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THE CHANGING PHYSICAL EDUCATION MAJOR
CURRICULUM IN AMERICAN AND
CANADIAN INSTITUTIONS OF
HIGHER EDUCATION

by

Carole C. Williams

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The purposes of this study were (1) to determine what changes have occurred in the physical education major curricula of the United States and Canada within the decade of the sixties; (2) to identify any trends which may be indicated by these changes; (3) to examine and analyze any trends identified; and (4) to provide a source of information for those who have responsibilities for the physical education major curriculum.

In the United States, a selection of programs to be studied was made through recommendations obtained from forty-nine leaders in physical education, representing each of the six districts in the American Association for Health, Physical Education, and Recreation. Additional programs were added as suggested by the professional literature and by eminent physical educators. The final list totaled fifty-four schools.

In Canada, the decision was made to seek information on all degree-granting programs, since there were only thirty institutions involved.

Information on individual programs was obtained through a questionnaire, interviews, printed and mimeographed

program materials, school calendars and catalogs, professional journals, and personal correspondence. Responses to the questionnaire were received from eighty-three per cent of the programs contacted. Interviews were held with seventeen representatives of the United States programs and eight representatives of Canadian programs. Six additional Canadians, associated with various aspects of physical education, were interviewed.

The study revealed numerous departures from the traditional stable physical education major curriculum during the sixties. Many of these changes were related to curriculum process and reflected the trends in higher education in general, such as, greater freedom of course choice for the student, efforts to individualize the educational process, and the extension of greater responsibility to the student for his own education.

Other changes which occurred during the sixties were related to basic content of the curriculum. These changes reflected a shift in primary focus from physical education as an applied field, to physical education as an academic discipline which seeks understanding of the phenomenon of human movement. A sufficient number of programs in both Canada and the United States have moved to a focus upon the disciplinary aspects of physical education to indicate a strong trend in this direction.

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CHAPTER I

THE CHANGING SCENE

Introduction

The most persistent theme of the 1960's has been change. Change has been added to the inescapable category of death and taxes. Rapid industrial and technological advancements have permeated every aspect of society, resulting in benefit to mankind and unsought, unforeseen, and unwanted alterations in society.

The rate at which change has occurred is astounding, and one is forced to acknowledge statements from reliable sources which proclaim that scientific knowledge doubles every ten years. In their book, The Temporary Society, Bennis and Slater expressed the belief that:

We are now beginning an era when a man's knowledge and approach can become obsolete before he has even begun the career for which he was trained. The value of what one learns is always slipping away, like the value of money in a runaway inflation. We are living in an era that could be characterized as a runaway inflation of knowledge and skill, and it is this that is, perhaps, responsible for the feelings of futility, alienation, and lack of individual worth which are said to characterize our times. (1:7)

Bennis and Slater are convinced that change has now become "a permanent and accelerating factor in American life," and few Canadians would deny that this statement applies to them as well. Thus, "adaptability to change becomes increasingly the most important single determinant of survival." (1:4)

Change-producing pressures can be seen in an inflationary economy, political turmoil, technological innovations, cultural and racial controversies, and environmental stresses arising from threats to the natural environment as well as from the created environment.

As an institution of society, education exists in the midst of social and cultural pressures and is indeed susceptible to them. Goodlad referred to the years from 1957 to 1967 as "the Education Decade" for the United States and described this as a period when:

. . . The school years were extended upward and downward, the school curriculum was revised from top to bottom, the Elementary and Secondary Education Act of 1965 brought the federal government into education as never before, the schools became both a focal point for social protest and a vehicle for social reform, and schooling joined politics and world affairs as leading topics of social discourse. 'Innovation' and 'revolution' were used interchangeably in discussing the changes taking place in the schools. (137:59)

Changes in Higher Education

Although universities have a history of resistance to changes in the "outside" world and have partially managed to isolate and insulate themselves, the present era is rapidly tearing away the insulation. The age-old ideas of higher education currently are being seriously challenged, and basic beliefs regarding who, what, why, when, and where are being reappraised. Bennis and Slater have stated that:

. . . Coping with rapid change, living in temporary work systems, developing meaningful relationships and then breaking them--all augur social strains with ambiguity, to identify with the adaptive process, to make a virtue out of contingency, and to be self-directing--these will be tasks of education, the goals of maturity, and the achievement of the successful individual. (1:75)

The university finds itself caught between a desire to make certain changes and a number of serious problems which hinder change. The constantly rising cost of education is one such problem. Educational facilities, resources, and personnel have not kept pace with a rapidly expanding student body. A sudden influx of students who would not have been admitted to colleges and universities ten years ago poses grave problems to those who struggle with making relevant curriculum and course content, individualizing education, maintaining academic integrity, and guaranteeing quality instruction.

J. E. Hodgetts, professor at the University of Toronto, expressed his concern with rapidly increasing numbers of students:

. . . The single, dominant, and all-pervasive influence on higher education in Canada today is the abrupt and continuously rising enrolment [sic] of students. . . .

 . . . Our preoccupation with tooling up our educational system to take care of the projected mass influx of students may destroy our chances of cultivating or preserving excellence in the universities. . . . Not all are equal to a university education. We may be taking the easy way out by responding to all pressures and demands rather than facing the elitist implications of a restricted enrolment geared rigorously to the principle of excellence. (16:viii, xviii, xix)

Growing pressures for change in higher education can be traced to at least four major factors: (1) rapid expansion of knowledge, with a new scientific breakthrough practically an everyday occurrence; (2) developments in commerce, industry, and technology which have created new job demands and new careers; (3) changing concepts of higher education which suggest education for all, and thus create complex curricular problems which necessitate formation of new curricula and restructuring of old curricula; and (4) a growing concern among students for experiences which have a bearing upon their immediate interests. (11:5; 21:28)

In relation to this last point, Dressel and DeLisle made the following comment in their 1969 report on undergraduate curricular trends:

The contemporary student body challenges many traditional values and procedures and presses for broader experiences and courses more directly related to contemporary social issues and concerns. (11:5)

Changes in the United States

A recent ten-year study of undergraduate curriculum trends, sponsored by the American Council on Education, pointed to curricular developments which were designed to individualize the educational process. Such developments were alluded to as the most marked trend in undergraduate education. Other developments revealed attempts to integrate learning experiences. Briefly, the American Council on Education study indicated trends toward advance placement through testing, honors programs, independent study and seminars for all students (rather than just honors students), study abroad, and cooperative arrangements with other institutions in order to expand opportunities available to students. (11:38-41) Specific requirements in liberal arts showed a definite decline, replaced in many instances by area requirements of a broad nature. The approximate percentage of liberal arts courses in the degree requirements,

however, remained close to 37 per cent, with the balance showing no change from the past (17 per cent for humanities, 10 per cent for social sciences, 10 per cent for natural sciences). Almost all of the 322 institutions studied indicated an increase in the number of free electives available. (11:30, 43)

In seeking solutions to curricular problems, administrators and educators have experimented with a number of departures from the conventional curricular structure. Dressel and DeLisle reported (11) seven such plans, three of which were cooperative education, the experimental college, and the interdisciplinary major. These plans have attempted to bring a balance to the liberal and professional element, unity to the total liberal arts program, and opportunities for the student to assume greater responsibility for his own education.

McGrath and Meeth, in writing of new developments in professional curricula, stated that there has been an increase in liberal arts instruction. The pattern which appears to be growing more common is for 50 per cent of the course work to be in this area. (21:43)

Changes occurring in programs of disciplinary concentration suggest relaxation of overall and specific requirements in order to allow more choice, and an increase in the

use of various methods which provide for greater individualization of the program. (11:33)

A significant change in institutions of higher learning, with as yet unknown consequences, is the trend toward more open admissions policies. New York City colleges and universities in the fall of 1970 opened their doors to all students who had received a high school diploma. One college president who recently left the state of New York expressed his views on this:

Despite an ideological commitment to mass education and a rhetorical antipathy to elitism, many people may retreat from the consequences of mass education. As admissions become broader under a variety of pressures, many students, or their parents, may try to find other educational possibilities.

.
The notion that the university can provide for the poor, for the blacks, for the community, and that it can remake our social fabric and solve our pressing issues is naive. (176:54)

Canadian changes

Pressures of societal and political ferment have also been felt by higher education in Canada, and educators have sought means of understanding and coping with these forces.

A committee of university presidents in Ontario met for the purpose of studying post-secondary education in the province and making recommendations for the 1960's. This 1962 report, Post-Secondary Education in Ontario 1962-1970,

has proven to be most influential in Ontario higher education, and in many instances, recommendations of this committee have been implemented. Guidelines for the further development of existing universities were put into operation and several new institutions were established. One recommendation called for the establishment of a number of colleges of applied arts and technology, "not as parallels to the university but as genuine alternatives." (2:97) The basis for this recommendation was provincial concern for the many students who did not go on to Grade 13, the year of preparation for and transition to the university. The presidents felt that these students were in need of further education and that the province had made no provisions for this. (2:88-97) The proportion of students attending the university is quite low, in comparison with the United States.¹ The Bladen Report² has predicted that the rate will be only 15 per cent by 1970-1975, and yet, this represents a tremendous change from just a few years earlier. (2:103)

¹The U.S. rate, according to the 1968 statistics of the Bureau of the Census: 38% of the 18-19 year olds and 30.1% of the 20-21 year olds were enrolled in college for the school year 1968-1969. (75:10)

²See page 10.

Canada shares the concern of the United States for adequate financial aid for higher education. The chief sources of university revenue are tuition fees, federal grants, and provincial grants. Financial aid from the federal government began shortly after World War II, when returning veterans caused a sudden rise in enrollments. In the early 1960's, provincial governments began to form agencies to help coordinate the provincial universities in order to assure wise expenditure of government funds. As could be anticipated, government views of provincial needs are increasingly influential in university planning and operations. Concern has been voiced among educators that if universities succumb to societal and governmental pressures for highly trained manpower, some of the traditional and treasured goals of higher education, such as enrichment of individual lives and the strengthening of civility, may be pushed into the background. (10:4-8)

The end of World War II brought increased college and university enrollments in the Atlantic Provinces (Prince Edward Island, New Brunswick, Newfoundland, and Nova Scotia) and marked the first truly widespread interest there in higher education. Since that time, interest and enrollment have continued to grow, and in 1964, the provinces were

forced to form an Association of Atlantic Universities for the purpose of strengthening each individual university by reducing unnecessary duplication and working together. The purpose was not to consolidate; each institution was to retain its own identity. The French language colleges of New Brunswick had already united in 1962. (39:29-32)

In the four western provinces (British Columbia, Alberta, Saskatchewan, and Manitoba) the scene is also changing. For at least the past fifty years, policy has been that one degree-granting institution, supported by public funds, be responsible for all higher education in the province. During the 1960's, these provinces have expanded higher education to university branches and regional colleges, with the greatest change occurring in British Columbia. (14:11)

Concern of the Government of Canada for higher education across the country was evidenced by the formation of a Royal Commission to study the financing of higher education. The report of this commission was published in 1965, under the title Financing Higher Education in Canada and is commonly referred to as the Bladen Report. This report had an effect upon institutions of higher education across Canada through its recommendations for the establishment of new institutions, the reorganization of provincial systems of

higher education, and the structuring of financial plans to support the systems. The president of the University of Toronto expressed concern over report recommendations that the federal government assume the greater share of the cost of higher education. His feeling was that the province should retain this role in order to avoid undue federal influence in an essentially provincial matter. (2:90)

In 1966, a national conference was held to discuss the place of community colleges in the total educational system in Canada. Discussion resulted in the setting forth of three functions of education: (1) "social gestation," provided for through public education; (2) production of "an educational elite to serve as guardians of the fund of knowledge," provided for by the university system; and (3) preparation for employment, upgrading of the poorly educated, adult education, and preparation for the transfer of potential university material, provided for by the community college. The prime function of the community college would be to serve the great number of people who would not go to the university. (232: 21-22) Both British Columbia and Ontario have embarked upon a plan to support these educational functions. (20:45; 232: 22)

Quebec Province presents a totally different background in higher education. The province has very purposefully

remained as separate as possible from the other provinces and from the federal government. While language and religious differences have presented natural barriers to full participation and cooperation, provincial pride and a fierce desire to preserve and foster a unique culture have presented additional artificial barriers. French Canadians have always feared a loss of their cultural identity in the midst of an essentially alien, English-speaking, Protestant continent and have often gone to extreme ends to assure their cultural preservation. One example of this has been the refusal of the province, until quite recently, to participate in federal government programs providing aid to education.

Commercial and technical courses, natural sciences, and business economics were not allowed to become a part of the Quebec curriculum for many years after these were accepted by educational systems in other Canadian provinces and the United States. While such an approach preserved the French-Canadian Catholic heritage, it prevented French-Canadians from assuming positions of leadership in the politics and economy of their own province. In his 1965 book, Lament for a Nation, George Grant described the dilemma:

French-Canadians must modernize their educational system if they are to have more than a peon's place in their own industrialization. Yet to modernize their education is to renounce their particularity. (13:79)

French-Canadians are modernizing their educational system, based largely upon the 1960 Report of the Royal Commission of Inquiry on Education in the Province of Quebec, known as the Parent Report. As of 1967, a new educational system has emerged. The primary level includes the first six grades, the secondary level extends through grade eleven, and the collegial level includes grades twelve and thirteen. After successful completion of these two grades, the student receives a D.E.C., or Diploma of College Studies. Within the collegial level, students may pursue one of several options in the areas of science, commerce, or the professions (e.g., electrician). The science options prepare the student for the university, while the other areas prepare the student to enter a business or profession. Since 1967, students who enter the university have had thirteen years of school and possess a Diploma of College Studies. Prior to that time, a student could enter with twelve years of school and spend four years of study, enter with thirteen years of school and spend three years of study, or enter with fifteen years of school and complete a university degree in two or three years.³

³Laurent Bélanger, interview, Quebec City, Quebec, May, 1970.

In the English-language universities of Quebec, the student enters with two years of general background, or liberal arts, behind him (grades 12 and 13). When he completes his university B.A. degree, he is prepared to go directly to work. In the French-language universities, prior to 1967, the student arriving from the old classical colleges⁴ had fifteen years of school and a bachelor's degree, but this degree was of a very general nature and did not provide for specialization, as did the bachelor's degree in the English-language universities. Thus, the B.A. was looked upon not as a terminal degree, but as an intermediate diploma giving access to the university. The Royal Commission of Inquiry proposed that in the future, the first university diploma (degree) be sufficiently specialized, in both English and French universities, that it be accepted as a terminal diploma, leading to employment. (33:14-22)

Grants from the provincial government to institutions of higher education have increased markedly in the 1960's. Legislation in 1960, which helped the universities obtain needed buildings and equipment, was the first government

⁴After finishing seven years of school, academically talented students could enter a classical college for eight years of study, after which the B.A. degree was granted.

assistance of appreciable size. This provincial government interest in higher education marks the beginning of a new concept of the university in Quebec as a public, rather than a private, institution. (24:69-71)

The Parent Report revealed a significant change in the philosophy of higher education in Quebec by expressing concern for higher education opportunities for a broader segment of the population and by proposing that higher education be defined as all studies beyond the thirteenth year. (24:80)

In a speech regarding changes in higher education in Quebec, a member of the Superior Council of Education described these changes as revolutionary in their effects and gave his support to this new approach:

. . . Higher education must be made accessible to all who have the aptitudes, talents and inclination for pursuing their studies to this level; . . . higher education can no longer be thought of as designed for a privileged and therefore restricted group. (24:83)

Philosophical differences influencing change

Canada and the United States share the pressures of change, although the extent of pressure varies. While both countries are moving toward an increase in the number of people who will have access to some form of higher education, the United States has moved much farther than Canada, and

quite possibly, much farther than Canada intends to move. Americans generally value higher education as a means of upward social mobility and as preparation for citizenship in a democratic republic. A Canadian has made the observation that: "The American wants an education that will assist him in the competitive struggle for economic success, but he feels it is his right to demand that courses and curricula be tailored to his needs." (43:18)

English-speaking Canadians value education for much the same reasons; however, there is somewhat less emphasis on preparation for a vocation. Influence of the traditional English classical education remains. The high school curriculum has traditionally been oriented to those who planned to enter the universities, and only recently the inclusion of a larger number of vocationally-oriented subjects has been allowed. "Resistance by educators and administrators to the transformation of at least higher education into purely professional and vocational training appears to be somewhat greater in Canada than in the United States." (43:19-20)

French-speaking Canadians hold a philosophy regarding higher education which differs strongly from that of English-speaking Canadians and Americans, although events of recent years indicate a narrowing of this gap. The differences lie

not only in the fact that the French-Canadian speaks another language, but also in the fact that education in Quebec is Catholic, rather than secular. Curricular emphasis is upon the spiritual values of the Catholic heritage, and science, technology, and other subjects which prepare individuals for secular occupations only very recently have begun to assume importance in the curriculum. Higher education has historically been designed to educate priests, lawyers, doctors, and teachers. "It was designed to train an elite for ecclesiastical and professional leadership rather than to provide the sort of universal education aimed at in the United States and elsewhere in Canada." (43:21)

Summary

Institutions of higher education in both Canada and the United States are experiencing strong pressures from a changing world and are seeking ways to deal with these forces in ways which will best serve both higher education and society.

In the United States, the following changes have occurred:

- (1) The most marked trend has been in efforts to individualize the educational process.

- (2) While the percentage of liberal arts courses required for a degree has remained close to the same, there are fewer specific course requirements, allowing the student greater freedom of choice.
- (3) Institutions have become more concerned with extending a greater responsibility to students for their own education.
- (4) A growing number of institutions are considering greater latitude in admissions.

In Canada:

- (1) Institutions of higher education, provincial governments, and the federal government have worked together to effect desirable changes in higher education and to find solutions to problems facing higher education.
- (2) There is a new concern for those students who do not attend the university after graduation from secondary school, and plans are being implemented to provide appropriate educational opportunities for them.
- (3) The regional, junior, or community college concept is spreading.

- (4) Provincial and federal governments are providing greater financial aid to higher education.
- (5) The Atlantic Provinces have formed an Association of Atlantic Universities, designed to further cooperative efforts and avoid costly duplications.
- (6) Largely as a result of the 1960 Report of the Royal Commission of Inquiry on Education in the Province of Quebec, the total educational system in this province has undergone a major transition.

CHAPTER II

THE STUDY

Purposes of the Study

The purposes of this study were (1) to determine what changes have occurred in the physical education major curricula of the United States and Canada within the decade of the sixties; (2) to identify any trends which may be indicated by these changes; (3) to examine and analyze any trends identified; and (4) to provide a source of information for those who have responsibilities for the physical education major curriculum.

Justification for the Study

The direction being taken by physical education major curricula is a justifiable and necessary concern of physical educators. An understanding of what is happening in the college and university programs across North America is of value to those whose responsibility it is to direct or teach in these programs. However, the full picture cannot be

uncovered in professional literature or through participation in professional meetings.

What kinds of changes are taking place in Canadian and American major curricula? How widespread are these changes? To what may these changes be attributed? These are all questions which physical educators need to pursue in order to arrive at a generalized understanding. The future of physical education is necessarily dependent upon the curriculum offered to the major student.

As has been stated in a recent report on undergraduate curriculum trends:

Change can be either integrating or dislocating, depending upon whether it is anticipated and creatively utilized or resisted and hesitantly accepted. (11:1)

Limitations of the Study

This study was limited to the undergraduate curriculum for physical education majors.

Originally intended to cover only the United States, the study was broadened to include Canada, since these countries share the same hemisphere, the same language (with a few notable exceptions), a pioneer heritage involving common experiences of man against the wilderness and the challenge of westward expansion, judicial systems based upon

British law, very similar political and economic systems which are intertwined, a system of higher education with a history of many similarities, and an evolution of physical education filled with mutual influences, leadership, concerns, and experiences.

The programs studied included men's programs, women's programs, and coeducational programs. No effort was made to limit the study to programs for one sex, since Canadian programs are coeducational.

It was not the purpose of this study to evaluate formally any physical education major program, or to set up evaluation criteria, or to propose a model program. The purpose was simply to discover and discuss changes and trends, and to provide information and sources for those who seek further knowledge of specific programs which have undergone notable change within the sixties.

Definition of Terms

Change

Change refers to making something different; it may result in either a superficial or an essential difference, and this distinction is not always immediately apparent. It may represent a new idea (sometimes labeled "innovation") or the revival of an old idea, the latter being the more likely.

There are two categories of change; one involves making something radically different, and the second suggests that something is replaced. In the first instance, change has resulted in a new form; in the second, change has occurred, but the form has remained basically the same.

Physical education major programs which are involved in change are representative of both of these ideas. Some are busy changing pumpkins into coaches, while others are simply exchanging a pinto for an appaloosa. This study has made an effort to incorporate both categories of change in order to provide a full picture of what is happening.

Professional preparation program

This term has been used to describe the program which focuses upon preparing students to teach physical education in public schools or to assume administrative or coaching responsibilities in the area of physical education.

Major program

References to major programs in this study should be interpreted to mean an organization of college or university courses and planned experiences designed for the education of those who wish to emphasize the study of physical education. In this sense, all professional preparation programs

are major programs; however, all major programs are not professional preparation programs.

Curriculum

This term is not used in its broad sense of "all experiences which students have while under the direction and guidance of the college or university." Rather, curriculum is used in a narrower sense of the course of study and is used interchangeably with "major program," or "professional preparation program."

Laboratory experiences

This term refers to experiences of a practical nature related to theoretical aspects of the program, especially those designed to give the student fuller understanding of children, the public schools, and the school physical education program; and to provide opportunities for the student to gain limited experience in teaching situations prior to student teaching.

Procedures for Obtaining the Data

In securing the data for this study, two questions required answers: (1) Which programs should be included in the study? and (2) How could the information regarding changes be obtained?

Selecting the programs

Canada now has thirty degree-granting programs in physical education, and since this number is not large, it was decided to include each program. (See Appendix A.)

In the United States there are over six hundred major programs, and it seemed reasonable to assume that a selection of programs would serve the purposes of this study. This selection was made by sending a letter to forty-nine leaders in physical education, with nearly equal representation for each of the six districts of the American Association for Health, Physical Education, and Recreation. (See Appendix B.) The list included all members of the Professional Preparation Panel of the Association. This letter requested the names of schools which were known to be either currently or recently involved in program changes. Answers were received from thirty-eight of these people, and on the basis of their recommendations, a list of schools to be studied was compiled. Several schools were added to this list through professional contacts and because of their mention in professional literature. The final list totaled fifty-four schools and included both men's and women's programs, large and small schools, state and private schools, and institutions from all parts of the country. (See Appendix A.)

Obtaining the data

A questionnaire and cover letter were sent to all Canadian institutions granting a degree in physical education and to those United States schools selected for study. (See Appendix C.)

Attempts were made to interview people from as many schools as possible, especially representatives of those programs which had been recommended by several of the district representatives.

The above information was supplemented by obtaining printed program materials and school calendars and catalogs; by information provided in journals and other publications of both the Canadian and American Associations for Health, Physical Education, and Recreation; and through personal correspondence.

Responses were received from twenty of the thirty Canadian schools contacted (67%) and from fifty of the fifty-four United States schools contacted (93%). In all, responses were received from seventy of the eighty-four schools contacted (83%).

Interviews were held with seventeen people representing United States programs and eight representatives of Canadian programs. Six other Canadians were interviewed

regarding Canada and Canadian physical education, in general, including the Executive Director of the Canadian Association for Health, Physical Education, and Recreation, Mr. C. R. Blackstock, and the Managing Editor of the Journal of this Association, Mr. Hart Devenney. (See Appendix D.)

Organization of the Paper

In the following three chapters, a brief historical background for physical education major programs in both Canada and the United States is presented.

Chapter VI reports and summarizes the findings, and Chapter VII presents an analysis and discussion of the major findings, with attention to influences for and against change and to implications for the future.

CHAPTER III

HISTORICAL BACKGROUND

1860-1900

It is not the purpose of this chapter to present a complete history of the professional preparation of physical educators in Canada and the United States, but rather to provide a brief historical background on various aspects of professional preparation so that there may be a better understanding of the material which follows.

Study of early physical education and professional preparation reveals so much similarity between the two countries and such a high degree of mutual influence that it seemed quite reasonable to treat them as one. One prominent Canadian physical educator stated in a recent publication that:

Physical education in Canada has . . . been directly affected by physical education in the United States. The United States, because of its large population, had professional schools of physical education and professional organizations many years before Canada. This has meant that Canadians interested in this field went to the United States to gain more knowledge through courses or from professional meetings. They also called on well-known American physical educators to bring to Canada information and inspiration. (27:5-6)

Another Canadian physical educator, in speaking of the influence of the United States upon Canadian physical education, has said that Canada owes a great debt to the United States, "especially in the field of professional preparation." (32:35)

In addition to the professional contacts which helped produce many similarities, there has been a steady increase, since the late 1800's, in political, military, institutional, social, and economic ties between the two countries. Partially as a result of these ties, plus historical ties related to origin and language, continent-wide events have often produced similar effects upon both countries.

This is not to deny the differences which exist between the countries, nor to ignore the uniqueness of each, but rather to point out that sufficient similarities exist to allow the two countries to be treated together.

In the next three chapters, the years preceding 1960 have been divided into three time periods: 1860-1900, a period of formation for both physical education and the education of teachers; 1901-1930, a period of rapid growth and changing concepts; and 1931-1959, a period of relative stability, in which ideas of the preceding period were

thoroughly discussed and academic degree programs in physical education spread to all regions of both countries.

Prevailing Concepts of Physical Education

For most physical educators of the 1860-1900 period, physical education was a system of exercises, or a combination of exercise systems, calisthenics, drill, and gymnastics. These early programs were influenced by Per Henrik Ling's Swedish System of Gymnastics, the German Turnverein Societies, and the system of gymnastics taught by Dio Lewis. The ideas of Dr. Dudley A. Sargent began to spread toward the end of the period.

Physical education was not widely accepted by the schools in the United States until toward the latter part of the period, and in Canada, a country with a considerably smaller population, "any phase of physical education other than the most casual and informal of approaches" did not appear until the twentieth century. (27:1)

In Canada, instruction in military drill and gymnastics was encouraged by the government through an act in 1885 which furnished fifty dollars to any school which agreed to provide such instruction in their program. In 1889, the Minister of Education decreed that drill,

gymnastics, and calisthenics be taught at least one and one-half hours a week in the lower grades and thirty minutes a week in the upper grades, but whatever was done was usually due to the interest of the individual teacher. (265:25-27)

In the United States, with its greater population and number of large cities, physical education began to be accepted as a part of the public school curriculum about 1885, when the schools were becoming interested in gymnastics.

The stated purposes for the various systems of physical education were related to development of the body and to acquiring or maintaining health. These purposes, however, were not always what justified the inclusion of physical education in the curriculum. Educators tended to view it as a means to "train the will, increase attention span, promote response to command," and to raise pent-up energies and thus decrease discipline problems. (7:11)

In 1885, a report from the National Education Association Committee of Fifteen read:

Systematic physical training has for its object rather the will training than recreation, and this must not be forgotten. . . . But systematic physical exercise has its sufficient reason in its aid to a graceful use of the limbs, its development of muscles that are left unused or rudimentary unless called forth by special training, and for the help it gives the teacher in the way of school discipline. (9:11-12)

Dio Lewis' Normal Institute
for Physical Education

The first attempt to prepare teachers of physical education in North America was a result of the efforts of Dio Lewis. Using exercises borrowed largely from other sources, with very few original ones, Lewis had worked out a system of exercises using light apparatus. He recommended musical accompaniment and "sought to maintain a spirit of joy and pleasure through the combined use of exercises and simple games." (47:377, 381) Using the title of "Doctor," based upon an honorary degree received from an obscure homeopathic hospital, and depending upon his magnetic charm, he set about to sell the Massachusetts public schools on his "new gymnastics." In a presentation before the annual meeting of the American Institute of Instruction in 1860, he captivated the audience through his personality and the demonstrations of his gymnastic exercises and was so convincing that before adjournment, the Institute passed a resolution to recommend the introduction of Lewis' "new gymnastics" into all the schools. Whereupon, Mr. Lewis promptly established his Normal Institute for Physical Education in Boston in 1861, to train teachers who would introduce his system into the schools. (41:371, 377)

After a ten-week course in anatomy, physiology, hygiene, vocal culture, and gymnastics, the first class of fourteen students was graduated in September, 1861. (73:554) In this first course to train teachers of gymnastics, an opportunity for a form of student teaching was provided through experience in leading a small class. According to claims made, each student, upon graduation, was able to use two hundred different exercises and was a competent teacher of gymnastics. (72:517; 256:118)

A different picture of the Institute was presented by Dr. Walter Channing, Sr., a lecturer in hygiene at the school. According to him, the students "had a very good time, but accomplished comparatively little in the direction of physical training, and received no instruction at all in the meaning and value of gymnastic exercises." Yet, these students readily found employment and were regarded as "true representatives of scientific gymnastics." (72:517)

The school lasted for seven years, during which time, 421 men and women were graduated from the course. (256:118)

The Toronto Normal School

Two earlier attempts to establish a school for the training of elementary teachers in Ontario failed before the Toronto Normal School was established in 1847, largely

through the efforts of Dr. Egerton Ryerson, who had been appointed Chief Superintendent of Education for Upper Canada in 1846. Unlike most of the educators of his time, Dr. Ryerson believed that art, music, home economics, hygiene, and physical training should be a part of a sound educational program. After a gymnasium had been built at the Toronto Normal School, a "Master of the Art of Gymnastics" was hired and given the responsibility for instruction in drill and calisthenics. Thus, physical education was introduced into the formal training of future teachers. (34:52-53; 119:7-8) Just how many graduates of the school had been sufficiently impressed by this instruction to find time for drill and calisthenics in their classrooms is unknown, but such instruction was not common until after 1900.

The Normal School of the North
American Turnerbund

Plans for a teacher training school by the Societies of the North American Turnerbund were interrupted by the Civil War, and their Normal School was not opened until 1866, in New York City. (256:118) The school was, in its earlier years, a traveling institute of gymnastics. It moved between New York and Chicago until 1875, when it moved to Milwaukee for fourteen years. In 1889, the school moved to

Indianapolis for two years, returned to Milwaukee until 1907, and then moved back to Indianapolis, which became its permanent home. It was during this year that the name was changed to the Normal College of the American Gymnastic Union. (26:38-39)

The first class began with nineteen men, nine of whom completed the three-month course. It would appear that the school had established certain standards of achievement, since only five of these nine men passed the course and received diplomas. (19:301)

Length of the course

The first course of three months gradually expanded to ten months in the early 1870's. By the late 1880's, the course had become twelve months long. (19:301; 226:221)

In 1891, the school began to offer a three-year course, with an announcement of the first graduating class appearing in an 1894 issue of Mind and Body, the official publication of the American Gymnastic Union. This three-year course was a cooperative arrangement between the Normal School and the National German-American Teachers' Seminary, whereby, in addition to the work of the Normal School, students attended the Seminary to complete a teacher's course. Graduates received a diploma as teachers of physical training. (179:13)

It appears, however, that this three-year combination course was optional and that the twelve month course remained in operation.

The curriculum

The curriculum in 1871 required about 157 hours of work, with this number increasing over a period of twenty years to about 1,755 hours by the early 1890's. The earlier course was centered around practical gymnastics, gymnastic nomenclature, and the value and use of different apparatus. Skill work also included fencing and swimming. Some attention to pedagogy was given, with study of the principles of education, preparation of graded lessons, observation, and practice teaching. Theory courses included the history and literature of physical training, the essentials of anatomy and physiology, hygiene, medical gymnastics, and first aid. General education included the study of the German and English languages and their literature, the history of civilization, and songs. (19:303) This was the first mention of an attempt by a normal school for physical education to provide some general education for its students.

Twenty years later, the course was essentially the same, although a much greater number of hours was available for study. A look at the distribution of these hours gives

some indication of where the emphasis was placed.

Approximately 51 per cent of the coursework was devoted to the theory and practice of gymnastics, 20 per cent to general education, 13 per cent to activities (which had expanded to include exercises, wrestling, and boxing), 10 per cent to theoretical aspects, 6 per cent to pedagogy, and slightly less than 1 per cent to a course entitled "Principles of the North American Gymnastic Union." (226:221)

Since the Dio Lewis school had closed soon after the Civil War, the Normal School of the American Gymnastic Union provided the only recognized training for physical educators from 1868 to 1881, when Dr. Dudley A. Sargent opened his school in Cambridge, Massachusetts. The number of graduates from the Normal School during the period from 1868 to 1884 was only ninety-three, an average of about seven per year. (226:221) Since graduates of the school taught almost exclusively in the Turnvereins until 1885 (41:394), it is doubtful that the Normal School of the American Gymnastic Union served the public school system to any great extent during this period.

The Sargent Normal School of
Physical Education

The opening of the Sargent Normal School in 1881 marked the first in a series of thirty-four normal schools which were to open in the twenty years prior to 1900. (35:249) Dr. Sargent, assistant professor of physical training and director of the new Hemenway Gymnasium at Harvard University, opened his school in response to a growing demand for competent teachers of physical training. College, university, and other gymnasiums were being built rapidly, but there was a desperate shortage of qualified personnel. If a person sought to fill a position as director at one of these new gymnasiums, he would have had great difficulty finding a way to prepare for such a responsibility, since the only training program of any standing was that of the North American Gymnastic Union, and graduates of this program usually taught in the Turnvereins.

The objectives of Sargent's school were "to drill pupils in the theory and practice of physical training, and to prepare them to teach in this much neglected branch of education." (73:58) The first year was offered free to anyone who wanted to teach, and six women responded. Only one of these completed the year; the rest dropped the course to take jobs after only one or two months of training. (185:21)

Length of the course

The original course was one year in length. Dr. Sargent had plans for a two-year program, but the demand for teachers was so great that he was unable to put this plan into operation until 1902, when it was increased to three years. (185:62)

The curriculum

The earliest programs provided a science background in anatomy, kinesiology, physiology, and hygiene, plus the following activities: Swedish and German gymnastics, apparatus, games, drills, esthetic and folk dancing, and many sports skills, including fencing, swimming, and tennis. (185:21)

The plan for a two-year course provided for a first-year study of the "being to be taught," based upon courses in anatomy and physiology, which were supplemented by the study of biology, zoology, chemistry, and physics. Practical work during the first year included massage, free movement, calisthenics, light gymnastics, weights, voice training, some work with heavy apparatus, practical carpentry,¹ mechanical workings of the gymnasium, and emergency treatment.

¹Sargent designed much of his own apparatus.

The second year provided for "inquiries into the relation of body and mind"; analysis of sports, games, and exercises; and the science and art of teaching. The practical work involved bar bells, weights, club exercises, marches, organization of classes, athletic sports, heavy gymnastics, corrective devices, special exercises for individual needs, and practice in teaching. (73:58)

Entrance requirements

Originally, the program was open to either sex; but most of the students were women, and eventually the program was open to women only. (41:394) Although the course was planned for two years, applicants who had graduated from medical school or who had similar qualifications could complete the course in one year. Entrance required the student to be in good health with a sound physique and to have completed at least a common school education. (73:58)

The Hamilton School of Physical Culture

The first Canadian school to be established for the sole purpose of training teachers of physical education was opened in Hamilton, Ontario, in 1889, under the name of the Barton School for Scientific Physical Training. Under

the sponsorship of the Hamilton YMCA, the school trained directors for YMCA positions. The school was directed by Mr. D. M. Barton of the Hamilton YMCA, with the assistance of his brother, Dr. J. W. Barton, M.D. (265:37-39)

Entrance requirements and curriculum

In order to enroll for the course, which ran for two six-month terms from October to April, a candidate had to pass a physical examination, possess membership in the YMCA, and pay a tuition fee of one dollar per course.

The curriculum consisted of anatomy, physiology, hygiene, body building, and corrective work, taught by Dr. Barton. His brother handled the instruction in gymnastics, floor work, swimming, and athletics. The school also made provisions for practical experiences. (265:37-42)

The Springfield College influence

The Hamilton School of Physical Culture was patterned after the International YMCA Training School in Springfield, Massachusetts, a school which had provided professional study for Canadians from the very first course. (265:43)

The YMCA School had added a department of physical training in 1887, two years prior to the establishment of the Hamilton School. An excellent program of reknown in both

Canada and the United States was developed at Springfield under the leadership of such men as Robert J. Roberts, Dr. Luther H. Gulick, and Dr. James Huff McCurdy. The term "Springfield man" came to be one of prestige in both countries. (41:395; 256:122) Springfield graduates have been highly influential all across Canada, giving leadership in professional preparation from the earliest days.

The influence of the Springfield Training School was further expanded through the graduates of the Hamilton School who, after assuming YMCA directorates, gave courses for teachers in their areas. Some of the graduates accepted teaching positions in schools and colleges.

The Hamilton School was closed in 1913, when D. M. Barton left the school to join his brother, Dr. J. W. Barton, who had left the school in 1908 to become physical director at the University of Toronto. (265:41-43)

Other Normal Schools

The growth of normal schools in the brief span of twenty years between 1880 and 1900 is impressive. Prior to 1881, the Normal School of the American Turnverein had stood alone for thirteen years, following the close of Dio Lewis' school. By 1900, thirty-four normal schools of physical

education had been established. (35:249) These schools were of two types: independent normal schools, founded by individuals and financed by private capital, and schools founded and supported by an organization. In an 1891 report to the Commissioner of Education, J. C. Boykin listed the four most prominent ones as the Normal School of the American Turnerbund, the Boston Normal School for Gymnastics (directed by Amy Morris Homans), the YMCA Normal School in Springfield (directed by Luther H. Gulick), and the New Haven Normal School (directed by Williams G. Anderson). (72:522-53) The average program extended over a two-year period, although some normal schools continued to offer a one-year course. The average curriculum included study of the scientific aspects and the theory and practice of physical education, with little provision for general education.

Normal Classes and Special Courses

In addition to the private and organization-sponsored normal schools, private gymnasiums within the cities attempted to provide some training in physical education, as a sideline to their regular work. Boykin's 1891 report to the Commissioner of Education stated: ". . . Many of the more prominent gymnasiarchs have 'normal classes' in connection with their gymnasiums." (72:523)

In an effort to meet the increasing need for more trained physical education teachers, a few colleges and universities began by 1890 to offer students the opportunity to specialize in physical education. Oberlin College preceded this move by a few years (1886), through the work of Delphine Hanna, an 1884 graduate of Dr. Sargent's school. (256:119-20) State institutions which began to offer special courses in the 1890's were: Harvard College (1891), Leland Stanford Junior University (1891), the University of Indiana (1892), the University of Washington (1896), the University of California (1897), the University of Nebraska (1897), the University of Illinois (1898), the University of Wisconsin (1899). (35:253; 158:73-74)

Early Degree Programs

The advent, in the late 1890's, of an academic degree for college work specializing in physical education was indeed a landmark in the progress of preparing physical educators. Such a move assured a broadening of educational ideas and an increase in length of preparation. It was an indication of public support for physical education, since the great majority of these colleges and universities were state institutions.

Until recently, it was believed that the University of Nebraska graduated the first recipient of a college degree with a specialty in physical education in 1900. The work of Kroll and Lewis has, however, uncovered evidence of two degrees which pre-date this one. The first known degree granted for a major in physical education was a B.S., presented in 1893 to James F. Jones by Harvard College. The program at Harvard was established by George W. Fitz in 1891, under the Department of Anatomy, Physiology, and Physical Training, which was within the Laurence Scientific School.

Unlike many of the other programs being established, the Harvard program was a major, instead of a specialization and was described as "distinctly scientific in nature." The six courses required in the department were: Elementary Physiology of Hygiene of Common Life; History of Physical Education; Physiology of Exercise; Anthropometry; Applied Anatomy and Animal Mechanics; and Gymnastics and Athletics. Dudley A. Sargent and James Lathrop of Hemenway Gymnasium taught in the program. Eight students graduated from this program before it was discontinued. (158:73-74)

The second institution to grant a degree in physical education was Leland Stanford Junior University. When the university opened in 1891, it had a Department of Physical

Training and Hygiene, under the chairmanship of Thomas Wood. The department offered training in physical education for prospective teachers, and in 1892, an A.B. degree was available with a major in physical education. The course involved sixteen semester hours in a basic science, six hours in health, six in physical education theory, and four in physical activity floor work, plus about three hours allotted to special investigative work. The first graduate of this program was Walter Wells Davis of Iowa, who received a B.A. degree in May, 1897, awarded in "hygiene and organic training." (158:73-74)

These earliest academic degree programs were founded upon the belief that the practice of physical education had to be based upon a sound scientific background, and each program required a strong science core, plus independent research projects. At Harvard, George W. Fisk established "the first formal research laboratory in physical education in order to investigate the effects of exercise upon the bodily processes." Stanford students were required to learn laboratory techniques, investigate a problem in exercise physiology, and report the findings in a formal paper. (158:74)

Summer Schools

The formation of summer school courses in physical training represented yet another effort to provide trained teachers for the increasing number of positions available, an increase due largely to the rapid rise of high schools across the country. The physical education courses usually ran from four to six weeks and varied widely in quality.

In 1900, the American Physical Education Review advertised eight summer school courses: the Chicago Institute Summer School, the Monteagle (Tenn.) Assembly and Summer School, the Physical Culture Section of the University of Chicago, Columbia University Summer School, Dr. Arnold's Summer Course in German Gymnastics (New Haven), the Posse Gymnasium Summer School, the Chatauqua School of Physical Education (N.Y.), and the Harvard Summer School of Physical Training. (225:173) The Chatauqua School was begun in 1886 by Dr. William G. Anderson and Dr. Jay Seaver, and the Harvard School, begun in 1887, was conducted by Dr. Dudley Sargent. (41:396) The Harvard School had 130 students in the summer of 1900. Students who attended three successive terms of graded courses and passed examinations for each term qualified to receive a college certificate. (139:137)

Criticisms

Summer schools received strong criticism for being "entirely too liberal in the issuance of diplomas or certificates." In an 1897 article in Mind and Body, Dr. F. Pfister referred to these criticisms. According to the critics, he said:

. . . Summer schools are . . . a nuisance, inasmuch as a few weeks of instruction could not sufficiently prepare persons for becoming teachers, and that this quick process of certificating teachers creates quasi physical culture 'scabs,' who naturally must lower the standard of physical training and obstruct the engagement of instructors who have regularly graduated from some one or two year normal school course. (204:162)

Although he conceded that there was a good deal of truth in these allegations, Dr. Pfister answered two of these criticisms. Regarding the "quick process," Pfister reported that most of the summer schools had a "graded system of instruction"; students had to take more than one summer term. He also said that most summer school students had had prior experience in teaching physical education and did not come as beginners but for the purpose of professional improvement and to learn newer methods or systems. (204:162) Regarding the criticism that the poorly qualified summer school graduates were crowding the better trained normal school graduates out of available jobs, Pfister claimed this

to be invalid, since there continued to be a demand considerably larger than the supply. (205:35)

It was Dr. Pfister's feeling that the real value of the summer school lay in providing post-graduate work to increase knowledge, to learn new methods and ideas, and to keep up-dated in the profession. In addition, it provided assistance to those public school teachers not trained in physical education, especially in the smaller schools which were unable to afford specialists. (205:35)

In spite of the criticisms, summer schools continued to provide training for many physical educators.

Medical Versus Pedagogical Training

In the early 1880's, college and university gymnasiums were being built so rapidly that adequately trained directors were not always available. In his 1886 report to the Commissioner of Education, E. M. Hartwell spoke of this lack:

College authorities and patrons are . . . awakening to the necessity of providing better instruction and facilities for the physical training of youth of either sex. With a very few, but very marked exceptions, however, our colleges have not emerged from that stage of development in which the needs of physical training are supposed to be met by the construction and furnishing of a fine gymnasium building. . . . It is a good thing to have taken the control of college gymnasias out of the hands of ignorant and low-toned trainers and athletes. Laudable results have already been brought to pass through putting the

department of physical education into the hands of educated medical men. (73:152)

Hartwell voiced concern for the status of the gymnasium director and expressed the belief that he should possess sufficient academic and professional training to entitle him to a position on the faculty and respect among his colleagues. (73:153)

There were those who objected to the filling of gymnasium director positions by medical doctors, largely on the basis that they had had no "pedagogical training." In 1894, Hans Ballin wrote an article for Mind and Body entitled, "Is the Study of Medicine of More Value to Gymnastic Teachers than a Thorough Scientific and Pedagogical Education?," in which he argued that the gymnastics teacher must meet educational goals and must, therefore, be trained in pedagogy. He further argued that medicine deals with the sick and gymnastics, usually, with the healthy; therefore, while the teacher needs some medical knowledge, he needs it for different reasons than the doctor. For example, he learns anatomy to enable him to understand the mechanics of the body with reference to action. (86:4-7)

Dr. J. W. Seaver was in agreement with the idea that while medical doctors were well-qualified in certain theoretical areas, their lack of training as a teacher was a

serious drawback. He felt that the best jobs in colleges and universities were being taken by doctors because, although physical training teachers certainly knew a multitude of exercises:

The knowledge of when to employ certain exercises and when to use others rests on so narrow and empirical a basis that it topples over and crushes the teacher very frequently, and it ought to obliterate him oftener than it does. (220:218)

Although Dr. Seaver reported a "distinct movement toward the enlargement of the curriculum in the direction of the so-called theoretical branches of study," he pled for the inclusion of more medical theory courses. (220:218)

The Association for the Advancement of
Physical Education

An event which was to prove significant in the further development of programs for training physical educators occurred in 1885, with the formation of the Association for the Advancement of Physical Education. During its first national convention in 1899, the Association displayed its strong interest in the training of physical education teachers by the formation of a committee to investigate and report on:

- (1) the curriculum of study for future physical training teachers;
- (2) the courses offered at the various institutions which were providing "normal training in Physical

Education"; and (3) the issuing of a diploma of the Association for those who desired it. (211:81) The results of the work of this committee will be presented in the following chapter.

Status of Teacher Training at the Close of the Century

By the close of the century, although much progress had been made toward providing proper training for physical educators, it was generally agreed that there was still a long way to go before physical education positions across the continent were filled with well-qualified physical educators. In a report given before the Association for the Advancement of Physical Education in 1901, J. H. McCurdy summarized the progress which had been made to that point. College gymnasiums had increased in number ten times since 1860, and preparatory schools and YMCA's had shown increased attention to physical training; yet, only 20 per cent of these gymnasiums were directed by instructors with technical training. There were 1,184 gymnasiums with equipment, but only 747 directors. (168:311-12)

In his presidential address to the Physical Education Society of New York in 1897, Jakob Bolin spoke of the lack of influence of the teacher of gymnastics and the low estate

of physical education throughout the land. He felt that this condition was due to insufficient general and special education of gymnastic teachers and their lack of acquaintance with the principles of their work. (90:6-7)

Another physical educator reported on the status of physical education, saying:

In the as yet comparative infancy of this branch of educational work it must be admitted, though with much regret, that very, very few, who have in charge the physical development of their fellow beings, are as qualified as they should be. We are, however, moving along in the right direction and each successive year develops improved material. (163:10)

By the end of the century, normal schools were receiving both praise and criticism. In spite of their steady improvement and the continual efforts of many dedicated directors, the quality of the training received in normal schools gave rise to doubts of the capability of graduates to assume responsibility as guides of the public in matters of physical training. All of the schools were comparatively small, backed by limited capital, and plagued by financial difficulties:

None of them . . . is absolutely self-supporting, but is either carried on as a side issue by some person or persons having their main interest in another direction, or incidental incomes must be relied upon to make both ends meet. (90:8)

Lack of funds severely limited adequate provisions for much-needed laboratory work:

. . . As a result the very essentials of scientific study, laboratory work in the form of anatomical dissections, physiological and psychological experimentation, necessary for the elucidation of the theoretical instruction and as stimulation to original research, are minimized. (90:9)

Another serious problem was the lack of suitable textbooks. The available books in anatomy and physiology were written for the physician, not for gymnasts.

These two problems, lack of adequate laboratory facilities, and lack of suitable textbooks, created a third problem: the obstruction of the effectiveness of the teacher. Dr. Bolin referred to this in his 1896 Presidential Address to the New York Society:

. . . If the teacher is forced by circumstances to be a stuffing machine, to greatly limit his educational role to that abominable statement of facts, which the pupils ought to find by their own efforts, it is no wonder that the education gained by such a process is a dead one, that the pupil does not learn to rely on his own judgment, his own observations, but to lean upon the authority of the teacher, graduating not as a living independent worker, but as a more or less counterfeit copy of the teacher. This dangerous result is still further enhanced by the fact that the vast majority of the normal pupils are women, who undoubtedly possess both greater acceptivity and less originality than men. (90:10)

In spite of all of these justly critical statements concerning the status of the education of physical educators,

the comment most appropriately describing the picture at the close of the period was:

We are . . . moving along in the right direction and each successive year develops improved material. (163:10)

CHAPTER IV

HISTORICAL BACKGROUND
1901-1930Prevailing Concepts of Physical Education

If the period from 1860 to 1900 can be considered the battle of the various systems of gymnastics, surely the period between 1901 and 1930 can be termed the battle between formalism and naturalism. Although formalism (as seen in the pre-established conduct and performance of the systems) continued to be strong in physical education programs, it gradually gave ground to the increasing interest in athletics and sports as part of the curriculum and to a growing interest in the child as an individual. Play assumed prominence in the elementary schools, as educators became increasingly concerned with the child's instincts, needs, and interests. Both physical educators and other educators had discovered that systems drawn from foreign cultures were radically different in purpose from anything in the life of North America and were not appropriate. Stronger demands were being made for programs which would help prepare children for participation in a free, democratic society. (15:9)

The beginnings of the break with formalism came at the turn of the century through the efforts of Thomas D. Wood at Teachers College of Columbia University, with the introduction of his new program, "natural gymnastics." It received much ridicule from the formalists, although the trend in general education toward curricula based upon the nature of the child helped greatly in the eventual acceptance of his ideas. (37:126)

In 1910, Dr. Wood spoke out against the systems, criticizing them for seeking postural and corrective results through formal movements in class exercises. These, he felt, were not satisfactory, and except for special individuals, "these results may be gained as well or better through exercises that are more natural, spontaneous, and enjoyable."

(41:428) The old systems were also accused of concentrating too much on the body, with no attention to attitude, disposition, or personality. Dr. Wood's third criticism condemned formal systems for failing to relate closely enough to the activities of real life to justify the time and effort allotted to them. He also believed that health should be a by-product, rather than the main aim of activity (41:428), certainly a radical departure from the thinking of earlier leaders.

Clark Hetherington, prominent colleague of Dr. Wood, spoke of this new movement in physical education as the "new physical education," a name which stayed with the movement. It marked the beginning of a significant change in emphasis from the word "physical" to the word "education."

Hetherington wrote:

The interpretation given might be called the new physical education, with the emphasis on education, and the understanding that it is 'physical' only in the sense that the activity of the whole organism is the educational agent and not the mind alone. . . .
(249:350)

The new psychology of the individual brought new ideas and attitudes toward play important to the furtherance of the playground and recreation movements which had begun in the late nineteenth century. Play came to be thought of as a necessary part of normal growth. Hall stated, in 1907: "Play is the best kind of education, because it practices powers of mind and body which, in our highly specialized civilization, would never otherwise have a chance to develop." (41:424)

Hetherington, a student of Hall for two years at Clark University, placed a strong emphasis on play as the means of achieving his four aims of the new physical education: to develop organic vigor, to develop power and skill in

neuromuscular activities, to develop character, and to develop the intellect. (249:350)

It was not until the 1920's, after World War I, that the new program took hold. The natural movement, as it is often referred to, was a most important event in physical education in the 1920's. It was during this period that two of the profession's most outstanding physical educators, Dr. Jesse F. Williams and Dr. Jay B. Nash, championed the cause and gave it great impetus. (42:10)

In 1927, Dr. Thomas Wood and Rosalind Cassidy wrote a book to explain the new physical education. The New Physical Education was designed as a text and was based upon fifteen years of research related to the natural program. They described this program as being grounded in the "original nature of the human being." (42:vii) Activities were designed to provide "satisfying expression in vigorous action for the wholesome, natural instincts and impulses of children and youth." (42:vii) The influence of current educational theory upon the natural program was indicated in the preface, where the authors acknowledged indebtedness to John Dewey, William Kirkpatrick, Frank McMurray, and Edward Thorndike.

This period witnessed a revolt against total emphasis on health, and against too much formal, artificial, merely corrective exercise, with little attention paid to the mental, moral, and social benefits of physical activity. In the natural program, emphasis was placed upon the education of the whole child through natural activities arising from children's instincts, from their "original nature." Health became a by-product. Advocates of the new physical education recognized the need to train individuals for citizenship in a democracy and believed this could be done by leading individuals to self-expression in relation to the group. (42: 32)

The end of the First World War marked the actual demise of the formal systems, and by the end of the twenties, the new program, which made more and more use of sports, dance, athletics, and swimming, had gained considerable headway.

Canada's Strathcona Trust

While much of the above reflects the thinking of leading Canadian as well as American physical educators, there were very few well-qualified physical education teachers throughout Canada prior to the period following the

First World War. This fact seriously hindered the break away from formal systems and military drill, the original foundations of the program. Prior to the First World War, any secondary physical education program which existed was largely for the top athlete who participated on a school team, although in some universities and private schools, sports and physical culture classes were available.

Until after World War I, normal schools used the British Syllabus of 1904, based upon the Swedish system, to supplement drill instruction, which was required in most provinces, due to the provisions of the Strathcona Trust Fund. (27:3) Revisions of the British Syllabus were widely used throughout the period following the war, and teachers from England, plus Canadians who had studied in England, further extended the British influence upon Canadian physical education.

The largest single factor affecting the development of physical education during this period appears to have been the Strathcona Trust Fund. The provisions of the Fund resulted in strengthening and prolonging the military influence upon physical education programs.

The Strathcona system, as it came to be known, was a version of Swedish exercises which were "performed in

response to command, with emphasis on precision, uniformity of movement, straight lines, squared corners, and tensed muscles." (4:127)

Lord Strathcona was a Scot who came to Canada at an early age, and made his money with the Hudson's Bay Company and the Canadian Pacific Railway. (265:84-85) In 1909, he donated \$500,000 to the Canadian government to establish the Strathcona Trust Fund for use in the promotion of physical education. The fund, administered by the National Department of Militia, provided annual grants to participating provinces. Those provinces entering into an agreement had to incorporate physical training into the school curriculum at all levels above the primary grades, form cadet corps, and provide teacher training in physical education. Instructors for the normal schools were supplied free of charge by the army. As a result, instruction in physical education for future teachers was carried on almost entirely by army sergeants until after World War I. (27:5)

Beyond any doubt, the Strathcona Trust Fund proved most influential in helping to provide training for teachers and in spreading instruction in schools across the nation. However, whether the results of the Fund have been largely beneficial or detrimental to physical education in Canada

remains a topic for debate. Perhaps one of the strongest criticisms of the Fund has been the nearly unshakeable military influence and the resulting distaste for the program and distortion of the image of physical education in the minds of the people. Other critics feel that it was a successful means of getting some physical education training for teachers and for enabling physical education to assume a place in the school curriculum.

After World War I, dissatisfaction with the provisions of the Trust Fund were made known at the 1921 meeting (the first since 1913) of the Executive Council of the Fund. It was agreed to authorize the use of the 1919 British Syllabus for Physical Training, and to extend the curriculum to include games. (265:84-85) As the Strathcona military instructors in normal schools were gradually replaced by those trained in professional programs, the influence of the Strathcona Trust slowly faded, and physical education programs at last began to move away from the military precision and formalism. (34:55)

Normal Schools

Many of the normal schools for physical education which had opened in the late 1800's continued to operate and

expand during the early years of the twentieth century, and a number of new ones appeared to help ease the continual lack of qualified teachers.

Reports of the numbers of normal schools for physical education at any one time vary widely and cannot be counted upon as accurate. It is known, however, that several of the older schools with good reputations remained at the forefront of professional training during the early 1900's.

The Hamilton School of Physical Culture, which was founded in 1889 in Ontario, continued to train physical education teachers (largely for YMCA's) during the early years of this period but closed in 1913. (265:42)

The oldest, the College of the North American Gymnastic Union, continued to operate with success. The Sargent Normal School, second oldest, experienced "splendid growth" in facilities and students. The Springfield YMCA College founded in 1885, to provide leadership for YMCA's, broadened its work in 1890 to include preparation of men to teach in public schools and colleges, and facilities increased greatly.

The Brooklyn Normal School, which became the Anderson Normal School and, finally, the New Haven Normal School, also continued to grow, adding two gymnasiums and a camp site.

The Boston Normal School, which affiliated with Wellesley College in 1909, gained great respect under the direction of Amy Morris Homans.

The Battle Creek Normal School, the Gilbert Normal School of Dancing, the Chalif Normal School of Dancing, and the Margaret Eaton School (Canada) were opened after 1900. The Newark Normal School for Physical Education and Hygiene was founded during World War I, and the Central School of Hygiene and Physical Education opened in New York City immediately after the war. (166:478-79)

The addition of the word "hygiene" to the names of these schools is an indication of the concern of the time for health education in public schools. It was during this period that health education and recreation courses became a part of the curriculum for physical education.

The Margaret Eaton School

The Margaret Eaton School of Toronto deserves special attention, since it was a very prominent school during most of this period and provided preparation in physical education for many Canadian women.

The school did not originate for the purpose of training physical education teachers, but developed, instead, from an expansion of another course. In 1900, Emma Scott Raff, a

teacher at Victoria College in Toronto, opened a "School of Expression," in connection with the college, which was affiliated with the University of Toronto. The objectives of the school were: the interpretation of literature, the problems of voice production, and the promotion of physical education. The curriculum included physical education as a means of assisting the student to move gracefully onstage. (25:66; 265:49)

The school proved to be quite successful, and in 1906, it was moved to a new, larger location and chartered as "The Margaret Eaton School of Literature and Expression," in honor of the wife of Timothy Eaton, who donated the new campus. The new objectives included the training of teachers in literature, dramatic art, and physical education. (265:49-50)

Many of the graduates of the Margaret Eaton School who took positions as physical education teachers felt the course did not offer enough physical education, and in recognition of the need for more and better qualified women teachers of physical education, the school reorganized into three departments in 1916: (1) the Department of Literature and Dramatic Art, (2) the Department of English and French, and (3) the Department of Physical Education. By 1920, there

were three specific programs, one of which was a two-year normal course leading to a teacher's diploma in physical education. (25:67; 265:50)

The original curriculum included physical education only for the purpose of helping the student move gracefully, but as more students began to take teaching positions in physical education, the curriculum began to expand its courses in this area. The newly formed department of 1916 provided courses in literature and drama, and lectures in anatomy, physiology, hygiene, kinesiology, and theory of physical education. Practical work included rhythmic exercises, apparatus, games, athletics, swimming, and various forms of dance. In 1925, the school became known as the Margaret Eaton School of Physical Education, and courses were added in history and methods of physical education, first aid, and remedial gymnastics. The practical work included a wider variety of individual and team sports. (265:52, 96)

The first two instructors in physical education at the Margaret Eaton School were from the United States and had received their training from Dr. Dudley A. Sargent. Mary G. Hamilton, a native of Ontario, was hired to take charge of the work in physical education in 1910, after having studied

in London and in the New York City schools of dance. Miss Hamilton, who later became Director of the Margaret Eaton School of Physical Education, attempted to provide for the future of the program through coordination with resources available at the University of Toronto. Merger with the University, however, did not occur until after her retirement in 1933. (25:67; 265:49-50)

Teacher Training Courses in Physical Education
in Colleges, Universities and
State Normal Schools

State legislation for compulsory physical education during this period brought pressure to bear upon colleges, universities and state normal schools (for elementary teachers) to provide specializations in physical education and thus to help ease the growing shortage of qualified teachers. By 1930, three-fourths of the states had established compulsory physical education laws. (218:10)

According to one report, there were eight colleges and state normal schools giving "considerable attention to physical education" in 1917. (169:442) These numbers, however, meant that the majority of colleges and normal schools gave little attention to physical education prior to World War I. Opportunities for professional training for men were

especially limited, and most men entered the field of teaching through their interest and experience in athletics. A few substituted medical training, which gave them no special preparation for the field of education. (28:381)

In the period preceding 1900, a very few colleges and universities offered a degree program with a specialization in physical education. At least two of these, Leland Stanford Junior University and Harvard College, initiated strongly scientific major programs.

Prior to World War I, Oberlin College had the largest influence among the colleges which trained physical educators. There were also courses at Columbia University, Chicago, Nebraska, and Wisconsin. (166:479) The degree program at Wisconsin University was initiated in 1911 because of the increased demand for physical education teachers, playground directors, and coaches and was designed "for the training of professional athletic instructors." (206:478) Following the war, in 1923, the Ohio State University set up a curriculum in physical education to help meet the demand for university trained men and women. (194:435)

The manner in which physical education courses in the colleges and universities was handled in these early years was subject to criticism. In 1914, the editor of the

American Physical Education Review made the following accusations:

The colleges and universities in general have not shown the leadership which might be expected. The normal courses in physical education have apparently been swallowed by the larger and varied interests of the institutions. The colleges as a rule have lacked professional interest in physical education. They have usually not organized a special department, or a school of physical education as they would organize a school of law or medicine. This has resulted in a lack of professional spirit among the students in the professional courses in physical education. The same has been true of the state normal schools. The largest contribution from the beginning has been made by the private normal schools. (166:479)

During this thirty-year period, the number of colleges and universities offering a professional training course in physical education leading to a B.A. or B.S. degree climbed from a mere handful in 1900 to approximately 300 by 1930. (218:10) Canada still had to wait a few years before any university would respond to requests for a degree program.

Ontario College of Education

It was during this era that Canada established a pattern for the professional education of high school teachers which was to continue to the present day in most programs. The response of Canadian universities to the desperate need for more teachers took a different direction from that in the United States. By 1920, most provinces had

organized faculties of education within the universities. McGill University in Quebec, and Queen's University and the University of Toronto in Ontario had offered courses in education since before 1900. Early in 1900, Ontario took an important step when it consolidated the teacher education responsibilities of the University of Toronto and Queen's University into one Ontario College of Education. (265:17) This action removed teacher education responsibilities from the universities, a pattern which exists in Ontario today. The student who wishes to teach at the secondary level completes high school, obtains a college degree, and spends one year in a College of Education in order to acquire a teaching certificate.

During this entire period, there was no degree program in physical education initiated at any Canadian university. Those who wished to teach physical education took a diploma course at the Margaret Eaton School, McGill University, or the University of Toronto.

Diploma Course at the University of Toronto

The first university course in Canada was established in 1900 by the Senate of the University of Toronto for the purpose of training men in physical education. It was not

a degree course, but rather a diploma course in "Gymnastic and Physical Drill." A course for women was added the following year. (265:45-46)

Length of the course

The first course was designed for three years and did not attract many students; by 1905, only four men and one woman had graduated. In 1908, the program was headed by a new director, Dr. J. W. Barton, formerly of the Hamilton School. The diploma was changed to a Diploma in Physical Training, and the course was reduced from three to two years. This change may well have been due to the need for teachers of physical training, plus the lack of popularity of the three-year course.

The women's course was expanded to four years in 1912, when a new Director of Women's Athletics arrived from Peterborough (Ont.) Normal School. The men's course remained two years until it also moved to four years in 1918.

Those who received the course diploma did not have to attend the Ontario College of Education, since most provincial departments of education accepted this diploma in lieu of a teaching certificate. (265:47-48, 93)

The curriculum

The first course of three years required all students to study anthropological measurement, physical conditioning, and hygiene. Men's practical courses included: parallel bars, horse, rifle exercises, military drill, club swinging, fencing, boxing, and wrestling. Women's practical courses involved dumb bells, club swinging, basketball, Swedish exercises, progressive exercises, marching, vaulting, calisthenics, vocal exercises, archery, tennis, and fencing.

Due to the influence of Dr. Barton, who arrived in 1908, the curriculum was expanded to include the study of anatomy, physiology, hygiene, and corrective work.

In 1912, when the women's program increased to four years, lectures were added in anatomy, physiology, psychology of exercise, pedagogy, and social services. Practical work was expanded to include rings, aesthetic gymnastics, folk dance, games, and swimming.

The men's curriculum did not experience much change from 1908 until 1918, at which time, both programs became four years in length. One course was offered for both men and women and included anatomy, physiology, hygiene, anthropometry, prescription of exercises, plus university arts courses. The men's practical program changed to include

team games, swimming, calisthenics, and apparatus. The women's program included Swedish exercises, apparatus, rhythmic, folk and interpretive dancing, and swimming. The final year for both men and women involved courses in pedagogy and student teaching outside the university. (265:46-48, 93)

Difficulty in acquiring students continued to plague the program, which graduated about five students per year, and finally, in 1924, the men's program was dropped, due to lack of interest. (265:94)

The Course at McGill University

A summer course was initiated at McGill University in 1911 for the purpose of training men and women for public school teaching, and recreation and social work. The course was sponsored jointly by Education and Physical Education. (267:18)

Length of the course

The initial course was a brief four-week summer term; however, so successful was this program, that the course was lengthened in 1912 to one full academic year, in addition to the four-week summer term.

The next change occurred immediately after the war, when, under the leadership of the newly appointed director, Dr. Arthur S. Lamb, the course expanded to two full academic years in 1919. No further change was made during the period 1901 to 1930. (25:65)

The curriculum

The first brief course attempted to include theory--anatomy, physiology and exercise, heredity and evolution, hygiene, first aid, anthropometry, and physical examination; education--class management, pedagogy, and teaching; and practical work--gymnastics, dancing, and games and athletics.

In 1914, in response to needs created by the war, the program broadened to provide a one year alternative course in massage and remedial gymnastics, and courses were added in physical diagnosis and massage. In both the teacher's course and the massage course, emphasis was placed upon medically-oriented courses.

After this change, the curriculum remained quite stable through the war years. When the program was lengthened to two years in 1919, the content remained much the same, with the extension in time allowing more thorough coverage of the many medical-type courses. Additional attention was given to education in 1929, when principles

of education and educational psychology were included in the program. (265:98; 267:18-21)

Affiliation of the Private Normal Schools
with Colleges and Universities

During the same period in which institutions of higher education were adding specializations and majors in physical education, the private normal schools began to affiliate with colleges and universities. This move was the result of an increasing emphasis upon providing a broad education for teachers, as well as a narrow specialization. Another factor involved was the growing demand by states for teachers with college degrees. A third factor, which was perhaps a major one in the move to affiliate, was the continuing problem of adequate financing of private schools.

Most of these private normal schools either affiliated with a college or university or closed within the period 1901 to 1930. Two of the last to relinquish their private programs were the Sargent School of Physical Education, which affiliated with Boston University in 1929, and the Normal College of the American Gymnastic Union, which became a part of the University of Indiana in 1941. (35:305; 82:375)

Summer Schools

Summer schools continued to grow in number and size during this era, especially during the 1920's and continued to provide much of the professional training for physical educators. By the early 1900's the length of the summer session had increased from four or five weeks to six. (41:434; 188:188) In 1905, twenty-five summer schools were reportedly in operation. (182:212-13)

The Harvard Summer School course, begun in 1887 under the direction of Dr. Dudley A. Sargent, quickly gained leadership among the schools. At a time when many summer schools provided a course of only one term in length, the Harvard School's complete course was four summer terms, and after completion of these, successful candidates received a university certificate. (182:212-13) The school maintained its leadership until the 1920's, when numerous summer schools sprang up, and finally, after forty-five years of providing professional training for physical educators, it closed in 1932. (41:434)

Earlier criticism of the effectiveness and the place of summer schools in teacher training continued into this period. Statements made by James McCurdy, editor of The American Physical Education Review, voiced his objection to

the adverse effect of summer school training on the professional standards of physical education:

The summer schools have made a doubtful contribution to the cause of physical education. The work they have done in furnishing additional preparation to teachers already in the work has been a fine contribution. The sending out from the summer schools of poorly trained teachers, without professional ideals, has done more than anything else to keep down the professional standards of physical education in the colleges and schools. Some fine teachers have been secured from the summer schools, [although] the large number of failures from this group has kept the average low. (166:479-80)

Carl Zeigler expressed dismay that the summer school courses, usually two terms of six weeks duration each, were still being used as the full preparation for some physical education teachers in 1916. His opinion was that summer schools should be used to round out and complete the foundations laid in the normal school, to provide postgraduate work in special branches, and to give new ideas. He objected to summer school courses being used as "a short cut toward the desired goal, an easy job and a good salary." Zeigler further objected to the fact that "too frequently these half-trained teachers take the place and draw the salary that should really go to competent instructors." He felt that the incompetence of poorly trained teachers created prejudices against physical education which were most difficult to overcome. (234:462, 466-67)

Entrance Requirements

During the period preceding 1900, entrance requirements were very diverse, very lenient, and often non-existent, but during the period 1901-1930, these requirements gradually became more specific, more demanding, and more universal, especially with the offering of college and university courses and the affiliation of normal schools of physical education. Schools usually required a high school diploma, good health, and some physical ability.

In 1901, the committee appointed at the first national convention of the American Association for the Advancement of Physical Education, known as the Committee of Nine, made recommendations regarding entrance requirements for normal schools of physical training: high school education, or equivalent; average health and strength; previous training in gymnastics; character recommendations; and at least eighteen years of age. (211:81-82)

In 1905, the Normal School Section of the American Physical Education Association discussed the problem of entrance requirements and set up and approved the following minimum requirements for admission to all normal schools: a four year high school diploma; average body build; good health, with no deformity or defect; moral fitness; a fair

gymnastic or athletic proficiency; and an age limit of 18 to 40 for women and 20 to 35 for men.

As noble and well-intentioned as these sets of proposed entrance requirements were, the plain fact remained that schools were unable to truly enforce them. By the end of this period, however, there were indications that supply was beginning to catch up to demand, and the 1930's saw a tightening of entrance requirements. (256:126)

Length of the Course

The 1901 recommendations of the Committee of Nine called for a minimum preparation of two years, stating that a three-year course was desirable and urging all courses to extend to three years as soon as this was practical. (211:82) This desired goal was nearly thirty years away, however, as a standard for all schools.

In the first half of this period, the usual preparation involved a two-year course at a professional school, after which men and women were considered well-equipped to fill any position open, from elementary teaching through the headship of large college or university departments or the supervision of city systems. A very few had an M.D. or B.A. degree, and often the B.A. degree had not been in physical

education. In most cases, the physical education teacher of this period was not equal in professional rank to the other members of the teaching staff.

Yet, where could the physical educator obtain better training? Professional schools for the most part were two-year courses only; it was difficult, almost impossible, to prepare oneself for the teaching of physical education with the same thoroughness available to the teachers of science, of literature, or of language. Up to 1910 there were a bare half dozen colleges in the country where a student could obtain a degree with a major in physical education. (227:4)

In 1907, the Normal College of the North American Gymnastic Union offered three different courses. The one-year course provided certification for teaching physical education in elementary schools. The two-year course awarded the graduate the title of "Graduate of Gymnastics" and opened the door to most available positions at any level. The four-year course was based upon the two-year course, plus two years of college work in letters and sciences, resulting in a Bachelor of Science degree in gymnastics. The program also offered one of the earliest master's degrees, a Master of Science in Gymnastics, after completion of the B.S. degree and one year's graduate work, including a thesis. (198:274-75)

The following year, the Institute and Training School of the YMCA in Chicago made the decision to extend their

course to three years. (190:265) Other private normal schools gradually moved to the three-year program, but it was not until the close of this period that most schools had a program of this length.

By the beginning of the First World War, the demand for physical education teachers was continuing to increase, and some school systems were having to lower requirements in order to get teachers. Teachers who had attended only a summer session or two were still being hired. Institutions offering two-, three-, or four-year courses could not meet the demand for qualified teachers.

In 1914, the results of a study of institutions giving at least two years of work in physical education were reported at the APEA convention. The study showed that, while 32 per cent of these institutions still had a two-year program, 27 per cent had moved to a three-year course, and 41 per cent were offering four-year degree courses. (94:423) This was indeed a strong indication of the direction in which programs were moving.

A look at advertisements in the American Physical Education Review in 1920 reveals a variety of course lengths, ranging from two to four years. Most of the state laws at this time required graduation from at least a two-year normal

course in physical education. Due to the war, however, men specialists were in especially short supply, and this "made necessary all sorts of subterfuges in the shape of temporary licenses, special licenses, etc." This kind of action was deplored by many physical educators, and Elmer Berry wrote, in the American Physical Education Review: "One of the most important steps is to dignify the profession, and this means the requirement of as high a degree of training and preparation as any other department of teaching." (89:235) Yet, such "subterfuges" would continue as long as an administrator had to choose between no teacher and a poorly-qualified one.

Physical education leaders continued to call for longer preparation, however. While not a usual circumstance prior to the end of the First World War, the four-year degree course showed steady, if slow, growth from its late 1800's origin.

Clark W. Hetherington set forth his views in a 1920 article on "The Training of Physical Educators" in the American Physical Education Review:

It is futile to talk of the training of physical educators until we know what the special aims of physical education are, what the functions of physical educators are and what the place of physical education is in modern education. (145:61)

He felt the purposes of physical education were to provide

health through organic development; to provide character, discipline, and moral training; and to develop skill.

Physical education was "the skilled engineering of the normal growth and development of the child; . . . the foundation of all education. . . ." He believed that the above required a minimum of four years in training equivalent to that given for the professions of law, engineering, and medicine. (145:61)

Five years later, Hetherington expressed doubt that four years provided "the training necessary to perform the minimum functions of the physical educator." He felt that the difficulty in developing adequate undergraduate professional training courses in the university was due, in part at least, to the fact that the first two years were devoted to the general college requirements, and the last two were filled with professional education courses, leaving too little time for the study of physical education. (143:262)

In 1928, the California State Department of Education, Division of Health and Physical Education, announced new credential requirements; for a special credential in physical education, the applicant must have completed a four-year college course. (195:492-93)

In the same year, Wellesley College initiated a most unusual program for that period. An announcement in the American Physical Education Review presented a five-year program in liberal arts and physical education, leading to a B.A. degree after four years and a certificate of the department after the fifth year.

At the end of this period, the change from two to three years for most courses in the normal schools occurred quite rapidly, and a number of programs expanded to four years. At the same time, the college and university degree programs were becoming widespread. "By 1925, there was scarcely a state university in the Middle West and on the Pacific Coast which did not offer a four-year course for the training of teachers of physical education." (227:4)

The Curriculum

Those who were involved in physical education during the years between 1901 and 1930 witnessed a number of interesting changes in the curriculum for the preparation of physical educators. A comparison of the curricula recommended by two different groups within the American Physical Education Association points up some of these changes.

The first was the Committee of Nine, reporting in 1901. Its recommendation was for a two-year program which allotted approximately 70 per cent of the course to various scientific subjects, 13 per cent to the history and theory of physical training, 11 per cent to pedagogy and psychology, and 3 per cent to voice training, plus 25 hours per week for theory and practice of gymnastics. No mention was made of hours to be devoted to "general culture," although a number of the science courses could qualify in this area. These courses were recommended to provide background for the scientific aspects of physical education, without any specific ideas related to broadening the educational experience. The Committee had recommended that a three-year course would be desirable; therefore, they included recommendations for a third year, which consisted of 325 class hours of medical and science courses (general massage, advanced physiology of exercise, and experimental physiology), plus 12 hours of school government. (211:81-83)

The second committee of the Association had been appointed to study standardization of schools and courses for the preparation of teachers of physical education. Their recommendations were reported and approved in 1920. This committee proposed both a two-year and a four-year

curriculum, no doubt due to the period of transition from two to four years of study. The four-year curriculum proposed that 30 per cent of the course be given to "general culture," 33 per cent to science, 10 per cent to "educational theory," and 27 per cent to physical education, plus "physical practice" eight hours a week. (193:179)

Although both of these curricula were merely proposals, they do indicate the directions taken in professional preparation within the first twenty years of this century. There was an unmistakable trend toward providing a broader education for physical educators through the addition of "general culture" courses aimed at this specific purpose. The expansion to four years naturally made this easier, but even in the two-year program recommended by the second committee, 20 per cent was to be spent in general education courses.

There was also a definite increase in education courses, with the new educational psychology theories of the time influencing the change in name from "pedagogy," to "educational theory." The 1901 proposal for time to be spent in this area was increased 50 per cent in the 1920 two-year course and 100 per cent in the four-year course. This change reflected the emerging idea that physical

education was more than a body builder and a means of releasing excess energy; it was an integral part of the education of the child. Thus, it became necessary for the future physical education teachers to become acquainted with the educational and psychological theories of the day.

Two emphases of the 1901 proposal did not change: the importance given to practice of skills and the study of science. Although the percentage of time devoted to science courses lessened, science's central importance remained. The 1920 report did indicate a desire to drop a few of the medically-oriented courses. The emphasis on skills remained, but the type of skills pursued revealed considerable change. The 1901 proposal came during the heart of the "systems period," and gymnastics reigned, but by 1920, the athletics movement and the playground movement had forced attention to the skills involved in games and team sports, although exercises and gymnastics remained a part of the program. These two movements also brought to many curricula coaching and officiating courses and courses in the theory of play and playground management.

During the period when normal schools were beginning to expand their two-year programs into a third year, one school presented a unique approach to the use of the third year. The Battle Creek Normal School allowed its third

year students to specialize in the educational, medical, or industrial fields, with each student spending six weeks in a factory with pay. (80:373)

Effects of the Playground Movement

The playground movement, which had emerged at the end of the 1800's, expanded greatly during the early 1900's and brought added strain to the continual demand for trained specialists in physical education. Many schools and YMCA's began to offer special short courses designed for those who wished to become playground supervisors or work in other non-school situations. Some of these courses were offered in summer schools and evening schools. It soon became popular to provide at least one course in play at normal schools of physical training and normal schools for elementary teachers.

In 1909, the Minneapolis YMCA announced a normal class for the purpose of supplying the demand for "instructors of small gymnasiums, playgrounds, etc., who have not had a regular normal school course." The course attempted to cover general anatomy and physiology of the body, theory of exercise, and physical examination, plus development of ability as a performer and as a floor leader. The course ran for

twelve weeks, two nights a week, and those who finished the course were hopefully able to "handle a fair sized work."

(192:651)

Due to the severe shortage of physical educators, it is quite likely that some of those who finished one of these short courses were able to secure teaching positions.

In 1909, a committee headed by Clark W. Hetherington presented an outline for "The Standard Course to be Given for Directors by Normal Institutions." Its intent was to serve as a guide for normal schools and other institutions which desired to establish a course for playground directors or directors of play programs in mental institutions and orphanages. The proposed course provided for study of Child Nature, Social Conditions, Hygiene, Sanitation and First Aid, Principles and Philosophy of Play, the Playground Movement, Practical Conduct of Playgrounds, and Organization and Administrative of Playgrounds. (121:410-11)

There is no evidence that normal schools put this proposal into effect, although Hetherington himself probably referred to this plan when he organized the professional program which opened at the University of Wisconsin in 1911. An announcement of the course stated that it was "for the training of professional athletic instructors . . ." and

was brought about by the increased demand for physical education teachers, directors of playgrounds and "instructors in educational athletics. . . ." (206:478) The degree program provided courses in the Nature and Function of Play and the Physical Education of Children.

Calls for Standardization

Various leaders of the period called for standardization of the program for professional training all through these years. W. P. Bowen, in a 1914 report on "The Preparation of Teachers of Physical Education," stated that there was tremendous variation in the courses which he could not understand. "There must in the nature of things be some groups of subjects, if not some individual subjects, that are indispensable to the preparation . . ." of teachers. He expressed a need for "some agreement as to what these essentials are and how much of each is essential." (94: 423-24)

A committee of the APEA worked in the area of curriculum and other aspects of professional preparation all through this period, and, although the reports of these committees probably did precipitate changes in curricula, the APEA was never able to effect any sort of standard curriculum.

By the end of this period there was general agreement among the committee members that the curriculum should be strong in cultural studies, basic sciences, and educational theory, as well as in the technical study of physical education. (95:64)

Summary

With the tremendous expansion of training opportunities which occurred during these thirty years came the gradual disappearance of physical education teachers whose only preparation had been as "ex-circus performers, strong men, ex-vaudeville experts, college athletes, hygienists, [or] medical doctors. . . ." (132:1) United States teaching positions by 1930 were increasingly filled with holders of academic degrees, and holders of medical degrees or certificates or diplomas from special schools were disappearing from the teaching ranks.

Some of the most important changes and events which occurred between 1900 and 1930 were:

- (1) Establishment of the Lord Strathcona Trust Fund.
- (2) Opening of teacher preparation programs at the University of Toronto, McGill University, and the Margaret Eaton School.

(3) The affiliation of normal schools for physical education with colleges and universities.

(4) Growth of degree programs in United States colleges and universities.

(5) State and provincial legislation for compulsory physical education.

(6) Gradual raising of entrance standards for profession physical education in both countries, and a slowly growing ability to apply them.

(7) Raising of standards for certification as a teacher.

(8) Broadening of the "normal curriculum" to include general education.

(9) The growing belief that physical education was education, thus the strengthening of ties with education departments in colleges and universities and the adding of education courses.

(10) The playground movement and the athletic movement, which added games, sports, coaching, and recreation courses to the curriculum.

(11) Continued and expanded emphasis on the scientific aspects of physical education, through the increase

in departmental requirements in this area, plus the requiring of certain general education courses in science.

(12) More interest in preparing the physical educator to teach health.

(13) The lessening, in most programs, of close and direct connections with the medical field.¹

(14) The widespread discussion of standardization of the curriculum, which, while it failed to produce a standardized program, did cause physical educators to look more critically at their programs.

¹A notable exception was the McGill University program, with Dr. Arthur Lamb, M.D., as director from the 1911 opening through the end of this period.

CHAPTER V
HISTORICAL BACKGROUND
1931-1959

From the thirties through the fifties, Canada and the United States shared major events which produced widespread effects upon the life of each country. After the stock market crash of 1929, a severe depression wrecked the economy of both countries. The forties brought a world war followed by a post-war period of rising costs and, with the return of veterans, record-breaking college enrollments. At the end of the forties and the beginning of the fifties, elementary schools began to feel the impact of the accelerated birth rate of the forties.

The decade of the fifties moved from one international crisis to another, forcing both nations to focus money and attention on crisis spots, when they were sorely needed at home. At the end of the decade, inflation eased and was replaced by a business recession.

The events of each decade resulted in problems of tremendous proportions for education, as schools and educational plans were held back at various periods by lack of funds, lack of qualified teachers, and the crowding of

elementary schools and colleges. And yet, each country progressed toward providing more education for more people, toward higher certification for teachers, and toward greater government assistance in overcoming major problems of teacher and facility shortages.

Prevailing Concepts of Physical Education

The period from 1931 to 1959 was not so much a time of changing ideas in physical education, as a further development of those ideas which had emerged in the preceding period. The "new physical education," with its ideas of natural activities, the importance of play to the development of the child, and the belief that the emphasis in physical education should be on "education," rather than "physical," had all taken root by the close of the twenties.

Education during the thirties was in the process of moving to a concentrated stress upon the needs of society. Ideas related to individual development upon which educators focused in the twenties were not discarded, but rather, educators began to claim that individual capacity could be most effectively developed as an integral part of the social process. (5:643) Education for democratic living became the theme, and physical education readily identified with it.

The stage was set by James E. Rogers in a 1930 article in Mind and Body. Following references to previous emphases in physical education on fitness for military service, building the ideal physique, and acquisition of skill as an end in itself, he stated that the current emphasis upon physical education as education "will be the final emphasis. We have found our place at last. . . . Our profession is that of education; we must become educators." (215:361-62)

He proved to be quite correct when he predicted in 1931 that the main emphasis of physical education for the next ten years would undoubtedly be the educational trend (217:19), although he could have extended his projection for at least another quarter-century.

In 1930, Harry Scott described physical education as "a method of education, . . . education of, and by means of, the physical." (218:10) The emphasis was still on education nearly twenty-five years later, when Delbert Oberteuffer stated: "The real purpose of physical education is to educate people. . . ." (199:32)

Early in this period, physical education came to be thought of as the answer to most of the goals of education; physical education set about to prepare the child for life in a democratic society by providing for his physical,

recreational, social, and moral development. Physical education was education, and yet, disagreements existed among physical educators concerning which of all these purposes best served education and deserved the greatest emphasis. Some felt physical education had gone in too many directions, and by the close of the fifties, confusion over the goals of physical education, lack of any universally accepted definition of physical education, and warnings that physical education was losing its effectiveness by trying to be all things to all men brought a growing concern among physical educators. There were many expressions of a need for very close scrutiny of the entire field: definition, purpose, content, methods, curricula, and direction; and before the close of this period a few tentative steps had been taken toward this mammoth assignment.

The Canadian School Program

It seems essential, at this point, to make a distinction between the progress of physical education as a fully organized and accepted part of the school program in the United States and this same move in Canada. Except in highly populated, urban areas, physical education in Canadian schools as described above came late in the period under

discussion. Physical education as a fully organized school subject was very widely accepted, was taught largely by degree-holders, and was under the guidance of state directors in the United States many years before such claims could be made in Canada. A number of reasons can be presented in explanation: (1) The United States population has always been considerably greater; (2) Canada remained largely a rural population long after the United States population had become centered in towns and cities; (3) Consolidation of rural schools took place earlier in the United States; (4) Weather in Canada made a gymnasium absolutely essential to a physical education program, and many schools, up until after the Second World War, were built without them; (5) In Canada, much of the interest in health and fitness stirred by two wars centered upon community recreation programs and the programs of such organizations as the YMCA and numerous sports clubs, whereas, in the United States, such interest and attention was turned to the school programs; and (6) Canadian universities maintained for a long time their reluctance to provide degree programs, while in the United States, such acceptance came comparatively early. An awareness of these factors is important in the ensuing discussion.

The CPEA

An event of significance to the growth of physical education in Canada occurred in 1933, with the formation of the Canadian Physical Education Association, largely through the efforts of Dr. Arthur S. Lamb of McGill University. Membership was small and scattered, but eager to further physical education.

The CPEA took an interest in the preparation of teachers, but not to the same extent as the APEA. Since the APEA had its origin in 1885, it had a relatively long history with regard to interest in teacher preparation. The official publication of the Canadian Association yields very few articles concerned with preparation of teachers. However, CPEA has sponsored several committees and conferences in the interest of professional preparation and was a significant force behind the enactment of the National Physical Fitness Act of 1943, which made some provision for the education of physical education teachers. It was also instrumental in university acceptance of degree programs in physical education.

Professional preparation was not mentioned in any specific way in the CPEA Constitution and By-Laws until its third revision in 1951, when the following aim was included:

"To encourage the improvement of the standards of those engaged in the furtherance of health education, physical education, and recreation." At the same time, provision was made for a Physical Education Division sub-committee for "Colleges and Universities (professional education and training)" and for a special section on "Professional Education and Training" within the General Division. (258:17, 21, 33, 92) The CPEA has lent support to the professional programs and these programs have in turn created interest in the CPEA and increased its membership. Cooperation has been the continued pattern.

Quantity and Quality

The problem of insufficient quantity of physical education teachers had plagued the profession since its beginnings. Quality had also been a cause for concern; however, higher qualifications for physical education teachers were extremely difficult to enforce in the face of constant demand. At the time of World War I, thirteen states had laws requiring physical education in public schools, and the results of military induction rejections caused other states to move to compulsory physical education after the war.

In the United States, new programs were added rapidly during the post-war period in an attempt to increase the supply of qualified teachers, and by 1934, there were over 400 universities, colleges, and teacher training institutions preparing teachers in two-, three-, or four-year courses. The shorter courses were rapidly disappearing, and over half of these programs were four-year major courses leading to an academic degree in physical education. In the ten years prior to 1930, the number of physical education teachers had doubled, increasing from about 10,000 in 1920, to 20,000 by 1930. (216:281)

This rapid growth, plus the decrease in hiring which resulted from the depression, brought about a supply equal to, and in some cases, greater than the demand for the first time in the history of professional preparation. (216:281)

It began to appear that at last the quality of the program could be given greater attention. The need to improve the quality of preparation was brought to the attention of the profession through its journal:

Our teacher training curricula have to a very large extent indeed been products hastily designed to meet the demands of an insistent and rapidly expanding market and show the defects commonly and unavoidably found in such products. (147:8)

We have seen state laws create a quantity demand for trained physical education leaders, and the effort to

meet the demand by teacher-training institutions produce an oversupply of poor practitioners. Now the demand is for quality or professional competence. (144:3)

The American Association for Health and Physical Education continued to sponsor committees concerned with preparation of teachers and to seek standards for evaluation of all preparation programs. Concern for quality became the professional topic of the day.

Professional preparation conferences

The United States.--In the United States, numerous organizations associated with physical education cooperated in sponsoring a National Conference on Undergraduate Preparation in Health, Physical Education, and Recreation, held at Jackson's Mill, West Virginia, in 1948. The purpose of the conference was to improve undergraduate preparation through establishing principles and guidelines. Recommendations were made for full-time student teaching experience, experience at both the elementary and secondary levels, qualified staff, and adequate facilities.

The conference re-emphasized the necessity for a strong liberal education and advocated that competency, rather than number of courses or years, should determine when a student graduated. (238)

There was some hope that the results of the conference would be incorporated into a plan for standardization and accreditation of programs, but such a move was not forthcoming.

Many felt the need for standardization because of the tremendous increase in the number of institutions offering professional preparation programs. Quality of faculty and adequacy of facilities were questions of concern, and in 1952, the National Continuing Committee for Improvement of Professional Preparation (of the American Association for Health, Physical Education, and Recreation) drew up a set of evaluative criteria for use as guides for teacher education in health, physical education, and recreation. These criteria, which had been based upon the Jackson's Mill Conference and a later conference on graduate education, held at Père Marquette State Park in Illinois in 1950, were designed for use with the general criteria of the American Association of Colleges for Teacher Education. This organization had assumed the role of a voluntary accreditation agency, a function which it turned over to the newly-formed National Council for Accreditation of Teacher Education in 1954.

(83:11)

Canada.--Canada also evidenced concern for the quality of professional preparation, and in 1945, the National Council on Physical Fitness prepared a plan for a four-year undergraduate course in health and physical education. Existing programs continued, however, to remain very individual.

In 1951, the National Council, at the request of the Canadian Association for Health, Physical Education, and Recreation, sponsored a conference of Canadian universities granting a bachelor's degree in physical education. The first meeting was held in Toronto, in 1951, and each of the seven universities granting degrees in physical education was represented. The purpose of this First National Conference was to discuss the Canadian situation in general, to determine what areas to study, and to set up continuing committees to study these areas. Each committee was to study a topic and prepare desirable standards to be reported at the next meeting, which was set for the summer of 1952. At the Second National Conference, the continuing committees made their reports, and the group resolved to continue these conferences at regular intervals. (118:13-15)

Degree courses in Canada

The first degree course in physical education in the United States originated prior to 1900, and during the next four or five decades, colleges and university programs spread across the country. In spite of occasional eyebrow-raising and tongue-clucking, physical education managed to fit itself into the scheme of higher education, usually as a member of the Department of Education.

In Canada, the degree program gained a very slow and reluctant acceptance in university circles, with the first program appearing only thirty years ago. In his history of Canadian professional preparation, W. F. R. Kennedy suggested the basic reason for this difference between the two countries. Both had early British origins, but Canadian universities continued for a long while to acquire staff from scholars who had received their education in Britain. These men, true to the British tradition, held games and sports in high esteem, but their formal concept of higher education could not accept the idea of granting an academic degree for a course in physical education. (265:105)

According to Kennedy, Americans had rather early come to appreciate some of the more functional purposes of higher education and were able to accept courses which were

professional in nature. Eventually this concept spread to Canada, and Canadian degree courses which emerged usually resembled those in the United States. (265:104-105)

Another factor which must have delayed acceptance of physical education courses for university degrees in Canada was the early separation in many universities of teacher preparation from the academic degree courses. Since physical education was thought of as education and was claimed to be a part of the educational program by the leaders in the field, acceptance as an academic course was indeed difficult.

The first degree course.---The first degree course was opened in 1940 at the University of Toronto, with the stated purpose of providing trained teachers for physical education in Canada. The new department was headed by Dr. E. S. Ryerson, assistant dean of the Faculty of Medicine. The course, open to both men and women, was three years in length and offered a B.P.H.E., a Bachelor's Degree in Physical and Health Education. (106:1)

This was indeed a landmark event in professional preparation in Canada. A University Senate had at last agreed to grant a degree program in physical education, and for the first time in sixty years, Canadians did not have to leave their country to obtain a degree.

The second degree course.--The second degree course opened at McGill University in 1945, after twelve years of effort under the direction of Dr. Arthur S. Lamb. The course, which awarded a B.S. (P.E.) degree, was four years following Junior Matriculation (graduation from Grade 12) or three years following Senior Matriculation (graduation from Grade 13). (110:4)

Enrollment in the first course was 29 men and 48 women and rose to a peak of 154 students in 1948. Enrollment declined following this, as veterans who had swelled the ranks completed the course and were graduated. (267:35)

Earlier, in 1934, the program had added a third year. The three-year course did not produce any outstanding changes from the previous two-year course, except that it added a year of arts and science prior to the physical education courses, to provide a broader education and needed science background. (267:24)

Whether they were convinced of its academic integrity, or whether they acted to fill a need, the University Senate finally agreed to the establishment of a degree program in physical education in 1945, climaxing many years of effort by Dr. Lamb and his colleagues. This four-year course included more work in arts and science but remained basically the same

in physical education content. The main change was the increase in courses related to general and specialized professional education. (49)

In the early fifties, the physical education course and two others were evaluated by a university committee appointed to report on the academic respectability of each. The committee disapproved of the physical education curriculum and recommended the degree of B.S.(P.E.) be replaced with a Bachelor of Physical Education. According to reports, the course included too much technical material to allow the use of the academic terms "Arts" and "Science." As a result of the committee investigation, the new degree, Bachelor of Physical Education, began in 1955, and in accordance with university policy, academic content was upgraded, entrance requirements were raised, the amount of time devoted to professional and technical work was reduced, and the science load was increased. (267:46-68)

By the last half of the forties, the long-standing objections of universities had begun to ease. Once a precedent had been established by the granting of academic degrees at the University of Toronto and McGill University, other universities began to accede. Several factors contributed to this change: (1) more Canadian university faculty

were being educated in the United States; (2) the demand and need for qualified physical education teachers required attention; (3) pressure was brought by the National Physical Fitness Council, the Canadian Association for Health, Physical Education, and Recreation, and the Conference of Canadian Universities; and (4) in expectation of high veteran enrollments, the federal government had arranged to provide aid for their education. (265:129; 267:36)

Not all provinces had a degree course by the end of this period; however, degree courses had spread to each section of Canada from coast to coast.

Atlantic Provinces

University of New Brunswick--1957

Quebec

McGill University--1945

Laval University--1954

Ontario

University of Toronto--1940

Queen's University--1946

University of Western Ontario--1947

Ottawa University--1949

McMaster University--1956

Saskatchewan

University of Saskatchewan--1954

Alberta

University of Alberta--1950

British Columbia

University of British Columbia--1946

The Strathcona Trust Fund

Although the influence of the Strathcona system had lessened considerably by this period, there were still many normal schools in the thirties which clung to the military-oriented system, even after the school programs had begun to change. In 1934, there were three sources where a teacher could receive training in physical education in British Columbia: the Normal School, the University of British Columbia, and the Department of Education at Victoria. Graduates of the Normal School still received the "Strathcona Trust 'B' Certificate," which qualified them to teach physical education in elementary schools. Physical training in these institutions was still taught by military men. The course at the University was open to all students who had a bachelor's degree and were enrolled in the School of Education. Those who completed the course were certified to teach at all levels. (100:4)

Qualified physical educators objected strongly to the continued influence of the military in the training of teachers. Teachers were not understanding the idea that physical education was education, but thought, rather, that it was training--drills done to command to promote discipline, obedience, and strength, and to keep the children out of

mischievous. In an address at the first meeting of the newly formed Canadian Physical Education Association in 1933, the highly respected Dr. A. S. Lamb soundly condemned the Strathcona Trust:

The Department of Militia and Defence [sic] and the Strathcona Trust have done irreparable harm to Canada in promulgating such false and imbecilic notions regarding the place that physical education should play in education. I shudder for the future when I think of some 5,000 teachers in our Normal Schools who, today and year by year through 'systems' of instruction, are getting this restricted conception of the part that physical education should play in the enrichment and fullness of living. (159:5)

The military influence fostered by the Strathcona Trust Fund lingered long past any purpose it may have served, and those physical educators who sought to rid the normal schools of this out-dated approach had a difficult task.

Impact of World War II

Teacher shortage

When the men went to war and many women took jobs in defense industries or joined the women's armed forces organizations, physical education programs in public schools across the continent were left without qualified leadership. While the full effects of this are not known, it is safe to speculate that depriving any school subject of much of its qualified leadership cannot be beneficial to its progress.

Five measures were taken in an effort to provide some kind of leadership:

- (1) Retired teachers returned to service.
- (2) Temporary certificates were issued to those with limited training and experience.
- (3) Teachers of other subjects were assigned to teach physical education.
- (4) Women teachers were assigned to teach physical education classes for boys.
- (5) Itinerant teachers were used to spread the influence of qualified teachers. (174:417)

The issuance of temporary emergency certificates during the war continued for a time after the war. The NEA reported that pre-war emergency sub-standard certificates were held by one in 200 teachers in the United States; post-war emergency certificates were held by one in 10 teachers. Emergency certification in physical education appeared to be the rule, rather than the exception. Continuation of this situation inevitably brought the lowering of standards in physical education programs. Many advances made prior to the war were destroyed. (201:637)

Replacement of those holding temporary certification was imperative, and both countries set about trying to take

care of the multitudes of returning veterans who flooded the colleges and universities. In the United States, most of these men had to go through the regular professional preparation in physical education. There was some concern expressed for the inappropriateness of certain aspects of the program, some concessions were made, and efforts were aimed at getting them through the program as fast as possible to help them get established in a job.

In Canada, many returning veterans were absorbed into recreation programs on the basis of their military experience. Others took short-term leadership courses, which led to recreation jobs and jobs related to provincial efforts to make use of funds available from the National Fitness Act. (See below.) Some took the long route and entered regular professional preparation programs.

Emphasis on fitness

Not unexpectedly, an immediate effect of the war was to focus the attention of school programs upon preparation for military service. During World War I, both countries had quickly installed military drill in schools, but there was a change in the United States during World War II. The emphasis on preparation for military service did not result in programs of military drill, but rather, programs which worked to establish physical fitness among the youth.

Discussion about replacing physical education programs with military drill did take place, but this action was discouraged by most physical educators. Top-level support was gained from the Secretary of War, Henry L. Stimson, when he sent the following correspondence to the United States Commissioner of Education:

The amount of military drill which can be given in schools and colleges can also be given after induction into the Army, in a relatively short period of time, and under the most productive circumstances. A good physical condition, however, cannot be developed in so short a time. . . . The War Department therefore does not recommend that military drill take the place of physical education in the schools and colleges during this war period. (162:368)

Canadian physical education had not been so long away from military drill and calisthenics as a regular part of the program. In fact, at the onset of the war, normal school courses in physical education were still being criticized for continuing to teach military drill and tables of exercises and failing to catch up with the trend in public schools toward greater freedom through games and athletics. Cadet training once more became a requirement in many secondary schools. Games and athletics were set aside but regained a central position after the war. (119:36)

World War II pointed out to both countries the lack of an acceptable degree of physical fitness among the people, and each country endeavored to find ways to resolve this

problem. Canada looked for the answer largely through emphasizing community recreation programs, improving recreational facilities, supporting and encouraging sport groups, and training leaders for recreation.

The United States turned in a different direction in its efforts. In typical fashion, it turned to the schools, the American answer to the cure for all social ills. Physical fitness through vigorous games and sports was emphasized in the school programs and received public support across the country.

In 1943, Canada passed the National Physical Fitness Act to:

. . . promote the physical fitness of the people of Canada through the extension of physical education in schools, universities, and other institutions including industrial establishments; to train teachers, lecturers, and demonstrators; and to organize sports and athletics on a nation-wide scale. (127:186)

This action was followed by formation of a National Council on Physical Fitness to implement the Act.

Through the National Fitness Act, the federal government made \$250,000 available to the provinces each year to help them develop fitness and recreation programs. Money allotted to a province was matched by the provincial government and was used largely to further community recreation and fitness programs. Very little money seems to have been

allocated to the area of professional preparation, although the Council had attempted to impress the universities with the urgent need to establish degree courses. The one degree course at the University of Toronto was joined by another at McGill University in 1945, but these two could not possibly provide for the number of returning servicemen who sought a career in physical education.

Some of the money available through the Fitness Act did find its way into professional preparation through the provision of funds for postgraduate training in recreation and physical fitness.

By 1949, all of the provinces except Quebec and Newfoundland had entered into an agreement with the National Physical Fitness Act. The Act was repealed five years later in 1954. According to one leader, this repeal was due to the fact that the Act was ineffective, a result of ill-conceived legislation, ill-defined objectives, and a lack of leadership. (31:239)

National concern for the effects of automation, scientific and technological advance, and increased leisure upon the lives of American youth brought about the President's Conference on Fitness of American Youth in 1956, with the subsequent formation of the President's Citizens Advisory

Committee on Fitness of American Youth. Many articles in the Journal of the AAHPER centered upon physical fitness, and the theme of the 1958 national convention was physical fitness. The fifties could well be remembered as the fitness decade.

Length of Preparation

The United States

By 1930, the professional preparation course in the United States was quite well-established as a four-year degree program. Nearly all of the private normal schools which had not yet affiliated with a college or university had gone to at least a three-year program, and some had begun to offer a four-year program. During this period, the standard length became four years for all programs, and discussion of the need for a fifth year arose. No action was taken on this, however, until the 1960's, when California programs were forced by state legislation to delay professional preparation until the fifth year.

Canada

Canada entered this period with the three preparation programs which had come into being in the preceding period. The program at the University of Toronto had become a four-year program in 1918, although graduates were few; the

McGill course and the Margaret Eaton School course both entered the thirties as two-year courses.

The course at the University of Toronto remained four years in length through this period and became Canada's first degree program in 1940. The Margaret Eaton School merged with this program in 1941, thus becoming a part of a four-year course.

McGill University initiated a new one-year course in 1933 for students who already possessed a university degree. The course, which awarded a "higher diploma," was in addition to the two-year course and continued until 1944-45, when McGill was on the threshold of instituting a four-year degree program. In 1934, the two-year course was extended to three years, with the addition of a year in arts and science prior to taking physical education courses. This action was taken, due to the work of Dr. Lamb, who was able to convince the university that a general Arts and Science background with an emphasis on science was essential. He felt that the two-year program was too technical, and that if physical education was to do justice to its place in education, physical educators could not be specialists or technicians. (267:24) Finally, in 1945, a long-time effort of Dr. Lamb was rewarded

when McGill agreed to establish a four-year degree program, the second in Canada.

In addition to regular professional preparation programs, some of the provinces and larger cities provided in-service short-term courses, in an attempt to improve the effectiveness of their physical education teachers. A number of the normal schools, which prepared teachers for grades below secondary level, established courses which offered special work in physical education. In 1957, McGill University reinstated a two-year course for those who did not wish to take a degree or who were unable to meet entrance requirements for the degree. The course granted a Second Class Teacher's Diploma and a Physical Education Specialist's Certificate, allowing the student to secure teaching positions at the elementary and junior high levels. (267:147)

In some provinces, summer schools were made available to graduates and undergraduates. A 1938 Bulletin of the CPEA advertised a four-week summer school sponsored by McGill University. The advertisement read: "You Can Stay in Canada This Summer and Go To School." Most of the courses were taught by visiting faculty from Columbia University. (102:1)

Those degree programs which were added after the University of Toronto and McGill programs were either three

or four years in length. In some provinces, where a student entered the degree program after having had previous general education study, he could complete the course in three years. By the end of the period, however, the three-year course was disappearing, replaced by the four-year course.

For some years, the University of Montreal and Laval University offered a one-year course to those who had completed a bachelor's degree. Before the close of the fifties Laval had obtained a degree program, and the University of Montreal followed in 1961, and the one-year courses were discontinued.

The Curriculum

Model curriculum proposed by the National Council on Physical Fitness--1945

In 1945, the Canadian National Council on Physical Fitness gathered together representatives from eight national agencies related to the field of leisure, plus the CPEA. In recognition of the need for degree courses in physical education, the committee prepared a general plan for a four-year degree curriculum in physical education. This plan was submitted to the National Director of Physical Fitness, and was used to outline a national curriculum for a Bachelor of Science degree in health and physical education. The final

outline was the product of broad consultation with professional leaders in Canada, Britain, and the United States. (267:121-22)

The curriculum covered basic principles and theory in physical education; cultural and scientific background; special technical and scientific knowledge; neuromuscular skills and techniques in a wide range of activities; methods, observation, and practice teaching; and supervised internship at all levels. (267:122)

The effort seems to have gone the way of similar proposals in the United States, although, hopefully, it did provide some guidance for the four degree programs which originated during the remaining years of the forties.

Curriculum proposal by the Second National Conference on Undergraduate Professional Preparation--1953

Another curriculum proposal for the Canadian undergraduate degree in physical education came from the Second National Conference on Undergraduate Professional Preparation in 1953. In addition to liberal arts recommendations, including science foundation courses, the proposal considered the following to be basic: three recreation courses, a course in health education, care and prevention of athletic injuries, preventive and corrective physical education, kinesiology,

activity courses in all areas, history and principles, educational psychology, educational philosophy, and teaching methods and practices. Courses other than liberal arts were grouped according to three purposes: (1) to assist the student to plan and conduct a program of physical education; (2) to help the student acquire skill in a wide variety of activities; and (3) to assist the student to become an effective teacher. (84:8) These purposes of professional preparation were representative of the thinking of both Canadian and United States physical educators during this period.

Health, recreation, and proliferation

The trend toward providing some preparation for future physical education teachers in the areas of health and recreation, which began prior to 1930, continued through this period. Most programs provided one or two courses in each area, with the idea that physical educators needed to be able to assume responsibility in all three areas.

Each era had brought new emphases and interests to physical education, and these had been reflected in course additions to the curriculum: coaching, sports skills, administration of athletics, playground supervision, games, recreation, and health education. During the thirties, curriculum courses, tests and measurement, and evaluation were added.

By the end of the thirties, physical educators were beginning to voice objections to this proliferation of courses. At the 1939 meeting of the College Physical Education Association, Elwood Craig Davis stated that: "The present curriculum includes courses and ideas that date back to the beginning of teacher training in this field," and he accused the profession of attempting to keep the curriculum modern and progressive by simply hanging courses on here and there, with no integrated plan. Furthermore, he stated: "The adding of health education and recreation to physical education and athletics as parts of the profession has served to further complicate the problem," which was, according to him, a lack of integration and cohesiveness and meaning in a "hodgepodge of courses." (244:54)

In a paper presented to the Teacher Training Section of the American Association for Health, Physical Education, and Recreation, another leader, Delbert Oberteuffer, decried the attempt of physical education to become "all things to all men." He, too, referred to a hodgepodge of courses:

In the early days a good 'gym' teacher needed to know only his drills and his apparatus. Nothing more! But soon was added correctives and then anthropometry. His training began to broaden. It was soon necessary to teach him anatomy and physiology and that added several more hours to his training. Then athletics began to need attention and as soon as they were recognized as part of the

physical education of people the colleges began to train coaches. Shortly the 'revolution' came and the natural program made a strong bid to supplant the formal, but wound up by adding its activities, not substituting them. . . . All this made necessary the study of professional education. We had to know about the laws of learning and the part-whole method and so we added from fifteen to twenty-five hours of study in that field. . . . Fifteen years ago we added training in health education and now . . . we are all concerned about how we are going to squeeze in 'recreation.' (200:469)

A warning was also sounded by John Bovard in 1935 in the Journal of Health and Physical Education. He acknowledged that physical educators were still forced to take an active part in health education, but he felt that this was not the best way for health education to progress. He cautioned physical educators that the four-year training schools were "not capable of making trained experts in the field of health and at the same time developing physical educators." (93:3-4)

Objections to attempts to prepare physical educators to function effectively in three areas continued to be heard through this period, with little effect upon the great majority of preparation programs.

Provisions for individual needs and interests

Such proliferation of courses, plus the fairly recent inclusion of general education and professional education

courses, left the physical education major student very little opportunity, if any, to pursue a particular interest or need. At least one physical educator, George Gloss, expressed regret over this in a statement which sounds as though it were made today, instead of thirty-three years ago:

Students may be better served by taking up and solving, as best they can, through doing, the vital problems and issues of today. Students and faculty could thereby develop themselves and contribute a great deal to community life. There is no real reason why credit cannot be given for active participation in certain life situations as well as for memorized facts. (136:285)

Gloss urged a better system of offering elective privileges. He recommended individual research, experience in teaching, beginning with the freshman year, provisions for a student to progress at his own rate, and an opportunity for the student to become involved with the problems of the day:

The rigid standard curriculum makes subjects and subject matter the fixed base or center around which the student revolves. It makes little, if any, provision for modification in terms of individual student needs, purposes, or interests. But--desirable learning is not favored in a situation like this. If college education is to be of increasing value, the student must understand and have a part in creating his own school experience. (136:287)

Curricula, however, were not to reflect this kind of thinking to any extent for many years to come.

There were occasional programs during this period which attempted to make some provisions for the student's particular interests. The 1948 curriculum at Sargent College serves as an example. The stated objective was "to give each student a broad general background of learning in which she may excel." (185:65) At the beginning of the junior year, a student could choose to enter physical education or physical therapy. In the physical education option, each student took the same courses the first two years, plus certain basic courses in the last two years, but during her junior and senior year, she could choose a concentration in either dance, health education, sports, or recreation.

Methodology

With the increase in professional education courses during the preceding period, physical educators in the late thirties were becoming more concerned with the methods used to present the professional curriculum. In keeping with the educational theories of the day, physical educators in the United States began to recommend that the curriculum be built around problems and projects and based upon the popular "units of work." Grouping, or "blocking," of courses into larger "core" courses began to receive consideration in the

early forties. Efforts were made to gear subject matter to problems in physical education. According to a speaker at the 1938 College Physical Education Association meeting, systems being used at that time focused upon factual knowledge and developed students with lost imaginations and lost creative ability. He advocated the reorganization of courses on a problem-solving basis, rather than an unrelated subject-matter basis. (246:76)

Practices such as the above were not destined to become widely accepted, as evidenced by the fact that twenty years later another speaker at the 1958 meeting of the same group proposed much the same thing under the title, "An Experimental Approach to the Undergraduate Preparation of Teacher of Physical Education." (Italics mine.) (252:94)

Skills

Throughout this period, students continued to be exposed to a wide variety of sports, dance, and recreational activities. The philosophy seemed to have been to present at least the very basic fundamentals of any activity the student would ever be at all likely to encounter in his teaching career. Few opportunities were available for advanced skills, except as they were involved in coaching courses.

At least a few physical educators questioned the number of hours devoted to skills, especially at the beginning level. In 1938, Delbert Oberteuffer made the following statement in a Journal article:

A professional school should expect such skills to be in the possession of the student at entrance and if he does not have them then the curriculum should provide him opportunity to learn but without credit. . . . Expect students to present these skills by their sophomore or junior year and think of the academic hours which would thus be released for other training more properly within the province of a university! (200:521)

Elementary physical education

In Canada, preparation for teaching physical education in elementary schools remained almost entirely outside the university degree programs. Those who wished to teach physical education in elementary schools attended normal schools, summer schools, or special short-term courses sponsored by a university, such as the one which appeared at McGill in 1957. (See p. 120.)

Interest in this aspect of the curriculum and concern for the elementary programs in the schools grew considerably in the United States, with more states requiring a course or two in elementary methods and materials. This interest was furthered by the strong physical fitness emphasis which grew out of the Second World War. (See p. 114.) In 1945,

Connecticut State Teachers College set up an elective curriculum for specialization in physical education for selected elementary education students. (228:250)

Further indication of growing United States concern for the elementary physical education program was evidenced in the 1950's, when interest of American physical educators in the English program began to spread. The English program had experienced great change following the Second World War. American physical educators began to travel to England for study, and in 1956, a workshop for American and English teachers was held there. The English approach had as its base "certain fundamental and individualized movement experiences developed creatively through exploration and invention by the children under the teacher's guidance and direction." (149:22) It was concerned with (1) all-round development of strength and flexibility, and its skillful use in all types of movement; (2) the skillful handling of balls, bats, ropes, hoops, and other game equipment; and (3) adventurousness on all kinds of large equipment. (149:22)

Science and social science

Earlier complaints of unsuitable texts in the science areas began to disappear during the thirties, as special texts gradually appeared which had been designed to meet the particular needs of the field of physical education.

Although biological science courses continued to be the main area of theoretical study in the curriculum, a few voices began to be heard which questioned the absence of courses related to the social sciences and psychology. Such thought had no doubt been spurred by the shift in ultimate objectives of physical education from biological to sociological.

In a 1935 Journal article on trends in teacher training curricula, John Bovard made the following observation:

The examination of our teaching during the past decade has shown that we no longer think of physical education as a biological science; more careful analysis will show our tie-ups are in the field of the social sciences. (93:4)

In his call for more attention to the social sciences, Jackson Sharman did not deny the place of the biological sciences:

A knowledge of the biological sciences is necessary for a clear understanding of the nature of children but the background of training for physical education teachers in the past has been too largely along biological lines. (221:59)

In the thirties, physical education was becoming deeply involved with the social objectives of education. Activities had become the means through which a student could protect his mental and physical health, meet his need for recreational skills for leisure time, learn the meaning of fair play and good sportsmanship, and come to understand the role of a citizen in a democratic society.

In accordance with this shift in emphasis, John Bovard urged that professional preparation delve into the cultural aspects of sports and stress the place of sports in helping man to understand and interpret life. "Physical education, to rise to the dignity it deserves, must help solve human problems, must be a means of interpreting people." (93:5)

Bovard was aware of a major problem which would prevent implementation of his ideas for a time:

We shall not proceed far with this cultural motive until we do considerable research and until we have a literature written from the viewpoint of social interpretation. (93:61)

Perhaps he was not aware, however, of the length of time which would pass before any headway in eliminating this drawback would be made.

Alliance of physical education with the social objectives of education did not manifest itself in course changes in the professional preparation curriculum. Emphasis upon

the biological sciences continued, and social science and psychology were largely ignored, except as a general education requirement. The only noticeable effect of this alliance was a deepening of ties between physical education and education.

Preparation in a second subject

Appearance of preparation in a second area, referred to as a minor in the United States, occurred during the thirties in the United States, as physical educators became aware of the number of physical education teachers who taught another subject, in addition to physical education. A study made in 1929 revealed that approximately 33 per cent of the specialists employed in schools and colleges in the United States were teaching some courses other than physical education. Many of the requests for physical educators called for teachers who could also teach another subject. (208:344)

A survey taken in 1941 of 503 physical education teachers in Canada produced a similar finding; more than one-half did not teach a full load of physical education. (108:3)

Both countries began to require preparation in another subject, along with preparation in physical education. The need for this has been strengthened through the years, as the supply of men teachers has increased. With fewer teaching positions in physical education open for men, preparation in

a second subject became helpful in acquiring a job. The two world wars, of course, resulted in a critical shortage of men, but these shortages did not last.

Canada retained the requirement of preparation in another field throughout this period, as did the United States, although by the end of the fifties, the rationale for such a requirement for women began to be questioned in the United States, due to the fact that the supply of women physical education teachers had not at any time met the demand.

In Canada, during the fifties, another factor was responsible for the retention of the second-subject requirement; administrative positions were open only to those degree holders who had been certified to teach in an academic area, and physical education was not considered "academic." (267: 129)

Education and Physical Education

Relationship of the physical education curriculum to the Department, Faculty, or College of Education

In the fifties, Canada and the United States presented contrasting relationships to departments or faculties of education. In the United States, ties were strong, and general professional courses were interwoven in the curriculum,

while in Canada, the generally accepted pattern was for degree graduates to proceed to a provincial college of education, in order to acquire certification. The one exception was the program at the University of Alberta, which was closely associated with the Faculty of Education. (267:143)

This separation, a product of the jealous guarding of the academic ranks by university faculty, did not mean, however, that all professional education courses were omitted from the physical education curriculum. On the contrary, programs continued to include courses in specialized professional education, with variations in the amount of time allotted.

Student teaching

Providing the student with some opportunity to teach under supervision before he graduated continued to be common practice through this period. While most programs limited such experience to a few weeks during the senior year, an occasional plea was made for more time. Suggestions were made for graduated experiences beginning the freshman year, a year's internship with nominal pay, and a flexible time factor, with a student remaining in student teaching until he demonstrated satisfactory achievement. (197:554; 245:54)

None of these suggestions, however, experienced any appreciable degree of acceptance.

Methods courses

The trend of the twenties toward more education courses in the curriculum continued into this period, as physical education became more and more involved with education. The curriculum became increasingly a "how to" curriculum, as it was guided by the functions expected of the physical educator in the schools. These functions centered around the coaching and teaching of sports and other activities and the planning and administering of programs; therefore, courses in these areas gradually grew in number. Three studies of professional preparation in three different AAHPER districts completed in the early fifties revealed the same findings: 50 per cent of all the required physical education courses were in the areas of teaching and coaching. (259; 269; 270)

Summary

(1) During the thirties, supply was for the first time equal to the demand for physical education teachers, and leaders were at last in a position to give more consideration to quality of the program.

(2) The United States held a National Conference on Undergraduate Preparation in Health, Physical Education, and

Recreation at Jackson's Mill, West Virginia, in 1948, for the purpose of establishing principles and guidelines.

(3) In 1945, the Canadian National Council on Physical Fitness prepared a plan for a four-year degree course.

(4) Canada held two conferences in the fifties which dealt exclusively with the preparation of physical education teachers.

(5) Interest in establishing a standard national curriculum continued.

(6) Beginning in 1940, Canadian universities began a slow acceptance of degree courses in physical education, and by the end of the fifties, there were eleven such courses across the nation.

(7) The military influence of the Strathcona Trust Fund continued in Canada through the Second World War.

(8) The Second World War produced a serious shortage of qualified teachers for school physical education programs, and progress suffered.

(9) Physical fitness became an important and widespread objective during and after the war.

(10) By the end of the 1950's, United States preparation programs were all four-year degree courses. Canada's

programs were either three- or four-year degree courses, with the exception of a few one-year post-degree courses.

(11) The association of physical education with education became very close, and in addition to requirements in general professional education (whether along with the bachelor's degree, or after it), most programs required specialized professional education courses.

(12) Preparation in the areas of health and recreation was wedged into the curriculum, along with tests and measurements, evaluation, and coaching courses.

(13) Due to course and objective proliferation, very little provision, if any, was made for special needs or interests of students.

(14) Instruction was given in a multitude of skills.

(15) United States educators began to show an increasing concern for elementary physical education in the schools, and the English approach began to assume popularity.

(16) Interest was expressed in a closer association with sociology, but the curriculum remained unaffected.

(17) The biological sciences remained at the center of the program and received more emphasis through the requirement of background science courses in the general education program.

(18) Both countries added the requirement of study in another field, with the idea that physical educators often were called upon to teach in another area, along with their physical education classes.

A typical program at the end of the fifties included the following courses:

- Anatomy
- Kinesiology
- Physiology of Exercise
- History, Principles, and Philosophy of Physical Education
- Tests and Measurements in Physical Education
- Care and Prevention of Athletic Injuries
- Adapted Physical Education
- Organization and Administration of Physical Education
- Administration of Athletics
- Supervision of Physical Education
- Curriculum in Physical Education
- Health Education
- Community Recreation
- Teaching Methods
- Coaching Methods
- Student Teaching
- Skill Courses

CHAPTER VI

REPORT OF THE FINDINGS

Change remains the key word in a dynamic society.

Although change is not synonymous with progress, it is an essential element. This chapter is a report of the changes appearing in the United States and Canadian physical education major programs, as revealed through interviews, a questionnaire, correspondence, professional journals and other publications, special program materials, and catalogs. The findings have been organized under the following topics: (1) general, or liberal, education; (2) length of preparation; (3) pre-student teaching and student teaching; (4) methods of instruction; (5) preparation in related fields (health and recreation); (6) skill development; (7) flexibility within the program; (8) selection and retention; (9) changes related to course offerings; (10) emphasis of the program content; (11) purposes of the program; and (12) future changes.

Within each of these topics, there has been an attempt to answer two questions: (1) What are the changes? and (2) What trends, if any, are indicated by these changes?

General Education

Canada

In the great majority of Canadian universities, students enter a four-year degree course with one year of general education already completed. In the provinces of Ontario (the population center of Canada), British Columbia, and New Brunswick, the last year of high school is Grade XIII, which is a year of liberal arts courses similar to the freshman year in American colleges and universities.¹ Quebec now has a public collège of two years (Grades XII and XIII), which provides a student with two years of liberal arts courses prior to entry into the university.

In the three-year university programs in physical education, the first year has traditionally been devoted to general education courses, with the last two years composed mainly of physical education courses. Within the sixties, most major programs have moved to four years, which has meant an increase in general education courses. Presently, approximately 60 per cent of a four-year degree program is in general education.

¹Admission of an American student to a university in one of these provinces normally requires one year in an American university or college prior to entry.

One Canadian university reported a reduction in liberal arts to approximately 40 per cent of the total degree program, giving as reason for this move the rapid increase in the body of knowledge of physical education. It was felt that if adequate preparation in physical education was to be kept within four years, additional hours would have to be allocated to the program.

The United States

In the past, some colleges and universities in the United States have required that approximately 50 per cent of a four-year program be spent in courses which the institutions labeled as general, or liberal. In other institutions and in programs designated as professional, the percentage of general education courses was often less, perhaps 35 to 40 per cent. In the traditional program, the liberal arts courses were almost all required courses, designated by the university for the purpose of assuring a broad education, and by the professional department for the purpose of providing adequate background for major courses and for educational responsibilities.

Current literature in higher education and in professional preparation reveals trends in general education toward greater freedom in course selection; area requirements,

instead of specific course requirements; and an increase in hours required. Programs which have been regarded as professional in nature have moved toward requiring a greater percentage of general education courses. Findings of this study lend support to these trends, especially the first two. Almost without exception, institutions in the study which indicated change in liberal arts requirements stated that greater freedom of choice was being given to the student. Relaxing of specific course requirements is also allowing increased flexibility within the major program.

Summary

In both Canada and the United States, the trend in general education has been toward an increase in both amount and flexibility, with the United States programs showing the greater flexibility. Reorganization of public education in some Canadian provinces and the extension of some three-year programs to four years have resulted in increases in courses in general education.

Length of Preparation

Canada

Within the past ten years, Canada has had a number of physical education major programs which required only three

years. Of these, the programs which accepted only students who had completed Grade XIII were comparable in length to the United States programs of four years, since Grade XIII is equivalent to the United States freshman college year. A significant difference lay in the fact that the Ontario provincial Department of Education requires completion of one year in an Ontario College of Education, which, while not extending the time spent for a degree, meant an additional year for certification. In other provinces, students are required to spend an additional year in the Faculty of Education within the university, in order to receive certification. In the United States, the standard curriculum for many years has been four years, with the graduating senior receiving simultaneously a degree and certification to teach in the state where the university is located.

The 1960's have brought changes to both countries with regard to length of preparation. In Canada, the three-year programs have nearly disappeared, replaced by a four-year university degree program, following either twelve or thirteen years of pre-university education. Ontario requires Grade XIII Matriculation (graduation) for admission, British Columbia requires Grade XII, but accepts up to thirty semester hours of credit from those who enter after

Grade XIII. The University of New Brunswick admits students after Grade XII into the first year of the four-degree program or after Grade XIII into the second year of the program.

In Quebec, the recent reorganization of pre-university education has resulted in thirteen years of education (instead of eleven or twelve) prior to the three-year university degree program. The University of Manitoba's three-year degree program was originated in 1964 and follows twelve years of education. Saskatchewan and Alberta require twelve years of education prior to a four-year degree program.

In Nova Scotia, both Acadia University and Dalhousie University offer a four-year degree program, but Acadia accepts student who have completed Grade XI, while Dalhousie requires Grade XII for admission.

Memorial University in Newfoundland offers both a four-year and a five-year program. A Bachelor of Physical Education degree can be earned in four years, but most students take the five-year program, which leads to certification.

The United States

In the United States over the past ten years, there has been some scattered discussion by educators and physical educators as to the need for a five-year program for those who plan to teach. However, with one noted exception, the four-year major program continues to provide general education, the study of physical education, and preparation for teaching. The exception to this is the state of California, which, in 1964, made a significant change in the length of the program, as a result of the Fisher Bill. The bill declared, among other things, that professional preparation had to be removed from the undergraduate program and placed in a fifth certification year. Methods courses and student teaching were removed from the four-year degree program, which precipitated radical changes in a number of California programs.

Summary

In Canada, the trend has been to extend three-year programs to four-year university degree programs, with a fifth year required for certification.

In the United States, the length of preparation generally has remained four years, except for California, which

now, as a result of the 1964 Fisher Bill, requires a fifth year for certification.

Student Teaching and Pre-Student Teaching Experiences

Canada

Although most Canadian programs do not formally include teacher preparation as a part of the curriculum, many do include courses which have a direct bearing upon the student's career as a teacher; i.e., organization and administration, equipment and facilities, courses related to coaching, and field work. There are still a few programs which provide certification at the end of four years and also a few which attempt to integrate the study of physical education with preparation to teach. All of the institutions which fit into the above categories do provide some teaching-related experiences for their students. A few programs, notably McMaster University, University of Guelph, University of York, University of Waterloo, and Simon Fraser University, do not offer courses which could be classified as teacher preparation. The director of the program of Guelph spoke of his program as "completely an academic degree. Rather a discipline than a profession."² Most of the above programs

²John Powell, personal correspondence.

which are followed by one year in a Faculty of Education or an Ontario College of Education relegate such experience to the fifth year.

The majority of Canadian schools which reported some type of pre-student teaching experience usually mentioned a form of field work, both in schools and in community recreation programs. The time involved ranged from ten consecutive sessions to two semesters of field work in the last two years.

There is no clear-cut trend in Canadian universities regarding student teaching. Three- or four-year programs which are not followed by a certification year provide varying amounts and kinds of such experiences and appear to be increasing the exposure of their students to practical situations. Programs which are followed by an additional certification year usually do not provide these experiences, except occasionally in the form of field work.

One exception to this is the cooperative program offered at the University of Waterloo, in which the student spends his first two terms on campus, followed by a work term. Thereafter, the academic and work terms alternate, with the student completing his degree in four and two-thirds years.

Within Ontario, there has been some discussion about placing the three present colleges of education on university

campuses, designating each as a Faculty of Education, and integrating teacher preparation courses with the major program. At present, however, this idea remains in the discussion stage.

The United States

Since the great majority of United States programs provide professional education within the four-year curriculum, most schools reported the requirement of practical experiences of some type. Four patterns emerged from the responses: (1) programs are requiring and providing as an option more experiences in practical situations prior to student teaching; (2) programs are requiring earlier practical experiences prior to student teaching, usually at the sophomore level, but also at the freshman level; (3) programs are providing and requiring more experiences with elementary children; and (4) programs are "blocking" student teaching into a very concentrated experience with greater time allowed. Several respondents referred to what has been called a "September experience," in which the student participates in the opening days of a public school prior to beginning his student teaching in the fall. Mention was also made of providing experience with physically handicapped and mentally retarded children. Washington State University at

Pullman now makes it possible for a student to spend his entire student teaching experience with handicapped children. (The program provides for an emphasis in adapted physical education.)

The most common experiences reported involved micro-teaching and the use of video-taping in methods courses; observing, assisting and teaching in public schools as part of a course; and assisting in service classes. The latter experience is one of very long-standing; however, Central Washington State College in Ellensburg has taken a different approach to this experience. Prior to assisting in a service class, a student must take a course entitled "Teaching Designs in Physical Education," which is based upon the ideas contained in Muska Mosston's recent book, Teaching Physical Education. Following this course, a student selects two courses related to application of the teaching designs previously studied, during which he will assist in college activity classes (two one-hour activity classes for men, and three one-hour classes for women). Selection of these two courses is made from five courses representing different activity areas: gymnastics, individual and dual sports, team sports, dance, and formal activities. In addition to the prerequisite of "Teaching Designs in Physical Education," the

student must previously have taken two courses in the area he selects.

Two schools described unusual experiences in their programs. At the University of Massachusetts, some students have the opportunity to tutor other major students who need special assistance in learning a skill. Purdue University's program formerly required Junior students to assist in a college class, but this has been dropped. Now, an encouraged elective involves participation by the student in a program in developmental movement education for two- to five-year olds, sponsored by the department. Participation in and enthusiasm for the program are reported to be high.

Summary

In Canada, there are no clear-cut trends with regard to student teaching and pre-student teaching experiences which have general application. However, those universities which integrate teacher preparation within the major program do indicate a tendency to provide more practical experiences for the students.

In the United States, four patterns have emerged:

- (1) More practical experiences are being required and provided prior to student teaching.

- (2) Such experiences are being presented earlier in the program.
- (3) More experience is being required and provided with elementary children.
- (4) Student teaching is being "blocked" into a concentrated experience involving more time.

Methods of Instruction

In both the United States and Canada, the trend in methods of instruction is toward including opportunities within the program for small seminars and for individual study. In several Canadian schools, individual study has taken the form of research projects in the senior year, complete with formal papers. Information from United States programs reflected a move toward greater use of team teaching and toward the use of video-tape machines. The term "team teaching," a much-abused term, has become quite popular during the 1960's, and without a more careful examination of the use of this term by institutions, it is impossible to report whether actual team teaching is growing more popular or whether courses are merely being "staffed" (i.e., divided into units, which are distributed among several faculty members).

Summary

The trend in both Canada and the United States is toward more active student participation in the major program through an increase in the use of small group seminars, individual study, and, especially in Canada, opportunities for independent research. In the United States, use of video-tape equipment is becoming widespread.

Preparation in Related Fields (Health and Recreation)

Canada

Of the nineteen Canadian responses to this topic, nine programs maintain a health requirement (usually one course), and ten have no requirement, although one-half of these offer an elective in health. Of those programs which require health, only three were initiated since 1960, and of the ten which have no requirement, seven were initiated since 1960. Thus, the trend appears to be for programs of recent origin to exclude any course requirement in health, and for programs initiated prior to 1960 to be slow to relinquish this requirement.

The Canadian pattern in requiring recreation courses is quite clear. Of the nineteen schools providing information in this area, twelve require no recreation courses, and

seven require one course. One-half of those which require no recreation were initiated since 1965, and only one of those which require a course was initiated since 1965.

The overall trend for preparation in the related fields of health and recreation in Canada is to remove courses in these areas from the list of required courses for a physical education concentration, although a number of schools continue to offer electives in these areas, and a few provide a separate major or emphasis.

The United States

Changes in health requirements in major programs indicate very clearly that health, as a required subject, is rapidly being eliminated. Eighty-three per cent of those who responded to this topic stated that they no longer required any health course, although elective courses, an emphasis, a minor, or a major were available in approximately one-fourth of the programs. There is good evidence to indicate that once state certification for physical education no longer includes health, it will disappear as a requirement in the physical education major curriculum.

Of those schools responding to the topic regarding recreation, 86 per cent have dropped the traditional one-course requirement, although several have retained elective

courses, and a few departments have a separate recreation major program. The newest programs have no recreation courses, and the trend is quite obviously toward complete removal of any recreation courses from the major program.

Summary

The trend in both Canada and the United States is toward the exclusion from the major program of any requirement in the related fields of health and recreation.

Skill Development

Canada

In Canadian schools, several general patterns have emerged in the area of skill development:

- (1) All the programs studied continue to require activity, with the exception of Simon Fraser University.³
- (2) Most programs continue to require activity courses every semester.

³ Although no activity courses are required for the degree, a student must meet certain skill requirements before he may enter the fifth year program for certification.

- (3) Most programs continue to designate specific skill courses as required.⁴

None of the above patterns is new; however, changes which have occurred reveal a definite trend toward fewer prescribed activity courses and more electives, often with provision for the student to acquire some degree of specialization in one skill area. Along with this greater freedom of choice has come a frequent channeling of electives into selection from specific areas (such as aquatics or dance) and an increase in the number of advanced-level courses. A few schools mentioned some form of proficiency testing as a level to be attained or as a means of exemption from a course.

Overall, the acquisition of skill continues to be considered important. It is of special concern and effort at Laval University, where a number of students who enter the program have inadequate skill backgrounds, due to the poor physical education programs in many public schools. This situation is a result of the need for qualified teachers, and it is the hope of the department at Laval that their graduates will be able to gain the ability necessary to improve the public school programs.

⁴An exception is the University of Lethbridge, where all of the required credit hours are elective.

The United States

Three conditions in the area of skill development which have been a part of past traditional programs remain in most revised and new programs: (1) the requirement of activity courses; (2) the requirement of specific skill courses; and (3) participation in skill courses each semester.

Departures from the traditional program were revealed in the appearance during the sixties of four very definite trends:

- (1) The student has more choice, fewer required courses, and thus an opportunity for varying degrees of specialization.
- (2) Wider variety in skill courses is offered, including activities not previously offered, more activity within a specific area, and more courses on the intermediate and advanced levels.
- (3) Areas especially affected by increase in variety and level are aquatics, dance, and gymnastics.
- (4) There is a spreading interest in the level of skill attained by major students, with increased efforts toward higher standards. This is evidenced by such items as efforts to counsel the poorly skilled student out of the program,

requirement of a specific score on a motor ability test prior to entry to the program, assigning of deficiencies in skill courses which must be removed, availability of more advanced-level courses as electives and requirements, and pre-testing prior to admission to upper-division skill or special theory courses.

An example of the latter is the women's program at San Jose State College in California. In order for a student to enter upper-division courses, she must have proven proficiency through lower-division courses or through testing. Since approximately 75 per cent of the upper-division students are transfers, they have missed the lower-division courses which could have established their proficiency and thus must rely on competency testing upon entry to the department.⁵

At Sonoma State College in California, activity courses are not required, but each student must assume the responsibility of acquiring "adequate proficiency" in the skills to be analyzed in a series of courses entitled "Analysis of Motor Performance." These courses are not methodology courses, nor

⁵This testing program has been seriously questioned, not in principle, but as to validity of the instruments used, the timing of the tests (end of the summer), and the psychological effects. As a result, this phase of the program is being reconsidered.

are they designed primarily for the acquisition of skill. Evaluation in these courses is based upon knowledge and understanding of movement skills, including the ability to analyze movement.

In addition to the clear trends mentioned above, there are other patterns which have appeared to a lesser extent. There is some indication of increasing interest in establishing a system of proficiency testing to (1) allow a student to be exempted from specific skill courses, and (2) to establish a level of performance which must be met. In the new women's program at Purdue University, there are six skill areas, referred to as "movement forms": individual and dual sports, team sports--field, team sports--court, rhythms, self-testing (including gymnastics, stunts and tumbling, and track and field), and aquatics. Students who choose a teaching option (two of three available options) must prove proficiency in one activity in each of these areas, or movement forms. Although these forms are not included within the credit hours of the major program, they are regarded as very important. Proficiency examinations are given in both skill and knowledge, and a student may prepare for these in any way she chooses. The department provides a packet of material on each movement form to enable the student to

understand what to expect. It also offers activity courses which may be taken any number of times the student desires. In addition, an occasional workshop is presented by an expert in a particular area. Frequent examination periods are held (four times per year) and are scheduled early so that the student may get herself prepared. The department approves of students attempting an examination early in the program, since this can be an effective means of helping a student to de-select herself from the program or choose a movement form for which she is better suited.

Another emerging pattern is the move toward a core of required courses (sometimes designated by area, rather than specific activities), followed by a stated number of elective hours to be used in activity courses. In some programs, enough courses are offered in certain areas to allow specialization. At the Illinois State University (women's program) in Normal, a core of activities has been established, based upon "movement emphases": exploration and understanding of movement, movement and rhythm, control and agility, safety and control in the water, and projecting objects. Beyond this required core, a student must display competency above the beginning level in three activities through (1) a

proficiency test, (2) a grade of at least "C" in an intermediate class, or (3) participation in extramural competition.

At Michigan State University (men's program), following a broad experience with many activities, a student has elective credit to use in pursuing greater depth in one area. This must be done in at least two of the following ways: (1) assuming responsibility in the organization of an event in the area (e.g., directing a workshop), (2) teaching or coaching in a department-approved assignment, (3) participating in extramurals, an intermediate course, or a coaching course, and (4) researching a problem proposed by the student. Each of these methods provides one credit.

Several institutions purport to require no skill courses,⁶ but interpretation of this as a lack of interest in student development of skill is erroneous. To acquire a degree in physical education at the University of California at Los Angeles requires no skill courses; however, if a student wishes to teach, and most do, he must be able to demonstrate basic skills in good form and display written and physical evidence of sufficient understanding of five team

⁶Sonoma State College and Purdue University programs have already been described in this regard.

sports (plus wrestling for men) and four individual sports, swimming, track and field, folk dance, social dance, and modern dance. Proficiency in these areas must be demonstrated prior to the granting of approval for student teaching in the fifth year. Departmental philosophy regarding skill is reflected in the following statement concerning proficiency testing:

It is considered a disservice, not only to the profession but also to the student, to become lenient in the evaluation processes. High standards in teacher preparation are essential for the welfare of the youth to be taught and for our profession.
(318:1)

At the University of California at Berkeley, skill courses are not required to receive the A.B. degree in physical education; however, there are strong skill requirements for those who plan to teach. In order to enter the fifth year certification program, the student must have taken basic courses in five areas and acquired a higher degree of skill in three of these areas.

At the New York State University College at Brockport, no skill courses are required, but students are strongly encouraged to take such courses if they plan to teach. Skill acquisition is not belittled, but it is expected that the student will assume responsibility for this. The program is

very new, and time must pass before the success of this approach can be determined.

Summary

In Canadian programs, the following trends have appeared:

- (1) Greater freedom of choice is available within the overall activity requirement.
- (2) There is more opportunity to specialize within an area.
- (3) More programs are beginning to provide advanced-level skill courses.

In the United States program, the following trends have appeared:

- (1) There is greater freedom of choice within the overall activity requirement.
- (2) There is more opportunity to specialize.
- (3) A wider variety of skill courses is available.
- (4) More advanced-level courses are being offered.
- (5) The areas of aquatics, dance, and gymnastics are increasing in popularity.
- (6) There is some increase in concern for the level of skill acquired by major students.

- (7) There is some indication of increasing interest in a system of proficiency testing.
- (8) A core of required skill courses or areas, followed by electives is becoming a more common pattern.

Flexibility within the Program

Flexibility within the major program refers to opportunities open to the student in both theory and skill to choose specific courses and to select some portion of the focus of his program.

Canada

Regarding flexibility in the area of skill, a very definite trend has been established in Canadian programs. Seventy-five per cent of those responding indicated that there are fewer prescribed skill courses and more electives. The degree of this flexibility varied from a limited selection, to an opportunity to specialize in a specific area, to a total freedom of choice, but the direction is clearly visible: toward a greater freedom for the student to pursue his particular interests in physical activity.

Within the area of theory courses, 50 per cent of the programs studied, representing an equal number of new and revised programs, have moved toward providing some options.

Dalhousie University and the University of New Brunswick offer the student an opportunity to explore more fully a particular phase of the program during their senior year. At Dalhousie, the senior has seven semester hours to use for depth in elementary physical education, secondary physical education, modern dance, or preparation for college teaching or research. "Special studies" in the senior year at the University of New Brunswick involve the selection by the student of two full-year seminar courses from one of these areas: psychology of coaching, physical education for mentally retarded and physically handicapped, supervision of elementary physical education, or physiology of exercise.

The University of British Columbia provides two options for the major; he may choose a teaching option or a non-teaching option, which is science-oriented. Dalhousie University is considering such options for the future. The director stated:

Because of our impossibly eclectic, catch all nature, I tend to favor a twin channel approach-- coaching, teaching of skills in one and more

academic orientation in the other--we will go this way I believe.⁷

The University of Ottawa also offers both a teaching option and a non-teaching option. The school provides a three-year general program and a four-year honors program for those who plan to teach. The four-year non-teaching program has been designated as "Kinanthropology" and provides depth and breadth in the social, psychological, and natural science aspects of physical education. Approximately 10 per cent of the students enrolled in the School of Physical Education pursue the Bachelor of Kinanthropology program.⁸

York University has taken a different approach in offering a student a choice of two degrees, plus two different programs within one of these. The B.A. degree, selected by approximately 90 per cent of the students, requires two semesters of natural science outside the major and provides a broad background in liberal arts. About 10 per cent of the major students elect to take the B.Sc. degree, which provides two options: a science program, or a liberal science program. The science program, which contains a great deal of science and mathematics, is considered more

⁷Alan Coles, personal correspondence.

⁸William Orban, personal correspondence.

difficult than either the B.A. or liberal science programs. The liberal science program was introduced because there were many students who were interested in science but did not wish to pursue a science career. This program contains more science than the B.A., but less than the B.Sc. science program.⁹

The University of Lethbridge provides the greatest freedom for the student in terms of his entire university program. There are no required courses for the B.A. degree. The only stipulations for the forty semester courses are that at least ten must be taken in a subject or area of concentration, and at least twenty must be outside the subject of the major. The department requires only one course of the fourteen offered: an introductory course. Of the remaining thirteen courses, the student selects any nine. The following statement describes departmental philosophy regarding freedom of choice: "We feel that a student is responsible for the breadth, depth and quality of his education. . . ." ¹⁰ Both the department and the university are well aware that such an approach requires very thorough and careful advising. The physical education student receives

⁹Bryce Taylor, interview, York, Ontario, May, 1970.

¹⁰H. G. Buhrmann, personal correspondence.

such counseling, but he is not coerced into making any particular choices.

The University of Waterloo has pioneered in an approach to the physical education program which involves coordinated study and work terms for four and one-half years, including summers. Following a core requirement of sixteen courses, there is an opportunity for the student to pursue a "minor area of study" through an elective program of eight to twelve courses. These areas of study are: health science, which contains eight electives; dance, which offers ten electives; and kinesiology (physical education theory), which offers thirteen electives. Of these thirteen courses, only three are of the usual professional preparation type: Administration; Areas, Facilities and Equipment for Physical Activity Programmes; and Coaching Foundations.

The United States

Information regarding flexibility within the major program in the United States indicated a strong move toward more student selection in both skill and theory. There is a growing opportunity for students to specialize (in varying degrees) in physical activity areas, such as, aquatics, dance, team sports, individual and dual sports, and gymnastics. Specialization in aquatics and dance appear to be most usual,

although there is a rising interest in gymnastics. Some schools simply allow a few electives in activity, while others provide the variety and level of courses necessary for actual specialization. Two-thirds of the schools which provided information in this area indicated a move toward more flexibility in the physical activity phase of the major program.

Approximately 50 per cent of the programs are replacing the traditional "one program for all" concept with the idea that all students should take certain courses, but be allowed to pursue individual interests beyond that. The most common approach provides for specialization in various professionally-oriented areas; such as, elementary physical education, secondary physical education, or adapted physical education. A second approach provides for specialization in discipline-oriented areas; such as, physiology, motor learning, psychology, sociology, or kinesiology. A third approach combines these two.

An example of the second type of program is found at the University of California at Santa Barbara, which has a required core of five courses, after which the student is free to select an area of concentration in physiology, motor learning, or pre-physical therapy.

Another example of this approach is the program at the New York State University College at Brockport, which has a core of five courses, with fifteen semester hours of electives within two different focuses: "Sport Science" and "Significance of Experiences in Human Movement Forms." The second focus is designed so that a student may enter into greater depth in the biological, psychological, socio-cultural, or philosophical perspectives of physical education.

The combination approach is represented by the Ohio State University program, which offers a required core of physical education theory and activity courses, plus a core of professional courses required for teaching certification. Each student takes both of these cores, after which he selects one area of concentration of eighteen quarter hours. These areas are interscholastic sports, science, elementary physical education, secondary physical education, and health education. Due to the number of free electives available to the student, he may specialize in one of the above areas and elect courses from the others, or he may choose to complete two areas of concentration.

The University of California at Los Angeles, the University of Massachusetts, the University of Colorado, and

Sonoma State College (California) use what may be termed an interdisciplinary approach to provide depth within an aspect of the discipline of physical education. U.C.L.A.'s program has a three-course core of two semesters of General Kinesiology, a semester of Human Movement Development, and one of History of Physical Education in the United States. In addition, two electives are selected from nine physical education courses. Three options are open to the major in an allied field: physiology, psychology, and sociology. Within each allied field, certain courses and credit requirements in that field have been established which serve to give the student a potentially outstanding background for further study and research in a special area of physical education.

The University of Massachusetts program has a core of six courses; three are prescribed and three are selected from four choices. This core is taken in the sophomore year, and during the fourth semester, the student elects a Teacher Education option or a Related Disciplines option. Each of these options provides several choices for concentration. Teacher Education allows concentration in elementary, secondary, or special education. Related Disciplines allows a concentration in dance, exercise physiology, kinesiology, sport history, sport philosophy, sport psychology, or sport

sociology. Thirty to thirty-six semester hours are required in the teaching options.¹¹ In the Related Disciplines, the options range from twenty-three to forty-five semester hours in physical education and in other disciplines. Students who elect the dance concentration (23 hours) may take additional courses from Smith College and Mount Holyoke College, and there are sufficient elective hours available for teacher certification, if this is desired.

The University of Colorado began a new program in the fall of 1970 which provides a twenty-four semester hour core, plus fifteen hours of activity, with a subsequent choice of a professional track¹² or an allied field track. Within the professional track, the student may choose to emphasize elementary or secondary physical education, or coaching. This track emphasizes the knowledge and skill of teaching and coaching, theoretical knowledge related to the conduct of a school program, and practical field experience. The second track open to the student is in the allied fields of psychology, biology, and sociology, in preparation for graduate work and for ultimate college and university

¹¹Some of these hours are drawn from liberal arts electives.

¹²This refers to a grouping of courses which provides specialization within an area.

teaching and research. The program is worked out by the student with the assistance of a physical education advisor and an advisor from the allied field.

Sonoma State College (California), which began its program in 1968, has a core of twenty-four semester hours, accompanied by study in two of the following four areas: anthropology, biology, psychology, and pre-professional studies. Those who plan to teach must take the pre-professional area as one of the two areas to be studied. Each area has a number of elective credits.

Summary

In Canadian programs, the following trends toward flexibility have been identified:

- (1) Although skill courses are still required in nearly all institutions, fewer specific courses are required, allowing increased elective hours.
- (2) More choices in theory courses are becoming available, often in the form of options which allow the student to determine the focus of his program.

In the United States programs, the following trends toward flexibility have been identified:

- (1) There is a strong move toward easing the traditional inflexibility of skill requirements through allowing a student to select more courses and to specialize in a specific area.
- (2) Programs are moving from the totally required program toward one which allows the student the choice of a teaching or non-teaching degree, with opportunity to specialize within each.

Selection and Retention

Canada

Information obtained in the area of selection and retention was too incomplete to make any specific statements regarding trends, except to say that university major programs are concerned with attracting and retaining students of high calibre. A common pattern is the setting of a quota (number of men, number of women) to be admitted each fall to the first year. Students are admitted to the university based upon standards set by the university, but many schools or departments of physical education then require that a student be admitted to the physical education program.

Some of the faculty members contacted mentioned several provisions for retention currently being used in

their schools. Two referred to a yearly assessment which involves scholarship and physical fitness. Several schools either require or encourage a personal interview. In some instances, the student is expected to maintain a higher average in his physical education studies than in his over-all course work. At Memorial University in Newfoundland, a first-year non-credit course is used for screening, and students are assessed and advised accordingly but are not forbidden to continue. The University of Saskatchewan requires fourth-year students to take the Undergraduate Record Examination (formerly Graduate Record Examination) and to undergo a one-hour oral examination. If performance is unsatisfactory, the student may be asked to repeat this experience.

The United States

Continuing the set pattern of many years, most departments have little control over which student may enter the major program. Traditionally, if a student is granted admission to a state college or university, he is automatically allowed to enter the program of his choice, except under unusual circumstances.

Although the majority of the faculty members contacted did not supply information with regard to selection and

retention, there was sufficient reply to indicate a continuation of a long-standing departmental concern for the quality of the student accepted into the program. The traditional faculty screening committee continues to be used, and decisions are usually more subjectively than objectively based.

A few departures from tradition were noted in several programs. Trenton State College requires the student who wishes to enter the physical education major program to pass a motor ability test. The University of Toledo has each faculty member submit a professional progress report for each student each semester, and based upon these, a letter of commendation or critical review is sent to those students designated by the faculty. The information obtained through these reports is also used by advisors as they assist students with their programs.

At Kent State University, in order to achieve junior status, students must take a comprehensive examination over all freshman and sophomore course work, which involves theory, dance, team sports, and individual and dual sports. In addition, students must meet standards for performance and for participation in related activities. These factors, together with the student's overall grade point average, are reviewed by a faculty committee.

Summary

Based upon the information received concerning selection and retention, no trends could be identified, although the quality of major students continues to be of concern to departments.

Changes Related to Course Offerings

Health and recreation courses were discussed earlier and are not included in this section, which deals with physical education theory courses.

Canada

A number of courses which have appeared in major programs for many years have remained in good standing throughout the revision of old programs and the advent of new ones during the decade of the sixties. The strongest of these are anatomy, kinesiology, physiology of exercise, measurement and evaluation, foundations of (or introduction to) physical education, atypical (or adapted) physical education, and history of physical education. In several cases, history of physical education has been extended from part of another course to a full semester course of its own, and introduction to physical education and adapted physical education are becoming widely accepted.

The greatest change has occurred in the appearance of a growing number of courses related to the psychological, socio-cultural, philosophical, and theoretical aspects of physical education, bearing such titles as: Human Performance and Motor Learning, Psychological Factors in Motor Learning, The Role of Sport in Contemporary Society, Cultural Aspects of Physical Education, and Dynamics of Kinesiology. While all courses in these areas are not new to physical education, they are new in the sense that they have been previously the domain of the graduate school.

The growing emphasis upon the biological sciences is seen not only in the expansion of traditional courses (i.e., advanced anatomy, advanced kinesiology), but also in the addition of such courses as environmental physiology, growth and development, measurement of human efficiency, sports medicine, physiology of fitness, and exercise therapy.

More than one-third of the programs studied have included at least one course in research, and several have two, or even three, courses in this area. These courses have been designed to provide, at the undergraduate level, a statistical understanding of research, a study of current research, knowledge of research design, and an opportunity to complete individual research projects. Students are

required to climax these experiences with the writing and presenting of a formal research paper.

Current interest in comparative physical education was revealed by the fact that nearly one-third of the programs studied now offer a course in this area.

Courses of a professional nature, while found in most programs, continue to play a larger role in those institutions where the major program is not followed by a year of professional preparation in a Faculty or College of Education.

Of the twenty-one programs studied, 33 per cent have no courses of a professional nature, and an additional 24 per cent require only one or two such courses. All of these are four-year degree programs which require an additional year in a Faculty or College of Education for those who plan to teach. Approximately one-half of these programs are pre-1960; thus, it would appear that the trend among both old and new programs has been to omit all, or nearly all, courses of a professional nature, leaving the task of professional preparation to a Faculty or College of Education.

The United States

Anatomy, kinesiology, physiology, and physiology of exercise, which have been mainstays in the physical education

program since its earliest days, continued to hold that position through the 1960's. In a number of programs, these courses have moved from one semester combination courses to two, or even three, semesters of study. A more recent standby, tests and measurement, retained its place in the older programs and also gained a place in the newer ones. Introductory courses and courses in elementary physical education, which have been a part of many programs for a number of years, have grown in popularity during the sixties. One difference of note in the introductory course, however, is that it appears to be moving away from its traditional orientation to the profession (the study of physical education as a school program and exploration of professional job opportunities) toward an orientation to the discipline (the study of physical education as a subject matter field, from the standpoint of its biological, socio-cultural, and psychological nature). This trend is also evident in Canada.

The United States has generally retained its four-year program designed for total preparation of the physical educator, and thus, the traditional methods, curriculum, organization and administration, and teaching-coaching courses have remained as requirements for most major students, although notable exceptions are found in several California

institutions: the University of California at Berkeley, at Los Angeles, and at Santa Barbara, Sonoma State College, and California State College at Hayward. It is also possible to major in physical education without having to be certified to teach at the University of Colorado, the University of Iowa (men's program), Macalester College in St. Paul, the University of Washington, the University of Massachusetts, and the New York State University College at Brockport. In schools which include professional preparation as a requirement in the major program, there is a trend toward reduction of the hours spent in professionally-oriented courses through such means as the integration of methods of teaching activity into the major skill courses, and the consolidation and deletion of courses wherever possible. Such actions reflect an effort to continue to provide adequate professional preparation without allowing this area to absorb all the hours available for the major program.

History of physical education has gained a bit more attention in major programs, with some departments beginning to remove the history portion of a previous course and assign it a full semester of study. Two of the newer programs, California State College at Hayward and the University of Massachusetts, have expanded the history offerings to two or three courses.

A real growth in number and type of science courses within the program has taken place. As was mentioned above, some of these courses are advanced study of the traditional ones, but others are exploring in detail areas which only a few years ago were at best a brief mention in another course. Examples of such courses are: Neuromuscular Physiology of Performance, Cinematographic Analysis, Cardiorespiratory Physiology of Performance, Physiological Adjustment to Work and Environmental Stress, and Kinesometrics.

The most outstanding change in courses offered by major programs today is the tremendous increase in courses related to the philosophical, psychological, and socio-cultural aspects of physical education. This very obvious trend is even more outstanding, due to the fact that such courses were seldom found in undergraduate programs prior to 1960. Most of the courses concern the place of sport in today's society, motor learning, or the behavioral aspects of movement and bear such titles as: Concepts and Principles of Motor Learning, The Psychology of Sport and Physical Activity, Motor Integration, Cultural Analysis of Physical Activity, Society and Sport, and Philosophical Perspectives.

Summary

The following trends have been observed in the major programs of both countries:

- (1) The traditional kinesiology, anatomy, physiology of exercise, and measurement and evaluation have continued to be key courses in the great majority of programs.
- (2) The scientific aspects of the program have gained considerable strength, with the addition of new and advanced courses in this area.
- (3) Courses concerned with the philosophical, psychological, and socio-cultural aspects of physical education are being included in an increasing number of programs.
- (4) Introductory courses are becoming increasingly more common.
- (5) Introductory courses are shifting away from an orientation to the profession toward an orientation to the discipline.

In Canada:

- (1) Courses in adapted physical education, history of physical education, and comparative physical

education are being included in an increasing number of programs.

- (2) Courses which provide an understanding of research are gaining acceptance at the undergraduate level.

In the United States:

- (1) Courses in elementary physical education have begun to appear in a growing number of programs.
- (2) While the great majority of programs continue to integrate theory and professional preparation into a four-year program, there is a definite trend to either totally eliminate all professional courses, provide an alternate program without professional courses for students who do not plan to teach in public schools, or reduce the courses devoted to professional preparation.

Emphasis of the Program Content

Information obtained about the emphasis of the program content fell into two general categories: (1) emphasis on content related to knowledge and understanding of professional foundations, and (2) emphasis on knowledge and understanding of the subject matter of the discipline.

Canada

Thirty per cent of those programs about which information in this area was obtained were focused upon content related to knowledge and understanding of the professional foundations of physical education, with one-third of these moving toward a stronger scientific emphasis. The remaining 70 per cent have focused upon content related to knowledge and understanding of the subject matter of the discipline. Of this group, 35 per cent of the programs are heavily oriented to the physical and biological sciences, with little or no attention to the psychological (with the occasional exception of motor learning), philosophical, or socio-cultural content.

With 70 per cent of the programs studied having already assumed a discipline-oriented program, the trend away from the traditional professionally-oriented program of the fifties is obvious.

The United States

Of those programs providing information in the area of the emphasis of program content, 67 per cent have retained the traditional orientation to knowledge and understanding of the professional foundations of physical education. Of these, approximately one-fifth have indicated they are

beginning to move toward a more discipline-oriented major. Thirty-three per cent of the programs studied have moved to a strong focus upon the knowledge and understanding of the subject matter of the discipline, with approximately one-third of these leaning heavily toward the physical and biological sciences.

Summary

In Canadian programs, there is a very strong trend to emphasize content which is concerned with the subject matter of the discipline and to de-emphasize professional content.

In the United States programs, this same trend exists, although the percentages involved are considerably less.

Purposes of the Program

Canada

Forty-three per cent of the programs studied have as their primary purpose the preparation of teachers, with one of these giving the study of the discipline as a secondary purpose. Fifty-seven per cent claimed the study of the discipline to be the prime concern, with three of these indicating teacher preparation as a secondary purpose. A difference will be noted between the percentages regarding the purpose of the program and those on the emphasis of the program

content. This is due to the fact that, while program content may center around study of the discipline, the ultimate purpose of the program is still, in some cases, preparation of the teacher.

The following quotations are exemplary of departmental statements which claim study of the discipline as their primary purpose:

The purpose of the physical education degree programme is to develop and impart to the student, a scientific understanding of man as an individual, engaging in the motor performance of his daily life and in other motor performance yielding aesthetic values or serving as an expression of his physical and competitive nature. (338:5)

The present courses focus on the knowledge and insight needed to understand human physical activity in its broadest sense rather than on the details of professional practice and teaching methodology. The reasons for this orientation are that planning effective Physical and Health Education programs requires knowledge of the processes and principles which undergirds [sic] man's ability and motivation to move. Such knowledge is gained from a study of the humanities and those physical and social sciences which describe how and why men move. (69:G3)

The United States

Of the forty-three programs for which information was provided regarding purpose, 70 per cent continued to consider the primary purpose to be the preparation of teachers for the field. Of the remaining 30 per cent, 16 per cent stated their purpose to be the study of the discipline, and 14 per cent

preferred to claim dual and equal purposes: the study of the discipline and the preparation of teachers. These figures correspond closely with those concerning emphasis of content. Only a very few programs indicated any secondary purposes, usually coaching or specialization in an area of teaching.

Among those programs which now claim study of the discipline as the primary purpose, one originated in the latter half of the sixties, and the others have been revised during the 1960's, except for the University of California at Berkeley, which claims to have had an academic major since a major overhaul in 1944. The University of California at Los Angeles determined in 1957 that its program would be revised to center upon the theory of human movement or kinesiology, but it was not until 1962 that this could be accomplished.

(268:1-2)

A trend away from the primary purpose of teacher preparation toward one which places greater emphasis upon study of the discipline, while not as strong as the Canadian trend, has emerged during the sixties and shows signs of gaining momentum. The following statements are representative of those programs which claim this purpose:

The purpose of this major is the study of man as an individual engaging in the motor performance of his daily life and in other motor performance yielding aesthetic values or service as an expression of his

physical and competitive nature. This major is basic to the professional field of physical education and to advanced study at the graduate level. (275:1)

The undergraduate program is designed to provide a basic education for students who will give major attention to research as well as for those students preparing for application of the body of knowledge as teachers of physical education. The emphasis in preparation is upon scientific investigation of movement phenomena. The graduate of this program should be a true scholar-teacher; one who at any educational level could lead youth, or adults, toward a complete understanding of the human body in movement. (322:1)

The physical education major . . . is directed toward depth understanding of moving-man. Professional preparation for teaching is viewed as best accomplished through high level academic coursework supplemented by a few specialization courses designed to meet the unique needs of the teacher.¹³

Summary

In Canada, the number of programs whose stated purpose is the preparation of teachers is lessening, and study of the discipline has become the stated purpose of the majority of programs studied.

In the United States, the extent of this trend is less, but interest is strong, and emphasis upon study of the discipline is appearing in an increasing number of programs outside the state of California and across the country.

¹³Maryann Waltz, personal correspondence.

Future Changes

In the hope of shedding further light upon possible trends, consideration was given to any changes being planned or discussed in those departments represented by the programs studied.

Canada

Physical education in the elementary school appeared to be increasing in attention, with six universities indicating tentative plans for a major, minor, or emphasis in this area. Other areas being considered for a major, minor, or emphasis were: recreation, health, coaching or teaching, and adapted physical education.

The University of Guelph, whose program presently is strongly oriented to the biological sciences, especially physiology, is planning to expand to include courses in the areas of psychology and sociology, with the possibility of allowing an option in the third or fourth years. One option would include therapy, two courses in measurement of human efficiency, and sports medicine. The other would include courses in comparative physical education and in the psychological and socio-cultural aspects of physical education.

The University of Saskatchewan is considering expansion of course offerings in history, sociology, and psychology

of sport, with the possibility of allowing the student to select one of these for a concentration.

These plans indicate an interest among the universities in providing greater flexibility in the program through wider course offerings, thus allowing students to pursue a particular interest to some degree of specialization.

The United States

Consideration of plans for the future reveals a clear trend toward more flexibility within programs, with more opportunity for the student to pursue an area of interest. Thirty-six of the thirty-nine changes being considered would allow the student to select an option, or area of concentration. Most frequently mentioned was provision for a coaching major or minor. Five schools indicated an interest in adding a specialization in elementary physical education, and three spoke of a dance option. Other plans were related to sociology and to specialization by teaching levels or by activity areas. Three schools referred to plans to offer a non-teaching degree.

Summary

In Canadian schools:

- (1) There is growing concern for physical education in elementary schools, evidenced by the plan of

six schools to add a major, minor, or emphasis in this area.

- (2) Other areas in which universities plan to add courses are: recreation, health, coaching or teaching, adapted physical education, and psychology and sociology.

In the United States schools there is a clear trend toward providing for specialization through allowing the student to select an option or area of concentration. These proposed areas of concentration include coaching, elementary physical education, dance, sociology, and specific skills.

CHAPTER VII

A DECADE OF CHANGE

Changing Concepts of Physical Education

The movement which had its inception in the 1950's and was designed to look critically at the whole of physical education gained momentum in the 1960's. The momentum accelerated as many physical educators became convinced that physical education could no longer support its place in universities and schools without clarification of its meaning and purposes. In her study of emerging concepts of this period, Hileman stated:

Concern for undefined purposes, torn philosophical commitments, and lack of continuity and decisiveness within programs acted as a stimulus for leaders in the profession to advance specific theories for defining the academic body of knowledge. (261:31)

The literature of this period revealed a deepening conviction of the necessity for physical education to define its body of knowledge and to establish a theoretical foundation for the discipline. There was increased discussion regarding the desirability of separating the subject matter of physical education from the pedagogical aspects. For

some time, physical education had been unable to decide which of these paths to follow and had attempted to continue on both. As knowledge increased in each area, the paths grew further apart, and by the 1960's, the time had come when the historic flexibility of physical education would no longer allow such a gymnastic straddling feat.

In the early sixties, professional organizations attempted to provide some leadership and direction for the efforts of physical education to disentangle itself from its identity dilemma. The American Academy of Physical Education made a study of the nature of a discipline and sought to determine whether physical education could justify claims as a discipline. Part of the project was to identify the body of knowledge.

In 1961, the AAHPER, the College Physical Education Association, the National Association for Physical Education of College Women, the Society of State Directors of Health, Physical Education, and Recreation, and The Athletic Institute sponsored a National Conference on the Interpretation of Physical Education for the purpose of arriving at a clear statement of the beliefs, purposes, and outcomes of the discipline. Ruth Abernathy, in speaking of the meaning of physical education for colleges and universities, stated that

the majority of those concerned with professional preparation saw physical education as teacher preparation, although another group was becoming evident: those who saw physical education as a body of knowledge, justified by basic, rather than applied, research. She spoke of "the continuing and even mounting concern in many colleges and universities as to the possibility of an identifiable body of knowledge."

(237:34) Urging physical educators to seek greater understanding of the theoretical bases of physical education, she stated:

Physical educators have defined physical education as purposes, defined it in terms of level, and even defined it in terms of outcomes. We have by our own actions defined physical education as a school program. Isn't it about time to look at this field and to define it in terms of human movement and then discuss its application? (237:35)

During the decade of the sixties, the AAHPER sponsored a project to explore and elucidate a theoretical structure for physical education under the leadership of Celeste Ulrich and John Nixon. During this same period, the Physical Education Division of AAHPER organized a Scholarly Directions Committee for the purpose of encouraging scholars in physical education to extend the basic knowledge of physical education, as the study of man in physical activity.

In 1962, the AAHPER held a Professional Preparation Conference to study and discuss all aspects of preparation in health education, physical education, and recreation education. The purpose was to improve professional preparation in these areas at the undergraduate level and the beginning phase of graduate study. The approach, as revealed by the conference report, was largely from the standpoint of physical education as a profession, although there was brief reference to "a growing recognition that undergraduate preparation . . . is concerned with the social and behavioral sciences as well as the biological sciences." (240:6)

The report referred to an "exploration of the body of knowledge of human movement" and stated that the physical educator is primarily concerned with man's movement." (240:18, 58) However, curriculum proposals in the report reflected a continuing prime concern with knowledges and understandings related to the teaching of physical education.

The Western Conference of Physical Education Directors, composed of representatives from the Big Ten universities, spent four of its annual meetings in the sixties discussing, exploring, and attempting to identify the body of knowledge in physical education, and in 1967, the Conference set up a project to develop and clarify the basic philosophic and scientific concepts of physical education. (236:79-84)

Numerous physical educators directed their efforts toward re-defining physical education. A growing awareness that physical education possessed an identity separate and distinct from its identity with education called for a definition which reflected this concept. The phrases "art and science of human movement" and "study of moving man" began to appear frequently in the literature.

Efforts to clarify the difference between physical education as a school program, or as an applied field, and physical education as a body of knowledge, led to various suggestions for a name change: kinesiology, kinanthropology, anthropokinetics, human movement. Tradition, awkwardness, and lack of agreement as to the nature of physical education did not lead to any widespread change, although several educational programs did adopt a different name.

Despite disagreements over a suitable name for the emerging discipline, there was increasing agreement regarding its focus: the phenomenon of human movement.

The work of Eleanor Metheny and Lois Ellfeldt in the late 1950's to develop a theory of physical education was followed in the sixties by an amazing increase in contributions to professional literature in support of the concept

of physical education as a discipline. In 1964, Quest, a joint publication of the National Association for Physical Education of College Women and the National College Physical Education Association for Men, devoted an entire issue to the topic of "The Art and Science of Human Movement," (178) and in 1967, another Quest monograph was centered upon the topic "The Nature of a Discipline." (129) Professional journals produced articles titled, "Physical Education: An Academic Discipline," (140) "Anthropokinetics," (223) "An Instructional Experiment in Actualizing the Meaning of Man as a Moving Being," (133) and "The Evolution of a Discipline." (84)

In a 1965 Journal article concerning identification of a theory and body of knowledge for physical education, Ruth Abernathy pointed out that there had been a:

. . . preoccupation in physical education with what should comprise programs, what purposes were more important, how programs should be organized and administered, how activities should be taught, how achievement should be measured, who should teach or coach, and when. . . . We should give consideration to ascertaining why. . . . (76:27)

While it may appear that physical education was proceeding in a backward fashion in first developing the process and then attempting to provide a theoretical foundation to support the process, such an approach is appropriate to the

natural order of the development of a discipline. E. W. Scripture's 1901 explanation of this and his call for establishment of a basic idea for physical education were well-suited to the 1960's quest for a theoretical basis which could shape physical education into a meaningful and integrated whole:

There has, I believe, been no fundamental thought or principle which has been used to develop a system of physical training. At least, this is the way in which all sciences, literatures, and other disciplines have grown up; there is an agglomeration of ideas and methods which have origin historically. Only later does the fundamental idea of a scientific arrangement arise. This idea is developed to fit the existing circumstances, but it is often looked upon as the originating idea and as the basis of the whole discipline. This is not the case; the idea is adjusted to fit the facts and is later than they are. Physical training is probably no exception to the rule. Having the facts of physical training before us, let us try to develop the idea on which they should be based. (219:298)

During the sixties, individual physical educators and professional groups formulated concepts of the body of knowledge of physical education. In his 1969 book entitled Toward a New Curriculum, Marlin Mackenzie suggested seven major classifications within the realm of human movement: (1) movement forms, (2) mechanical principles of movement, (3) structure and function of the moving human organism, (4) movement and the person, (5) learning how to move, (6) movement and health, and (7) movement and meaning. (22:17)

In 1969, Marion Broer proposed that the concepts of physical education included:

The meaning of movement experience to the mover, the observer and the society (culture); the reciprocal interaction of structure-function-movement . . .; the use of movement to communicate, to interpret, to conceptualize (learn), to produce art, or simply to give the feeling of exhilaration, as well as to change the condition of the body and to accomplish some objective purpose; the development of human movement through the ages . . .; the development of his structure, his function, his attitudes, emotions, concepts about self, others and his universe . . . (242:64)

The Big Ten universities project to identify the body of knowledge divided the content of physical education into seven areas: sociology of sport, biomechanics, motor learning and physical performance, physiology of exercise, history and philosophy of sport and physical activity, research design, and administrative theory and research. (271:22)

The AAHPER Theoretical Framework Project of the Physical Education Division, in process through the sixties (although not sponsored by AAHPER for the entire time), formulated ten major questions pertaining to the scope of human movement study:

What is movement, what are its purposes, how does it occur, what effects does it have, what determines man's potential for movement, how does he learn to move, how does movement development take place, how does environment modify movement, and what is the historical heritage of human movement. (271:24)

Warren Fraleigh suggested these areas could be categorized into four concerns: (1) the nature of human movement, (2) the determinants of human movement, (3) the results of human movement, and (4) the study of human movement. (271:24)

The persistent and spreading belief that physical education did have its separate identity as an area of research and study produced a greater volume of research, literature, speeches, and discussion at professional meetings related to the theory of human movement and the body of knowledge in physical education than in the entire preceding century of physical education on this continent. It is not possible, however, to state that agreement was reached regarding the primary function of physical education. Leaders continued to disagree as to whether physical education should exist primarily as an applied field within an educational framework, or whether physical education should become primarily a subject matter field within the framework of a discipline, or whether each of these focuses should be further developed and integrated into one program.

Warren Fraleigh discussed this situation in a 1966 article entitled "The Perplexed Professor." (134) It was his belief that there are three identifiable approaches to

physical education: physical education as an academic discipline, physical education as a professional discipline, and physical education as a functional discipline. The one common ground in these three is concern with human movement, but each considers human movement from a different perspective.

The academic discipline is concerned with the content, the structure and the methods of inquiry appropriate to the discipline of human movement. Its basic function is to investigate and understand human movement as a fundamental aspect of human existence.

The professional discipline is characterized by its emphasis upon the process of education, rather than its content. "The professional discipline attempts to develop the student totally through the flexible process of engaging in lifelike movement activities." (134:8) Subject matter lacks structure and is determined by the contemporary social scene. The professional discipline deals with the "process of education through human movement." (134:9-10)

The functional discipline attempts to "take knowledge from anatomy, physiology, kinesiology, psychology, and, in some cases, esthetics and apply it to the use of human movement to attain certain developmental results." (134:10)

The basic purpose of the functional discipline is to teach students "to become effective and efficient in the art and science of human movement"; thus, the focus is upon "education in human movement." (134:11)

It was Fraleigh's contention that these three differing concepts of physical education possess inherently incompatible assumptions which present great obstacles to harmony. While each concept is concerned with human movement, each has different ideas regarding "what to study, what to teach and what to perform--and from what perspective." (134:12)

As physical education enters the 1970's, it has not resolved all of the conflicts, but progress has been made in the clarification of basic concepts, in extension of knowledge and understanding regarding the psychological and socio-cultural nature of physical education, in agreement concerning the centrality of the phenomenon of human movement, and in tentative identifications of the boundaries of a body of knowledge for physical education. In terms of progress to be made in future years, the steps taken in the sixties have been limited, small, and often unstable, but first steps are always important indications of proper growth and development and offer hope of eventual maturation.

Changes in Undergraduate Preparation
in Physical Education

The ferment and change of the 1960's brought to a close an era of stagnant stability during which little true change had occurred in the curriculum for physical education majors. During the thirty years preceding the sixties, differing approaches were tried, there were various experiments with new methods, length of the course was extended, more general education was introduced, professional education ties were strengthened, and courses in health education and recreation were tacked onto the curriculum, but basically, comparison of the 1930 major curriculum with the 1950 major curriculum reveals a startling degree of similarity in content.

John Bovard referred to this stability in a plea for curriculum revision nearly thirty years ago:

In the main most of us could well compare our catalogues of 1942 with those of 1922 and feel very much at home. Things done in the past are not necessarily wrong, but the economic and social conditions of a changing world have brought a demand for some new understandings. (92:449)

During the 1960's, a number of changes in the major curriculum did occur, which were reported in the preceding chapter. However, much of what has been labeled "new" has not been a new idea, but rather, a belated implementation of

an old idea. A review of the professional literature of past decades uncovers the proposal of many of the "new" changes of the sixties. As stated by William LaPorte thirty-five years ago:

The changes that seem so evident and new probably are merely accentuations and accumulations of movements that have been under way for many years.
(160:3)

Many of the changes which have occurred in major programs have merit, in that they have served to make learning more meaningful, more efficient, and perhaps more interesting. Much of what has taken place, however, could be classified as a surface change. Actual curriculum content has often been unaffected. New developments sometimes appear to be the result of efforts to conform to current trends in higher education and have been tacked onto an existing curriculum. They do not represent parts of an integrated whole, but rather, isolated attempts to maintain a modern appearance.

Some of the changes of the sixties were of a significantly different nature and involved attempts in both Canada and the United States to re-examine the total program. Such an approach resulted not only in changes in curriculum process, but also in curriculum content. The physical educators involved first sought to arrive at some understanding of what

constituted the body of knowledge of physical education. Based upon this foundation, they determined goals for the program and established processes for presenting the body of knowledge and for meeting program goals. Only through such a process could the revised program represent a unified whole, rather than a disjointed collection of "new" ideas.

The programs which resulted from the above process focused upon the discipline of physical education, rather than upon physical education as a school program, and this re-focusing is the most significant change in the major program in the sixties. Up until this time, content of major programs was determined largely by ideas of educators, administrators, and the public concerning the place of physical education as a part of the school program. While the majority of major programs continue to operate in this fashion, a significant number of programs have abandoned this approach, as a small, but increasing, number of physical educators have become convinced of the merits of physical education as a discipline.

Ten years ago, use of the term "professional preparation program," in reference to the university course of study for physical education, would have produced no confusion. Events of the sixties, however, have made it necessary to

distinguish between professional preparation programs and the major program. Although most programs still are focused almost exclusively upon preparing teachers of physical education, those programs designed for the study of the discipline are gradually multiplying.

Influences for change

An increase in emphasis upon humanness and upon the right of the individual to be different, a reaction against the dehumanizing effects of advanced technology and increased populations, a trend to de-emphasize the value of material things and to emphasize human worth and quality of life, all served as cultural forces which influenced numerous changes occurring in higher education during the sixth decade of the twentieth century. Society's interest in and need for a better understanding of man produced change within several university programs, and physical education was no exception.

In an effort to keep pace, a number of physical education programs began to reflect changes which were taking place in higher education, especially those which involved greater freedom of choice, increased self-direction, and more attention to individual needs and interests.

Many physical educators came to view "man as a moving being" as the central focus of physical education. A growing

realization of the potential of physical education to contribute to a greater understanding of man through the study of all aspects of human movement led to thought, discussion, study, and research among physical educators, which, in turn, led to the changing concepts previously discussed. These ideas began to influence the curriculum for physical education majors and resulted in the content changes presented in Chapter VI. A significant number of programs in both the United States and Canada began to shift their emphasis from the study of the professional aspects of physical education toward the study of physical education as a discipline.

State and provincial legislation also had an influence upon changes in major programs. In some instances, more funds were made available for in-depth curricular study, for improvement in facilities, and for additional staff. Some states moved to provide individual programs with greater leeway to effect change through the replacement of state certification requirements by a system of individual program approval. Other legislative action relegated all professional study to the fifth year, which gave programs an opportunity to produce a more academically-oriented curriculum.

Within some universities, administrative and faculty pressure was brought upon major curricula to strengthen their justification as part of an academic institution. Such pressure was occasionally accompanied by administrative assistance, which aided change.

An aid to change for some new programs, which should not be overlooked, was the absence of a tradition. While tradition has worthwhile qualities, it can produce loyalties to the "old ways" and maintain ruts which often make it difficult to take a new turn onto a little-traveled road.

The great majority of American programs of the sixties possessed a tradition. Many of these could boast of beginnings twenty, thirty, forty, or fifty years into the past. However, in Canada, 20 per cent of today's degree programs were established in the 1940's, and close to 17 per cent were begun in the fifties. Surely some portion of the dynamic changes which occurred during the sixties in Canadian programs can be attributed to the fact that just over 63 per cent of Canada's degree programs were initiated within the past ten years.

Bennis and Slater have offered the following thesis regarding cultural evolution which may well have application to the discernable progress in Canadian major programs during the sixties:

Bold new advances do not typically occur in those groups currently in the vanguard of development. The advanced cultures and advantaged groups are too embroiled in the success of their current modus operandi to be available for new departures. It is those societies . . . with nothing to lose by change . . . that can exploit the radically new opportunity. (1:21)

Influences against change

While certain influences served to encourage change in the sixties, other factors tended to hinder, or even prohibit, change. Most states continued to maintain statewide certification requirements, which denied certain changes desired by many physical educators (e.g., the requirement that physical educators be qualified to teach health).

Another deterrent to change has been the traditional close association of physical education with education. Unlike other disciplines, physical education, as a major program, was introduced into colleges and universities for the express purpose of preparing teachers, not for the in-depth study of the discipline. According to David Cunningham of Canada, "it has been this preoccupation with teacher preparation that has caused the physical education profession to neglect the establishment of a sound body of knowledge."

(122:21) It was his belief that the teacher-preparation emphasis of physical education has caused college programs

to be "out of step with the practices of the remainder of the academic community to which physical education strives to belong." (122:21)

Another Canadian, Norman Ashton, expressed a corresponding opinion:

The time has come to focus our attention on the development of a body of knowledge. . . . I do not believe that this can be done so long as we retain exclusive identification with the process of physical education. I believe we have to dissect our current curricula and sort out the knowledge aspects from the process aspects.

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If our discipline is to grow, if our body of knowledge is to expand, if our usefulness to the society of man is to be meaningful and grow in meaning, we must cut the umbilical cord binding us to 'Mother Education' and allow the natural evolution of another species of academic discipline to take place. (84:7, 10)

In the United States, where the vast majority of major programs integrate the study of the subject and the study of how to teach it, changes which involve removal of educational aspects from the major program have come more slowly than in Canada. This is due partially to the fact that many Canadian universities, through provincial agreements and regulations of long-standing, have not considered the preparation of teachers to be their responsibility. Although in the past, Canadian physical education programs have been oriented toward the preparation of teachers, these programs are, in many

instances, considerably freer to move to an academically-oriented pattern.

Another influence which has tended to maintain the status quo is the fact that so many of those who taught and administered the programs were themselves prepared as educators, with a strong background in professional education. For the most part, they considered themselves primarily as educators, not scholars. They found themselves unprepared to assume a position in a program oriented to the study of a discipline and felt more comfortable in programs with a professional emphasis.

Any attempt to introduce a change in content which would place less emphasis upon preparing the student to teach also runs into difficulty when faced with the fact that, at present, graduates usually assume teaching positions in the public schools. Opportunities outside the education field are not as available to physical education majors as to biology or sociology majors. Those individuals committed to an emphasis upon professional preparation have used these arguments in their rejection of changes which would de-emphasize what they feel to be the prime concern of physical education--education.

Other faculty objections have come from those who are totally committed to performance as the central focus of physical education. They are opposed to any curricular changes which could result in a de-emphasis of performance and the acquisition of neuro-muscular performance patterns.

In the United States, the traditional separation of men's and women's programs continues to be a stumbling block to change. This separation is often an enigma to administrators and other faculties. It also stands in the way of a better understanding of differing viewpoints, inhibits efforts to reconcile opposing ideas, and prevents the most effective use of faculty and facilities. Although it is also possible to argue that, in some cases, change has been made possible because of this separation, the long-term, overall effect of sexual segregation is detrimental.

Another problem facing programs which have moved, or are planning to move, to an academic focus has been the difficulty of locating faculty who are adequately prepared to teach in some of the newer science areas and in the areas of sociology and psychology.

Canada has been concerned in past years about the number of Canadians who have studied physical education in the United States and then remained to teach. The program

changes of the sixties have deepened this concern. In 1965, Earle Zeigler warned Canada of the great need in the United States to hire all doctoral graduates who graduated from the United States universities. He urged Canada to seek ways to retain the most highly qualified Canadians, and expressed concern over the fact that many who studied in the United States had received Fitness and Amateur Sport scholarships which held no provisions to assure their return to Canada. (235:9)

The rapid increase in academic programs in Canada during the 1960's quite possibly could lead to a more equal cross flow of physical educators across the border, as United States physical educators whose interests lie in a special aspect of the study of human movement discover attractive opportunities to pursue their interests in Canadian programs.

The different concepts of physical education, which were discussed at the beginning of this chapter, have made meaningful changes in major programs a difficult task. Ways must be found to reconcile the conflicts existing between the academic and professional viewpoints. Leaders in the field have been searching for means through which this can be accomplished. Fraleigh has suggested that some of the

conflicts resulting from differing approaches to the preparation of physical educators could be resolved, at least in part, through a plan whereby the undergraduate program would focus upon a "conceptual understanding of the universal phenomenon of human movement" and the development of effective and efficient movement performance. At the graduate level, the student would be able to emphasize the study of a conceptual area of the academic discipline, or the study of the educational process, leading to certification to teach in the public schools. (134:12-13)

Another proposal suggested that two kinds of programs be offered in colleges and universities; one would involve the:

. . . continuation of the training of personnel for . . . service programs in elementary and secondary schools and colleges and for other physical recreation leadership roles. . . . The second kind would develop scholars and researchers who would be responsible for the advancement of knowledge, the development of graduate study, and the conduct of research. (123:33)

The programs which made a significant changes in the 1960's assumed a structure more like that suggested by Fraleigh, although teacher preparation was not reserved for the graduate years in the United States (except in California). None of the programs studied in either the United States or Canada had established two separate programs.

Three basic plans were in evidence:

- (1) All students were required to take a core of subjects designed to develop an understanding of the phenomenon of human movement. After completion of the core, several options were open in various areas of professional preparation and/or in several areas of the discipline.
- (2) All students were required to take a core of academic subjects and a core of professional subjects. After completion of these two, opportunities were available for acquiring some degree of depth in either an academic or professional area.
- (3) All students were required to take a core of courses designed to provide a basic understanding of the phenomenon of human movement, after which several options were available for further study in a specific area of the discipline. College electives could be used to take professional education courses during the undergraduate years, but completion of certification

requirements followed the granting of the undergraduate degree.

Each of these plans seems to provide some degree of comfort to the vested interests of both the professional and the academic viewpoints.

Implications for the future

The trends in major programs which have been identified in this study can be placed into three classifications: (1) those which satisfy a need to keep up-to-date with what is happening in higher education, (2) those which are designed to improve teaching-learning effectiveness and efficiency, and (3) those which are conceived to produce basic changes in vital areas of the program.

These trends may prove to be insignificant and produce little lasting effect, or they may prove to be highly significant and have far-reaching effects. The two moves identified in this study which appear to have the greatest potential for deep and lasting effect upon future major programs are: (1) the move to provide several options for study in a special area of physical education at the undergraduate level, and (2) the shift in primary focus from physical education as an applied field to physical education

as an academic discipline which seeks understanding of the phenomenon of human movement.

These two trends do not give the appearance of being temporary, but have sparked an intense and spreading interest. Faculty members involved in these programs have expressed strong enthusiasm for the academic approach. Many whose first concern is the preparation of teachers feel that the best way to accomplish this is through first providing a basic understanding of the art and science of human movement.

It is quite conceivable that the move toward a more academically-oriented undergraduate program will necessitate an examination and possible re-structuring of existing graduate programs. Courses formerly reserved for those who continued into graduate school are now becoming a part of undergraduate study. This trend eventually may allow graduate programs to proceed to a greater in-depth study of special areas within the discipline. Such a possibility could produce more scholars within the discipline which would result in an increase in knowledge and an increase in the availability of more specialized faculty members qualified to staff new programs.

It is also possible that focus upon the study of physical education as a discipline which can significantly contribute to the universal understanding of man would attract more students with high intellectual ability.

It was not the purpose of this study to propose a model curriculum. However, a composite of ideas has been drawn from the trends presented in Chapter VI to represent what could conceivably be the description of a typical 1980's major program:

- (1) The curriculum is four years in length and offers either a B.S. or a B.A. degree, depending upon the options selected by the student.
- (2) The curriculum focuses upon physical education as a discipline, while remaining cognizant of the fact that the great majority of graduates will assume teaching and coaching responsibilities in the public schools.
- (3) The curriculum strives to develop a basic understanding of the biological, socio-cultural, and psychological implications of human movement through a variety of approaches; selected coursework, independent study, small-group seminars, technology, research, and directed

observations and experience with all age groups in a variety of situations involving movement.

- (4) The curriculum is concerned with the student's performance ability and provides opportunities for the development of skills in many areas. The student is encouraged to develop a high degree of skill in areas of special interest to him.
- (5) The student is able to choose which of several aspects of the discipline he will emphasize during his undergraduate career. If he plans to teach, he is able to use free electives to take professional education courses. One of the options open to him emphasizes special knowledges and understandings of concern to those who plan to teach, although student teaching, in the form of a semester internship, and a series of professional education courses are reserved for a fifth year, required for certification as a teacher.

In light of the changes which have occurred during the sixties in physical education major programs, it would seem

highly desirable to hold a joint Canadian-United States conference (a North American Conference) in 1972, ten years after the 1962 Professional Preparation Conference. Provisions should be made for detailed presentations of selected Canadian and United States programs as models for discussion. There should be a free exchange of information and ideas and opportunities for individual and small-group consultations. Hopefully, such a conference could inform a large group of physical educators of changes occurring across the continent and could provide ideas, inspiration, and information which would hasten the inception of meaningful curricular changes.

Knowledge of the actual effects of the changes occurring during the sixties must await the passage of time, but there can be no doubt that certain of these changes appear destined to produce major transformations in the whole of physical education and significantly alter its course. Change will continue to affect physical education's direction, perimeters and functions. How that change shall be inspired, how it will be organized, how it will be accommodated are all nebulous aspects of the future. Such aspects should provide some frustration, great fascination, and will require considerable faith in the future of physical education.

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APPENDIXES

APPENDIX A

Major Programs Contacted

MAJOR PROGRAMS CONTACTED

I. Canada

Newfoundland

Memorial University

Nova Scotia

Acadia University
Dalhousie University
St. Frances Xavier University

New Brunswick

University of Moncton
University of New Brunswick

Quebec

McGill University
Université Laval
Université de Montréal
Université de Sherbrooke
University of Quebec

Ontario

Lakehead University
Laurentian University
McMaster University
Queen's University
Université d'Ottawa
University of Guelph
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor
York University

Manitoba

University of Manitoba

Saskatchewan

University of Saskatchewan
University of Saskatchewan, Regina Campus

Alberta

University of Alberta
University of Calgary
University of Lethbridge

British Columbia

Simon Fraser University
University of British Columbia

II. The United States

Eastern District (AAHPER)

Boston-Bouvé College (Northeastern University)
Brooklyn College
East Stroudsberg State College (Pennsylvania)
Newark State College
Pennsylvania State University
Sargent College (Boston University)
Springfield College (Massachusetts)
State University College of New York (Brockport)
State University College of New York (Cortland)
Trenton State College
University of Massachusetts

Southern District (AAHPER)

Alabama College
Central State College (Oklahoma)
Madison College (Virginia)
University of Georgia
University of Houston
University of North Carolina (Greensboro)
University of Tennessee

Midwest District (AAHPER)

Illinois State University (Normal)
Kent State University
Michigan State University
Ohio State University
Purdue University
University of Illinois (Urbana)
University of Toledo
University of Wisconsin
Western Michigan University

Central District (AAHPER)

Gustavus Adolphus College (Minnesota)
Hamline University (Minnesota)
Macalester College (Minnesota)
St. Cloud State College (Minnesota)
University of Colorado
University of Iowa
University of Minnesota

Northwest District (AAHPER)

Central Washington State College
Eastern Washington State College
Oregon State University
Portland State College
University of Idaho
University of Oregon
University of Washington
Washington State University

Southwest District (AAHPER)

Brigham Young University
California State College (Hayward)
California State College (Long Beach)
Sacramento State College
San Jose State College
Sonoma State College
Stanford University
University of Arizona
University of California (Berkeley)
University of California (Los Angeles)
University of California (Santa Barbara)
University of Southern California

APPENDIX B

District Representatives and Letter

DISTRICT REPRESENTATIVES AND LETTER

Eastern District (AAHPER)

Martha Adams
Gladys Fleming
Reuben B. Frost
Judith Jensen
Katherine Ley
Kathryn Luttgens
M. Dorothy Massey
Betty Spears
Carl Wilgoose

Southern District (AAHPER)

Marilyn Crawford
Anne S. Duggan
Bernice Finger
Grace I. Fox
Ralph Johnson
Rosemary McGee
Mary Elizabeth Moore
Barbara Smith
Ethel P. Trice

Midwest District (AAHPER)

Marguerite Clifton
Dorothy Davies
Ann Jewett
Mary Ellen McKee
Margaret Mordy

Central District (AAHPER)

Louis Alley
Jackson Anderson
Dudley Ashton
Frances Bleick
Barbara Forker
Wayne McKinney
M. Gladys Scott
Barbara Yeager

Northwest District (AAHPER)

Ruth Abernathy
Carol Gordon
Charlotte Lambert
Mabel Locke
Betty McCue
Walter Schwank
Vernon Sprague
Roger Wiley

Southwest District (AAHPER)

Camille Brown
Rosalind Cassidy
Dorothy Deach
James Delameter
Leona Holbrook
Aileen Lockhart
Donna Mae Miller
Dorothy Mohr
John Nixon
Fred Roby

Dear

I am currently engaged in a study of changes and innovations in the professional preparation of undergraduate physical education majors in both Canada and the United States. It is my intention to identify trends in each country and to analyze and compare these trends. Locating those programs recently or currently involved in change is of immediate concern, and my advisor, Dr. Celeste Ulrich, has suggested I contact a few key people in each AAHPER district for assistance. I shall greatly appreciate your help in the location of professional preparation programs which you know to be involved in major changes, innovations, or experimentation. Would you please, at your convenience, send me the name and location of schools in your district, or elsewhere, which you believe would merit inclusion in my study? I shall also appreciate the names of the department chairmen or other faculty members you know to be most involved in the changes.

I am enclosing a self-addressed envelope for your convenience. Thank you for your consideration.

Sincerely,

APPENDIX C

Questionnaire and Cover Letter

COVER LETTER TO UNITED STATES INSTITUTIONS

350 Washington Hwy.
Snyder, N. Y. 14226
September 27, 1969

Dear

I am currently engaged in a study of changes and innovations in the professional preparation of undergraduate physical education majors in both Canada and the United States. It is my intention to identify trends in each country and to analyze and compare these trends. In order to locate programs involved in change, my advisor, Dr. Celeste Ulrich, suggested I contact several key people in each AAHPER district for assistance. These contacts have produced a number of recommendations, including your program. While I have been able to gain necessary information about a number of the recommended programs through direct interviews, this will not be possible for all. It is necessary to resort to an additional method which makes, perhaps, a slightly greater demand upon your time. I hope, however, the results of this study will prove sufficiently worthwhile to those involved in professional preparation that your time will be justified.

Enclosed is a request for information relating to recent, current or planned changes in your program. Although a sincere effort has been made to eliminate as much writing for you as possible, some must be done if the information is to prove meaningful. I shall be most grateful for any attention you might be able to give my request.

Please complete the information sheet and return it, at your convenience, in the envelope provided.

Sincerely,

COVER LETTER TO CANADIAN INSTITUTIONS

350 Washington Hwy.
Snyder, N. Y. 14226
September 27, 1969

Dear

I am currently engaged in a study of changes and innovations in the professional preparation of undergraduate physical education majors in both Canada and the United States. It is my intention to identify trends in each country and to analyze and compare these trends. The large number of professional preparation programs in the United States has necessitated the use of a method of selection; however, my advisor, Dr. Celeste Ulrich, agrees with my decision to contact all Canadian professional preparation programs. While I have been able to gain necessary information about a number of the programs through direct interview, this will not be possible for all. It is necessary to resort to an additional method which makes, perhaps, a slightly greater demand upon your time. I hope, however, the results of this study will prove sufficiently worthwhile to those involved in professional preparation that your time will be justified.

Enclosed is a request for information relating to recent, current or planned changes in your program. Although a sincere effort has been made to eliminate as much writing for you as possible, some must be done if the information is to prove meaningful. I shall be most grateful for any attention you might be able to give my request.

Please complete the information sheet and return it, at your convenience, in the envelope provided.

Sincerely,

QUESTIONNAIRE

SCHOOL _____ DATE _____

LOCATION _____

PERSON RESPONDING _____ TITLE _____

Please check each of the following changes which indicate the type of changes which have been made in your undergraduate major program within approximately the past ten years.

<u>Approx. Yr. of Change</u>	<u>(✓)</u>	<u>Change</u>
_____	_____	1. liberal or general coursework (amount or kind, required courses, area requirements)
_____	_____	2. length of preparation
_____	_____	3. depth or breadth of preparation
_____	_____	4. emphasis (subject matter, professional education, scientific preparation, etc.)
_____	_____	5. laboratory experiences (amount, kind, timing)
		___ a. pre-student teaching
		___ b. student teaching
_____	_____	6. courses
		___ a. new
		___ b. re-structured
		___ c. discarded
_____	_____	7. flexibility of major program (more choice, more electives, opportunity to concentrate in an area)

<u>Approx. Yr. of Change</u>	<u>(✓)</u>	<u>Change</u>
_____	_____	8. skill development (level required; areas--dance, sports, aquatics, gymnastics, etc.; how acquired)
_____	_____	9. methods or instruction (use of newer technology, provision for seminars, individual study or research, team teaching)
_____	_____	10. preparation in related fields--health, recreation, (amount, kind)
_____	_____	11. selection of students
_____	_____	12. evaluation and retention of students

For those areas in which you have indicated a change:

Please briefly describe the nature of the change.
 (Ex., laboratory experiences: students receive earlier experience--freshman year; students receive more varied experience: approx. three weeks as teaching assistant in different situations--urban, suburban schools, recreation programs, exceptional children, etc.)

Please briefly state the rationale for any of the above changes which might be helpful in providing a basis for understanding these changes.

In what year was your program initiated? _____

What is the present emphasis, essential purpose, of the program?

Is this purpose different from that of ten years ago? If so, in what way?

Are there secondary emphases?

Do you have separate programs for men and women? yes no
If "yes," have you moved, or are you moving toward an integrated program? Please comment.

What changes are being considered for the future? (Ex., addition of a coaching minor, or elementary major)

If your department has printed materials which you believe would be helpful in providing an understanding of your program, I shall appreciate your enclosing these.

APPENDIX D

Persons Interviewed

PERSONS INTERVIEWED

I. Canada

Ruby Anderson--University of Alberta
Paul Arsenault--teacher, Quebec Province
Patricia Austin--University of Alberta
Gladys Bean--McGill University
M. Laurent Bélanger--Université Laval
C. R. Blackstock--Executive Director, CAHPER
Hart Devenney--Managing Editor, CAHPER Journal
Pat J. Galasso--University of Windsor
Irene Konecny--teacher, English Catholic High School, Montreal
Patricia Lawson--University of Saskatchewan
Patricia Pickard--Laurentian University
John T. Powell--University of Guelph
Bryce Taylor--York University
Barry Thompson--University of New Brunswick

II. The United States

Marlene Adrian--Washington State University
Naomi Allenbaugh--Ohio State University
Barbara Bartee--Sacramento State College
Mary K. Beyrer--Ohio State University
Mary Bowman--San Jose State College
Marguerite Clifton--Purdue University
Margaret Coffey--University of Massachusetts
June Galloway--University of North Carolina (Greensboro)
Betty Hileman--Central Washington State College
Judith Jensen--State University College of New York (Brook-
port)
Charlotte Lambert--Oregon State University
Jessie Puckett--University of Oregon
Edward Rudloff--Sonoma State College
Wesley Ruff--Stanford University
Vernon Sprague--University of Oregon
Dcris White--University of California (Berkeley)
Roger Wiley--Washington State University