

## Dissertation Abstracts

Bey, Leon Wright. "Impact of Desegregation on Selected Aspects of the Athletic Programs of the Traditionally Black Institutions in the Central Intercollegiate Athletic Association." (Temple University, 1985).

Bey investigated the perceived effects of desegregation on athletic programs in the fourteen traditionally black institutions comprising the Central Intercollegiate Athletic Association (CIAA). Between 1974 and 1984, athletic budgets and coaches' salaries increased as did the availability of scholarships in member institutions. Programs were designed to attract white athletes and more CIAA athletes were drafted by professional organizations. Increased opportunities for black athletes to attend predominantly white schools were found effectively reducing the number of top black athletes in CIAA competition. Recruiting white athletes and hiring white coaches reduced scholarships and job opportunities for blacks. It was concluded that desegregation ambivalently affected CIAA athletic programs between 1964 and 1984.

Booher, Dennis Alan. "Joseph Vincent Paterno, Football Coach: His Involvement with The Pennsylvania State University and American Intercollegiate Football." (The Pennsylvania State University, 1985).

As a quarterback, Joe Paterno led his Brown University team to two successful football seasons: 7-2 in 1948 and 8-1 in 1949. Prior to graduation in 1950, Paterno considered entering law school but was asked by Coach Charles Engle to work with the quarterbacks during spring practice. Engle then asked Paterno to accompany him to Penn State as the offensive backfield coach. After sixteen years as an assistant, Paterno became the head coach in 1966 and immediately began instilling his coaching philosophy of hard work and fun. Paterno believed the intellectual and athletic could complement each other but, at times, had an excessive compulsion to win. While many players praised his philosophy, others questioned the value of his verbal attacks on players in front of peers and of permitting players to participate while injured. Booher concluded that while winning is important to Coach Paterno, the key to his philosophy is the quest for excellence which he attempts to impress upon each of his players.

Bridges, John Charles. "Social Policy, Changing Legal Attitudes, and Violence in American Sport, 1875-1980." (University of Notre Dame, 1984).

Using published appellate court decisions as data, Bridges developed five phases of judicial opinions existent between 1875 and 1980. The English Common Law Phase existed from 1875 to 1920 and reflected societal emphases on individualism and a healthy, productive citizenry. The Military Phase (1920-1960) saw legislation enacted requiring physical education in the public schools and resulted in school sports programs being classified as functions of the government and immune from litigation. The third, Transition Phase (1960-1975) was a bridge from military to economic interests in amateur sport while the fourth phase from 1957 to 1980 was labeled the Corporate Phase. During the fourth phase there was rapid growth of professional leagues and strengthened corporate control enabling the leagues to decide their own violence cases

and resultant financial settlements. The final phase was identified as the Recovery Phase (1975-1980) and was marked by an increase in successful civil litigations and an interest in criminal prosecution involving amateur sports.

Bridges found that the American legal system served varied interests during the period studied and the dominant interests in each phase had a profound influence on the shape of social policy. He concluded that American social policy was concerned with the legitimization and perpetuation of violence in sports.

Brown, Victoria Bissell. "Golden Girls: Female Socialization in Los Angeles, 1880 to 1910." (University of California, San Diego, 1985).

The focus of this study was on the way "scientific" theories of sexual differentiation engendered faith in the immutability of female nature and the variability of male nature. This faith gave rise to confidence that new activities would enhance, not endanger, the female role, and reinforced the cultural tendency to concentrate on males. Using Los Angeles as a representative American city, a chapter on the athletic girl illustrated that progress in the area of female exercise was limited by the era's narrow views on womanhood. Encouraged for the quality of cooperation and the fun it brought to participants, basketball was first played in the late 1890s by teams from Pasadena High School, Throop Polytechnic and Marlborough School. By 1910, however, there was a marked shift away from competition for girls and any remaining programs emphasized health, social ethics and teamwork as preparation for the girls future roles as wives and mothers. It was concluded that Los Angeles girls were socialized to identify with male interests and to regard the masculine standard as the true standard of worth.

Browning, Charles Allen. "Academic Eligibility in the National Collegiate Athletic Association: The Development of a Concept." (The Ohio State University, 1986).

The concept of academic eligibility of student-athletes has evolved over the years as the result of external pressure and practical considerations. Between 1905 and 1938, education was the means of enforcement used by the NCAA since institutions and conferences were considered autonomous bodies. Because of recruiting and financial aid violations in the 1930s, the NCAA decided that coercive action was necessary and a punitive mechanism was in place by 1952. Before 1965 the NCAA did not impose specific academic standards although the conditions for being considered a full-time student were defined. In an effort to ensure that student-athletes were representative of male students, the 1.600 rule was passed in 1965 but rescinded in 1973 as being too rigid. After continuing problems and scandals, Proposal 48 setting more rigorous academic standards was adopted in 1983 but this proposal too has been challenged as unfair and discriminatory.

Calvert, Karin Lee Fishbeck. "To Be a Child: An Analysis of the Artifacts of Childhood." (University of Delaware, 1984).

Calvert investigated the development and use of children's costumes, furniture and playthings in America from the beginning of the seventeenth to the end of the nineteenth centuries. She found that perceptions of the nature of childhood changed twice before 1900. Prior to 1750 childhood was perceived as a negative stage to be overcome and parents, in an attempt to get children to appear and behave as adults as early as possible, utilized swaddling bands and walking stools. After 1830 childhood was

sentimentalized as an age of innocence and new artifacts were employed to protect children from the contamination of the outside world. During each period of American history, adults used objects to close the gap between their culturally based expectations of children and the realities of the individual child.

Chambers, Robin L. "Sportsmanship in a Sporting America: Tradition, Ideal, Reality." (Temple University, 1984).

Focusing on the origins, evolutions and contemporary practices of sportsmanship, Chambers compared the ideal with actual practices in various sporting societies. Literature was reviewed from the ancient Greeks, chivalrous Europeans, Victorian English, early American, industrial American, and modern American (1970-) periods. As societies developed technologically, differences between the sporting ideals and exhibited practices were found. To resolve the differences it was proposed that codified and sport-specific sportsmanship rules be included in all sporting rules thereby aiding the participant in conscience orientation for the selection and exhibition of ethical patterns instead of only valuing success strategies during a sporting episode.

D'Angelo, Raymond Nicholas. "The Social Organization of Sport Gambling: A Study in Conventionality and Deviance." (Bryn Mawr College, 1984).

Beginning in the latter part of the nineteenth century, sports gambling has increased in size and complexity and by 1984 was seen as a deviant nonterritorial subculture. D'Angelo's study was based on the participant observation method and contrasted a small-scale sports bookmaking operation with a large one. He found that mainstream institutions such as legitimate business and the media contributed to the proliferation of sports gambling. Further, the people involved in gambling were basically conventional-type people.

Duval, Earl Henry, Jr. "An Historical Analysis of the Central Intercollegiate Athletic Association and Its Influence on the Development of Black Intercollegiate Athletics: 1912-1984." (Kent State University, 1985).

The oldest black intercollegiate conference, the Central Intercollegiate Athletic Association (CIAA) was founded in 1912 and Duval's study investigated the development of black collegiate athletics by focusing on this organization. The early history of the CIAA occurred in a segregated society and in 1950, with the onset of integration, "colored" was replaced by "central" in the association's title as being symbolic of the era. Because of the success of NCAA television contracts, the larger institutions of the conference withdrew in 1971 while the smaller remaining colleges became competitive in Division II. The CIAA's most recent history has been highlighted by winning NCAA records for men's and women's teams. Duval concluded that the CIAA served as the cornerstone in the development of black intercollegiate athletics.

Edwards, John Austin. "Social and Cultural Activities of Texans during Civil War and Reconstruction, 1861-1873." (Texas Tech University, 1985).

By concentrating on social and cultural activities, Edwards provided a perspective of Texas during the Civil War and Reconstruction differing from those of many historians. Social activities enhanced the quality of life during this period and many engaged in recreational pursuits such as hunting, fishing, baseball, horse racing and the theater. Hispanics and blacks participated in their own social-cultural activities which were similar to those popular among Anglos. While technological advances caused

changes in some recreational activities, there was little change in the social life of Texans and institutions and activities in vogue before the war remained popular at the end of Reconstruction.

Furst, R. Terry. "The Image of Professional Baseball: The Sport Press and the Formation of Ideas about Baseball in Nineteenth-Century America." (New School of Social Research, 1986).

This study described and analyzed the process by which the collective image of professional baseball was formed. It traced both the negation and the affirmation of ideas in the sport press which impeded or promoted the growth of baseball from a recreational pastime to a spectator sport in nineteenth-century America. Editorial commentaries, evaluative descriptions, and letters to the editor were analyzed from the standpoint of sentiments toward the older and emerging orientation toward playing baseball. By the early 1870s, the image of professional baseball was recognized by the baseball public as a loose configuration of characteristics which included skillful play, salaries, disreputability of players and the recognition of names of leading players and an awareness of the clubs they represented.

Graham, Cooper Carrington. "A Historical and Aesthetic Analysis of Leni Riefenstahl's *Olympia*." (New York University, 1984).

Tracing the historical background as well as the production and distribution of Leni Riefenstahl's film *Olympia* comprised the first section of Graham's research. The second section discussed *Olympia* from an aesthetic viewpoint noting differences between several versions of the film. Evidence showed that Riefenstahl's relationship to the regime and especially the Ministry of Propaganda was much closer than she has admitted. It was found that the aesthetics and underlying ideology of the film were rooted in popular cultural trends in Weimar culture. While these trends were not inherently National Socialist, they were easily exploited by the National Socialists after they took power.

Griego, Elizabeth Brownlee. "A Part and Yet Apart: Clelia Duel Mosher and Professional Women at the Turn-of-the-Century." (University of California, Berkeley, 1983).

American educator and physician Clelia Duel Mosher's life and work was the focus of this study. Mosher was one of the first women to challenge the received wisdom that prescribed separate spheres for males and females at the turn-of-the-century. The assumption that assigned women to domestic roles and men to public roles included the beliefs that women were intellectually inferior and physically more delicate than men. Through her research, Mosher refuted these assumptions and in each of her studies urged women to exercise regularly and eat and dress sensibly. Through examination of Mosher's private writings, publications, and experiences, valuable insights were gained into the opportunities, problems, challenges, and conflicts experienced by able turn-of-the-century women who had to reconcile their aspirations to contradictory cultural expectations.

Himes, Cindy L. "The Female Athlete in American Society: 1860-1940." (University of Pennsylvania, 1986).

Using leisure-time sport as a window onto social experience, Himes investigated the evolution of leisure in industrial America, first among the wealthy and later within the

working class. She also examined the relationship between athletics and physical education for women and new conceptions of gender embodied in the "new woman." Leisure class women participated in sports at country clubs, resorts and athletic clubs and were protected from social ostracism by their wealth and family connections. By establishing national championships and local competitions, these women created an alternative to the stultifying life of the upper class lady. Simultaneously, middle class female physical educators began denouncing highly competitive sport, fearing that intense competition might result in a loss of respectability and rivalry destructive of sisterhood. Working class women who could never attain middle class respectability eagerly sought the recognition attainable through industrial athletic leagues. Because of these differing class perspectives prominent female athletes of the 1920s and 1930s often came from opposite extremes of the socioeconomic scale.

Hircock, Bonnie Devish. "The International Council for Health, Physical Education and Recreation: The First Twenty-Six Years." (West Virginia University, 1985).

This study's purpose is to examine the first twenty-six years of the International Council for Health, Physical Education and Recreation (ICHPER). Included was a section on the origin of the Council and founders Carl Troester, Jr., and Dorothy Ainsworth; summaries of each of the twenty-six World Congresses; contributions of seventeen influential members; ICHPER's organizational affiliations; and a discussion of the group's financial structure.

Leddy, Edward Francis. "The National Rifle Association: The Evolution of a Social Movement." (Fordham University, 1985).

Leddy's study was an analysis of the political and social factors which influenced the development of the National Rifle Association (NRA) from a sport and hobby organization into an influential national socio-political movement and a skillful and effective lobby against gun control. Founded in 1926, the NRA followed a previously unrecognized route toward social activism and political influence. The members of the "new class" in the NRA, holding traditionalist populist attitudes, used their organization and persuasive skills to redirect the organization as a tool for conservative social activism. They acted against the growing influence of their opponents, whose interests and ideologies clashed with their own pro-gun groups. The history of the NRA must be read alongside the conflicts of class and power groups in America since the last World War.

Lehr, Robert Edward. "The American Olympic Committee, 1896-1940: From Chaos to Order." (The Pennsylvania State University, 1986).

Prior to the seventh modern Olympiad, the American Olympic Committee (AOC) had no constitution or bylaws. For several reasons a more effective organization was necessary and the AOC was formally established in November, 1921. Several recurring problems were dealt with by the Committee not the least of which was the power struggle between the Amateur Athletic Union and the National Collegiate Athletic Association. From 1920 through 1940, the AAU always had more power within the AOC than did the NCAA although reasonable parity was reached in the 1930s. Other concerns included finances, the roles of women and blacks in the Games and the amateur-professional debate. Several unique personalities emerged as leaders of the AOC and through their often controversial methods developed the organization into a sophisticated body run in an orderly manner.

Leslie, Judith Elaine. "Sports Fashions as a Reflection of the Changing Role of American Women in Society from 1850 to 1920." (University of North Carolina at Greensboro, 1985).

Leslie's study documented how the change of role and status for middle and upper-class American women was reflected in the clothing worn for participation in bicycling, tennis, golf, horseback riding, and swimming. Before women could fully participate in sports, new styles had to be developed and as women became involved in strenuous activities, corsets were discarded and skirts became less full. The development of bifurcated clothing was a necessity for horseback riding, swimming and cycling. The fact that forceful women were breaking out of the Victorian mold by participating in sports was a reflection of the greater struggle for rights which culminated in the national right to vote in 1920.

Lupcho, Paula Rogers. "The Professionalization of American Physical Education, 1885-1930." (University of California, Berkeley, 1986).

During the last quarter of the nineteenth century, physical education established itself as a distinct occupation reflecting contemporary societal concerns about health and hygiene. The orientation at this time was distinctly medical and therapeutic, focusing on individual health through the use of calisthenics. Around 1900, a shift in orientation occurred which emphasized play-sport as a social and psychological agent in the educational process reflective of similar changes in educational psychology. Lupcho's research examined the professionalization of physical education and the ramifications that a shift in philosophy and methodology had on the professionalization process.

Martin, Dennis Wallace. "A Biblical Doctrine of Physical Education." (University of North Carolina at Greensboro, 1983).

A Biblical doctrine of physical education was constructed in this study through utilization of the grammatical/historical method. After analyzing all Bible passages related to the nature of man and physical activity, several conclusions were presented. Unregenerate man is basically dualistic in nature while regenerate man is tripartite. Biblical physical education is the use of physical activity for the purpose of developing Christ-like characteristics in the life of the believer. Biblical physical education seeks to develop a healthy body in the participant which must last for a lifetime on earth while attempting to transform the inner man of the person which lasts for all eternity. Several athletic metaphors used in the Bible illustrate spiritual truth.

Opoku-Fianko, Kwasi. "The Growth and Development of Physical Education and Sports in Ghana." (The Ohio State University, 1985).

This study's purpose was to develop a comprehensive chronological record of the growth and development of physical education and sports in Ghana from 1471 when Portuguese merchants penetrated the Gold Coast (Ghana) to the latter part of the twentieth century. Included was a section on the history of activities Ghanaians engaged in and how these activities affected their daily lives, as well as the story of British colonization, and how this patterned the course of physical education and sports. Specifically mentioned were the introduction of the inter-colonial sports competitions between Ghana and Nigeria, the games of soccer and cricket, and the laws instituted for the establishment of playgrounds in schools and colleges including the Specialist

Training College. The effects of Ghana's political instability on physical education and sports at domestic and international levels was also discussed.

Riffe, Terri Dean. "A History of Women's Sports at the University of Arizona." (The University of Arizona, 1986).

The first provision for physical pursuits for women at the University of Arizona was made in 1895 when Gertrude Hughes was hired to teach physical culture. From that foundation, a fully developed intercollegiate athletic program for women has developed. Included in the study was a section on the leadership roles of Ina Gittings, Marguerite Chesney, Mary Pilgrim and Donna Miller. The transition from women's club sports to an intercollegiate athletic program, the impact of Title IX, the merging of women's athletics with men's, and the role of Mary Roby in the development of the women's athletic program were also discussed.

Rosenlund, Andie. "An Historical Review of the Division of Men's Athletics of the American Association for Health, Physical Education and Recreation." Volumes I and II. (East Texas State University, 1986).

This study examined the Division of Men's Athletics (DMA) from its inception in 1954 to its termination in 1974 when it combined with the Physical Education Division to form the National Association of Sports and Physical Education. The structure and operating code of the DMA as well as discussion of conferences, programs and workshops conducted by the organization were included. Publications and the formation of groups such as the National Council of Secondary School Athletic Directors were also discussed.

Rothenbuhler, Eric Walter. "Media Events, Civil Religion, and Social Solidarity: The Living Room Celebration of the Olympic Games." (University of Southern California, 1985).

One of the ways modern societies celebrate the social foundation of beliefs and values is through special media events such as state funerals, papal journeys, and other large festival occasions. Rothenbuhler's investigation tested these ideas on data gathered in telephone surveys with representative samples of the American public before, during and after the 1984 Summer Olympic Games. He found that a variety of celebratory activities were more likely in Olympics viewing households than in normal television viewing households. There was a clearly discriminable set of values and symbols in the public's orientation to the games that was shown to constitute a civil religious dimension to thinking about the games. Both the salience of these normative ideas about the games and the amount of viewing of the games was positively associated with membership in those social groups in which the values celebrated by the games resonated most clearly.

St. Clair, Stephen Isaac. "The Play Day/Sport Day Movement in Selected Colleges of the South." (University of North Carolina at Greensboro, 1984).

St. Clair studied the presence of a Play Day/Sport Day approach to women's sport in selected colleges and delineated the character of such play. The colleges included were Winthrop, Longwood, James Madison and North Carolina at Greensboro. His conclusions were: medical and educational ideas of the period were influential in developing Play Day/Sport Days; increased popularity of sport among women in the early

twentieth century resulted in a competitive form of play unacceptable to women physical educators; greater involvement of women outside the domestic sphere contributed to the demise of Play Day/Sport Days; and, the Play Day/Sport Day movement represented a response to a particular need for sport interaction: it was a conservative approach by well-intentioned administrators who advocated a slower pace for women. St. Clair found that while Play Day/Sport Days were not readily accepted or adopted by the four colleges studied, they were visible at all of the institutions. Indications were that the dominant figures in two of the schools were more adamantly opposed to intercollegiate sport than they were in support of a Play Day/Sport Day model. In the other two schools, the model of play did not replace an established program of intercollegiate sport.

Sylvester, Charles Davis. "The Ethics of Play, Leisure, and Recreation in the Twentieth Century, 1900-1983." (University of Oregon, 1984).

Sylvester explored ethics in relation to play, leisure, and recreation during the period of 1900 through 1983. Through a survey of published literature, a variety of viewpoints was revealed. Religious and classical Greek themes were especially pervasive and God and happiness were the two most common final ends. In addition to the final ends, a diverse group of relative ends was presented. The role of means also assumed various patterns. When defined as free time, leisure was a major means. Recreation was a principal means when viewed as revitalization in preparation for more activity.

Taylor, Christopher James. "National Historic Parks and Sites, 1880-1951: The Biography of a Federal Culture Program." (Carleton University, Canada, 1986).

Taylor examined the involvement of the Canadian government in the interpretation and preservation of historic sites between 1880 and 1950 and focused on the activities of the government's historic sites program, initiated in 1919. The study investigated the forces between 1880 and 1919 which led the government to initiate an historic sites program and then traced subsequent attempts to define a policy and implement a program until 1950. The research explored the problems inherent in interpreting the history of a heterogeneous country from a homogeneous national viewpoint and examined conflicting regional and ethnic perspectives on historical issues such as the discovery of Canada and the development of the West.