

77-1856

THURMOND, Raymond Clyde, 1921-
THE HISTORY OF SPORT AND PHYSICAL EDUCATION
AS A FIELD OF STUDY IN HIGHER EDUCATION.

The University of Oklahoma, Ed.D., 1976
Education, physical

Xerox University Microfilms, Ann Arbor, Michigan 48106

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GRADUATE COLLEGE

THE HISTORY OF SPORT AND PHYSICAL EDUCATION
AS A FIELD OF STUDY IN HIGHER EDUCATION

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
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Norman, Oklahoma
1976

THE HISTORY OF SPORT AND PHYSICAL EDUCATION
AS A FIELD OF STUDY IN HIGHER EDUCATION

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ACKNOWLEDGEMENTS

I would like to acknowledge Dr. John L. Hutchinson, San Francisco State University and co-author of Rice, Hutchinson, Lee, Brief History of Physical Education, who gave me the idea and inspiration for this study in class in the mornings and nurtured it on the golf course in the afternoons.

A special acknowledgement to the late Dr. Claude Kelley, mentor and friend, who encouraged me to pursue the idea.

My thanks to each member of the Committee for each one's individual contribution.

A special thanks to my wife for love and support during the entire process from the idea to the completion.

My gratitude to my parents-in-law, Mr. and Mrs. B. A. Hasty, Sr. for their assistance and understanding.

To all of my students, who have made me know each day the joy and mutuality of the life-long process of learning, my appreciation.

THE HISTORY OF SPORT AND PHYSICAL EDUCATION
AS A FIELD OF STUDY IN HIGHER EDUCATION

INTRODUCTION

Sport and physical education have long been a part of history and of education. Examples of the unique role of sport in history are that the historian, Timaeus (ca. 350 B.C.) instituted the use of the Olympiad by Greek historians as a method of reckoning time;¹ and that in the Chinese language the original form of the character for historian was a hand holding a receptacle used to hold tallies at archery contests.² In education there are indications that sports have been included in the training of youth from recorded history. The Iliad and the Odyssey of Homer (ca. 850 B.C.) contain descriptions of these sports activities of ancient cultures.³

In the history of higher education there is perhaps no area that has been more neglected as a subject of scholarly

¹Oskar Seyffert, Dictionary of Classical Antiquities: Mythology, Religion, Literature, Art, rev. and ed. by Henry Nettleship and J. E. Sandys (Cleveland: World Publishing Co., 1956), p. 427.

²Jacques Barzun and Henry F. Graff, The Modern Researcher (New York: Harcourt, Brace and Company, 1957), p. 45.

³Homer Iliad 23. 257-897; Odyssey 8. 97-255. Loeb Classical Library.

study than athletic sports and physical education. Thomas Woody described the situation, "Turn where one will, it is impossible to find physical culture adequately presented in books dealing with the general history of education."⁴ However, the historical record indicates that sports and physical activity have been present in the academic community throughout the history of universities as student initiated activities for centuries before becoming a part of the formal curriculum.⁵ Sports and physical education have a unique distinction in higher education because they have invariably been brought to the campus and urged into the curriculum by the students themselves. For example, the extra statutory studies at Cambridge and Oxford early in the seventeenth century extended the arts course to include fencing, vaulting, and riding;⁶ and early in the

⁴Thomas Woody, Life and Education in Early Societies (New York: The Macmillan Company, 1949), vii.

⁵Astrik L. Gabriel, Student Life in Ave Maria College Mediaeval Paris: History and Chartulary of the College (Notre Dame, Indiana: University Press, 1955), pp. 213, 215; Hastings Rashdall, The Universities of Europe in the Middle Ages, new ed. by F. M. Powicke and A. B. Emden, 3 vols. (Oxford University Press, 1936), III, 419-20; Lynn Thorndike, University Records and Life in the Middle Ages (New York: Columbia University Press, 1944), pp. 159, 338, 345, 367-68.

⁶Mark H. Curtis, Oxford and Cambridge in Transition 1558-1642: An Essay on Changing Relations Between the English Universities and English Society (Oxford: Clarendon Press, 1959), pp. 144, 276.

nineteenth century the Harvard dining hall was used by the students for gymnastics while the students at Miami of Ohio rented a barn and hired their own instructor.⁷

The almost inextricable, but not clearly defined, connection between sport and education continues today to be a problem. The professional educators, historians and social scientists have not been inclined to do research, and "it has long been recognized that physical educators have been neglectful of research in the humanities and social sciences."⁸ A fundamental approach to the problem is through the history of sport and education. The challenge of this is described:

Sport has been used for education and education has . . . provided the medium in which a sport has developed. The eye of the historian must see the elements in the mixture and perceive the relationships between them.⁹

This must be done through research, and higher education provides the milieu for both the problem and the research.

⁷ Fredrick Rudolph, The American College and University: A History (New York: Vintage Books, 1962), pp. 151-53.

⁸ Maxwell L. Howell, "Toward A History of Sport," Journal of Health, Physical Education, Recreation, XL, No. 3 (March, 1969), p. 77.

⁹ Peter C. McIntosh, "What Is History of Sport and Physical Education," Canadian Journal of History of Sport and Physical Education, I, No. 1 (May, 1970), p. 1.

CHAPTER I

CONTEXT FOR INQUIRY

Because sports and physical education entered the curriculum as a practical rather than a theoretical subject, throughout its history as a field of study in higher education a persistent problem has been the failure to meet the frequent accusations made in the academic society that it is not "scholarly." An example of this problem is the statement made by J. B. Conant, "I am far from impressed by what I have heard and read about graduate work in the field of physical education. . . . To my mind, a university should cancel graduate programs in this area."¹ Although Conant was severely critical, scholars in the field have long expressed the need for more academic orientation. In 1911, Fred E. Leonard stated that "culture of the mind" should be pursued beyond the "bodily dexterity or skill in teaching."² More recently A. C. Moore said, "If we in physical education hope to attain an academic status comparable to other disciplines, our curriculums should have enough flexibility to afford an opportunity for the training of scholars and scientists as well as practitioners."³ Another professional physical

¹James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), p. 201.

²F. E. Leonard, "The Physical Director's Professional Culture," American Physical Education Review, XVII (1912), p. 179.

³A. C. Moore, "History of Sport As A Major Emphasis in the Graduate Program in Physical Education," Proceedings National College Physical Education Association 67th Annual Meeting (1964), p. 82.

educator, Bruce Bennett stated in 1966, "physical education today faces the problem of achieving academic respectability and developing intellectual content in order to hold its place in the college curriculum."⁴ In 1971, Laughlin urged more humanistic training for physical educators.⁵ The need for more historical studies and courses is cited by all of these authors as a means of achieving this desired goal of intellectual respectability. As Leonard stated it at the turn of the century, "mastery of physical education as a profession involves a knowledge of what we may term its length, breadth, height and depth, i.e., familiarity with its history."⁶

The recurring statements citing the need for more historical studies and more courses in the history of sports and physical education would indicate that such courses have not been included in the curriculum. However, from Zeigler's historical study of professional physical education courses, it can be determined that the history of physical education has been in the curriculum since the late nineteenth century. It was a required course of study in 1891 at Springfield

⁴Bruce L. Bennett, "Improving Courses in the History of Physical Education," Journal of Health, Physical Education, Recreation, XXXVI (Feb., 1966), p. 26.

⁵Neil A. Laughlin, "A Time for Change: A Look at the Professional Preparation of Physical Educators," The Physical Educator, XXVIII (October, 1971), p. 152.

⁶Leonard, p. 181.

College, in 1894 at Oberlin College and in 1899 at the Harvard Summer School of Physical Training.⁷ Zeigler also traces curriculum study commissions including the Committee of Nine formed at the convention of the American Association for the Advancement of Physical Education in 1899. In a report made by this group in 1901, the study of the history of physical education was recommended as part of the curriculum. However, in the McCurdy Report in 1929 and the Neilson Report in 1935, the history of physical education was omitted and by 1940 it was generally out of the curriculum as a larger number of professional education courses was required.⁸ But in 1951, a study by Fortner on curriculum practices revealed that history of physical education was one of thirteen major areas in the curriculum.⁹ The Big Ten Body-of-Knowledge Project in 1964 included the history of physical education as one of eight topics.¹⁰ In a 1965 paper, Daniels listed the

⁷Earle F. Zeigler, "A History of Professional Preparation for Physical Education in the United States 1861 to 1948," (Unpublished doctoral dissertation, Yale University, 1951), pp. 84-95.

⁸Ibid., pp. 244-45, 261, 265.

⁹Bernard S. Fortner, "Textbooks Preferred for Teaching Certain Professional Undergraduate Courses in Men's Physical Education," The Physical Educator, X (Dec., 1953), p. 109.

¹⁰Earle F. Zeigler and King J. McCristal, "A History of the Big Ten Body-of-Knowledge Project in Physical Education," Quest, IX (Dec., 1967), p. 80.

history of sport and physical education as one of six major areas of scholarly research potential.¹¹ In 1967, Rarick listed the history of physical education as one of the four major areas in defining physical education as an academic discipline.¹² Bennett included history of sports as one of five areas that should be developed in a 1970 paper given at the International Congress of the International Council on Health, Physical Education and Recreation.¹³

A specific dimension of the role of the history of sport and physical education in the academic domain of physical education is the literature. Locke made the observation that "physical education research is too often unavailable."¹⁴ The situation was summed up by Falize:

From the time I began teaching at the University of Liège, I discovered a great need for systematic sources of information in the field of physical education. Other educational subjects had these sources: bibliographies, information cards, and

¹¹Arthur S. Daniels, "The Potential of Physical Education As An Area of Research and Scholarly Effort," Journal of Health, Physical Education and Recreation, XXXVI (Jan., 1965), p. 32.

¹²G. L. Rarick, "The Domain of Physical Education As A Discipline," Quest, IX (Dec., 1967), p. 52.

¹³Hajo Bennett, "A Thesaurus for the Science of Physical Education and Sport," Thirteenth International Congress of the International Council on Health, Physical Education and Recreation (1970), p. 85.

¹⁴Larry F. Locke, "Researchers and Teachers at the OK Corral," National College Physical Education Association for Men Proceedings of the 72nd Annual Meeting (1969), p. 165.

analytical surveys. These facilitate return to original sources and, consequently, research. They also permit one to glance rapidly over all the specialized literature and thus have an overall view of the material available.¹⁵

Although physical education has been in the curriculum for over a century, the debate as to whether it should be theoretical or pragmatic has never been resolved.¹⁶ Basically this is because physical education is still not a sharply focused field of study. Physical education shares this problem with higher education as a field of study for as Hobbs and Francis stated about higher education, "it is not addressed to one distinctive dimension of the empirical world."¹⁷ The dilemma of physical education was described by Rarick as having "a considerable body of knowledge to draw upon . . . however it is widely scattered and . . . not well structured."¹⁸

Intrinsic to the problem of the scholarly status of physical education is the contrast between professional fields and academic disciplines. A 1965 criticism of higher

¹⁵Julien Falize, "Documentation for the Profession," Sixth International Congress of the International Council on Health, Physical Education, and Recreation (1963), p. 28.

¹⁶Paul L. Dressel, College and University Curriculum (Berkeley, Calif.: McCutchan Publishing Corp., 1968), pp. 105-06.

¹⁷Walter C. Hobbs and John Bruce Francis, "On the Scholarly Activity of Higher Educationists," Journal of Higher Education, XLIV (Jan., 1973), p. 56.

¹⁸Rarick, p. 52.

education in general was that there has been too much emphasis on professional training and not enough emphasis on knowledge.¹⁹ In 1970, Stake pointed out that in so much of the "educational-research publications" the emphasis was on how people interact.²⁰ Hobbs and Francis described the literature of higher education in 1973 as being primarily concerned with data and arguments about teaching methods, faculty and administrative behavior, fiscal crises, and public hostilities.²¹

Historically, in higher education, there has developed a "tradition of difference between one who trains for a profession and one who is a scholar."²² Because of this, the professional fields, when compared with academic disciplines, "have long been handicapped by an identity problem."²³

In physical education, the 1963 Conant statement served as a catalyst for re-evaluation.²⁴ It was found that,

¹⁹William Clyde DeVane, Higher Education in Twentieth Century America (Cambridge, Mass.: Harvard University Press, 1965), p. 144.

²⁰Robert E. Stake, "Objectives, Priorities, and Other Judgment Data," Review of Educational Research, XL (April, 1970), 203.

²¹Hobbs and Francis, p. 58.

²²Harold J. Vanderzwaag, "Sport Studies and Exercise Science: Philosophical Accommodations," Quest, XX (Summer, 1973), 74.

²³Ibid., p. 73.

²⁴Ibid., p. 75.

as Staley had pointed out in 1937, there had been too much emphasis on the teaching and the methods and not enough emphasis on the subject matter being taught.²⁵

In 1973, Vanderzwaag summarized the problem for sport and physical education in general and included the history of sport and physical education specifically:

Before something can be studied there must be something to study. Therefore, research looms as a key factor in any truly academic enterprise. Without research, the body of knowledge will remain a speculative construct and not become a reality. . . . When a sufficient body of knowledge is developed through research, a course may then be developed which will permit a legitimate curricular place alongside other "front-line" subjects.²⁶

This implies that research is basic to the development of a body of knowledge, which in turn is basic to the development of academic courses; and after the courses are developed, then they can be taught.

In summary it is found that (1) sport and physical education have had an historical role in higher education and have been a part of the formal curriculum for over a century, (2) there has been a recurring theme of a need to achieve more academic respectability, (3) one of the frequently cited means to achieve this would be historical scholarship, (4) courses in the history of sport and physical education

²⁵S. C. Staley, "The History of Sport: A New Course in the Professional Training Curriculum," Journal Health and Physical Education, VIII (Nov., 1937), 522-25; 570-72.

²⁶Vanderzwaag, p. 78.

have been in and out of the curriculum since the late nineteenth century, (5) intrinsic to the problem is the philosophical tension between the academic purists and the professionally oriented, (6) the literature is multifarious and the need for bibliographic research has been stated, (7) the body of knowledge in physical education is not well-structured, (8) research is basic to the development of a body of knowledge and this development must precede the development of courses.

Statement of the Problem

The problem with which this study is concerned is to determine the status of education and scholarship in the history of athletic sports and physical education as a field of study in higher education. It will either confirm or deny the generalizations or propositions that have been stated in the literature, but unsupported with data, that (1) there is a paucity of scholarly research and courses in the history of sport and physical education, (2) there is a need to strengthen academically the field of physical education in higher education through these studies, and (3) there is a need to systematize the literature.

In this study, the education in the history of sport and physical education will be limited to (1) the courses offered and (2) the textbooks used. The scholarship will be limited to (3) master's theses and doctoral dissertations completed and (4) publications in scholarly journals. Therefore the study will be limited to and focus on these four traditional components of higher education. The theses and dissertations and publications in journals represent the research needed to develop a body of knowledge, and the courses offered and textbooks used represent the utilization of the body of knowledge.

It is the objective to produce a reasonably complete profile of a field of study in higher education

and provide data for evaluation of strengths and weaknesses in each of the components: (1) courses offered, (2) textbooks used, (3) theses and dissertations completed, and (4) publications in scholarly journals.

Need for the Study

The history of sport and physical education as a field of study in higher education is mentioned often in the literature. Delbert Oberteuffer of Ohio State University states that physical education is generally a weak element in the curriculum in higher education. He advocates the historical perspective for students who seek something more in physical education than performance alone and for those in sports whose concern goes beyond the score.²⁷ Another scholar, A. S. Daniels of Indiana University reports that in physical education, "the fact remains that, compared with other disciplines, there has been a paucity of scholarly research and effort." He recommends the following areas as having potential for scholarly treatment: (1) history of sport, (2) sport as an element of the culture, (3) biomechanics of human movement, (4) exercise physiology, (5) motor learning, and (6) international studies.²⁸

At the same time, some educators outside the field criticize physical educators for including historical and

²⁷Delbert Oberteuffer, "Foreword," Background Readings for Physical Education, ed. by Ann Paterson and Edmond C. Hallberg (New York: Holt, Rinehart and Winston, 1965), p. ix.

²⁸Arthur S. Daniels, "The Potential of Physical Education As An Area of Research and Scholarly Effort," Journal of Health, Physical Education and Recreation, XXXVI (January, 1965), pp. 32-33.

sociological material in undergraduate physical education courses. Dressel described these activities as "contrived to add some academic respectability to the requirements."²⁹ He believes the time should be spent actually engaging in exercise.

These statements are representative of the literature and they indicate that history is a missing or inappropriately used element in the physical education curriculum in higher education. However, there is evidence that history courses have been offered and at times required in the physical education curriculum since the late nineteenth century. There is a need to determine whether the call for more historical emphasis is an habitual "mode of expression" or is a valid need.

The generalizations or propositions in the literature citing the need for more historical scholarship and emphasis lack specific data to verify them. The need for this study is to ascertain, on the basis of valid data, what the status is in the field in regard to (1) the courses offered, (2) the textbooks used, (3) the theses and dissertations completed, and (4) the publications in the scholarly journals pertaining to the history of sport and physical education.

²⁹Dressel, pp. 106-07.

Purpose of the Study

There are two primary purposes of this study.

One is to compile a profile of a field of study in higher education, specifically the history of sport and physical education. This study will determine the status of the courses offered, the textbooks used, the theses and dissertations completed, and the publications in scholarly journals in the history of sport and physical education.

The second purpose is to compile a systematic bibliography of the scholarly work in the field, both published and unpublished. Since bibliography is a basic research tool of the historian, future researchers will be able to proceed with less wasted effort and will also be able to more easily identify areas of greatest need for further research.

Zeigler, Howell and Trekell believe that "physical education and sport is faced with the absolute necessity of retooling in order to upgrade its research efforts."³⁰ The purpose of this study is to provide specific data for this "retooling" effort in the history of sport and physical education.

³⁰Earle F. Zeigler, Maxwell L. Howell, and Marianna Trekell, Research in the History, Philosophy and International Aspects of Physical Education and Sport: Bibliographies and Techniques (Champaign, Illinois: Stipes Publishing Co., 1971), p. iv.

CHAPTER II

REVIEW OF THE LITERATURE

General Review of the Literature

A general review of the literature primarily reveals the need for research. A significant paper on the subject is "The Nature and Status of Historical Research Pertaining to Sport and Physical Education" by Marvin Eyler, Dean of the College of Health, Physical Education, and Recreation at the University of Maryland.¹ Eyler describes the basic problem as being that "historians in general, and physical educators in particular" have neglected the historical aspects of sports and the effects sports have had on a culture.²

Eyler cites the literature as a major problem in research in this field. He says that the literature is not generally known, is extremely diversified, and is not readily available.³

¹Marvin Eyler, "The Nature and Status of Historical Research Pertaining to Sport and Physical Education," Science and Medicine of Exercise and Sports, ed. by Warren R. Johnson (New York: Harper & Bros., 1960), pp. 647-62.

²Ibid., pp. 647-48.

³Ibid., p. 647.

Eyler cites the decline of the use of the historical method as a research tool and says:

The profession is in danger of losing one of the most important means by which it can further obtain and maintain perspective in educational problems when historical studies pertaining to sports and physical education are not fostered or stimulated at the graduate level in institutions of higher learning.⁴

He indicates what he considers to be two major impediments to historical research. The first is the general lack of knowledge of history and historiography on the part of graduate students in physical education. The second is that historical research does not automatically fit into arbitrarily imposed criteria and procedures for research that faculties demand.⁵

In a paper on "History of Sport As A Major Emphasis in the Graduate Program in Physical Education," A. C. Moore concludes that little or no effort has been made to train sport historians and that the number of history courses offered is limited. He cites the lack of qualified faculty and adequate library facilities as major deterrents to the development of scholarly research in sport history.⁶

⁴Ibid., p. 659.

⁵Ibid., pp. 660-61.

⁶A. C. Moore, "History of Sport As A Major Emphasis in the Graduate Program in Physical Education," Proceedings National College Physical Education Association for Men Annual Meeting, 67th (1964), pp. 82-84.

In the introduction of a paper entitled, "Improving Courses in the History of Physical Education," Bruce Bennett states that few students in physical education have had a course in the subject during the past thirty years, but that there are presently signs of interest because "many" colleges are now adding "a" course. Bennett also cites lack of qualified faculty and limitations of literature as major problems.⁷

Earle Zeigler, in the monograph, Problems in the History and Philosophy of Physical Education and Sport, points out a dimension of the problem of another kind. He says, "the admission must be made that the contribution of physical education historians is, relatively speaking, quite meager indeed, and the quality of this work typically leaves much to be desired."⁸ In his paper, "The Cultural Approach to Writing Sports History," Guy Lewis states that sports histories will be written; the only question left for consideration is whether they will be written by scholars in physical education.⁹

⁷Bruce L. Bennett, "Improving Courses in the History of Physical Education," Journal of Health, Physical Education, Recreation, XXXVI (Feb., 1966), pp. 26-28; 60-61.

⁸Earle F. Zeigler, Problems in the History and Philosophy of Physical Education and Sport (Englewood Cliffs, New Jersey: Prentice-Hall, 1968), p. 5.

⁹Guy Lewis, "The Cultural Approach to Writing Sports History," National College Physical Education Association for Men Proceedings Annual Meeting, 68th (1965), pp. 46-50.

The problem of the inadequacy of the literature is almost as prevalent in the literature as the need for more research. Eyler, in a paper, "Sports Historians," states that the literature is "either not available, or is inadequately studied, synthesized, and published."¹⁰ The situation regarding the lack of scholarly published material has been described as an "urgent need."¹¹

The problem is also pointed out by authors in other fields. Vance Packard wanted to do a chapter on sports in The Status Seekers, but he could not find complete or reliable sources.¹² Max Lerner in America As A Civilization said, "on American sports there are regrettably few available sources."¹³

George H. Sage points out that most educators firmly believe that physical education and sports experiences are a "fruitful environment for modification of behavior and

¹⁰Marvin H. Eyler, "Sports Historians," National College Physical Education Association for Men Proceedings Annual Meeting, 68th (1965), pp. 57-60.

¹¹E. F. Zeigler, M. L. Howell, and M. Trekell, Research in the History, Philosophy and International Aspects of Physical Education and Sport: Bibliographies and Techniques (Champaign, Illinois: Stipes Publishing Co., 1971), p. iii.

¹²Vance Packard, "All Status and No Play . . .," Sports Illustrated, XII (May 18, 1959), p. 31.

¹³Max Lerner, America As A Civilization (New York: Simon and Schuster, 1957), p. 993.

the socialization of the individual," but very few have verified these beliefs with research. He thinks that the study of sport is a "puzzling paradox" because they have been a prominent part of almost every culture, but they have been ignored historically. Sage points out that few systematic histories of sport have been attempted.¹⁴

An example of the lack of systematic histories of a sport is the fact that a definitive history of basketball has never been written.¹⁵ To generalize the problem, it can be pointed out that only about one-fourth of the 230 known, distinct, and practiced sports have been treated historically.¹⁶

In summary of a general review of the literature, it is found that (1) the literature pertaining to the history of sports and physical education is incomplete, inaccessible, and not organized; (2) academic courses and research in the history of sports and physical education are needed in higher education; (3) major impediments to correcting the situation are lack of qualified faculty and lack of the use of the historical method as a research method.

¹⁴George H. Sage, Sport and Society: Selected Readings (Reading, Mass.: Addison-Wesley Publishing Co., 1970), p. v.

¹⁵Bennett, p. 26.

¹⁶Eyler, "Nature and Status," p. 659.

Literature on the Teaching of Courses

The literature has references to the need for courses in the history of sports and physical education, but very few references on the types of courses offered. In 1937, S. C. Staley published a paper, "The History of Sport: A New Course in the Professional Training Curriculum." He pointed out that most courses dealing with the history of physical education centered on reviewing the history of the teaching of physical education with little emphasis on the history of what was being taught, i. e., sports.¹⁷

Bennett's paper on "Improving Courses in the History of Physical Education" is primarily concerned with practical pedagogical suggestions that center on the use of primary sources and biographies.¹⁸

The only studies that have been done in related fields in physical education have been Don Cable's thesis, "Intramural Sports Courses in Selected Institutions of Higher Education," and Lane Blank's paper on "Professional

¹⁷S. C. Staley, "The History of Sport: A New Course in the Professional Training Curriculum," Journal Health and Physical Education, VIII (Nov., 1937), pp. 522-25; 570-72.

¹⁸Bennett, pp. 26-28.

Courses in the Prevention and Treatment of Athletic Injuries at American Universities and Colleges."¹⁹ Both of these studies were limited sample studies primarily concerned with course content.

Also in related fields, there have been two status studies on the professional preparation in specialized fields. One was on the professional preparation in adapted physical education and the other was on aquatics programs.²⁰

Thus it is found that even though there are references to the need for courses in the history of sports and physical education, there are very few references to be found concerning specific courses. But this problem is not unique to physical education. Mark Beach stated in the Review of Educational Research:

The result is a disturbing paucity of studies on some of the most perplexing and important questions faced by educators in America. These questions include such concerns as . . .²¹ the growth of academic disciplines . . .

¹⁹Donald Lee Cable, "Intramural Sports Courses in Selected Institutions of Higher Education," (Unpublished Masters Thesis, University of Illinois, 1962); Lane B. Blank, "Professional Courses in the Prevention and Treatment of Athletic Injuries at American Universities and Colleges," The Research Quarterly, XXVI (Oct., 1955), p. 363

²⁰W. F. Ersing and Ruth Wheeler, "The Status of Professional Preparation in Adapted Physical Education," American Corrective Therapy Journal, XXV (1971), pp. 111-18; Dwight Hunter, "The Status of Aquatics Programs in Selected Colleges and the Development of An Aquatics Handbook," (Unpublished Masters Thesis, South Dakota State University, 1971).

²¹Mark Beach, "History of Education," Review of Educational Research, XXXIX (Dec., 1969), p. 574.

Literature on Textbooks

The literature on textbooks is limited. The situation is best described, "the sheer absence of trustworthy fact regarding text-in-use is amazing."²² An example of the treatment of textbooks in the literature is in Dressel's paper on values. He said the "course offerings of an institution constitute value judgments," and that after a textbook is selected, value judgments are made as to which portions of the textbook to use, and value judgments are made in the selection of statistical data and in historical interpretations.²³ Note that Dressel did not mention the value judgments involved in selecting the textbook originally, only after it was selected did value judgments re-enter the situation.

Minogue did comment on the textbook in his book on The Concept of A University:

Textbooks . . . live in a shadowy region somewhere between the academic and practical worlds. The significant thing about a textbook is that it is tailored to the presumed limitations of its readers.²⁴

²²Lee J. Cronbach (ed.), Text Materials in Modern Education: A Comprehensive Theory and Platform for Research (Urbana, Illinois: University of Illinois Press, 1955), p. 216.

²³Paul Dressel, "Values Cognitive and Affective," Journal of Higher Education, XLII (May, 1971), 402.

²⁴Kenneth R. Minogue, The Concept of A University (Berkeley-Los Angeles: University of California Press, 1973), p. 134.

According to Stake, "expert review is an important evaluation technique for textbooks." He pointed out a limitation: "Knowledge of principles and possible purposes does little to assure that a reviewer will look at values and expectations of different groups of users."²⁵

In 1937, Staley discussed the lack of a book on the history of sports that would be suitable as a textbook.²⁶ Such a textbook still has not been published.

A study made in 1951 on textbooks used in the teaching of physical education in ninety-five institutions offering master's degrees included the category of the history of physical education. The researcher used a relative-value score scale and three titles were listed in the history of physical education.²⁷ These titles were A Guide to the History of Physical Education,²⁸ A Brief History of Physical Education,²⁹ and A History of Physical

²⁵Robert E. Stake, "Objectives, Priorities and Other Judgment Data," Review of Educational Research, XL (April, 1970), 194.

²⁶Staley, p. 525.

²⁷Fortner, p. 109.

²⁸F. E. Leonard and G. B. Affleck, A Guide to the History of Physical Education (3rd ed.; Philadelphia: Lea and Febiger, 1947).

²⁹Emmett A. Rice, A Brief History of Physical Education (rev. ed.; New York: Barnes, 1929).

Education in the United States.³⁰ There was no annotation or evaluation of the textbooks.

A 1963 paper entitled, "Basic Book List on Physical Education for the College Library" contained a section on history.³¹ In addition to the texts listed in the above paragraph, the World History of Physical Education: Cultural Philosophical, Comparative was included.³² The brief annotations contain no evaluations.

The only evaluation of textbooks in the history of sport and physical education was found in Brickman's standard work.³³ His evaluation of Leonard and Affleck's Guide was, "Documentation and bibliography, some of the chapters are superficial, while some are overloaded with material of dubious value." Of Rice's Brief History he said, "the bibliographies are good, but little use of them seems to have been made in the text." He was terse about Schwendener's United States history, "detailed treatment based, to a large extent, upon secondary sources."³⁴

³⁰Norma Schwendener, A History of Physical Education in the United States (New York: Barnes, 1941).

³¹Jacob Mirviss, "Basic Book List on Physical Education for the College Library," Journal of Health, Physical Education, Recreation, XXXIV (Jan., 1963), 30.

³²D. B. Van Dalen, E. D. Mitchell, and B. L. Bennett, A World History of Physical Education: Cultural, Philosophical, Comparative (Englewood Cliffs, N. J.: Prentice-Hall, 1964).

³³W. W. Brickman, Guide to Research in Educational History (New York: New York University Book Store, 1949), p. 23.

³⁴Ibid., pp. 23, 27-28.

The textbook is a vital component in American higher education, but it is a neglected subject in the literature.

Literature on Theses and Dissertations

Since the nineteenth century one of the fundamental units of historical research has been the monograph such as the master's thesis and doctoral dissertation.³⁵ These are the elements from which more synthetic studies and historical generalizations arise. Theses and dissertations are "often quite important for historical research."³⁶

The history of graduate education in physical education is well-documented.³⁷ The doctoral dissertation and master's theses are a vital segment of graduate study in higher education. Graduate education in physical education is generally acknowledged to have started in 1901 at Columbia University followed in 1904 by Oberlin College. The doctor of philosophy degree in physical education was first offered in 1924 by Teachers College, Columbia University and by the School of Education, New York University. By 1965, some 205 colleges and universities

³⁵ Hans Meyerhoff, The Philosophy of History in Our Time (Garden City, New York: Doubleday Anchor Books, 1959), p. 18.

³⁶ Helen J. Poulton, The Historian's Handbook: A Descriptive Guide to Reference Works (Norman, Oklahoma: University of Oklahoma Press, 1972), p. 201.

³⁷ H. Harrison Clarke, "The Extent of Graduate Study in Physical Education in the United States," Journal of Health and Physical Education, V (April, 1934), p. 33.

offered master's degrees and fifty offered the doctoral degree in physical education.³⁸

In a study on degree requirements, Hewitt found that the opinion was divided as to whether a thesis should be required for the master's degree. In physical education, Hewitt found that most schools had optional programs that permit students to either write a thesis or take extra course work and write a research paper.³⁹ A significant problem in graduate work in physical education is pointed out by Zeigler who has done extensive research on graduate study, "the master's degree . . . is of such quality and character that it has created a 'credibility gap' of the first magnitude."⁴⁰

The sources for information on theses and dissertations on the history of sport and physical education are quite scattered and numerous. The general reference works on doctoral dissertations are Doctoral Dissertations

³⁸ American Association for Health, Physical Education, and Recreation, Graduate Education in Health Education, Physical Education, Recreation Education, Safety Education and Dance: Report of A National Conference (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1967), pp. 15-16.

³⁹ Jack E. Hewitt, "Requirements for the Master's Degree in Physical Education," Journal of Health and Physical Education, XVI (Sept., 1945), pp. 411-12.

⁴⁰ Earle F. Zeigler, "An Historical Analysis of the Professional Masters Degree in Physical Education in the United States," Canadian Journal of History of Sport and Physical Education, III (May, 1972), pp. 44-45.

Accepted by American Universities⁴¹ which was published from 1934 to 1956 and Index to American Doctoral Dissertations.⁴² University Microfilms publishes Dissertation Abstracts⁴³ and Masters Abstracts.⁴⁴ These are all general sources covering the entire range of disciplines in higher education.

In the general field of education, an early source is the "Bibliography of Research Studies in Education," published in the U. S. Office of Education Bulletin from 1928 to 1941.⁴⁵ Doctoral dissertations have been listed in Research Studies in Education published since 1941.⁴⁶ Since 1951, Masters Theses in Education has been published annually.⁴⁷

⁴¹Doctoral Dissertations Accepted by American Universities. Compiled for the Association of Research Libraries, 22 nos. (New York: H. W. Wilson Co., 1934-56).

⁴²Index to American Doctoral Dissertations. Compiled for the Association of Research Libraries (Ann Arbor, Mich.: University Microfilms, 1957-).

⁴³Dissertation Abstracts: Abstracts of Dissertations and Monographs Available in Microfilm (Ann Arbor, Mich.: University Microfilms, 1952-).

⁴⁴Masters Abstracts: Abstracts of Selected Masters Theses on Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, 1962-).

⁴⁵U. S. Office of Education Bulletin (Washington, D.C.: Government Printing Office, 1906-).

⁴⁶Research Studies in Education: A Subject and Author Index of Doctoral Dissertations, Reports and Field Studies and Research Methods (Phi Delta Kappa Fraternity, 1941-).

⁴⁷Masters Theses in Education. ed. by H. M. Silvey (Cedar Falls, Iowa: Research Publications, 1952-).

The early work in the field was led by Walter S. Monroe.⁴⁸ These bibliographies reflect the early research in the history of sports and physical education in higher education.

Specialized sources include the work of Eells on dissertations on foreign education completed at American universities,⁴⁹ and the work of Kuehl on dissertations in history.⁵⁰

In the specific field of physical education, there are many sources for theses and dissertations. Since 1959, the American Association for Health, Physical Education, and Recreation has published an annual volume, Completed Research in Health, Physical Education and Recreation.⁵¹ This is a comprehensive, but not complete source because some colleges do not report their work. Microcard Publications of the

⁴⁸ Walter S. Monroe and Louis Shores, Bibliographies and Summaries in Education to July, 1935: A Catalog of More Than 4,000 Annotated Bibliographies and Summaries Listed Under Author and Subject in One Alphabet (New York: H. W. Wilson, 1936); Walter S. Monroe, et al, "Ten Years of Educational Research, 1918-1927," Bulletin 42, University of Illinois Bulletin, XXV (August, 1928).

⁴⁹ Walter C. Eells, American Dissertations on Foreign Education (Washington, D.C.: Committee on International Relations of the National Education Association, 1959).

⁵⁰ Warren F. Kuehl, Dissertations in History: An Index to Dissertations Completed in History Departments of the United States and Canadian Universities 1873-1960 (Lexington, Kentucky: University of Kentucky Press, 1965). Vol. II, 1961-1970 (1972).

⁵¹ Completed Research in Health, Physical Education, and Recreation (Washington, D.C.: American Association for Health, Physical Education, Recreation, 1959-).

University of Oregon publishes titles of theses and dissertations in physical education that are available on microform.⁵² These two periodic publications represent the current sources in the field.

One of the earliest sources for research in the history of sports and physical education is a bibliography published in the American Physical Education Review in 1906 listing the works published by the Department of Hygiene and Physical Education at Amherst College from 1861 to 1906.⁵³ Later, in the second volume of the Review of Educational Research, S. C. Staley published a bibliography in physical education.⁵⁴

The most notable figure in bibliographic research in the field of physical education is Thomas K. Cureton of the University of Illinois. He authored many books of lists of theses and dissertations. In 1952 he published a list of 3,878 masters theses covering the period 1930-1946.⁵⁵

⁵² Health, Physical Education and Recreation Microcard Bulletin (Eugene, Oregon: Microcard Publications of the School of Health, Physical Education, and Recreation, University of Oregon, [I, 1949-1965; II, 1965-1972, III, 1972-]).

⁵³ Edward Hitchcock and P. C. Phillips, "A List of the Titles of Abstracts, Tables, Statistics, Exhibitions, Schedules, and Other Matters Published by the Department of Hygiene and Physical Education, Amhurst College from 1861-62 to 1905-06 Inclusive," American Physical Education Review, XXI (1906), pp. 121-30.

⁵⁴ S. C. Staley, "Physical Education," Review of Educational Research, II (Feb., 1921), pp. 78-79; 94.

⁵⁵ T. K. Cureton, Masters Theses in Health, Physical Education, and Recreation (Washington, D.C.: American Assoc. Health, Physical Education, Recreation, 1952).

Cureton also published thesis abstracts from the graduate school in physical education at the University of Illinois from 1924 to 1960.⁵⁶ He also edited thesis abstracts from University of Oregon, University of Southern California, Springfield College, and University of Utah.⁵⁷ Cureton was senior author of the publication of thesis abstracts from New York University and Indiana University.⁵⁸ A significant paper of Cureton's was his list of doctoral dissertations in physical education from 1930 to 1946.⁵⁹

⁵⁶ Thomas K. Cureton, (ed.), University of Illinois Thesis Abstracts, 1924-1953 in Physical Education (Urbana, Illinois: University of Illinois [1954]); University of Illinois Abstracts of Graduate Theses in Physical Education 1953-54 (Urbana, Illinois: School of Physical Education, 1954); University of Illinois Abstracts of Graduate Theses in Physical Education, Recreation and Health Education 1954-55 (Urbana, Illinois: School of Physical Education, 1955); University of Illinois Abstracts of Graduate Theses in Physical Education, Recreation and Health Education 1956-57 (Urbana, Illinois: School of Physical Education, 1957); University of Illinois Abstracts of Graduate Theses in Physical Education, Recreation, and Health Education 1957-58 (Urbana, Illinois: School of Physical Education [1958]); University of Illinois Abstracts of Graduate Theses in Physical Education, Recreation and Health Education 1958-59 (Urbana, Illinois: College of Physical Education [1959]); University of Illinois Abstracts of Graduate Theses in Physical Education, Recreation, and Health Education 1959-60 (Urbana, Illinois: University of Illinois, 1960).

⁵⁷ Thomas K. Cureton, Graduate Thesis Abstracts 1937-1954 From University of Oregon, University of Southern California, Springfield College, University of Utah (Urbana, Illinois: University of Illinois, 1956).

⁵⁸ T. K. Cureton, Carolyn W. Bookwalter and Raymond A Weiss, Graduate Thesis Abstracts 1938-1953 From New York and Indiana Universities (Urbana, Illinois, University of Illinois, 1956).

⁵⁹ T. K. Cureton, "Doctorate Theses Reported by Graduate Departments of Health, Physical Education and Recreation 1930-1946, Inclusive," Research Quarterly, XX (March, 1949), pp. 21-59.

Following Cureton's work in compiling bibliographies and abstracts of graduate work in physical education, the Research Council of the American Association for Health, Physical Education, and Recreation sponsored the compilation and publication of this information. Alfred Hubbard was the author for the period 1954 and 1955⁶⁰ and also for 1956 and 1957.⁶¹ Raymond A. Weiss was the author of the first bibliography actually published by the AAHPER in 1958.⁶² Following these efforts, the annual Completed Research series was inaugurated.⁶³

From 1951 through 1954, Lloyd M. Jones published bibliographies of theses and dissertations pertaining to the history of sports and physical education in the Proceedings of the National College Physical Education Association. This was the project and work of the

⁶⁰ Alfred Hubbard, Thesis Abstracts in Health, Physical Education, and Recreation (1954 and 1955), (Urbana, Illinois: University of Illinois, 1956).

⁶¹ Research Council of the American Association for Health, Physical Education, and Recreation, Thesis Abstracts in Health, Physical Education and Recreation 1956 and 1957, Alfred W. Hubbard, ed. (Urbana, Illinois: University of Illinois, 1958).

⁶² [Raymond A. Weiss], Third Annual Bibliography of Completed Research in Health, Physical Education and Recreation (September 1, 1956-August 31, 1957), (Washington D.C.: American Association for Health, Physical Education and Recreation, 1958).

⁶³ See note 48, page 25.

subcommittee on history and trends of the College Physical Education Association.⁶⁴

Bibliographies of theses and dissertations on specific topics were published in the Research Quarterly,⁶⁵ and included recreation,⁶⁶ and the womens research committee.⁶⁷

A partial bibliography of dissertations and theses on the history of sports and physical education was published by Franklin Parker. It is only a partial bibliography and has errors in names, titles, and colleges.⁶⁸

⁶⁴ Lloyd M. Jones and John W. Masley, "Sub-Committee on History and Trends," Proceedings 54th Annual Meeting College Physical Education Association (1951), pp. 136-37; "The College Physical Education Association Committee on Problems of College Physical Education: Sub-Committee on History and Trends," Proceedings 55th Annual Meeting College Physical Education Association (1952), pp. 95-96; "Sub-Committee on History and Trends," Proceedings 56th Annual Meeting College Physical Education Association (1953), pp. 163-64; "History and Trends," Proceedings 57th Annual Meeting College Physical Education Association (1954), pp. 184-85.

⁶⁵ A. D. Brown, "A Classification of Completed Theses and Selected Subjects," Research Quarterly, II (October, 1931), pp. 119-51.

⁶⁶ G. M. Gloss, "Bibliography of Master's Theses and Doctoral Studies in the Field of Recreation," Research Quarterly, XI (No. 1, 1940), pp. 150-63.

⁶⁷ Ruth Bass, "Studies for the Years 1937-1939 Listed in the Files of the Committee for Research for National Association of Directors of Physical Education for College Women," Research Quarterly, XI (No. 2, 1940), pp. 150-68.

⁶⁸ Franklin Parker, "History of Sports and Physical Education: A Partial Bibliography of U.S.A. Doctoral Dissertations and Master's Theses," Paedagogica Historica, V (1965), pp. 503-10.

For the period 1930 to 1967, Abernathy published a bibliography of theses and dissertations on the history of physical education,⁶⁹ and Adelman a bibliography on the history of sports and athletics.⁷⁰ These are selected bibliographies because they have many omissions.

Trekell's work on biographies in the history of physical education included theses and dissertations that have not been published.⁷¹

Maxwell Howell included many unpublished theses and dissertations in his bibliography on the history of sports and games in Canada.⁷²

⁶⁹Thomas David Abernathy, "A Bibliography of Master's and Doctoral Studies Related to the History of Physical Education in the United States, 1930-1967," Research in the History Philosophy, and International Aspects of Physical Education and Sport: Bibliographies and Techniques, ed. E. F. Zeigler, M. L. Howell, and M. Trekell (Champaign, Illinois: Stipes Publishing Co., 1971), pp. 118-30.

⁷⁰Mel Adelman, "A Bibliography of Master's and Doctoral Studies Related to the History of Sport and Athletics in the United States, 1930-1967," Research in the History, pp. 131-61.

⁷¹Marianna Trekell, "A Representative Sampling of Biographical Theses and Related Articles, Books, and Micro-cards in Physical Education and Sport," Research in the History, pp. 162-66.

⁷²Maxwell L. Howell, "A Selected Bibliography on the History of Sports and Games in Canada," Research in the History, pp. 93-117.

When Eyler described the literature on the history of sport and physical education as being "extremely diversified and, in many instances, not generally known,"⁷³ he could have been describing the sources for master's theses and doctoral dissertations. Over fifty sources for unpublished research on the history of sport and physical education have been listed.

⁷³Eyler, "Nature and Status," p. 647.

Review of the Development of Periodicals

Throughout the history of physical education as a field of study in higher education, there are comparatively few professional, scholarly journals. In addition to being few in number, they have all been of a general nature, not emphasizing any particular specialized area of study.

The earliest professional journal in the field of physical education was Mind and Body. It was published in forty-two volumes from 1894 to 1936 by the Normal School of Gymnastics of the North American Turnerbund. It was typical of the type of publication of its era. Mind and Body served as a chronicle and gazeteer as well as having research papers. The documentation of the papers was limited.⁷⁴

The American Association for the Advancement of Physical Education published the American Physical Education Review in thirty-four volumes from 1896 to 1929.⁷⁵

In 1930, the American Physical Education Review

⁷⁴ Mind and Body (New Ulm, Minnesota, 1894-1936), vols. I-XLII.

⁷⁵ American Association for the Advance ment of Physical Education, American Physical Education Review (Boston, 1896-1929), vols. I-XXXIV.

joined with the Pentathlon which had published two volumes in 1928 and 1929 under the sponsorship of the Midwest Society of Physical Education.⁷⁶ The journal resulting from the merger of the American Physical Education Review and the Pentathlon is the Journal of Health, Physical Education, and Recreation published by the American Association for Health, Physical Education and Recreation.⁷⁷ The Journal of Health, Physical Education, and Recreation has published annual volumes from 1930 to the present. At the same time in 1930 that the American Association for Health, Physical Education, and Recreation commenced publication of the Journal, they also commenced publication of the Research Quarterly. The journal reports research involving a general range of topics.⁷⁸ The Physical Educator⁷⁹ is

⁷⁶ Middlewest Society of Physical Education, Pentathlon (Ann Arbor, Mich., 1928-1929), vols. I-II.

⁷⁷ American Association for Health, Physical Education, and Recreation, Journal of Health, Physical Education and Rerecreation (Washington, D. C., 1930-), vols. I-.

⁷⁸ American Association for Health, Physical Education, and Recreation, Research Quarterly (Washington, D. C., 1930-), vols. I-.

⁷⁹ Phi Epsilon Kappa Fraternity, The Physical Educator (Indianapolis, Indiana, 1940-), vols. I-.

published by the Phi Epsilon Kappa professional fraternity and commenced publication in 1940. It is published quarterly and contains articles of general interest as well as research reports.

In 1955, Phi Epsilon Kappa started the publication of a single annual volume, Index and Abstracts of Foreign Physical Education Literature.⁸⁰ There is a general range of topics.

The National College Physical Education Association for men started the publication of the Proceedings [of the] Annual Meeting in 1897.⁸¹ It contains abstracts of research and papers presented at the annual meeting of the Association. In 1963, this organization joined with the National Association for Physical Education of College Women to publish a biannual journal, Quest.⁸² Usually each issue is devoted to a single theme or topic that is of general interest to the profession.

⁸⁰ Phi Epsilon Kappa Fraternity, Index and Abstracts of Foreign Physical Education Literature (Indianapolis, Indiana, 1955-), vols. I-.

⁸¹ National College Physical Education Association for Men, National College Physical Education Association for Men Proceedings of the Annual Meeting (Chicago, 1897-), vols. I-.

⁸² National College Physical Education Association for Men and National Association for Physical Education of College Women, Quest (Tuscon, 1963-), vols. I-.

Bibliographies that would contain references to sport and physical education in other periodicals are not abundant. The annual volume, Completed Research, published by the American Association for Health, Physical Education, and Recreation does contain a bibliography of pertinent works published in a selected list of journals.⁸³ This bibliography is general in its content.

Significant to the history of sports and physical education are the bibliographies published by George Affleck from 1910 to 1941. Fifty-seven of these bibliographies appeared in the American Physical Education Review regularly beginning with volume fifteen (March, 1910) until APER ceased publication. Then they appeared in the Research Quarterly until volume twelve (December, 1941).⁸⁴ A total of sixty-nine bibliographies were published by Affleck. They contain references from every type of publication and cover the entire spectrum of sports, health, physical education, and recreation.

Other notable bibliographies are Cureton's guide for tracing research in sports and physical education.

⁸³ See note 51, p. 31.

⁸⁴ George B. Affleck, "Bibliography of Physical Training," [Bibliographies I-LVII] American Physical Education Review, XV (March, 1910), pp. 193-209 through XXXIV (April, 1929), pp. 218-26; [Bibliographies LVIII-LXIX] Research Quarterly, I (Oct., 1930), pp. 131-50 through XII (Dec., 1941), pp. 785-809.

This is a guide to the many possible sources for data in research in sports and physical education.⁸⁵ Sefton's guide to the literature of physical education is good for early materials.⁸⁶ Redman's classified lists of periodicals pertaining to sport and physical education are useful for specific sports.⁸⁷ Ranck's book list for the period 1918 to 1934 is comprehensive for the period.⁸⁸

For foreign sources and a discussion of history of sports bibliography in general, Szukovathy's paper is noted.⁸⁹

In summary of the periodical literature, there have been two professional journals in physical education that ceased publication, Mind and Body and American Physical Education Review. Both were published from the late 1890's to the early 1930's.

⁸⁵ Thomas Kirk Cureton, "Guide for Tracing Research in the Health, Physical Education, and Recreation Field," Research Quarterly, XV (May, 1944), pp. 150-80.

⁸⁶ Alice Allene Sefton, "A Guide to the Literature of Physical Education, Including Certain Aspects of Health Education and Recreation," Research Quarterly, VI, No. 4 (1935), pp. 3-47.

⁸⁷ Aletha B. Redman, "A Classified List of Current Periodicals in the Field of Athletics, Health, and Physical Education and Sports Published in the United States and Canada," Research Quarterly, VI (March, 1925), pp. 63-74; XIV (Oct., 1943), pp. 277-93.

⁸⁸ Wilson M. Ranck, "Guide to Sports and Outdoor Recreations: A Selected List of Books 1918 to Dec. 31, 1934," Research Quarterly, VI, No. 1 (1935), pp. 75-151.

⁸⁹ I. Szukovathy, "Some Notes on the History of Sport and Bibliography," Research Quarterly, VIII (Mar., 1937), pp. 3-14.

The present professional journals in physical education are the Journal of Health, Physical Education, Recreation which is published ten times a year; the Research Quarterly and the Physical Educator which are published four times a year; Quest which is published twice a year; and Index and Abstracts of Foreign Physical Education Literature and National College Physical Education Association for Men Proceedings of the Annual Meeting which are published once a year.

In this search of the literature it was found that no previous similar or comparable studies have been done and that the research literature is not well-organized or always readily available.

CHAPTER III

DESIGN AND METHODOLOGY

Design

Considering the history of sports and physical education within the broader context of the history of education raises the question of the relationship between history and education. If education is defined as a field of study or as an activity rather than a discipline, then the history of education can be regarded as "a branch of history and find in the discipline of history both its methodology and ultimate justification."¹ But this point of view cannot be absolutely justified because the relationship between history and education is far more complex and indeterminate than that. Malcom Seaborne, the British educational historian best describes the situation:

It must be admitted that at the present stage of development, the question of the relationship of the history of education to the discipline of history and of the various disciplines to the study of education has not been fully settled. At present we are seeing the emergence of the various disciplines which bear on education from the welter of topics taught in colleges of education, and further thought will have to be given to how they can best cohere together.²

¹Malcom Seaborne, "History of Education," in Education and Its Disciplines, ed. by R. G. Woods (New York: Barnes and Noble, 1972), p. 51.

²Ibid.

For the purposes of this study, the history of education will be considered as both history and education. The design of the study will utilize the methodology of both history and education.

It has been noted by Beach that there is a "disturbing paucity of studies" on the growth of academic disciplines.³ It has also been noted by A. S. Daniels that there "has been a paucity of scholarly research and effort" in the history of sports and physical education.⁴ This "paucity" of studies creates special problems in methodology.

Howell, in describing the neglect of the history of sports and physical education in research activities, said, "this, basically, though not necessarily, consists of non-experimental studies . . . the work is primarily interdisciplinary."⁵ Thus, in approaching the history of sports and physical education there are limitations due to a lack of previous studies to provide research guidelines.

³Mark Beach, "History of Education," Review of Educational Research, XXXIX (Dec., 1969), p. 574.

⁴Arthur S. Daniels, "The potential of Physical Education As An Area of Research and Scholarly Effort," Journal of Health, Physical Education and Recreation. XXXVI (1965), p. 32.

⁵Maxwell L. Howell, "Toward A History of Sport," Journal of Health, Physical Education and Recreation, XL (March, 1969), p. 77.

In developing the design of this study, the concept of method articulated by Gowin and Millman was used:

A method is a procedural commitment, a collection of techniques or ways of doing things that may be generalized or made common to a variety of situations. . . . Research methods are of many kinds: experimental, empirical, historical, pedagogical, comparative, conceptual.⁶

The design of this study on the history of sports and physical education as a field of study in higher education accommodates the limitation of variations in completeness of available data from a diversity of sources and types, but the procedural commitment was maintained in each phase of the study.

Generally, the procedure of this study involved two basic methods of research. These methods are the statistical method and the historical method.⁷

The generalization about the paucity of scholarly research in the history of sports and physical education has often been stated, but never supported with data. Rosenberg describes this situation as "the presence of propositions which are true but unspecific." Even

⁶D. Bob Gowin and Jason Millman, "Research Methodology--A Point of View," Review of Educational Research, XXXIX (Dec., 1969), p. 556.

⁷David H. Clarke and H. H. Clarke, Research Processes in Physical Education, Recreation, and Health (Englewood Cliffs, N.J.: Prentice-Hall, 1970), pp. 63-81; pp. 125-52.

though they cannot be denied, they are of limited value. It is therefore necessary to specify the decisive components of a complex variable such as a proposition which is true but unspecific.⁸ The proposition that there has been a lack of scholarly effort in the history of sport and physical education appears to be true, but supportive data has been lacking.

In determining the components of the proposition there is "no formula for deriving priorities."⁹ But any "research is an abstraction and selection from an infinite variety of possible things."¹⁰ Within the limitations of the study, the components selected are (1) courses offered, (2) textbooks used, (3) theses and dissertations completed, and (4) publications in scholarly journals pertaining to the history of sport and physical education. These are traditional components of scholarly endeavor in higher education. The research represented by the theses and dissertations and publications in scholarly journals is necessary to develop a body of knowledge. The utilization of the body of knowledge is represented by the courses offered and the textbooks used.

⁸Morris Rosenberg, The Logic of Survey Analysis (New York: Basic Books, Inc., 1968), pp. 40-41.

⁹Robert E. Stake, "Objectives, Priorities, and Other Judgment Data," Review of Educational Research, XL (April, 1970), 185.

¹⁰Gowin and Millman, p. 554.

Hobbs and Francis, in their paper "On the Scholarly Activity of Higher Educationists" delineated the problems and procedures for research not following a previous pattern:

In a 'new' area, one for which no extant theory provides sufficiently useful insights to serve as guidelines for inquiry, exploratory research is called for. The investigator's task is to collect information such that with it he can construct an initial (and therefore very tentative) explanatory framework. It is a task more easily described than accomplished. One must be bold, imaginative, and self-directed. There are no substantive guidelines to follow, no basic patterns on which to build, and no guarantee of a payoff, not even of instructive negative findings.¹¹

The design for the research on the problem was developed so that the same method, or procedural commitment, could be used for each of the four components and the results expressed in the same unit of measure.

The two basic methods of research that were used were the statistical method and the historical method. The general statistical method of research that was used in each of the components was the survey method. The survey method was used because the simple objective was "to learn the status quo rather than to study the relations

¹¹Walter C. Hobbs and John Bruce Francis, "On the Scholarly Activity of Higher Educationists," Journal of Higher Education, XLIV (Jan., 1973), 54-55.

among the variables."¹² Throughout the study, in each of the four major components, the survey sample that was used is classified in the Taxonomy of Probability Selection Methods as the "one phase sampling: final sample selected directly from the entire population."¹³ In other words, no sampling technique or device was utilized. All courses offered, all textbooks used, all theses and dissertations, and all scholarly journals were studied and analyzed. This was necessary because of the diffuse nature of the subject and was possible because of the finite numbers of components and factors involved.

In the historical method, major emphasis was placed on primary sources. A recurring and germane problem in historical research concerns the use of sources and the conclusions drawn from them. Frederickson, in discussing the plague of secondary sources says, "one of the first things the student must do is to learn to disregard the sweeping statements made by some well-intentioned writers on the history of sports and games."¹⁴

¹²Kerlinger, p. 392.

¹³Leslie Kish, Survey Sampling (New York: John Wiley & Sons, 1965), p. 20.

¹⁴Florence S. Frederickson, "Sports and the Cultures of Man," in Science and Medicine of Exercise and Sports, ed. by Warren R. Johnson (New York: Harper, 1960), p. 642.

Using the one phase sample, i.e., all constituent elements, produced quantities of data that were unwieldy without some design of classification. Therefore a table of history classification was designed and devised for the single purpose of this study. This history classification is unique to this study.

Historians have been reluctant to incorporate the concept of classification into their methodology. Beach explains this reluctance:

Very few historiographic problems are as difficult as those imbedded in the establishment of categories. Every man's taxonomy reflects his view of the universe. Categories tend to take on the attributes of facts, despite their roots in assumptions.¹⁵

In a discussion of intellectual history, Donovan said, "historians of ideas have felt compelled to refine their definitions, to delineate their areas of responsibility, and to determine their proper focus of attention."¹⁶ He feels that this refining process has produced some consensus, but not unanimity. He also points out that, for example, the sampling techniques used by the political or economic historian "cannot be employed with similar assurance by the intellectual historian."¹⁷

¹⁵Beach, p. 566.

¹⁶Timothy Paul Donovan, Historical Thought in America Postwar Patterns (Norman, Okla.: University of Oklahoma Press, 1973), p. 6.

¹⁷Ibid., p. 8.

Even though historians have been reluctant to include the concept of classification in their methodology,¹⁸ there is indication that quantification and classification is being more widely used by historians.¹⁹ A search of the literature did produce sufficient data to arbitrarily construct a general classificatory system for the purpose of this study.²⁰ Howell chose the term, "approaches of history" rather than type or kind of history. He listed six "approaches" to history: chronological, geographical, political, cultural, institutional, biographical.²¹

The classification scheme that was designed is in Table 1, "Table of History Classification." The type of history, its primary concern, and examples of topics of research that this study is concerned with are given.

¹⁸Patrick Gardiner, The Nature of Historical Explanation (London: Oxford University Press, 1952), p. 28.

¹⁹W. T. K. Nugent, Creative History: An Introduction to Historical Study (Philadelphia: J. B. Lippincott, 1967), pp. 148-50.

²⁰Richard H. Bauer, "The Study of History," Social Studies, XXXIX (May, 1948), pp. 220-23; Allan Nevins, The Gateway to History (Garden City, New York: Anchor Double-day, 1962), pp. 112-14, 347-69; James O. Richards, "Local History and Parochial History Defined and Explained," The Filson Club History Quarterly, XL (1966), pp. 144-58.

²¹Maxwell L. Howell, "Toward A History of Sport," Journal of Health, Physical Education, and Recreation, XL (March, 1969), pp. 77-79.

There is a definite limit on the rigor and precision of such a classification scheme, but it is a device of convenience for the purpose of the study. This permitted analysis of the types of work that have been done rather than by chronological periods or geographic locations.²²

In summary, the design of the study accommodates the limitations of variations in data availability. Propositions regarding the lack of scholarly efforts in the history of sport and physical education are generally regarded to be true, but are unsupported with data. In order to obtain specific data, the propositions were defined in terms of four basic components: courses offered, textbooks used, theses and dissertations, and scholarly journals.

The two basic methods of research utilized in the design were the statistical method and the historical method. The sample selected was the one phase sample, all constituent elements. In all components, the analysis of the data was by frequency distribution of the primary analysis type which is descriptive, and central tendencies were determined. "The three principal measures of central tendency are the mean, the median, and the mode. They are averages by definition."²³

²²I would like to acknowledge the assistance of Dr. John Ezell, David Ross Boyd Professor of History, University of Oklahoma, with whom I discussed this problem.

²³Kerlinger, pp. 611-12.

TABLE 1
TABLE OF HISTORY CLASSIFICATION

TYPE OF HISTORY	PRIMARY CONCERN	TOPICS OF HISTORICAL STUDIES
BIBLIOGRAPHY	Compilation of sources	Bibliography of histories of sports, of ideas, of fields of physical education, of journals that have ceased publication; analysis of theses and dissertations, of textbooks, of literature of a field, of journalism.
BIOGRAPHY	Life story and work of an individual	Biography of individuals, of groups of individuals, of contributions to a sport or a field
CHRONOLOGY	Placing events in time	History of rules changes in a sport, of major events in a field of physical education
PAROCHIAL HISTORY	Local events, places, organizations with no perspective for the larger field of study	History of a single sport at a single school, of a single department of athletics or physical education
LOCAL HISTORY	Local organizations and events that are concerned with broader implications geographically and socially	History of state or regional professional associations, of state curricula in physical education; of state or regional athletic conferences
POLITICAL HISTORY	Government of organizations, parliamentary and constitutional history, involvement of civil government	History of legislation involving sports and physical education, of national associations and organization, of international groups, of influence of political ideology in the development of sport and physical education

continued

Table of History Classification
(continued)

Type of History	Primary Concern	Topics of Historical Studies
ECONOMIC HISTORY	Influence of economic factors and includes industrial, commercial, and financial history	History of industrial involvement in sports and physical education, of occupational status of athletes and physical educators, of research grants and foundation support, of follow-up studies of graduates
SOCIAL HISTORY	Everyday life of people in terms of classes and groups, customs, education, religious institutions	History of a sport in a nation, of changes in professional objectives and educational preparation in physical education, of sports activities of social, religious, or geographical groups, of the development of physical education in a nation
CULTURAL HISTORY	Tracing and interpreting achievements in a non-political group; relations with art, science, music, literature	History of transference from one culture to another culture, of comparative cultures, of general cross-culture of a single sport, of equipment development, of ethics and amateur codes
INTELLECTUAL HISTORY	Origin, growth, and influence of important ideas and thought, contributions of philosophers	History of origins of sports, of philosophical systems in physical education, of philosophical ideas in the growth of sports

Methodology for Course Offerings

In order to determine the status of the courses offered in the history of sport and physical education in higher education in the United States, the best method was deemed to be the survey method. The type of survey that was used is described by Good as "investigative, evaluative, or status intended primarily to appraise existing conditions."²⁴

For the survey, the specific method employed was the mail questionnaire. This was determined to be the best method to achieve the objective of determining the status even though the drawbacks of lack of response and inability to check the response would impose limits.²⁵

In regards to questionnaires, Kish states, "high response can be elicited with skillful, brief, simple questionnaires."²⁶ In construction of the questionnaire, the goal was to be brief, simple, but comprehensive. The questionnaire contains both closed form and open form questions.²⁷

²⁴Carter V. Good, Essentials of Educational Research: Methodology and Design (New York: Appleton-Century-Crofts, 1969), p. 208.

²⁵Kerlinger, p. 397.

²⁶Kish, p. 539.

²⁷D. B. Van Dalen and W. J. Meyer, Understanding Educational Research: An Introduction, rev. ed. (New York: McGraw-Hill Book Co., 1966), pp. 304-06.

The specific questions in the questionnaire follow closely the outline for course analysis given by Dressel in College and University Curriculum.²⁸ The first nine questions are closed form asking for objective information on course titles, textbooks used, whether required for a degree, and semester credit hours offered. Questions seven through nine on when the course was last taught and the number enrolled were included in an effort to distinguish between catalogue listings and actual teaching. The last three questions were open form asking for subjective evaluation.²⁹ The section on the description of the college was included in an effort to ascertain if the size of the college significantly influenced course offerings.³⁰ The questionnaire is found in Appendix A.

The questionnaire was mailed to approximately five hundred colleges and universities listed in the "Directory of Professional Preparation Institutions."³¹ The desired response should approach the eighty per cent level.³²

²⁸Paul L. Dressel, College and University Curriculum (Berkeley, Calif.: McCutchan Publishing Corp. 1968), pp. 201-05.

²⁹Van Dalen and Meyer, pp. 304-06.

³⁰Dressel, p. 9.

³¹"Directory of Professional Preparation Institutions," Journal of Health, Physical Education and Recreation, XXXVI (Oct., 1965), pp. 23-32.

³²Kerlinger, p. 397; Good, p. 226; Kish, p. 539.

Since basically the object and design of the study was to ascertain a description of the status rather than to determine variables and relationships, the analysis of the data was by frequency distribution of the primary analysis type and central tendencies were determined.³³ The frequency distributions were charted by analytical tables.³⁴ For ease of interpretation, the results are presented in percentages of respondents rather than raw scores.³⁵

³³Kerlinger, pp. 611-12. See also page 52 above.

³⁴M. Gladys Scott (ed.), Research Methods in Health, Physical Education, Recreation (Washington, D. C.: American Association for Health, Physical Education, Recreation, 1959), pp. 510-20.

³⁵Joseph B. Oxendine, "Status of General Instruction Programs of Physical Education in Four Year Colleges and Universities, 1971-72," Journal of Health, Physical Education and Recreation, XLIII (March, 1972), p. 26.

Methodology for Textbooks

The literature is sparse about textbooks in general, and even less on the specific topic of textbook evaluation. For example, Harris published criteria for evaluating books and had six questions relating to style (Is it simple?); eleven questions relating to mechanical features (Is the cover attractive?); nine questions on pupil aids (Is there a glossary?); and twenty questions on content (Is the approach positive?).³⁶ This is representative of the literature.

Brickman strongly advocates that textbooks be evaluated on the basis of the sources utilized in historical works. He attaches great importance as to whether the sources used are primary sources or secondary sources.³⁷

In this study, the most frequently used textbooks indicated on the questionnaire were analyzed. In order to determine the validity of these textbooks by Brickman's evaluation standards, the historical methodology of internal criticism was applied to the sources utilized by the textbooks.³⁸

³⁶William H. Harris, "Suggested Criteria," Journal of Health, Physical Education, Recreation, XXXV (Feb., 1964), p. 27.

³⁷W. W. Brickman, Guide to Research in Educational History (New York: New York University Book Store, 1949), pp. 109-10.

³⁸Nugent, pp. 77-78.

An analysis of the sources utilized by each textbook was made. An arbitrary categorization was established to chart the analysis of the sources. This chart is found in Table 2.

The amount of space devoted to each major historical period was computed in an effort to determine the emphasis of each of the textbooks.

A result of the textbook evaluation by this method was a composite bibliography of all the bibliographies of the textbooks analyzed.

TABLE 2

CLASSIFICATION OF SOURCES UTILIZED IN HISTORY
OF PHYSICAL EDUCATION TEXTBOOKS

I Primary Sources
II Secondary Sources
A. Dissertations
B. General Secondary
C. American-Pre 1930
D. American-Post 1930
E. Commentaries
F. Reports
G. Comparative Physical Education Textbooks
H. Physical Education Textbooks
I. General Histories of Civilization
J. General Histories of Education

Primary Source: direct and actual records
from the period or by the
people who are the subject
of the historical study.
Usually dates from the time
of the events being studied.

Secondary Source: indirect record or something
written about the period or
people by others at a later
time.

Definitions of Sources from Walter T. K. Nugent,
Creative History (Philadelphia: J. B. Lippincott,
1967), pp. 77-78.

Methodology for Theses and Dissertations

One objective criterion for determining the status quo of graduate work in higher education is the master's theses and doctoral dissertations completed.

Because the literature is widely scattered, and because of the limited bibliographic work done in the history of sport and physical education research, a list of theses and dissertations was compiled. The method used was the most rudimentary of methods; published lists of theses and dissertations were checked for titles in the history of sport and physical education. Over fifty sources, some consisting of annual listings for a number of years, were consulted.³⁹ This data is titles only because abstracts were limited and of the impossibility of examining the individual thesis or dissertation.

Once the list of theses and dissertations was compiled, the Table of History Classification was used to classify the research.⁴⁰ Chronological, geographical, and subject matter frequency distribution charts were constructed also.

³⁹Supra., pp. 28-37.

⁴⁰Supra., pp. 53-54.

Methodology of the Periodical Literature

The communication and progress of a field of study in higher education is facilitated by publication of research in scholarly journals.

The general professional journals in physical education are as follows: Mind and Body; American Physical Education Review; Journal of Health, Physical Education, Recreation; The Research Quarterly; The Physical Educator; Quest; Index and Abstracts of Foreign Physical Education Literature; and National College Physical Education Association for College Men Proceedings of the Annual Meeting.⁴¹

Because of the lack of bibliographic research in the history of sports and physical education, the above mentioned journals were searched for papers pertinent to the history of sports and physical education. The same rudimentary method was used that was used for theses and dissertations; journal by journal and volume by volume were checked.

Once the list of journal papers was compiled, the Table of History Classification was used to classify the articles.⁴²

⁴¹Supra., pp. 38-43

⁴²Supra., pp. 53-54.

An approximate calculation was made on the basis of the total number of titles in the journals to determine the percentage of each journal that had been devoted to the history of sport and physical education.

The authors and titles of published papers were collated with authors and titles of theses and dissertations to determine what percentage of the theses and dissertations had been published in the journals.

In summary, the design and methodology of this study produced the data with which to determine the status of each of the components. A bibliography of the theses and dissertations, and a bibliography of the journal articles was compiled.

Limitations of the Study

The delimiting factors of the study include a lack of previous studies to provide research guidelines and a lack of established formulae for deriving priorities in the selection of components. The components were selected on the basis of attempting to limit qualitative and subjective evaluation; therefore such factors as faculty preparation and emphasis and student achievement and attitudes were omitted and the courses offered, the textbooks used, the master's theses and doctoral dissertations completed, and the publications in scholarly journals were included.

The object of the study was to determine the scope of the problem posed by the propositions that there has been a lack of emphasis on historical study and scholarship in sport and physical education. Therefore the lowest common and available denominator, the course titles were utilized in the component of course offerings. The course titles were selected because it is possible to elicit a higher response from a simple questionnaire than from a comprehensive interrogatory or request for course syllabi which would in turn necessitate establishment of qualitative criteria for evaluation and analysis. Also a simple questionnaire limits, but does not eliminate, variations in precision of responses by the respondents.

The absence in the literature of general criteria adaptable for textbook evaluation is limiting. The classification of cited sources as to primary or secondary sources provided a basis that could be applied to all textbooks analyzed.

Another limiting factor was the impossibility of examining each individual master's thesis or doctoral dissertation. Because of variations in availability of abstracts of the research studies which ranged from comprehensive (such as in Dissertation Abstracts) to none at all (such as in Masters Theses in Education), the lowest common denominator was utilized, i. e., the titles of the theses and dissertations.

The availability of the journal articles was the most consistent of any of the data, and in the Appendix I, brief annotations are included when appropriate.

Within these limitations of variability of available data, the same sample and the same procedural commitment was maintained in each phase or component of the study.

CHAPTER IV
COURSES IN THE HISTORY OF SPORT.
AND PHYSICAL EDUCATION

In 1913-14, W. P. Bowen of Michigan State Normal College in Ypsilanti made a study of the courses offered in the twenty-two schools offering at least two years of academic study in professional physical education training. This was to be a first step towards standardizing courses. Of the twenty-two schools, nine were special physical education schools not then affiliated with a standard four year college, and two were Y.M.C.A. schools. In other words, only half of the schools were four year colleges. One of the categories of course offerings included "the history and literature of physical education, philosophy of physical education, and the like."¹ Table 3 gives the list of schools, number of hours required in history, philosophy, and literature of physical education, and the total hours required for the total program. All but one of the schools required hours in the history and philosophy of physical education. The range was from zero to 224 hours. The median number of hours was seventy-two.²

¹W. P. Bowen, "The Preparation of Teachers of Physical Education," American Physical Education Review, XIX (June, 1914), p. 423.

²Ibid.

TABLE 3
HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION
REQUIRED IN PROFESSIONAL PHYSICAL
EDUCATION SCHOOLS IN 1914

SCHOOL	*Hours in Hist. & Philos.	*Total Hours Total Progr.
H. Sophie Newcomb Memorial College, Tulane University, New Orleans	224	2160
International Y.M.C.A. College, Springfield, Mass.	115	1554
Chicago School of Physical Education and Expression	96	1514
American College of Physical Education, Chicago	90	1296
Sargent School of Physical Education, Cambridge, Mass.	90	1172
Teachers College, Columbia University	90	2048
Dept. of Hygiene, Wellesle. College	72	1138
Normal College, North American Gymnastic Union, Indianapolis	72	2592
Oberlin College, Ohio	72	2160
University of Wisconsin, Madison	72	2160
Western State Normal College, Kalamazoo	72	1034
New Haven Normal School of Gymnastics, Conn.	70	942
Normal School of Physical Education, Battle Creek, Michigan	70	1835
Iowa State Teachers College, Cedar Falls	60	2364
University of Kansas, Lawrence	54	2160
New York Normal School of Physical Education, New York City	50	1140
Michigan State Normal College, Ypsilanti	48	1728
Y.M.C.A. College, Chicago & Lake Geneva	40	1740
American School of Physical Educ., Boston	30	1344
Posse Normal School of Gymnastics, Boston	0	2172

*Actual clock hours in the classroom

from W. P. Bowen, "The Preparation of Teachers of Physical Education," American Physical Education Review, XIX (June, 1914), p. 423.

Just a little more than a half century later, the 22 schools with at least two years of academic training had increased to approximately 500 four year colleges and universities offering professional and academic degrees in physical education.³ These colleges and universities were mailed a questionnaire survey concerning the course offerings in the history of sport and physical education.⁴

The response to the survey questionnaire is given in Table 4. The level of response, 75.1%, is within the acceptable range.⁵ It can be compared with Oxendine's 69% response.⁶

The lowest response (33.3%) was from colleges with enrollments of less than 500 students. The highest

³"Directory of Professional Preparation Institutions," Journal of Health, Physical Education, and Recreation, XXXVI (Oct., 1965), pp. 23-32.

⁴See Appendix A.

⁵Fred N. Kerlinger, Foundations of Behavioral Research: Educational and Psychological Inquiry (New York: Holt, Rinehart and Winston, 1964), p. 397; Leslie Kish, Survey Sampling (New York: John Wiley & Sons, 1965), p. 539; Carter V. Good, Essentials of Educational Research: Methodology and Design (New York: Appleton-Century-Crofts, 1969), p. 226.

⁶J. B. Oxendine, "Status of General Instruction Programs of Physical Education in Four Year Colleges and Universities, 1971-1972," Journal of Health, Physical Education and Recreation, XLIII (March, 1972), p. 26.

TABLE 4

RESPONSE TO MAILED QUESTIONNAIRES ON THE TEACHING OF
COURSES IN THE HISTORY OF SPORT, PHYSICAL
AND HEALTH EDUCATION, RECREATION

College Enrollment	Number of Questionnaires Mailed	Number of Responses Received	Per Cent Response
Under 500	15	5	33.3%
500-1,000	98	60	61.2%
1,000-5,000	212	160	75.5%
5,000-10,000	78	69	88.5%
10,000-20,000	50	47	94.0%
Over 20,000	36	26	72.2%
Totals	489	367	75.1%

response (94.0%) was from colleges with an enrollment of between 10,000 and 20,000 students.

Of the responding colleges and universities, 78 or 21% indicated that NO courses were offered at their institutions in the history of sport and physical education.⁷

The response to the question asking for the exact titles of the courses offered produced 52 different titles.⁸ Some 33 of the 52 titles (63%) were mentioned only once, and 7 of the titles (13%) were mentioned twice. Therefore, 75% of the course titles were listed only once or twice. This would indicate either a lack of uniformity or a lack of standardization in nomenclature of course titles in the field of study of the history of sport and physical education.

The largest single number of times a course title was mentioned was 102 times (34%), and this was for a course entitled, "History and Principles of Physical Education." Some 59 of the colleges listed this course as an undergraduate course and 43 listed it as a graduate course.

The second most frequent listing was for a course entitled, "History of Physical Education," which was

⁷See Appendix B.

⁸Ibid.

TABLE 5

MOST FREQUENTLY USED COURSE TITLES IN 1970 IN THE HISTORY OF SPORT, PHYSICAL AND
HEALTH EDUCATION, RECREATION BY COLLEGE ENROLLMENT AND LEVEL OFFERED*

Number		COURSE TITLE	under 500		under 1,000		under 5,000		under 10,000		under 20,000		over 21,000		TOTAL
Ug	Gr		Ug, Gr		Ug, Gr		Ug, Gr		Ug, Gr		Ug, Gr		Ug, Gr		
51	27	No courses offered	3		17		23	9	6	7	2	6		5	78
59	43	History and Principles P.E.	2		17		36	11	4	15		11		6	102
13	30	History of Physical Educ.			4		7	8	1	8	1	8		6	43
22	10	Introduction Health & P.E.			8		13	1	1	4		4		1	32
3	20	History & Philosophy P.E.			2			5	1	7		6		2	23
8	4	Foundations H., P.E. & R.			2		6	1		1		2			12
8	1	History, Principles, & Philosophy of P. E.			1		7	1							9
9		Principles Health & P.E.					9								9
5	2	Introduction & History P.E.			2			1	2	1	1				7
1	4	History & Foundations P.E.			1					2		1		1	5
2	2	Principles of Physical Educ.			1			2	1						4
	3	History of H., P.E. & R.								1		1		1	3
	3	History of Sport & P. E.								2				1	3

*See Appendix B for complete listing.

listed 43 times or 14%. But with this course, only 13 listed it as an undergraduate course while 30 listed it as a graduate course.

The third most frequently listed course title in the history of sport and physical education was "Introduction to Health and Physical Education." This was listed 32 times (10.7%). The fourth most frequently mentioned course was "History and Philosophy of Physical Education" which was mentioned 23 times or 7.5%.

In the response of 367 colleges and universities listing 52 different course titles, it was found that four courses accounted for 66% of the listings. Two of these four courses, "History and Principles of Physical Education" and "Introduction to Health and Physical Education" are primarily undergraduate courses. The other two courses, "History of Physical Education" and "History and Philosophy of Physical Education" are primarily graduate courses.

A significant factor in the listing of the course titles is that so few courses are devoted only to history. Just 12 of the 52 course titles (23%) are designated as history of sports, history of physical education, or history of sport and physical education. All other titles are history and principles, history and foundations, introduction and history, history and philosophy.

This means that the historical portions of the course could be more or could be less than the other constituent of the course. It was found that 77% of the courses are diluted with constituents other than history.

Another factor is that in the colleges with enrollments of over 10,000 students, the history courses tend to be offered at the graduate level. In colleges with enrollments over 21,000 students, all of the level-offered designations were on the graduate level. In the colleges with enrollments of between 10,000 and 20,000 students, only 2 of the 42 level-offered designations were on the undergraduate level. In other words, in colleges with over 10,000 students, 97% of the level-offered designations were graduate level. This compares with colleges with enrollments of less than 10,000 students having 142 level-offered designations on the undergraduate level (62%) and 86 on the graduate level (38%). This indicates that the history of sport and physical education courses that are offered in the larger universities are graduate courses and are probably more specialized courses.

In 1973 a follow-up study of graduate courses was done in which the leading 70 teaching-research institutions offering professional and academic degrees in physical education were surveyed regarding the graduate level only

courses offered.⁷ The results of the follow-up study are found in Table 6. Of these seventy universities, 19 or 27% offered no courses in the history of sport and physical education. Again, as with the basic survey, a large number of titles were cited, a total of 47 titles. Of these 47 titles, 35 or 74% were cited only once.

The major difference between the basic survey and the follow-up study was that the titles of the graduate courses in the top teaching-research institutions tended to be solely history of sport and physical education and not so diluted with principles, foundations, introductions, etc.. Whereas in the basic survey, only 23% of the courses titles were devoted to history only, in the follow-up study 59% of the titles were history only. This would indicate perhaps a broader range of specialized course titles is available at these colleges.

In the basic survey of 367 colleges, 52 different course titles were listed. In the follow-up study of graduate courses only, some 47 titles were listed. However, when the two lists of titles of courses were

⁷These 70 institutions were determined by quantitative numerical analysis of a five consecutive year span of the annual volume, Completed Research in Health, Physical Education, and Recreation published by the American Association for Health, Physical Education, and Recreation.

TABLE 6

FREQUENCY DISTRIBUTION OF COURSE TITLES IN GRADUATE
COURSES IN THE HISTORY OF SPORTS, PHYSICAL
AND HEALTH EDUCATION, RECREATION IN
SELECTED COLLEGES, 1973*

Number	COURSE TITLE	Schools Offering
19	No graduate courses	Appalachian, Ark., Ark. St., Brooklyn, Chadron (Neb.), Colo.-Ft. Collins, Columbia, Drake, Fla., Peabody, Kent St., Lamar, LSU, Minn. Missouri, N.C.-Cent. So. Ill., Stanford, Tenn.
18	HISTORY OF PHYSICAL EDUCATION	Ariz., BYU, Cal.-S.D., Ga., Ill. St., Iowa, N.C.-Grnsbro, Ohio St., Ore.[2], So. Calif., Sprgfld, Tex. Womans, Utah, Wayne St.(Mich), Wis., Wis.St.-La Crosse
4	HISTORY OF SPORT and PHYSICAL EDUCATION	Cal.St.-L.B., Ill. Texas, No. Colo.
3	HISTORY & PRINCIPLES OF HEALTH and PHYSICAL EDUCATION	No. Ill., Purdue, Smith
3	HISTORY & PHILOSOPHY OF PHYSICAL EDUCATION	Kansas, Temple, West. Illinois
3	HISTORICAL & PHILOSOPHICAL FOUNDATIONS HEALTH EDUCATION	Temple Tex. Womans Univ. [2]
2	HISTORICAL FOUNDATIONS OF PHYSICAL EDUCATION	Florida State [2]
2	HISTORY & PRINCIPLES OF PHYSICAL EDUCATION	Indiana, South Dakota
2	PHILOSOPHICAL & HISTORICAL BASES FOR PHYSICAL EDUCATION	Montana, North Texas
2	HISTORY OF AMERICAN PHYSICAL EDUCATION	North Carolina-Grnsbr. Wayne St. (Mich.)
2	HISTORY OF HUMAN MOVEMENT PROGRAMS	UCLA [2]
2	SPORT OF U.S. CULTURE	Cal.St.-L.B., Sprgfld.
2	HISTORY OF SPORT IN WESTERN CULTURE	Maryland [2]

*Sources: Current Catalogues, Correspondence, Personal Contact at North American Society for Sport History Meeting

Table 6 (contd.)

Number	COURSE TITLE	Schools Offering
1	HISTORY OF HEALTH & PHYSICAL EDUC.	Central Missouri
1	HISTORY OF HEALTH, PHYSICAL EDUCATION & RECREATION	Cal.St.-Sacramento
1	HISTORY OF PHYSICAL EDUCATION IN DIFFERENT SOCIETIES	Univ. Michigan
1	HISTORICAL ASPECTS OF PHYSICAL EDUC.	Geo. Williams Coll.
1	HISTORICAL BASIS OF PHYSICAL EDUC.	Univ. Colorado
1	HISTORY & FOUNDATIONS OF PHYSICAL EDUCATION	Cal.St.-San Jose
1	HISTORY & PHILOSOPHY OF PHYSICAL EDUCATION & RECREATION	Washington State
1	SIGNIFICANT PERIODS IN THE DEVELOPMENT OF PHYSICAL EDUC.	Southern Calif.
1	PHYSICAL EDUCATION IN ANCIENT TIMES	New York Univ.
1	PHYSICAL EDUCATION: AN AESTHETIC APPROACH	Eastern Illinois
1	HISTORY & PHILOSOPHICAL FOUNDATIONS OF HEALTH EDUCATION	Temple
1	HISTORY & PHILOSOPHY OF RECREATION	Texas Womans Univ.
1	HISTORY & PHILOSOPHY OF LEISURE AND RECREATION	Springfield
1	CULTURAL BASES OF PHYSICAL EDUC.	Calif.-Santa Barbara
1	CULTURAL FOUNDATIONS OF PHYSICAL EDUCATION	Cal. St.-Chico
1	CULTURAL & HISTORICAL FOUNDATIONS OF PHYSICAL EDUCATION	Calif.-Berkeley
1	CULTURAL ANALYSIS OF PHYSICAL ACTIVITIES	Michigan State
1	CULTURAL & DEVELOPMENTAL FOUNDATIONS OF HEALTH, PHYSICAL EDUCATION & RECREATION	Toledo
1	HISTORICAL FORCES AFFECTING HUMAN MOVEMENT BEHAVIOR	Purdue
1	HISTORY OF KINESIOLOGY	UCLA
1	HISTORY OF PHYSICAL EDUCATION IN CALIFORNIA	UCLA
1	HISTORY & PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION	Maryland
1	SPORTS AND PHYSICAL EDUCATION IN AMERICAN SOCIETY	Eastern Illinois
1	HISTORY OF SPORT	Wisconsin

Table 6 (contd.)

Number	COURSE TITLE	Schools Offering
1	RISE OF SPORT	Washington
1	SPORT IN THE UNITED STATES	Washington
1	HISTORY OF SPORT IN AMERICAN SOCIETY	Penn State
1	HISTORY OF AMERICAN SPORT	Massachusetts
1	WORLD HISTORY OF SPORT	Massachusetts
1	HISTORY OF THE OLYMPIC GAMES	Cal.State-Sacramento
1	SPORT IN ANTIQUITY	Penn State
1	ATHLETICS IN THE ANCIENT WORLD	Washington
1	HISTORY OF SCHOOL AND COLLEGE SPORT	Massachusetts
1	AESTHETICS OF SPORT	Cal.State-Sacramento
1	HISTORY, PHILOSOPHY, ORGANIZATION OF THE YMCA	Springfield

combined into a single, alphabetical list, only 10 of the titles (10%) were found on both lists. Therefore the two surveys produced a total of 89 different titles. Appendix C has an alphabetical listing of all course titles with indication of source. Some of the differences are semantic exercises to be sure, but with a total of 89 course titles, there is variation. This variation does indicate a range of differences in the importance placed on history courses, differences in what is classified as history courses, and differences in historical approaches.

The results of the study indicate that there is a lack of standardization of course titles in the history of sport and physical education. There is also an indication from the course titles and the textbooks used (see Chapter V) that as a field of study, the history of sport and physical education needs to be divorced from principles, foundations, introductions, and trends.

The number of courses and specific course titles for each of the 70 universities in the follow-up study are shown in Table 7. These are all graduate level courses. Four courses are offered by 3 universities: Springfield College, Texas Woman's University, and the University of California at Los Angeles. Three courses are offered by 5 universities: University of Maryland, University of Massachusetts, University of Washington, California State at Sacramento, and Wayne State University.

Two courses are offered by 10 universities, one course is offered by 33 universities and no courses are offered by 19 universities. On the basis of this data from the leading 70 teaching-research institutions, opportunities for graduate study in the history of sport and physical education are limited. Only 11% offer more than two courses and 14% offer two courses.

The limited number of courses offered at all but 11% of the universities indicates that anyone specializing in the history of sport and physical education as a graduate major will generally have to do so through independent studies, seminars, and directed readings.

In summary, it was found that in the basic survey of 367 colleges, 79% offer some kind of course in the history of sport and physical education or a course that includes some historical material. In the follow-up study of graduate courses only of the 70 leading teaching-research institutions, some 73% offer courses.

However, only 23% of the course titles in the basic survey were devoted to history only and did not include principles, foundations, introductions, and trends. In the follow-up study, 59% were history without the other diluting constituents. Thus, it was found that three-fourths of the degree granting colleges and universities do offer some courses, but the titles of the courses being

TABLE 7

FREQUENCY DISTRIBUTION OF GRADUATE COURSES IN THE HISTORY
OF SPORTS, PHYSICAL AND HEALTH EDUCATION,
RECREATION IN SELECTED COLLEGES, 1973*

Number Courses	College or University	Course Titles
4	Springfield College	History of Physical Education Sports in U. S. Culture Hist. & Philos. Leisure & Rec. Hist., Philos., Org. YMCA
4	Texas Womans University	History of Physical Education Hist. & Philos. Recreation Hist. & Philos. Health to Mid Ages Hist. & Philos. Health to Present
4	Univ. California at Los Angeles	History of Kinesiology Hist. of Phys. Educ. in California Hist. of Human Movement Programs Hist. of Human Movement Programs
3	California State at Sacramento	Hist. Health, Phys. Educ., Rec. History of the Olympic Games Aesthetics of Sports
3	Univ. of Maryland	Hist. & Philos. Sport & Phys. Ed. History of Sport in Western Cul. History of Sport in Western Cul.
3	Univ. Massachusetts	History of American Sport World History of Sport Hist. of School and College Sport
3	Univ. Washington	The Rise of Sport Sport in the United States Athletics in the Ancient World
3	Wayne State (Mich.)	Hist. & Philos. Health Educ. History of Physical Education Hist. American Physical Education
2	California State at Long Beach	Hist. of Sport and Phys. Educ. Sport in U. S. Culture
2	Eastern Illinois Univ.	Sports & Phys. Educ. Amer. Soc. Phys. Educ.: Aesthetic Approach
2	Florida State Univ.	Historical Foundations Phys. Ed. Historical Foundations Phys. Ed.
2	Univ. North Carolina at Greensboro	History of Physical Education Hist. of American Phys. Educ.
2	Univ. Oregon	History of Physical Education History of Physical Education
2	Pennsylvania State Univ.	History of Sport in Amer. Society Sport in Antiquity
2	Purdue University	Hist. & Prin. Health, P.E., Rec. Hist. Forces Affecting Human Move

*Sources: Current Catalogues, Correspondence, Personal Contact at North American Society for Sport History Meeting

Table 7(contd.)

Number Courses	College or University	Course Titles
2	Univ. Southern Calif.	History of Physical Education Significant Periods in Dev. P.E.
2	Temple University	Hist. & Philos. Physical Educ. Hist. & Philos. Fdns. Health
2	Univ. Wisconsin	History of Physical Education History of Sport
1	Univ. Arizona	History of Physical Education
1	Brigham Young Univ.	History of Physical Education
1	Univ. Calif.-Berkeley	Cultural & Hist. Fdns. Phys. Ed.
1	Univ. Calif.-Santa Barbara	Cultural Bases Physical Educ.
1	Calif. State-Chico	Cultural Foundations Phys. Educ.
1	Calif. State-San Diego	History of Physical Education
1	Calif. State-San Jose	Hist. & Foundations of Phys. Ed.
1	Central Missouri State	Hist. Health & Physical Educ.
1	Univ. Colorado	Historical Bases of Phys. Educ.
1	George Williams College	Historical Aspects of Phys. Ed.
1	Univ. Georgia	History of Physical Education
1	Univ. Illinois	History of Sport and Phys. Educ.
1	Illinois State Univ.	History of Physical Education
1	Univ. Indiana	History & Principles Phys. Educ.
1	Univ. Iowa	History of Physical Education
1	Univ. Kansas	Hist. & Philos. Physical Educ.
1	Univ. Michigan	Hist. Phys. Ed. in Different Soc
1	Michigan State Univ.	Cultural Analysis Phys. Activity
1	Univ. Montana	Philos. & Hist. Bases Phys. Educ.
1	New York University	Phys. Educ. in Ancient Times
1	North Texas State Univ.	Philos. & Hist. Bases Phys. Educ.
1	Univ. Northern Colorado	Hist. of Sport & Physical Educ.
1	Northern Illinois Univ.	Hist. & Prin. Health & Phys. Ed.
1	Ohio State University	History of Physical Education
1	Oklahoma State University	History of Physical Education
1	Smith College	Hist. & Prin. Health & Phys. Ed.
1	Univ. South Dakota	Hist. & Prin. Physical Educ.
1	Univ. Texas	Hist. Sport and Physical Educ.
1	Univ. Toledo	Cul. & Dev. Fdns. H., P.E., R.
1	Univ. Utah	History of Physical Education
1	Washington State Univ.	Hist. & Philos. Phys. Ed. & Rec.
1	Western Illinois Univ.	Hist. & Philos. Physical Educ.
1	Wisconsin St.-La Crosse	History of Physical Education
0	Appalachian State	
0	Univ. Arkansas	
0	Arkansas State College	
0	Brooklyn College	
0	Chadron St.-Nebraska	
0	Colo. St.-Ft. Collins	
0	Columbia University	
0	Drake University	
0	Univ. Florida	
0	George Peabody College	
0	Kent State Univ.	
0	Louisiana State Univ.	
0	Univ. Minnesota	
0	Univ. Missouri	
0	Univ. Tennessee	

offered by 80% of these are not pure history course titles, but have as their emphasis principles, foundations, trends, introductions, or philosophy or some other constituent. Apparently what many professional physical educators are labeling history is, in fact, only partially history with variations in degree. In the remaining 20% of the three-fourths of the colleges and universities that offer courses in the history of sport and physical education, the course titles are pure history course titles. This means that in only 15% of the colleges offering professional and academic degrees in physical education are pure history titles found in the courses in the history of sport and physical education. This seems to support the proposition that there is a lack of courses in the history of sport and physical education based on historical scholarship.

The annual frequency that the courses in the history of sport and physical education are offered is furnished in Table 8. It indicates that 65% of the courses are offered once a year, 19% are offered twice a year, and 15% are offered three times a year. This data indicates that the courses that are offered are actually taught and are not just catalog listings. This frequency of offering of the courses combined with the 80% of the titles having other constituents in addition to history is further indication that perhaps these are not specialized courses in history.

TABLE 8

ANNUAL FREQUENCY OF OFFERING OF COURSES IN THE
HISTORY OF SPORTS, PHYSICAL AND HEALTH
EDUCATION, RECREATION, 1970

COURSE TITLE	Number of Times Offered Each Year		
	1	2	3
Appreciation of Athletics			1
Changing Perspectives in Physical Education	1		
Comparative Physical Education	1		
Comparative Phys. Education and Sports	2		
Cultural Development of Physical Education	1		
Cultural Foundations of Physical Education	1		
Foreign Systems of Physical Education	1		
Foundations and Trends in Physical Education			1
Foundations of Health, Phys. Educ. & Rec.	10	1	1
Gymnastics in Transition			1
Heritage of American Physical Education	1		
Historical & Philosophical Bases Phys. Educ.	1		
Historical Concepts of Physical Education	1		
History and Foundations of Physical Educ.	3	2	
History and Orientation of Physical Educ.			1
History and Philosophy of Physical Educ.	12	9	1
History and Principles of Physical Educ.	58	17	15
History and Tests and Measurements	1		
History and Theories of Physical Education	1		1
History of American Sports	1		
History of Health, Phys. Educ. and Rec.	1	2	
History of Physical Education	31	5	3
History of Physical Education in the USA			1
History of Phys. Educ., Sport and Society	1		
History of Sport		1	
History of Sport and Physical Education	1		2
History of the Olympic Games		1	
History of the Philosophies of Phys. Educ.	1		

Table 8 (contd.)

COURSE TITLE	Number of Times Offered Each Year		
	1	2	3
History, Principles and Curriculum	1		
History, Principles and Organization	1		
History, Principles and Philosophy	8	1	
Introduction and History of Physical Educ.	9	2	3
Introduction to Health and Physical Educ.	7	7	6
Methods in Team and Individual Sports		1	
Organization and Administration of Phys. Ed.	1		
Orientation to Physical Education	2		
Physical Education in Ancient Times	1		
Principles and Foundations in Physical Educ.	2		
Principles and Trends in Physical Education	1		
Principles of Health, Phys. Educ. and Rec.	5	1	3
Principles of Physical Education	2	1	
Principles, Organization and Administration	1		
Professional Heritage, Principles & Problems	1		
Scientific Bases of Physical Education		1	
Seminar in the History of Physical Education	1		
Seminar of Athletics and Physical Education	1		
Sociological-Historical Bases of Phys. Educ.	1		
Sport and Culture	1		
Sport and Society			1
Survey of Physical Education	1		
Theory and Principles of Motor Learning			1
World History of Physical Education	2	1	
TOTALS	180	53	42
Percentage	65%	19%	15%

In response to the question as to whether the courses offered in the history of sport and physical education are required for degrees, it was found that approximately 82% of the courses are required for a degree. This data is charted in Appendix D and summarized in Table 9.

The frequency that a course is required for a degree follows closely the frequency that the courses are offered. The course, "History and Principles of Physical Education" was the most frequently cited title of a course being offered (102) and it was also the most frequently cited as being a required course (90). Although "History of Physical Education" was the second most frequently cited title (43), and "Introduction to Health and Physical Education" was the third most frequently cited title (32), they reverse positions in the frequency that they are required for degrees. The course, "History and Philosophy of Physical Education" was the fourth most frequently cited title and also the fourth most often required for a degree.

In the survey response to the request for a subjective evaluation of the faculty competence to teach the courses in the history of sport and physical education, slightly over one-half, 51.3% were evaluated as having adequate competence; 10.3% were evaluated as having fair competence; and 38.4% felt that the faculty competence

TABLE 9

DISTRIBUTION OF 288 COURSES IN THE HISTORY OF SPORT AND PHYSICAL
EDUCATION ACCORDING TO SIZE OF COLLEGE AND REQUIRED STATUS

College Enrollment	Number of Colleges Responding	Number of Courses That Are Required	Number of Courses That Are Not Required	Percentage of Courses That Are Required
Under 500	5	3	0	100%
Under 1,000	60	37	3	92.5%
Under 5,000	160	96	23	80.6%
Under 10,000	69	45	10	81.8%
Under 20,000	47	31	11	73.8%
Over 21,000	26	24	5	82.7%
TOTALS	367	236	52	81.9%

was excellent. The data is summarized in Table 10. It should be noted that in colleges with less than 500 students enrolled, zero per cent evaluated faculty competence as excellent, but in universities with enrollments over 21,000 students, the percentage of faculty competence rated excellent rose to 58.6%. In a study that Resick did on "Graduate Education Patterns" in physical education he found that the specializations of faculty with doctorates ranked (1) organization and administration, (2) health education, and (3) curriculum.⁸

Another element in the survey to be noted is the subjective evaluation of library resources available for teaching courses in the history of sport and physical education. Only 9.9% indicated excellent library resources while 40.3% indicated fair library resources. Resick's approach to library holdings was in terms of annual monetary budget allocations. He found that 10% of the departments had less than \$250.00 per year library budget and 35% had less than \$500.00 per year.⁹ The data for the subjective evaluation of library resources appears in Table 11.

⁸Matthew Resick, "Graduate Education Patterns," Journal of Health, Physical Education, and Recreation, XXXVIII (April, 1967), 56.

⁹Ibid.

TABLE 10

EVALUATION OF FACULTY COMPETENCE TO TEACH COURSES
IN THE HISTORY OF SPORT, PHYSICAL AND
HEALTH EDUCATION, RECREATION

College Enrollment	Faculty Competence Rated*		
	FAIR	ADEQUATE	EXCELLENT
Under 500		100%	
Under 1,000	25.0%	52.5%	22.5%
Under 5,000	8.4%	62.2%	29.2%
Under 10,000	10.9%	43.6%	45.4%
Under 20,000	7.9%	34.2%	57.9%
over 21,000		41.3%	58.6%
TOTALS	10.3%	51.3%	38.4%

*See Appendix E for operational definitions.

TABLE 11

EVALUATION OF LIBRARY RESOURCES IN COLLEGES OFFERING
COURSES IN THE HISTORY OF SPORT, PHYSICAL
AND HEALTH EDUCATION, RECREATION

College Enrollment	Library Resources Rated*		
	FAIR	ADEQUATE	EXCELLENT
Under 500	66.6%	33.3%	
Under 1,000	48.7%	48.7%	2.5%
Under 5,000	41.4%	51.3%	7.2%
Under 10,000	41.8%	45.4%	12.7%
Under 20,000	39.4%	50.0%	10.5%
Over 21,000	18.5%	55.5%	25.9%
TOTALS	40.3%	49.8%	9.9%

*See Appendix E for operational definitions.

The results of a broad sample survey questionnaire answered by 367 colleges including both undergraduate and graduate courses and of a follow-up study of graduate courses only in 70 top teaching-research institutions reveal the following:

1. Approximately 25% of the colleges offer no courses in the history of sport and physical education.
2. Of the colleges that do offer courses, 80% of them are diluted with other constituents such as history and principles, history and foundations, history and trends, introduction and history, etc.
3. The net result is that only 15% of the colleges and universities granting professional and academic degrees in physical education have pure history courses in the history of sport and physical education.
4. A total of 89 different course titles were listed, and approximately 68% of these were cited only once.
5. The courses that are offered are taught once a year in 65% of the cases and more than once a year in 35% of the cases.
6. Of the courses that are offered, 82% of them are required for a degree.
7. The faculty competence to teach the courses was subjectively evaluated by the respondents to be 38.4% excellent, 51.3% adequate, and 10.3% fair.
8. The library resources available to support the teaching of the courses were subjectively evaluated by the respondents to be 9.9% excellent, 49.8% adequate, and 40.3% fair.

CHAPTER V

TEXTBOOKS USED IN THE TEACHING OF THE HISTORY OF SPORTS AND PHYSICAL EDUCATION

The textbook is one of the dominant influences in education at all levels, including higher education. The textbook is a special kind of book in that it seldom contains new knowledge and is rarely written in laudate prose style. It is usually written in a highly structured format.

Textbooks have the limitation of not being able to include all the knowledge on a specific subject, and are therefore selective in content.

Hilton describes the role of the textbook, "its essential function is . . . to make the knowledge which does exist available to the student in a selected, ordered way." The major asset that a textbook has is that it is always available and can be returned to, reread, and studied at leisure.¹

In response to the question on the survey questionnaire that asked for the titles of the textbooks used in teaching courses in the history of sports and physical education, some twenty-six different titles

¹Ernest Hilton, "Textbooks," Encyclopedia of Educational Research, 4th ed. (London: The Macmillan Co., 1968), p. 1472

were listed. Table 12 indicates the titles and the frequency that they were cited. Again, as with the course titles, a number of them were cited only once (50%). Also, as with the course titles, some 40% of the textbook titles have as the key word in the title either foundations, principles, or introduction. Of the titles more closely related to history, some of the books are long out of print, some encyclopedic in design, and some limited in scope and therefore are not suitable as textbooks.

The five most frequently cited textbooks were selected to be analyzed and evaluated by Brickman's criteria on the use of sources.² An individual bibliography of the sources cited was made for each text in the group of five, and then a composite bibliography of the sources was compiled.

A classificatory system for the sources cited in the five textbooks was arbitrarily devised.³ Its utility is limited to the convenience of this study to have a frame of reference for comparative study of the five textbooks.

² W. W. Brickman, Guide to Research in Educational History (New York: New York University Book Store, 1949), pp. 109-10.

³ See Table 2, p. 60.

TABLE 12

FREQUENCY DISTRIBUTION OF TEXTBOOKS USED
IN THE TEACHING OF THE HISTORY OF
SPORT AND PHYSICAL EDUCATION 1970

TEXTBOOK	Number Times Cited
Charles A. Bucher, <u>Foundations of Physical Education</u> , 5th ed. (St. Louis: C.V. Mosby, 1968).	80
D. B. Van Dalen, Elmer D. Mitchell, Bruce L. Bennett, <u>A World History of Physical Education: Cultural, Philosophical, Comparative</u> (Englewood Cliffs, N.J.: Prentice-Hall, 1964).	70
Emmet A. Rice, John L. Hutchinson, Mabel Lee, <u>A Brief History of Physical Education</u> , 4th ed. (New York: Ronald Press, 1958).	46
C. W. Hackensmith, <u>History of Physical Education</u> (New York: Harper & Row, 1966).	26
Arthur Weston, <u>The Making of American Physical Education</u> (New York: Appleton Century Crofts, 1962).	23
Jesse Feiring Williams, <u>The Principles of Physical Education</u> , 7th ed. (Philadelphia: W. B. Saunders, 1959).	20
John E. Nixon, Ann E. Jowett, <u>An Introduction to Physical Education</u> , 7th ed. (Philadelphia: W. B. Saunders, 1969).	9
Delbert Oberteuffer, Celeste Ulrich, <u>Physical Education: A Textbook of Principles for Professional Students</u> , 3rd ed. (New York: Harper & Row, 1962).	7
Ann Paterson, Edward C. Hallberg, <u>Background Readings for Physical Education</u> (New York: Holt, Rinehart, Winston, 1965).	3
Earle F. Zeigler, <u>Problems in the History and Philosophy of Physical Education and Sport</u> , (Englewood Cliffs, N.J.: Prentice-Hall, 1968).	3

Table 12 (contd.)

Textbook	Number Times Cited
Charles C. Cowell & Wellman L. France, <u>Philosophy and Principles of Physical Education</u> (Englewood Cliffs, N.J.: Prentice-Hall, 1965).	2
Elwood Craig Davis, et al, <u>Philosophies Fashion Physical Education</u> (Dubuque, Iowa: Wm. C. Brown, Co., 1963).	2
Foster Rhea Dulles, <u>A History of Recreation: America Learns to Play</u> (New York: Appleton, Century, Crofts, 1965).	2
Margaret M. Duncan & Ralph H. Johnson, <u>Introduction to Physical Education, Health Education, and Recreation</u> (New York: Prentice Hall, 1954).	1
E. Norman Gardiner, <u>Athletics in the Ancient World</u> (Oxford: At the Clarendon Press, 1955).	1
John H. Jenny, <u>Physical Education, Health Education & Recreation: Introduction to Professional Preparation for Leadership</u> (New York: Macmillan, 1961).	1
Fred E. Leonard & G. B. Affleck, <u>A Guide to the History of Physical Education</u> (Philadelphia: Lea & Febiger, 1947).	1
C. H. McCloy & Norma Dorothy Young, <u>Tests and Measurements in Health, Physical Education</u> , 3rd ed. (New York: Appleton, Century, Crofts, 1954).	1
Herbert H. Manchester, <u>Four Centuries of Sport in America 1490-1890</u> (New York: Derrydale Press, 1933).	1
Frank G. Menke, <u>The Encyclopedia of Sports</u> , 4th ed. (New York: A. S. Barnes, 1969).	1
Elmer D. Mitchell, <u>Sports for Recreation and How to Play Them</u> (New York: Ronald Press, 1952).	1
Jay B. Nash, <u>Physical Education: Interpretation and Objectives</u> (New York: A.S. Barnes, 1948).	1
P. F. Neilson & Alice Bronson, <u>Problems in Physical Education, An Introductory Course</u> (Englewood Cliffs, N.J.: Prentice Hall, 1965).	1

Table 12 (contd.)

Textbook	Number Times Cited
Marian Sanborn & Betty G. Hartman, <u>Issues In Physical Education</u> (Philadelphia: Lea and Febiger, 1964).	1
Howard S. Slusher & Aileene Lockhart, <u>Anthology of Contemporary Readings: An Introduction to Physical Education</u> (Dubuque, Iowa: Wm. C. Brown, Co., 1966).	1
Randolph W. Webster, <u>Philosophy of Physical Education</u> (Dubuque, Iowa: Wm. C. Brown, Co., 1965).	1
TOTALS 26 Titles	306

The sources cited by each textbook were analyzed and classified according to the devised categories. This data is charted in Table 13. This reveals that the textbooks in the history of sport and physical education are, for the most part, tertiary. The texts have been derived from secondary sources almost exclusively. In the composite total of 1,069 sources cited by the five textbooks, only a total of 52 primary sources (4.8%) were used; therefore 95% of the sources were secondary, thus making the texts tertiary.

A summary of the percentages for each category for each textbook is given in Table 14. There is a uniformity in the percentages generally. Some exceptions are that the sources cited by Rice were 10% primary sources. If the data for Rice is removed, then the remaining four texts would only have 3% primary sources rather than the 4.8% with the Rice data included. Another factor to be noted is that Van Dalen cited 104 general histories of education and these sources constitute 23% of the sources in his text.

The most frequently cited text was Bucher which was only incidentally designed to be utilized as a history text. Only 56 historical references were found in the text and 52% of those were from general secondary sources. The frequency that the Bucher text was cited

TABLE 13

ANALYSIS OF SOURCES CITED IN TEXTBOOKS IN THE HISTORY OF PHYSICAL EDUCATION

TEXTBOOK	Primary	Disser- tations	General Secondary	American Pre 1930	American Post 1930	Commen- taries	Comparative Phys. Educ.	P. E. Texts	Hist. Civil.	Hist. Educ.	Reports
Composite Totals	52	24	183	106	181	20	156	36	149	144	18
Van Dalen Mitchell Bennett	17	14	73	22	20	14	88	29	65	104	4
Rice Hutchinson Lee	28	6	77	28	24	4	36	3	35	37	4
Hackensmith	16	13	57	54	120	5	65	4	41	26	8
Bucher	0	0	29	1	7	0	6	0	11	2	0
Weston	6	0	13	23	22	1	0	8	9	2	1

Van Dalen, Deobold B.; Mitchell, Elmer O.; and Bennett, Bruce L. A World History of Physical Education: Cultural, Philosophical, Comparative. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Rice, Emmet A.; Hutchinson, John L.; and Lee, Mabel. A Brief History of Physical Education. 4th Edition. New York: Ronald Press, 1958.

Hackensmith, C. W. History of Physical Education. New York: Harper & Row, 1966.

Bucher, Charles A. Foundations of Physical Education. Fifth Edition. St. Louis: Mosby, 1968.

Weston, Arthur. The Making of American Physical Education. New York: Appleton Century Crofts, 1962.

TABLE 14

SUMMARY OF SOURCES CITED IN TEXTBOOKS IN THE
HISTORY OF PHYSICAL EDUCATION

CATEGORY	Van Dalen	Hacken smith	Rice	Weston	Bucher
TOTAL SOURCES	450	409	282	85	56
Primary Sources	3%	4%	10%	7%	0
Dissertations	3%	3%	2%	0	0
General Secondary	16%	14%	27%	15%	52%
American Pre 1930	5%	13%	10%	27%	2%
American Post 1930	5%	29%	9%	26%	12%
Commentaries	3%	1%	1%	1%	0
Comparative P.E.	19%	16%	13%	0	10%
P. E. Textbooks	6%	1%	1%	9%	0
Hist. Civilization	14%	10%	13%	11%	20%
Hist. Education	23%	6%	13%	2%	4%
Reports	1%	2%	1%	1%	0

Category	Composite
Primary Sources	4.8%
Dissertations	2.2%
General Secondary	17.1%
American Pre 1930	9.9%
American Post 1930	16.9%
Commentaries	1.8%
Comparative P.E.	14.5%
P.E. Textbooks	3.3%
Hist. Civilization	13.9%
Hist. Education	13.4%
Reports	1.6%

indicates that what physical educators are calling history is in actuality an appendage to principles or foundations. The Bucher textbook being the most frequently cited is consistent with the course title that was most frequently cited, "History and Principles."⁴

Of the 1,069 bibliographic references in the composite bibliography, 86% of them were cited only once in the five textbooks. Table 15 charts the number of times a source was cited within the limits of the five textbooks.

An indication of the nasence of the field of study of the history of sports and physical education is the fact that only two titles were cited by all five of the textbooks analyzed. These two "classics" in the field are Ainsworth's History of Physical Education in Colleges for Women⁵ and Leonard and Affleck's Guide to the History of Physical Education.⁶ Both of these books are secondary sources.

⁴See Table 5, p. 69.

⁵Dorothy Ainsworth, History of Physical Education in Colleges for Women (New York: A. S. Barnes, 1930).

⁶F. E. Leonard and G. B. Affleck, A Guide to the History of Physical Education (Philadelphia: Lea and Febiger, 1947).

TABLE 15

FREQUENCY OF SOURCES CITED IN TEXTBOOKS IN THE HISTORY OF PHYSICAL EDUCATION

Frequency	Primary	Disser- tations	General Secondary	American Pre 1930	American Post 1930	Commen- taries	Comparative Phys. Educ.	P. E. Texts	Hist. Civil.	Hist. Educ.	Reports
Composite Totals	52	24	183	106	181	20	156	36	149	144	18
Cited in 1 Textbook	41	20	141	92	175	18	127	31	138	122	18
Cited in 2 Textbooks	7	2	30	11	6	1	21	5	10	20	0
Cited in 3 Textbooks	4	2	8	2	2	1	8	0	1	2	0
Cited in 4 Textbooks	0	0	2	1	0	0	0	0	0	0	0
Cited in 5 Textbooks	0	0	2	0	0	0	0	0	0	0	0

Only three titles were cited by four of the five textbooks. They are Dulles' America Learns to Play,⁷ Leonard's Pioneers of Modern Physical Training,⁸ and Wood and Cassidy's New Physical Education.⁹

Only thirty titles were cited by three of the five textbooks (2.8%). Within these thirty titles were four primary sources. The four primary sources cited by three of the five textbooks are Franklin's Proposal Relating to the Education of Youth,¹⁰ Dio Lewis' New Gymnastics,¹¹ Maclaren's System of Physical Education,¹² and Rousseau's Emile.¹³

So, of 1,069 titles in the composite bibliography, 86% were cited in only one text, 10.5% were cited in two texts, 2.8% in three texts, and .002% in four texts and .001% in all five texts.

⁷Foster Rhea Dulles, America Learns to Play: A History of Popular Recreation 1607-1940 (New York: Appleton-Century Co., 1940).

⁸F. E. Leonard, Pioneers of Modern Physical Training (New York: Association Press, 1919).

⁹T. D. Wood and Rosalind Cassidy, The New Physical Education (New York: Macmillan, 1927).

¹⁰Benjamin Franklin, Proposal Relating to the Education of Youth in Pennsylvania, facsimile reprint (Philadelphia: University of Pennsylvania Press, 1931).

¹¹Dio Lewis, The New Gymnastics (Boston: Ticknor and Fields, 1862).

¹²Archibald Maclaren, A System of Physical Education (Oxford: At the Clarendon Press, 1885).

¹³J. J. Rosseau, Emile, or Treatise on Education, trans. W. Pape (New York: Appleton and Co., 1895).

Internal criticism by analysis indicates that the state of knowledge as far as the authors of the five textbooks are concerned is preoccupied with nationalistic references to pedagogy. In Table 13, the category of Comparative Physical Education is the teaching of physical education in the many nations of the world. A total of 287 titles (27%) are concerned with the teaching of American physical education. By chronological periods, the distribution for American physical education is: 1861-1896--20 references; 1897-1930--86 references; and 1930-present--181 references. The most recent past is represented in quantity.

Three of the five textbooks are universal in scope and deal with the same chronological periods of world history. These texts are Rice, Van Dalen, and Hackensmith. Weston is concerned only with American physical education, and Bucher is concerned only with "foundations." The three universal texts were analyzed in a quantitative manner to determine the percentage of the number of pages in the text devoted to a given period of history. This data is shown in Table 16. This also indicates a preoccupation with the most recent past and also with nationalistic tendencies.

TABLE 16

ANALYSIS OF SPACE DEVOTED TO HISTORICAL PERIODS
IN TEXTBOOKS IN THE HISTORY OF SPORTS
AND PHYSICAL EDUCATION

HISTORICAL PERIOD	Pages in the Text		
	Rice	VanDalen	Hackensmith
INTERNATIONAL			
Antiquity	3%	6%	4%
Greco-Roman	8%	9%	10%
Medieval	3%	6%	2%
Early Modern to 1800	8%	13%	10%
1800 to Present	24%	37%	34%
AMERICAN			
Colonial	3%	1%	4%
1800-1900	24%	11%	10%
1900 to present	28%	17%	26%

Theoretically, this composite bibliography should be a valuable research tool, but pragmatically, it is of limited value. It was the original intent in the design of this study that this composite bibliography be included as an Appendix, but with 27% of it being general histories of education and of civilization, and with 95% of it being secondary sources, it is of very limited use to future researchers. The preoccupation with the most recent past pedagogy further delimits its value.

In summation, an evaluation of the status of the textbooks used in the teaching of the history of sports and physical education indicates the need for new textbooks. In 1937 when Staley pointed out the need for a textbook for courses in the history of sport and commented that too much of the historical material was on the history of the teaching and not enough on what was being taught, he was correct in his assessment.¹⁴ Unfortunately, he would still be as correct today, for his 1937 assessment is still valid.

In this study and analysis of the textbooks used in the teaching of the history of sports and

¹⁴S. C. Staley, "The History of Sport: A New Course in the Professional Training Curriculum," Journal of Health and Physical Education, VIII (November, 1937), pp. 522-25; 570-72.

physical education, it was found that:

1. Some twenty-six titles were cited as textbooks being used to teach the history of sports and physical education in three hundred and sixty-seven colleges, but 50% of them were mentioned only once.
2. Over one-fourth of the respondents cited a textbook entitled, Foundations of Physical Education as the textbook being used.
3. As with the course titles, 40% of the textbook titles had as their key word foundations, principles, or introduction rather than history.
4. The five most frequently cited textbooks were evaluated by internal criticism of the sources. It was found that 95% of the sources cited were secondary sources.
5. A composite bibliography of all the sources cited in the five textbooks was compiled. In this bibliography of 1,069 references, it was found that 86% of the references were cited only once in the five textbooks and 10.5% were cited only twice.
6. Of the 1,069 references, only two titles were cited by all five textbooks; only three titles were cited by four of the textbooks; and only thirty titles were cited by three of the textbooks.
7. There is a preoccupation in the textbooks with the recent teaching of American physical education. Some 27% of the references were concerned with the teaching of American physical education, and 63% of those references were in the period since 1930.

CHAPTER VI

MASTER'S THESES AND DOCTORAL DISSERTATIONS IN THE HISTORY OF SPORT AND PHYSICAL EDUCATION

Long a tradition in higher education, and one of the indicators of emphasis of study is the master's theses and doctoral dissertations that are completed. The procedure of thesis and dissertation writing is not without its critics, however. Rijsdorp indicates that it is his opinion that it is actually better for humanity that so few master's theses are published.¹ Barzun seriously questions the value of the doctoral dissertation:

Organization and writing are more often than not the work of the sponsor. He edits, rewrites, and annotates several drafts. . . . Consequently the dissertation proves nothing; it comes out of a last-minute tutorial in essay writing.²

On the other hand, Rothstein thinks that the theses and dissertations constitute an important potential resource in the scholarly enterprise of physical education. She feels that this resource has not been properly exploited

¹Klaas Rijsdorp, "International Research Catalog," Report of the International Council of Health, Physical Education and Recreation of WCOTP (1961), p. 21.

²Jacques Barzun, The American University: How It Runs, Where It Is Going (New York: Harper and Row, 1968), p. 263.

in physical education. She does acknowledge the limitations of general lack of knowledge of availability and problems in the dissemination of graduate studies.³

In this study the theses and dissertations are pertinent to the status of the history of sport and physical education as a field of study in higher education. In historical research, one of the basic sources for monographic material is the thesis and doctoral dissertation. It is important to ascertain whether or not theses and dissertations are being written in the history of sport and physical education, what type of history they are, what the subject topics of them are, and what emphasis is being placed on historical research in the colleges and universities granting degrees in physical education.

In compiling data on the theses and dissertations that have been completed in the history of sport and physical education, it was found that the literature was widely scattered and quite diverse. Over fifty different sources were utilized and some of them consisted of annual volumes over a period of time.⁴

³Anne L. Rothstein, "Practioners and the Scholarly Enterprise," Quest, XX (Summer, 1973), 57-59.

⁴Supra., pp. 28-37 for a discussion of the sources for theses and dissertations in the history of sports and physical education.

In addition to the problem of multiplicity of sources due to lack of previous work and to the interdisciplinary nature of the problem, and another major problem was errors in internal classification and in indexes to sources. For example, Cureton's bibliography of 3,878 master's theses in physical education, while a benchmark work, did present some serious errors.⁵ Some titles classified as "historical" in this list included "Menstrual History Study of the University High School Girls of Ann Arbor, Michigan;" "Mathematical History and Recreations in the Junior High School;" and "Gymnasium Locker Room Facilities for Boys in High Schools."⁶ The index of Cureton's book listed 183 theses under the category of historical. An item by item search of the 3,878 theses resulted in finding 70 that were historical but had not been indexed as such, and 11 that had been indexed as historical, but which were not. The unreliability of the Cureton index was a general rule rather than an exception with the indexes of the sources.

From the 52 sources utilized in compiling the data on master's theses and dissertations, a total of 1,282 graduate studies in the history of sport and physical education were verified with complete citations. The date

⁵Thomas K. Cureton, Masters Theses in Health, Physical Education, and Recreation (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1952).

⁶Ibid., items 3601, 1862, and 3180 respectively.

of the earliest ones is 1927.

Too often overlooked by historians of sport and physical education are monographs and research done in other fields that is within the province of their area of interest. A search of Doctoral Dissertations and Dissertation Abstracts yielded 41 doctoral dissertations in other fields that dealt with the subject matter of the history of sport and physical education. The fields of study and the number of dissertations relating to the history of sports were: Anthropology (2), Archaeology (2), Education (2), History (12), Language and Literature (4), Classical Literature (6), Romance Literature (2), English Literature (7), Philosophy (1), and Sociology (3). Because history of sport and physical education has been within the domain of physical education departments generally, the above mentioned fields of study are not always considered as they should be.

Doctoral work in physical education was inaugurated in the decade between 1920 and 1930. The question is what is the position of the study of the history of sport and physical education within the domain of physical education. In 1953, Fortner listed the history of sport and physical education as one of 13 major areas of study in physical education (7.6%);⁷ in 1964, the Big Ten Body of Knowledge

⁷Bernard S. Fortner, "Textbooks Preferred for Teaching Certain Professional Undergraduate Courses in Men's Physical Education," Physical Educator, X (Dec., 1953), p. 109.

project listed history as one of 8 areas (12.5%);⁸ in 1965, Daniels listed history as one of 6 areas (16.6%);⁹ in 1967, Rarick listed history as one of 4 major areas (25.0%).¹⁰ The range of the proposed position of history and historical scholarship in physical education then is from 7.6% to 25.0%. These are theoretical constructs.

For the purposes of attempting to focus on the actual position of the history of sport and physical education in the domain of physical education, four sources of theses and dissertations for the period 1930 to 1970 were selected to be analyzed. The sources were selected because of their annual reports over a period of time, and because they were national in scope, and comprehensive in format. They also reported all studies in all areas of physical education.¹¹ The total number of theses and dissertations in the entire field of physical

⁸Earle F. Zeigler and King J. McCristal, "A History of the Big Ten Body-of-Knowledge Project in Physical Education," Quest, IX (Dec., 1967), 80.

⁹Arthur S. Daniels, "The Potential of Physical Education As An Area of Research and Scholarly Effort," Journal of Health, Physical Education and Recreation, XXXVI (Jan., 1965), 32.

¹⁰G. L. Rarick, "The Domain of Physical Education As A Discipline," Quest, IX (Dec., 1967), 52.

¹¹Supra., pp. 28-37 for description of sources.

education were recorded, and then the number of these theses and dissertations on the history of sport and physical education were recorded. The percentages of historical studies of the total number of studies were calculated. The results are charted in Table 17.

The percentages of historical studies has significantly remained constant during the 40 year span analyzed. The range is from 2.9% to 8.7% of historical studies. Elimination of the lowest and highest percentage gives a range of 3.4% to 7.7%. The median for both ranges is 5.2% historical studies. This indicates a consistency; with 100 studies in 1930 having 5% historical studies to 1,178 studies in 1970 having 5% historical studies. This is below the theoretical construct recommendations of from 7.6% to 25.0% and tends to support the proposition that historical studies in physical education have not had enough emphasis.

A chronological summary of the number of master's theses and doctoral dissertations in the history of sport and physical education is given in Appendix F. It is charted by decades for each university or college and gives the total number of historical studies reported by each university. The data on the total number of studies reported is included to provide a comparison of the quantity of total studies to the number of historical studies.

TABLE 17

COMPARISON OF RELATION OF HISTORICAL STUDIES TO TOTAL NUMBER
OF THESES AND DISSERTATIONS IN PHYSICAL EDUCATION

YEAR	CORETON			DISSERTATION ABS			COMPLETED RSCH			MA THESES EDUC.			%Hist. From All 4 Sources
	MA& DR	Hist	%Hist	MA& DR	Hist	%Hist	MA& DR	Hist	%Hist	MA& DR	Hist	%Hist	
1930	100	5	5.0%										5.0%
1931	214	16	7.5%										7.5%
1932	271	16	5.9%										5.9%
1933	232	12	5.2%	10	0	0							4.9%
1934	259	9	3.5%	13	1	7.7%							3.6%
1935	245	16	6.5%	11	1	9.0%							6.6%
1936	280	17	6.0%	13	2	15.4%							6.4%
1937	324	23	7.1%	17	0	0							6.7%
1938	341	23	6.7%	15	0	0							6.4%
1939	359	22	6.1%	11	0	0							5.9%
1940	396	24	6.0%	11	1	9.0%							6.1%
1941	399	17	4.3%	12	1	8.3%							4.4%
1942	268	12	4.5%	15	1	6.7%							4.5%
1943	163	8	4.9%	30	3	10.0%							5.6%
1944	141	10	7.0%	10	1	10.0%							7.2%
1945	135	8	5.9%	7	1	14.2%							6.3%
1946	191	17	8.9%	15	1	6.7%							8.7%
1947				13	1	7.7%							7.7%
1948				32	0	0							0
1949				63	4	6.3%							6.3%
1950				69	2	2.9%							2.9%
1951				91	5	5.5%				201	10	4.9%	5.1%
1952				102	6	5.9%				224	7	3.1%	3.9%
1953				99	9	9.0%				181	5	2.8%	5.0%
1954				95	5	5.3%				192	5	2.6%	3.4%
1955				106	7	6.6%				213	16	7.5%	7.2%

Table 17 (contd.)

YEAR	CURETON			DISSERTATION ABS			COMPLETED RSCH			MA THESES EDUC.			%Hist. From All 4 Sources
	MA & DR	Hist.	%Hist	MA & DR	Hist.	%Hist	MA & DR	Hist.	%Hist	MA & DR	Hist.	%Hist.	
1956				88	6	6.8%				200	12	6.0%	6.2%
1957				104	3	2.9%				193	10	5.2%	4.3%
1958				94	5	5.3%				191	7	3.7%	4.2%
1959				104	4	3.8%	284	10	3.5%	246	16	6.5%	4.7%
1960				95	8	8.4%	415	27	6.5%	278	12	4.3%	5.9%
1961				96	6	6.2%	405	15	3.7%	245	12	4.9%	4.4%
1962				127	11	8.7%	367	16	4.4%	273	13	4.8%	5.2%
1963				140	5	3.6%	362	24	6.6%	363	27	7.4%	6.4%
1964				135	7	5.1%	390	20	5.1%	330	13	3.9%	4.6%
1965				170	10	5.9%	460	19	4.1%	423	22	5.2%	4.8%
1966							545	27	5.0%	413	21	5.1%	5.0%
1967							651	38	6.0%	401	16	4.0%	5.2%
1968							749	45	6.0%	387	16	4.1%	5.3%
1969							769	51	6.6%	395	20	5.1%	6.1%
1970							877	50	5.7%	301	10	3.3%	5.0%
TOTAL	4318	255	5.9%	2013	117	5.8%	7835	441	5.6%	5978	281	4.7%	5.2% Median

NB: MA & DR represents total number of master's theses and doctoral dissertations in the entire field of physical education.

Sources:

Doctoral Dissertations Accepted by American Universities, compiled for Association of Research Libraries (New York: H.W. Wilson Co., 1934-56); Index to American Doctoral Dissertations, compiled for the Association of Research Libraries (Ann Arbor, Mich.: University Microfilms, 1957-); Dissertation Abstracts, (Ann Arbor, Mich.: University Microfilms, 1952-).

Masters Theses in Education, ed. by H. M. Silvey (Cedar Falls, Iowa: Research Publications, 1952-).

Completed Research in Health, Physical Education, Recreation (Washington, D.C.: American Association for Health, Physical Education, Recreation, 1959-).

T. K. Cureton, Masters Theses in Health, Physical Education, Recreation (Washington D.C.: AAHPER, 1951); University of Illinois Abstracts of Graduate Theses in Physical Education (Urbana, Ill.: School of Physical Education, 1924-1960); "Doctorate Theses Reported by Graduate Departments..." Research Quarterly, XX (March, 1949), pp. 21-59.

Colleges with no historical studies are also included, for omissions are necessary for total evaluation. For example, the University of Arkansas has reported 59 studies and Southern Illinois 51 studies, but neither have reported any historical research. Boston University, Columbia, Peabody, Indiana, Iowa, New York University, North Carolina, Penn State, Southern California, Springfield, Utah, and Wisconsin have consistently reported historical studies in at least five of the six decades included.

A total of 201 colleges and universities have reported theses and dissertations in the sources consulted; 159 (79%) have reported historical studies at some time.

The numerical rank, on the basis of the number of historical studies, of the colleges and universities is shown in Appendix G. This indicates that historical studies in the history of sport and physical education have been diffuse, especially when it is considered that this represents a 45 year span. With some 50 colleges reporting only one historical study in 45 years, it would indicate that the historical study was only incidental. In Table 19 there is no relationship as to size of college, geographic location, type of college, or any other discernable factor.

When analyzed quantitatively, it is found that the 20 most productive colleges for historical studies are also the most productive colleges for all studies

in physical education. Utilizing the data in Appendix F on the total number of studies, it is found that the 20 most productive colleges for historical studies produced 57.5% (6,849 of 11,912) of the total number of studies. These same 20 colleges also produced 58.0% of the historical studies (744 of 1,282)! Therefore it would seem that the quantitative number of historical studies is as much an indicator of the total program as it is of any emphasis specifically on historical research.

The median number of studies for the 159 colleges over the 45 year span is 3 historical theses or dissertations.

As important as to whether the research is done, is what type of research it is. In an effort to focus on this problem, a Table Of History Classification was devised for the purposes of this study.¹²

Each of the 1,282 theses and dissertations were arbitrarily classified by title into one of the categories in the history classification table. The data on each history classification by college is found in Table 20. This data indicates no trends or any focus. There has been little or no concentration at a particular university on a specific type of history. Possible exceptions are the number of doctoral dissertations in the area of

¹²Supra., see Table 1, p. 53.

TABLE 18

CHRONOLOGICAL SUMMARY OF MASTER'S THESES AND
DOCTORAL DISSERTATIONS IN THE HISTORY
OF SPORT AND PHYSICAL EDUCATION*

1927-1973

Decade	Number Master's Theses	% of Theses	Number Doctoral Dissert.	% of Dissert.	Totals
1920	14	82.3%	3	17.7%	17
1930	183	90.5%	19	9.4%	202
1940	122	84.7%	22	15.2%	144
1950	198	69.7%	86	30.3%	284
1960	346	69.2%	154	30.8%	500
1970	96	71.1%	39	28.9%	135
Totals	959	74.8%	323	25.2%	1,282

*Complete data can be found in Appendix F.

TABLE 19

EXTRACT FROM RANK LIST OF UNIVERSITIES AS TO NUMBER

OF MASTER'S THESES AND DOCTORAL DISSERTATIONS

IN HISTORY OF SPORT AND PHYSICAL EDUCATION*

1927-1973

UNIVERSITY	Master's Theses	Doctoral Dissert.	TOTAL
Ohio State	66	15	81
Illinois	63	16	79
Columbia	6	54	60
Peabody	41	10	52
Springfield	34	13	47
New York Univ.	17	22	39
Michigan	21	17	38
Utah	29	8	37
Penn State	29	6	35
Southern Calif.	17	17	34
Wisconsin	23	7	30
Calif. St. Sacramento	29	0	29
Iowa	14	14	28
Washington	26	1	27
Indiana	4	22	26
U.C.L.A.	12	11	23
Maryland	18	5	23
North Carolina	14	5	19
Oregon	13	8	21
Texas	16	2	18
Texas Womans Univ.	9	9	18
TOTALS	502	262	764

*Complete listing can be found in Appendix G.

TABLE 20

HISTORY CLASSIFICATION OF MASTER'S THESES AND DOCTORAL
DISSERTATIONS IN HISTORY OF SPORT AND PHYSICAL
EDUCATION BY COLLEGE 1927-1973

COLLEGE	Bibliography		Biography		Chronology		Parochial		Local		Political		Economic		Social		Cultural		Intellectual	
	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR
Adams							2													
Adelphi																	1			
Akron															1					
Alabama				4						1							1			
Ala. A&M							1													
American	1																			
Applchn							2													
Ark.St.			1				2		1											
Ariz.							1													
Ball															1					
Baylor			1							1										
Boston U.	4		1						1	1					1	1				
Bo.Green							1		1								2		1	
BYU			2	1			6				1		1		1	1				1
Brklyn																				
Butler									2						1					
Cal-Berk.	1		1				1	1	1		2				1		1		1	
UCLA				1			3	1	1		1	1			3	6	2		2	2
Cal-S.B.			1				5												1	
C.S.Chico			1				4		1											
C.S.Fulrn											1									
C.S.Hyrd															1					
C.S.Hmbt	1																			
C.S. L.A.	2														1		1		2	
C.S. L.B.											1									
C.S.Scmt	3		1		3		12		4				1		2		3			
C.S. S.D.							3		1		1						1			
C.S. S.S.					1				1								1			
C.S. Pa.																	1			
Canisius							1													
Case W.R.								1												
Catholic	1														1		1			
C.Mich.									1											
C.Wash.							1													
Chapman					1		2								1					
Cinn.								1	1							1			1	
CCNY							1								1				1	
Claremnt				1											1		1			
C.Pacific			1												1		2			
Colorado					1										2					
Colo.Col.							1		1											
Columbia	1	2		5		1		5		2		7		1		3	26		1	6

Table 20 (contd.)

COLLEGE	Bibliography		Biography		Chronology		Parochial		Local		Political		Economic		Social		Cultural		Intellectual	
	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR
Conn.																				1
DePaul	2						1										1			
Drake							2		3				1						1	
E. Texas							1													
E. New Mex.																	1			
E. Ill.			1				9		1		1									
Florida									1											
Fla. St.	1		1	2			1		1				1				1			
Peabody	6		1	1			1	1	2				3	19	3		9	2	5	
G. Wash.							1	1												
G. Wilms.							2													
Georgia			1												1					
Glasbro							1										1			
Gonzaga									1											
Houston															1					1
Howard							1								1					
Idaho							1										1			
Illinois	8	3	2	2	2		28		7	3	2	1	3	1	8	1	2		3	3
Ill. St.							3		4	3	2				1		1			
Indiana	1	1		1				4	3	4		2			1	7		1		1
Ind. St.									1						2					
Iowa		1		3		3	6		3	1		1	1	1	3		2	2	1	
Kansas			1		1		5					2								
Kan. St.							1													
K.S.-Emp.							4													
K.S.-Pitt							1													
Kent St.							1					1		1						
Kentucky			1						2					1						
Lamar St.									1											
LSU			2				1		1					1			1	1	1	
Mankato	1						8					1					1			
Maryland	6		1	2			2	1			1		1		5	1	3			
Mass.			1				1							2			4			
M.-Fitchbrg														1						
Miami (O.)							1													
Michigan	1		1	2	1		6	3	2	4	1	1	2	1	6	3	1	2		
Mich. St.									1							1				
Mills															1					
Minn.							1						1							
Miss.									1				1							
Missouri	1							1												
Moorhead							1						2							
McMurray							1													
Nebraska															1					
New Mexico			1	1			1		1						1					
N.Y.-Buff.			1						1								1			
NYU				2		2	1	1	2	4	2	2	4		3	8	3	1	2	2

Table 20 (contd.)

COLLEGE	Bibliography	Biography	Chronology	Parochial	Local	Political	Economic	Social	Cultural	Intellectual
No. Carol.	MA 1 DR	MA 1 DR	MA 1 DR	MA 1 DR	MA 1 DR	MA 1 DR	MA 1 DR	MA 1 DR	MA 1 DR	MA 1 DR
N.C. A&T		1		3	4		1	4	1	1
N.C. Cer. 1				2						
N.C. Grnsd				4	8	2		3	3	
N. Dakota				13				2	1	
N. Texas				3	2		1			1
NE Mo.	1	1	1	3				1	1	1
N. Colo.				1	2			1	1	1
N. Ill.	1			6	1	1				1
NW La.		1		1	1					
N. Western				1						
Oberlin				4				1	1	
Ohio U.				28	8	1		10	5	4
Ohio St.	1	6	2	1	1	1		1	1	4
Okla.				1						
Okla. St.		1		2	2			1	1	1
Omaha				1	1					
Oregon	1	1		2	2	2	1	5	2	1
Ore. St.				1						
Penn.				1						
Penn. St.	1	3	1	17	1	1	1	1	2	1
Pitt.	2			1			1	2	2	
Purdue	1							2		
Queens	1	1								
R. Island					1					
Rus. Sage										1
Rutgers					2					
St. Cloud			1							
St. Louis				1						
Scranton				1				1		
Sipry Rock										
Smith		5			1	2		1		
So. Carol.	1									
S. Dakota				2	1			1		
S. Dak. St.				6	2		1			
So. Calif.	3	4		2	1			10	3	4
So. Conn.			1						1	
SMU					1			1		
So. Miss.				1						
SE Mo.				2						
SW Texas	1									
Springfld	13	4	7	2	1	1	3	6	2	2
Stanford	1	2		1	1	2		2		1
Syracuse					2	1				
Temple	3	1		1				2	2	1
Tenn.	3			3	2		1			

Table 20 (contd.)

COLLEGE	Bibliography		Biography		Chronology		Parochial		Local		Political		Economic		Social		Cultural		Intellectual	
	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR
Tenn.A&I							1													
Tenn.Tech			1																	
Texas	3	1	2				3		3						1	1	3		1	
Tex.Tech							4													
Tex.West									1											
Tex.Womans			6				3		1	1			1		2		3	1		
Utah			6	2			19	1	1			1	1	3	1	1	1			
Utah St.	1		1				5		1											
Virginia									1	1										
Washington					4		10		6				1		3		1		1	1
Wash.St.	1		1												1		1			
Wayne(Mic)							1													
Wellesley							2								1		1			2
West Va.							4								3		1			
W. Ill.															1					
W. Mont.															1					
W. Wash.									1											
Wm.&Mary											1									
Winona St.							2		2											
Wisconsin	1		1	1	3		2		1	2			1		7		5	1	4	1
Wis.-LaC.			1				1													
Wyoming					1				2						3					
Yale																1				1
Canadian			1				2		2		2				7	2	7			1
TOTALS	77	16	58	58	32	9	313	31	115	38	26	24	31	15	163	85	99	25	45	22

social history at Teachers College, Columbia University. The 26 dissertations of a total of 85 represents 30.5% of the total. Another example is the 13 master's theses in bibliography completed at Springfield College. These 13 represent 16.8% of the total master's theses in bibliography.

Another factor to be noted is that the colleges with the largest number of studies (see Table 19) tend to have the entire range of history types.

A summary by type of history classification and by degree level is found in Table 20. The largest single category is parochial history with 26.8% of the total. Parochial history is the narrowest in scope of any of the history classifications, and too often is further limited by a short time span. It should be noted that 313 master's theses are in this category, but only 31 doctoral dissertations. This also represents the largest gap between number of master's studies and number of doctoral studies in any type of history category. The next gap in differences in numbers of master's and doctoral studies is in the category of local history. There are 115 theses and 38 dissertations in the local history category. Since parochial history is usually the history of a single sport or of one academic department at an individual college or university, it is of narrow

TABLE 21

SUMMARY OF HISTORY CLASSIFICATION OF
THESES AND DISSERTATIONS IN THE
HISTORY OF SPORTS AND
PHYSICAL EDUCATION

HISTORY CLASSIFICATION	No. of Theses	No. of Dissert.	Total	% OF ALL STUDIES
BIBLIOGRAPHY	77	16	93	7.2%
BIOGRAPHY	58	58	116	9.0%
CHRONOLOGY	32	9	41	3.1%
PAROCHIAL	313	31	344	26.8%
LOCAL	115	38	153	11.9%
POLITICAL	26	24	50	3.9%
ECONOMIC	31	15	46	3.5%
SOCIAL	163	85	248	19.3%
CULTURAL	99	25	124	9.6%
INTELLECTUAL	45	22	67	5.2%
TOTALS	959	323	1282	

Master's Theses 74.8% of total

Doctoral Dissertations 25.2% of total

concept and has limited contributions to the body of knowledge. The 38.7% of theses and dissertations in the categories of parochial and local history provide the basis for much of the criticism of graduate work in physical education in historical scholarship.

On the other hand, the lack of studies in the intellectual and cultural history categories is also to be noted. Economic history has been a neglected area, and yet it has had influence and impact on the development of physical education programs.

In addition to the type of history, the subject matter of the theses and dissertations is of interest. A chart of the subject matter of the 1,282 theses and dissertations in the history of sport and physical education appears in Table 26. The largest single category is in physical education, the 143 historical studies on the history of a physical education department in an individual college. The second largest subject category is the 109 histories of an athletic department in an individual college. These two topics account for 73% of the parochial history studies. The third largest category is the 75 studies done on teaching and curriculum.

A summary of the subject topics for theses and dissertations in the history of sport and physical education is furnished in Table 22. Sports and athletics

TABLE 22

SUBJECT TOPICS OF 1282 MASTERS THESES AND DOCTORAL DISSERTATIONS

Subject	Number
SPORTS	
Football	63
Basketball	50
Track & Field	38
Baseball	27
Amusements & Leisure	27
Wrestling	26
Swimming	13
Tennis	10
Soccer	8
Gymnastics	7
Golf	6
LaCrosse	6
Boxing	4
Fencing	4
Skiing	4
Softball	4
Volleyball	4
Archery	3
Curling	3
Field Hockey	3
Rowing	2
Sailing	2
Water Polo	2
Angling & Casting	1
Badminton	1
Bowling	1
Canoeing	1
Hockey	1
Horsemanship	1
Fox Hunting	1
Rugby	1
Water Skiing	1
Weight Lifting	1
ATHLETICS	
Athletic Depts., Leagues and Conferences	109
General Sports including Women	41
Intramurals	24
Athletic Organizations, NCAA, Coaches etc.	14
Olympics	11
Origin & Diffusion of Sports	9

Subject	Number
PHYSICAL EDUCATION	
Geographic Location- School, State, etc.	143
Curriculum & Teaching	75
Prof. Organizations	26
Related Organizations [Red Cross-5; YMCA-6]	14
Ergonomics	23
Adaptive	11
Fitness	11
Follow-up Studies	40
HEALTH EDUCATION	61
RECREATION	48
DANCE	22
CAMPING & OUTDOOR ED.	12
SAFETY EDUCATION	3
Legislation	23
Journalism	10
Theoretical-Philosophical	27
Religion & Religious Groups	21
Greco-Roman	20
Anthropology-Archaeo- logy	13
Ethnic Groups	11
Art	7
Alia	15
BIOGRAPHIES	
American Physical Educators	64
Foreign Physical Educators	3
Recreation Educators	4
Health Educators	4
Dancers	8
Coaches & Athletes	18
Alia	2
Miscellaneous	9

TABLE 23

SUMMARY OF SUBJECT TOPICS OF THESES AND DISSERTATIONS
IN THE HISTORY OF SPORTS AND
PHYSICAL EDUCATION

SUBJECT	Number	% of Total
SPORTS	552	43%
PHYSICAL EDUCATION	412	32%
HEALTH	65	5%
RECREATION	52	4%
DANCE	30	2%
CAMPING & OUTDOOR EDUC.	12	1%
SAFETY EDUCATION	3	-
INTRADISCIPLINARY	156	12%
Total	1,282	

comprise the largest single group with 552 studies (43.0%). Physical education is next with 412 studies (32.1%). These two general areas comprise 75.1% of the historical studies. It is the remaining 25% (safety, dance, health, outdoor education, etc.) that contributes to making physical education such a vaguely defined academic discipline.

From this data, it can be concluded that the areas of research need are the history of individual sports because of over 200 known sports, 33 have been researched. The nine studies on the origin and cultural and geographical diffusion of sports indicates a research need. The role of ethnic groups in sports has been the topic of 11 historical studies in 45 years, and this is a fertile field for research. The involvement and impact of journalism on sports is another vital area that has had just 10 historical studies devoted to it. The history of the relationships between sports, physical education, and athletics is another area that needs research, as well as the history of the influence of the concepts of amateurism in sports.

Theses and dissertations are technically unpublished materials. However, most of them are now available through photoreproduction even though it is a costly and time-consuming process to obtain them. An analysis

TABLE 25

COMPARISON OF HISTORY CLASSIFICATION OF MASTER'S THESES AND
DOCTORAL DISSERTATIONS AND PROFESSIONAL JOURNAL ARTICLES

Classification	Theses & Dissertations [% of 1,282]	Journal Articles [% of 1,003]
HISTORIOGRAPHY	.0008%	6%
BIBLIOGRAPHY	7%	15%
BIOGRAPHY	9%	14%
CHRONOLOGY	3%	5%
PAROCHIAL	27%	4%
LOCAL	12%	1%
POLITICAL	4%	11%
ECONOMIC	4%	1%
SOCIAL	19%	17%
CULTURAL	10%	18%
INTELLECTUAL	5%	8%

cultural, and intellectual. There is a lower percentage for 4 of the categories: parochial, local, social, and economic history, which indicates that these types of historical studies are less likely to be published even though they constitute 62% of the total historical research.

A table of the colleges and universities where the research was completed that has been published is shown in Table 26. Of 159 colleges and universities that have had historical research completed, some 25 of these have been involved in the publication of the research in journals. The most impressive publication record is the University of Maryland: 12 of 23 historical studies (52%) have been published. It is of interest to note that 15 papers (21%) were done at colleges that did not rank in the top 20 in numerical quantity of studies completed. This indicates that opportunity for publication apparently centers with the leading universities in numbers of studies.

In addition to journal articles, some 14 books have been identified as publication of a thesis or dissertation in the field of the history of sport and physical education. A chronological bibliography of these books is listed in Table 27. This bibliography shows that 5 of the books were published between 1929 and

TABLE 26

COLLEGES OF MASTER'S THESES AND DOCTORAL
DISSERTATIONS PUBLISHED IN
PROFESSIONAL JOURNALS

COLLEGE	No. of Papers
University of Maryland	12
Columbia University	8
Univ. California at Los Angeles	8
Temple University	5
Iowa University	4
University of Michigan	4
Indiana University	3
University of Illinois	3
Pittsburgh University	2
University of Utah	2
Pennsylvania State University	2
George Peabody College	2
Stanford University	2
Yale University	2
Univ. Southern California	2
University of Missouri	1
Purdue University	1
University of Oregon	1
University of Massachusetts	1
Ohio State University	1
Smith College	1
New York University	1
Florida State University	1
Springfield College	1
University of Wisconsin	1
25 Colleges	71

TABLE 27

CHRONOLOGICAL BIBLIOGRAPHY OF BOOKS PUBLISHED FROM
THESES AND DISSERTATIONS IN THE HISTORY
OF SPORTS AND PHYSICAL EDUCATION

1929

Oktavec, Frank L. The Professional Education of Special Men Teachers of Physical Education in Prussia. New York: Bureau of Publications, Teachers College, Columbia University, 1929. [Columbia University]

1930

Ainsworth, Dorothy S. The History of Physical Education in Colleges for Women. New York: A. S. Barnes, Co., 1930. [Columbia University]

1931

Holliman, Jennie. American Sport 1785-1835. Durham, North Carolina: The Sieman Press, 1931. [Columbia University]

1934

Dorgan, Ethel J. Luther Halsey Gulick, 1865-1918. New York: Bureau of Publications, Teachers College, Columbia University, 1934. [Columbia University]

1935

Voltmer, Carl D. A Brief History of the Intercollegiate Conference of Faculty Representatives With Special Considerations of Athletic Problems. New York: n.p., 1935. [Columbia University]

1958

Bronson, Alice Oakes. Clark W. Hetherington: Scientist and Philosopher. Salt Lake City: University of Utah Press, 1958. [University of Utah]

1962

Gritzmacher, Glenn S. Library Materials for Recreation. New York: American Recreation Association, 1962. [University of Wisconsin]

1962

Means, Richard K. A History of Health Education in the United States. Philadelphia: Lea & Febiger, 1962. [University of California at Los Angeles]

Table 27 (contd.)

1963

Morton, Henry W. Soviet Sport. New York: Collier Books, 1963. [Columbia University]

1964

Flath, Arnold William. A History of Relations Between the National Collegiate Athletic Association And the Amateur Athletic Union of the United States, 1905-1963. Champaign, Illinois: Stipes Publishing Co., 1964. [University of Michigan]

1966

Cohen, Diana Lunn. A Selected Annotated Sports Bibliography For Secondary School Students. Boston, Mass.: School of Education, Boston University, 1966. [Boston University]

1966

Welch, J. Edmund. Edward Hitchcock, M.D. Founder of Physical Education in the College Curriculum. Greenville, North Carolina: By the Author, 1966. [George Peabody College]

1967

Jones, Kevin George. Games and Physical Activities of the Ancient Polynesians and Relationships to Culture. Edmonton: University of Alberta Printing Department, 1967. [University of Alberta]

1971

Redmond, Gerald. The Caledonian Games in Nineteenth Century America. Rutherford, New Jersey: Fairleigh Dickinson University Press, 1971. [University of Massachusetts]

1935 and that 7 of them were published between 1962 and 1967. Columbia University, with 6 books published, is the only university with more than 1 book. The 14 books represent 1% of the total of the historical studies completed. This, combined with 5% publication in journals, gives a publication percentage of 6% of the research completed.

In this chapter on the master's theses and doctoral dissertations in the history of sport and physical education it was found that:

1. Some 52 sources were consulted, and a bibliography, with complete citations, of 1,282 master's theses and doctoral dissertations in the history of sport and physical education was compiled. The date of the earliest ones was 1927.
2. Master's theses comprised 74.8% of the total number of studies, and doctoral dissertations 25.2% of the total.
3. An analysis of the number of historical theses and dissertations compared to the total number of studies in physical education showed that historical studies comprised 5.2% of the research over a 40 year span of time.
4. Some 201 colleges and universities have reported theses and dissertations in physical education and 159 (79%) of them have reported historical studies at some time. A chart listing the 201 colleges and the number of historical studies by decades was prepared.
5. A chart of the colleges and universities based on the rank number of historical studies revealed that there was no

relation to size, type of college, geographic location, etc. as to the production of historical studies.

6. The top 20 colleges in terms of numerical quantity of theses and dissertations in the history of sport and physical education produced 58% of the historical studies. These same 20 colleges also produced 57.5% of all studies in the entire field of physical education. Therefore it would seem that the numerical quantity of historical studies is as much an indicator of the total program as it is of any emphasis on historical research.
7. The range for number of historical studies by college was from 1 to 81. The median number for all colleges was 3 historical studies.
8. Each of the 1,282 thesis and dissertation titles were arbitrarily classified as to a type of history classification developed for the purpose of this study. A chart was prepared listing the 159 colleges and the number of theses and dissertations for each type of history classification. This chart revealed no focus or specialization.
9. The type of history classification was calculated for the 1,282 theses and dissertations. It was found that the rank order was: parochial (26.8%), social (19.3%), local (11.9%), cultural (9.6%), biography (9.0%), bibliography (7.2%), intellectual (5.2%), political (3.9%), economic (3.5%), and chronology (3.1%).
10. The subject topics of the theses and dissertations were charted by title. The most frequent subject was the history of a single physical education department (143),

the second most frequent topic was the history of a single athletic department (109), and third was histories of teaching methods and curriculum (75).

11. Sports and athletics topics constituted 43% of the total and physical education topics constituted 32% of the total.
12. Some areas of needed research were revealed to be histories of individual sports, origin and cultural and geographical diffusion of sports, and the role of ethnic groups, the role of journalism in sports.
13. Thesis and dissertation research in the history of sports and physical education is seldom published. A collation of 1,003 journal papers and 1,282 graduate studies showed that 71 of the theses and dissertations had been published (5%).
14. Fourteen books were identified as being the publication of a thesis or dissertation. This is 1% of the research and when combined with the 5% published in journals, then 6% of the research has been published.

CHAPTER VII

THE HISTORY OF SPORTS AND PHYSICAL EDUCATION IN PROFESSIONAL PHYSICAL EDUCATION JOURNALS

Scholarly journals are a vital part of higher education because journals serve as the communication for research and developments in a specialized field of study. The journals also reflect the state of knowledge and emphasis of research in a field at a given time. The journal papers also give details of method and data which is of interest to other researchers.

In this study, eight professional physical education journals were studied.¹ Two of the journals have ceased publication, Mind and Body (1894-1935) and American Physical Education Review (1896-1929). The Proceedings of the Annual Meeting of the National College Physical Education Association for Men began publication in 1897 and continues today. The American Physical Education Review was superceded by the Journal of Health, Physical Education and Recreation (1930-) and the Research Quarterly (1930-). These are both published by the American Association for Health, Physical Education, and Recreation. The Physical Educator (1940-) and the

¹Supra, pp. 38-43 for a discussion of the journals.

Index and Abstracts of Foreign Physical Education Literature

(1955-) are both published by the Phi Epsilon Kappa professional physical education fraternity. The bi-annual, Quest (1963), is published jointly by the National College Physical Education Association for Men and the National Association for Physical Education of College Women. These journals are all general in nature and publish papers in all areas of the diffuse body of knowledge known as physical education.

Each volume of each journal was searched for papers relating to the history of sports and physical education. The percentages of historical papers of the total number of papers for each year was calculated. A chronological summary for each year for each journal is in Table 28. No pattern of periods of greater interest or less interest in the history of sports and physical education can be established from this data. Usually when the percentages of historical papers reveal an increase for a year, it is because of a specific commemoration like the Journal of Health, Physical Education and Recreation in 1944 and 1960 commemorating McKenzie and the seventy-fifth anniversary of the founding of the American Association for Health, Physical Education, and Recreation.

A summary of historical papers in professional physical education journals since 1894 is found in

TABLE 28

CHRONOLOGICAL SUMMARY OF NUMBER OF TITLES, NUMBER AND PER CENTAGE OF TITLES
CONCERNED WITH HISTORY IN PROFESSIONAL PHYSICAL EDUCATION

JOURNALS

Year	APER			Mind & Body			JHPER			NCPEAM Proc			Phys. Eductr			Rsch Quart			Quest			Index & Abst.		
	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%
1894				55	4	7																		
1895				117	4	3																		
1896	10	2	20	110	4	3																		
1897	23	3	13	116	2	2				na														
1898	28	5	17	144	2	1				na														
1899	25	6	24	130	2	1				na														
1900	23	1	4	167	1	1				na														
1901	20	1	5	143	3	2				na														
1902	16	2	12	135	2	1				na														
1903	27	1	4	122	1	1				na														
1904	18	4	22	150	6	4				na														
1905	24	4	17	149	11	8				na														
1906	26	5	19	132	6	5				na														
1907	24	3	12	94	1	1				na														
1908	50	1	2	80	2	2				na														
1909	57	6	10	93	0	0				na														
1910	62	6	9	105	2	2				na														
1911	54	5	9	96	0	0				na														
1912	55	9	16	105	3	3				na														
1913	49	10	20	na						na														
1914	59	8	14	107	2	2				na														
1915	45	5	11	124	6	5				na														
1916	53	4	8	129	3	2				na														
1917	51	4	8	94	2	2				na														
1918	49	8	16	137	0	0				na														
1919	53	8	15	107	3	3				na														
1920	50	3	6	76	1	1				na														
1921	46	4	8	81	3	3				5	1	20												
1922	59	10	16	60	3	5				3	0	0												
1923	50	7	14	60	3	5				6	0	0												
1924	59	7	12	66	2	3				na														
1925	57	5	9	46	4	9				na														
1926	53	11	20	100	5	5				10	0	0												

APER = American Physical Education Review

JHPER = Journal of Health, Physical Education, Recreation

NCPEAM PROC. = National College Physical Education Association Men Proceedings Annual Meeting

Index & Abst. = Index and Abstracts of Foreign Physical Education Literature

na = not available

Table 28 (contd.)

Year	APER			Mind & Body			JHAPER			NCPEAM Proc			Phys. Eductr			Rsch Quart			Quest			Index & Abst		
	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%	No.	Hist.	%
1927	58	7	12	40	6	13				7	0	0												
1928	60	5	8	53	4	8				na														
1929	69	6	8	39	2	5				na														
1930				46	1	2	121	9	7	na						41	3	5						
1931				45	7	15	113	5	4	20	2	10				47	4	8						
1932				45	4	9	112	6	5	18	2	11				55	3	4						
1933				51	6	12	145	10	7	14	0	0				61	2	2						
1934				49	1	2	127	8	6	na						61	2	2						
1935				45	6	13	117	6	5	18	0	0				111	5	3						
1936							117	8	7	10	0	0				51	5	10						
1937							129	9	7	18	0	0				56	3	5						
1938							133	11	8	18	2	11				71	5	7						
1939							117	8	7	36	1	2				67	5	7						
1940							119	2	2	18	3	16	86	10	11	69	4	6						
1941							101	5	5	No Proc			73	0	0	73	3	4						
1942							134	2	1	15	0	0	64	0	0	59	4	7						
1943							108	3	3	17	0	0	55	1	2	40	2	5						
1944							113	29	26	11	0	0	Not Pub.			35	3	9						
1945							100	1	1	with 1944			Not Pub.			34	1	3						
1946							98	12	12	19	1	5	Not Pub.			26	0	0						
1947							71	7	10	23	0	0	46	0	0	26	2	7						
1948							80	7	9	19	0	0	Not Pub.			34	0	0						
1949							68	5	6	29	1	3	47	1	2	36	1	3						
1950							105	0	0	29	0	0	40	0	0	46	1	2						
1951							159	3	2	22	3	13	38	1	3	46	1	2						
1952							124	2	2	32	0	0	38	1	3	43	3	7						
1953							118	2	2	35	0	0	34	1	3	59	1	2						
1954							117	5	4	52	1	2	34	1	3	52	2	4						
1955							123	1	1	42	0	0	51	3	6	68	0	0				226	7	3
1956							121	1	1	84	7	8	55	4	7	63	1	2				287	5	2
1957							168	4	2	62	4	6	58	0	0	55	2	4				Not Published		
1958							156	3	2	25	0	0	53	1	2	56	1	2				165	4	2
1959							123	7	6	39	1	3	83	0	0	66	1	2				178	3	1
1960							153	29	19	31	0	0	85	3	4	81	1	1				142	2	1
1961							131	7	5	27	4	15	78	2	2	77	5	7				227	4	2
1962							132	5	4	36	4	11	72	5	7	95	2	2				196	12	6
1963							124	12	9	31	4	13	74	5	7	81	1	1	10	0	0	216	6	2
1964							111	5	5	33	6	18	73	3	4	80	1	1	20	0	0	172	4	2
1965							124	9	7	35	5	14	62	1	2	76	0	0	17	5	29	156	3	2
1966							114	10	9	35	4	11	71	3	4	80	2	2	21	0	0	135	4	2
1967							116	13	11	29	4	14	90	4	4	105	1	1	14	2	14	161	8	5
1968							156	15	10	32	6	18	71	5	7	187	4	2	16	9	56	162	3	2
1969							189	12	6	36	7	19	75	6	8	154	6	4	20	3	15	120	2	1
1970							168	14	8	53	11	20	68	3	4	82	2	2	18	1	5	116	2	2
1971							215	16	7	31	7	22	86	3	3	66	3	5	20	2	10	116	0	0
1972							213	9	4				78	7	9	75	0	0	28	6	21	104	5	4
TOTAL	1462	176	12	3814	130	3	5504	337	6	1235	92	7	1838	74	4	2544	98	3	168	22	13	2861	74	4

Table 29. The highest percentage was in Quest, the most recently established journal which began publication in 1963. This elevated percentage can be attributed to the fact that in addition to regular papers of an historical nature, an entire issue (XI, December, 1968) was devoted to the history of sport and physical education. This influenced the percentage more due to the relatively short period of time that the journal has been published.

The American Physical Education Review (1896-1929) was superceded by the Journal of Health, Physical Education and Recreation (1930). The APER had a 12.0% historical paper content and the JOHPER has had a 6.1% historical content. This indicates a reduction of interest in historical papers, but it also reflects a proliferation of subject areas being included in the academic domain of physical education such as camping, outdoor education, safety education, school nursing that demand publication space also. The other journals show a uniform percentage of historical papers. The total for all papers for all journals is 5.0% for papers in the history of sport and physical education. This is 1,003 historical papers of a total of 19,746 papers in all areas of physical education.

The history classification devised for this study was used to determine the types of history that

TABLE 29

SUMMARY OF HISTORICAL TITLES IN PROFESSIONAL
PHYSICAL EDUCATION JOURNALS

JOURNAL	Total Papers	Hist. Papers	% of Total Hist.
MIND AND BODY	3,814	130	3.4%
AMERICAN PHYS. EDUC. REVIEW	1,462	176	12.0%
NAT. COLL. P.E. ASSOC. MEN	1,235	92	7.4%
JOURNAL HEALTH, P.E., REC.	5,504	337	6.1%
RESEARCH QUARTERLY	2,844	98	3.4%
THE PHYSICAL EDUCATOR	1,838	74	4.0%
INDEX & ABS. FOREIGN P.E. LIT.	2,881	74	2.5%
QUEST	168	22	13.0%
TOTALS	19,746	1,003	5.0%

had been published. Each historical paper was classified according to the type of history it was. The data for this analysis is in Table 30. This table shows that cultural history (18.1%) has been published most frequently followed by social history (16.7%), bibliography (14.6%) and biography(13.8%). The major part of the bibliography percentage is due to the 69 general bibliographies published by George Affleck in the American Physical Physical Education Review and the Research Quarterly from 1910 to 1941. Forty-seven per cent (69 of 147) of the bibliographies published were in this one series. The high percentage of biography is due to lengthy memorials being published for leading scholars and educators in the field at the time of their deaths.

It is of interest to note that more space has been devoted to political history (11.3%) than to intellectual history (7.6%), and that economic history (less than 1.0%) has been virtually ignored in the publications. The percentages for each journal for each type of history generally reflect the total percentages.

The subject topics for the published papers is also of importance. The data pertaining to the subject matter content of the historical papers in the professional journals is found in Table 31. This

TABLE 30

HISTORY CLASSIFICATION OF HISTORICAL PAPERSPUBLISHED IN PROFESSIONAL PHYSICALEDUCATION JOURNALS

JOURNAL	HISTORIOGRAPHY	BIBLIOGRAPHY	BIOGRAPHY	SOCIAL	CULTURAL	INTELLECTUAL	POLITICAL	CHRONOLOGY	PAROCHIAL	LOCAL	ECONOMIC
MIND AND BODY	0	5	20	34	33	11	5	11	8	1	2
AMERICAN PHYS. EDUC. REVIEW	0	68	21	20	24	19	9	4	10	1	0
NAT. COLL. P.E. ASSOC. MEN	19	3	11	20	13	6	10	4	4	0	2
JOURNAL HEALTH, P.E., REC.	36	25	67	39	49	17	79	12	7	4	2
RESEARCH QUARTERLY	3	39	5	11	9	4	4	17	4	2	0
THE PHYSICAL EDUCATOR	1	2	8	16	23	6	5	5	6	0	2
INDEX & ABS. FOREIGN P.E. LIT.	0	5	4	23	24	8	2	2	3	0	1
QUEST	1	0	2	5	7	6	0	0	1	0	0

TOTALS

Historiography	60 (5.9%)	Chronology	55 (5.4%)
Bibliography	147 (14.6%)	Parochial	43 (4.2%)
Biography	139 (13.8%)	Local	8
Social	168 (16.7%)	Economic	9
Cultural	182 (18.1%)		
Intellectual	77 (7.6%)		
Political	114 (11.3%)		
			<hr/> 1,003

data shows a general distribution of subject topics throughout the eight journals. For example, in the category of sports, the following number of papers were published: Journal of Health, Physical Education, and Recreation (50), Mind and Body (40), American Physical Education Review (28), Index and Abstracts of Foreign Physical Education Literature (26), National College Physical Education Association for Men Proceedings of the Annual Meeting (25), and The Physical Educator (23).

The most notable exceptions are the number of papers on the history of gymnastics (13) published in Mind and Body. The explanation for this is that Mind and Body was published by the North American Turnerbund at a time in history when physical education emphasized German gymnastics. Another emphasis is the 63 papers in the Journal of Health, Physical Education and Recreation on the history of various professional organizations related to the field of physical education.

A summary of the broad categories of subject topics of the historical papers published in the professional physical education journals is in Table 32. It should be noted that although health and recreation share the name, they do not share the publication space in historical papers--history of health education papers constitute 3.0% and history of recreation papers constitute 1.0% of the published historical papers.

TABLE 31

SUBJECT TOPICS OF PAPERS PUBLISHED IN PROFESSIONAL JOURNALS
IN THE HISTORY OF SPORTS AND PHYSICAL EDUCATION

SUBJECT	Mind& Body	Amer. PE Rev.	Jour. HPER	Rsch Qtrly	Nat.Col. PE Assoc Men Proc	Physical Educator	Index& Abs. For PE Lit.	Quest	TOTALS
SPORTS									
Gymnastics	13	6	2	3	1	1	1	0	27
Basketball	2	1	7	2	2	1	0	0	15
Track & Field	2	1	0	2	1	2	2	0	10
Swimming	4	1	3	2	0	0	0	0	10
Baseball	4	0	2	0	1	0	0	0	7
Football	3	1	0	0	0	0	1	0	5
Soccer	0	1	1	0	0	1	1	0	4
Tennis	0	1	1	0	0	1	0	0	3
Golf	2	0	1	0	0	0	0	0	3
Fencing	0	1	0	1	0	0	1	0	3
Volleyball	0	0	2	0	0	1	0	0	3
Rowing	0	1	1	1	0	0	0	0	3
Wrestling	0	0	1	0	0	1	0	0	2
Skiing	0	0	0	1	0	0	1	0	2
Softball	0	0	2	0	0	0	0	0	2
Archery	0	0	1	0	0	0	1	0	2
Field Hockey	0	1	1	0	0	0	0	0	2
Squash	0	1	1	0	0	0	0	0	2
Jai Alai	1	0	0	0	0	0	1	0	2
Judo	0	0	1	0	0	0	1	0	2
LaCrosse	0	0	1	0	0	0	0	0	1
Boxing	0	0	0	1	0	0	0	0	1
Handball	0	0	1	0	0	0	0	0	1
Table Tennis	0	0	1	0	0	0	0	0	1
Speedball	0	0	1	0	0	0	0	0	1
Bowling	0	0	0	0	0	1	0	0	1
Canoeing	0	0	0	0	0	0	1	0	1
Walking	0	0	1	0	0	0	0	0	1
Amusements	0	0	2	4	2	1	2	1	12

Table 31 (contd.)

Subject	Mind & Body	Amer. PE Rev.	Jour. HPER	Rsch Qtrly	Nat. Col. PE Assoc Men Proc	Physical Educator	Index & Abs. For. PE Lit.	Quest	TOTALS
ATHLETICS									
Ath. Depts, Leagues	4	7	0	0	7	5	4	0	27
Gen. Sports & Women	3	0	5	2	4	1	3	0	18
Olympics	1	2	5	0	3	2	4	0	17
Orig. & Diff. Sports	1	1	5	1	1	0	2	0	11
Ath. Org.	0	2	1	0	2	2	0	0	7
Intramurals	0	0	0	0	1	3	0	0	4
PHYSICAL EDUC.									
Prof. Organ.	8	7	63	3	6	3	0	1	91
Curric. & Teaching	21	5	26	14	9	10	1	1	87
Geog. Location Schl-State	10	11	15	2	2	4	6	1	51
Ergonomics	3	6	7	10	2	1	11	0	40
Related Organ.	0	1	15	0	2	2	1	0	21
Adaptive	0	2	3	0	0	0	0	0	5
Fitness	0	0	1	4	0	0	0	0	5
Followup Stud.	2	0	0	0	0	1	0	0	3
HEALTH	4	1	7	5	0	2	12	0	31
RECREATION	2	0	2	3	0	1	1	0	9
DANCE	0	0	0	1	0	0	0	0	1
Legislation	0	2	4	2	0	1	0	0	9
Theoretical-Phil.	5	15	8	0	7	6	4	7	52
Religion-Groups	2	2	3	1	1	1	1	1	12
Greco-Roman	6	5	5	4	3	2	5	4	35
Anthrop-Archaeo.	3	2	1	5	1	2	1	2	17
Ethnic Groups	1	0	7	0	0	3	0	0	11
Art	2	2	8	0	4	3	1	0	20
Biography	18	23	69	6	12	7	4	3	142
Bibliography	0	59	3	17	0	0	0	0	79
Historiography	0	0	34	2	19	1	0	0	56
Alia	3	4	6	0	0	0	0	1	14
TOTALS	130	176	337	98	92	74	74	22	1,003

TABLE 32

SUMMARY OF SUBJECT TOPICS OF PUBLISHED PAPERS
IN THE HISTORY OF SPORTS AND
PHYSICAL EDUCATION

SUBJECT	No. of Hist. Papers	% of Hist. Papers
PHYSICAL EDUCATION	303	30.2%
SPORTS	213	21.2%
HEALTH	31	3.0%
RECREATION	9	1.0%
INTRADISCIPLINARY	156	15.5%
BIOGRAPHY	142	14.1%
GENERAL BIBLIOGRAPHY	79	7.8%
ALIA	70	6.9%
TOTAL	1,003	

A list of the most prolific authors of historical papers in the professional journals is given in Table 33. A total of 549 authors published the 1,003 papers. The 23 authors (4%) listed in Table 33 that published 5 or more papers account for 269 or 26.0% of the papers. An additional 24 authors (4%) published 3 or 4 papers each for a total of 79 papers (8%). Thus it was found that 8% of the authors published 34% of the papers.

In the decade of 1890, 5 of the most prolific 23 authors published their first papers, and in the decade of 1960 another 5 authors published their first papers. All other decades had 2 authors publish their first papers. This is difficult to interpret because the 1890 decade was the one in which the first 3 journals began publication. Nine of the authors are still publishing in the decade of 1970, so it will be in the future before a meaningful interpretation might be possible.

The scholarship in these papers covers a wide range of type of historical approach. One type can be represented by Thomas Woody's translation of Philostratos' work on gymnastics.² Another type can be represented by a three page article entitled, "Selections from Great Educators Throughout the Ages--On the Importance

²Thomas Woody, "Philostratos: Concerning Gymnastics," Research Quarterly, VII (No. 2, 1936), 3-26.

TABLE 33

MOST PROLIFIC AUTHORS OF HISTORICAL PAPERS IN
PROFESSIONAL JOURNALS

AUTHOR	No. Papers	No. Co-Authored	Dates of Publ.
G. B. Affleck	72 [all bibliography]		1910-1941
F. E. Leonard	33		1899-1912
Bruce Bennett	15	5	1948-1971
R. Tait McKenzie	15		1897-1936
Mabel Lee	10	7	1931-1972
Guy Lewis	10	2	1965-1972
J. Edmund Welch	9		1962-1972
William G. Anderson	8		1916-1944
Carl L. Schrader	8		1916-1955
John A. Lucas	7		1964-1972
Elmer D. Mitchell	7		1922-1960
James E. Rogers	7		1927-1935
Richard K. Means	6	1	1963-1972
Earle F. Zeigler	6	1	1954-1970
Hans Ballin	6		1894-1896
George Meylan	6		1904-1913
S. C. Staley	6		1931-1962
David A. Field	5		1950-1970
William W. Hastings	5		1898-1910
Nicolas Moolenijizer	5		1966-1971
Edward Plummer	5		1897-1900
W. K. Streit	5		1941-1971
Leopold Zwarg	5		1931.
Total	261	(16)	

A total of 549 authors published 1,003 papers.

These 23 authors (4%) published 261 papers (26%).

An additional 24 authors (4%) published 3 or 4 papers each for a total of 79 papers (8%).

Therefore 8% of the authors published 34% of the papers.

of Health and Physical Education."³ The paper is a series of quotations and does not have a single date or bibliographic citation.

It is very difficult, if not impossible at times, to find papers on sport history published in history journals. Table 34 gives a bibliography of publications on sport history in history journals. This is not a selected bibliography, but is a complete bibliography. The American Historical Review has published 3 papers relating to sport history since 1896. It is interesting to note that Scientific American has published a history of the Olympics,⁴ but the American Historical Review has not.

The history journals listed in Table 34 did publish some papers on sport history. There are major history journals that have never published a single paper on the subject. To cite some examples of major history journals that have not published sport history papers: Journal of World History, Journal of Modern History, English Historical Review, Medieval and Renaissance Studies, and Journal of the History of Ideas.

³Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages--On the Importance of Health and Physical Education," Journal of Health and Physical Education, IV (March, 1933), 50-53.

⁴Raymond Bloch, "The Drigins of the Olympic Games," Scientific American, CCXIX (Aug., 1968), 78-85.

TABLE 34

SPORT HISTORY PAPERS PUBLISHED IN SELECTED
HISTORY JOURNALS

AMERICAN HISTORICAL REVIEW (1895-)

Magoun, F. P., Jr. "Football in Medieval England and In the Middle English Literature," XXXV (1929), pp. 33-45.

———. "Scottish Popular Football 1424-1815," XXXVII (1931), pp. 1-13.

Weber, Eugen, "Gymnastics and Sports in Fin de Siecle France: Opium of the Classes?" LXXVI (Feb., 1971), pp. 70-98.

JOURNAL OF AMERICAN HISTORY [Mississippi Valley Historical Review] (1914-)

Betts, John R., "Mind and Body in Early American Thought," LIV (1968), pp. 787-805.

———. "The Technological Revolution and the Rise of Sport 1850-1900," XL (1953-54), pp. 231-56.

Paxon, Frederick L., "The Rise of Sport," IV (1917), pp. 143-68.

JOURNAL OF NEGRO HISTORY (1916-)

Gilmore, Al-Tony, "Jack Johnson and White Women: The National Impact 1912-1913," LVIII (Jan., 1973), pp. 18-38.

JOURNAL OF SOCIAL HISTORY (1967-)

Harmond, Richard, "Progress and Flight: An Interpretation of the American Cycle Craze of the 1890's," V (Winter, 1971), pp. 235-57.

NEGRO HISTORY BULLETIN (1937-)

Brooks, Albert N., "Democracy Through Sports," XV (Dec., 1951), p. 56.

Table 34 (contd.)

<p><u>SPECULUM: A JOURNAL OF MEDIEVAL STUDIES (1926-)</u></p> <p>Haskins, Charles Homer, "The Latin Literature of Sport," II (1927), pp. 235-52.</p>
<p><u>JOURNAL OF HELLENIC STUDIES (1880-)</u></p> <p>Gardiner, E. Norman, "The Method of Deciding the Pentathlon," XXIII (1903), pp. 54-80.</p> <p> . "Notes on the Greek Foot Race," XXIII (1903), pp. 261-91.</p> <p> . "Throwing the Diskos," XXVII (1907), pp. 3-36.</p> <p> . "Throwing the Javelin," XXVII (1907), pp. 249-74.</p> <p> . "Wrestling," XXV (1905), pp. 14-31; 263-93.</p>
<p><u>THE CLASSICAL QUARTERLY (1907-)</u></p> <p>Morgan, M. Gwyn, "Priests and Physical Fitness, A Note on Roman Religion," XXIV (May, 1974), pp. 137-41.</p>
<p><u>GREECE AND ROME (1931-)</u></p> <p>Harris, H. A., "The Method of Deciding Victory in the Pentathlon," XIX (April, 1972), 60-64.</p>
<p><u>BULLETIN OF THE NEW YORK PUBLIC LIBRARY (1897-)</u></p> <p>Henderson, Robert W., "Baseball and Rounders," XLIII (1939), pp. 303-14.</p> <p> . "How Old is the Game of Racquets," XL (1936), pp. 403-10.</p>
<p><u>HUNTINGTON LIBRARY QUARTERLY (1937-)</u></p> <p>Ryan, Lawrence V., "Roger Ascham's Toxophilus in Heroic Verse," XXII (1958-59), pp. 119-24.</p>
<p><u>TECHNOLOGY AND CULTURE (1959-)</u></p> <p>Dresbeck, Leroy J., "The Ski: Its History and Historiography," VIII (1967), pp. 467-79.</p>

Ulrich's Periodicals was consulted for western local history journals.⁵ The ones selected had very few papers related to the history of sport. For example, the Chronicles of Oklahoma has published 3 papers relating to sport history since 1921,⁶ and the Kansas Historical Quarterly has published 3 papers since 1931.⁷ To cite some examples of regional and local history journals that have never published papers relating to sport history: Journal of Arizona History, Utah Historical Quarterly, New Mexico Historical Review, and Journal of the West.

Sport history has essentially been ignored by history and related journals. The professional physical education journals have been the primary sources of published papers in the history of sport and physical education.

⁵Ulrich's International Periodicals Directory (16th ed. New York: R. R. Bowker Co., 1975-76), pp. 699-709.

⁶Charles Evans, "Football-Looking Backward," Chronicles of Oklahoma, XXIX (No. 3, 1951), 275-83; John L. Johnson, "Albert Andrew Exendine: Carlisle Football Coach," Chronicles of Oklahoma, XLIII (No. 3, 1965), 319-31; Robert Rutland, "Gridiron Pioneers at Henry Kendall College," Chronicles of Oklahoma, XXIX (No. 3, 1951), 270-74.

⁷Harold C. Evans, "College Football in Kansas," Kansas Historical Quarterly, IX (No. 3, 1940), 285-311; Harold C. Evans, "Baseball in Kansas 1867-1940," Kansas Historical Quarterly, IX (No. 2, 1940), 175-93; Harold C. Evans, "Some Notes on College Basketball in Kansas," Kansas Historical Quarterly, XI (No. 2, 1941), 199-215.

Scholarly journals are an essential extension of research work in the history of sport and physical education as in any field. In this study of the publication of papers pertaining to the history of sport and physical education it was found that:

1. Since 1894 there have been 8 professional journals in physical education of a general nature. Two have ceased publication and 6 continue to be published currently.
2. A chronological summary for each of the 8 journals for each year with the number of historical papers, the total number of all papers, and the percentage of historical papers was charted. This did not show any patterns of periods of greater or less emphasis on historical research.
3. A total of 1,003 papers relating to the history of sport and physical education was found in the 8 journals since 1894. This represents 5% of the total number of papers published.
4. Each paper was classified according to the Table of History Classification devised for this study. It was found that the most published categories were: cultural history (18.1%), social history (16.7%), bibliography (14.6%), and biography (13.8%). Local history and economic history each had less than 1.0% of the total.
5. The subject topics most frequently published were biography (142), history of professional organizations (91) and history of teaching methods and curriculum (87).
6. A total of 549 authors published the 1,003 papers, but 23 authors (4%) published 261 of the papers (26%).
7. History journals have virtually ignored sport history topics. An extensive search in history journals yielded 20 papers in 12 journals.

SUMMARY AND CONCLUSIONS

In the history of education, the role of sport and physical education has generally been neglected as an area of systematic scholarly study. Sport and physical education have a unique position in higher education because they have invariably been brought to the campus and urged into the curriculum by the students. The relationship of sport and education is still not yet well-defined.

Sport and physical education have been a part of the formal curriculum in higher education for over 150 years, but there has been a recurring theme in the literature of a need to achieve more academic respectability. One of the frequently cited means to achieve this goal has been education and scholarship in the history of sport and physical education. However, courses in the history of physical education have been in and out of the curriculum at various times since the late nineteenth century.

The most frequently cited deterrents to historical scholarship in this field are the diverse and disorganized state of the literature and the lack of knowledge of history and historiography by both faculty and graduate students in physical education.

Generalizations or propositions about the lack of education and scholarship in the history of sport and physical education are found throughout the literature. These propositions, while regarded as true, have never been supported with data. It was the purpose of this study to determine the status of the history of sport and physical education as a field of study in higher education and provide supporting data. This data would confirm or deny the general propositions that: (1) there is a paucity of scholarly research and teaching in the history of sport and physical education, (2) there is a need to systematize the literature, and (3) there is a need to academically strengthen the field of physical education in higher education through these studies.

The design of the study was to examine each of four selected traditional components of higher education: (1) course offerings, (2) textbooks used, (3) theses and dissertations completed, and (4) publications in scholarly journals.

The two basic methods of research utilized were the statistical method and the historical method. The specific statistical method used throughout the study was the survey method. The sample selected was the one phase sample, final sample taken directly from the entire

group of available data. The magnitude of the samples can be shown by the fact that the data on the courses offered was compiled from 367 colleges and universities in the basic survey and 70 universities in the follow-up study of graduate courses only. Over 20,000 articles in 8 journals were scanned for articles pertaining to the history of sport and physical education. Over 20,000 thesis and dissertation titles were searched in 52 sources totaling 250 volumes for titles pertaining to the history of sport and physical education. This magnitude of sample was utilized because one of the purposes of this study was to compile and organize the available journal literature and unpublished graduate research studies into systematic bibliographies.

It was found that one-fourth of the universities granting professional and academic degrees in physical education offered no courses in 1971 and 1973 in history of physical education. From the 75% of the colleges that do offer courses, a total of 89 different titles for courses were listed. However, 68% of the course titles were listed only once. The most frequently listed course title was "History and Principles of Physical Education" which was given by 34% of the respondents. The next most frequently listed title, "History of Physical Education" was given by 14% of the respondents. A

significant finding was that 80% of the courses offered include references to constituents other than history in their titles, e.g., history and principles, history and foundations, history and trends, and history and introduction.

Of the courses that are offered, 82% are required for a degree in physical education. This factor, when taken with the factor that 80% of the courses may be diluted with constituents such as principles, foundations, trends, introduction, etc. indicates that the courses that are being called history appear to be basic or introductory professional courses that include some historical material. This is further demonstrated by examining the contents of the textbooks cited as being used for these courses. Inclusion of some historical material in a professional course is not sufficient justification to describe it as a history course.

In the remaining 20% of the colleges, apparently pure history courses are being offered. Therefore if one-fifth of the 75% of the colleges offering courses are pure history courses, as inferred from reported course titles, this means that in 15% of the colleges and universities granting degrees, pure history courses in the history of sport and physical education are being offered. This seems to support the proposition that there is a lack of courses in the history of sport and physical education.

In the follow-up study of graduate courses only in 70 universities, it was found that 4 courses are offered by 3 colleges, 3 courses by 5 colleges, 2 courses by 10 colleges, 1 course by 33 colleges and no courses by 19 colleges. Thus, more than 1 course in the history of sport and physical education is available at only 18 colleges (25.7%). This indicates that anyone wishing to major or specialize in the history of sport and physical education will have to do so with independent studies, seminars, and directed readings.

The limited number of courses available in any one university supports the proposition that there is a need for the training of sport historians. The respondents to the survey subjectively evaluated the faculty competence to teach the courses as follows: fair--10.3%, adequate--51.3%, excellent--38.4%.

The textbooks used in the teaching of the courses follow the pattern of the course titles. A total of 26 textbooks was listed, but 50% of them were listed only once. The most frequently listed textbook was Bucher's Foundations of Physical Education, followed by Van Dalen's World History of Physical Education, Rice's Brief History of Physical Education, Hackensmith's History of Physical Education, and Weston's Making of American Physical Education. These five most frequently cited textbooks were evaluated by the method of analyzing

the historical sources used as to whether they were primary or secondary sources. A composite bibliography of the sources cited by all 5 textbooks was compiled. This bibliography has 1,069 titles. It was determined that 95% of the reference sources were secondary sources. It was the original design of this study to include this bibliography as an Appendix to be a contribution to the systematization of the literature. However, 27.3% of the sources are general histories of civilization and of education. Another 16.9% of the sources are concerned with the teaching of American physical education since 1930. This makes the bibliography of limited value to scholars in the field.

Of the 1,069 titles in the composite bibliography, only 2 titles are cited by all 5 textbooks, and both of these are earlier histories of physical education, now out of print. This indicates a lack of development as a scholarly enterprise of the history of sport and physical education. Also, 86% of the titles in the composite bibliography were cited only once. This supports the proposition that the literature is multifarious and that the primary sources are not utilized well. On the basis of the evaluation of the sources, as to primary or secondary sources, the most reliable textbook is Rice, Hutchinson, and Lee's Brief History of Physical Education, first published by Rice in 1926. Hutchinson and Lee's fifth revised edition was published in 1969.

The subjective evaluation of the library resources at the colleges and universities by the respondents to the survey showed: 40.3% rated fair, 49.8% rated adequate, and 9.9% rated excellent.

There have been three bibliographies of theses and dissertations in the history of sport and physical education published. Parker had 104 titles, Abernathy had 166 titles, and Adelman had 325 titles. The bibliography compiled in this study has over 1,300 titles.

A chart listing each college, a total number of theses and dissertations in physical education and the number of historical studies in each decade was prepared. It was found that historical studies comprised 5% of the total number of studies. Master's theses constituted 74.8% of the total historical studies, and doctoral dissertations the remaining 25.2%. The date of the earliest studies was 1927.

Some 201 colleges and universities have reported theses and dissertations in physical education, and 159 (79%) have reported historical studies at some time. Analysis of the 20 colleges with the greatest numerical quantity production of historical theses and dissertations showed that 58% of all the historical studies had been completed at these 20 colleges. But these same 20

colleges also produced 57.5% of the total number of studies. This would indicate that the numerical quantity of historical studies is as much an indicator of the total program as it is of any emphasis on historical research.

A Table of History Classification was devised for the purposes of this study. Each of the 1,282 thesis and dissertation titles were arbitrarily classified as to type of history. The rank order of type of history was: parochial history (26.8%), social history (19.3%), local history (11.9%), cultural history (9.6%), biography (9.0%), bibliography (7.2%), intellectual history (5.2%), political history (3.9%), economic history (3.5%), and chronology (3.1%). The subject topics of the theses and dissertations were also charted. The most frequent subject was the history of a single department of physical education in a college (143 studies), and the second most frequent topic was the history of a single athletic department (109 studies). Both of these topics are classified as parochial history and this emphasis on parochial history provides the basis for the frequent criticism of the type of research that has been done.

Since 1894 there have been 8 general professional journals in physical education. Two of them, Mind and Body and American Physical Education Review have ceased publication.

The 6 that continue to be published are Journal of Health, Physical Education, and Recreation; Research Quarterly; The Physical Educator; Index and Abstracts of Foreign Physical Education Literature; National College Physical Education Association for Men Proceedings of the Annual Meeting, and Quest. A chronological chart for each journal for each year and the percentage of historical papers of the total number of papers was prepared. This chart did not indicate any patterns or periods of greater or less emphasis of the publication of historical papers.

A bibliography of 1,003 papers relating to the history of sport and physical education was compiled from the volumes of the 8 journals since 1894. These 1,003 papers constitute 5.0% of the total number of papers published.

Each paper was classified according to the Table of History Classification also. It was found that the most frequently published types of history were: cultural history (18.1%), social history (16.7%), bibliography (14.6%), and biography (13.8%). Local history and economic history each had less than 1.0% of the total. The subject topics most frequently published were biography (142 studies), history of professional organizations (91 studies), and the history of teaching

methods and curriculum (87 studies). This supports the proposition that too much emphasis has been placed on the history of the teaching and not enough on the history of what was being taught.

A total of 549 authors published the 1,003 papers, but 23 authors (4.0%) published 261 of the papers (26.0%).

Thesis and dissertation research in the history of sport and physical education has seldom been published. A collation of the 1,003 journal articles and the 1,282 advanced degree studies showed that 71 papers were the publication of a thesis or dissertation in a professional journal. This is 5.0% of the research studies. It was found that 14 of the advanced studies had been published in book form. This is 1.0% of the research.

Another collation of the theses and dissertations and published papers was made comparing the type of history classification. There is a higher percentage of journal papers for 7 of the history type classifications, but a lower percentage for 4 of the classifications: parochial history, local history, social history, and economic history. However, these 4 types of history constitute 62% of the total number of research studies. Therefore it is not necessarily that the journals have neglected publishing historical research, it is also possible that the research is not of publishable interest or quality.

In conclusion, it was found that 15% of the colleges and universities granting professional and academic degrees in physical education have pure history course titles in the history of sport and physical education; 5.0% of the theses and dissertations in physical education have been historical; 5.0% of the scholarly papers published in professional journals pertain to the history of sport and physical education; 6.0% of the research studies of an historical nature have been published; the sources cited in the textbooks are 95.0% secondary sources. This data supports the propositions that there has been a lack of emphasis on historical study and research in sport and physical education.

The propositions that the literature in the history of sport and physical education is not generally known, is extremely diversified, and is not readily available have been supported. The bibliography of 1,282 theses and dissertations was compiled from 52 sources containing 250 volumes. The bibliography of 1,003 journal articles pertaining to the history of sport and physical education is unique in that nothing similar has been published. The bibliographies in this study constitute a contribution to the systematization of the literature.

Needs for Further Study

The data in this study provides the bases to identify areas of research need in the history of sport and physical education. The history of a sport is an area of needed research because of over 200 known sports, only 33 have been the subject of a thesis or dissertation. The 9 studies on the origin and cultural and geographical diffusion of sports indicates a research need. The role of ethnic groups in sport has been the topic of 11 historical studies in 45 years, and this is a fertile field for research. The involvement and impact of journalism on sport is another vital area that has had just 10 historical studies devoted to it. The influence of technology of equipment development has been studied only on the fiberglass pole vault. The influence of private clubs in nurturing sport has not been dealt with. The history of the relationships between sport, physical education, and athletics is another area that needs research, as well as the history of the influence of the concepts of amateurism in sport. The development of some sports as spectator sports (football and soccer) and the development of some sports as participant sports (softball and bowling) would be difficult to research, but worthy of the effort. Sport in the Middle Ages and the Renaissance periods of history is an area of almost total neglect in the research literature:

A bibliography of books pertaining to the history of sport and physical education needs to be compiled. This is especially needed for college libraries, and such a list has not been published. Another area not dealt with specifically in this study that should be researched is the qualifications of the faculty teaching courses in the history of sport and physical education. Actual course content and specific emphasis is another area that could be a fertile research topic.

An interesting study would be the emergence of sport studies as an academic pursuit because the indications are that sport history, philosophy of sport, sport sociology, and psychology of sport are rapidly developing bodies of knowledge. The separation of history of physical education and comparative physical education into separate and distinct fields of study is another worthy research topic. The evolution of the exercise sciences from measurement to testing to swimming rats to aerobics should elicit attention from the historians.

Perhaps the greatest research need in the history of sport and physical education is a moratorium on theses and dissertations on the history of a physical education department, the history of an athletic department, and biographies of dedicated, but obscure physical education teachers.

APPENDIX A

SURVEY OF THE TEACHING OF THE HISTORY OF SPORTS AND PHYSICAL EDUCATION

1. Does your department offer courses in the history of sports and physical education? _____
2. What are the exact titles of these courses? _____

3. What textbooks are used? _____

4. Are the courses offered at the undergraduate and/or graduate level? _____
5. Are the courses required for a degree? _____
6. What is the maximum number of semester hours of credit offered? _____
7. How often are the courses offered? _____
8. When were the courses last taught? _____
9. Approximately how many students were enrolled? _____
10. Do you require supplementary readings? _____

11. How would you describe your library holdings for these courses? _____
12. How would you describe the staff competency to teach these courses? _____

Comments: _____

Description of College:

___ State Supported ___ Private ___ Co-ed ___ Men ___ Women

Enrollment: ___ under 500 ___ 500-1000 ___ 1000-5000
___ 5000-10,000 ___ 10,000-20,000 ___ over 20,000

Degrees Offered in Physical Education: ___ B.S. ___ M.S. ___ PhD

Approximate number of undergraduate Majors: ___ under 50
___ 50-100 ___ 100-250 ___ over 250

Approximate number of graduate majors: ___ under 10 ___ 10-25
___ 50-100 ___ over 100

APPENDIX B

FREQUENCY DISTRIBUTION OF COURSE TITLES IN 1970 IN THE HISTORY OF SPORT AND PHYSICAL EDUCATION BY COLLEGE ENROLLMENT AND LEVEL OFFERED

Number		COURSE TITLE	under 500		under 1,000		under 5,000		under 10,000		under 20,000		over 21,000		TOTAL
Ug	Gr		Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	
51	27	No courses offered	3		17		23	9	6	7	2	6		5	78
59	43	History and Principles P.E.	2		17		36	11	4	15		11		6	102
13	30	History of Physical Educ.			4		7	8	1	8	1	8		6	43
22	10	Introduction Health & P.E.			8		13	1	1	4		4		1	32
3	20	History & Philosophy P.E.			2		5	1	7		6		2		23
8	4	Foundations H., P.E. & R.			2		6	1		1		2			12
8	1	History, Principles, & Philosophy of P. E.			1		7	1							9
9		Principles Health & P.E.					9								9
5	2	Introduction & History P.E.			2		1	2	1	1					7
1	4	History & Foundations P.E.			1				2		1		1		5
2	2	Principles of Physical Educ.			1		2	1							4
	3	History of H., P.E. & R.							1		1		1		3
	3	History of Sport & P. E.							2				1		3
2		Principles & Foundations P.E.					2								2

Appendix B (contd.)

Number		COURSE TITLE	under 500		under 1,000		under 5,000		under 10,000		under 20,000		over 21,000		TOTAL
Ug	Gr		Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	
2		Principles, Organization & Administration P.E.					2								2
1	1	Orientation to Physical Educ.					1	1							2
	2	World History of Physical Ed.									1		1		2
	2	Sport and Society							2						2
	2	History of American Sports									2				2
	2	Comparative P.E. & Sports											2		2
	1	Appreciation of Athletics					1								1
	1	Changing Perspectives H., P.E., R.							1						1
1		Comparative Physical Educ.					1								1
	1	Cultural Development P.E.					1								1
	1	Cultural Foundations P.E.							1						1
	1	Foreign Systems of P.E.											1		1
	1	Foundations and Trends in P.E.							1						1
	1	Gymnastics in Transition							1						1
	1	Heritage of American P.E.											1		1
	1	Historical & Philosophical Bases of Physical Educ.									1				1
	1	Historical Concepts of P.E.							1						1
	1	History and Orientation P.E.											1		1
1		History & Tests & Measurements			1										1

Appendix B (contd.)

Number		COURSE TITLE	under 500		under 1,000		under 5,000		under 10,000		under 20,000		over 21,000		TOTAL
Ug	Gr		Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	
	1	History & Theories P.E.										1			1
	1	History of the Philosophies P.E.										1			1
	1	History of P.E. in the United St.												1	1
	1	History P.E., Sport, & Society												1	1
	1	History of Olympic Games										1			1
	1	History of Sport												1	1
1		History, Principles and Curriculum in P.E.						1							1
1		History, Principles and Organization of P.E.				1									1
1		Organization & Admin. P.E.				1									1
1		Methods in Team & Indiv.Sports							1						1
	1	Phys. Educ. in Ancient Times												1	1
	1	Principles & Trends in P.E.						1							1
	1	Professional Heritage, Principles, Problems P.E.						1							1
1		Scientific Bases of P.E.						1							1
	1	Seminar in History of P.E.												1	1
1		Seminar of Athletics & P.E.	1												1
	1	Sociological-Historical Bases of Physical Educ.								1					1

Appendix B . (contd.)

Number		COURSE TITLE	under 500		under 1,000		under 5,000		under 10,000		under 20,000		over 21,000		TOTAL
Ug	Gr		Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr	Ug	Gr			
1		Sport and Culture					1								1
	1	Survey of Physical Educ.							1						1
	1	Theory & Principles of Motor Learning							1						1
144	155	TOTALS	3	0	41	0	87	35	11	51	2	40	0	29	299

APPENDIX C

ALPHABETICAL LIST OF COURSE TITLES IN THE HISTORY OF SPORT AND PHYSICAL EDUCATION IN 1970 & 1973

COURSE TITLE	Survey	Follow Up	Both Lists
Aesthetics of Sports.....		x	
Appreciation of Athletics.....	x		
Athletics in the Ancient World.....		x	
Changing Perspectives in Physical Educ..	x		
Comparative Physical Education.....	x		
Comparative Phys. Educ. and Sports.....	x		
Cultural Analysis of Physical Activities		x	
Cultural and Developmental Foundations			
of Health, Physical Educ. & Recreation		x	
Cultural and Historical Foundations			
of Physical Education.....		x	
Cultural Bases of Physical Education....		x	
Cultural Development of Phys. Educ.....	x		
Cultural Foundations of Phys. Educ.....			x
Foreign Systems of Physical Educ.....	x		
Foundations and Trends in Phys. Educ....	x		
Foundations of Health, P.E. & Rec.....	x		
Gymnastics in Transition.....	x		
Heritage of American Physical Educ.....	x		
Historical & Philosophical Bases of P.E.	x		
Historical & Philosophical Foundations			
of Health Education.....		x	
Historical Aspects of Phys. Educ.....		x	
Historical Basis of Phys. Educ.....		x	
Historical Concepts of Phys. Educ.....	x		
Historical Forces Affecting Human			
Movement Behavior.....		x	
Historical Foundations of Phys. Educ....		x	
History and Foundations of Phys. Educ...			x
History and Orientation of Phys. Educ...			
History and Philosophy of Leisure			
and Recreation.....		x	
History and Philosophy of Phys. Educ.			x
History and Philosophy of Physical			
Education and Recreation.....		x	
History and Philosophy of Recreation....		x	
History and Philosophy of Sport and			
Physical Education.....		x	
History and Principles of Health and			
Physical Education.....		x	

Appendix C (contd.)

Course Title	Survey	Follow Up	Both Lists
History and Principles of Phys. Educ....			x
History and Tests and Measurements.....	x		
History and Theories of Phys. Educ.....	x		
History of American Physical Educ.....		x	
History of American Sports.....	x		
History of Health and Phys. Educ.....		x	
History of Health, Phys. Educ. & Rec....			x
History of Human Movement Programs.....		x	
History of Kinesiology.....		x	
History of Physical Education.....			x
History of Phys. Educ. in California....		x	
History of Phys. Educ. in Different Societies.....		x	
History of Phys. Educ. in the U.S.A.....	x		
History of Phys. Educ., Sport & Society.	x		
History of American Sport.....		x	
History of School and College Sport.....		x	
History of Sport.....			x
History of Sport and Phys. Educ.....			x
History of Sport in American Society....		x	
History of Sport in Western Culture.....		x	
History of the Olympic Games.....			x
History of Philosophies of Phys. Educ....	x		
History, Philosophy, Organization of the Y.M.C.A.....		x	
History, Principles, & Curriculum.....	x		
History, Principles, & Organization.....	x		
History, Principles, & Philosophy.....	x		
Introduction and History of Phys. Educ..	x		
Introduction to Health and Phys. Educ...	x		
Methods in Team and Individual Sports...	x		
Organization & Administration of P. E...	x		
Orientation to Physical Education.....	x		
Philosophical & Historical Bases for P.E.		x	
Physical Education, An Aesthetic Approach		x	
Physical Education in Ancient Times.....			x
Principles & Foundations of Phys. Educ...	x		
Principles & Trends in Phys. Educ.....	x		
Principles of Health, Phys. Educ. & Rec.	x		
Principles of Physical Education.....	x		
Principles, Organization & Admin. P.E..	x		
Professional Heritage, Prin. & Problems	x		
Rise of Sport.....		x	
Scientific Bases of Phys. Educ.....	x		
Seminar in History of Phys. Educ.....	x		
Seminar of Athletics & Phys. Educ.....	x		

Appendix C (contd.)

Course Title	Survey	Follow Up	Both Lists
Significant Periods in the Development of Physical Education.....		x	
Sociological-Historical Bases of P. E...	x		
Sport and Culture.....	x		
Sport and Society.....	x		
Sport in Antiquity.....		x	
Sport in the United States.....		x	
Sport of United States Culture.....		x	
Sports and Phys. Educ. in American Society.....		x	
Survey of Physical Education.....	x		
Theory & Principles of Motor Learning...	x		
World History of Physical Education.....	x		
World History of Sport.....		x	
TOTALS	42	37	10

APPENDIX D

FREQUENCY DISTRIBUTION IN 1970 OF COURSES IN THE HISTORY OF SPORT AND PHYSICAL EDUCATION THAT ARE REQUIRED FOR ACADEMIC DEGREES

COURSE TITLE	COLLEGE ENROLLMENT												TOTAL	
	under 500		under 1,000		under 5,000		under 10,000		under 20,000		over 21,000			
	Required yes	no	Required yes	no	Required yes	no	Required yes	no	Required yes	no	Required yes	no	YES	NO
Appreciation of Athletics					1	0							1	0
Changing Perspectives in P.E.							1	0					1	0
Comparative Physical Educ.					0	1							0	1
Comparative P.E. and Sports											2	0	2	0
Cultural Development of P.E.					0	1							0	1
Cultural Foundations of P.E.							0	1					0	1
Foreign Systems of P.E.											0	1	0	1
Foundations and Trends in P.E.							1	0					1	0
Foundations of Health, P.E.& Rec.			2	0	7	0	1	0	2	0			12	0
Gymnastics in Transition							1	0					1	0
Heritage of American P.E.											0	1	0	1
Hist. & Philos. Bases P.E.									0	1			0	1
Historical Concepts of P.E.							0	1					0	1
History & Foundations of P.E.			1	0			1	1	1	0	1	0	4	1
History & Orientation of P.E.											1	0	1	0
History & Philosophy of P.E.			2	0	5	0	7	0	5	1	2	0	21	1
History & Principles of P.E.	2	0	15	2	42	5	15	2	10	0	6	0	90	9
History & Tests & Measmnts			1	0									1	0
History & Theories of P.E.									1	0			1	0

Appendix D (contd.)

COURSE TITLE	COLLEGE ENROLLMENT														TOTAL	
	under 500		under 1,000		under 5,000		under 10,000		under 20,000		over 21,000					
	Required		Required		Required		Required		Required		Required					
	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	YES	NO		
History of American Sports									0	2			0	2		
History of Health, P.E.&Rec.							0	1	0	1	0	1	0	3		
History of Physical Educ.			3	1	8	8	3	4	5	5	6	0	25	18		
History of P.E. in the U.S.A.											1	0	1	0		
Hist. P.E., Sport & Society											0	1	0	1		
History of Sport											1	0	1	0		
History of Sport & P.E.							2	0			0	1	2	1		
History of Olympic Games									1	0			1	0		
Hist. of Philosophies of P.E.									0	1			0	1		
Hist.,Principles, & Curric.					1	0							1	0		
Hist.,Principles, & Organ.			1	0									1	0		
Hist.,Principles, & Philos.			1	0	6	1							7	1		
Introduction & Hist. P.E.			1	0	1	0	3	0	1	0			6	0		
Introduction to Health & P.E.			8	0	9	3	5	0	4	0	1	0	27	3		
Methods in Team & Indiv. Sports							1	0					1	0		
Organization & Admin. of P.E.			1	0									1	0		
Orientation to Physical Educ.			1	0	2	0							3	0		
Phys. Educ. in Ancient Times											1	0	1	0		
Principles & Foundations P.E.					2	0							2	0		
Principles & Trends in P.E.					1	0							1	0		
Prin. of Health, P.E., & Rec.					6	0							6	0		
Principles of Physical Educ.					1	1	1	0					2	1		
Prin., Organ. & Admin. P.E.					0	1							0	1		
Prof. Heritage, Prin., & Prob.					1	0							1	0		
Scientific Bases of P. E.					0	1							0	1		

Appendix D (contd.)

COURSE TITLE	COLLEGE ENROLLMENT												TOTAL	
	under 500		under 1,000		under 5,000		under 10,000		under 20,000		over 21,000			
	Required		Required		Required		Required		Required		Required			
	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	YES	NO
Seminar in Hist. of P.E.					0	1					1	0	1	1
Seminar of Athletics & P.E.	1	0											1	0
Sociological-Hist. Bases P.E.							1	0					1	0
Sport and Culture					1	0	1	0					2	0
Sport and Society					1	0							1	0
Survey of Physical Educ.					1	0							1	0
Theory & Prin. Motor Learn.							1	0					1	0
World History Physical Educ.									1	0	1	0	2	0
TOTALS	3	0	37	3	96	23	45	10	31	11	24	5	236	52

APPENDIX E

METHOD AND OPERATIONAL DEFINITIONS OF RATINGS FOR SUBJECTIVE EVALUATIONS

The evaluations of faculty competence and library resources were not the primary purpose of the questionnaire, but were requested as an auxiliary contribution to the general milieu. Therefore, subjective evaluations were used. Because of the subjective nature of the evaluations, individuals were permitted to answer the questions on these items according to common usage English language definitions. This produced a range of interpretation that lacks precision, but precision was not the goal or sought in the questions. Some of the common usage English language words:

Fair: tolerable, passable, pretty good

Adequate: sufficient, suitable, enough, good

Excellent: superior, choice, prime

Although such definitional cues were not provided the respondents, their common usage status permits the assumption of their applicability in the present study.

APPENDIX F

CHRONOLOGICAL SUMMARY OF MASTER'S THESES AND DOCTORAL DISSERTATIONS IN THE HISTORY OF SPORT, PHYSICAL AND HEALTH EDUCATION, AND RECREATION BY DECADES 1920-1970

College	*Total Studies Reported		HISTORICAL STUDIES														TOTAL
	1930 1946	1959 1972	1920		1930		1940		1950		1960		1970		Total		
			MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	
Adams State									1				1		2		2
Adelphi											1				1		1
Akron	5		1												1		1
Alabama	33	6			1							3		2	1	5	6
Ala. A & M Nor.											1				1		1
Allegheny	1																0
American											1				1		1
Appalachian		5							2						2		2
Arkansas	1	58															0
Arkansas State		45									4				4		4
Auburn	8	2															0
Arizona	22								1						1		1
Arizona State		2															0
Ball State	6	12									1				1		1
Baylor	3						1					1			1	1	2
Boston Univ.	1	10			1		1		1	1		4		1	3	6	9
Bowling Green	6						1		4						5		5
Brigham Young	4	119							2		5	1	4	1	11	2	13
Brooklyn		11									1				1		1
Butler	15				2		1								3		3

*Total Studies Reported are from 1930-1946: T. K. Cureton, "Doctorate Theses Reported by Graduate Departments of Health, Physical Education and Recreation, 1930-1946, Inclusive," Research Quarterly, XX (March, 1949), 21-59 and T. K. Cureton, Masters Theses in Health, Physical Education and Recreation (Washington, D. C.: AAHPER, 1952). From 1959-1972: Completed Research in Health, Physical Education and Recreation, I-XIV (1959-1972). See bibliography for complete list of sources for the historical studies.

Appendix F (contd.)

College	Total Studies		HISTORICAL STUDIES														TOTAL
			1920		1930		1940		1950		1960		1970		Total		
	1930 1946	1959 1972	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	
Calif.-Berkeley	27	77				1			1	2	4			2	5	5	10
Calif.-Los Angeles		300							3	3	5	12	4	1	12	11	23
Calif.-Santa Barb.		58									7				7		7
Cal. St.-Chico		22									5		1		6		6
Cal. St.-Fresno		6															0
Cal. St.-Fullerton													1		1		1
Cal. St.-Hayward													1		1		1
Cal. St.-Humboldt											1				1		1
Cal. St.-Los Angeles		6									5		1		6		6
Cal. St.-Long Beach		47											1		1		1
Cal. St.-Sacramento		120							1		16		12		29		29
Cal. St.-San Diego		85							1		3		2		6		6
Cal. St.-San Fern.		1															0
Cal. St.-San Jose		19									3				3		3
Calif. St.(Penn.)											1				1		1
Canisius									1						1		1
Case-West.Reserv.										1						1	1
Catholic	3				1						2				3		3
Cen. Michigan		2									1				1		1
Cen. Missouri		18															0
Cen. Washington		39									1				1		1
Chadron (Neb.)		11															0
Chapman											1		2		4		4
Cincinnati	47				2					1		1			2	2	4
City Col. New York	14	1			1		2								3		3
Claremont	18	1							2						2		2
College Pacific	7						1		3						4		4
Colorado	41	48	1		2										3		3
Colo-Ft. Collins	12	9															0
Colorado College									1		1				2		2
Columbia	96	43	1	1	3	6	2	5		33		8		1	6	54	60
Connecticut										1						1	1

Appendix F (contd.)

College	Total Studies		HISTORICAL STUDIES														TOTAL
			1920		1930		1940		1950		1960		1970		Total		
	1930 1946	1959 1972	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	
Creighton	1																0
Delaware	1																0
Denver	18																0
DePaul									2		2				4		4
Detroit	11																0
Drake		44							4		2		1		7		7
Duquesne	3																0
E. Stroudsburg		24															0
East Texas													1			1	1
Eastern New Mexico													1		1		1
Eastern Illinois		49							1		7		4		12		12
Emory	8																0
Florida	9	24					1								1		1
Florida State		126									4	3	1		5	3	8
Fordham	1																0
George Peabody	196	14	4		38		1		1		8				42	10	52
Geo. Washington	34						1						1		1	1	2
Geo. Williams	12	46							2						2		2
Georgia		17											2			2	2
Glassboro St.													2		2		2
Gonzaga											1				1		1
Hampton	1																0
Hardin-Simmons	2																0
Houston	1									2						2	2
Howard	6				1						1				2		2
Idaho	42	3			1		1								2		2
Illinois	63	636					12		21	2	22	9	8	5	63	16	79
Illinois State		90							2		4		3		9		9
Indiana	50	256	1		3		1		5		13		3		4	22	26
Indiana State	33				1		1		1						3		3
Iowa	418	366		1	3		4	1	2	3	5	6		3	14	14	28
Iowa State	2																0

Appendix F (contd.)

College	Total Studies		HISTORICAL STUDIES														TOTAL
			1920		1930		1940		1950		1960		1970		Total		
	1930 1946	1959 1972	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	
Ithaca		5															0
John B. Stetson	4																0
Kansas	11	74							3		6				9		9
Kansas State											1				1		1
Kan. St.-Emporia	9								3		1				4		4
Kan. St.-Ft. Hays		20															0
Kan. St.-Pittsburgh	17										1				1		1
Kent State	3	33									3				3		3
Kentucky	63	1			1		3								4		4
Lamar State		9											1		1		1
Lousiana St.	146	91			3		4					1			7	1	8
Maine											1				1		1
Mankato State		8									7		4		11		11
Maryland		214			1				7	1	9	3	1	1	18	5	23
Marshall	3																0
Massachusetts	14	89			1						4		3		8		8
Mass.-Fitchburg	1						1								1		1
Memphis State		1															0
Miami-Ohio											1				1		1
Michigan	259	88			8	1	10	3	3	4		9			21	17	38
Michigan State		55							1			1			1	1	2
Mills	3									1						1	1
Minnesota	46	46			1					1					1	1	2
Mississippi												2				2	2
Missouri		29							1			1			1	1	2
Montana	1	37															0
Moorhead											3				3		3
MacMurray									1						1		1
McNeese		1															0
Nebraska	40											1				1	1
New Mexico	2	8			1						2	1		1	3	2	5
New York-Buffalo	8	8			1				1	1					2	1	3
New York Univ.	325	102	1		13	5	3	5		7		5			17	22	39
North Carolina	51				2		6		5	2	1	1		2	14	5	19
North Carol. A&T									1						1		1

Appendix F (contd.)

College	Total Studies		HISTORICAL STUDIES																TOTAL
	1930 1946	1959 1972	1920		1930		1940		1950		1960		1970		Total				
			MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR			
N. C. Central		66							1		2				3		3		
N. C. Greensboro		194									4		2		6		6		
North Dakota	5	47			2				3		8		2		15		15		
North Texas	70	45			9		6				1				16		16		
NE Missouri		7							4		5				9		9		
Northern Colo.	42	88	1		2					1	1				4	1	5		
Northern Illinois		48							1		9				10		10		
NW Louisiana											2		1		3		3		
Northwestern	3											1				1	1		
Oberlin	6				1										1		1		
Ohio Univ.	15	27							5				1		6		6		
Ohio State	245	172			18		18		25	1	5	14			66	15	81		
Oklahoma	10	1					1					1			1	1	2		
Oklahoma State	26	21			6						2				8		8		
Omaha	1								1		1				2		2		
Oregon	95	333			2		1		5	1	4	5	1	2	13	8	21		
Oregon State	18								1						1		1		
Otterbein	2																0		
Pennsylvania	2				1	1									1	1	2		
Penn State	56	259			4	1	8		6	2	7	2	4	1	29	6	35		
Pittsburgh	49	14			3			4		2					3	6	9		
Purdue	47	28			1		3								4		4		
Queens													2		2		2		
Rhode Island	1	7					1								1		1		
R. I. Coll. Educ.	4																0		
Russell Sage									1						1		1		
Rutgers										1		1				2	2		
St. Cloud State											1				1		1		
St. Louis	10				1										1		1		
Sam Houston	2																0		
Scranton									1						1		1		
Slippery Rock		13											1		1		1		
Smith	3	89									8		1		9		9		
South Carolina	4										1				1		1		
South Dakota	9						2				2				4		4		

Appendix F (contd.)

College	Total		HISTORICAL STUDIES														TOTAL
	Studies		1920		1930		1940		1950		1960		1970		Total		
	1930 1946	1959 1972	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	
South Dakota State	1	130							3		2		4		9		9
Southern California	159	176	1		10			1	3	1	3	15			17	17	34
Southern Conn.											2				2		2
Southern Illinois		51															0
Southern Methodist	3		2												2		2
Southern Miss.		10											1			1	1
SE Missouri		9											2		2		2
SW Missouri		2															0
SW Texas											1				1		1
Springfield	202	441			6		5		14	2	7	8	2	3	34	13	47
Stanford	89	23			2		2	3	1	1				1	5	5	10
S. F. Austin		2															0
Syracuse	13	12			1				1		1				1	2	3
Temple	70	80		1	8					1	1				9	2	11
Tennessee	6	114								1	6		2		8	1	9
Tenn. A & I									1						1		1
Tenn. Tech													1		1		1
Texas	137	78			4		4		6		2	2			16	2	18
Texas A & M		11															0
Texas A & I	6																0
Texas Tech		40									4				4		4
Texas El Paso		7															0
Texas Western									1						1		1
Texas Womans	40	177			2						6	6	1	3	9	9	18
Toledo		21															0
Utah	16	130			1		3		9	1	16	6	1		29	8	37
Utah State	7						1		4		3				8		8
Virginia	8				1				1						1	1	2
Washington	59	274					1		4		20	1	1		26	1	27
Washington State	28	199					1		1		2				4		4
Wayne St. (Mich.)	5	12											1		1		1
Wayne St. (Neb.)		2															0

Appendix F (contd.)

College	Total Studies		HISTORICAL STUDIES														TOTAL
			1920		1930		1940		1950		1960		1970		Total		
	1930 1946	1959 1972	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	MA	DR	
Wellesley	149				4		2								6		6
Wesleyan	5																0
Westchester St.		2															0
West Virginia	56	7			3		4					1			7	1	8
West. Illinois		56									1				1		1
West. Kentucky	2	10															0
West. Montana											1				1		1
West. Washington													1		1		1
Wichita	2																0
William & Mary	11				1										1		1
Winona State											4				4		4
Wisconsin	156	266	1		2				4		14	5	2	2	23	7	30
Wis.-LaCrosse		22									2				2		2
Wyoming	11	23							3		3				6		6
Yale	17						1		1							2	2
Canadian									1	19			1		19	2	21
Sub Totals			14	3	183	19	122	22	198	86	346	154	96	39			
TOTALS	4,269	7,643	17		202		144		284		500		135		959	323	1,282

APPENDIX G

RANK LIST OF UNIVERSITIES AS TO NUMBER OF MASTER'S THESES

AND DOCTORAL DISSERTATIONS IN THE HISTORY OF

SPORT AND PHYSICAL EDUCATION

1927-1973

UNIVERSITY	No. Hist.
Ohio State	81
Illinois	79
Columbia	60
Peabody	52
Springfield	47
New York Univ.	39
Michigan	38
Utah	37
Penn State	35
Southern California	34
Wisconsin	30
Cal St.-Sacramento	29
Iowa	28
Washington	27
Indiana	26
Univ. Calif. Los Angeles	23
Maryland	23
North Carolina	19
Oregon	19
Texas	18
Texas Womans Univ.	18
North Texas State	16
North Dakota	15
Birgham Young	13
Eastern Illinois	12
Mankato State	11
Temple	11
Stanford	10
Illinois State	10
Univ. Calif. Berkeley	10
Northern Illinois	10
Boston Univ.	9
Kansas	9
NE Missouri	9
Pittsburgh	9
Smith	9
South Dakota St.	9
Tennessee	9
Florida St.	8
Lousiana St.	8
Massachusetts	8
Oklahoma St.	8
West Virginia	8
Utah St.	8

UNIVERSITY	No. Hist.
Univ. Calif. Santa Bar.	7
Drake	7
Alabama	6
Calif. St. Chico	6
Calif. St. Los Angeles	6
Calif. St. San Diego	6
North Carolina Greensboro	6
Ohio Univ.	6
Wellesley	6
Wyoming	6
Bowling Green	5
New Mexico	5
Northern Colorado	5
Arkansas St.	4
Chapman	4
Cincinnati	4
College of Pacific	4
DePaul	4
Kansas St. Emporia	4
Kentucky	4
Purdue	4
South Dakota	4
Texas Tech	4
Washington St.	4
Winona St.	4
Butler	3
Calif. St. San Jose	3
Catholic Univ.	3
City Coll. New York	3
Colorado	3
Indiana St.	3
Kent St.	3
Moorhead	3
New York St. Buffalo	3
North Carolina Central	3
NW Lousiana	3
Syracuse	3
Adams St.	2
Appalachian	2
Baylor	2
Claremont	2
Colorado College	2
George Washington	2
Georgia	2

Appendix G (contd.)

UNIVERSITY	No. Hist.
Glassboro St.	2
Houston	2
Howard	2
Idaho	2
Michigan St.	2
Minnesota	2
Mississippi	2
Missouri	2
Oklahoma	2
Omaha	2
Pennsylvania	2
Queens	2
Rutgers	2
Southern Conn.	2
Southern Methodist	2
SE Missouri	2
Virginia	2
Wisconsin LaCrosse	2
Yale	2
Adelphi	1
Akron	1
Alabama A&M Normal	1
American	1
Arizona	1
Ball State	1
Brooklyn	1
Calif. State Fullerton	1
Calif. State Hayward	1
Calif. State Humboldt	1
Calif. State Long Beach	1
Calif. State Pennsylvania	1
Canisius	1
Case Western Reserve	1
Central Michigan	1
Central Washington	1
Connecticut	1
East Texas St.	1
Eastern New Mexico	1
Florida	1
Gonzaga	1
Kansas St.	1
Kansas St. Pittsburgh	1
Lamar St.	1
Maine	1
Mass. Fitchburg	1
Miami Ohio	1
Mills	1
MacMurray	1
Nebraska	1
North Carolina A&T	1

UNIVERSITY	No. Hist.
Northwestern	1
Oberlin	1
Oregon St.	1
Rhode Island	1
Russell Sage	1
St. Cloud St.	1
St. Louis	1
Scranton	1
Slippery Rock	1
South Carolina	1
Southern Mississippi	1
Southwest Texas	1
Tennessee A & I	1
Tennessee Tech	1
Texas Western	1
Wayne St. Mich.	1
Western Illinois	1
Western Washington	1
Western Montana	1
William & Mary	1
Allegheny	0
Arkansas	0
Auburn	0
Arizona St.	0
Calif. St. Fresno	0
Calif. St. San Fernando	0
Central Missouri	0
Chadron	0
Colorado-Ft. Collins	0
Creighton	0
Delaware	0
Denver	0
Detroit	0
Duquesne	0
East Stroudsburg	0
Emory	0
Fordham	0
Hampton	0
Hardin Simmons	0
Ithaca	0
Iowa St.	0
John B. Stetson	0
Kansas St. Ft. Hays	0
Marshall	0
Memphis St.	0
Montana	0
McNeese	0
Otterbein	0
Rhode Island Coll. Educ.	0
Southern Illinois	0

BIBLIOGRAPHIES IN THE HISTORY OF SPORT, PHYSICAL

EDUCATION, HEALTH, AND RECREATION

Edited by

RAY C. THURMOND
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Bibliography I: Bibliography of Master's Theses and Doctoral Dissertations Related to the History of Sport, Physical Education, Health, and Recreation, 1927-1975.

This bibliography has 1,538 master's theses and doctoral dissertations completed at American and Canadian universities between 1927 and 1975 pertaining to the history of sports, physical education, health, and recreation. It was compiled from fifty-two different sources with a combined total of 250 volumes.

The organization is alphabetical by author. The primary source for each citation is given in brackets at the right-hand margin. If the thesis or dissertation is available from Microform Publications (University of Oregon), the Microform Number is listed at the left-hand margin. If books or papers in scholarly journals have been published from the study, the bibliographic citation for this publication is given immediately following the entry. A subject index is included.

Bibliography II: Bibliography of Papers Related to the History of Sports, Physical Education, Health and Recreation From American Professional Journals, 1894-1975.

This bibliography has 1,003 entries compiled from the general professional journals in the field: MIND AND BODY (1894-1936), AMERICAN PHYSICAL EDUCATION REVIEW (1896-1929), NATIONAL COLLEGE PHYSICAL EDUCATION ASSOCIATION FOR MEN PROCEEDINGS OF THE ANNUAL MEETING (1897-1975), JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION (1930-1975), RESEARCH QUARTERLY (1930-1975), THE PHYSICAL EDUCATOR (1940-1975), INDEX AND ABSTRACTS OF FOREIGN PHYSICAL EDUCATION LITERATURE (1955-1975), QUEST (1963-1975). It includes only the papers that were written as history; written to be the history of an idea, place, thing, or person at the time of publication.

The organization is alphabetical by author. Where no author is given, the first word in the title determines the alphabetical listing. If the subject of the paper is not complete and clear from the title, a brief annotation is given in brackets at the end of the citation. A subject index is included.

Appendix H

MASTER'S THESES AND DOCTORAL DISSERTATIONS
RELATED TO THE HISTORY OF SPORTS,
HEALTH, PHYSICAL EDUCATION,
RECREATION 1927-1975

Compiled by

RAYMOND C. THURMOND

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ASSOCIATIONS AND ORGANIZATIONS

NATIONAL PHYSICAL EDUCATION
American Academy of PE - Leaf, Peavy
AAHPER - Washke
Canadian AHPER - Bray
College PE Assoc. - Breiner, Dunbar
Dance Div. AAHPER - Gallemore
Delta Psi Kappa - Dobruna
National Section Girls & Womens
Sports - Bennett, Ferguson, Searcy
Society of State Directors of PE -
Smith
National & International PE Assoc-
iations - Putnam

REGIONAL PHYSICAL EDUCATION
Eastern Assoc. PE for College Women-
Meadows
Intermountain Conference for PE
for College Women - Vanderwilt

STATE PHYSICAL EDUCATION
California AHPER - Swetek
Florida AHPER - Cleland
Illinois AHPER - Daves, Harrison
Indiana AHPER - Oberle
Louisiana AHPER - Beasley
Ohio AHPER - Grice

NATIONAL ATHLETICS AND SPORTS
AAU - Bell, Fawcett, Ferguson, Flath,
Korsgaard
AAU of Canada - Lansley
American Canoe Assoc. - Hoffman
AIAW - Marcus
Canadian Intercollegiate Athletic
Union - Moriarty, Kurtzman
NAIA - Hoover
National Council of Secondary School
Athletic Directors - Newcomer
NCAA - Bell, Flath, Forbes, Frindell,
Lunsford, Stagg
National Federation of State High
School Athletic Associations-
Meadors
National Football League - Atty
National Hockey League - Salberg
National Junior College Athletic
Assoc. - Mould
U. S. Gymnastics Federation - Laptad
U. S. Lawn Tennis Assoc. - Davenport
U. S. Volleyball Assoc. - Odeneal
Water Ski Assoc. - Childs
Womens Intercollegiate Athletic
Union of Canada - Taylor

RELATED NATIONAL ORGANIZATIONS

American Sokol Org. - Vrba
Athletic Institute - Ladd
Boy Scouts - Ashby, Macleod
Fellowship of Christian
Athletes - Ramey
Joint Committee of NEA-AMA -
Nolte
Red Cross First Aid - Hagelin
Red Cross Mobile Recreation -
MacDonald
Red Cross Water Safety -
Berridge, Dennis, Mays,
Mulroney
YMCA - Cieplik, Goss, Hindel,
Johnson, Miller, Macleod,
Wu

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OLYMPIC GAMES - Fuoss, Goldin,
Holden, Huggins, Irwin,
Slavich
Basketball - Rockland
Black Male - Parker
Canada - Louw
de Coubertin and Olympic
Movement - Lucas
Philately - Beeton
Role of Government - DeKoff
Women in Summer Games - Leigh,
Morrow, Price, Welch
Women Skiing - Peterson

INTERNATIONAL EVENTS

British Commonwealth Games -
Agbogun
Pan American Games - Emery
United Nations and Recreation -
Leedy

ANNUAL SPORTS EVENTS

California Relays - Biancani
Golden West Track Meet - Moss
Mens Pacific NW Softball -
Anderson
Mineral Water Bowl - Aeschliman
Rose Bowl - Queen

COLLEGIATE ATHLETICS

Faculty Control - McBride,
Powell, Smith, Van Hoff,
Votmer, Zingale
Eligibility & Scholarships -
Sponberg, Van Bibber
Women - Remley, Steere,
Trekell, Watts, Youngs

COLLEGIATE ATHLETIC CONFERENCES -

Woerlein
Atlantic Coast - Corrie
Big Ten - Erickson
California Junior College-Vokes
Colored Intercollegiate -Martin
Dixie - Hackney
Eastern College Athletic -
Fleischer
Illinois Intercollegiate -
Lantz
Mackinaw Valley - Keller
Michigan Intercollegiate -
Cooper

Mid-State - Darnell
 Minnesota Intercollegiate - Becker
 North Carolina State Intercollegiate
 Emmeson
 North Central Intercollegiate -
 Westlake
 North Dakota College - Almie
 South Dakota Intercollegiate -
 Belding
 Southern - Pierce
 Southeastern - Gruensfelder
 Southwest - Gilbert
 Wisconsin State University - Smith

COLLEGIATE ATHLETIC DEPARTMENTS

Adams State - Williams
 Albion - Sponberg
 Arizona - Svob
 Arkansas State - Keller
 Ashland - Wilgus
 Ball State - Gray
 California-Santa Barbara - Friedman
 Carson-Newman - Jones
 Columbia - Ziegenfuss
 Colorado College - Reid
 Colorado State - Ogle
 Eastern Utah - Welch
 Emporia State - Bodnarchuck
 Florida A & M - Griffin
 Florida State - Clendenin
 Franklin and Marshall - Taylor
 Gustavus Adolphus - Skoog
 Illinois - Wilson
 Illinois State Normal - Garrett
 Indiana State - Dean
 Kalamazoo - Barnard
 Kent State - Wagoner
 Mankato State - Mead, Reznik
 New Mexico - Barney
 North Carolina - Scott
 North Texas - Taylor
 Northern Illinois - Ottoson
 Northwest Iowa - Vander Berg
 Ohio State - Kovacic
 St. Augustine - Chadwick
 Seattle Pacific - Miller
 Shaw - Jowers
 Snow - Woodbury
 South Dakota State - Zahorsky
 Southern Mississippi - Fagerberg
 Weber State - Overstreet

Women

Marshall - Josten
 North Texas - Anderson
 Ohio - Kearney
 Wisconsin - Gilbertson
 Canada - Hall
 U. S. - Knott

SCHOLASTIC ATHLETICS

National - Morland, Sanda, Young

STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS

Alabama - Frazier, Provience
 Alberta - Gouchey
 California - Sandy
 Florida - Brant
 Georgia - Cowan, Holland, Smith
 Illinois - Allen
 Indiana - Hooker, Newlin
 Michigan - Donnelly
 New York - Cox
 North Carolina - Weaver
 Ohio - Holcomb, Morrison, Orr
 South Dakota - Arnold, Davidson
 Texas - Whitten
 Utah - Peterson
 Virginia - Walenski
 West Virginia - Robinson

STATE HIGH SCHOOL COACHES ASSOC.

U. S. - Larvick
 Illinois - Kurzband
 Texas - McConachie

SCHOLASTIC ATHLETIC CONFERENCES

Beier, Darrah, Kiedrowski,
 Kluttz, Nelson, O'Connor,
 Rexilius, Steckle, Whitman

SCHOLASTIC ATHLETICS IN SCHOOLS

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 Hackett, Haussler, Heiner,
 Klekas, Mannahan, Maxwell,
 Meier, Montgomery, Plaga,
 Richards, Souvall, Stone,
 Sanda

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Bain, Bell, High, Heisler,
 Kline, Keogh, Scharfe

BIBLIOGRAPHY

DANCE - Callender

HEALTH

Children's Books - Moritz
 Mental Health - Hunt
 Theses - Navarro

LITERATURE

American Physical Education
 Review - Neher
 Information Retrieval - Mealy
 Library Resources - Agli, Stilwell
 Journal Health, Physical Education,
 Recreation - Palm
 Periodicals - Arnold, Cowell,
 Dickinson, Hart

Research Quarterly - Loucks

RESEARCH AND TESTING

Anthropometric Measurements-Mish
 Circulo-Respiratory - McCaskill
 Effect of Flight - Becker
 Health Physics - Shumaker
 Heavy Resistance Exercise-Kahnert
 Microcards in Physiology of
 Exercise and Psychology - Mauro
 Physical Fitness - Millard, Waller
 Physical Reconditioning - Robertson
 Physiology of Exercise - Perryman
 Weight Control - Thompson

RECREATION

Camping-Bingham, St. Marie
 Recreation & Water Resources -
 Ditton

Recreation - Gritzmacher,
 Guillaume, Kolbensschlag

PHYSICAL EDUCATION

Aims & Objectives - Brame
 Books - Fortner
 History of - Abernathy
 Movement Exploration - Wentzell
 Psychology of Play - Mims
 Women - Borneman

Theses - Chin, Cree, Daniels,
 Frazier, Loye, McCue, Weatherford

SAFETY - Yost

SPORTS

Athletic Literature - Cheetwood
 Baseball - Ennis, Grable, Kinsman
 Basketball - Bruce, Cracraft, Weiss
 Boxing - Albertson
 Elementary School - Knight
 Football - Brown
 Girls & Women - Kunklen
 Golf - Easterday
 History of - Adelman
 Intramurals - Leftwich, McGuire,
 Reed
 Soccer - Barnett

Sports Books - Brauer, Cohen,
Karaffa, Shultz, Walker,
Wessels

Swimming - Owen, Wright
Wrestling - Parker

BIOGRAPHY

DANCE

Ailey, Alvin - Latham
Boumonville, August - Brown
Gray, Harriette Ann - Bonali
Horst, Louis - Pease
d'Houbler, Margaret - Phillips
Lewitzky, Bella - Deny
Limon, José - Wynne
Mitchell, Arthur - Latham
Shawn, Ted - Poindexter
Terry, Walter - Andreason
Weidman, Charles - Richards

HEALTH

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Dunbar, Helen Flanders - Powell
Gorgas, William Crawford - Canning
Turner, Clair E. - Knipping
Zillmer, Aimee - Phillips

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Abbott, Senda Berenson - Stillman
Affleck, George Baird - Langsner
Ainsworth, Dorothy S. - Peterson
Alcott, William A. - Mills
Arnold, Ernest Herman - McKeon
Anderson, William Gilbert - Ray
Bancroft, Jessie - Carkin
Basedow, Johann Bernhard - Landschoof
Beard, Daniel Carter - Kahler
Beecher, Catherine Esther - Harveson
Bell, Margaret - Phillips
Brace, David K. - LeCompte
Brown, Margaret Christina - Napier
Burchenal, Elizabeth - Carkin
Burkhardt, Carl Hermann - Luckenbill
Cassidy, Rosalind - Caldwell
Clarke, H. Harrison - Ranta
Coleman, Mary Channing - Umstead
Coops, Helen L. - Blatter
Cornwell, Oliver K. - Shapiro
Crampton, C. Ward - Patti
Crocker, John Howard - Keyes
Cureton, Thomas Kirk - Cryer
Day, William E. - Yotz
Essingler, Arthur A. - Meredith
Gulick, Luther Halsey - Dorgan
Halsey, Elizabeth - Phillips
Hanna, Delphine - Lynn
Hart, Charles James - Brink
Henderson, Edwin Bancroft - Coursey
Hetherington, Clark W. - Bronson,
Wadsworth
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Holbrook, Leona - Shaw
Howard, Mildred S. - Riccobono
Huff, George - Barber
Jahn, F. L. - Schnepel
Jensen, Joseph R. - Bennett
Judd, Leslie James - Ersing
Karpovich, Peter V. - Seetherman
Kimball, Edwin R. - Knaak
Kyser, Thelma Zelenka - Martin
Lamb, Arthur Stanley - Eaton
Lantz, Charles P. - Flamini
LaPorte, William Ralph - Flake
Lee, Mabel - Carkin, Phillips
Leonard, Fred Eugene - Shults
Lewis, Dioclesian - Sulinski
Livingston, Walter J. - Shannon
Lowman, Charles L. - Fornas
Lucas, Sallay Jean - Vollmer

McCloy, Charles Harold - Gerber,
Little

McCurdy, James Huff - Kidess
McKenzie, R. Tait - Hunter
Mehling, Jessie Read Garrison - Hill
Metheny, Eleanor - Turner
Montgomery, Katherine Williams -
Tucker

Moulton, Gertrude - Phillips, Trekell
Nash, Jay Bryan - Gerber, Jessup
Neilson, Neils P. - Walker
Nielsen, Einar - Thomassen
Nichols, John Herbert - Tong
Norris, Anna - Phillips
Perrin, Ethel - Carkin
Plunkett, Emma W. - Peters
Reuter, Hans Christopher - Williams
Rogers, Frederick Rand - Pennington
Sargent, Dudley Allen - Bennett
Schrader, Carl L. - Steimen
Scott, Harry Alexander - Feld
Sharman, Jackson Roger - Collins
Soule, Mary Ella Lundy - Greer
Stecher, William - Fingels
Stewart, Charlotte - Lally
Storey, Thomas Andrews - Currey
Stout, Florence Offut - Payne
Trilling, Blanche - Carkin, Phillips
Van Hagen, Winnifred - Daulman
Way, Agnes - Phillips
Waymen, Agnes Rebecca - Locke
Wigman, Mary - Brown
Williams, Jesse Feiring, Gerber,
Ingram, Riebel
Wittich, Walter, J. - Culver
Wood, Thomas Denison - Burgess
Zimmerli, Elizabeth K. - Wood

RECREATION

Brightbill, Charles K. - Hartsoe
Brown, V. K. - Lewis
Hjelte, George - Hudson
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Meyer, Harold D. - Sellers
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SPORTS

Allen, Forrest C. "Phog" - Elston
Bowerman, William Jay - Freeman
Broun, Heywood - Huey
deCoubertin, Baron Pierre - Lucas
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Gallagher, E. C. - Anderson
Jeffrey, Bill - Infield
Jones, Robert Tyre - Gordin
Killinger, William Glenn - Henry
Kiputh, John Herman - Kennedy
Louis, Joe - Young
McCoy, Ernest B. - Enders
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Naismith, James - Dewar
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Romney, E. L. "Dick" - Boothe
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St. John, Lynn - Block
Sanders, Henry Russell - Johnson
Shotwell, Prince Elmer - Simpson
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Toomey, Irving F. "Crip", - Miller
Tyson, Paul - Lucas
Yost, Fielding H. - Behee

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Johnson, Roy William - Barney
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Mitchell, Elmer Dayton - Shannon
O'Brien, Maynard "Pat" - Craft

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Nelson
Coaches - Alexander
Contemporary Leaders - Acosta
Football Officials in SW Conf. - Munson
Leaders in Tennessee - Tate
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Men and Women Athletes of the Year -
Hull
Noteworthy People by Mentions in
JOHNER - Veller
Selected Leaders - Martinez
Women - Gaston

ALIA

Low, Juliette Gordon - Curtis

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Cowgill, English, Ireland,
Ritcheson, Walters

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Dance for Men in Education - Weber
Dance Division, AAHPER - Gallemore
Jacob's Pillow - Brown
Teacher Certification - Fischer
Texas Woman's University - Balkus

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African - Serra
Afro-American - Brown
Ancient Greek - McDonald, Mayne,
Moffatt
Ancient Indian - Jansen
Big Drum of Carriacos - MacDonald
Black - Emery
Early California - O'Hara
European Folk - Hillis
Folk - Lindgren
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Indian - English
Jazz - Fortunato
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Negro Choreographers - Wynn
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Sacred or Religious - Hart, Morongell
Samoa Folk Dances - Martin
Social - Noderer, Youmans
Spanish - Garrett, Serra
Square - Phillips
Wolf Ritual - Budic

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Martin, Owen, Palmer, Parker
Pierro, Savitt, Wynn, Young
CZECHS - Staza
FINNS - Knuti
INDIANS - Fogelson, Irvine, Matz,
Miller, Murray, Salter,
Smith
SOCCER CLUB - Pooley

FITNESS

BIBLIOGRAPHY - Millard, Waller
CONCEPTS & RESEARCH - Box, Dean,
Stock
GOVERNMENT PROJECTS - Anderson,
Bellino, Bevington, Carolan,
Dinning, Drew, Perrelli

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Calkins, Clarke
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Hosinski, Hover
Jeppson, Johnson, Johnson
Keen, Killian
Lee, Leidenfrost, Livingston, Lucas
Martinelli, Massman, Mattke,
Medwin, Micklewright
McBride, McCaffrey, McKinstry
Owens, Person, Prouse
Reagan
Sanders, Schmidt, Shook, Stewart,
Stinnett, Streid, Summa,
Swegan
Thomas, Zandier

HEALTH EDUCATION

CONCEPTS & HISTORY - Behmer, Dabrow,
Fessenden, Heaton, Means, Piper,
Ruhnka, Savitt, Lindsay

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Birth & Sex Education -
Kitchmaster, Maw, Sears
Dental - Hansen, Morgan, Steele
Longevity - Schifferes
Mental Hygiene - Blake, Hunt,
McCauley, Thatcher
Nutrition - Brown, Fletcher,
Patty
Tuberculosis - Woods

LEGISLATION - Cole

LITERATURE

Bibliography - Daniels, Moritz
Navarro
Historical - Armstrong, Berlin,
Boyet, Kurz
Textbooks - Burton, Benedict,
Bishop, Casey, Hyde

NURSING - Allemang, Cash, Clarke,
Paylor, Pearman, Van Cleave

PUBLIC HEALTH - Breckon, Conrad,
Gibson, Huskey, Jones, Legan,
Meridith, Ogle, Ray, Scanlon,
Sipes, Smolensky

SCHOOL HEALTH EDUCATION

Elementary Schools - Sowers,
Thompson

Indiana - Scheibner
LBJ Administration - Burkart

Los Angeles - Moore
Maryland - Waters
Massachusetts - Flint
Michigan - Large
New York - Childs

Ohio - Jones
Russia - Gilbert
Salt Lake City - Stone
Tennessee - Chambers

Texas - Holt, Jacob, Parker
West Virginia - Bradley

STUDENT HEALTH SERVICES

Gillespie, Hughes, Kinsey,
Stout, Vick

HISTORICAL PERIODSANCIENT

Art - Palmer
 Assyrian - Spier
 Cretan - Darnell
 Egyptian - Abdou, DeVries, Nyitrai
 Etruscan - Sawula
 Hittite - Meikle
 Inca - Weaver
 Iranian - Spier
 Melanesian - Lansley
 Meso-America - Clune, Cox
 Minoan - Putnam, Ridington
 Mycenaean - Ridington
 Polynesian - Jones
 Primitive Tribes - Haas
 Religion - Simri
 Sumerian - Meikle
 Vikings - Van Niekerk

GREEK

Architecture - Glass, Norre, Romano
 Boxing - Cook
 Dance - Danielson, Mayne, Moffatt,
 McDonald,
 Health - Kitchenmaster
 Homer - Dryer, McLeod, Proost
 Pentathlon - Bazarnic, Mazarnic
 Plato - Armstrong, Cahn, Garey, Stoors
 Sport & Athletics - Cassell, Claros,
 Hofer, Irvine, Johnson, Kidd,
 Roby, Shelden, Thompson

ROMAN - Bishop, Damico, Hofer,
 Johnson, Lindsay, Nibley

MIDDLE AGES - Boyett, Coates, Freehill,
 McConahey, Winter

RENAISSANCE - Bazzano, Kurz, Powell
 Royal

SIXTEENTH CENTURY - Watkins

AMERICAN, 17th CENTURY - Bryant,
 English, Hill

AMERICAN, 18th CENTURY - Albertson,
 Davis, Greenwood, Kennard,
 Little, Stadelman

AMERICAN, 19th CENTURY - Albertson,
 Grover, Leeper, Martin,
 Murphy, McGrath, Owen,
 Redifer, Redmond, Sack,
 Walmsley

INTRAMURALS

BIBLIOGRAPHY - Leftwich, McGrath, Reed

INSTITUTIONS

American Colleges & Universities -
 Dalis, Hall
 Eastern Illinois - Crociani
 High Schools - Garner
 Illinois Univ. - Heberer, Weatherford
 Iowa Univ. - Fiskum
 Kent State - Hawker
 Manitoba Secondary Schools - Kuran
 Michigan Univ. - Risky
 Missouri Univ. - Stewart
 Moorhead State - Grabinski
 North Central Conf. - Ketterling
 Northwest Louisiana - King
 Ohio University - Brockey
 Oklahoma Univ. - Kassen
 Penn State - Manjone
 South Dakota Conf. - Ketterling
 Texas Tech - Hughes
 Western Ontario - Morrow
 Williams - Bike

Women and Co-Rec
Cobb, MeekLEGISLATION AND GOVERNMENT INVOLVEMENTLEGISLATION

General - Applin, Applin, Hendricks,
 Hilby, Lisberger
 Canada - Wilkie
 Sixteenth Century England - Watkins
 Pennsylvania Blue Laws - Jabel

PHYSICAL EDUCATION LEGISLATION -

Alderson, Aller, Birkie, Jorgenson,
 Koehler, Park, Rasmussen, Stratton,
 Trone

HEALTH EDUCATION LEGISLATION -

Burkart, Cole

RECREATION LEGISLATION - Adams, Ems,
ZielaskoDRIVER EDUCATION LEGISLATION -Kavich

GOVERNMENT INVOLVEMENT - Anderson,
 Bellino, Carolan, Conrad, DeKoft,
 Drew, Flack, Lancaster

LITERATURESPORTS IN

Ascham - Romano
 Buchan - Grace
 English - Cline
 French - Cline, Grubb, Hassell,
 Martin
 Faulkner - Rinaldi, Rodon
 Farrell - Rodon
 General - Bannister, Stone
 Greek - Cook, Danielson, Shelden
 Hemingway - Rodon
 Homer - Dryer, McLeod, Proost
 Lardner - Frakes, Rodon, Webb
 Malory - Dryer, Stephenson
 Melville - Cravens
 Mollier - Kroncke
 Renault - Roby
 Romans - Lindsay
 Roth - Lewis
 Shakespeare - Jackson
 Sportsmanship - Downs
 Surtees - Cravens
 Twain - Warmack
 Updike - Lewis
 Whyte - Cravens

MILITARYSPORTS

Revolutionary War - Stadelman
 Civil War - Crockett, Fielding
 World War II - Meshizuka
 U. S. Marine Corps - Canario

PHYSICAL EDUCATION

U. S. Military Academy - Degen
 ROTC - Nash

JOURNALISM

Devine, Eiselen, Gibson, Moskowitz,
 Napier, Roose, Scott, Sealey,
 Slatton, Slusser, Spainhower,
 Weinstock

NATIONS**SPORTS & PHYSICAL EDUCATION**

Australia - Salter

Canada -

Government - Anderson, Dinning,
McFarland, Wilkie

Sports -

General - Blackburn, Cox, Davidson,
Jobling, Lappage, Lindsay,
Redmond, Reid, Shuttleworth

Basketball - Mitchelson

Football - Consentino, Watkins

Gymnastics - Nurmberg

Intramurals - Morrow

LaCrosse - Vellathottam

Olympics - Louw

Rugby - Burgess, Sturrock

Skiing - Lund

Soccer - Joos

Track - Jack

Women - Hall

Physical Education -

Professional Preparation-Kennedy
Schools-

Alberta - Eckert, Gouchey

British Columbia - Hunt

Calgary - Steckle

Manitoba - Downie, Kuran

Ontario - Copp, Smith, Watson

Organizations

AAU of Canada - Lansley

Canadian Association for Health,
Physical Education, Recreation-
Bray

Canadian Intercollegiate Athletic

Union - Kurtzman, Moriarity

Royal Life Saving Society-Berridge

Womens Intercollegiate Athletic

Union - Taylor

China - Kolatch, Wu, Wu, Yu

Egypt - Mikhail

England -

Health - Gibson, Kurz, Ruhnka

Schools - Knaggs, Mutimer, Paul

Sport In Society - Bailey, Craven,
Gill, Grace, Kennard, MetcalfeMiscellaneous, Agbogun, Beck,
Schleppi, Watkins

Estonia - Nurmberg

Germany - Flack, Gill, Gorman,

Mefort, Osborne, Wertz

Ghana - Nicholson

Greece - Diamantides

Hawaii - Nakama, Voloria

Hungary - Kerestes

India - Romein

Italy - Bazzano, Flack, Graziani

Libyan-Arab Republic - El-bah

Manzanola - Swift

Mexico - Greenfell, Lopez, Royal

Morocco - Piane

Pakistan - Sial

Peru - Carter

Philippine Islands - Goss, Oliver

Prussia - Oktavec

Russia - Anderson, Cantelon, Gilbert,
Harsky, Morton

Scots Heritage - Redmond, Redmond

Spain - Costales

South Africa - Potgieter

Sweden - Broten, Ostman

Thailand - Indrapana

Turkey - Nedjati

PHILOSOPHY

Buytendijk - Langerhorst

Compayre - Armstrong

Dewey - Cramer, Fawcett, Keenan,
Larkin, Wadsworth

Froebel - Armstrong

'Frontier Thinkers' - Hill

Gaulhofer - Moolenijzer

Guts Muths - Moolenijzer

Heidegger - Walsh

Locke - Edmondson

Nietzsche - Banks

Physical Education - Onaga, Paddick

Piaget - Armstrong

Research Analysis - Osterhoudt

Rousseau - Frederick, Loughery,
Schwartz

Schiller - Armstrong

Steicher - Moolenijzer

Theories of Human Plan - Kingston

PHYSICAL EDUCATION

PRINCIPLES, THEMES, TRENDS -

Brame, Bryson, Dayton, Felshin,

Freeman, Geoffrain, Hess,

Hileman, King, Labaw, Lynn,

Mason, Means, Meyer, Mills,

Mitchell, Nash, Nickolas,

Pekelsma, Rocker, Schmidt,

Schutte, Sherman

COLLEGE DEPARTMENTS OF PHYSICAL

EDUCATION AND ATHLETICS

Alcorn A & M - Buckles

Chicago Univ. - Boycheff

Denison - Jenkins

Idaho - Hart

Miami Univ. - Kinzig

Penn State - Stark

United States - Doubenmier

Virginia Four Year Colleges -
KiracofeCOLLEGE DEPARTMENTS OF PHYSICAL
EDUCATIONAlabama, State Teachers Colleges-
Salls

Albion - Hulce

Arkansas Agricultural Colleges-
Stanford

Arkansas State - Smallwood

California State, Pennsylvania-
Neill

Chicago State - Swanson

Cincinnati - Schwerberg

DePauw - Erdmann

East Texas - Frank

George Peabody - Trice

George Washington - Korcheck

Harvard - Fesler

Heidelberg - Urban

Hiram - Matthews

Kansas State - Mayne

MacMurray - Dare

Mankato State - Latzke

Michigan State, Ypsilanti -
Johnson

Mount Union - Wright

Muskingum - Mariner

Negro Colleges - Pierro

New Jersey State Teachers-Graham

New York State Teachers Colleges-
Williams

North Texas State - Johns, Sisco

Northern Michigan - LaPoint
 Northwestern Oklahoma - Bridgewater
 Oberlin - Kinsey
 Ohio State - Sabock
 Ohio Wesleyan - Detrick
 Oregon - Farthing
 Otterbein - Elliott
 Pomona - Sage
 South Carolina State - Washington
 South Dakota - Jackson
 Springfield - Runquist
 Teachers College, Columbia - Averette
 Tennessee A & I - Simmons
 Tennessee - Raines
 Texas Colleges - McCallum
 UCLA - Malnekoff
 Wisconsin State, LaCrosse - Bahr
 Wyoming State Colleges - Newland

COLLEGE DEPARTMENTS OF PHYSICAL EDUCATION FOR MEN

Baldwin-Wallace - Rampelt
 Bowling Green - Flannigan
 Illinois - Graham, Seidler, Seidler
 Oberlin - Shults
 Ohio State - O'Neill
 Oklahoma - Kassen
 United States - Tergerson
 U. S. Military Academy - Degen
 Utah - Hess
 Utah State - Tidwell

COLLEGE DEPARTMENTS OF PHYSICAL EDUCATION FOR WOMEN

Barnard - Ainsworth
 Brigham Young - Nettles
 Bryn Mawr - Ainsworth
 Chico State - Best
 Colleges of the Northwest - Coffey
 Elmira - Ainsworth
 Goucher - Ainsworth
 Illinois - Agnew, Foss, Mintz
 Iowa - Andre, Foss, Malizola
 Kansas State, Emporia - Rezac
 Michigan - Johnson
 Mid-West Colleges - Alexander
 Mills - Ainsworth
 Minnesota - Graybeal
 Mount Holyoke - Ainsworth
 Muskingum - Cook
 Nebraska - Wilke
 North Dakota - Milne
 Northwest Louisiana - Martin
 Oberlin - Niehus
 Ohio - Gordon
 Ohio State - Jacobs
 Oklahoma State - McCurry, Toops
 Radcliffe - Ainsworth
 Rockford - Ainsworth
 Penn State - Wray
 Principia - Oakes
 Smith - Ainsworth
 Stanford - Zimmerli
 United States - Gilcoyne, Greene
 Utah - Olsen
 Vassar - Ainsworth
 Washington - Keeler
 Wellesley - Ainsworth, Summers, Taylor
 Wells - Ainsworth
 West Virginia - Bippus
 Wisconsin - Foss, Gorman

COLLEGE PHYSICAL EDUCATION

Boston Normal School Gymnastics -
 Taylor
 Cultural-Social Changes - Stanaland
 Early Development - Hall
 Landmarks in Development - Houpt
 Panzer College - Rosen
 Twelve Single Purpose Schools-Wacker

PHYSICAL EDUCATION IN PUBLIC SCHOOLS

NATIONAL -
 Changing Curriculum - Pickett
 Ideas - McPherson
 Public School PE - Gamage,
 Jorgenson
 Survey Techniques - Davis
 Trend for Men - Oerochi

STATE -

Alabama - Sharman
 British Columbia - Hunt
 Illinois - Peterson
 Indiana - Stafford
 New Jersey - Badgley
 New York - Anderson
 Nova Scotia - Potts
 Ontario - Smith
 Tennessee - Sinclair
 Texas - King
 Virginia - Garber
 Wisconsin - Anhalt

CITY

Boston - Junkin
 Buffalo - Gallagher
 Chicago - Cienlowski, Dohr,
 Pesavento
 Cincinnati - Driscoll
 Detroit - Swanson
 District of Columbia-Thompson
 El Paso - Markgraft
 Independence, Mo. - Street
 Licking County, Ohio - Burke
 Manitoba - Downie
 New Brunswick - Gill
 New York City - Freedman
 Ontario, Canada - Copp
 Philadelphia - Tierney
 St. Louis - Shetterly
 Salt Lake City - Brimhall
 Topeka - Wilson
 Winnipeg - Anderson

SCHOOL

California - England, Perry
 Illinois - Fotsch
 Pennsylvania - Stoddart

PHYSICAL EDUCATION

Co-Ed Development - Kretchman
 Comparative - Morrison
 Conceptual Analysis Literature-
 Rickard
 Doctoral Degrees - Puthoff
 Elective Programs - Lawson
 Facilities - Key, Mach
 General History - Brose, Burns,
 Powers
 Informal PE - Jenson
 Movement Education - Chapman,
 Krumbiegel, Studer
 Philanthropic Foundations and
 Grants - Humphrey
 Professional Preparation -
 Zeigler
 Status in WWI and WWII - Graham
 Socio-Economic - Frank

RECREATIONGENERAL

America Learns to Play - Dulles
 Bibliography - Ditton, Gritzmacher,
 Guillaume, Kolbensschlag
 International - Cadieux, Leedy
 Nineteenth Century England - Bailey
 Philosophic Concepts - Sakomizu
 Transition in U. S. - McGibney

NATIONAL PARKS - Duff, Jameson, Martin,
 McFarland

STATE RECREATION

California - Blom, McMahon
 Illinois - Caldwell
 Iowa - Baird
 Pennsylvania - Grove, Reed
 Washington - Armstrong

MUNICIPAL RECREATION - Finfer,
 Fitzgerald, Fortner, Frye,
 Garrison, Gritt, Halsey,
 Hanebutt, Kelsay, Lensch,
 Lofgren, Lozo, Lunt, Patterson,
 Poag, Rith, Scholer, Standifer,
 Van Zee, Walker, Windolph

COLLEGIATE - Atkins, Gonino

LEGISLATION - Adams, Ems, Lancaster

COMMERCIAL - Bryant, Grover, Mungan, Schaine

INDUSTRIAL - Diehl

PRIVATE - Owen

CAMPING - Curkendall, Gill, Hammerman,
 Lambert, Sesso, Ulanoff

EDUCATION - Farthing, Harrison, Lawrence,
 Lewis, Reich, Shapiro, Shitman

PLAYGROUNDS - Andrews, Bell, French,
 Galgano, Guy, Klonsky

RELIGION AND RELIGIOUS GROUPSRELIGION

Islam, Teachings of and Sport -
 Ahrabi-Fard
 Catholic Church Fathers to A.D. 394 -
 Ballou
 Health in Hebrew Bible - Berlin
 Jesus' Use of the Outdoors - Faber
 Latin Debate on Body and Soul -
 Heningham
 Biblical Statements on Use and Care
 of Body - Hunton
 Sport As a Functional Equivalent of
 Religion - Milton
 Moral and Spiritual Values in PR -
 Wilton

RELIGIOUS GROUPS

General - Lozes
 Catholic - O'Brien
 Christian Science - Oakes
 Disciples of Christ - Vanderpool
 Mennonite - Martin, Oswald
 Methodist - Cockerill, Lefeavers,
 Martin
 Mormon - Andrus, Bollinger, Carver,
 Oshazo, Parkin, Sneddon
 Protestant - McDowell, Swanson

RESEARCH AND TESTINGBIBLIOGRAPHY

Heavy Resistance Exercise - Kahnert
 Frequency of Content, Research Quarterly
 Loucks
 Index of Microcards in Physiology of
 Exercise and Psychology - Mauro
 Experimental Masters theses - McCue

FITNESS - Box, Jette, Robertson

PHYSIOLOGY OF EXERCISE

Cardiovascular Testing - Beck,
 Hart

Effect of Flight - Becker
 Physiological Gradients - Cohen
 Respiratory Theory - Culotta
 Isometric and Isotonic - Foster
 Circulo-Respiratory Response -
 McCaskill

Research Reports - Perryman

Resistance Exercise - Todd

PSYCHOLOGY

Attitude Research - Burnstine
 Critical Analysis of Experiments
 Piety

TESTING

Skill Element - Atwater

Tests & Measurements, Women -
 Backus

Survey Techniques - Davis
 Changes in Ages and Measurements
 Hoffman

Development of Administration,
 Surveys - Mills

Validation of Cozens Test-Plant
 History and Significance of
 Tests - Smith

History of Measurement -
 Petroskey

Administrative Research -
 Spaeth

Relationship of Research,
 Athletics, Recreation -
 Trethaway

SPECTATORS

Development of Spectator Sports -
 Brown

Spectator Interest in Scholastic
 Sports - Huffman

Football Attendance - Bole
 Role of Spectator Sports in
 1920's - Riemcke

Gambling - Rowen

SPORTS

ANGLING & CASTING - McMillan

ARCHERY - Beasley, Bowles, McLeod,
 Romano

BADMINTON - Boyce

BASEBALL

General - Andersen, Crepeau,
 Maher, McDevitt, Riess,
 Seymour, Thompson, Voight

Equipment - Crow, Shore

Cincinnati - Davis

Omaha - Freeland

1947 Yankees - Zimmerman

Statistics - Knutson

Bibliography - Ennis, Grable,
 Kinsman

Rules - Allen, Becker, Woelf

Terminology - Nichols

Pitching - Stephenson

Little League - Pearson

Intercollegiate -

Brigham Young - O'Brien

Chico State - Norris

College of Siskiyous-Belcastro

Eastern Illinois - Kirby

Illinois - Wolf

Ohio State - Coyer

Penn State - Marlow

South Dakota - Haase
 South Dakota State - Bozied
 Utah - Sylvester
 United States - Wolf
 Interscholastic
 California - Bach
 Illinois - Kraus

BASKETBALL

General - Ashley, Bell, McDonald,
 Powell, Salmons, Stautz,
 Wakefield

Coaching Books - Weiss
 Bibliography - Bruce, Cracraft
 Olympic - Rockland
 Canada - Mitchelson
 Women - Downing, Langdon, Morrison
 Woods Brothers - Rearick
 Zone Defense - Krankling, Manfredi
 Rules - Frigard, Friery, Knudson,
 McConnell, McCray, Salmons,
 Stroede, Waterman

Intercollegiate -

Arkansas City Jr. College-Kaher
 Brigham Young - Steinke
 Chico State - Swartz
 East Carolina - Roberson
 Eastern Illinois - Jacobs
 Illinois - Haycock
 Illinois Wesleyan - Bridges
 Interstate Intercollegiate - Evans
 Kansas - Rife
 Kansas State, Pittsburgh - Milner
 New York State - Jensen
 North State Intercollegiate-Moseley
 Ohio State - Ortiz
 Oregon State - Valenti
 Penn State - Gross
 St. Benedict - Hanson
 St. Cloud - Thayer
 St. Mary's - Wiltgen
 South Dakota State - Schoolmeester
 Southeast Missouri - Turlington
 Tennessee - Arwood
 Texas Tech - Evans
 West Virginia - Colebank

Interscholastic

California - Fong, Sheppard
 Illinois - Deterding, Pitol, Rogers
 Indiana - Schwomeyer
 Louisiana - Beeson
 Missouri - Sims
 Texas - Elledge
 Virginia - Burkhart
 Washington - Heathcote

BOWLING - Smith

BOXING - Albertson, Cook, Dixon, Haislet,
 Thompson, Valla

CANOEING - Dobson, Hoffman, McKinley

CURLING - Anderson, Bowie, Howe

FENCING - Jackson, Miller, Mumpower,
 McCarty

FIELD HOCKEY - Adams, Gracey, Lemay

FOOTBALL

General - Allen, Bateman, Conant,
 Hecker, Kohn, Lewis, Miller,
 Mote, McKillip, Sulzen, Wilson

NFL - Atty, Herr

Eight Man - DeBondt

Six Man - Kershner

Bibliography - Brown

Equipment - Corson, Tobias

Canadian - Consentino, Watkins

Rules - Gale, Green, Novolony

Intercollegiate -

Arkansas City Jr. College-Kahler
 Brigham Young - Pickney
 Central Intercollegiate-Martin
 Drake - Kaley
 Glassboro - Conover
 Harvard - Sack
 Illinois - Bole, Pullen
 Kansas - Campbell
 Kentucky - Bevarly
 Norfolk St. - Clark
 North Dakota - Williams
 Ohio - Bringer
 Ohio State - Hefflinger
 Ohio Colleges - Michael
 Oregon - Warren
 Penn State - Edwards
 Rutgers - Boelhauser
 Sacramento State - Conway
 San Diego State - Nelson
 Slippery Rock - Bruno
 South Dakota - Haase
 South Dakota State - Vacura
 Texas Tech - McCauley
 Texas Colleges - Fouts
 Washington - Hewitt
 West Virginia - Schwartzwalder
 Yale - Sack
 Youngstown - Jones

Interscholastic

California - DeSantis, Johnson,
 Martinez, Nicolaou, Paul

Kansas - Gieber

Kentucky - Bevarly

Illinois - Doan, Higgins, Mann,
 Naidenovich

Social Change - Lawrence

FOXHUNTING - Stewart

GOLF - Brown, Cates, Cheatum,

Easterday, Fletcher, Jenkins,
 Philbeck

GYMNASTICS

Canada - Nurmberg

U.S. Gymnastics Federation-Laptad

Uneven Bars - Smith

Sokols - Stasa, Vrba

Equipment - Bailey, Zwarg

Rules - Murray

Swedish - Baran

Danish - Baran

German - Baran, Cobb, Duke,

Wysocki, Zaun

American - Valentine, Walker

Intercollegiate

Brigham Young - Dupaix

Illinois - Jackson

Minnesota - Hokanson

Sacramento State - McCade

United States - Runkle

Interscholastic

Illinois - Farris

HOCKEY - Salberg

HORSEMANSHIP - Howington

LACROSSE - Carpenter, Cobb, Ilowit,

Lively, Pfirmen, Vellahottam

MARTIAL ARTS - Kim

OUTING CLUBS - Sharpless

ROWING - Tomey, Ulbrickson

RUGBY - Burgess, Schleppe, Smith,

Sturrock

SKIING - Bramshall, Langley, Lund,

Peterson

SOCCER - Baptista, Barnett, Brown,

Cochrane, Coyer, Infield,

Joos, Korge, Pooley, Robinson,

Schmalz, Wall

SOFTBALL - Anderson, Dillahunt,

Kawarsky, Leviton

SURFING - Musick

SWIMMING -

General - Davies, Hildebrand, Lester

Bibliography - Owen, Wright

Red Cross Water Safety - Berridge,

Dennis, Mays, Monroney

Synchronized - Stoerker

Training Techniques - Davis

Diving Rules - Billingsley

Intercollegiate

Arkansas - Sugg

Illinois - Patrick, Wagemann

Ohio State - Ryan

Springfield - Wright

Washington - Thornton

TENNIS - Aronin, Avery, Conroy,

Davenport, Fletcher, Hendrix,

Lumpkin, Nikolic, Nettleton

Triptow, Verner, Wagner

TRACK AND FIELD [see also Olympics]

AAU-NCAA - Bell

AAU - Fawcett

NCAA - Lunsford

Concepts of Teaching - Carter

California Relays - Biancani

Golden West Invitational - Moss

Greek Pentathlon - Bazarnic, Mazarnic

Pole Vault - Kring

Fiberglas Pole Vault - Burquez, Dooley

Discus - Gordien

Marathon - Irwin

Indoor Track - Jack

Four Minute Mile - Larson

Long Jump - McKie

Cross Country - Pilkington

Javelin - Ranson

Women - Nicolussi

Intercollegiate

Brigham Young - Brooks

Chico State - Calkins

Eastern Illinois - Justis

Illinois - Wing

Kansas - Dalzell

Morningside - Jennett

North Carolina - Martus

Ohio State - Ramsey

Oregon - Porter

Penn State - Hartman

Santa Barbara - McIlwain

South Dakota - Haase

South Dakota State - Schmeicel

Southeast Missouri - Carroll

Tennessee State - Thaxton

Tuskegee - Thaxton

Washington - Tobacco

TRAP SHOOTING - Nattrass

VOLLEYBALL - Flanagan, Jensen, Rodick,
Veloria

WATER POLO - Garibaldi, Smith

WATER SKIING - Childs

WEIGHTLIFTING - Reynolds, Weiner

WRESTLING

General - Divine, Nyitrai, Parker

Rockwell

Rules - Krisiak, Rickenbach, Sapora,

Thomas, Useldinger

Intercollegiate

Illinois - Rasmussen

Mankato State - Fuchs

Mountain States Conference - Mason

Northern California - Moule

Oklahoma State - Anderson

Penn State - Adams, Speidel

Southern Conference - Miller

United States - Bowen, Gwynne

Utah - Hankin

Utah State - McCracy

Washington & Lee - Miller

Interscholastic

California - Wagner

Iowa - Parker

Minnesota - Ehrhard

North Dakota - Steeves

United States - Bridge

Washington - Stone

Wisconsin - Pieper

YACHTING - Rosove

SPORTS - GENERAL TOPICS

AMATEURISM - Davenport, Daur,
Fall, Glader, Lansley

AMERICAN PRESIDENCY - Jackson,
Zingale

ATHLETES - Erickson, Gratz

ATHLETIC TRAINING - Bailey, Enberg

INFLUENCE OF TECHNOLOGY - Betts,
Jobling

ORIGINS OF SPORTS - Eyler, Moore

RULERS OF EUROPE - Huggins

SPORT AND SOCIETY - Lappage,
Kennard, Somers, Torkildsen,
Watson

SPORTS IN AMERICA - Atkinson,
Barnett, Borkowski,
Dunham Grant, Hill,
Holliman, Jable

SPORTS IN CANADA - Consentino,
Davidson, Jones, Redmond

TEXTBOOKS

HEALTH - Barton, Benedict, Bishop,
Casey, Hyde

PHYSICAL EDUCATION - Fortner

THEORY OF PLAY AND GAMES

PLAY - Armstrong, Bynum, Danielson,
James, Pratt, Walsh

GAMES - Biane, Bressler, Charles,
Paul, Richter,

WOMENS SPORTS COSTUMES

Gunther, Miller, Mucklow

MISCELLANEOUS

DRIVER & SAFETY EDUCATION -

Burns, Kavich, Metzger, Yost

FIRST AID - Hagelin

ENTERTAINMENT

American Aeronautics - Brooks

Hippodrome at Constantinople -
MacDonald

Tennis Court Theatres - Scanlan

Anthology Sports After Dinner

Talks - Zarza

FESTIVALS - Davis, Korasek, Case

CONSERVATION ORGANIZATIONS - Morrisor

Appendix I

BIBLIOGRAPHY OF PAPERS RELATED TO THE HISTORY OF SPORTS,
HEALTH, PHYSICAL EDUCATION AND RECREATION FROM
AMERICAN PROFESSIONAL JOURNALS¹

1894-1975

Compiled By

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- XVIII (1913), 105-19; 397-414; 532-45.
- XIX (1914), 152-66; 465-77; 581-91.
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- XXVII (1922), 114-18; 249-57; 470-74.
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- XXIX (1924), 114-20; 361-70; 520-26.
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 Sport and Culture - Maheu
 Quotations from Great Thinkers -Rogers

ETHNIC GROUPS**BLACKS**

Anita J. Turner - Coursey
 Bibliography in Sports - Bennett,
 Cady
 Black Athlete, Post Bellum 19th
 Century America - Zuckerman
 Comparison Blacks and Whites
 Physiologically - Jordan
 Critical Incidents in Integration-
 Bennett
 Jackie Robinson - Meyer
 Joe Louis - Young
 Michigan's Black Lettermen - Behee
 Progress and Problems in PE -
 Henderson
 Women Track Stars at Tennessee State
 and Tuskegee - Thaxton

INDIANS

Hohokam Ceremonial Sport - Odenkirk
 South American - Blasias, Phillips
 Sioux Recreation - Billgrough

HEALTH EDUCATION

Alcohol - Russell
 Ancient Pathways to - Buchanan
 Bibliography Sex Educ. - 'American'
 Christianity and - Dalzwell-Ward
 Health Content of Buddhism -
 Ohirasekera
 Health Educ. in Classical Greece
 and Rome - Charles
 Health Educ. Nineteenth Century -
 Brockington
 Historical Steps in Development -
 Conrad, Jean, Kathren
 Metropolitan Life Insurance and -
 Means
 Museum Exhibitions - Daifuku, Gebhard
 Nutrition - Johnson, Moore
 Open Air School Movement - Means
 Philosophy of - Malan
 Popular Literature - Beyer
 Required College Health Educ. -Means

Russia - Bogolepova
 Temperance Movement - Means
 Textbooks- Barton, Kilander
 Theory of in History - Danek
 West Virginia - Bradley

HISTORICAL PERIODS

ANCIENT

Art and Activity - Pendergast
 Aztec Runners - Leibold
 Coaching - Govindarjulu
 Egypt Physical Activity - Dim, Habashi
 Football Games in Antiquity -
 van Dalen
 Maya Court Ball Game - Goellner,
 Hackensmith
 Minoan - Howell
 Samauri - McKenzie
 Somali Stick Fighting - Freund
 Women in Sport - Assa

GREEK

Aristotle - Chryssafis, Lee Wilton
 Art and Sports - Richardson
 Athletics - Plummer, Robert, Thompson
 Bibliography - Bennett
 Delphic Spirit in Sport - Genasci
 Football - Young
 Gymnastics - Ballin, Thompson
 Homer - Stull, Wellington
 Olympic Games - Plummer
 Pentathlon - Hueppe, Young
 Philostratos - Woody
 Plato - Fairs, Hale, Kleinman,
 Siedentop, Wilton
 Physical Education - Fuld, Leonard
 Pythagoras - Hale
 Sculpture - 'Pectineus'
 Socrates - Wilton
 Toys and Games Children - Plummer
 Virgil - Wellington
 Women - Woody

ROMAN

Fuld, Hamdi, Leonard, Young

MIDDLE AGES

Broekhoft, Leonard, Moolenijzer

RENAISSANCE

Heyden, Pazzini

EIGHTEENTH CENTURY

Davis, Haliczowa, Kennard,
 Lewis, Park, Rush

NINETEENTH CENTURY

Betts, Crockett, Fink,
 Hackensmith, Lewis, Lucas,
 Park, Redmond, Zuckerman

HISTORIOGRAPHY

Archives - 'Archives', Davis, 'First'
 Lee, 'New', van Dalen, Weinstein
 Bibliography - Leonard
 Betts, John R. - Lewis
 Biographical Research - Sapora
 CPEA Subcommittee - Jones
 Historians, AAHPER - 'Association'
 Historical Records - Foglia
 Historical Research - Lucas
 History and Literature - Cummings
 History of Ideas - Remley

Information Retrieval - 'Storage'
 Library Collections - Gustafson,
 'Historical', Leland, 'North
 Carolina', 'Tennis',
 'Valuable'

Methodology - Lindsay, Morford,
 Welch, Spears

Oral History - Caldwell, Means,
 Trekell

Psycho-Sociological Models -
 Metcalf, Smith

Sport History - Howell, Lewis,
 Young

Sport Historians - Adelman,
 Berryman, Eyler, McCristal,
 Staley

Symposia - Barney, Bennett,
 Massicotte, Trekell, Zeigler

Teaching - Bennett, Brown, Gerber,
 Means, Metcalfe, Moore,
 Staley, Welch

JOURNALS

American Physical Education Review-
 Burdick, Maroney, Mitchell

Bibliography of Periodicals -
 Redman

Committee on Publication - Hartwell
 Education Journals - Shearer

Foreign Physical Education Journals
 Zeigler

Index and Abstracts of Foreign
 Physical Education Literature -
 Montoye

Information Storage and Retrieval-
 McCue

Journal of Health, physical
 Education and Recreation -
 Mitchell

Microcards - 'Micro'

Mind and Body - Pfister

Pentathlon - Maroney

Research Quarterly - Mitchell,
 Mitchen, Montoye, Russell

Sports Illustrated - Neale

LEGISLATION AND GOVERNMENT INVOLVEMENT

Amateur Athletics and Government -
 Flath

California Revisions - Davis
 Government Concern for Fitness -
 Drew

North Carolina Recreation -
 Woodward

Rincon School and Legislation -
 Hoepner

Recreation - Means

Roosevelt, Theodore - Lewis

State Legislation - 'Brief'

Truman Administration - Zingale

U. S. Office of Education - Rogers

NATIONS

Europe - Leonard, Schroeder

Australia - Meinhard

Austria - Recia

Brazil - Marinho

Chile - Salas

China - Miyatake

Denmark - Schroeder

Egypt - Dim, Habashi

England - Curtis, Haslewood, Ingram
Munrow, Park
France - 'Historic', Park
Germany - Diem, Leonard, Miller
Oktavec, Piotrowski,
Shumais, Thoma
Hawaii - Mossman
India - Andrews, Bhonsle
Philippine Islands - Aquino
Poland - Dohnke, Haliczowa,
Piotrowski, Stepp
Rumania - Bucur
Russia - Shuralov
Spain - Park
Sudan - Donville-Fife
Sweden - McKenzie
Switzerland - Burgener

PHILOSOPHY

Asceticism - Ames
Comenius - Gerber
Dewey - Gerber, Park
Froebel - Froebel, Gerber
Goethe - Shivers
Humanism - Ryan
Kant - Osterhoudt
Locke - Gerber, Leonard, Wilton
Montaigne - Gerber
Nietzsche - Svartz
Pestalozzi - Burgener
Philosophy and Physical Education -
Twenter, Twomey
Quetelet - Hastings
Rabelais - Gerber
Romanticism - Shvartz
Rousseau - Burgener, Gerber,
Leonard
Schiller - Shivers

PHYSICAL EDUCATION

PRINCIPLES, THEMES, TRENDS
Abernathy, Anderson, Cassidy
Doerflinger, Schrader, Staley
Wireman

PROFESSIONAL EDUCATION

Academic Degrees - Kroll
Administration - Scott
Amherst - Hitchcock, Miller,
Nichols, Welch
Certification Requirements -
Dexter, Haag, Morehouse
Curriculum - Gerber
Enrollment - McCloy
European Universities - Piasecki
Girard College - McKenzie
Graduate Study - Zeigler
Graduates of Normal School, NAGU -
'Graduates'
Gymnastics Teaching - Faust
Harvard Summer School - VanWyck
Library Illiteracy - Shaw
Mount Holyoke - McCurdy
Newcomb College - Baer
New York Gymnastic School - Lohse
Normal College of American Gymnastics
Union - Streit, Voigt
Oberlin College - Keefe, Shults
Pennsylvania University - McKenzie
Professional Culture - Leonard
Professional Physical Education -
Gubser
Professional Preparation - Zeigler
Round Hill School - Bennett, Hoepner

Sargent College - Nelsen,
'Twenty-fifth'
Student Teaching - Lewis
Undergraduate Preparation -
Zeigler
Vassar College - Ballentine
Womens Colleges - Ainsworth
World War I Effects - Savage

PUBLIC SCHOOL PHYSICAL EDUCATION Pestalozzian and Lancasterian - Billet

Rincon School - Hoepner
Round Hill School - Bennett
National - Kindervater
California - DeGroot
Illinois - McAdam
Minnesota - Paterson
New York - Barrett, Storey
Chicago - Kopp
Cincinnati - Streit
Kansas City - Burger
Philadelphia - Hummel, Mueller
Century Ago - Rice
Past and Present - Savage

PHYSICAL EDUCATION DISCIPLINES

Adapted - Hermann, Clein,
'Wheelchair'
Big Ten Body of Knowledge -
Zeigler
Comparative - Johnson, Kurelic,
Moolenijzer
Fitness - Bookwalter, Cureton,
Drew, Dowell, Hunsicker
Motor Activity - Smith
Movement -
Books from England - Peters
Curative Element - Kowalenko
Eurhythmics of Dalcroze -
Gould, Phillips
International Development -
Hackensmith
Medau Rhythmics - Braithwaite
Play - Ingram, Parker
Psychology - Ainsworth, McCloy
Textbooks - Fortner, Mirviss,
Pommerenke

RESEARCH AND TESTING

Altitude - Jokl
Attitude - Field, Mayshark
Aquatics - Cureton
Aristotle - Chryssafis
Blood pressure Measurement
Development - Kalisnik
Cozens Test - Ruffer
Efficiency Tests - Meylan, Raycroft,
Sargent
History of Research Section - Clarke
History of Kinesiology - Braun
Longevity - Anderson, Schmid
Mile Run - Henry
Newton Laws of Motion - Alley
Nutrition - Moore
Oxygen Debt - Margaria
Physical Development College Women -
Herriott
Physiological Comparisons of Blacks
and Whites - Jordan
Physiology of Exercise - Jokl
Physiology of Motion - Jokl
Research High Spots - Rogers
Silhouetteography - Hubbard
Sports Activities - Montoye

Sports Medicine - Azuma, Frings
 Guimaraes, Klaus
 Spring Scale Dynamometer - Pangle
 Spirometer - Bowen
 Stature Increase - Gray
 Strength Testing - Rogers
 Texas A & M Tests - Dowell
 Yale Tests - Blesh

RECREATION

Bibliography - Gloss
 California - Means
 Chicago - Halsey
 Community Recreation Surveys -
 Yukic
 Development of Leisure - Francois,
 Marthon
 Development of Recreation -
 Ramsay
 ERIC - 'Recreation'
 Historical Studies - Halsey
 North Carolina - Andrews
 Playgrounds - Warden
 Play Movement - Curtis
 Progress in - Rogers
 Public Recreation - 'Public'

SPORTS

Amateurism - Fall, Flath,
 McKenzie, Trautman
 Art - Bearden, Brown, Field,
 McKenzie, 'National', Olds,
 Richardson, Rousey
 Education - Lewis, Staley,
 Vanderzwaag
 Equipment - Schussler, Zwarg
 Costumes - Aldrich, 'Step'
 Facilities - 'First', Hadden,
 'Historical', Schleppi,
 Schrader
 Literature - 'Assignment', Bressan,
 Palmer, Reising, Smith, Smith,
 Smith
 Military - Betts, Crockett,
 Hackensmith, Hart, Lewis
 Museums - Leland, Mathys, 'Olympic'
 'Progress', Redmond, Wagman,
 'Basketball', 'Swimming',
 'Wheelchair'
 Nationalism - Ibrahim, Mitchell,
 McKenzie, Vanderzwaag
 Nature of - Loy, McCullough
 Origins of - Eyler, Moore,
 'Origins', Schrader
 Philately - Field, Langston
 Psychology - Kroll
 Religion - Ballin, Ballou, Bennett
 Davis, Fraleigh, Hebert, Holmes,
 Lewis, Resick, Schrader,
 Swanson
 Sociology - Kenyon
 Spectators - Freund, Stone
 Technology - Betts
 Women - Coffey, Davidson,
 Gerber, Hanson, Lee

Archery - Bilson, Nash
 Badminton - Bauer, Brumbach
 Baseball - 'Baseball', Caswell,
 Gustafson, 'One', 'Phila-
 delphia', Sears, Trautman
 Basketball
 Comparison Physique and
 Performance - Jokl
 Cultural Transfer - McGregor
 Founding of - 'Cover'
 Golden Jubilee - 'Golden'
 Hall of Fame - 'Basketball'
 History of - Ehler, Farrell,
 Naismith, Salmons
 Original Rules - Naismith
 Rules Changes - Fay, Frigard,
 Salmons
 Style of Play Changes - Delaport
 Women - White
 Bowling - Loucks
 Boxing - Lottinville
 Canoeing - Cseh
 Crossage - 'Curious'
 Fencing - Aylward, Fox, 'Historic'
 Field Hockey - Cubberly, Gable
 Football - Curtis, Dohnke,
 Gourley, Hall, James, Lewis,
 Reiff, Sack, VanDalen, Young
 Golf - 'Claim', Haug, Leland
 Gymnastics -
 Bible - Ballin
 Bibliography - Pierce
 Contributions of - Baley
 Greek - Ballin, Thompson
 Gymnastics Positions - 'Rare'
 History of Training - Faust
 Natural - Haas
 North American Gymnastics Union-
 'Brief'
 North American Normal School of
 Gymnastics - Brosius, Streit
 Officiating - Faulkner, Johnson
 Transition - Perrin
 Systems -
 American - Brewer, Leonard,
 Mealy
 Danish - Arnold, Matthews,
 Schroeder, Sumption
 German - Leonard, Matthews,
 Riemer
 Swedish - Gniewkowski,
 Holmberg, Ling, Matthews,
 McKenzie, Mealy, Rohdis
 Turners - Leonard, Liebold,
 Lohse, Rice, Stecher,
 Streit, Turner
 Handball - Phillips
 Jai ali - Glynn, Holmes
 Korfbal - Moolenijzer
 La Crosse - James, Schacter
 Martial Arts - Pychna, Viana
 Officiating - Koenig, Faulkner,
 Johnson, Lozano
 Outing Clubs - Delahanty
 Paddle Tennis - Contessa
 Pesäpallo - Olympiad Committee
 Rowing - Lewis, Meylan
 Skiing - Baumgartner, Larkin
 Soccer - Farrell, Gourley,
 Huelster, Knighton, Lozano
 Softball - Farrell, Porter

Speedball - Barton
 Squash - Abercrombie, Geer
 Swimming - Colby, Cureton,
 Handley, Hutinger, Law,
 McVicar - 'Progress',
 Sandon, 'Swimming', Thaler
 Table Tennis - Clark
 Tennis - Brumbach, 'Tennis', Welch
 Track and Field -
 Calendonian Games - Redmond
 Comparison of 1890 and 1920 -
 Sherrill
 Greek Pentathlon - Hueppe, Young
 High Jump - Ozores
 History of - Geesman
 Marathon and Astley Belt - Lucas
 Mile Run - Henry, Hildreth
 Princeton Invitational - Lucas
 Scoring Methods - Ball
 Women - Thaxton
 Volleyball - Frierwood, Laveaga,
 Welch
 Walking - Richardson
 Wrestling - Domville-Fife, Trieb

MISCELLANEOUS

Artificial Respiration - Creswell
 Baths - Hamdi, Schrader
 Body Image and the Presidency -
 Van Dalen
 Collecting Sports Heritage - Wiren
 Modesty - Kingman
 Perfect Physical Form - McKenzie
 Pratt Family, PE Laymen - Welch
 Shower Baths - Peppe
 Sports Events in Carnivals -
 Schrader
 Story of Christmas Seal - Williams

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