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Oral History of Retired American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Leaders: Presidents and/or National Award Recipients Interview with Earle Zeigler

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ORAL HISTORY OF RETIRED AMERICAN ALLIANCE
FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE
(AAHPERD) LEADERS: PRESIDENTS AND/OR NATIONAL AWARD
RECIPIENTS

INTERVIEW WITH EARLE ZEIGLER

MARCH 29, 1990

BY ALLYS SWANSON AND SHARON L. VAN OTEGHEN

TRANSCRIBERS - ALLYS SWANSON, DIANE LE BLANC,
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AAHPERD ARCHIVES
Dr. Earle Zeigler was recipient of an American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Honor Award in 1981. He received the Hetherington Award in 1989 and the Luther Halsey Gulick Award in 1990. The Hetherington Award is granted by the American Academy of Physical Education (AAPE).
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PLACE New Orleans, LA

DATE 3/29/90 (to be completed at the time and place of the interview)

Earl F. Zeigler (INTERVIEWEE)

90-05-29 (DATE)

(For the AAHPERD Archives, the Mississippi Valley Archives of the John Willard Brister Library of Memphis State University and the Physical Education Department of St. Catherine's College)
ALLYS SWANSON: Good morning Earle. I'd like to have you begin this interview by relating where you were born and some of your early childhood experiences.

DR. ZEIGLER: Good morning, and thank you. I was born in New York City, in the borough of Queens, on August 20, 1919. My mother and father were divorced when I was quite young, so I was raised by my grandparents. My mother went to work so I was largely associated with my grandmother. I saw my mother mainly on weekends. I went to Public School 127 in Queens and had a gang of friends on the block.

The 1920s were an interesting time. My grandfather filled in for my father and was quite interested in baseball. He wanted to make sure that I was right-handed while grandmother, who happened to be left-handed, wanted to make sure that I was left-handed. She thought that it was an inherited trait. They bought me baseball gloves for both hands. That made it a little difficult to throw a ball, but eventually I
learned. However, my career in baseball was rather short-lived because I was quite nearsighted. I often wondered where the ball was, or I noticed it a bit too late.

As a child, I did all of the things that kids do. We played bases. One was home plate and the other was second base. Then we had to figure out what to use for first and third. By and large, I had a pretty normal upbringing as far as childhood experiences are concerned. When I was 12 years old, my mother married a Baptist minister. He got a position in South Norwalk, Connecticut, so we all moved.

ALLYS SWANSON: What do you recall about junior high school and your physical education classes in Connecticut?

DR. ZEIGLER: I was just beginning to get a little bit interested in sports in junior high school. I had played all kinds of childhood sports but, as I recall, I didn’t particularly excel at any. I was about 10 years old when I started to learn how to swim at a YMCA in Flushing, New York. In 1942 I actually took a YMCA team from Bridgeport, Connecticut, to that same YMCA. I coached the team that beat the Flushing YMCA team in a tri-state swimming championship. I never anticipated that victory. I went on to do quite a bit of competitive swimming and coaching. I made sure that my youngsters started swimming much earlier than I did.

I attended Franklin Junior High School in South Norwalk. Somehow or other I encountered the bugle while I was there. I must have tried out for the Fife, Drum and Bugle Corps. We don’t have too many of those anymore! I can still see that old bugle as it got tarnished and battered. I also took part in a school play. It was a whodunit sort of plot, and I played the detective who uncovered the villain at the end of the play. I remember playing the piano for the school assembly once. I was so nervous that I made an awful mess of it. Even experienced people get nervous on
occasions like that, and I wasn't very experienced. I was supposed to practice for an hour each day. However, I was always pushing the hands of the clock, wanting to get out and get involved in other activities.

I never joined the Boy Scouts or any such organizations, but I again got involved with the YMCA as soon as I moved to Norwalk. That was the beginning of a 45–year relationship with the YMCA. I'm very sad that the whole character of the YMCA is evidently changing. It was very helpful to many youngsters at that stage of the game; it was kind of a home away from home. Now, at least in my community, it's a physical, social and perhaps a bit of an intellectual recreation club for the middle class. It's no longer people working with youngsters. Now the boys and girls clubs are doing that.

ALLYS SWANSON: During junior high school, did you have organized physical education classes with a teacher trained in that field?

DR. ZEIGLER: I'm glad you brought that up. It's important to know that even back in the 1920s, in Public School 127 in Queens on Long Island in New York City, we had organized elementary school physical education classes. I must confess that my only memory of those classes is the gymnasium. I can remember a little bit about how to tap dance; that was one of my early experiences. I also remember, although this isn't necessarily connected to physical education, that two of my elementary school teachers were black. That's interesting considering that we're talking about the 1920s.

After my family moved from New York City, I attended Franklin Junior High School in Connecticut. I moved with my mother when she married the Reverend James Nelson Zeigler of the Northern Baptist Convention. We had organized physical education classes in junior high school. The instruction was rather
formalized, and classes were regularly scheduled. I can't say that I was thrilled by the experience. I started out with quite a variety of outside interests in sports, and they just continued on.

DR. VAN OTEGHEN: Were there athletic teams?

DR. ZEIGLER: As I recall, there weren't. Most of our activities were informal. As youngsters, we played baseball, and we made our own jumping pits and other features for track and field.

ALLYS SWANSON: Do you recall any early leadership experiences in your schooling? Also, you've become a very prolific writer. What early writing experiences do you recall?

DR. ZEIGLER: I can't say that I remember anything along that line. In high school, one of my best friends was president of the student council, and I was vice president. I was also co-captain of the football team. I recall a variety of events connected with being the stepson of a Baptist minister. One summer when I was in high school, I went away to a youth assembly and was elected president. Overall, the experience didn't amount to much of anything. I remember one incident when three fellows and three girls stayed out beyond curfew. On the following day, the girls were brought in front of a disciplinary committee. I was chairing the meeting, and the only problem was that I was one of the fellows who had kept them out! It was the silliest situation in the world.

ALLYS SWANSON: Do you have brothers and sisters?

DR. ZEIGLER: No, although it's an interesting story. As it turned out, I met my half brother when I was 28, when I eventually bumped into my father. The only other time I saw my father was when my mother took him to court, when I was 6 years old, for back alimony payments. I was an only child,
which must have had some influence on my development.

ALLYS SWANSON: How did you select a college?

DR. ZEIGLER: Somehow or other, it was decided that I should go to a private liberal arts college. Colby College in Maine was suggested because it had some sort of a Baptist orientation. My future wife was planning to go to the University of Maine. There was a conference there; Bates, Bowdoin, Colby and Maine all played sports together. Maine has gotten so big that it's now in a different league. Attending Bowdoin was out of the question because it was very exclusive. I had to go to a college where I could work my way through. Despite all our planning, my wife and I ended up at the same institution. I enrolled at Bates College in Lewiston, Maine, where I majored in German and minored in French and history. Bates didn't have a professional physical education program. In fact, I didn't know there was such a thing as professional preparation in physical education until later because there wasn't even a minor in physical education at Bates College. I hadn't thought of physical education as a career. (It's interesting that so many of the people in our profession entered the field because of an early interest in sport, not in fitness, exercise or anything of that nature).

ALLYS SWANSON: Let's talk about your wife for a minute. How did you meet her and when did you get married?

DR. ZEIGLER: My wife's name is Bertha Bell. She hated the name Bertha, so it's always been Bert. During my freshman year at Bates College, Bert and I had a history course that met three days a week at 7:40 a.m. We were seated alphabetically. Her name started with a B and my name started with a Z, so we always saw each other at the door as we filed out of class from opposite ends of the room. I spotted her at that point, but it wasn't until later in our freshman year
that we began to click a little bit and to date. At that time, I sort of had a girlfriend in Connecticut whom I’d met at the summer assembly. I kept telling her what a great place Bates College was, and she ended up there the next year. I almost lost involvement with both of them at that point. However, one relationship survived!

After college, I went to graduate school in German at Yale, and Bert took a job teaching English and French in Bucksport, Maine. We corresponded during that year, but it was touch–and–go whether or not the relationship would continue. Somehow or other, she came back to the Connecticut area. We worked at the same place that summer and began to get more steadily involved with each other. We were married on June 25, 1941, and the service was performed by my stepfather.

ALLYS SWANSON: You mentioned that at Bates College you had majored in German and minored in French and History. You then earned a minor at Arnold College before going on to Yale. What was your minor at Arnold College?

DR. ZEIGLER: Arnold College was a private institution which has since become part of the University of Bridgeport. It was founded in the late 1800s by Earnst Hermann Arnold, a former Turner German gymnast. I studied there and worked at the YMCA after my first year of part–time graduate school. I was working as a full–time waiter at a Childs restaurant, and it was a grim experience. My major professor at Bates College, Sammy Harms, had warned me that I was going to get a shock when I hit graduate school in German with German scholars. I didn’t have any great ability because my grandparents were anxious that I learn English; no German was spoken in our home. That was very unfortunate because I had no fluency in the German language at all; yet I was in class with people who had been born in Germany or had spent years there.
At the end of my first year, I became a summer lifeguard at Madison Beach Club in Madison, Connecticut. I had always wanted to be a lifeguard, stand on the beach, see all the girls, wear a pair of white trunks, and get a great tan. That summer I became the "great lifeguard." I put Noxema on my nose and wore a sunshield to keep the sun out of my eyes. During that summer, the associate secretary for the state YMCA, who had a summer home near the Madison Beach Club, asked me, "Have you ever thought of working in the YMCA?" I said, "No, but I've had a great experience at the YMCA and it sounds like fun." He said that there were some positions open, and that I should go interview and see what I thought.

When I began working at the YMCA, I came under the influence of a great old physical educator by the name of Harry Abbott. He was a magnificent person with a Springfield background. I started working with him, but he was fairly close to retirement. He was replaced by Red Smith, whom I believe had a physical education background from Cleveland. Immediately I realized my deficiency in the whole area of exercise. I had always been involved in team sports, whereas they played all sorts of individual sports at the Y. Everyone would say, "Hey, come on, play some handball." I'd say that I had to go to work or I'd give some other excuse because I didn't know how to play handball. I decided that I'd better take some courses to broaden my knowledge of the body. I hadn't had anatomy, physiology, or any courses of that nature, so I started taking some courses as a physical education major at Arnold College. I even took modern dance from Juana de Labau, whose father is a famous man who produced thousands of dancers. I took those courses part-time while I worked at the YMCA, and I continued even after I started working at Yale University.

DR. VAN OTEGHEN: Many of our early leaders were influenced by people from
Springfield College and thus decided to attend Springfield. Did you have any desire to do that?

DR. ZEIGLER: Yes, I applied to the master's program at Springfield College. They said, "Okay, but you need all of the prerequisites." There was an unbelievable number of prerequisites, and I just didn't see how I could take the time to take them. I also applied to Teachers College, Columbia. They said, "Fine, come along." When I told them that I didn't have an undergraduate degree in physical education, they said, "That's all right!" It was ridiculous how easy it was to get into Teachers College and how difficult it was to get into Springfield College. Obviously, I took the line of least resistance. I eventually spent some time at Springfield College when I was doing my dissertation in the old library; I got into the early materials there. In fact, I discovered that the literature listed the wrong date for the beginning of Springfield College. I informed them and they subsequently changed it in the bulletin.

ALLYS SWANSON: Relate some of your early experiences at Yale University.

DR. ZEIGLER: Let me first tell you how I came to work at Yale. When I got to the YMCA, I did what I knew best, which happened to be swimming and aquatics. I was hired as aquatics director and associate physical director. I learned the associate physical director position the hard way. Swimming and aquatics just blended in beautifully. I urged former swimmers to return, and I got children started early. In a very short time, we started winning at all levels of competitive swimming. Soon we had a swim meet against Yale University. Its director of physical education was the famous swimming coach, Robert John Herman Kiphuth. There were some outstanding swimmers on his freshman team. We swam against the freshman as a preliminary event to the varsity meet. He didn't want the
outstanding swimmers in our meet since, during the war, they were eligible to swim in the varsity meet. However, the team that I had assembled, though not necessarily developed, was so good that we took Yale to the last relay. Bob Kiphuth was upset because he had to race all his stars, whom he wanted to compete in the later meet, just to beat the little YMCA swimming team.

After the meet, Kiphuth said to me, "How would you like to work up here?"
His question was out of the blue, and I thought, "Gee, that would be interesting. I'd like to think about it." He said, "Give me a call next week and tell me what you think."

I came to work at Yale because I thought I was going to work as an assistant to this great swimming coach. As it turned out, there were seven other fellows waiting to be assistant swimming coaches! At that time, anyone involved in the Yale physical education program also had knowledge and competency in swimming because we would teach swimming, hold workouts, officiate meets or keep track of records. I became an assistant wrestling coach and I'd never wrestled! This would never happen nowadays.

DR. VAN OTEGHEN: How did World War II affect you personally and/or professionally?

DR. ZEIGLER: That was a very interesting time for me. Why didn't I get drafted? I mentioned earlier that I was nearsighted, and I had another eye problem as well. I have a flaw on one eyeball from birth, perhaps as a result of silver nitrate in my eyes. It has caused a constant oscillating nystagmus. That means that my eyes are constantly trying to adjust because they cannot adjust properly. Thus, my head moves a little bit. I went to an ophthalmologist when I was in high school, and he said, "Yes, you're going to have difficulty." He knew that I
was interested in sports, particularly those which require hand–eye coordination. How could I tell him that I'd won the city table tennis championship just the week before? On the other hand, I think it is true that I indeed had some difficulty as a result of my eye trouble.

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

I more or less soothed my conscience about not being eligible for the service by becoming a civilian instructor to the armed forces while I was at Yale. I taught boxing, wrestling, hand–to–hand combat, swimming and aquatics as part of my duties as a physical education instructor. I also coached football and wrestling. In addition to my practical experience at Yale, I was taking theory and practice courses at Arnold College. I didn't have to commute because Arnold was still in New Haven at the time. I was also teaching German part time at the New Haven branch of the University of Connecticut. It was a busy time! Still further, I was completing a master's degree in German at Yale. I wonder how I survived!

All of the different branches of the armed forces were at Yale for six, eight, or
10 weeks, three months or one year, so much of the University was turned over to the military program. In fact, the famous Glen Miller was stationed there. He used to come in and play badminton, and I'd say, "Hey, there goes Glen Miller!"

DR. VAN OTEGHEN: So the universities became somewhat obligated to serve the military at that time.

DR. ZEIGLER: Yes, in fact if they didn't, private institutions such as Yale would have gone out of business because undergraduate enrollment dropped significantly.

At that point, I also got involved in corrective physical education and remedial gymnastics because Bob Kiphuth was tremendously interested in that type of work. I was assigned to supervise corrective physical education work for a couple of hours a day. I also practiced judo and self-defense holds on my wife at night in order to learn some of those skills. It was a fantastic in-service experience.

DR. VAN OTEGHEN: Did the military men have to pay tuition?

DR. ZEIGLER: No, about 300 ROTC, ASTP, Air Force and Navy people attended without charge.

ALLYS SWANSON: How did the military program affect your competitive swimming program?

DR. ZEIGLER: The military people didn't get involved in any of the competitive programs. They had their own intramural sports, club groups and fitness programs. The regular Yale population went on with its athletic program as best they could, and the Navy enrollees were permitted to take part.

ALLYS SWANSON: What about your professional preparation? How did that evolve into your selection of a career in physical education?
DR. ZEIGLER:	I knew that I wanted to finish my master's degree in German. In fact, I ended up teaching German at the college level for six or eight years. Initially, I taught scientific German part time to members of the College of Pharmacy at the New Haven branch of the University of Connecticut. As I was completing my master's degree in German, there was a mutual understanding among my advisor and professor and I that I would not go on for the Ph.D. They weren't too excited about that possibility unless I showed a full commitment to German as opposed to the combined career that I was promoting.

I knew that I wanted a doctoral degree, so I enrolled in the School of Education at Yale and started taking courses toward a doctorate in education. This was possible even though I'd had only a couple of undergraduate professional education courses at Bates College. My idea was to teach German, and perhaps French, and to coach at a New England prep school. I was sure that Bob Kiphuth would help me because he had a great relationship with many New England private schools. One of the reasons that he had brought me to Yale was that he hoped to start a small professional preparation program. He knew the early history of the Harvard Summer School, and he wanted to start something similar at Yale. He knew that many Yale graduates were being hired as young masters at New England prep schools. He wanted them to have a stronger physical education background because he was a great believer in exercise and fitness. However, he had a very limited vision. He wanted to have only a couple of physical education courses; he didn't want to initiate a master's or a Ph.D. program as I had hoped.

I finished the master's degree in German while working on the education courses leading to a doctorate in education. As it turned out, one couldn't get two
master's degrees, although I had the equivalent of a master's degree in education. Then I realized that I needed a little more background work for a career in physical education. That led me to Teachers College, Columbia, where I started the master's program.

At the time, Columbia and New York University (NYU) were the two great places for physical education. Jesse Feiring Williams was there, but he retired after some controversy with the higher-ups. He had issued an ultimatum which they didn't go along with. As a result, he retired early. Clifford L. Brownell, William L. Hughes, Herbert Walker, and Josephine Rathbone were also there. Josephine Rathbone was one of my first professional instructors. She was the instructor under whom I studied corrective physical education. She had great knowledge in that area. She was a dynamic person who took center stage. In fact, she would have been a success in Hollywood, not necessarily as a glamorous, romantic heroine, but as a character actress. As I look back on it, she was the most impressive person that I encountered at Teachers College. I was delighted to be asked to read her memorial statement at the Academy session. I had to put the statement together because they hadn't prepared it; they'd borrowed something that Jack Berryman wrote for the American College of Sports Medicine. I read the statement while they showed a slide picture of "Jo" Rathbone, Josephine Rathbone Karpovich, as she liked to be known.

While taking courses at Teachers College, I had another fine woman instructor by the name of Rose. She was a well-known nutritionist. I would go down to Columbia on Friday nights, attend one class on Friday night and another on Saturday morning. I'd spend the night with my grandparents on the Island. Given the experience I had from all of the courses I'd taken at Teachers College, Arnold College and Yale, and the in-service studying that I had to do to prepare for teaching
corrective physical education, I didn't feel as though I was learning very much in Columbia's master's program. There were many picky requirements. For example, there was an advanced course in administration. I'd already had one course in administration, and they were using the same syllabus at the different levels. Nevertheless, they said, "You have to take that course because it's a requirement." I said, "But you're using the same syllabus over here." I was already working at Yale, so I checked out of Columbia. I had a graduate minor, and I figured it would be a waste of time to finish the master's degree. I ended up with a master's in German, the equivalent of a master's in education, and an undergraduate and graduate minor in health and physical education.

While I was working at Yale, I ran into John S. Brubacher, one of the great professional educators of the 20th century. He was chosen one of the 11 great people in the field of professional education through 1975. It just so happened that he had a great interest in competitive sport, such as football, and there I was. I had stumbled into the position as assistant football coach because of the war years, and they were glad to have me help out. I was junior varsity coach, assistant line coach, or freshman coach in different years. I was taking courses in the history of education and the philosophy of education with John Brubacher, who became my advisor.

Of all the teachers I knew in my life, this man probably had the greatest influence on me. He was a Yale Phi Beta Kappa and a terrific, brilliant person. His approach was excellent. I followed through with his persistent problems approach. At that time, the educational philosophy still emphasized a systems approach: realism, idealism, pragmatism, existentialism, and so forth. Eventually, I took a proposal to him which we gradually refined. My doctoral study was on the history of professional preparation in physical education in the United States. I initially wanted
to write a world history of physical education. Then I wanted to write an American history, but Brubacher said that that was also too broad. My next proposal was to research an American philosophy of physical education. He looked at me, turned his head to one side and said, "You don't have gray hair or sideburns yet, why don't you wait a while before you do a philosophy. Has anyone ever written a history of professional preparation for physical education in the United States?" That seemed like a manageable topic but, as it turned out, it was a most unmanageable topic.

ALLYS SWANSON: What did you find out about the history of professional preparation of physical education?

DR. ZEIGLER: I divided the history into three parts: 1861 to 1890, 1890 to 1919, and 1919 to 1948. Since we were undertaking an unbelievable task, we had to limit and define. I started by writing information on all aspects of our field on index cards. I ended up with a lot of card file boxes, to which I assigned metal file indicators. I had a blue indicator for physical education, an orange one for health, etc. It became an amazing task. After spending about a year on that, I said to Brubacher, "I'm not sure how I'm going to bring all of this under control." He said, "Maybe you should pick out representative institutions of different types, in different parts of the country, and follow them through from period to period according to the persistent problems approach that I followed." According to his definition, a problem was something that was "thrown forward" from era to era. We then approached the project from that standpoint.

Some of the problems or concerns that we dealt with affect all aspects of society: values, the type of political state, the presence of nationalism to a greater or lesser extent, the impact of economics, and the impact of religion. I've subsequently added to that list of concerns ecology, science and technology, and the impact of
striving for peace. Although that last topic hasn't yet fully "coagulated," it's working its way along. I am still collecting information in those areas. Brubacher outlined much of his historical work in this regard, but then each field or profession has its own set of professional concerns and persistent problems. I worked those up for our field and have kept track of them through the years. In fact, I've organized some of my books that way. In other words, curriculum is one problem and how curriculum changes is another; teaching methodology is one problem and how that changes is another. Other problems specific to our field were the nature of professional preparation, management and the administration of programs, the relationship of physical education to highly competitive sports, the concept of progress, and the role of minorities. Brubacher kidded me because I included women in the minorities group while trying to achieve equal opportunity within the field. We also developed concepts about the use of leisure and about the healthy body. Basically, that's the way I was approaching the history.

As my research progressed, I learned more about Springfield because it was one of the eight institutions that I studied. I traced the evolution of the Harvard Summer School, which closed in 1932, and of Eastern Michigan University. I followed those eight institutions from era to era in relationship to each of the persistent problems. This organization made the task somewhat manageable.

DR. VAN OTEGHEN: How long did it take you to write your dissertation?

DR. ZEIGLER: I spent four to five years of nights, weekends and summers on it. The finished text was about 506 pages; it was an awful chore! I could use the problems approach historically, descriptively and philosophically. Of course the philosophical involvement helped me tremendously because our field was mired with the principles of education and physical education.
I got my start in publications at Teachers College. In the spring of 1948, I wrote a term paper on Sheldon's somatotyping for Josephine Rathbone's course. It came back to me with a handwritten note saying, "See me immediately." I thought, "Oh my God! What did I do wrong?" I went to her and said, "Dr. Rathbone, you wanted to see me?" She said, "Zeigler, your paper on somatotyping must be published immediately." She told me to make some changes and bring it back to her. She would send it to the editor and tell her that it must be made available to the profession immediately. I did as she had instructed. That was how my first article, "The Influence of Sheldon's Somatotyping on Physical Education," was published in late 1948. That was my last experience with somatotyping because it wasn't my forte. My strengths were in history, philosophy and management.

When the time came to pass comprehensive examinations for the doctoral degree, I became involved in writing another lengthy paper. The education department at Yale would allow a degree candidate to substitute a comprehensive paper covering his or her subject area. I thought, "With my mixed up background, maybe I'll take that route." My assigned advisor for the comps was Charles Wilson, an outstanding health educator from Columbia who had come to Yale. I went to him and said, "I'd like to analyze professional programs in physical education in the Big Ten." He said, "Okay, why don't you write up a little outline of it." I did, and he agreed to let me go ahead with the analysis. I spent the entire year researching and writing.

About six weeks after I handed in the comprehensive paper, I received a nice note saying, "What you did was fine after talking with Dr. Wilson. However, he is new here, and he didn't appreciate fully what our comprehensives consist of and what your paper actually should have been." I then had an interview to find out why
it wasn't successful. Come to find out, the paper should have been a comprehensive analysis of all the different areas within professional education: educational administration, educational psychology, educational curriculum and methodology, etc. I said, "Oh!" He said, "Maybe you can do that this year." There I sat with a big, thick paper that I had spent the entire year researching and writing, and I had just met the deadline. I thought that perhaps Columbia would accept the paper as a master's thesis. I asked a number of professors at Columbia if they would let me work in the area of professional training and accept my comprehensive paper as a master's thesis. The College's catalog said that degree candidates could take the thesis or the non-thesis route. However, I couldn't find anyone to help me; they all said that no one was taking the master's thesis route anymore. As a result, I checked out of Columbia. I turned in another type of report at Yale at the end of the year. In August, I received a note saying, "You've met your requirement and Dr. Brubacher is now your major advisor. Take it from here."

ALLYS SWANSON: After finishing your Ph.D. at Yale, you accepted a position at the University of Western Ontario. What were your responsibilities there?

DR. ZEIGLER: In the summer of 1947, I was enrolled at Teachers College. One evening after dinner, I got to talking with the fellow working at the switchboard in Army Hall, our living quarters. As it turned out, he was Jack Fairs, a young instructor and coach at the University of Western Ontario. He was filling in for his roommate for two hours at the switchboard that night and never worked there again. My timing was perfect. We became friends and he asked, "Would you consider coming up to Canada for an interview?" I went to interview at the University of Western Ontario. My wife didn't even go. We had our little boy,
and it didn’t seem worthwhile for all of us to make the trip. I had no sooner arrived when they offered me the job.

In the early 1950s, I left Yale to take the position at University of Western Ontario, up in the land of Indians, Eskimos and skis. At least that's what I thought initially. I was going to be department head at the ripe old age of 29. There were many factors leading to their decision to hire me. They knew that I was an assistant line coach at Yale, and they needed a line coach. They also wanted to fire the physical education professor who headed up their embryonic professional program because he didn't see eye to eye with the athletic director/football coach. The football coach was on good terms with the president, and the president saw football as an enhancement to the reputation of the institution. I began to understand that if I accepted the job as department head, they were going to have to fire the man who had just recently filled that position. I went to Harry Scott, who was at Teachers College at the time, and told him I wanted to talk to him confidentially. I said, "Harry, this is the situation." Scott said, "Why don't you stall it for a year. Maybe this situation will resolve itself so you won't be stepping into a situation where they're trying to get rid of a department head." So, I talked them into waiting for a year.

In the meantime, I was still finishing my monstrous dissertation. I didn't know that the department head at Western Ontario, whom I would replace, was Harry Scott's advisee. Harry was torn by the situation. Finally, he confidentially asked this man, "Do you know that they're planning to get rid of you and bring in Zeigler?" As you can imagine, this man wasn't exactly thrilled by my arrival to campus. I was there for about six months and expected to become department head. I finally taught German for a few years to get the salary that they had promised me. I had an appointment in the German department, which actually strengthened my status within
the institution. Eventually, they bought out this man and he left. They gave him six
months for a study leave. He was working on his dissertation, although I don't
know that he ever finished it. I finally finished mine and got the degree in February
of 1951.

ALLYS SWANSON: Do you recall what your first salary was in 1949?

DR. ZEIGLER: I earned $1800 a year at the YMCA. My wife had made
$1100 as an instructor in English and French at a high
school. I was paid $2300 or $2400 at Yale. Somewhere along the line, they paid me
extra for coaching football and wrestling. I remember leaving the YMCA. Howard
Haag took over for Perly Foster as a general secretary of the Bridgeport YMCA. I
told him that I had a chance to go to Yale, and he said, "This is a serious decision, let
us pray!" There he was praying for me, even though I didn't exactly have the
greatest relationship with the Northern Baptist Convention.

ALLYS SWANSON: Do you recall your salary in Ontario?

DR. ZEIGLER: I think it was $4000. The only way that I could get the
promised $4800 was to teach two extra courses in German.

The president was embarrassed because he had given me the $4800 through the
physical education department before I completed my Ph.D., so he was not able to
give me the rank that I achieved subsequently. He would have been paying me more
than the department head that he was trying to get rid of.

ALLYS SWANSON: You were at the University of Michigan from 1956 to 1963.
What influenced that decision?

DR. ZEIGLER: If you want to get to the bottom of my particular character,
you must know that I'm a great believer in the maximum
amount of individual freedom that is possible within the social environment. I've
been looking for the Holy Grail my whole life. I finally realized that it's not there, and that a person is wise to make the very best of his or her own situation. I knew that Yale wasn't the ultimate situation for me because Kiphuth didn't have a vision of a full professional preparation program in our field. I thought that there was a possibility of achieving this at the University of Western Ontario. Thirty or 40 years later, that has materialized.

Throughout my career at the university level, I've seen the advantages and disadvantages that intercollegiate athletics offer a program. I was absolutely convinced that physical education and sport belong together. I wanted to see a program under one administrative unit that involved undergraduate, graduate, intramural and intercollegiate programs. That wasn't possible at an institution like Yale. When I arrived at Western Ontario, they were in the process of splitting. However, I had a joint appointment. We eventually called it the department of physical, health and recreation education because we were starting a major or honors program in recreation education. It seemed possible that it would be a happy situation for people with joint appointments.

As department head, I had to go through the dean of arts and sciences to get to the president. On the other hand, the athletic director had immediate access to the president. Because of the influence of football, he also had access to many of the local alumni, businessmen and community people who supported the institution. It was an unequal struggle. There was no way that I was going to knuckle under to unreasonable people or demands. Eventually, I came into conflict with the president, who didn't share my vision for physical education. There was no possibility of developing a master's program, as I had hoped. I saw that things weren't going to materialize at Western Ontario in the way that I had hoped.
Paul Hunsicker rescued me by offering me a position at the University of Michigan. I've been thinking a lot about Paul in the last couple of days because last night I had the pleasant opportunity of presenting the Hetherington Award to Henry Montoye and reading the statement. Paul brought Henry Montoye from Michigan State to be on the faculty at the University of Michigan. Then Monty and I "jumped ship"; we were the "first two rats off ship" at Michigan because there were problems there. Physical education was under both education and athletics. The problems seemed insurmountable, so Monty and I left.

I've been lucky in a lot of ways. A couple of years after I arrived at Michigan, I was able to advise doctoral studies and promote my areas of interest. For example, Arnold Flath was the first person I advised in the historical aspects of our field, and Harold Vanderzwaag was the first person I advised in the philosophic aspects of the field. Frank Beeman, who now is retired as the intramurals director at Michigan State University, was the first person I advised in administrative theory and practice. I was able to get those thrusts going at Michigan. It got me "rolling" in the United States again. I became chairman of the department of professional preparation in physical education in 1961 and left in 1963 when King McCristal offered me a position at Illinois.

ALLYS SWANSON: Can you recall any other significant career experiences at Michigan?

DR. ZEIGLER: One of the things we have to keep in mind about Michigan is that it has a long tradition in physical education. That tradition relates significantly to Elmer Dayton Mitchell, who was the director when I was there. Hunsicker had talked Mitchell into hiring me. If Mitchell had known me, he would not have hired me. Mitchell and I were on completely different
wavelengths, but Hunsicker assured me, "He's just two years from retirement."
Those were the longest two years of my life simply because we were indeed on two
different wavelengths. I'm not a radical, but I am relatively far to the left on the
spectrum that I keep talking about. Mitchell was far to the right. He was at the end
of his career, and certain patterns had developed within the department that would
change significantly after he retired. Nevertheless, he was a nice, well-intentioned
man. He goes way back in the early history of Research Quarterly. He had
developed certain interests in bowling, golf, and the stock market. He also had his
responsibilities to the department and to Prentice–Hall, for whom he was an editor.
His priorities were constantly changing. To put it nicely, I felt that the department
was slipping in priority. Consequently, we all couldn't wait until Dr. Mitchell retired.
Also, we were in a position of subservience to intercollegiate athletics and
professional education.

Meanwhile, Paul Hunsicker had "navigated" himself and his ideas very nicely.
Given his relationship with Willard Olson in education and Fritz Crisler in athletics, it
was apparent that Paul was going to be named the next chair. When Mitchell retired,
Paul became chair. He then had the opportunity to develop the program as he saw fit.
He was tremendously interested in physical fitness, in the early youth fitness
program, and in the development of a manual and tests. Guy Reiff subsequently
inherited the program because he came aboard at some point. Denny Regan, who
recently died, was also on staff at the University of Michigan. Howard Leibee was in
charge of the instructional program. Graduate assistants taught in this program, so
Michigan had significant master's and doctoral programs. Michigan is a great
university. Our people had an opportunity to relate to many fine professors within
professional education and in other departments.
ALLYS SWANSON: Your next move took you to the University of Illinois, where you served from 1963 to 1972. What are some highlights that you recall from that experience?

DR. ZEIGLER: McCristal encouraged me to come to Illinois because Chet Jackson was going to retire at the end of the 1963–64 year.

I went to Illinois in mid-1963, and at the end of that year, became head of the department of physical education for men and head of the graduate program. There's no reason that the head of the men's department should have been head of the graduate program any more than the head of the women's department should have been. That was just how it worked out. Laura Huelster could have handled it beautifully because she was a fantastic person.

My experience at Illinois was tremendous in many ways. A department head had much more power and authority than a department chair. However, I hasten to repeat that I never even partially used that power. If a majority of the faculty wasn't behind any significant move that the department was making, then it seemed useless to try to move the department in that direction unless I was saving it from extinction or something of that magnitude.

McCristal was a physical education person, so he bent over backwards not to show favoritism to physical education for men over other departments and units in the College of Physical Education: health and safety, recreation and rehabilitation, and intramurals. He was likewise anxious not to show favoritism to the men over the women. We had joint appointments and so forth; it was very tricky. The regular undergraduate program went on as normal.

Somehow, we developed a tremendously strong social science and humanities thrust, and a professional preparation curriculum in our master's and doctoral
programs. I guess I can take some credit for that. Before we developed the administrative theory and practice curriculum, there had been only one significant doctoral thesis of a truly theoretical nature in that area. We were able to get a number of people established in sport philosophy and in sport and physical education history. For example, during my next to the last year at Michigan, I think that nine of my doctoral students and five of my master's students finished. During the last year, I think that 10 doctoral people and three master's people finished. Nowadays you're hard pressed to find people, at least at some institutions, who want to take on two master's or doctoral theses advisees. Between Dr. Cureton, Dr. Hubbard, some of the others, and myself, we got a quality program rolling.

It was interesting, and perhaps someone should investigate this, that we started pulling in people from the British Empire and Commonwealth. Starting at the beginning of the 1960s with Nick Strydom from South Africa and John Powell from England, a succession of people from England, Ireland, Wales, Australia and New Zealand, plus a number of top-flight U.S. people, have come to us. Those people have made the most significant contributions to this field in the 20th century, other than perhaps the earlier impact made by Teachers College and NYU. I could take you into the Academy and show you all of these people that are in there as a result of those Illinois years. A number of them went back to their own countries, of course, but the enormous brain drain from Loughborough are functioning all over the place: Mike Wade at Minnesota; Mike Ellis, Karl Newell, head of the department, and Glyn Roberts, acting head, at Illinois; and Dan Landers at Arizona State. It's just an endless group of people.

DR. VAN OTEGHEN: You indicated that you worked with Tom Cureton, and you said on our questionnaire that he influenced you. How did
he influence you, and what was he like as a person?

DR. ZEIGLER: This goes way back to the days when I first heard about Dr. Cureton. I was interested in swimming and water safety, and he was very active in the YMCA. Dr. Cureton had been at Springfield College, where he knew Peter Karpovich. They had perhaps one of the worst conflicts that's ever existed between two personalities in our field. A number of years later, their case was heard in the federal court in Springfield. Dr. Karpovich told the federal government, "Give me some money and I'll prove that Cureton's a fraud." The court transcript from the proceedings in Springfield should be required reading for undergraduates and graduates who take a research methods course in our field. It shows the mess that a professional can get himself into, which Dr. Karpovich did by virtue of his hatred for Cureton.

Dr. Cureton had an engineering degree from Yale. He decided that he wanted to follow our path, so he went to Springfield College. There he came under the influence of Karpovich. Both of them were egomaniacs; there's no other way to describe it. When I became department head at Illinois, Cureton's presence in the department proved to be an interesting experience. As he saw it, department chairs or heads were around simply to serve his purposes. He was basically a nice man, and we're still friends. I have great respect for him, but we had some fierce conflicts. He would have had fierce conflicts with any administrator, and I wasn't going to knuckle under.

Another interesting relationship I had was with Fritz Hubbard. Hubbard is retired and still living in Urbana. These people were great believers in democracy, as long as it didn't impinge upon their particular freedom. In the late 1940s, Dean Seward Staley decided that he was going to offer a master's program and a doctoral
program. He asked himself, "Where am I going to find someone who will develop the physical fitness, tests and measurements, physiology, and kinesiology aspects of our work?" He looked around and said, "Cureton's my man." Dr. Cureton immediately got a strong thrust going in the physical fitness area. Then, on the recreation side, Staley said, "Charlie Brightbill's my man." Brightbill was an outstanding, scholarly, intellectual person, though he had only a master's degree. Staley got permission to allow him to advise doctoral students. I don't know of any other time that such an arrangement was allowed.

At the symposium held on the occasion of Staley's 90th birthday, I led off with an historical paper in which I mentioned that Cureton's first doctoral graduate was Paul Hunsicker. After my talk, I had lunch with Henry Montoye, who had been in the audience. He said, "By the way, I was the first to finish. My oral exam was in the morning, and Paul's was in the afternoon on the same day." That was the way Cureton did things. There followed a long string of Ph.D.'s in the physical fitness area. Cureton would recruit anyone from any country who had the slightest interest in physical fitness. We used to accuse him of going down the hall with a vacuum cleaner to pick up these people because he was a missionary! As Cureton saw it, people who specialized in any area other than physical fitness were obviously taking a degree of second rank; they were taking an interest in a lesser area because they didn't comprehend the importance of physical fitness.

DR. VAN OTEGHEN: Did people enjoy working with Cureton when they arrived at Illinois? Did they respect him?

DR. ZEIGLER: He was well-liked and well-respected. His office was always open, and he'd say, "Come in any time." A student would make an appointment and come in with a lot of questions. However, that
student never got beyond the first question because Dr. Cureton would lecture for an hour. Then it was time for the next person!

ALLYS SWANSON: How did the conflict between Cureton and Karpovich begin?

DR. ZEIGLER: It must have been a conflict of wills when they were at Springfield College. Karpovich was on the faculty, and Cureton was probably a graduate assistant teaching a research class.

ALLYS SWANSON: How did their conflict develop into a court case?

DR. ZEIGLER: Cureton had a relationship with the Viobin Company. Mr. Levin, who owned the company, provided Cureton with funds to help out students. There were a multitude of studies about Vitamin E or all the variations of it. Somewhere down the line, they developed relationships with the Academy, the Alliance, and the Research Council. They clashed over various reports. Karpovich went to the Federal Food and Drug Administration and said, "Give me X amount of dollars, and I'll prove to you that Cureton's a fraud." They gave him the money, and he carried out a study with someone else at Springfield. He came up with certain results, presumably to show that Cureton was a fraud. Then the government took the Viobin Company to trial in Springfield, Massachusetts.

Red Silvia, who is now retired, was a good friend of Cureton's. He kept Tom informed because Tom didn't go to Springfield for the trial. Levin engaged a couple of top lawyers from New York, who got Karpovich on the stand. This was in the 1960s, and Karpovich wasn't too well at the time. He was on the stand for three days, and the lawyers "crucified" him! They got him to admit that he hated Cureton, and that he'd gone to the government for money to get Cureton because he figured he was a phony. Karpovich's downfall was that the substance he used in his study was not the same substance that Cureton was using. In addition, the research design that
he had established wasn't the best possible one available. The trial revealed that Karpovich and the man who conducted the study with him systematically excluded subjects who should have been included in the study. It also revealed that the research report was slanted. Finally, the lawyers said to Dr. Karpovich, "On all of your writings and works, you list yourself as Peter Karpovich, M.D., but our evidence seems to indicate that you don't have an M.D. degree." He didn't have an M.D. degree; the institution that gave the degree wasn't able to give the top degree at the time. He shouldn't have altered his degree to make it appear an M.D. degree. The judge threw the case out of court. I was department head at the time and simply tried to defend my faculty.

Later, I said to Joy Kistler, "Joy, the next issue of the Research Quarterly is to be dedicated to Peter Karpovich of Springfield College. I think it's a disgrace that the Alliance would do this in the face of the trial that was just thrown out of court. I'm going to bring it up to the general assembly." However, Joy Kistler talked me out of it. He pointed out that it wouldn't come to the floor until 11 p.m. when everyone wanted to get out of there. He argued that I would be creating a tremendous rift within the Alliance. Finally, common sense prevailed. I just let it ride and didn't do anything about it. Maybe I was being a bit headstrong.

At the next meeting of the Academy, Cureton and Karpovich both were there. Cureton walked over and said, "Hello, Peter." He shook hands with him and walked away. I've always thought that it was pretty good of Tom to do that because what Karpovich had done was very hateful and misguided.

DR. VAN OTEGHEN: Was Karpovich allowed to remain in the Academy after the trial?

DR. ZEIGLER: Yes. Nowadays, even if a profession has a code of ethics,
the profession's development can be ruined by the difficulty of enforcing compliance
with that code or punishing people who go against it. Teaching is as weak as any
profession in that regard.

DR. VAN OTEGHEN: Did the men's and women's departments combine while you
were at the University of Illinois?

DR. ZEIGLER: No, that happened subsequently. It was a "shotgun
marriage" by administrative fiat. No one could foresee that
at the end of the 1960s there would be a tremendous glut of people wanting positions
in higher education. All of a sudden, the roof started falling in financially. It seemed
as though wherever I went there were funding cutbacks. That is what happened at
Illinois.

ALLYS SWANSON: In 1972, you went back to the University of Western
Ontario. What are some highlights of your experience there?

DR. ZEIGLER: Actually, I went back in 1971, even though technically I
didn't leave Illinois until 1972. I took a leave of absence so
that they wouldn't lose the budget line. I knew I wasn't going back, yet it was a
safety valve in case I got to the University of Western Ontario and realized that I'd
made an awful mistake. This way, I could have gone back to Illinois.

I should tell you why, in a sense, I couldn't bear to stay at Illinois any longer,
and why I left my position as department head. The "Illinois slush fund scandal"
broke in 1967. There were 17 coaches on my payroll anywhere from 10 percent to
75 percent in the department of physical education. In total, there were 130 people on
the payroll, including graduate assistants and instructors. These figures were for just
the men's department; it was a monstrous program. When this problem developed,
three physical education faculty members, the head and assistant basketball coaches,
and the head football coach were caught up in the "slush fund scandal." I couldn't find out anything about it; it went completely into the office of the president. I said to Dean McCristal, "We've got to get to the bottom of this. Are we going to break tenure on these people? What are we going to do if they're proven guilty?" I can remember King saying, "We'll make an appointment with President Henry." On the way over to our meeting, King said, "Don't disagree with him about anything." I turned around and started walking the other way, just for the hell of it. He said, "Where are you going, where are you going?" I said, "There's no point in going to have an interview if I can't respond to what I might disagree with." He said, "Well, just be very gentle about it because university presidents are caught up in this business. They have to support the athletics enterprise. If they don't, they'll lose their jobs." This is the sad fact about Division I and Division IIA athletics.

The whole situation got to me, and the next thing I knew I had a duodenal spasm. I'd never had anything like that in my life, although my father had a sensitive stomach. When I first met my father and my half brother, I was 28 years of age. They both looked at me and said, "Have you ever had an ulcer?" I said, "No." They said, "Well, we have." Then they looked at my legs and said, "We both have bowed legs and yours are straight." I said, "I guess that came from my mother." I then discovered that I have a sensitive stomach. I said to the doctor, "What is this?" He said, "It's department heads' malady." I said, "No, technically, what is it?" He said, "It's a duodenal spasm." When I asked what that was, he said, "If you get three or four of them, you might get an ulcer." I went home and said to my wife, "Life's too short." I wrote a letter to King McCristal saying that if I wasn't going to be able to resolve these problems, and if the University couldn't keep athletics under control, then I wanted out.
At Michigan, at least they were on the up and up. Earlier, we used to go to Michigan to watch the band. The football team was losing, but they had, and still have, the best band. Illinois has only once had winners in football or basketball. That was in 1963, the year I arrived. They've been cheating ever since, and they've been caught five or six times. So what happens in physical education at these institutions? People say, "Oh, we don't have any trouble with athletics; they're over there." As far as I'm concerned, we are athletics and they are us. Physical education and sport should be one family.

There was a new president at Western Ontario who asked me if I'd like to return. Some doctoral students who were on the faculty at Western had followed me to Michigan and then joined me at Illinois. They were on the search committee back in Canada, and they said, "Why don't you come up and be interviewed for a job at Western Ontario?" I never thought I'd go back to Western Ontario, but that's the way it worked.

ALLYS SWANSON: Let's talk more about your experience at the University of Western Ontario.

DR. ZEIGLER: Once again I thought, "Gee, this is it!" They offered me the job. It was funny how things happened after that. I had interviewed at Oregon on a couple of different occasions, but there were no positions available. In the fall of 1971, just after I accepted the job as dean of the new college of physical education, or faculty as they call it up there, I received a rather desperate call from Oregon. They said, "Please come out! The job is just about yours if you want it!" Although I had just accepted the position at Western Ontario, I thought of Oregon several times because of my relationship with Art Esslinger, Harrison Clarke, and others.
I subsequently had an interview with the president and the vice president at Western. I said to these men, "Just give us a fair shake in this faculty. We have 42 sports within intercollegiate athletics: 21 for men and 21 for women. I want to have an outstanding intramural program. We can achieve that because students pay a regular fee, which we can adjust to the cost of living. We have a fine undergraduate program with hundreds of students, and a graduate program that I'd like to expand to the doctoral level. For example, I'd like to initiate a program with a bioscience component and a social science and humanities component. We could have one of the best programs in the world." They said, "Fine, what do you need to get started?" I said, "$300,000." They said, "Okay, we'll give you an additional $100,000 for the next three years."

As it turned out, I received the first $100,000 but never saw the other $200,000 because the roof fell in. Once again, finances at the provincial level dried up. I hadn't known that the two men with whom I discussed the future of our faculty happened to be mortal enemies. Not too many people knew that. Dr. Roger Rossiter, a fine man who had come from down under, resigned his post as vice president of academics and became vice president of health sciences. He was a biochemist. I also didn't know that President Carlton Williams, although a nice man, was not a strong president. He brought in Grant Reuber, the dean of social science, as the new vice president of academics.

Reuber was a "Little Caesar"! Rossiter was interested in all aspects of the program at Western. We had permission to go ahead with the proposed doctoral program because we had established the first master's program in our field in Ontario. However, Reuber didn't want anything to do with intramurals or intercollegiate athletics. He said, "In terms of the budget, that belongs with
non-academic items." He wasn't going to give our academic program any special favors. We faced a difficult struggle. We finally received approval for a doctoral program in bioscience because the graduate dean was a biochemist. However, he couldn't visualize the social science and humanities component, and that was one of the reasons I had gone back there.

Other than those struggles, things got rolling quite nicely. However, money was tight. There was just no way I was going to be a "yes man" for this vice president of academics. He literally said to me, "You are playing on the wrong team." I saw myself as representative of my faculty, the person who would promote and help my faculty members realize their personal ambitions within the scope of the faculty's purpose and aims. He saw me more as the person who kept the faculty silent and not mutinous.

We had a budgetary session when times were tough, and Reuber gave the intramural budget and intercollegiate budget to the vice president of administration and said, "Here, you take them." He replied, "I don't want them; they belong to you." They were sort of swearing back and forth at each other, so finally I said, "Will you guys make up your minds as to where the hell you think we belong, because we presumably belong under one unit." This "weak president" was sitting at the end of the table and he really didn't want to be bothered. He evidently had arranged for his secretary to come in after he was there for about 10 minutes and say, "Dr. Williams, there's a long distance call for you." He left and I faced the struggle with these two.

J.P. Metras, the former football coach and athletic director, was still kicking around there and had become quite good friends with the vice president of administration. I could see that I wasn't doing my faculty any good. I was battling
and we were making progress, but in the final analysis it seemed to me that I would do better just to be a full professor. When I had asked how long the term as dean was, they originally told me that it was five to seven years. They said, "We hope it's seven." I said, "You may want to get rid of me at the end of the fifth term, so let's leave it flexible." I then went to the president and said, "Why don't we take up the first option?" So, I was released at the end of five years. I wasn't too thrilled about the whole arrangement because I had a lot of life in me yet, and I had wanted to move the programs forward even further. Vice President Reuber saw to it that the position was filled by a former chairman, the man who had followed me as chairman when I left in 1956. He was more or less a "caretaker dean." Reuber didn't see our field moving the way I wanted to see it move. I believed that it would be better for the college faculty if I got out at that point.

After I left the deanship at Western Ontario, which is another story in itself, Oregon asked me, Celeste Ulrich and Daryl Siedentop to come for an interview. They said, "Oregon doesn't have any women deans. If they can turn up a woman who looks like she can do a good job, you may be wasting your time coming out here." I said, "That's fine if they take Celeste. I don't mind coming out." Celeste and I are on the same wavelength; she's a good gal. I had a nice visit at Oregon, and Celeste got the job. That was in 1978 or 1979.

DR. VAN OTEGHEN: You were probably happy to be doing more of what you really wanted to do at that point.

DR. ZEIGLER: Somehow I was able to carry a full load of teaching, writing and research while being an administrator. It amounted to a job and a half. Essentially, I dropped the 50 or 75 percent administrative responsibility and just continued to teach in the three subject areas, to advise theses,
and to involve myself in professional activities.

DR. VAN OTEGHEN: You've been a prolific writer and researcher, having written 27 books and monographs, and over 400 professional and disciplinary articles. You've also made over 1,000 presentations. What do you consider to be the highlights of your work, and do you recall a few significant research findings?

DR. ZEIGLER: As it happens, I'm going to try to sell my 27th book here at the convention. It's entitled, Sport and Physical Education: Past, Present, Future. Several publishers have told me they don't see it fitting in as a text. I said, "It could be subtitled An Introduction to the Sport Physical Education Profession." They may just look at my gray hair and figure that I might be dead before they get the book published!

I think that my contribution to the history of our field relates to my persistent problems approach as opposed to the traditional chronological approach to historical investigation. I borrowed the approach from Brubacher and embellished it. It may be that at one stage of the game the contribution to sport and physical education philosophy was more significant. However, in the 1950s, Dick Morland, who is now at Stetson University and out of our field, Eleanor Metheny, D.B. Van Dalen and Roger Burke saw the need for a new approach to philosophy that would supplant what I thought was an inadequate, outmoded principles approach. We were able to get that thrust going in philosophy. I think I was able to make quite a contribution along those lines, especially through the people who did their doctoral programs with me. My own philosophy was such that I didn't force them into a mold. I allowed them to follow their own bent and inclination in terms of the research that they wanted to do. They have since carried out their philosophic work in a variety of directions.
with a variety of approaches, not all of which I am enthusiastic about.

I got into philosophy when I taught the principles course and recognized the inadequacy of it. When I taught the history course, I could see its inadequacy. That's how I brought the persistent problems approach into the administration and management area. I was teaching with the Williams and Brownell administration text, and I could see the inadequacy of the teaching methods accompanying it. I said, "There has to be a better way to teach administration." That's when I introduced to the field the Harvard Case Method of teaching human relations and administration. That was the focus of my first textbook, entitled Administration of Physical Education and Athletics: Case Method Approach. The next text I wrote was my first philosophy book, which was perhaps the most substantive book that I turned out. It had an impact at that time to help convert us from the principles approach to more of a sport and physical education philosophy approach. Because of all the work I had done for my doctoral study in the area of professional preparation, I had a continuing interest in history, philosophy and management in our field. I have written a string of publications that relate to professional preparation.

In 1952, I became interested in international relations because I was in Canada. I developed a thrust as far as international relations and comparative physical education is concerned. I edited the international relations scene column in the Journal. I worked with Dorothy Ainsworth, who was our early leader in the international area, and with Leona Holbrook, who was also very strong along the international line. I have a succession of experiences and writings of an international nature. I also produced general articles, speeches and presentations that related to ongoing problems in the field. Approximately six different lines of publications moved along concurrently.
DR. VAN OTEGHEN: What was it like to work with Dorothy Ainsworth and Leona Holbrook? What were they like as individuals?

DR. ZEIGLER: Dorothy Ainsworth was independently wealthy, and it was just amazing to observe her. For example, you might walk down the street and see a rotund, grossly overweight lady walking down the other side of the street. Physical fitness was a concept that I don't think she ever encountered. Yet she was the most influential woman in the world in international physical education. She was just as gracious, fine, open and welcoming with me as she could possibly have been. I couldn't have asked for a nicer relationship.

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

DR. VAN OTEGHEN: I'm sure that your work in comparative physical education and sport has caused the United States to be interested in that area. To what extent do you believe the United States has shown an interest in comparative physical education?

DR. ZEIGLER: I would say there's a reasonable interest. We haven't yet established a "mentality" as a group. Certain individuals, as I indicated earlier, have been outstanding along these lines. I can think of a number of others, and yet we just don't seem to look outward for help or advice or to show great interest in other lands. We have somewhat the same mentality that prevails in New York City, that nothing good happens west of the Hudson River. Collectively,
we seem to have the attitude that if it's any good, it's going to happen here, and it's
going to be in English. However, the inevitable may be forced upon us as the world
comes together through crisis and community. Our profession and AAHPERD have
tried to push ICHPER. However, the concept of the Ugly American can't seem to be
wiped out.

DR. VAN OTEGHEN: What do you predict for the future of our profession into the
1990s?

DR. ZEIGLER: It's going to be rough. In the 1960s, we had to move in the
direction of a subdisciplinary development in order to
maintain our status within institutions of higher education. Yet, we've somehow
created our current "tripod arrangement." I see the profession as divided into three
major groups: the bioscience and kinesiological human kinetics people, the social
science and humanistically oriented people (who are battling for their lives within the
institution), and the strictly professional preparation people who don't have any great
interest in the other two areas. There is a vast multitude of people still teaching health
and physical education, and perhaps coaching, who desperately need this developing
body of knowledge. Therefore, it must be ordered into principles and generalizations
and made available in an accessible, palatable form so that it can be used on a
day-to-day basis.

For five to eight years I've promoted to the Alliance the idea of computerizing
that body of knowledge. The CAHPER board of directors approved it unanimously
in Canada. We then went to Fitness Canada, but they wouldn't fund it over other
projects. I brought it to NASPE, where Marian Kneer, Annie Clement, and now
Dave Gallahue have promoted it. However, they don't know where the money might
come from. I keep saying, "Hey, just start a pilot project." However, the Research
Consortium, ARAPCS, and NASPE must first join efforts to "computerize" at least our profession within the Alliance. Let the other professions worry about themselves. They'll do it, and they'll probably do a good job. But we in sport and physical education must move into this electronic age to a greater extent than we have.

DR. VAN OTEGHEN: Other than where you have mentioned some difficulties in your career, have there been any disappointments?

DR. ZEIGLER: No, I don't think so. As I'm going to say this afternoon after I receive the Gulick Medal, which was a fantastic surprise, I've been very fortunate. Everything is great. I would have liked to have seen the social science and humanities doctorate come sooner at Western, but it's starting next year. The program is finally being established, 20 years after we first offered the bioscience degree. I see the U.S. intercollegiate athletics' insidious influence beginning to spill over into Canada, and we're still battling that. I'm suggesting that they start a Canadian Ivy League to somehow keep it in perspective. Also, I would have liked to see AAHPERD have 150,000 members by this time.

I've been thrilled by my experience in the American Academy of Physical Education. People in both the United States and Canada have been very kind to me and have accepted me on both sides of the line. I think I've been able to help the relationship between Canada and the United States. I've been able to move freely back and forth, and I'm now a dual citizen. When I come one way, I flash my U.S. passport. When I go the other way, I show my Canadian citizenship card.

There's an unbelievable difference between what I might have done as a German instructor and a coach in a New England prep school and what I've been able to do. I am very happy about it all.
DR. VAN OTEGHEN: Earle, what do you believe that you've given students and colleagues over the years? In other words, how would you like to be remembered?

DR. ZEIGLER: A teacher is good, very good, or great to the extent that he or she has been able to help students understand that all education is self-education, and that they need to go through a self-motivating, self-actualizing experience. I've been able to make sources of information available to students and perhaps inspire them on occasion. Basically, I've always wanted people to find a life purpose. I don't care where they find it, even if it isn't in our field. I tell them, "If you can't find your purpose, please get out fast because you have to find it. If you don't find it, you're not going to reach your maximum potential. If you're at a university, then you should strive to reach your maximum potential and to make a contribution of which you're capable. It's more than a profession; it should be a vocation. You don't just go out and profess something for a number of years as part of a job. You should take it on as a life purpose until your dying days when you're no longer capable of making a contribution." That's what I tried to get across to them.

DR. VAN OTEGHEN: Briefly indicate the sports and/or activities in which you participated throughout high school, college, the years during which you taught or served as an administrator, and on into retirement.

DR. ZEIGLER: I played football, track and field, swimming and table tennis. I had a little interest here, there and everywhere, but those are the main activities I played in my early life. After I learned to play handball, squash, racquetball and paddleball, I called all of them the "cancer" of handball because that's where they all started. Then they started putting racquets in people's
hands. I picked up these sports when I went to work at Yale, and I've maintained them ever since.

I had a terrible knee injury just after I made the varsity football team early in my sophomore year at Bates College. At that time, doctors didn't know enough to x-ray my knee and bring in an orthopedic surgeon to take care of it. I didn't have knee surgery until eight years later. I've continued to play all of these individual sports, and that's created a lot of wear and tear on my good knee. As a result, I've ended up with two artificial knees. Now I go through my stretching and strengthening routines, I ride a bicycle ergometer for circulatory/respiratory efficiency, and I swim. And, I play chess with my computer!

DR. VAN OTEGHEN: Do you do anything special in the way of nutrition and stress management?

DR. ZEIGLER: I've never felt the need for stress management or relaxation techniques. However, as my wife and I have reached retirement, we find that we need about four eight-hour periods a day. Unfortunately, there are only three. We spend an enormous amount of time on care of the body at this stage of the game. I do a lot of reading along those lines. Over and above that, I'm interested in television, and once a week I rent a movie to watch on my VCR. I also do an enormous amount of general and specific reading; my wife and I subscribe to 25 magazines. I still subscribe to and scan 40 professional magazines, and I'm still collecting materials. I've moved my entire filing system down to the basement. It's almost insuperable!

DR. VAN OTEGHEN: If a young person were to come to you today, and say, "Dr. Zeigler, I'm considering majoring in physical education," what would you say to that individual?
DR. ZEIGLER: Although I'd be most encouraging, I would also encourage young people to have a double major. It might enable them to teach a second subject at the secondary school level. It might also save them from burn out. Many young professionals begin their careers with teaching plus coaching two or three sports. The next thing you know, they're saying that they want out. I think it helps if they can teach another subject. They can also use their second subject as an area of subspecialization at the master's or doctoral level. This brings me back to my point. I was able to find a life purpose in the field of sport and education. I say, "Look for it. Try to find it. It's there if you want to commit yourself and give of yourself fully. If you can't find that commitment, look somewhere else."

DR. VAN OTEGHEN: What is your philosophy on continuing to be active in the profession upon retirement versus not continuing to be active with respect to holding office, serving on committees and the like?

DR. ZEIGLER: I say to myself, "By continuing on, don't prevent someone else from having an opportunity to serve." A couple of years ago, someone twisted my arm to run for chairmanship of the Sport Philosophy Academy. I was defeated by someone who had contributed very little, and I was somewhat pleased about it. When I thought about it, half of me said, "Hey, I should have won that." The other half of me said, "You shouldn't have run for that." I'm back to the issue of commitment again. I'm not yet emeritus in the Academy, but last night we were kidding about my number. Celeste Ulrich, Ann Jewett and I agreed that maybe it's time for Henry Montoye to get the Hetherington Award. His number was 148, and there was nobody between 148 and 180! However, now Celeste, Ann and I are the only ones under number 200. I'm hanging in there because I want to help keep the balance between the social science and humanities people and the
bioscience people. In fact, I'm working in collusion with several others to push people from history or sociology to get in there. I recently nominated John Loy and Susan Greendorfer, and they were both accepted. I want to exert a beneficial influence without becoming a nuisance. For example, I've published 10 articles since last July, and I'll have three or more out before the end of the year. I also have a book ready to go. After 50 years I'm starting to taper off, but I suppose that a person should go on as long as he or she is interested.

DR. VAN OTEGHEN: You were the Alliance Scholar in 1978, recipient of an Alliance Honor Award in 1981, president of the American Academy of Physical Education in 1981–82, recipient of the Hetherington Award in 1989, and you will be awarded the Gulick Medal at this 1990 National Alliance Convention. These must have been special times in your life. Of what significance were these and any other awards that you have received over the years?

DR. ZEIGLER: I started out without so much as a major in the field, not fully knowing where I was going or why I was going in that direction. Somehow I got the idea of finding a life purpose. Then, out of nowhere, awards started to come. In this field, they are not monetary awards. Early in my career, I received a couple of awards from the recreation field or from the American Red Cross. In 1975, I received an honor award in Canada, an honorary degree from Windsor, and have been included in Who's Who in the Midwest, Who's Who in Canada, Who's Who in the United States, and Who's Who in the World. Where did all of this recognition came from? It's been 97 percent perspiration and 3 percent inspiration. I just made a commitment, hung in there, and let things fall into place. However, this afternoon I plan to say that I'm accepting this award as representative of my generation of people who have dedicated themselves to this field.
DR. VAN OTEGHEN: Did you make any special plans for retirement, financial or otherwise? What might you recommend to others who are approaching retirement?

DR. ZEIGLER: That is an unbelievably good question. Because of my commitment to writing and research, I didn't make sufficient plans for retirement. However, I've been lucky. I stumbled along until about a year and a half before I retired. At that point, I started thinking about retirement, and different strategies have begun to work for me. Each month I receive 14 different checks, not big ones, of varying sizes and quantities. Somehow, perhaps as a result of moving back to Canada, my wife and I don't have to worry about medical expenses. For instance, the only expense for three knee operations and two artificial knees was $15 for a pair of crutches. In the same way, the United States must start taking care of its ailing, dependent people.

I got quite involved in retirement investment. People systematically have to put some money away and invest it wisely. In Canada, it's possible to put money into a tax-sheltered, self-directed registered retirement savings plan (RRSP). Over the past six years, I've managed to put $80,000 dollars into an RRSP. That plan is my inflation-fighting factor because my pension isn't indexed. Past the age of 65, after leaving behind my administrative responsibilities, I've ended up working with the faculty association. They've looked at me rather suspiciously because I was a former dean entering their outfit. Nevertheless, I've become chairman of the appeals committee for people who are fighting to preserve their careers. I'm also a person to whom the association can refer someone who is thinking about future planning.

In addition to my investments, my wife inherited about $50,000 which we set up independently in her name and promised not to touch. She said jokingly that if
she dies, she doesn't want my second wife to get it! I told her, "I already have my third wife picked out." She said, "What's the matter with the second one?" I said "Well, she smokes too!" That money is there for our two children. The money that I managed to stash away in the last five or six years will continue to be sheltered under a special plan called a Registered Retirement Income Fund (RRIF). Investors get 1/19, 1/18, 1/17, 1/16, etc. annually. It continues to grow, but investors take that much money out of it annually to help with inflation. We've been scheming in that way, and we're lucky. I don't have to watch every nickel right now, yet I can't say that our stability came from planning 10 or 15 years ago.

DR. VAN OTEGHEN: You may want to share some aspects of your personal or professional life that we haven't discussed. For example, you said that you deplored the rift that has developed between university level folks and those working at the public school levels. Would you like to comment on that, on your family, or on anything else?

DR. ZEIGLER: When I first went to the University of Western Ontario, we were a small department, and we had a great relationship with all of the teachers/coaches in the city. I used to meet with them periodically. During one of the last years before I left coaching, I spoke to 53 elementary schools, PTA's, and similar organizations. It cost me money to do that, yet I knew all the local coaches by name. I look back very favorably upon that experience. We used to bring in the local director of physical education to conduct mock job interviews for all the people in our course. Now it's a big city of 300,000 people. I don't know how many high schools there are. There's no longer a day-to-day relationship.

The situation in Canada now is such that university programs in our field claim to be disciplinary programs. We don't train teachers; we just train people in the
disciplinary nature of the field. If they want to student teach, they work with the physical and health education department. However, I've tried to maintain both the professional and disciplinary relationships.

Right now, most of the Academy people are going out the door, and very few of them are going to stay on for the next three or four days. There are "younger brains" coming along. Some of them get into the Academy just to put it on their resumes, and then they disappear. I think that we should turn them out of the Academy. At the very least, we should say, "Hey, this demands a commitment!" People continue to drift in and out of the sessions. Some people stay from beginning to end. Another group shows up just for the banquet, while another comes in and then goes right back out. It bothers me. Thus, a significant rift has developed. In the universities, however, I maintain that our units are quasi-disciplinary and quasi-professional. They shouldn't forget it.

DR. VAN OTEGHEN: Tell us more about your plans for the future, Earle.

DR. ZEIGLER: My wife and I have divided the year into four parts. In the fall, we'll be in London, Ontario, where we have a town house. During January and February, we'd like to go where it's a little warmer, perhaps to San Diego or Florida. The only thing I want to take with me is my portable computer, which my wife isn't very excited about. In the spring, we'll return to London, Ontario to get ready for income tax time because I file on both sides of the border. Spring is also conference season. I want to continue with the Academy, AAHPERD, sport history, sport management, and to continue to go every two years to the International Society for Comparative Physical Education and Sport, and the Canadian Association for HPER. I have to cut back somewhere because going to so many meetings requires a lot of money. Luckily, we've been able to
cope. I tell the Canadian government that I’m self-employed part time, thus I try to
deduct these expenses on my tax returns. However, they’re closing in on me with
the home office idea and all my other expenses.
ALLYS SWANSON: Dr. Zeigler, you’ve shared with us a lifelong commitment
that has resulted in significant contributions to the literature
and leadership of our profession. You are a humanist who has significantly raised
the value of the philosophical, historical, and social science aspects of our profession,
and you have enhanced our understanding of our socio-cultural position. Thank you
very much. It has been our pleasure to interview you on this day when AAHPERD
will bestow upon you its highest honor, the Gulick Award. It is well-deserved.
We’d like to congratulate you and wish you much future happiness and success.