

1-1-1972

The migration of British physical educators to American universities.

Dale Paul Toohey

University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Toohey, Dale Paul, "The migration of British physical educators to American universities." (1972). *Doctoral Dissertations 1896 - February 2014*. 2631.

https://scholarworks.umass.edu/dissertations_1/2631

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

114112

THE MIGRATION OF
BRITISH PHYSICAL EDUCATORS
TO AMERICAN UNIVERSITIES

A Dissertation Presented

By

Dale Paul Toohey

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

April 1972

Major Subject EDUCATION

THE MIGRATION OF
BRITISH PHYSICAL EDUCATORS
TO AMERICAN UNIVERSITIES

A Dissertation

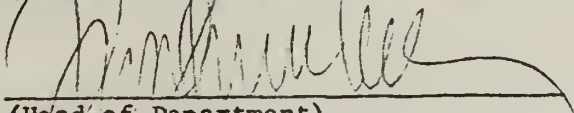
By

Dale Paul Toohy

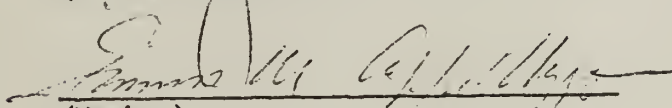
Approved as to style and content by:



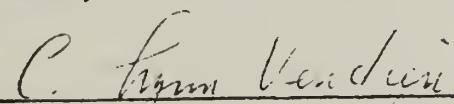
(Chairman of Committee)



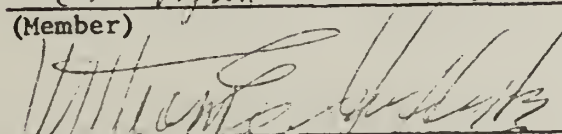
(Head of Department)



(Member)



(Member)



(Member)

APRIL 1972

(c) Dale P. Toohy 1972

All Rights Reserved,

THE MIGRATION OF
BRITISH PHYSICAL EDUCATORS
TO AMERICAN UNIVERSITIES

A Dissertation

By

Dale Paul Toohey

Approved as to style and content by:

Dr. George E. Urch
(Chairman of Committee)

(Member)

Dr. Emma M. Cappelluzzo
(Member)

(Member)

Dr. C. Lynn Vendien
(Member)

(Member)

APRIL 1972

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.....	
LIST OF TABLES	
CHAPTER I. INTRODUCTION.....	1
Problem.....	4
Sub-Problems	7
Research Methodology.....	8
Sample	10
Testing the Instrument.....	12
Sampling Method.....	13
Definitions	15
Limitations	16
Review of Related Literature	18
Returns	24
CHAPTER II. BACKGROUND INFORMATION.....	25
Nationality	26
Marital Status	28
Education	31
University Selection.....	34
Summary	44
CHAPTER III. STUDY IN THE UNITED STATES.....	46
Travel.....	48
Financial Support.....	49
Immigration	50
Reasons for Studying in the United States and University Selection	52
Thesis and Dissertation Titles	62
Summary	65

	Page
CHAPTER IV. RESULTS OF STUDYING IN THE UNITED STATES OF AMERICA.....	68
Degrees.....	71
Affected Outlook on Life.....	85
Advice to Future Students.....	89
Summary.....	95
CHAPTER V. VIEWS HELD BY LEADING EDUCATORS AND ADMINISTRATORS IN BRITISH PHYSICAL EDUCATION.....	98
CHAPTER VI. SUMMARY.....	107
Conclusions.....	111
Recommendations.....	114
APPENDIX.....	116
BIBLIOGRAPHY.....	133

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Nationality at Birth.....	26
2. Country Affiliation at the Time of Study.....	26
3. Marital Status.....	28
4. Children.....	30
5. "O" and "A" Level Passes in the G. C. E. Examination..	35
6. University Entrance in Britain.....	35
7. Higher Education.....	37
8. Major Field of Study.....	38
9. Sub Fields of Study.....	39
10. Occupational Career.....	42
11. Experience in Other Countries.....	42
12. Travel Expenses.....	48
13. Financial Support.....	49
14. Immigration Status.....	50
15. Reasons for Studying in the United States.....	53
16. University Selection.....	55
17. Major and Sub-Fields of Study in the United States.....	59
18. Universities Attended.....	61
19. Thesis.....	62

<u>Table</u>	<u>Page</u>
20. Dissertation.....	62
21. Relationship to Professional Advancement.....	69
22. Occupations since Completing American Degrees.....	71
23. Philosophy Toward Physical Education.....	74
24. Philosophy Toward Sport.....	79
25. Affected Career Goals.....	83
26. Affected Outlook on Life.....	85
27. Present Plans.....	93
28. Social and Emotional Ties.....	93

ACKNOWLEDGMENTS

Sincere appreciation is expressed to the three members of my dissertation committee: Dr. George E. Urch, Dr. Emma M. Cappelluzzo, and Dr. C. Lynn Vendien. A special debt of gratitude to Dr. George E. Urch, Chairman of the committee, under whose wise counsel and competent direction the study was carried on.

My thanks to Dr. John Loy for initiating the idea that led to this study and for his counsel in its early stages.

I am indebted to the many British physical educators who invited me into their homes during my stay in Britain.

A special debt of gratitude is owed to Miss Anita Novins for typing this dissertation and for her constructive criticisms.

To my wife Margaret, a vote of thanks for her valuable assistance and for her continued encouragement and moral support.

Dale P. Toohey
April 15, 1972

CHAPTER I
INTRODUCTION

Over the past ten years, approximately eighty British physical education specialists have pursued advanced degrees in physical education at American universities. This study will take a detailed look at the movement of these British physical educators to the United States.

A brief overview of the development of teacher training for physical education specialists in Britain tends to indicate why these teachers have had to look outside their own country for further study. Although training for physical educators in Britain began as early as 1862, it was not until the opening of Carnegie College of Physical Education in 1933 that an academic approach was established. Carnegie had a one-year specialist course in physical education for those students who had graduated from either a university or a training college. Two years later, Loughborough College opened its doors and began to offer a three-year specialist course in physical education.

As a result of the McNair report in 1944, training for physical education teachers began to take place within the general framework of teacher training.¹ At this time specialist courses for men were

¹Deobold B. Van Dalen, and Bruce L. Bennett, A World History of Physical Education, Prentice Hall, Inc., Englewood Cliffs, N. J., 1971, p. 295.

started at three general colleges. In 1960, when the teacher training period was increased from two to three years, a number of general colleges became "wing" colleges and organized specialist courses in physical education. Today, graduates of British universities can take a one-year post graduate course in physical education at Loughborough and Carnegie Colleges.

In 1963, the Robbins report recommended four-year courses in teacher education with teacher training colleges to be called colleges of education. These colleges would grant Bachelor of Education degrees. Many of these colleges offered physical education as an area of study. The first of these students graduated in 1968.²

In 1946, Birmingham University became the first British university to offer a degree in physical education. The program led to an arts degree with physical education as one of the subjects. In 1969, Leeds University began to offer a one-year post graduate Master of Arts program. In 1970, a Ph.D. program in physical education was started at Leeds University. Applicants for these graduate programs are expected to have a first or second class honors degree and approved qualifications in physical education. As a consequence, only a few very select students

²Ibid., p. 23.

are able to pursue graduate study in physical education, and prior to 1969 no graduate courses were offered.

As a result of the slow development of university degree programs, coupled with difficulty in gaining admission to the two programs that are now available, many British physical educators have pursued advanced degrees at American universities. The British student has found advanced degree programs in physical education readily available in America, and his academic training in Britain is generally accepted as being the equivalent of his American counterpart.

Problem

Travel from one country to another is often a challenging and rewarding experience. The rewards can come from the knowledge and experience gained from confronting new people and places. The challenges come from being forced to adapt to those people and places.

Whereas travel from one Western country to another does not warrant a dramatic change in the mode of dress, shelter, or types of food, it does warrant in the case of travel from Britain to the United States an increase in expenditure for these items.

The present economical situation and the availability of employment in Britain is such that a rosy picture is not indicated for the returning traveler-student in the 1970's. Leave of any type is difficult to obtain from British educational institutions, especially as the length of the intended absence is uncertain.

Before resigning his position, the prospective student must also consider the possibility that advanced study will not automatically guarantee him an improved professional rank upon his return. If he is a new graduate, likewise, it will not guarantee him a better position than he could procure at the time of graduation.

If there is to be little financial reward for further study, the student has to decide what professional and social gratifications may

be obtained and if such gratification warrants such a commitment.

The complexity of the question is further increased if the student is married and/or has a family. He has to decide if bringing the family with him, and perhaps subjecting them to financial stress, would be preferable to being separated from the family and being subjected to a lessened financial strain.

Many human relations factors must be considered with the questions pertaining to the family. For some students, the tension which is usually present with the pursuit of higher education coupled with stress from being separated from one's family would be too high an obstacle to overcome. Some students may prefer to bring their family no matter what the financial burden may be. No matter what the answer, these are important personal questions which must be confronted.

Once the above basic decisions have been made, the student then has to consider the humanistic aspect of such a move. Although, as stated earlier, the difference in the types of food, clothing, and shelter between Western countries is not a dramatic one, there are cultural differences present which are reflected in these basic needs. For example, the school system, the vernacular language, monetary system, and cost of medical treatment may all be new and have to be taken into consideration. Absence from family and friends is a most important factor to be considered. Often personal happiness will have an

important bearing on the success of a degree candidate.

In summary, a British student will be required to clarify his own values, both personal and academic, and will need to ascertain to the best of his ability the rewards and values of study in the United States. This amounts to a tremendous and often momentous turning point in his life.

This study will concern itself with the many facets that relate to British physical educators attending American universities. The problems encountered and the steps taken to overcome these problems will be researched. The experience of studying in the United States and the results of this experience will be reported and analyzed. Leading physical educators in Britain will be asked to address themselves to the topic under study.

Sub-Problems

Specifically, the study will investigate the following:

(1) General background information as it pertains to each member of the sample, specifically: nationality, marital status, children, occupational career, and education in Britain at the secondary school and higher education level.

(2) Study in the United States regarding travel, financial support, and immigration status. The major focus in this area will be reasons for studying in the United States, university selection, and studies undertaken at the university attended.

(3) The results of studying in the United States as it relates to assisting in professional advancement; effect on each student's philosophy toward sport and physical education; effect on career goals; and on each person's outlook on life outside the area of physical education.

(4) The views of the leading educators and administrators in British physical education toward British physical educators attending American universities.

Research Methodology

A questionnaire was administered to all British physical educators comprising the study.³ In order to gain further information to responses on the questionnaires, the members who since completing their degrees have remained in North America were asked for written comments. The members who have returned to Britain since completing their American studies were interviewed, and the responses to the questions have been recorded. Interviews were conducted with the leading physical education personnel in Britain and their responses were recorded.⁴

The researcher spent the Fall semester, 1971, in the British Isles. On arrival in London, September 3, 1971, letters were forwarded to those members who have studied in the United States and have returned to Britain. A further letter was sent to leading personnel in British physical education. These letters outlined the study and asked for assistance in conducting the study.⁵

During the months of October, November, and December, each member who has returned to Britain received the questionnaire to complete, and were subsequently interviewed. During this time,

³ See Appendix pp. 117-125

⁴ See Appendix pp. 131-132

⁵ See Appendix pp. 126, 127, 130.

a further interview was conducted with those selected as being the leading personnel in British physical education.

While in Britain, library research was conducted into the British educational system, especially as it related to the study.

On October 4, 1971, the questionnaire and a covering letter was sent to the members who have remained in America. A follow-up letter was forwarded on November 4, 1971, to those who had not returned the questionnaire.⁶

Interviews. The interview questions were "open ended" and the responses were taped. The tapes were replayed and the responses reported.

⁶ See Appendix pp. 128, 129.

Sample

A. Students who have studied in the United States since 1960 and have returned to Britain.

B. Students who have studied in the United States since 1960, and are now teaching at an American or Canadian university.

C. The directors of the following physical education institutions in Britain:

Carnegie College (England)

St. Lukes College (England)

Loughborough College (England)

All Sager College (England)

Jordanhill College (Scotland)

Cardiff College (Wales)

University of Aberystwth (Wales)

Leeds University (England)

Birmingham University (England)

Avery Hill College (England)

Borough Road College (England)

St. Mary's College (England)

Dudley College of Education (England)

Huddersfield Polythenic (England)

West Midlands College of Education (England)

Endsleigh College of Education (England)

The Directors of Physical Education attached to the Central Ministries of Education in London, England; Edinburgh, Scotland; and Cardiff, Wales.

Testing the Instrument

1. A preliminary outline for the study was discussed with the members of the committee. Where necessary, the outline for the study and the instruments were revised.

2. The instruments were analyzed by Dr. John Loy in the School of Physical Education at the University of Massachusetts. Appropriate modifications were made.

3. The study was presented to a doctoral seminar course in the School of Physical Education at the University of Massachusetts, at the completion of which many constructive criticisms were given.

4. A pilot study was conducted with six graduate students from Britain who are currently graduate students in the School of Physical Education at the University of Massachusetts. Further changes were made on the instruments resulting from the pilot study and the helpful suggestions from the sample comprising the pilot study.

5. The dissertation outline was presented to the Dissertation Committee. Necessary changes were made before the final instrument was applied to the sample.

- Sampling Method

Members in Britain (Sample A). In February, 1971, a letter was forwarded to all universities in the United States that complied with the definition of a university as outlined for this study. The letter was addressed to the Head of the Department of Physical Education, and requested the names and last known addresses of foreign students who have graduated with an advanced degree in Physical Education since 1960. In April, 1971, a follow-up letter was forwarded to schools who had not replied. In all, letters were sent to 210 schools; of these, 175 schools replied. Fortunately, schools with the greatest concentration of graduate students did reply. The response was very encouraging: a total of 80 students attended universities in the United States.

On arrival in England on September 3, 1971, a letter was forwarded to the members who have returned to Britain requesting their co-operation in the study, and asking for the names and addresses of people known to them who qualify for the study.⁷ These names, if necessary, were added to the sample.

Members in North America (Sample B). The methodology employed in gathering Sample A was also applicable to Sample B. In addition, college calendars from the United States and Canada were researched in order to find any faculty member of a school of physical education possessing qualifications from Britain and an advanced

⁷ See Appendix p. 126.

degree from the United States. These were checked against the members of Sample B and, if necessary, added.

Leading personnel in British physical education (Sample C). All of the specialist training colleges in Britain were selected. In addition, a representative selection of Colleges of Education and Polytechnics that prepare teachers of physical education was made. Information regarding the names of the Directors of the colleges and universities selected, and the Inspectors in England, Scotland, and Wales was researched in The Physical Education Year Book 1971-72, published by the Physical Education Association of Great Britain and Northern Ireland.

Definitions

American university: An institution of higher learning with at least three major divisions, and at least six thousand students, is referred to as a university. The university would offer advanced degrees in Physical Education; or any institution that does not fit these qualifications but offers a doctorate degree in Physical Education.

British student: Students from one of the following countries: England, Scotland, Northern Ireland, and Wales.

Faculty: A member of a college teaching staff with the rank of instructor or above.

Private school: Parents of children attending pay fees for education received. Can be a day school or boarding school.

Public school: In England, essentially the same as the private school. Parents of children pay fees. Although the schools are independent, they sometimes receive government grants.

State school: Usually non-residential, non fee paying and primarily supported by LEA, local and central government bodies, and sometimes voluntary bodies such as a church.

Brain Drain: A term of British origin referring to the loss, through migration, of professional people.

Limitations

1. As a postal questionnaire is one of the instruments used, a certain amount of post-rationalization may be present. Reasons that seem logical now to the respondent may not have been the motivating factors when he was planning to come to the United States or when he was a student in the United States.

2. The study only covers students who have attended American universities since 1960. Information pertaining to students prior to this time is not taken into consideration.

3. No attempt is made to assess professional competence as it relates to the results of having studied in the United States.

4. The researcher has been part of the movement of physical educators to American universities. This empathy with the sample may, in some instances, cloud objectivity.

5. Research was not conducted in Northern Ireland due to the political unrest in that country during the time the researcher was in Britain.

Significance of this study. This information will not only be valuable to future British students who have similar aims to their predecessors, but it is hoped that it will enable both British and American academic institutions to better understand each other and the students involved in their programs.

Prospective students can benefit from the experience and mistakes of previous students. The guidelines established and the advice given can assist future British students interested in making decisions, such as: university to attend, course selection, and the possible career implications of securing an American degree. Pragmatic considerations such as financial support, travel, and immigration confront a student before he has an exposure to an American university. Advice in these areas may help lay the foundations that ensure an enjoyable and professionally rewarding experience.

Review of Related Literature

There are very few publications which directly relate to the study. However, some historical, comparative, and government research has an indirect relationship to the study. These will be discussed.

Just under half the British physical educators under study have remained in North America and are teaching at American or Canadian universities. This group has become part of the movement termed the "Brain Drain."⁸

Many government reports have looked at the general problem of the "Brain Drain." The major emphasis on studies related to the "Brain Drain" has been toward the immigration of scientists, engineers, and physicians.

There have been six major publications issued by the United States Government. The first was "The International Migration of Talent and Skills," a proceedings of a workshop and conference sponsored by the Council on International Educational and Cultural Affairs, Department of State, Washington, D. C., October, 1966. The second is entitled, "Some Facts and Figures on the Migration of Talent and Skills," prepared by the Council on International Educational and Cultural Affairs, Department of State, Washington, D. C., May, 1967. The third study is "The Brain Drain into the

⁸See Bibliography for specific examples.

United States of Scientists, Engineers, and Physicians," a staff study for the Research and Technical Programs Subcommittee of the Committee on Government Operations, House of Representatives, 90th Congress, 1st Session, Washington, July, 1967. Fourth, the "International Migration of Talent and Skills," hearings before the Subcommittee on Immigration and Naturalization of the Committee of the Judiciary, United States Senate, 90th Congress, 1st Session, United States Government Printing Office, Washington, D. C., 1968. Fifth, "The Brain Drain of Scientists, Engineers, and Physicians from the Developing Countries into the United States," a hearing before a Subcommittee of the Committee on Government Operations, House of Representatives, 90th Congress, 2nd Session, Washington, January 1968. And sixth, the "Scientific Brain Drain from the Developing Countries," the twenty-third report by the Committee on Government Operations, 90th Congress, 2nd Session, United States Government Printing Office, Washington, D. C., March 1968.

Thomas L. Bernard conducted a study which was designed to investigate and establish whether significant relationships exist between attractant and expellant factors, specifically in terms of the retention or decrement of the Brain Drain personnel on college faculties.

An attempt was made to ascertain the reasons why some professors leave their home countries for the United States, why some

become permanent residents, and why others return to their home countries.⁹

Since the migration of British physical education teachers to American universities has had its major impetus over the past ten years, related literature is almost non-existent. Some studies have a peripheral relationship to this research.

One such study concerned "the socialization into sport among male adolescents from Canada, England, and the United States."¹⁰ In this study it was hypothesized that socialization into sport involvement is a function of social situation, the involvement of significant others, and the country of residence; and that factors associated with socialization differ among sport types. Data was gathered from approximately 2,700 school children in grades ten and twelve in Canada, England, and the United States. It was found that the outcome of the socialization process differs in Canada, England, and the United States.

⁹Thomas L. Bernard, "Motivational Implications of Attractant and Expellant Factors as they Relate to 'Brain Drain' Personnel on College Faculties in the United States," Unpublished Ed.D. dissertation, University of Massachusetts, 1969.

¹⁰Colin C. Kelly, "Socialization into Sport Among Male Adolescents from Canada, England, and the United States." Unpublished M.A. thesis, University of Wisconsin, 1970.

Pooley conducted an investigation into the elements involved in the pre-training phase of the professional socialization of students and attempted to ascertain the relative importance of each of these as a function of country and sex.¹¹

Pooley found that specific variables were shown to discriminate between samples of male and female freshmen physical education students from the United States and England. Thus it was claimed the samples used were empirically distinct from one another.

"An analysis of the role of sport in England and the United States" was studied by Callaghan.¹² The purpose of the study was to identify the difference in attitude toward the role of sport in society between the two countries. It was concluded within the limitations of the study, that there are significant differences in the way students from England and the United States perceive the role of sport in their lives.

The professional preparation of British physical educators has been discussed in three books on physical education.

¹¹ John C. Pooley, "The Professional Socialization of Physical Education Students in the United States and England." Unpublished Ph.D. dissertation, University of Wisconsin, 1971.

¹² John L. Callaghan, "An Analysis of the Role of Sport in England and the United States." Unpublished Ph.D. dissertation, University of Southern California, 1971.

In his history, C. W. Hackensmith discusses the effects that the world wars and the Swedish gymnastics teachers had on the physical education programs throughout Britain. He indicates that each historic step toward professional preparation of physical educators was preceded by pressure from the grass roots movement of the teachers themselves.

This book was published in 1966, which could possibly account for the author's failure to mention any migration of physical educators to study in foreign institutes of higher education.¹³

Van Dalen and Bennett in their book give an excellent account of the slow meshing of physical education as an activity with physical education as an academic discipline in Britain. Coupled with this process, an account of the slow birth of physical education as a profession is given.

Indeed, the authors have commented that British academic institutions are still reluctant to grant any degrees in this area and physical educators wishing to study at the doctoral level are forced to do so in an allied field.¹⁴

¹³C. W. Hackensmith, History of Physical Education, Harper and Row, N. Y., 1966.

¹⁴Deobold B. Van Dalen, and Bruce L. Bennett, A World History of Physical Education, Prentice Hall, Inc., Englewood Cliffs, N. J., 1971.

Professional preparation of both teachers and coaches is discussed by Peter C. McIntosh in a comparative physical education book edited and co-authored by C. Lynn Vendien and John E. Nixon. A brief history of the professional preparation of teachers is given along with the prediction that progress will be made toward the establishment of graduate programs in physical education in Britain.¹⁵

An article directly related to the topic under study was written by T. C. Jordan, a physical educator from England who studied at Stanford University. His article titled, "What Has the U.S.A. to Offer?"¹⁶ addresses itself to why so many English physical education teachers leave for American colleges and universities. Jordan explains the American system in relation to courses and requirements and makes comparisons with the system in Britain. Jordan points out both the emphasis on pedagogy in Britain and the discipline approach in the United States, and feels the British teachers who have had advanced degree training in the United States now have good academic qualifications as well as a sound teacher training background.

¹⁵ C. Lynn Vendien, and John E. Nixon, The World Today in Health, Physical Education, and Recreation, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1968.

¹⁶ T. C. Jordan, "What Has the U.S.A. to Offer?" British Journal of Physical Education 1:6 (Nov. 1970), p. 123.

Returns

Of the eighty persons who comprised the sample, seventy-five returned questionnaires. Forty have returned to Britain while thirty-five have remained in North America.

The excellent response may be the result of an empathy felt by the group toward the study. The high returns and the co-operation given to the researcher may further indicate there is a need for the study at this time.

The responses to each question by the group who have remained in North America (Sample B) was compared to the responses by the group who returned to Britain (Sample A). No noticeable variations in the responses were observed.

CHAPTER II

BACKGROUND INFORMATION

The information in this chapter investigates the background of the members of the sample in relation to nationality, marital status, children, secondary education, university selection, higher education, and occupational career.

Observable trends will be noted for nationality, marital status, and children. The section on secondary education covers studies undertaken in Britain prior to studying in America. Specifically, information was sought regarding types of institutions attended, the number of years spent in each institution, whether the school was "private" or "public," and the number of "O" and "A" level passes obtained.

As the sample attended universities in America, of interest is whether they qualified for university study in Britain and of those who qualified the number who attended and, in turn, graduated from a British university.

Other forms of higher education and the occupational background for the sample are reported to determine their relationship to the field of physical education. As the sample has a common goal to pursue studies in physical education at an American university, of interest is how their training and professional experiences in Britain relate to physical education.

Nationality

Each person was asked his nationality at birth. As Britain comprises England, Scotland, Wales, and Northern Ireland, the country affiliation for each person at the time of study was sought. This question was designed to determine the representation from each country, and to determine how many were no longer British citizens.

TABLE 1

NATIONALITY AT BIRTH

British.....	75
--------------	----

TABLE 2

COUNTRY AFFILIATION
AT THE TIME
OF STUDY

<u>Country</u>	<u>Number</u>
England.....	62
Scotland.....	3
Wales ,.....	4
Northern Ireland.....	2
Canada	4

Analysis

The study is directed toward teachers from Britain who have pursued degrees at American universities, thus it was not surprising the sample was 100 per cent British at birth.

The predominance of people from England compared with the other countries is probably due to two factors; first, the population of England (44,473,000) in relation to the other British countries: Scotland (5,168,000), Wales (2,663,000), and Northern Ireland (1,485,000);¹ second, England has ten colleges that train physical education specialists, the other countries have one each,² and the graduate of a specialist physical education training college is in a favorable position to gain entry to an American university over his counterpart who has attended a non-specialist college.

The four people who have become Canadian citizens are teaching at Canadian universities. A total of thirty-five remained in North America rather than return to Britain on completing their degrees. Thus, only five per cent of the sample changed citizenship which indicates that many who have remained in North America feel that they still have strong ties with Britain and may like to return should the opportunity arise.

¹Great Britain Central Statistical Office. Annual Abstracts, 1971.

²The Physical Education Year Book 1971-72, published annually by the Physical Education Association of Great Britain and Northern Ireland, 10 Nottingham Place, London, W. 1.

Marital Status

The question was designed to determine the marital status of each person at the time he received his American degree, both master's and/or doctorate.

TABLE 3

MARITAL STATUS

<u>Master's Degree</u>	<u>Number</u>
Single	32
Married	42
Divorced or separated	1
Widowed	0

<u>Doctorate</u>	<u>Number</u>
Single	3
Married	26
Divorced or separated	1
Widowed	0

Changes in marital status between completing a master's degree and the completion of a doctorate:

Single to married	2
Married to widowed	0

Analysis

The distribution of married and single members of the sample is fairly evenly distributed at the master's level; however, a drastic change in the ratio occurs at the doctorate level where there was a predominance of married members. The opposite could well be expected, for it would appear to be easier for a single person to cope with the personal and financial hardships involved with doctoral study.

The reasons for the increase in married members may be because as a group they are older and their motivational levels could be higher as a result of being married and the resultant extra responsibilities. The married person is likely to be more settled than the single person, and is able to discipline himself to the rigors of doctoral study.

TABLE 4

CHILDREN

Numbers of couples with children.....	30
Range.....	0 to 4
Average per family.....	2
Number of children born in America.....	8

Analysis

The results of the survey relative to children do not indicate any trends in any specific direction.

EducationBritain:

Secondary school. As the majority of the sample entered secondary school prior to 1960, their secondary school experience was based for the most part on the results of the "Eleven Plus" examination taken at approximately age eleven. Based upon the results of this examination, they were channelled into one of three types of secondary schools known as "grammar," "modern," or "technical" schools.³ These schools are maintained by Local Education Authorities. (L. E. A.)

The grammar school offers systematic preparation for university, technical, and commercial occupations in a wide range. The modern schools generally combine the educational advantages, though not the academic standards of the grammar school. In the technical schools, the first two years have a common course with grammar schools — the specialized vocational program starts at approximately thirteen years of age.

Independent or "private" schools were also available at the secondary level. These do not receive grants from public funds, but are open to inspection and must be registered with the Department of Education and Science.⁴ These schools cater for pupils of all ages and abilities

³ Edmund T. King, Other Schools and Ours, Holt, Rinehart and Winston, Inc., New York, pp. 99-158.

⁴ Ibid.

and many provide a living-in situation while attending the school. These are the prestigious schools in Britain and are expensive to attend.

Each member of the sample was asked if he attended a "private" secondary school or a "public" school operated by the Local Education Authority. The name of the school was requested as was the years attended.

The results show: private control - 8; L.E.A. control - 67

Analysis

Of the sixty-seven who attended schools which were operated by the L. E. A., sixty attended "grammar" schools, indicating that as a group the sample compared favorably with those who did well on the examination.

Few people who go into the field of physical education come from the upper class. While in Britain, the researcher observed the sample came from average middle class families. Private education in Britain is expensive and generally caters for the upper middle to upper class stratification groups; thus, it was not surprising that only eight people attended "private" schools.

University Selection

Britain has no national matriculation examination. Secondary school pupils may take the General Certificate of Education (G. C. E.) or the Certificate of Secondary Education (C. S. E.).⁵

The G. C. E. examination was introduced in 1951 to replace the School Certificate and the Higher School Certificate examination. The G. C. E. was originally designed for pupils in grammar schools and was set at two levels, Ordinary (O) and Advanced (A). The "O" level papers were taken at the end of five years in secondary school. The "A" level papers were taken after two years of further study.

The Certificate of Secondary Education (C. S. E.) was offered in 1965 at a lower level of attainment, suitable for the average-to-good pupil. This examination was administered under the teachers' control, whereas the General Certificate of Education (G. C. E.) is conducted by eight independent examining bodies mostly connected with universities.

The sample covered the three different types of secondary examinations. However, eighty per cent sat for the G. C. E. and were concerned with "A" and "O" level passes as a prerequisite for further study. One question attempts to find out the average number of "A" and "O" level passes for those who sat for the G. C. E.

⁵Edmund J. King, Other Schools and Ours, op. cit.

TABLE 5

"O" AND "A" LEVEL PASSES IN THE
G. C. E. EXAMINATION

"O" level passes.....	7
(Average for the sample)	
"A" level passes.....	2
(Average for the sample)	

Each member of the sample was asked if he qualified for university entrance in Britain and, if he qualified, did he apply and was he accepted.

TABLE 6

UNIVERSITY ENTRANCE
IN BRITAIN

Qualified.....	35
Applied.....	18
Accepted.....	13

Analysis

Being accepted into a British university is a rather complex issue, for being qualified for entry does not automatically guarantee admission. Britain does not have enough universities to cater for all who qualify, and this allows the institution to be highly selective.

The high selectivity factor helps explain why only eighteen of the thirty-five who qualified did, in fact, apply for university entrance. Others may have decided during high school that physical education would be their chosen field and, as British universities at that time were not offering course work in their area, they only applied to specialist colleges of Physical Education.

The acceptance ratio from those who applied – thirteen out of eighteen – is very high, and is a further indicator of the academic quality of those who applied.

TABLE 7
HIGHER EDUCATION

<u>Institutions Attended</u>	<u>Number</u>
University.....	10
Specialist Physical Education Colleges.....	60
Colleges of Education	15
Prince of Wales Hospital School of Physiotherapy.....	1
College of Technology.....	2

Some students attended more than one institution (e. g., a college of Education for two years and a specialist college of Physical Education for one year).

<u>Special Physical Education Colleges</u>	<u>Number</u>
Loughborough.....	35
Saint Lukes.....	12
Carnegie	10
Jordan Hill (Scotland).....	1
Cardiff (Wales)	2

TABLE 8
MAJOR FIELD OF STUDY

	<u>Number</u>
Physical Education.....	60
Education	13
Biology	5
History	4
English-History.....	3
Chemistry	2
Geography	2
Educational Psychology.....	2
Engineering.....	2
Literature.....	1
Physiotherapy.....	1

Again, the major fields of study may cover more than one institution.

TABLE 9
SUB FIELDS OF STUDY

<u>Subject</u>	<u>Number</u>
Geography.....	15
Physical Education.....	10
History.....	8
Education.....	8
Science	5
Physics	3
Biology.....	2
Mathematics	1
Sociology.....	1
Divinity.....	1
Psychology	1
Drama	1

Some members of the sample did not report sub fields of study.

The average number of years spent in higher education in Britain was three, with a range of two to six years.

Analysis

The sample has a diversified background in reference to institutions attended, major and sub fields of study, and qualifications received prior to studying in the United States. The results show that the educational background is not entirely along physical education lines, but rather covers a variety of subjects in a number of institutions. This tends to indicate that those comprising the sample are prepared to expose themselves to various forms of education even if it means studying in another country, as indeed it did with the group under study.

Of the seventy-one who hold qualifications directly related to physical education, thirty held honors diplomas.

Thus, a little under half the sample were the leading students in their colleges, as an honors diploma is only given to the leading students of each graduating class.⁶

Only six out of the thirteen who attended British universities received degrees, showing how difficult it is for anyone interested in physical education as a career to obtain a British degree.

Loughborough College is the largest and probably the best known Physical Education College in Britain, and it is only to be expected that the majority of persons in the sample studied at this college. The Scottish college (Jordanhill) and the Welsh college (Cardiff) have only

⁶The Physical Education Year Book 1971-72, published annually by the Physical Education Association of Great Britain and Northern Ireland, 10 Nottingham Place, London, W.I.

had one and two students, respectively, who have studied in the United States, probably because these countries only have one specialist college compared to England's ten, and until recently, students from Scotland and Wales have attended English colleges. This results in a lack of awareness and interest in American degrees in Scotland and Wales.

TABLE 10
OCCUPATIONAL CAREER

<u>Position</u>	<u>Number</u>
Teaching Physical Education..... (Secondary Level)	55
Lecturing at a Special Physical..... Education College	12
Military.....	5
Clerical Work.....	4
Lecturing at a British University.....	3
Research Laboratories.....	3
Hospital.....	3
Central Council of Physical..... Recreation	2
Sports Centers.....	2
Boys' Clubs.....	1

TABLE 11
EXPERIENCE IN OTHER COUNTRIES

Canada.....	15
South Africa.....	2
Uganda.....	1

Analysis

Some of the persons in the study held more than one position. Nine from the sample proceeded to the United States at the completion of their undergraduate studies, therefore they did not have any practical experience prior to graduate study.

As to be expected, the majority taught physical education or were engaged in allied activities. The lack of opportunities for graduate study in Britain and the resulting lack of opportunity for advancement without advanced degrees is indicated. Out of seventy-five people who studied in the United States, eighteen had already worked in other countries, and fifteen had leading positions in physical education in Britain (twelve college and three university lecturers). These people all resigned their posts to pursue further study. This is an indicator of the lack of opportunities for graduate study in Britain, and the resulting lack of opportunity for advancement.

Summary

The sample could have been expected to follow a set pattern. This pattern being: attendance at a secondary school, followed by study at a physical education college and, upon graduation, teaching at a high school, after which time the person would travel to America to study physical education at an American university.

The background of the sample does generally follow this pattern, but one can observe a fair amount of flexibility and mobility in relation to interest and experience. The strong physical education trend is certainly in evidence. Flexibility is borne out in the various subjects studied as major areas of interest and concentration.

In the future, more students from Wales, Scotland, and Northern Ireland may attend American universities, especially as more returning graduates take positions in these countries.

Prospective students contemplating whether or not to bring their families can take a lead from the high percentage of married students who have been accompanied by their families and have successfully completed a degree program.

As it is now possible to secure an undergraduate degree at certain British Colleges of Education, British physical educators are probably best advised to obtain their degree prior to studying in the United States. Otherwise, on returning to Britain, they may find they are at

a disadvantage in securing positions when compared to those who have their British degree.

This background information assists in understanding the make-up of the group as a whole and, in turn, gives a better understanding of the type of British physical educator under study.

CHAPTER III

STUDY IN THE UNITED STATES

In order to study in the United States, the prospective student needs to decide how he will cover travel expenses to and from the university he will be attending.

Of vital concern is how the basic necessities of life are to be acquired. This, in turn, will be dependent upon the type of visa the foreign student obtains from the Immigration Department.

For example, a "F1" visa is a student visa which allows the student to work on campus only but does not permit the spouse to work. The student must show evidence of his ability to support himself and any dependents for the anticipated duration of his stay. A "J" visa allows the student and spouse to work, but if they leave the country they must remain out of the country for a specified number of years.

Once decisions have been made on how the basic necessities of life are to be acquired, a choice of academic institutions must be exercised. Such a decision may be colored by the candidate's ability to satisfy college entrance requirements and, in turn, the institution's ability to offer financial assistance.

Once the university is selected, decisions have to be made as to major and sub-fields of study and, in turn, master's and/or dissertation topics. As a general rule, foreign students will be more dependent upon faculty guidance than American students because of a difference in

program organization and course requirements. For example, foreign students would not have had previous exposure to the letter grade or the cumulative grade point system as used in this country. Therefore, faculty prestige in the eyes of the foreign student may be dependent upon human relations and teaching skills of the instructor rather than the traditional publications.

Travel

Each student was asked who paid his fare to the United States. It is hoped this information will assist prospective students in planning for travel expenses, especially by indicating avenues where they may apply for assistance.

TABLE 12

TRAVEL EXPENSES

<u>Source</u>	<u>Number</u>
Self	51
Employer	2
Home Government	2
American Government	17
(Fulbright Scholarship Grants)	
Canadian Government	3

Financial Support

As with financial support for travel, the responses to the question dealing with financial support will show future students possible avenues that can be pursued during their stay at an American university.

TABLE 13

FINANCIAL SUPPORT

<u>Source</u>	<u>Master's</u>	<u>Doctorate</u>
Teaching Assistantship	40	20
Research Assistantship	9	23
Wife Working	15	12
Government Grant	5	5
Savings	25	6

Other forms of financial support noted were bartending, student government work, foreign student scholarship, washing dishes, sweeping stairs, bank loan, lifeguarding, basket room attendant, coaching, editing journals, and the British salary.

The majority of students received financial support in more than one area.

Immigration

Aliens entering the United States are either immigrants or non-immigrants. Immigrants have permanent residence in the United States. Students, for the most part, enter the country as non-immigrants and possess a "F" or "J" visa.

The "F" visa is issued to nonsponsored foreign students who normally pay their own way to the United States, but who are expected to return to their countries on completion of their studies.

The "J" visa holders come to the United States on one of the "Exchange Visitors Programs." The "J" holders have a time limit placed on their educational and cultural experience in the United States. At the completion of their time limit, they have to remain abroad for a two-year period before being eligible for re-entry as immigrants. In April, 1970, the Exchange Visa Program was liberalized allowing highly skilled aliens with the "J" visa to apply immediately for permanent residence status.

TABLE 14

IMMIGRATION STATUS

<u>Type of Visa</u>	<u>Master's</u>	<u>Doctorate</u>
F	25	12
J	20	13
Immigrant	—	5

Analysis

Travel support has been obtained by members of the sample from only Canadian and American sources. The lack of support for travel and study from British sources may be explained in a number of ways. The British students may not have applied for support from local agencies in Britain. It is also possible that support for travel and study to the United States specifically was not available in Britain because of the standing of an American university degree in the eyes of the British authorities.

The members of the sample have shown great initiative and versatility in the methods used to gain financial support while they were studying in the United States. This was indicated in the variety and range of positions which they occupied as students. The high percentage who held teaching assistantships and research assistantships may well be indicative of the high regard the administrators of departments of physical education in American universities hold for the strong teacher training background of the British students.

It is quite probable that many of the students who entered the country on "J" visas regretted this choice as they had to leave the country for a period of at least two years at the completion of their studies. Many of them may not have been in the position to take advantage of various job opportunities in the United States.

Reasons for Studying in the United States
and University Selection

The decision to study in the United States and university selection could have been based upon either pragmatic or professional considerations.

For the purpose of this study, pragmatic considerations are considered to be: equivalent training is not available in Britain; on returning to Britain position prospects will be improved; available financial support; personally knew a British graduate student of a certain university; knew British students had attended a certain university in the United States.

Professional considerations are: prospects of a satisfying professional experience; improved facilities and resources; the programs offered; the scholarly reputation of the university; and the faculty in the school of physical education.

Each student was asked when making his decision to study in the United States how important he considered the listed criteria to be. A four point scale was given for the responses. Noted is the number who responded at each point of the scale.

TABLE 15
 REASONS FOR STUDYING IN
 THE UNITED STATES

	<u>Of Major Importance</u>	<u>Important</u>	<u>Of Minor Importance</u>	<u>Of Importance</u>
1. Equivalent training not available in Britain.	58	12	3	2
2. U.S. graduate degrees(s) would improve position prospects in Britain.	19	33	14	9
3. Prospect of a satisfying professional experience.	38	30	7	—
4. Availability of financial support.	27	19	19	10
5. Improved facilities and resources.	21	34	8	12

Other reasons given were:

"Original intention to return to South Africa. Had no intention to return to Britain. Few college posts, intensive competition, poor climate."

"Time to consider implications of career up to that time and improve knowledge of scientific bases."

"At the time it was possible to complete studies faster (i. e., cheaper) due to trimester system."

"Opportunity to study in a foreign country."

"I regarded teaching as a dead end economically and a profession which I felt would be a bore after a year."

"Travel for me and my family."

"Study wider aspects of physical education."

"A new adventure."

"Acquisition of knowledge."

"Interested to have the experience of the American culture, particularly that of a university."

"Challenging nonprofessional environment, i. e., a great deal of room for political involvement."

"Master's degree would qualify me for graduate pay on the Burnham scale."

Each student was asked in choosing the university in the United States to attend (for his highest degree) how important he considered the listed criteria to be. A four point scale was given for the responses.

TABLE 16

UNIVERSITY SELECTION

	<u>Of Major Importance</u>	<u>Important</u>	<u>Of Minor Importance</u>	<u>Of No Importance</u>
1. Scholarly reputation of the university	40	24	9	2
2. Knew graduates of the university	23	20	8	24
3. Programs offered	21	37	12	5
4. Financial support offered	28	27	10	10
5. Location in the United States	11	17	15	32
6. British students had attended the university	16	24	14	21
7. Faculty in the School of Physical Education	21	29	19	6

Other reasons given were:

"I am a lazy individual and went to the first university recommended."

"Recommended by a Canadian university faculty member."

"Medical school facilities."

"A link between the university I attended in the United States and the college I attended in Britain."

"Had just completed a B.S. at the same institution."

"Scholarly reputation of one man."

"Financial support was the biggest factor. Better schools offered me places but I could not afford to go on what little or no money they were offering in support."

"The qualification is recognized by the Department of Education and Science in this country."

"Attitude to foreign students and efficiency in dealing with correspondence."

"Offer of a post by the track coach."

"Library resources."

Analysis

The professional considerations were in every instance considered by the sample as being of major importance, or important. These results indicate a desirable approach to graduate study and certainly not one designed to complete a degree as quickly and as easily as possible.

The responses to the consideration given to the faculty in the School of Physical Education is interesting, as the responses over the first three points on the scale are even. This is probably due to the fact that master's degree students do not give the point any major consideration whereas doctoral students who have specialized interests and wish to work with faculty members having expertise in their area would consider this factor to be of major importance.

Five of the six pragmatic criteria presented were considered by the majority to be of major importance or important. A fairly balanced reaction to professional and pragmatic considerations in relation to study in the United States was shown. The major reason for deciding to come to the United States was the unavailability of equivalent training in Britain; this criterion received more responses as being of more importance than any other.

The one reverse trend in the responses was the consideration given to the location in the United States. This criterion received

the most responses under the heading Of No Importance. This response is of interest considering the vast differences in climate and terrain in the United States. If for no other reason than geographical convenience, the eastern seaboard of the United States may well be expected to accommodate the majority of the sample. The attendance figures indicate that Oregon University, a university in the western section of the country, and two universities in the midwest were the most popular.

British colleges of education normally have established programs of study that allow for little or no individual selection of courses. Being able to, at least in part, select your courses is a new experience for most British students.

TABLE 17

MAJOR AND SUB-FIELDS OF STUDY
IN THE UNITED STATES

<u>Major Field of Study</u>	<u>Number</u>
Physical Education.....	64
Education	9
Biology.....	1
History.....	1
 <u>Sub-Field of Study</u>	
Physical Education	9
Sociology	5
Elementary Physical Education.....	3
Physiology	3
Psychology	2
Educational Psychology	2
Biomechanics	2
Comparative Education	2
History	2
Experimental Psychology.....	1
Physical Science	1
Geography.....	1
Ergonomics	1
Statistics	1
Divinity	1
Health	1

Some members did not state any sub-fields of study

Analysis

Unfortunately, physical education is a rather nondescriptive term when it is related to graduate study. A total of sixty-four persons claimed physical education as their major area of study. However, within this sixty-four, one could probably find as many different programs of study. The same principle could be applied to the nine respondents who claimed education as their major area of study. At best, one can say that sixty-four respondents studied in a school of physical education, and nine respondents studied in a school of education. This indicates a real need to re-examine and perhaps reclassify the substance which one is, in effect, studying. This is most important because of the emphasis on specialization at the graduate level.

Since 1960, physical educators from Britain have attended the following American universities:

TABLE 18
UNIVERSITIES ATTENDED

<u>University</u>	<u>Number</u>
University of Oregon.....	17
University of Wisconsin.....	11
University of Illinois.....	10
University of Massachusetts.....	6
Western Kentucky University.....	5
Ohio State University.....	4
Washington State University.....	4
University of Southern California, Los Angeles...	3
Indiana University.....	3
Michigan State University.....	3
Teachers College, Columbia University.....	3
University of California, Los Angeles.....	2
University of Iowa.....	2
Springfield College.....	2
University of North Carolina.....	2
University of Washington.....	2
Florida State University.....	1
University of Florida.....	1
University of Idaho.....	1
Purdue University.....	1
University of Maryland.....	1
University of Michigan.....	1
Western Michigan University.....	1
Temple University.....	1

Three leading universities:

University of Oregon	-	17 students
University of Wisconsin	-	11 students
University of Illinois	-	10 students

Universities attended - 24

The number of students who received their master's degree from one school and their doctoral degree from a different school was twelve.

The distribution of the students was widespread as indicated in the results, i. e., seventy-five people attended twenty-four universities. Some, of course, attended more than one university.

A close examination of the universities attended shows that all geographical regions of the United States were represented. Oregon, the most popular school attended, is the greatest distance from Britain.

The majority of the universities attended were those generally considered within the profession to be the better physical education schools in the United States.

Thesis and Dissertation Titles

The respondents were asked to state the title of their thesis and/or dissertation. The studies have been grouped into subject areas and the numbers of studies in each area were recorded.

TABLE 19

THESIS

<u>Area</u>	<u>Number</u>
Exercise Science.....	15
Methodology.....	12
Psychological.....	12
Mechanical Analysis.....	8
Sociological.....	5
Historial.....	3
Philosophical.....	3
Comparative.....	2
Non Thesis Program.....	14

TABLE 20

DISSERTATION

<u>Area</u>	<u>Number</u>
Exercise Science.....	6
Historical.....	5
Psychological.....	4
Sociological.....	4
Methodology.....	3
Mechanical Analysis.....	3
Philosophical.....	2
Comparative.....	2
Special Education.....	1

Analysis

Trends in the United States show that the social sciences are commanding as much interest in the physical education profession as is the field of exercise science. While the responses show exercise science to be the area where most studies have been conducted, a strong interest is evident in the various fields of the social sciences.

The interest shown in the psychological aspects of physical education is of interest, especially as the one doctoral program in England, at Leeds University, has a specialization in this area. Perhaps the future will show Britain's major contribution in the field of physical education to be in the psychological area.

Of the fourteen who elected a non-thesis program, some may have wanted to do a thesis but did not feel they had enough time available to conduct the necessary research. Others who planned to return to teaching may have felt additional course work would be of greater value than time spent researching one topic.

Summary

In paying travel expenses to the United States, the burden has been borne by most of the students themselves. This certainly indicates a degree of independence which may have been by choice or necessity.

The members of the sample were apt at gaining financial support once they had arrived on campus in the United States. In many instances, this would have been necessary to survive the financial burdens of graduate school, particularly for those with families to support. A further indicator of the financial stress for a number of graduate students in the United States is the number of wives who worked.

The two important considerations for any foreigners contemplating study in the United States are the actual decision to study in the United States and, if he is going to study here, in which part of the country and at what institution. In making these two decisions, the members of the sample responded to the professional and pragmatic decisions, as defined in this study, in a mature and thoughtful manner.

While the Universities of Oregon, Wisconsin, and Illinois were the three where the largest numbers of the sample attended, there

were still twenty-one other universities which had British students enrolled in their physical education programs. This indicates that the members of the sample were exposed to a wide range of philosophies and geographical areas of the United States.

The members of the sample's attendance at a number of universities that are widespread across the United States indicates a variety of needs and interests. This is further indicated in the variety of thesis and dissertation areas under study.

Little noticeable trend away from physical education is observable. Any change to another area of study would be difficult because of a lack of prerequisites. If this group were not content with their chosen field, it is most probable that they would not have come to the United States for further study.

The responses to the questions in this chapter indicate certain observable trends regarding travel, reasons for studying in the United States, areas of study, and university selection. However, a variety of responses did exist in the answers to these questions. In response to the questions on immigration, financial support, and research, a fairly even distribution rather than an observable trend was indicated.

Upon completing his studies, the British student then discovers the value of his American experience, both from a personal and professional perspective. This leads us into considering the results of studying in the United States.

CHAPTER IV
RESULTS OF STUDYING IN THE
UNITED STATES OF AMERICA

If we are to evaluate the effectiveness of study in the United States, it is necessary to look at the results that were achieved through advanced study, as well as the satisfaction gained by members of the sample once the study is completed. This chapter will focus upon the American experience and how it affected the British students from both a professional and personal point of view.

The questions, pertaining to conclusions reached after study in the United States, require a "yes" or "no" answer. The questions were repeated to students who have returned to Britain (Sample A) and the responses were taped. Students who have remained in North America since completing their American degrees (Sample B) were requested to add comments on the questionnaire. Each person was asked if his American degree:

- (1) created contacts that have assisted him in his professional advancement;
- (2) was necessary to secure his present position;
- (3) assisted him in procuring his present position;
- (4) has contributed to the satisfactory performance of his present position.

TABLE 21
RELATIONSHIP TO PROFESSIONAL
ADVANCEMENT

Created contacts that have assisted him in his
professional position:

Yes.....	53
No.....	22

Necessary to secure present position:

Yes.....	45
No.....	30

Assisted in securing his present position:

Yes.....	58
No.....	17

Contributed to the satisfactory performance of
his present position:

Yes.....	58
No.....	17

It could be generally concluded that the American degrees had value in terms of professional advancement for members of the sample.

The contacts created that have assisted in professional advancement are probably both of an indirect and a direct nature. These contacts probably have developed and will continue to develop due to continued exposure to different physical education personnel. They have the

potential to influence the British students throughout their professional careers.

While the majority of the members of the sample felt that their degree assisted them in securing their present position, nowhere near as many persons felt that their degree was necessary to secure their present position. This would indicate that an advanced degree from an American university in no way assures one of an improved professional position. Those who have remained in North America and are teaching at the university level probably found that their advanced degree was necessary. Those returning to Britain found it assisted but was not necessary to secure a position in a College of Education or even perhaps a position at the university level.

From a pragmatic standpoint, the value of the American university program is shown by the majority indicating that the experience had assisted them in the satisfactory performance of their present job. Many may well consider this to be the major factor when evaluating the American degree.

Since the completion of their degrees, of the seventy-five who comprised the sample, forty have returned to Britain while thirty

have remained in North America.

TABLE 22
OCCUPATIONS SINCE COMPLETING
AMERICAN DEGREES

<u>North America</u>	
American University.....	14
Canadian University.....	15
Canadian Secondary School (Physical Education)...	6
<u>Britain</u>	
University.....	5
College of Education.....	19
Secondary School.....	10
Other.....	3

Analysis

As just less than half the sample under study have remained in North America rather than returning to Britain, they comprise a "Brain Drain" group.

Britain is one of the countries that has been hit hardest by the Brain Drain. In 1966 alone, Britain lost to the United States approximately 2,000 engineers and technologists and over 1,000 top level scientists, representing 40 per cent and 23 per cent, respectively, of the university production of these individuals.¹ At the time, Prime Minister Harold Wilson claimed that a highly trained individual who leaves Britain represents a loss of national investment and accruable wealth of about \$84,000, and a potential gain to the American economy of as much as \$210,000.² A further problem for Britain is: "Many of these immigrants enter the United States industry and are therefore helping a competitor country to improve its performance, so Britain's loss, in a sense, may count double."³ It may also be said that America's gain is Britain's loss when a highly qualified physical education

¹Alfred Friendly, "U.S. Laws Plug British 'Brain Drain,'" Washington Post, Wednesday, December 6, 1967, p. 22.

²Leonard Reiffel, "Britain Campaigns to Spur Return of Scientists Who Left for Jobs in the U.S.," Hartford Times, January 3, 1968, p. 8.

³The Brain Drain, Her Majesty's Stationery Office, London, October, 1967, p. 4.

specialist elects to remain in the United States rather than return home. It is little wonder that writers referred to the sixties as the time of the "brain-drain" from Britain to the United States.

Higher salaries and improved facilities at universities in North America have probably been major considerations for those deciding not to return home. Because numerous positions in higher education are not now available in North America, one would expect to observe less numbers of Britishers remaining in the United States to pursue academic careers.

As only six persons out of the thirty-five who remained in North America and only ten out of the forty who returned to Britain are teaching in secondary schools, it may be concluded that up until now an American degree has provided an avenue into higher education.

In an attempt to determine the long range effects which the American experience may have had, each person was asked if the degree work and the experience of living in the United States affected his:

- (1) philosophy toward physical education;
- (2) philosophy toward sport;
- (3) career goals;
- (4) general outlook on life outside physical education.

The questionnaire provided for a "yes" or "no" response, and a space for those comprising Sample B to add comments. Sample A were asked the same questions during a taped interview.

TABLE 23

PHILOSOPHY TOWARD PHYSICAL
EDUCATION

Yes	61
No	14

On both the questionnaire and in the interview, the following general responses were made regarding the effect of studying and living in the United States and a development of a philosophy toward physical education,

"Found from America a different way of looking at physical education, one in which you could measure and look at physical education as a science. Previously, I had looked at physical education from an educational and recreational viewpoint."

"Made me more aware of the depth of knowledge contained in the scientific aspects of physical education. Now regard the practical classes taught in the area of soccer, weight training, as being enjoyable and challenging, but do not find them as stimulating as exercise science, biochemistry, statistics and research design."

"In Great Britain, physical education gives a person a wide base and prepares you to teach. I went to America to learn the technical side of physical education."

"Made me more aware of what the possibilities are, gave me a lot more knowledge and this made a lot more things possible."

"Britain turns out better teachers, not with the same depth of knowledge as his American counterpart but with a greater application of knowledge."

"Physical education's future lies in its recreational trend, not in the discipline or educational influences."

Other responses have been very positive in nature, such as:

"Yes - impressed with the United States system, and the courses that I now teach are structured along American lines."

"In my area of specialization, I could not get specialist training in Britain. In the United States, I was able to get academic training and the opportunity to put this training into practice."

Others felt a negative reaction as a result of their American experience as witnessed by such statements as:

"Reinforced my conviction that much of the American program is misdirected in its basic philosophy."

"Yes, affected my philosophy. I observed research going on in schools of physical education in America, and saw no structure that insured this was handed down to the schools. Without this, the research is pointless."

On returning to Britain, some felt they had a problem situation which is aptly expressed in the following manner:

"I leaned towards the philosophy of physical education in the United States, and this led to problems. On returning to teach at a British college, I wanted to apply the methods and philosophy learned in the United States, forgetting the English college work is not a graduate program but is designed to train teachers."

Many felt that they would like to see certain aspects of the American system applied to Britain. One of these areas was the diversity of subjects covered in the United States. The most repeated area for transplant was the academic status of physical education and the academic approach to the subject. British students generally felt that America could learn from Britain in the area of teacher training.

Others felt, after having been exposed to the philosophy toward physical education in the United States, that they now know what the British philosophy would be in a few years.

Analysis

The status of and the academic approach to education in America has had a significant influence on the sample. Ironically, these are two areas where one would probably find great suspicion toward American degrees on the part of the British educational authorities. This irony would indicate the presence of a possible lack of understanding on the part of the British authorities toward American programs in physical education. While the study focused on programs at most of the leading physical education schools in America, perhaps the image held by the British physical educators has been affected by the extreme range and quality of programs that are available in the United States.

What one might call the British pragmatic approach to physical education is witnessed by concern for what use is made of the research, and concern for the quality of teacher training programs in America.

The feeling that current American philosophies toward physical education will be in evidence in Britain in the future may well be disturbing to some British authorities. From the observations made by the researcher while studying programs and trends in British physical education, this seems a valid statement.

The problems encountered in attempting to transfer the American philosophies toward physical education to the British program is further evidence of how difficult and complicated any cross cultural transplants can be. There is a need to examine whether or not they are possible and/or desirable.

As well may have been expected, the majority of the sample were affected in their philosophy toward physical education.

TABLE 24

PHILOSOPHY TOWARD SPORT

Yes.....	45
No	30

Similar to the philosophy toward physical education, the responses were mostly general comments which reflected positive and negative reactions toward aspects of the American and British sports philosophy which they would like to see transplanted.

General comments were represented by such statements as:

"Competition, whether against opponents or standards, is essential. However, not everybody will succeed; so it is important for students to appreciate good performance though they themselves are not capable of it."

"Not so much affected as strengthened my philosophy towards sport. Whilst full of admiration for the high standards of the specialist performance, I felt that participation in sport generally left much to be desired."

"Now view sports more as an institution."

"If the games thing is on the left and the most important thing is to win and is on the right, then I am now further on the right than before my stay in the United States. I am now much more aware of the differences between teaching (and all it implies) and coaching."

"After having observed sport in the United States for three years, I do not feel too badly about it. I can accept sport as being part of the economic world."

"The competitive American society makes you more aware of winning. Whereas an Englishman is more likely to look on winning as something you do if you are not losing."

"Until Britain develops the professional outlook and backing for sports, they cannot hope to compete with countries that have this philosophy towards sport."

"My philosophy towards sport since I was a young child has been to win. Thus, I fitted into the American philosophy towards sport."

Negative reactions far outweighed positive reactions. Most were directed toward the American coaching system and the desire to win.

"More in favor of coaching before I went to America than I was when I came back. The coach dominated game I did not like. If this were to happen to the same extent in this country from the point of view of physical recreation, it would be a retrograde step."

"Would like to see more people being able to take part in intercollegiate sports in America."

"Made me more hardened to trying to encourage people to play for fun."

"Overemphasis on winning excluded other factors such as sociological and psychological factors to be gained."

"American sport at the university level is too competitive."

The American philosophy toward sport did receive some positive reactions:

"The professional attitude that the Americans have towards a game once they get onto a field has affected me, and I would like to see us adopt this attitude."

"Would like to see British sport accept coaching as the Americans do."

"The American will to win I have tried to instill into the sports I have been associated with in Britain since my return."

Some members of the sample felt that British professional sport could benefit from the practices followed in America:

"We would like to see more diversified professional sport in Britain as in the United States."

"Would like to see some of the thought and detail that goes into sport adopted in British sport."

"Would like to see British coaches being a lot more reflective in their approach to their sport, as is the case in America."

The general feeling as observed in the sample is probably best represented by the following comment :

"If we introduced coaches and other aspects of the American professional, collegiate, and interscholastic sporting scene, our standards would improve, but I would not want this. It would take away individual and student responsibility for the running of sports, and this we view as a vital part of the British sporting philosophy."

Analysis

As the British and American philosophies toward sport are in many respects at different ends of the spectrum, the general lack of acceptance of the American approach to sport by the majority of the sample is not surprising.

The researcher noted that those who identified with the American "win at all costs" philosophy and sport for the top performers approach, were predominantly ex-British Olympic athletes or athletes who had been leading sporting performers in Britain in some sport.

The sample would probably accept the approach to professional sport in America as indicated by some members of the sample. These members felt that professional sport in Britain could benefit by adopting certain aspects of professional sport as witnessed in America.

In collegiate sport, the major concerns are lack of student control in sport organization coupled with the dominance of the administration and the coach.

The major philosophical differences can be found in the lack of opportunity or mass participation in sports at the school or community level as in Britain. If the British sporting club system were introduced into the American structure at some level, the American philosophy toward sport would probably be more acceptable to the sample as a whole.

TABLE 25

AFFECTED CAREER GOALS

Yes.....	52
No.....	23

The comments indicated that career goals were elevated by the American experience.

"The experience of a year's study in America widened my horizons and opened up for me a correspondingly wider field."

"Wanted to be a lecturer and have that post. This drive I attribute to study in the United States."

"Opened up more avenues for me and made me feel that this is only the start and I must go back for a doctorate."

"As a result of my American study, I was better able to do my job and thus set my goals a little higher."

"Heightened my career goals."

"Now have a desire to reach to the top level of my profession."

"The stimulus I received in America has motivated me to return and get a Ph. D. "

Analysis

Because the members of the sample came to America to study, their motivational level must have been fairly high from the beginning.

The responses indicate the American experience has given many members additional drive and awareness of the possibilities for advancement in the field of physical education. It has led many to realize their own capabilities, and has generally uplifted the career goals for most of the sample.

This desire to advance in their chosen field may end in frustration for many if the current restrictions on opportunities in higher education in North America and Great Britain continue. Having pursued graduate study, many people will not be content to return to teaching physical education in the schools, and this may well be the only opportunity available within physical education.

Affected Outlook on Life

While in America, many members of the sample experienced parts of the American culture which were outside of sport and physical education. These were experiences which may, in turn, have affected their outlook and philosophy toward life in general. This impact of the American experience may, in turn, have affected their life style to such an extent that they decided to remain in America.

TABLE 26

AFFECTED OUTLOOK ON LIFE

Yes	54
No	21

The comments were varied and represented a real impact on the life style of those who had been to America.

"The experience of being in America for a year made me conscious of the social differences between the two countries."

"Because it was an intense experience and being away from home gave me a far more broader outlook towards things. It broadened my outlook on life and made me realize that physical education and sport was not everything."

"Dispelled preconceived ideas that I had regarding North Americans. I had the vision of the typical American tourist as being the average American and soon discovered this was not so, as they were kind, considerate, and nice people."

"Matured me and altered my outlook on life. It is impossible to divorce yourself from another culture as I had planned to do before going."

"My philosophy towards life is, 'He who meets the challenge lives.' Having been exposed to the American cut-throat and competitive challenge of society, I have, if anything, become more competitive and slightly more aggressive in my philosophy towards life."

"Put me in higher gear towards life."

"Made me feel that I would like to return to America to live for four or five years."

"Now very determined to do as much as I can in my life."

"We came back determined to be like the Americans in their 'get up and go' approach to life."

"I was in America for the Cuba crisis and this gave me a more international outlook on life."

"My priorities now lie with my own life, laying importance on success by my own efforts."

"The more I have lived in different countries, the more open I have become to new ideas and methods."

Other comments referred to the resulting association with life in Britain since returning:

"I would like to thank that my outlook on life has altered as a result of my experience in America. I now get concerned with the general British lack of drive."

"Now look at certain parts of British life as being more important to me than I realized before; for example, good libraries, art galleries, and the arts in general. Britain has these to my satisfaction."

"Travel and living in another country has made me much more sympathetic to foreigners living in this country. The Americans are so warm and hospitable towards foreigners."

"Yes, at the time while I was in America but has, in many instances, been reversed since returning to Britain. The effect has not been as long-lasting as I had hoped."

Analysis

One of the most interesting conclusions reached from the study was that the experience had a positive effect on the outlook of the members of the sample. The majority were influenced by the American zest and drive and, in turn, became competitive which, likewise, would result in an upward mobility trend in relation to career goals.

No one mentioned experiencing any great "cultural shock" which is surprising when one considers the many differences in life style between Britain and the United States. It is probable that one would observe some instances of "cultural shock" in reverse on returning to Britain.

An appreciation for America is in evidence and many stereotype opinions were changed. It is necessary to take into consideration the fact that many of the sample were probably only exposed to certain sections of the country and, for the most part, were socially involved with an academic community.

Advice to Future Students

One of the main purposes in conducting this study is to provide information for British physical educators who plan to undertake graduate study in the United States.

Each member of the sample was asked what advice he would give teachers or students in Britain who are contemplating graduate study in physical education in the United States.

The advice given fell into six different categories. These were: general advice, amount of work to expect, selecting the university, and course selection, financial support, acceptance of the degree in Britain, and what to expect upon returning to Britain.

The advice of a general nature covered:

"Go to America with an open mind as life is very rich compared to Britain."

"Go saying to yourself that it is going to be great, and have a good time."

"Try to get to know what you want and then make all your decisions towards achieving what you want."

"You will only be there for a short time and will have so much work to do it is no good complaining about the system."

"Get a degree first in this country, and go straight into graduate work in America."

"Take what America offers that Britain does not offer."

Selecting the school to attend and the selection of courses received more attention than any other area:

"Go to a recognized school."

"Select a university very carefully and, where possible, go and work with one individual."

"Go to a good state university and, where possible, to people who are known for their work in their field."

"Research the institution beforehand."

"For the master's degree, go to a school that has a doctoral program as this will ensure the standards; for the master's degree will be reasonably high and you will come into contact with professors engaged in research."

"Designate interests quite specifically - for example, sociological or psychological aspects of sport, and find a university that caters for these interests."

Comments relating to course selection were:

"Be selective regarding the courses you take."

"Take what is offered, latch onto the things that are good, and put up with the things that are not so good. There is plenty offered in America that you cannot get in Britain."

Prospective students were advised to expect to have to work hard upon arrival at an American university:

"Will have to work a lot harder than in Britain. When a professor lays forth requirements, he means it."

"Be prepared to work, continual high pressure work, whereas in England low pressure for the most of the year and then increased pressure for final exams."

"Be prepared for a great deal of work and not a great holiday."

The insurance of sufficient financial support in America was often recommended:

"Give yourself time to handle the economic side of things."

"Look at the money aspect, get financial support."

"Look at the financial aspect and be prepared to adjust your personality to possible financial strain."

"Need an assistantship of some form."

"Try to secure as much financial aid as possible."

Other advice given related to what could be expected in Britain upon return from the United States after the completion of a degree.

"Check with the Department of Education and Science before going to see if your degree will be recognized upon your return."

"On returning to Britain it is most unlikely that a position will be available that will enable you to apply the skills and knowledge found in America."

"Go but realize the current restrictions in Britain for higher degree holders."

"May well receive a lot of antagonism upon returning to Britain."

"Go for the experience, treat it as an experience and do not expect the world when you get back."

Analysis

It was rewarding to observe that the most common subjects for advice were in the areas which this study is researching. The need for literature on specialized programs and the expertise of individual faculty members at American universities appears to be in evidence. British students need access to this material before making a decision on which university to attend and which courses to take.

Improved communications between American and British Physical Education authorities would facilitate the British authorities' understanding of the American programs.

As a result of the advice from former students, prospective students must not think of the American degree as an automatic step to working in higher education. On reading the advice offered, it should become evident that the pursuit of an American degree takes careful planning before, after, and during the experience. To this end, it is hoped that the findings of this study will be of assistance.

Upon the basis of the advice given to prospective students on what to expect on returning to Britain, two questions may be asked of those who have remained:

- (1) Do you plan to remain or return to Britain?
- (2) Where, at this time, do you feel that your social and emotional ties lie?

TABLE 27

PRESENT PLANS

Remain in the United States or Canada	10
Probably remain	14
Probably leave	4
Definitely leave	2
Undecided	5

TABLE 28

SOCIAL AND EMOTIONAL TIES

United States or Canada	18
Home Country	9
Undecided	8
Other	0

Analysis

The finding that the majority of those who are in North America will probably remain or definitely remain indicates that they are satisfied with their present position and locale, and/or cannot see the likelihood of a better position on returning to Britain. Only six out of the thirty-five sample members will probably or definitely leave. This should indicate to prospective British students that they should be aware of the professional possibilities in North America compared with Britain at any point in time.

Only nine of the members feel that their social and emotional ties remain in Britain. This is perhaps surprising as many of those comprising Sample B have only been away from Britain for a few years. Even if the eight who are undecided do feel that their ties are still with Britain, this would still make a total of less than fifty per cent of the whole sample.

Summary

The results indicate that the sample as a whole has been influenced by their American experience in relation to physical education and sport and other aspects of life.

The need for improved communications between British and American Physical Education authorities becomes apparent. This could perhaps be achieved by exchange programs between faculty and an improved status of comparative studies in both countries.

Unfortunately, college calendars are often outdated and the information pertaining to courses and faculty is not in enough detail to give the student the information he needs for university and course selection. Additional information could well be compiled which states each university's physical education department's specialized area of study, and the specialized interests and qualifications of its faculty. With this information available in Britain, both the student and the American university would benefit. In many instances, the British student contributes to, as well as benefits from, his studies.

Because of the cultural differences in such areas as physical education and sports, faculty members at the American institutions could take the time to learn of what is happening in their field in other countries. Both faculty and students at American universities could benefit from this exposure.

The time spent in America was considered by many to be a worthwhile experience in itself. The value of the experience as a worthy objective should then perhaps receive equal consideration with courses and faculty. In the long run, the experiences outside the university may well prove to be most profitable and professionally rewarding.

Graduate degrees from American universities will in many instances in the future have to be considered as additional qualifications for teaching physical education in schools rather than in colleges and universities. This is due to an oversupply of graduates and the decrease in positions in higher education. If this is the case, many students may only be interested in graduate programs with a professional orientation rather than the discipline approach to graduate study.

British students may well be advised to gain some practical experience in Britain and, at the same time, set up some economic security prior to studying in America. As a result of such experiences, they will probably be in a better position to decide the program of study which they may desire to follow at an American university.

Judging by the numbers that have remained up to this time, North American universities have proved a haven for British graduates. This may be misleading to future students who are not aware of the current financial situation and resulting faculty hiring practices on the North American continent.

The information assembled in this chapter, if condensed into a package and made available in Britain, should be of value to future British students who plan to attend American universities.

CHAPTER V
VIEWS HELD BY LEADING EDUCATORS
AND ADMINISTRATORS IN BRITISH
PHYSICAL EDUCATION

British students who return to Britain at the completion of their American studies will compete for positions in British physical education with fellow professionals who have only British qualifications. The decisions on the successful applicants for positions will, for the most part, be made by the directors of physical education in the training colleges or universities. In the case of positions in schools, the head administrators in the local educational authorities will make the decision. It would therefore be to the advantage of a British student in the United States to have some indication of the views held by leading administrators toward his American experience and, in particular, its possible effect upon his chances of securing a position on returning to Britain.

The directors of the following English physical education training colleges were interviewed: Carnegie; Saint Luke's; Loughborough; All Sager; Avery Hill; Borough Road; Saint Mary's; Dudley; West Midlands; and Endsleigh. In addition, Leeds and Birmingham Universities, and Huddersfield Polytechnic. The institutions visited in Wales and Scotland were Cardiff College and Jordanhill College, respectively.

Also interviewed were the directors of physical education attached to the central ministries of education in London, England; Edinburgh, Scotland; and Cardiff, Wales.

Each person was asked the same open ended questions. The responses were recorded and, at a later date, replayed and reported..

The questions asked were:

1. Do you have any staff or faculty with American degrees employed in your program?
2. Do you know of any courses or methods that are the direct result of faculty members' studying in the United States?
3. What impact would you say the faculty members with American degrees have had on your program?
4. In the academic training of physical education personnel, in what areas do you consider the United States institutions to be superior to the British institutions?
5. Does a person trained in the United States in these areas have an advantage in securing a position over physical educators trained in Britain?
6. Are publications an important consideration in hiring personnel? If so, what type of publications are important?
7. With a view to returning to Britain, do you feel that the British student in the United States is advised to study pedagogy or

concentrate on a discipline approach to studying physical education?

8. What do you see as the future opportunities in Britain for students now in the United States who plan to return to Britain on completing their degrees?

Eight of the colleges reported that they have American degree holders currently employed, the universities have one, and the Polytechnic has one. The greatest number at any one college is five. One person holds the rank of head of the department. Schools in the London area employ the greatest number of teachers with American degrees. One head of a department stated that he has had a number of American degree holders over the years and he regards this type of qualification highly. This was the only comment made in reply to the question.

Only one college felt they had courses that were the direct result of the faculty member's American experience. In this instance, the courses were biomechanics, motor skills and measurement evaluation. The same college indicated that they had not received any help in the program relative to teacher preparation.

The greatest impact on the British program is at the B.Ed. level and through the literature the American degree holders have introduced to the programs. Three colleges are absorbing organizational patterns

along American lines, especially in the area of electives courses and the grade point average system.

When equating the qualities of the training programs in both countries, many felt that the schools in the United States work at a different level from those in Britain. The interest in Britain is on teachers who go into the schools, and the academic study relates to teacher-pupil relationships. It was felt that in the United States physical education is studied for its own sake.

The biological sciences, organization and administration, and research techniques are the areas in which it was considered that the United States institutions are more advanced than British institutions. In almost every instance, it was felt that Britain compared very favorably with the United States in the area of teacher training.

The inter-discipline approach to studying physical education was felt to be an advantage of the American system. One Scottish authority felt that America is more advanced than Scotland to meet American needs, but whether they are more advanced to meet Scottish needs is another factor. The most direct response was, "America is more advanced in the academic background, we have spent too much time investigating pedagogy."

Generally, the replies indicated that a person trained in the areas where the United States is considered to be more advanced,

did not necessarily have an advantage in securing positions in these areas on returning to Britain. One problem is that the positions are not available in Britain at this time and, as a result, a person trained in the United States may well find himself teaching school, or in a similar type of position he was in before going to the United States.

The unwillingness of British authorities to accept American degrees presented another problem. The director of one of the leading training colleges who has taught in the United States, and has all his degrees from Britain, has an interesting comment on this question.

"It depends, if he applied here with an American degree he would be highly regarded and I would like to think the situation would be the same elsewhere, but I suspect it is not the case; and this is because the presidents of the colleges and the heads of departments in this country are not themselves aware of the equivalence and usefulness of the American degrees. They have never been inside an American university and have not seen the type of work that is going on and are, therefore, not in a position to make judgment. This may stem from the original problem of trying to evaluate American degrees in this country. Because of the diversity of places and programs, it was simpler to say in blanket fashion that they are not worth thinking about. This approach may have been true thirty or forty years ago but, in my own view, it is nonsense today to take a master's degree, the normal master's degree, at any American university of any size. This degree is much more difficult to get than any master's degree in this country at the moment."

Publications were not considered to be important factors in hiring faculty. One person felt because British physical education people have not published, a person with a good publication record may have the uniqueness that places him ahead of other applicants.

The difference in the importance placed on publications between American and British institutions is represented in this statement by the director of one of the larger physical education colleges in Britain.

"When I receive applications from American degree holders, I invariably receive pages of material that lists publications of what they have done in the past and what they plan to do in the future. In Britain, this does not help and, if anything, hinders them as it often appears they are setting up a smoke screen to distract from the main consideration which is, for us, the ability to train to teach. We are not terribly impressed with the style of application we receive from the man who has become Americanized and gives us this tremendous vitae which goes on forever."

Without exception, it was felt students should concentrate on the discipline approach rather than work in the pedagogical areas. Most often quoted were the disciplines of sociology and psychology as they relate to sport.

From the responses, the future opportunities in Britain for those students now in the United States do not, at least at this time, appear very encouraging. The general feeling seemed to be if a returning student did not have teaching experience in the schools

prior to going to the United States, he would have to be prepared to spend time in the schools in Britain before being considered for a position at the college or university level. At the moment, there is little or no expansion in the size of the colleges and no new positions are being created. Returning students are now competing for what positions are available with degree holders from British colleges and universities. This makes their task more difficult than some of their predecessors who returned with American degrees prior to the advent of British degrees in physical education.

Analysis

American degree holders returning to Britain during the mid and late 'sixties have, for the most part, secured positions in higher education. At this time, colleges were expanding and B. Ed. programs were being planned; thus, a need existed for people with advanced qualifications.

Unfortunately for students currently studying in the United States and for prospective students, the college expansion is at a standstill. Fewer positions are available, and degree holders from British colleges are now competing with American degree holders. The returning graduate, in many instances, will have to be prepared to teach in schools at the elementary or secondary level. This may result in fewer physical educators pursuing degrees at American universities. It appears that some members of this sample probably studied in the United States feeling that their chance of a college position in Britain was almost assured.

The impact of the sample in the British colleges and universities in relation to new courses and methods was fairly minimal. In some instances, this may be due to a lack of acceptance by the college authorities for any curriculum concerns that were predominantly American. The aspects of the American program making some inroads are elective courses and the grade point average system.

The responses indicate that the British authorities generally feel teacher training in Britain is superior to that practiced in the United States. This point is worthy of consideration by any person contemplating American studies. If his future lies in the pedagogical aspects of physical education, he will need to equate the American program with the views of the decision makers in Britain.

Once again, a need is in evidence for an understanding and knowledge of American programs by the British authorities.

CHAPTER VI

SUMMARY

The results of the study indicate that the personal and professional activities of the sample have been greatly affected by their pursuit of higher education in America. As to be expected, these influences have been both positive and negative. Flexible academic programs and the over-all quality of these programs have had positive influences. The interpersonal relationships with Americans were, for the majority of students, pleasant and rewarding experiences. The degree of specialization in the United States was at times viewed negatively, particularly when this specialization catered for the talented few.

The British physical educator's adjustment to the American culture has been commendable. Avenues for financial support have been explored and utilized to the individual's advantage. Adjustment to academic programs in the United States and different philosophies toward the study of physical education have been perceived and appropriate adjustments made. This is witnessed by the success and diversity of the group in university selection, course selection, and degrees attained. The universities selected for the study covered all sections of the country and covered twenty-four different institutions. The universities attended are generally considered within the profession to be among the leading schools of physical education in the United States.

The academic success of the group indicates that their British training is at least a satisfactory prerequisite for advanced study at an American university. As a group, they are representative of capable students in the British situation, as witnessed by the average "O" and "A" level passes and the high percentage who attended grammar schools in Britain.

Academic interests within the field of physical education have been varied. The varying specializations as major areas of study and the continued diversity in sub-fields of study show this diversity. Courses taken and areas selected for detailed study were evenly distributed over the sciences, social sciences, and pedagogical areas.

American degrees up to this time have assisted in professional advancement. The positions obtained on completion of studies have predominantly been at the college or university level. This has resulted in accelerated career goals and an appreciation of physical education as an academic discipline.

The experience of living in the United States has influenced the group. For the most part, a greater understanding of America and Americans has been the result. The influence in this regard has been almost exclusively positive. The American "get up and go" attitude toward life and the friendly attitude toward visitors impressed the British students.

The American attitude toward sport was one area with which the majority of the sample felt they disagreed. Generally, it was felt that much of the British philosophy toward sport could be transplanted to America. However, there were some aspects of the professional side of American sport that the group felt could be developed to advantage in Britain. The American "will to win" approach to sport and the emphasis on coaching were the major areas in which it was felt that British professional sport could most benefit. The general feeling was that while this approach was desirable at the professional and international level, they would not like to see this attitude penetrate sport at the club level. At this level it was felt that the opportunity to participate should be the major concern, and results a secondary consideration.

The directors and administrators of British physical education have given an interesting insight into the acceptance of British students with American degrees. The responses of these administrators have, in many instances, been critical. Such criticisms are very important to prospective British physical education personnel who are planning to study in America. Prospective students need to insure that their American degrees will be accepted by the British educational authorities on their return. The need for teaching experience in the schools prior to applying for college or university positions in Britain should be considered by prospective students.

The opportunity to accept positions at universities in North America has had appeal to the group. Almost fifty per cent of them have obtained such positions. North American universities have obviously considered ex-British physical education personnel with American training as being at least the equivalent of their American counterparts. The group who have remained in North America apparently find the programs, philosophies, and financial returns to their liking. Most of them have indicated that they intend to remain in North America.

British physical educators who have studied at American universities appear to have found the experience challenging, interesting, and rewarding.

Conclusions

The migration of British physical education specialists to North America to study in universities has been a rewarding experience in the 1960's. The participants have benefited from the opportunities and programs available. They have generally secured professionally rewarding positions on the completion of their degrees.

The entire movement needs to be evaluated in the 1970's. There are now degree programs in physical education available in Britain. The college expansion in Britain which was evident in the 1960's is now almost nonexistent. These changes have led to a static or almost closed "job market" in higher education.

Similarly, due to the economic situation in North America, the number of positions available in physical education departments of colleges and universities has sharply decreased.

For those interested in working in the area of physical education at the college level in Britain, teaching experience is obviously a prerequisite. Future students who have secured American degrees, and who have not had teaching experience, will have to be prepared to spend time in the schools before being considered for the positions in higher education.

Due to the present and continuing shortage of positions in higher education in Britain and the United States, many holders of American

degrees will probably have to focus their careers on teaching at the school level. If this is the case, the process of university selection and the program of study may need to be re-evaluated to suit the needs of the teacher in the school situation.

Traditionally strong areas for study in the past, for example: the exercise science aspects of physical education seem to have reached a saturation point both in the numbers of qualified personnel and the need for people with these qualifications. In Britain and North America, the greatest need for personnel appears to be in the recreation, motor learning, and sports study areas.

Serious consideration should be given to adequate financial support during the intended period of study. Although previously, readily available to the serious student, teaching assistantships and research assistantships are now difficult to secure. This difficulty is now complicated by the fact that most state universities are directing their efforts toward helping the in-state student first, followed by the out-of-state student and, lastly, the foreign student. This preferential treatment is a direct result of quotas which have been set by state legislatures and university or college boards of trustees.

The implication to be drawn from the views of the administrators and directors in Britain is that American degrees are not viewed as favorably as British degrees. Prospective students need to

realize that they will be competing with holders of British degrees for positions. This situation was not one which confronted recent students who have returned to Britain with American degrees.

It seems that prospective students are advised to secure a B.Ed. degree in Britain before pursuing graduate degrees in America. Coming to an American university to do graduate study with only a diploma qualification in physical education, as many have done in the past, would at this time place one in uncertain standing when seeking a position in British higher education.

There is a general lack of understanding of, and even resentment to, American degrees in Britain. The authorities in Britain do not seem to realize the content of American graduate degree programs and the work entailed. This is particularly relevant when considering the fact that the members of the sample did attend the better institutions. This lack of understanding has resulted in a returning student often not receiving adequate acknowledgment for his training from both a professional and financial standpoint.

Recommendations

The findings in this study will be presented to appropriate journals in Britain and North America for publication. This will assist authorities in Britain and North America in understanding the migration of British students to American universities. Prospective students may also benefit from the experience of their predecessors and will be in a better position to evaluate the situation.

There is a need for a central clearing house in Britain where British physical education personnel may obtain information on American university degrees. The information obtained would specifically focus on their acceptance and comparability to British degrees. Such a clearing house should relate specifically to physical education programs.

As this study was designed to survey the over-all aspects of the migration of British physical educators to American universities, many of the findings should be subjected to more detailed research. For example, a detailed study could be made into the reasons why slightly less than half of the group under study have remained in North America upon completing their degrees. The results could be subjected to an item analysis.

The researcher intends to repeat the study with physical educators from Australia who have studied for advanced degrees in

physical education at American universities. The results will be compared with the results of this study. Due to the advent of degree programs and the scarcity of available positions in both Britain and the United States, the study needs to be repeated late in the 1970's. It is quite possible that the over-all picture of graduate study in both countries will be entirely changed within the next decade.

A summary of the findings of the study will be sent to all those who have been part of the research. Their reactions to the study and the findings therein will be requested. It is hoped that all those who have contributed to the study will continue to benefit from the experience of studying in the United States. The input of many people into this study will, it is hoped, assist future students in their efforts to secure advanced degrees in physical education at American universities.

APPENDIX

UNIVERSITY OF MASSACHUSETTS

The migration of British physical educators to American universities.

QUESTIONNAIRE

(Confidential and anonymous)

Dale P. Toohy
Instructor: School of Physical Education

A. GENERAL

1. Nationality:

Nationality at birth _____

Present nationality:

_____ English

_____ Irish

_____ Scottish

_____ Welsh

_____ Other (please specify)

2. Marital status when you received your American degree(s).

	<u>Master's</u>	<u>Doctorate</u>
Single	_____	_____
Married	_____	_____
Divorced or separated	_____	_____
Widowed	_____	_____

3. Children (if any)

Total number of children _____
 Born during studies in the United States _____

B. EDUCATION

4. Secondary

Institutions Attended	Years	Private	Public	"O" Level Passes	"A" Level Passes
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

5. Did you qualify for university entrance in Britain? _____ Yes

_____ No

6. If the answer to number 5 is "Yes," did you apply for entrance to a university in Britain? _____ Yes

_____ No

7. If the answer to number 6 is "Yes," were you
accepted to a university in Britain?

_____ Yes

_____ No

8. Higher Education (including United States)

<u>Institutions Attended</u>	<u>Years</u>	<u>Major Field of Study</u>	<u>Sub-Field of Study</u>	<u>Qualifi- cations Received</u>	<u>Age at Gradu- ation</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

9. Thesis Title: _____

10. Dissertation Title: _____

C. OCCUPATIONAL CAREER

<u>11. Institution</u>	<u>Position (Please give a brief description)</u>	<u>Years</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

D. STUDY IN THE UNITED STATES12. Travel

My fare to the United States was paid by

_____ % Self

_____ % Employer

_____ % Home Government

_____ % American Government

_____ % Other (Please specify)

13. Financial Support

Financial support as a student	<u>Master's</u>	<u>Doctorate</u>
Teaching Assistantship	_____ %	_____ %
Research Assistantship	_____ %	_____ %
Wife Working	_____ %	_____ %
Government Grant	_____ %	_____ %
Savings	_____ %	_____ %
Other (Please specify)	_____ %	_____ %

14. Immigration

Type of visa while studying in the United States

	<u>Master's</u>	<u>Doctorate</u>
F	_____	_____
J	_____	_____
Other (Please specify)	_____	_____
_____	_____	_____

E. REASON FOR STUDYING IN THE UNITED STATES

15. In making your decision to study in the United States, how important did you consider the following to be:

	<u>Of Major</u> <u>Importance</u>	<u>Important</u>	<u>Of Minor</u> <u>Importance</u>	<u>Of No</u> <u>Importance</u>
1. Equivalent training not available in Britain.	_____	_____	_____	_____
2. U.S. graduate degree(s) would improve position prospects in Britain.	_____	_____	_____	_____
3. Prospect of a satisfying professional experience.	_____	_____	_____	_____
4. Availability of financial support.	_____	_____	_____	_____
5. Improved facilities and resources.	_____	_____	_____	_____
6. Other (please specify).	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

F. UNIVERSITY SELECTION

16. In choosing the university in the United States to attend (for your highest degree), how important did you consider the following to be:

	<u>Of Major</u> <u>Importance</u>	<u>Important</u>	<u>Of Minor</u> <u>Importance</u>	<u>Of No</u> <u>Importance</u>
1. Scholarly reputation of the University.	_____	_____	_____	_____
2. Knew graduates of the University.	_____	_____	_____	_____
3. Programs offered.	_____	_____	_____	_____
4. Financial support offered.	_____	_____	_____	_____
5. Location in the United States.	_____	_____	_____	_____
6. British students had attended the University.	_____	_____	_____	_____
7. Faculty in the School of Physical Education.	_____	_____	_____	_____
8. Other (Please specify).	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

SAMPLE A ONLYG. RESULTS OF STUDIES IN THE UNITED STATES17. Has your American degree (s)

- | | |
|---|---|
| 1. Created contacts that have <u>assisted</u> you in your professional advancement. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 2. Been <u>necessary</u> to secure your present position. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 3. <u>Assisted</u> you in securing your present position. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 4. Contributed to the satisfactory performance of your present position. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 5. Affected your philosophy toward Physical Education. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 6. Affected your philosophy toward sport. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 7. Affected your career goals. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 8. Affected your general outlook on life, i. e. outside Physical Education. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 9. Given you an avenue into another field of study. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 10. Other (Please specify). | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| _____ | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| _____ | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| _____ | <input type="checkbox"/> Yes
<input type="checkbox"/> No |

SAMPLE B ONLYG. RESULTS OF STUDIES IN THE UNITED STATES17. Has your American degree (s)

1. Created contacts that have assisted you in your professional advancement.

Yes
 No

2. Been necessary to secure your present position.

Yes
 No

3. Assisted you in securing your present position.

Yes
 No

4. Contributed to the satisfactory performance of your present position.

Yes
 No

Comments:

5. Affected your philosophy toward Physical Education.

Yes
 No

Comments:

6. Affected your philosophy toward sport.

Yes
 No

Comments:

7. Affected your career goals.

Yes
 No

Comments:

SAMPLE B ONLY

G. 17 (continued)

8. Affected your general outlook on life, i. e., outside Physical Education.

Yes
 No

Comments:

9. Given you an avenue into another field of study.

Yes
 No

Please name the other field(s).

H. 18. My present plans call for me to:

Definitely remain in the United States or Canada.

Probably remain in the United States or Canada.

Probably leave the United States or Canada.

Definitely leave the United States or Canada.

As yet undecided.

19. At the present time, I feel my social and emotional ties are strongest in:

The United States or Canada.

My home country.

Undecided.

Other (Please specify).



The Commonwealth of Massachusetts

University of Massachusetts

126

Amherst

School of Physical Education

Dept. of Physical Education for Men

Dept. of Recreation

Dept. of Physical Education for Women

Dept. of Athletics

Boyden Building
University of Massachusetts
Amherst, Mass. 01002
September 3, 1971

SAMPLE A

(Students who have
returned to Britain)

Dear Sir:

I am presently on the faculty in the School of Physical Education at the University of Massachusetts. A native Australian, I came to the United States to pursue advanced degrees.

My doctoral dissertation studies the movement or migration of foreign students to the United States in order to pursue advanced degrees in Physical Education. Since you have been part of this movement, I am sure you agree it has been extensive enough to warrant detailed study. The sample will include students who have remained in the United States or Canada as well as those who have returned to their home country.

Will you be kind enough to assist in my study? During the months of October, November and December, I shall be in Britain, at which time I would like to meet with you and impose on your busy schedule to complete a brief Questionnaire (10 minutes to complete) and take part in a brief interview. No signature or identification is required and you can be fully assured of anonymity. The results will be forwarded to you at the completion of the study.

A self-addressed stamped envelope is enclosed for the return of the accompanying sheet. On receiving your reply, I shall make direct contact with you and arrange a meeting date and time that will be at your convenience.

Thanking you for your cooperation, and I look forward to meeting you in the near future.

Sincerely yours,

Dale P. Toohy
School of Physical Education
University of Massachusetts

DPT/smb

SAMPLE A

NAME:

I will/will not be prepared to assist in your study.

Location during October, November, and December:

Address:Phone:

Please include the names and current addresses of students known to you who have completed degrees in Physical Education at an American University (students who have returned home, plus any students who remained in the United States or Canada):

Name:Address:



The Commonwealth of Massachusetts

University of Massachusetts

128

Amherst

School of Physical Education

Dept. of Physical Education for Men

Dept. of Recreation

Dept. of Physical Education for Women

Dept. of Athletics

SAMPLE B

(Students who remained
in North America)

School of Physical Education
Boyden Building
University of Massachusetts
Amherst, Mass. 01002
October 4, 1971

Dear Sir:

I am currently on the faculty in the School of Physical Education at the University of Massachusetts. A native Australian, I came to the United States in order to pursue advanced degrees.

For my doctoral dissertation I am studying the movement or migration of British students to American universities in order to pursue advanced degrees in Physical Education.

As you have been a participant in this movement, I would be grateful if you would be good enough to devote a few moments of your valuable time to filling out the enclosed questionnaire. No signature or identification is required and you can be fully assured of anonymity. A self-addressed stamped envelope is enclosed for the return of the questionnaire.

I shall send you a summary of the findings at the completion of the study.

Your assistance in this study will be most appreciated.

Sincerely yours,

Dale P. Toohey
School of Physical Education
University of Massachusetts

dpt/smb

Enclosure



The Commonwealth of Massachusetts

University of Massachusetts

Amherst

129

School of Physical Education

Dept. of Physical Education for Men

Dept. of Recreation

Dept. of Physical Education for Women

Dept. of Athletics

SAMPLE B

(Students who remained
in North America)

School of Physical Education
Boyden Building
University of Massachusetts
Amherst, Mass. 01002
November 2, 1971

Dear Sir:

A few weeks ago, you received a questionnaire (confidential and anonymous) regarding the migration of British students to American universities in order to pursue advanced degrees in Physical Education.

If you have already returned the questionnaire, thank you for your promptness. If, however, you have not yet done so, a reply at your earliest convenience would be appreciated in order that a start can be made in tabulating the data.

Sincerely yours,

Dale P. Toohey
School of Physical Education
University of Massachusetts

DPT/smb



The Commonwealth of Massachusetts

University of Massachusetts

130

Amherst

School of Physical Education

Dept. of Physical Education for Men

Dept. of Recreation

Dept. of Physical Education for Women

Dept. of Athletics

SAMPLE C

(Leading physical education
personnel in Britain)

Dale P. Toohey

Boyden Building

School of Physical Education

University of Massachusetts

Amherst, Mass. 01002

Dear Sir:

I am presently on the faculty in the School of Physical Education at the University of Massachusetts, specializing in the Comparative and International aspects.

During the months October, November, and December, I shall be in Britain conducting research on the somewhat extensive migration of British students to the United States in order to pursue degrees in Physical Education. As you hold a responsible and influential position in British Physical Education, a study of this type would not be complete without your input. At your convenience, I would like to take a few minutes of your valuable time in order to conduct a brief interview. The results will be forwarded to you at the completion of the study.

In addition, I look forward to the opportunity to observe and discuss your program. Being able to observe first hand the educational programs in Britain will contribute greatly to my professional maturity in the area of Comparative and International Physical Education.

When in your area, I shall contact you by phone and arrange a meeting date and time.

Looking forward to making your acquaintance.

Sincerely,

DPT/smb

Dale P. Toohey
School of Physical Education
University of Massachusetts

INTERVIEWS

The interview with those who have returned to Britain (Sample A) will seek further detail regarding question 17 on the questionnaire. Each section of question 17 will be repeated, and the person being interviewed will be asked to be specific and explain his reasons for the "yes" or "no" response.

In addition, the following will be asked in the form of an open ended question:

1. What advice would you give students from your country contemplating graduate study in Physical Education at an American university?
2. What are your future plans?

SAMPLE C

The directors of Physical Education colleges and administrators in Britain will be asked open ended questions to determine:

1. If they have any American degree holders on their staff.
2. Any new courses or methods that are now in their program and can be attributed to the direct result of the faculty members' degree work in the United States.

3. What has been the impact of the American degree holders on their program?
4. In educating physical education personnel, what areas do they feel the United States is more advanced than Britain.
5. Does a person trained in the United States in the areas responded to in number 4 have an advantage in the British market over those trained in Britain?
6. Are publications an important criteria when considering applicants for positions in British colleges and universities? If so, what type of publications are important?
7. With a view to returning to Britain, is a student studying in the United States best advised to concentrate on the professional areas of physical education or have a discipline approach to his studies?
8. What are the likely "pros" and "cons" in employing a faculty member holding an American degree?
9. From their present position, what do they see as the future opportunities in Britain for students that are now in the United States and plan to return to Britain on completing their degree?

BIBLIOGRAPHY

Books and Public Documents

- Adams, Walter. The Brain Drain. The Macmillan Company, New York, 1968.
- American Council on Education. "International Migration of Intellectual Talent - The American Academic Community and the Brain Drain." Bulletin on International Education, Washington, D. C., Vol. IV, no. 10, November 17, 1966.
- American Council on Education. "Senate Subcommittee Holds Hearings on Problems Produced by Brain Drain." Bulletin on International Education, Washington, D. C., Vol. V, no. 2, March 1967.
- Banon, G., Society, Schools and Progress in England. Oxford: Pergamon Press, 1966.
- Barnard, H. C., A Short History of English Education from 1760. London: University of London Press, Ltd., 1961.
- Blackett, P.M.S. "Universities and the Nation's Crisis." British Association/Granada, Guildhall Lectures 1963. MacGibbon and Kee, London 1963.
- Bereday, G. Z. F., and Volpicelligh. Public Education in America. New York: Harper and Row, Publishers, 1959.
- Board of Education. Syllabus of Physical Training for Schools. London: His Majesty's Stationery Office, 1937.
- _____. Recreation and Physical Fitness for Girls and Women. London: His Majesty's Stationery Office, 1937.
- _____. Recreational and Physical Fitness for Youths and Men. London: His Majesty's Stationery Office, 1937.
- Canada. Department of Labour. Economics and Research Branch. "The migration of professional workers into and out of Canada, 1946-1960." Professional Manpower Bulletin no. 11, Ottawa 1961.

- Chorafas, D. N., "The Knowledge Revolution. An Analysis of the International Brain Market." McGraw-Hill, New York 1970.
- Darwin, Bernard. British Sports and Games. London: Longmans, Green and Co., Ltd., 1940.
- Dent, H. C., The Educational System of England and Wales. London: University of London Press, Ltd., 1961.
- Dyck, D. "The geographic mobility of the 1955 class of graduates from Canadian universities in science and engineering," Ottawa, Canada, Queen's Printer, 1967.
- Education and World Affairs. "A Study of International Migration of Talent," New York, May 1967.
- Education and World Affairs. "The Foreign Student: Whom Shall We Welcome?" New York, 1966.
- Hackensmith, C. W., History of Physical Education. New York: Harper and Row, Publishers, 1966.
- Harbison, Frederick and Myers, Charles A., Education, Manpower and Economic Growth. McGraw-Hill Book Company, New York 1964.
- Institute of International Education, Committee on Educational Interchange Policy, The Foreign Student: Exchangee or Immigrant? New York 1958.
- Institute of International Education, "Open Doors 1967," New York 1968.
- Keppel, F., The Necessary Revolution in American Education. New York: Harper and Row, Publishers, 1966.
- King, E. J., Society, School and Progress in the U.S.A. Oxford: Pergamon Press, 1965.
- King, E. J., Other Schools and Ours. New York: Holt, Rinehart and Winston, Inc., 1967.
- McIntosh, Peter C., Physical Education in England Since 1800. London: Bell and Sons, Ltd., 1968.

Richter, Peter. "Physical Education in Great Britain." In Physical Education Around the World. edited by William Johnson. Monograph no. 1. Indianapolis, Indiana: Phi Epsilon Kappa, 1966, pp. 1-7.

Rockefeller Foundation, Annual Report 1944.

United Kingdom. Committee on Manpower Resources for Science and Technology, The Brain Drain: Report of the Working Group on Migration, Cmnd. 3417, H.M.S.O. London, October 1967.

University of Minnesota, Office of International Programs, Proceedings of the Conference on Higher Education and the International Flow of Manpower: Implications for the Developing World. Minneapolis, Minnesota. April 1967.

U. S. Congressional Record, Proceedings and Debates of the 90th Congress, first session, Brain Drain, Vol. 113, no. 75, Washington, D. C., May 15, 1967.

United States Department of Justice, Immigration and Naturalization Service. Annual Indicator of the In-migration into the United States of Aliens in Professional and Related Occupations, Fiscal Year 1967. Prepared by the Staff of the Immigration and Naturalization Service for the Council on International Educational and Cultural Affairs. U.S. Government Printing Office, Washington, D. C., June 1968.

United States Department of Justice, Immigration and Naturalization Service, Annual Reports (1960 through 1970). U. S. Government Printing Office, Washington, D. C.

United States Department of State. The Problem of the Non-returning Exchange Visitor. Report of the Interagency Task Force of the Council on International and Cultural Affairs, April 1965.

United States Department of State. Some Facts and Figures on the Migration of Talent and Skills. Prepared by the Staff of the Council on International Educational and Cultural Affairs, March 1967.

United States Department of State. The International Migration of Talent and Skills. Proceedings of a Workshop and Conference sponsored by the Council on International Educational and Cultural Affairs, U. S. Government Printing Office, Washington, D. C., October 1966.

United States Senate: 90th Congress, First Session, International Migration of Talent and Skills. Hearings before the Subcommittee on Immigration and Naturalization of the Committee on the Judiciary, U. S. Government Printing Office, Washington, D. C. 1968.

VanDalen, D. B., Bennett, B. L., A World History of Physical Education, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1971.

Vendien C., Lynn and Nixon, John E., The World Today in Health, Physical Education, and Recreation. Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1968.

Newspapers and Journal Articles

Boston Globe. Boston, February 16, 1971.

Bowman, Mary Jean and Myers, Robert G. "Schooling, Experience, and Gains and Losses in Human Capital Through Migration." Journal of the American Statistical Association, September, 1967.

Coleman, Herbert J. "British Brain Drain Doubled in Six Years." Aviation Week and Space Technology. October 30, 1967.

Daily Telegraph, London, October 11, 1967, February 2, 1968.

Hartford Courant, Conn., November 19, December 17, 1967;
September 8, November 13, November 28, 1968;
February 9, 1969.

Hartford Times, Conn., January 3, 1968.

Hatch, Stephen, "Why scientists leave Britain." New Scientists, London, April 13, 1967.

Haussamen, Crane. "When Foreign-Student Scholarships are Misused." Saturday Review, Vol. 48, August 21, 1965.

Henderson, Gregory. "Foreign Students: Exchange or Immigration?" Foreign Service Journal, Vol. 42, April, 1965.

Henry, David D. "University Problems in Recruitment of Teaching and Research Personnel from Abroad." Educational Record. Winter 1967.

Manchester Guardian, England, October 12, 1967.

Myers, Robert G. "Comments on the State of Research, 'Brain Drains,' and 'Brain Drains.'" International Development Review, December 1967.

Myers, Robert G. "The Brain Drain and Foreign Student Nonreturn." International Educational and Cultural Exchange, Spring 1967.

Nature, England. September 24, 1966; May 20, December 16, 1967.

New Statesman, England. August 26, 1966

New York Times, N. Y. March 6, May 7, December 13, 1967;
January 14, April 2, 1968; May 16, 1971.

The Observer, London. February 23, 1964; October 13, December 17,
1967.

Ritterband, Paul. "Toward an Assessment of the Costs and Benefits
of Study Abroad." International Educational and Cultural
Exchange, Fall 1966.

Science, England. October 1, 1965; November 16, 1966; February 3,
1967.

Shearer, John C. "In Defense of Traditional Views of the 'Brain Drain'
Problem," International Educational and Cultural Exchange,
Fall 1966.

Springfield Union, Mass. October 11, December 15, December 25,
1967.

The Times, London. July 26, 1965; February 1, October 15, 1967.

Times Educational Supplement, London. February 17, June 2,
October 13, 1967; July 5, 1968.

Wilson, James A. "The Emigration of British Scientists," Minerva,
London, Vol. V., no. 1, Autumn 1966.

Unpublished Materials

- Bernard, Thomas L., "Motivational Implications of Attrahen and Expellent Factors as they Relate to 'Brain Drain' Personnel on College Faculties in the United States." Unpublished Ed.D. dissertation, University of Massachusetts, 1969.
- Callaghan, John L., "An Analysis of the Role of Sport in England and the United States." Unpublished Ph. D. dissertation University of Southern California, 1971.
- Kelly, Colin C., "Socialization into Sport Among Male Adolescents from Canada, England, and the United States." Unpublished M.A. thesis, University of Wisconsin, 1970.
- Pooley, John C., "The Professional Socialization of Physical Education Students in the United States and England." Unpublished Ph. D. dissertation, University of Wisconsin, 1971.

Research Bibliography

- Good, Carter V. Essentials of Educational Research. Appleton-Century-Crofts, Inc., New York, 1966.
- Good, Carter V. Introduction to Educational Research. Appleton-Century-Crofts, Inc., New York, 1963.
- Kerlinger, Fred N. Foundations of Behavioral Research. Holt, Rinehart, Winston, Inc., New York, 1964.
- Lunney, Gerald H. "The Construction of Questionnaires for Surveys in Education," 1967. (Unpublished paper, University of Mass., Amherst).
- Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. University of Chicago Press, 1967.
- Wallace, D. "A Case For and Against Mail Questionnaires." Public Opinion Quarterly, XVIII, 1954.

