical Education, Recreation, and Dance (1978)

Who is Who in America (1979)

Distinguished Service Award, Intern. Relations Council, AAHPERD(1979)

Lansdowne Visiting Scholar, University of Victoria, Brit. Col.(1980)

Honor Award, Amer. Alliance for HPERD (1981)

Who is Who in the World (1982)

Invited to presented the 3rd Dudley Allen Sargent Memorial Lecture to the National Assoc. for Physical Education in Higher Education (1983)

Distinguished Visiting Professor, Phi Epsilon Kappa Fraternity Lecture Series, Central Michigan State University (1984)

Fellow Award, Can. Assoc. for Health, Phys. Educ. & Rec. (1986)

Special Presidential Citation, Canadian Association for HPER (1986)

Outstanding Teacher Award, Physical Education Students' Council, The University of Western Ontario 1987)

North American Society for Sport Management created the Annual Earle Zeigler Lecture (1988)

Distinguished Service Award, International Society for Comparative Physical Education and Sport (1988)

Hetherington Award, American Academy of Physical Education (1989)

The title "Sport Historian Emeritus" conferred by the North American Society for Sport History (1989)

The Earle Zeigler Scholarship established by the Faculty of Physical Education, The Univ. of Western Ontario (1989)

Inducted into Swimming Wall of Honour, The University of Western Ontario (2000)

The Luther Halsey Gulick Medal of the American Alliance for Health, Physical Education, Recreation, and Dance awarded (1990)

The Annual Earle Zeigler Lecture established by Faculty of Physical Education (now Kinesiology), The Univ. of Western Ontario (1990)

Inducted into Wrestling Wall of Fame, The University of Western Ontario (1991)

The Oberteuffer Memorial Distinguished Lecturer, The Ohio State University, Columbus, OH (1993)

Recognized as Canadian Sport History Scholar (one of six) at Canadian Symposium on History of Sport, Calgary, AB (1994)

Selected as the first Human Movement Sciences & Education Distinguished Scholar, University of Memphis, TN (1994)

Listed in *The International Who's Who in Sport Pedagogy: Theory and Research* (1994)

Faculty of Kinesiology, The Univ, of Western Ontario voted to name the annually awarded Honors B.A. Gold Medal "The Dr. Earle F. Zeigler Medal." (1994)

Inducted into The University of Western Ontario "W" Club Hall of Fame (Builder Category) (1995)

Who is Who in American Education (1996)

Awarded Doctor of Science (D.Sc.), honoris causa, University of Lethbridge, 1997.

Inducted by the American Alliance for Health, Physical Education, Recreation, and Dance as charter member of newly created honorary North American Society for Health, Physical Education, Recreation, Sport and Dance Professionals, 2000

Inducted into The Univ. of Western Ontario Swimming Wall of Honor, 2000

Inducted by the Canadian Association for Health, Physical Education, Recreation and Dance as a charter member of the newly created honorary North American Society for Health, Physical Education, Recreation, Sport and Dance Professionals, 2001.

The International Society for Comparative Physical Education and Sport created the Dr. Earle F. Zeigler Scholarly Article Award in its *Journal of Sport Studies*, 2001

Awarded Doctor of Laws and Letters degree (LL.D.), The University of Western Ontario, 2006.

Contributions to Sport History Award, North American Society for Sport History, 2008.

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.)

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- Mikalachki, A., Zeigler, E. F., & Leyshon, G. (1988). *Change process in sport and physical education management*. Champaign, IL: Stipes.
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Adual citizen of Canada and the United States, Dr. Zeigler has taught, coached, researched, and administered programs at four universities. (Western Ontario [twice]; Illinois, UIUC; Michigan, Ann Arbor; and Yale.) He has published 56 books and 451 articles. He has received the top six awards in his field in North America. Zeigler has received three honorary doctorates and is listed in Who's Who in Canada, Who's Who in America, and Who's Who in the World.



EARLE F. ZEIGLER

In this autobiography Dr. Zeigler tells his life story to the present. He describes the “ups” and “downs” of both his personal and professional experiences. Born at the end of World War I in New York City, Earle tells how his divorced mother, Margery, and his grandparents raised him. Then, when his mother remarried, they moved to Norwalk, CT where his step-father (“Chaplain Jim”) was a pastor. Completing junior and senior high school, he went off to Bates College and a bit of graduate study in physical and health education at Columbia Teachers College. He also completed a master’s degree in German and a Ph.D. in Education at Yale University.

In his 70 years of experience with the field of sport and physical activity education (including athletics), he worked in the Bridgeport, CT YMCA briefly, and then went to teach, coach, and administer programs in sequence at Yale University, Western University in Canada, The University of Michigan, University of Illinois, and finally back again to Western University as dean of a new faculty where he remained until 1989. He had been active in semi-retirement to the present day. Starting in the new century, he has published 22 books and 21 articles to the present day.

Earle does his best to make this life story both interesting and humorous. Just as he was about to reach the pinnacle of his career, 3 staff members in his department at Illinois were involved in what became known as “The Illinois Slush-Fund Scandal”. Finally realizing that intercollegiate athletics in America was “hopeless”, and that a great deal about American values was beginning to “turn him off”, Zeigler became a Canadian citizen, also shortly after becoming dean of a new college in his field at Western University in Ontario. He is now “actively” semi-retired, still “writing away” in British Columbia at age 93.