Chapter II

REVIEW OF RELATED LITERATURE

Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, dissertations, theses, and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

According to Koul (1984) review of the related literature, besides to allow the researcher to acquaint himself with current knowledge in the area in which he proposes to conduct research, serves the following specific purposes.

a) Enables the researcher to define the limits of the study. The knowledge of related literature brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely.

b) The investigator can avoid unfruitful and unrelated problem areas.

c) The researcher can understand the research methodology which refers the way the study is to be conducted. It helps to know about the tools and instruments which proved to be useful and promising in the previous studies.

d) The specific reason for reviewing the related literature is to know about recommendations of previous researcher for further research.

The investigator before finalizing the report on the review of the literature for this study went through the Guide to Reference materials, Encyclopedias,

Phillips (1960) investigated the biographies of selected women leaders in physical education namely Dr Margaret bell, Dr Elizabeth Halsey, Miss Margaret D’Houbler, Dr Gretrude Moulton, Dr I Anna Norris and Miss Blanche Trilliong. The study reported the background work, professional contributions, honours and retirement activities. Data were obtained through primary source material and interviews with the subjects and others. The biographies were presented independently without comparison.

Frederick (1964) studied Rousseau’s Philosophy of Naturalism in relation to physical education. Three ideas which greatly influenced American Physical Education were his insistence on the natural and spontaneous movements for proper growth and development; his promulgation of the unity of mind and body and his belief in the value of the individual. Four primary beliefs in Emile and far reaching effect later in Wood’s programme of naturalism, Hethrnigton’s “New Physical Education” programme which stressed the possibilities of character development, William’s theory of the importance and need for self expression, and Nash’s belief in the need of the individual to be creative and to experience emotional development.

Ingram’s (1964) study was on J.F. Williams who was a popular physical educationists in United States of America during 1960. The study was primarily
concerned with biographical material and covered the subject's early life, emotional background, professional life, and recreation to the extent that personal and documentary sources were available. The procedures followed in developing the biography were described and recommendations were made.

Dewar's (1966) purpose was to show the contribution of Dr James Naismith to Physical Education and invention. Areas given special consideration were his personal philosophy, professional career, and role as the father of Basketball. Primary source in Almonte, Montreal, Springfield, Denver, Lawrence, and St Louis were used and visits were made by the researcher to these locations.

McKeon (1966) used all available material concerning Arnold, his family background, his professional activity since 1888, and the evolution of Arnold College for Hygiene and Physical Education from its origin as the Brooklyn National School of Gymnastics were analyzed in relation to changes in American Society, Education and Physical Education from the Civil War to 1930. Arnold was a dominant factor in establishing admission requirements and curriculum content for Physical Education through his leadership on National Committees. He also had considerable influence on the Connecticut State Assembly which made physical education mandatory in the public schools of Connecticut.

Peter (1969) studied Mrs Emma W Plunkett. The information on this pioneer in Health Physical Education in Oklahoma, who was an active leader on many levels with in the profession, was obtained from family records, personal, departmental and organizational files, personal interviews, and a questionnaire survey completed by a
large number of persons throughout the state and nation. The Collected data were analyzed, interpreted and organized into five major categories; family history and environmental influence, childhood, education and early teaching days; the years at Central State College, personality, philosophy, contribution, honours and awards.

Flake (1968) study was conceived as an attempt to discover and synthesize data pertinent to life and professional endeavours of William Ralph Laporte, Chairman of the Department of Physical Education at the University of Southern California from 1913 to 1954. A biographical profile of his life was constructed and his personal characteristics, innovative efforts, and administrative techniques were identified. Three predispositional factors were interpreted to be the unifying traits which significantly motivated and directed his choices in the alternatives of his life. They were a concern for people, dedication to a cause and tenacity of purpose.

Peterson (1969) analyzed professional career of Dorothy S Ainsworth. The data for this study were obtained from the literature and from interviews with more that 50 people from all over the world. S Ainsworth was President of Six National and International Organizations and received recognition from four countries. She also created a graduate course for teachers at Smith College.

The biography of Edward Hitchcock, professor of hygiene and physical education at Amherst College from 1861 until his death in 1911, was written by Welch (1970). As director of the first successful program of physical education in any American College, Hitchcock was in fact the "founder of physical education in the college curriculum." Health instruction was also a vital phase of the Amherst plan;
Hitchcock gave regular lectures in "hygiene" to the freshman class. Hitchcock was a pioneer in research; he applied the science of anthropometry to problems of the emerging profession. He wrote only one textbook, which was in anatomy and physiology; however, a list of his published articles, manuals, and reports covered eight pages in the American Physical Education Review. Hitchcock was the first president of the American Association for the Advancement of Physical Education and was chairman pro tem. At the founding meeting of the Society for College Gymnasium Directors. He received many honors and recognitions. Hitchcock Memorial Field and Hitchcock Memorial Room at Amherst College were dedicated in his memory.

Kidess (1970) historically studied the contributions of James Huff McCurdy. The author placed McCurdy's work in the professional perspective of the period - nearly a half century - during which he was active. Only in this way can the true value of his principles and ideals be measured, not only in light of contemporary society but in light of the foundations he helped build for present-day achievements in physical education.

McCurdy started his professional career as physical director at the 23rd Street YMCA in New York City. He joined the physical education staff at Springfield College in 1895, became director in 1907, and continued in this capacity until his retirement. McCurdy was editor of the American Physical Education Review from 1906 until its demise in 1929; he was secretary treasurer of the American Physical Education Association for all but the first of these years. He was a pioneer in research, especially in exercise physiology and wrote the first book on this subject in 1924; he
was in the forefront in the contruction of tests typical of his period. Over the years he
developed the curriculum of physical education at Springfield College to a position of
national and international stature, which has continued to this day.

Hill (1972) revealed that Mrs Mehling, former state supervisor of PHE in Ala,
was the first female to fill such position in U.S. She worked for better programme in
Ala, through visitations, lecturing, preparing materials, bulletins and helped to
develop curriculums for public schools. Mrs Mehling planned and administered many
conferences, clinics, and schools of instructions of social recreation training and
square dancing. This female administrator served in many professional offices and
received many professional honours for her endeavours, including, being the first
female President of the Society of State Director’s and President of the Southern
District of AAHPER. Mrs Mehling received the honour award from the Southern
District of AAHPER and was honoured by the Americal Academy of Physical
Education in 1944 with the Academy Award. Her efforts through the years created an
opportunity for every child to participate in the programme of AAHPER in Ala.

Hotchkiss (1971) depicted the personal and professional contributions of
Michael Peppe to Physical Education particularly to aquatics. An important
dimension of the professional aspect of the study was achieved through personal
correspondence with Ohio State Swimming Alumni, opposing Coaches of the Peppe
Era, and International Swimming and Diving representatives from around the world.
The compilation of this material, with secondary sources material, was an exciting
educational opportunity and allowed the scholar to pull together information that were
beneficial in his vocational specialty of aquatics.
Freeman (1974) studied biography of William Jay Bowerman who spent his life in the pursuit of physical fitness and excellence in sport. Born in Portland, Oregon, on February 19, 1911. He was graduated from the University of Oregon in 1934 with a degree in business administration. Active as a student in school affairs and athletics. He spent 9 highly successful years in teaching and coaching at Medford, Oregon, High School Service. One year as President of the Oregon Association of Health, Physical Education and Recreation. Coming to University of Oregon as Track Coach in 1948, he developed the school into a national power, winning several NCAA titles. He was honoured as a President of the National Collegiate Track and Coaches Association and served on the presidency council on physical fitness. A member of the U.S. Olympic Committee. He was proudest of 3 accomplishments.

His development of a highly successful local all – comers track meet which was used as a national guideline program, his major role in the popularization of jogging in the United States, and his selection as Head Track Coach for the 1972 U.S. Olympic Team.

Pennington (1972) presented and interpreted the life and professional advances of Frederick Rand Rogers. The patterns of his professional work were examined in relation to thought and practice in education and physical education during his professional career.

Standard biographical, involving the collection, classification, criticism, and interpretation of source materials was facilitated through the use of external and
internal criticism. Primary and secondary source material, including both documents and relics were employed in the preparation of the biography.

Library archives, department files, year books annual reports, and other primary and secondary source materials were consulted where ever possible. A total of 17 institutions and centres were visited.

Interviews were held with forty five individuals. The interviews were tape-recorded. Rogers authored eleven books and 137 articles during his career. These writings constitute a major part of the primary source materials for this study.

Herman's (1973) study was the biography of Prince Elmer Shotwell's contributions to Texas Interscholastic Athletics, to the University Interscholastic League and to the Texas High School Coaches Association. Data for this life study was from both primary and secondary sources, human documentary as well. Shotwell's personal file and scrapbooks were used extensively, and supplementary data came from biographical data forms and tape – recorded personal interviews. The study includes biographical data of Shotwell's youth, educational background, marriage, and his endeavour in the teaching and coaching fields.

Peter's (1973) purpose of study was (1) to investigate the life and contributions of Robert John Herman Kiphuth to Yale Swimming, Inter-collegiate Swimming, AAU Swimming, World Swimming, both as coach and administrator, (2) to give recognition and insight into the ideals, beliefs, and practices of professor Kiphuth, (3) to determine the significant contributions Kiphuth made to Yale
University in terms of its athletic and physical education programmes and (4) to examine his personality and its influences upon other people. The author conducted tape–recorded personal interviews with professional associates of Robert John and made use of available documentary evidences.

Lumpkin (1974) study was to investigate the contributions made by some women towards the development of competitive tennis in the United States of America (1874 – 1974). Former players, such as Hazel Wightman, USLTA officials, and other involved with tennis as well as tennis record player’s biographies, and tennis periodicals obtained from the USLTA and the National Lawn Tennis Hall of Fame contributed the historical information for this study, was fully acknowledged and recognized. Not until the 1960’s and 1970’s did any women tennis players lead in the national womens rights movements. Tennis was one of the early competitive sports offered and allowed women in colleges.

Currently, with professional tennis, women have attained a prestigious status, never before enjoyed by then in Tennis. Partly as a result of this increased exposure of professional women’s tennis, the entire sport is experiencing a tremendous popularity boom.

Victor (1976) study was to present a biography of the life and personal career of Daniel Carter Beard –1850 – 1941. Beard’s contributions were investigated in terms of his possible influences on youth service agencies, recreation, outdoor education and physical education. His personal philosophy was analyzed through an
objective analysis of his writings, the reports of contemporaries and the time in which he lived and worked.

Historical, biographical, analytical and interpretive methods were utilized to analyze Beard’s life and career. In employing these methods, documentary and human sources were used which were of primary and secondary quality throughout the research. Letters were sent to individuals and organizations requesting information on books, manuals, or articles with Board.

Leonard’s (1981) was to present biography of Milton F Hartvigsen with emphasis on his professional contributions. The dissertation deals with early life, his works in Grace and Pocatello, Idaho and Brigham Young University. The necessary data was collected through personal interviews, questionnaire and documentary evidence.

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Whitley (1981) presented a biographical picture of Dr Charles Buell. The writer attempted to trace and identify the professional contributions of Dr Buell and to examine his influence on physical activities for visually impaired. The historical method was utilized for this study. Data were organized using combination of topological and chronological order. The writer’s procedures for gathering data were
categorized into five areas; (1) the subject and his family, (2) colleagues and professional associates, (3) athletes (4) students and (5) file and newspaper articles and publications.

Marry (1982) discovered synthesized and interpreted data pertinent to the professional life endeavours of John Robert Wooden. Extensive interviews with coach Wooden and his former assistant coaches at the University of California at Los Angeles were critical to the documentation and analysis of coach Wooden’s philosophies. Following an outstanding basketball career at Purdue University, Wooden went into teaching and coaching on the High School Level and eventually to the collegiate level. In his forty years of coaching basketball, his teams won 885 games and lost 203. His UCL. Teams won as unprecedented ten National Collegiate Athletic Association Championships. He was accorded numerous honours as a player, coach, and citizen.

Carmon (1981) presented a biography of Jose De J Clarke Flores with emphasis on his leadership in sports and most important contribution at National and International levels. The dissertation deals with his early life, education, professional life as a military man and an engineer, during his twenty seven years involvement. In sports, first as a successful leader in Mexico, he then became top leader in the whole of American continent. Personal interviews, questionnaire and documentary evidence were employed in obtaining necessary data for the study.

Dusek (1981) presented a biography of Marie Provaznik with particular emphasis upon her contributions to physical education. Both primary and secondary
source of data were investigated, including the published and unpublished materials of Marie Provaznik, her personal and professional records, interviews and correspondence with colleagues, associates, and students, as well as the histories of the Czechoslovak national and Sokol organization.

Sokol was recognized as the largest physical education programme in the world. The Sokol system was employed in the schools of Czechoslovakia. Marie Provaznik has contributed to physical education particularly gymnastics, within Sokol and on the international level through her outstanding leadership and example.

Jonathan (1984) presented and interpreted significant data regarding the life of Eugene Lux Robert, yielding new meaning and conclusive interpretations about his personal and professional contributions. An extensive review of literature and the usage of the data collecting methods, personal interview and biographical data comprised the primary source of data. An examination of text books, news papers and journal articles, and historical records, constituted the secondary source input. The data were compiled, classified, and interpreted according to the purpose of the study.

David (1986) compared selected characteristics of more successful adventure leaders with those of less successful leaders. The goal was to identify those characteristics associated with successful adventure leadership. Hypotheses were stated from the null prospective, thus predicting that there would be no significant difference in the (1) leadership opinions, (2) personality characteristics (3) vocational/leisure interests (4) age (5) education, (6) experiment and (7) gender of more successful leaders when compared to less successful leaders. Three standardized
instruments were used in this study, the leadership opinion questionnaire, Personality Factors, and Strong Campbell Interest Inventory. Additional data were gathered on marital status, degrees earned, developmental environment, education level and age. The subjects were 17 leaders (10 males and 7 female) employed in the summer of 1985 at the Wilderness School in Goshen city.

Students at Wilderness School were described as “troubled.” A special questionnaire was used by the W.S. administrators to evaluate the leaders' performance. Five categories were created for the analysis of leader competence: (1) Professional/Administrative, (2) Teaching, (3) Safety/Technical, (4) Interpersonal and (5) Overall Evaluation. Analysis of variance, Pearson ‘r’ and the ‘t’ test were used to analyze the data (P .05 used in all procedures) on the basis of their evaluations, the leaders were divided into two groups for analysis with the ‘t’ test; Group 1, Good, Outstanding.

Chepco Stevada (1988) investigated the impact of Mabel Lee, Ethel Perrin and Agnes Wayman on women’s inter-collegiate athletics between 1920 and 1935. Included in this research was significant biological information on each woman, her philosophy in inter-collegiate competition, and the leadership position she held in various professional organization. Biographical information of each subject provided insight into influential events and individuals that help to formulate their philosophies on inter-collegiate competitions. The era in which they lived, their educational history and their relationship to each other were explored. The second section of this investigation contained the philosophies of each woman on inter-collegiate competition as it was expressed in her major speeches and writings. The philosophies
were investigated related to the educational trends, the medical knowledge and the role attributed for women during this period.

Radhakrishnan (1987) undertook the case study of Miss P T Usha. The purpose of the study was to evaluate progress and achievements on the Golden Girl – P T Usha in Athletics and her contribution to the field of athletics in India. The investigator followed interview methods and studied P T Usha, Mr Nambiarher coach, and her parents. Newspapers like Malayala Manorama, The Hindu, The Indian Express and the Sports Star were referred. It was found that P T Usha is the only Indian Athlete who had won four Gold and Three Silver Medals in the Asian Games which was dominated by the Japanese athletes at that time.

Jerry (1987) studied a biography of John H Scolinos with emphasis on his unique philosophy of coaching and teaching, his exemplary philosophy of life, as well as contribution in helping young people. These dissertation deals with John Scolinos’ early life and teenage years, his military experience, and his coaching years at both Pepperdine College in Los Angles, and Polytechnic College in Pomana, California. During his 42 years as a college Baseball Coach, John Scolinos has won national acclaim for his coaching accomplishments, but even more importantly, has earned the gratitude and love of numerous students, athlete and non-athlete alike, for his interest and help in their lives. The awards and accolades attest to both of his success and given tribute to a life time of service that still continues.

Yearsley (1988) wrote the life history of C Rodney Kimball and many of his former colleagues were critical to the Documentation and analysis of Rodney
Kimball's philosophies. In-depth interviews were also conducted with his family members and former BYU athletes. In addition to being an outstanding athletic trainer, Rodney Kimball was also regarded as a close friend, counsellor and spiritual leader among his colleagues. In over 40 years of employment at BYU, Rodney Kimball was the recipient of numerous honours and awards as an athletic trainer. Following his retirement in 1975 Rodney Kimball continued to work part time as an Athletic trainer, worked with BYU, basketball and baseball teams until 1980.

Ruth (1989) investigated beliefs and teaching practices of selected physical education teachers who were recent graduates of the professional preparation programmes of the University of South Carolina. These teacher’s beliefs and practices were examined in relation to their professional preparation programmes and the viewpoint of the physical education teacher/educator of the university. Participants studied were six physical education teachers who were in their second to fourth year of teaching. On-site observations, video-taping, psycho-metric inventories, questionnaire and two audio-taped interviews were used to obtain data. A synopsis of the six individual case reports were presented. Findings were synthesized and interpreted by the investigator.

James (1990) conducted a study on 25 selected members in the profession of Health, Physical Education, Athletics and Recreation. The subjects investigated were primarily active in the profession from 1915 to 1970. Nine of the twenty five subjects were interviewed by the scholar. Each subject was studied and researched in cooperation with AAHPERD. Personal interviews with relatives, friends and
colleagues as well as thorough investigation of publications and speeches were studied in order to validate their significant contribution to the profession.

Charles Inbarajan (1989) undertook the case study on Mr. V J Phillips who was an Indian Hockey Player. The purpose of the study was to reveal tremendous impact of V J Phillips on India Field Hockey. The investigator conducted interviews with V J Phillips and his family members, Kalyana Sundaram, Hockey Coach and Physical Director of St Thomas Mount High School and also referred to published materials and photographs. It was revealed that Mr. Mani of St Thomas Mount Club was the source of inspiration for V J Phillips to achieve higher standard. V J Phillips as a member of Indian Hockey team secured a Gold Medal and selected for the World XI and because of his excellent performance, he was awarded with "World Cup Hero," by the International Hockey Federation.

Sivaramakrishnan (1989) while studying Sunil Gavaskar's Life, career and contributions to Cricket, has extensively used in his methodology, a) Interview technique, (b) Opinion Questionnaire (c) Cattell’s 16 Personality Factor Questionnaire (A Form), Personal Visits, readings from literary sources, journals, text-books, research reports and etc. This has been a source of great assistance to the investigator to follow the appropriate procedure in formulating this study.

Karen (1990) studied the philosophies of four physical education teachers self reported experiences, in a collaborative action research staff developed projects. The subjects used were two females, (one black and one white) and two males, (one black and one white). The data were collected through interviews, transcribed tapes of
workshops and work sessions, and teacher logs. All interviews, and workshops and work sessions were transcribed in order to provide an accurate record of all verbal transactions. Participants were given an opportunity to correct and clarify portion of the transcriptions. In analyzing the data, the researcher sought to discover themes, patterns and differences related to various aspects of the teacher's teaching, instructional autonomy and teacher's opinions of action research as a vehicle for improving instructional practice among the four case reports.

Wrynn (1997) examined the professional careers of three women who pursued satisfying and highly useful careers at a time when opportunities for females in both medicine and higher education were severely limited. All three made significant contributions to medicine and to physical education, and all engaged—to varying degrees—in scientific and/or medical research. Each possessed the medical degree. Two had formal training in the field of physical education. All three worked closely with that field for all, or a significant part, of their professional careers. Eliza Mosher served as an officer of the American Association for the Advancement of Physical Education during that organization's formative years. She also developed the program in physical education for women and served as the first Dean of Women at the University of Michigan. Frances Hellebrandt influenced a number of women through the program she headed in the laboratory of exercise physiology at the University of Wisconsin. She also provided a substantial contribution to the field of physical medicine through her work at the Medical College of Virginia in the 1940s. In the late 1950s, when Hellebrandt returned to the University of Wisconsin, she assumed responsibility for the motor control laboratory. Margaret Bell served as Professor of Hygiene and Physical Education for Women at the University of
Michigan for thirty-four years. She also served as a physician in the University Health
Service for her entire career. Bell was named President of the American Association
for Health, Physical Education and Recreation in 1939-1940, the last physician to
serve in that capacity. The three women who are the focus of this study, and others
like them, have been absent from historical studies of the field of physical education
and, more broadly, from historical studies dealing with the lives of women in the
scientific and medical professions. Drawing upon new and expanded conceptions of
'exercise scientist,' this study has reconsidered the historical developments of the field
of physical education and exercise science, using as its focus three women who made
significant contributions. In so doing, it has contributed to the history of women and
science and women in the professions as well as to a call to reconsider the history of
physical education.