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A Noble Legacy: Physical Education Major 1937-1987, Bridgewater State College

Catherine E. Comeau

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A NOBLE LEGACY

PHYSICAL EDUCATION MAJOR
1937 - 1987
BRIDGEWATER STATE COLLEGE

Dr. Catherine E. Comeau
Dedicated
to
my parents Alphonse and Zoé,
family and friends,
and the
Hyannis - Bridgewater Physical Education Alumni
FOREWORD

This book includes the first fifty years of the Bridgewater State College Physical Education Major and several very important events that have occurred since 1987.

The development of the Bridgewater Physical Education Major is due to many individuals too numerous to mention here. Many are identified in the book although their specific contributions may not be stated. Therefore let me thank all of the former Hyannis and Bridgewater faculty and present Bridgewater Health and Physical Education Department Faculty for their expertise and dedicated efforts on behalf of the major program; the college presidents and college community who approved the proposed program changes over the years; and all the college and Health and Physical Education Department secretaries; staff; and personel who contributed to the daily functioning of the program and its development.

Thanks and appreciation is also extended to all individuals who have assisted with information for this book. Not all are identified in the book as there are too many to name all, but know that I am most grateful to each and everyone for your many contributions.

There are some other individuals to whom I need to give special thanks however for without their assistance this project would never have been realized. These individuals are: Mabel Bates and Kathleen Nerney, Bridgewater Librarians; Dr. Frederick Meier and Thomas Walsh for all of the Hyannis College information; Dr. Mary Jo Moriarty for her Hyannis and Bridgewater College information; retired Vice-President Joseph Chiccarelli and Thomas Walsh for statistical information; Sheila McKenna; Maureen Collins; Dr. Carolyn Cramer; and Mary Tiernan for their assistance; Jane Comeau, Eileen McDonnell for typing; Dr. Mary Lydon for her typing and computer skills and overall assistance; Drs. Nettie Smith, Catherine Allen, Dorothy Massey, and Johanne Smith for their recommendations and support during the writing of the book; Janis Sallinger for proof reading the final copy; and John Saulnier for all of his dedicated work with me and my computer and for getting the text camera ready for printing.

Also thanks to all my family and friends for their moral support while the collection of materials and the writing of this book has been in progress.
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CHAPTER I
THE HYANNIS CONNECTION

Since all human institutions and agencies as they exist today represent only the latest stage in a process of growth and development, each is best understood when we turn back to the past and retrace the significant steps in its evolution to present forms.

Two state educational institutions in Massachusetts have been responsible for the development of the physical education major program at Bridgewater State College, Bridgewater, Massachusetts. These two institutions were originally founded in Massachusetts as normal schools, for the training of teachers.

The first of these two institutions to be established was the State Normal School at Bridgewater, Massachusetts, founded in 1840. It was the first of three teacher training schools opened in Massachusetts through the diligent efforts of the renowned educator, Horace Mann. Horace Mann believed in the ideal of a trained teacher for every child successfully persuaded the General Court of Massachusetts to try the experiment of Normal Schools for the training of teachers, assisted by a number of others.

The other institution instrumental in the development of the Bridgewater State College physical education major program was the State Normal School at Hyannis, Massachusetts, founded in 1894 by an act of the Massachusetts Legislature. The Hyannis Normal School accommodated 50 - 100 students from the southeastern Massachusetts area. Our history of the Bridgewater physical education major will begin with this school.
In 1897 the Hyannis Normal School buildings were completed, and the first class entered in September of that year. The following summer, the Hyannis Normal School established a summer session for teachers, making the Hyannis School a pioneer in summer school programs.

One Hyannis Summer School program is of particular interest as we trace the history of the physical education major program at Bridgewater. That program was the Summer School of Physical Education. Although we do not know the exact dates this program began we do know that it was in existence from 1922 to 1929. The general information about the Hyannis Normal School summer session in 1924 follows:

Character of the Work

The work here offered is so varied that teachers of all grades from the kindergarten to college, teachers of special schools, supervisors and superintendents of schools may each and all find work adapted to their needs, and get into touch with the latest pedagogy.

It is usually more satisfactory not to try to arrange the details of one's program before arrival at Hyannis unless one has been a member of the school in former summers.

Each of the regular courses there offered requires two forty-five minutes recitation periods each school day, and two or more hours of study. The recitation period is devoted mainly to discussions participated in by students and teacher. Earnest students are thus guided in their thinking and study so that they are glad to spend as many hours as they need to spend upon the preparation work.

We earnestly advise each student to take such a program that he may spend his forenoon's and evenings in study and devote the whole or a large part of the afternoons to sailing, bathing or frolics on the beach, or in tramping, bicycling or automobiling over the attractive, well kept roads.

Expenses

Tuition will be free to all who live in the State or who teach in the State; to others the nominal fee of $10 will be charged for each session.

Board

The school furnishes board to those desiring it at $35 for the first session, July 1 - August 1, and at $28 for the second session, August 4 - 20, a price which is expected to cover the cost of food, service and necessary attendant expenses.

Rooms

The school has two dormitories which accommodate sixty (60) people each, sixteen tent-houses near the dormitory accommodating from
two to four each, and twelve double tent-houses at the beach which accommodate the families of instructors and superintendents.

Rooms in the village range in prices from $3 to $5 each person for two persons in a room, and from $4 to $10 for one person in a room.

The school holds itself in readiness to assist in every reasonable way in securing rooms but does not assume financial responsibility in the matter.

Registration
Students are expected to register and secure their rooms on Monday, June 30, as the school opens on Tuesday, July 1, at 8 A.M.

The Summer Session is similar to the Winter Session. It seems desirable to have it understood by all who contemplate attending this school that it is a real school established and supported by the State for the professional training of those who are now or expect to be teachers or superintendents in the State. It is, in fact, a State normal school and is administered on that basis.

Students may take one or two subjects, but the work must be intensive in one.

The work is so planned that it is not possible to take more than two of the heavier subjects and students are earnestly advised to take but one.

Credits Allowed
Due credits will be allowed for work which has been done in other normal schools or in colleges.

Teachers in service may be allowed to offer their experience between the successive sessions in lieu of practice in the training school.

Diplomas Granted
Credit will be given for each subject that is satisfactorily completed. A diploma will be awarded when the amount of work done by the student is equal to that required in the regular course.

The time required for earning a diploma will depend upon the former preparation and upon the amount and character of work in this school.

Admission
Superintendents, supervisors and teachers of maturity, who have been in service for two or more years, and graduates of four-year courses in high schools who have taught one year, will be admitted without examination.
Graduates of high schools and teachers of less than the above experience who desire to teach in the State may be admitted without examination, but without entrance examinations cannot be assured that they will receive credit to count toward a diploma.

The principal will be glad to answer any inquiries which are not answered in this circular.2

The courses offered at the Summer School of Physical Education in 1924, were:

First Session: July 1st - August 1st
Summer School of Physical Education
Under the direction of
Carl L. Schrader,
State Supervisor of Physical Education

PHYSICAL EDUCATION I
Time Schedule, -- One period each day will be required in this course.

Content of Course: Covers practical class room and playground work in teaching of regular gymnastics, such as formal exercises, games, folk dancing and athletic activities.

Object of Course: To acquaint classroom teachers with the content of State Bulletin No. 135, on physical education for elementary schools and enable them to make practical application of this material.

PHYSICAL EDUCATION II
Time of Schedule: - It is expected that those taking this course will devote to it the entire time.

Content of Course. - Covers previous summer course of study in gymnastic exercises, apparatus, athletics, games, and dancing. Content of State bulletin No. 135, “Physical Education in the Public Schools” - a manual for teachers in the elementary schools. Instruction in: methods, first aid, pageantry, costuming, festivals and field days. It will be necessary for each student to keep a complete notebook which will be evaluated at the end of the course.

Object of Course. - To acquaint classroom teachers with the content of the bulletin for elementary schools and enable them to give instruction in physical education in the schools in which they teach. Also to supervise an organized recess and to conduct physical proficiency tests.
PHYSICAL EDUCATION III

Eligibility Requirements. -- All teachers who have taken the full course of study in Physical Education II, given at the State Summer schools during the summer of 1922 or 1923 may enroll for this course. Also, teachers who have had special courses in physical education in both theory and practice elsewhere, sufficient to qualify them for the course. The schedule will require all the student's time.

Content of Course. -- It will consist of careful study of the content of State Bulletin No. 147, a manual for teachers in junior and senior high schools. It will be necessary for each student to keep a complete note book which will be evaluated at the close of the course.

A definite course in methods and administration together with practice teaching will give opportunity for planning and executing recreational programs, athletic contests and field days.

For further information concerning these courses, address Mr. Carl L. Schrader, Department of Education, State House, Boston.

It is interesting to note that the Director of the Physical Education Summer School was Carl L. Schrader, the State Supervisor of Physical Education for the Commonwealth of Massachusetts. He was appointed to this newly created position in 1922 and served in this capacity until 1935. Mr. Schrader had also been a teacher at the Sargent School of Physical Training, having been appointed head of the Department of Methods and Practice Teaching in 1906 by Dr. Dudley Allen Sargent, director and founder of the school.

Perhaps Carl Schrader's affiliation with Dr. Dudley Allen Sargent and the Sargent School and the establishment of summer courses in physical training at Harvard College by Dr. Sargent in 1887 influenced the development of the Summer School of Physical Education at the Hyannis Normal School.

In 1929 the Physical Education Summer School program was still in existence. The information about this program follows:

SUMMER SCHOOL OF PHYSICAL EDUCATION

Physical Education

Time Schedule.-- Two periods each day will be required.

Purpose of Course -- To enable the classroom teacher to conduct activities indoors and outdoors, measure achievement and interpret descriptive material.

Content of Course - Practical classroom and recess material, including games, folk dances, athletic activities and gymnastics based on physical education bulletins Nos. 191 and 192. Practice teaching is also included. There will be a few assignments.

Costume - The customary gymnasium suit is urged, though not required gymnasium shoes for the sake of safety are required. Teachers in this course who desire to take a third course will find the course in Biology of value to them.

Playground Course

Time Schedule. One period each day.

Purpose of Course - To become acquainted with material for and administration of the public playground.

Content of Course - An activity program for the various ages of children including games, athletics, various phases of dancing, gymnastic exercises and costuming. An administrative program, including playground management in general and the conducting of field days, competitions and pageants in particular. A brief course in First Aid.

Costume - The customary gymnasium suit is urged, though not required. The course is so planned as to be supplemented by the Handwork Course, which contains indispensable teaching material for the playground teacher.

In addition to the physical education courses the Hyannis Summer School offered two courses in Health: “Principles of Teaching Health Subjects” and “Public Health Work”.

For further information concerning these courses address Carl L. Schrader, Department of Education, State House, Boston.

The date of the last Hyannis Summer School of Physical Education is not known. However, in the ensuing years both Health and Physical Education courses were offered at the Hyannis Summer School.

As in all educational institutions, curricular changes are made and new programs added to keep abreast of educational and societal needs. Such changes may include changes of courses, programs or even the status of the institution itself. Over the years the day and summer school programs at the Hyannis Normal School, as well as all normal schools in Massachusetts, were expanded and further developed. The programs changed from one-year to two-year certificate programs and then to three-year diploma granting institutions. In 1931 an Act of the Legislature changed the
courses of study at all Massachusetts normal schools to four year programs and the normal schools became state teachers colleges. The Hyannis Normal School became the State Teachers College at Hyannis offering two programs of study leading to a Bachelor of Science in Education degree. These programs were for the training of Elementary School teachers to teach grades one to six, and Junior High School teachers to teach grades seven to nine. All students were required to take health and physical education courses as follows: physical education practices, both semesters; and one semester of physical education theories.

Although the Hyannis Normal School had originally been established to accommodate 50 to 100 students, it did not attract as many students as anticipated. For example, the student enrollment at the former normal school, now the Hyannis State Teachers College in 1934-35, was 77 students: 63 women and 14 men. This low enrollment made the Hyannis State Teachers College one of the smallest state colleges in Massachusetts. It also made the college highly susceptible to a movement, slated to close the smaller state teachers colleges in Massachusetts in the middle 1930's. The Colleges to be closed were: Hyannis, North Adams, and Westfield, with Hyannis designated as the first college to close.

Strong opposition to the closing of the Hyannis College arose from the public sector as well as from the faculty, alumni, and students. Whether public opinion or other influences stopped the movement to close the smaller colleges is not known. For whatever reason, the movement to close the colleges ended and the Hyannis, North Adams, and Westfield State Colleges survived.

Following the attempted closure of the smaller State Teachers Colleges, there were some developments at the State Teachers College at Hyannis of significance to the history of the Bridgewater Physical Education Major. Since documentation as to the influences that brought about these developments is not available, we can only speculate as to what they might have been. In view of the attempted closure of the smaller state colleges there is no doubt that there was a need to increase the student population, especially the male student population at the Hyannis College. Secondly, although there were some private colleges preparing physical education teachers in the State of Massachusetts, there was no state college offering a program of study in this area. Thirdly, the Hyannis State Teachers College apparently had an interest in the subject areas of Health and Physical Education since the college had offered courses in these subject areas since the 1920's. Recognizing that the aforementioned factors may, or may not, have influenced the events of 1936, we will proceed with the events that occurred that year.

In 1936 a young graduate of Boston College, Mr. Frederick A. Meier, Jr., was a special student at the State Teachers College at Bridgewater. Mr. Meier was a Science Major and former teacher and coach of boy's sports at Whitman High School. He had come to Bridgewater to study for his teacher certification credentials.
According to colleagues at Boston College, Mr. Meier had been both an outstanding student and athlete who had also played semi-professional baseball. Mr. Meier demonstrated his academic and athletic talents at Bridgewater through his course work and his participation on the Bridgewater State Teachers College Teams. Although college graduates are not permitted to play on undergraduate athletic teams today, they were permitted to do so then since there were not any eligibility requirements.

Apparently Mr. Meier's academic and athletic talents and abilities had come to the attention of the Bridgewater State Teachers College President, Dr. Zenos Scott, a graduate of Evansville College, B.A., and Ph.D. and Columbia University, A.M. and of the Hyannis State Teachers College President, Herbert Howes, a graduate of Bridgewater Normal School, Diploma, Rhode Island College of Education, Ed. B. and Harvard University, Ed. M. During the 1936 academic year Mr. Meiers was invited to meet with the two presidents. At this meeting Dr. Scott and Dr. Howes stated that they had several goals which they hoped to achieve at their colleges which might involve Frederick Meier.5

President Howes' goals for the Hyannis College were as follows:

1. To establish a curriculum for the preparation of health and physical education majors
2. To increase the student enrollment, especially male students.
3. To establish a football team.
4. To hire a teacher/coach to teach physical education courses to the men and coach all of the men's sports, thus replacing the student coaches.6

President Scott stated that his goals for the Bridgewater College were:

1. To hire a teacher/coach who would teach physical education courses to the men, teach science courses and coach all of the men's sports at the college.7

Lengthy discussions ensued about the position, during which Mr. Meier expressed his hesitancy to accept the position since he was not a physical education major. Both college presidents however, must have felt that Mr. Meier's science background, academic excellence, and athletic ability indeed qualified him for the joint appointment since he was offered the position which he accepted.

President Howes immediately undertook efforts to realize his goal of increasing the male student enrollment at the Hyannis College with the assistance of: Mr. Meier; Mr. Raymond Grayson, State Director of Physical Education; and his Assistant Mr. Ralph Colson. Together these men recruited thirty male students to attend the Hyannis State Teachers College.
In September of 1936 Mr. Frederick Meier became a member of the faculties of the Hyannis and Bridgewater Colleges. The personnel at the Hyannis College that year consisted of nine faculty members including the college president, and ten teachers in the College Training School including the principal.

At the Hyannis College Mr. Meier joined Miss Annie Crowell, a graduate of the Hyannis Normal School, and B.S. M.A. degrees from Harvard University and Columbia University. At the Bridgewater College Mr. Meier joined Miss Mary Isabel Caldwell, a physical educator graduate of the University of Wisconsin, B.S., and New York University, M.A., and Miss Lois Decker, a physical educator graduate of the University of Wisconsin, A.B., and New York University, M.A. Mr. Meier taught health and physical education classes to the male students at both institutions, as was the scheduling practice in those days. The men teachers taught the men and the women teachers taught the women. There was one exception to this teaching assignment at Hyannis however, Mr Meier taught the swimming and life saving classes to both the men and women while Miss Crowell observed. Mr. Meier also served as Athletic Director for Men's Intercollegiate Athletics. He established a football team at the Hyannis College which he coached in addition to all of the other men's sports (basketball, baseball, and track) at both colleges. His teaching and coaching schedule at these institutions kept him busy as he traveled back and forth in his Model A Ford. He was on the Bridgewater campus Mondays, Tuesdays, and Fridays and on the Hyannis campus on Wednesday and Thursdays. The joint coaching appointment created a unique situation when the Hyannis and Bridgewater teams played each other. At those games, Coach Meier "coached both teams sitting on the bench of each team for a half, hoping to always end up on the winning side".

The facilities at the Hyannis College were: a main building which housed classrooms and administrative offices, a training school, and a dormitory for women students. The indoor facility for physical education activity classes was a room in the basement of the main building. This so called "gymnasium" was approximately one quarter the size of the small gymnasium in the Kelly Gymnasium building at Bridgewater State Teachers College today. The outdoor facilities for physical education activity classes were: an athletic field, tennis courts, and a private beach with cabins, located within a half mile from the campus. The Hyannis Harbor was used for the swimming classes.

The few men students who had attended the College prior to 1937 had lived in private homes near the College. With the influx of more men students to the College, the immediate problem of housing was alleviated by using the commodious upper floor of the President's house as a dormitory for men.

There were no Intercollegiate Athletics for Women in those days; however the women did have competition in sports through an intramural program. In addition to
her teaching at the Hyannis College Miss Crowell was responsible for the women’s intramurals, and recreation program.

Information relative to the State Teachers College at Hyannis follows:

GENERAL INFORMATION
The State Teachers College at Hyannis is located on a beautiful site in Hyannis. The College has the advantage of being located in an unusually fine environment for field work, nature study, science, and geography, particularly as relates to marine life, also of being in an inspiring region for the study of history. It would be hard to find a better location in which to maintain a college for the preparation of students for the profession of teaching.

The purpose of the College is two-fold: first, preparation of new teachers; and second, additional education for teachers already in service. The first objective is that of the winter session, and the second, that of the summer session.

The institution has been in continuous session, winter and summer, since September, 1897.

The Teachers College is easily reached by train, motor-bus or automobile. It is just off the main highway down the Cape, on the south shore, and within four minutes walk of the Hyannis railway station.

REQUIREMENTS FOR ADMISSION
I. APPLICATION FOR ADMISSION: Every candidate for admission is required to fill out a blank entitled: Application for Admission to a State Teachers College and send it to the president. This blank may be secured from the principal of the high school or from the teachers college and may be filed soon after January 1 of the candidate’s senior year. The blank should be filed by June 1.

II. BLANKS TO BE FILED BY THE HIGH SCHOOL PRINCIPAL: The principal of the high school is expected to fill out two blanks - one giving the High School Record for each year, and the other a Rating of Personal Characteristics - and send them to the president of the teachers college.

III. GENERAL QUALIFICATIONS; Every candidate for admission as a regular student must meet the following requirements:

1. Health. The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would unfit him for public school teaching. A statement from the family physician and examination by the college physician are the required evidences of satisfactory health.

2. High School Graduation. The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.
3. Completion of Fifteen Units of High School Work. The High School Record must show the completion of fifteen units accepted by the high school in meeting graduation requirements.

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work of a pupil of normal ability. To count as unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

4. Personal Characteristics. The Rating of Personal Characteristics and the moral character of the candidate must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

IV. SCHOLARSHIP REQUIREMENTS: Of the 15 units presented for admission, 12 must be selected from the list given under 2.g., of this section and must include the 6 units named in this paragraph as "prescribed." The additional 3 units required may consist of any work which the high school accepts as meeting it graduation requirements.

PREScribed (6 units)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Certification:
   a. The privilege of certification is extended to public and private schools and academies in the State of Massachusetts. The certificating grade is A or B (80-100). Units of certification will be determined on the same basis as units of credits, subject to the restriction of this bulletin.

Admission by certificate alone is granted to candidates who present work of certificating grade in 12 units as follows: six from the prescribed list and six others from the list given under 2.g., following. The number of units offered is subject to the restriction of 2.f.

The Department of Education reserves the right to withdraw the privilege of certification form any institution when its student fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the teachers college.

b. In the case of subjects which continue for two years, the grade for the last year must be A or B in order that both units may be accepted for certification. If the subjects continue
for three or four years, the grade for one year, as well as the last year, must be A or B, in order that 3 or 4 units will be accepted for certification.

In the case of English only 3 units will be accepted among the 123 required units. A fourth unit of English may be accepted as one of the 3 additional units.

2. Examination
   a. Any candidate whose record does not entitle him to certification for at least 5 units, is required to secure credit by examination for 12 units of work.
   b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units (prescribed 6 units; additional 4 units) provided the other 5 other units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.
   c. It is understood that candidates are not present themselves for examination in subjects not pursued during the last four years of the secondary school.
   d. Preliminary examinations may be taken either in June or September by students who have completed the third year in a secondary school in not more than 5 units other than English.
   e. Subject to the admission conditions stated above, credits received in the College Entrance Board Examinations may be accepted for admission.
   f. The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following, with the provision that the minimum total amount in any field except Foreign Language, 4 units, no credit accepted for less than 2 units of any one language; Mathematics, 3 units; Commercial Subjects, 2 units; fine and Practical Arts, 2 units.
   g. Examinations will be offered by the teachers colleges in the following subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>½ or 1</td>
</tr>
<tr>
<td>Community Civics</td>
<td>1</td>
</tr>
<tr>
<td>History to about 1700</td>
<td>1</td>
</tr>
<tr>
<td>European History since 1700</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>½ or 1</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>½ or 1</td>
</tr>
<tr>
<td>Ancient History</td>
<td>1</td>
</tr>
<tr>
<td>English History</td>
<td>1</td>
</tr>
<tr>
<td>Medieval and Modern History</td>
<td>1</td>
</tr>
</tbody>
</table>
Science
General Science ½ or 1
Biology or Botany or Zoology ½ or 1
Chemistry 1
Physics 1
Physical Geography ½ or 1
Physiology and Hygiene ½ or 1
Astronomy or Geology ½ or 1

Foreign Languages
Latin 2, 3, or 4
French 2, 3, or 4
Spanish 2
German 2 or 3
Italian 2 or 3

Mathematics
Algebra 1 or 2
Arithmetic 1
Geometry 1
College Review Mathematics 1

Commercial Subjects
Stenography (including typewriting) 1 or 2
Bookkeeping 1
Commercial Geography ½ or 1
Commercial law ½ or 1

Fine and Practical Arts
Home Economics 1
Manual Training 1
Drawing ½ or 1
Music 1

V. METHOD OF SELECTION OF CANDIDATES IN CASE OF AN EXCESS OF APPLICANTS. If the number of applicants for admission is, on July 1, in excess of the number that the facilities of the teachers college will accommodate the plan of admission as already stated will be somewhat modified. The scholarship record and the ratings of personal characteristics of all applicants will be evaluated in accordance with the method stated below. Candidates will then be admitted in the order of their total scores until the capacity of the teachers college has been reached.

a.) Scholarship will be allowed 75 points for 15 units of work.
b.) Personality will be allowed 25 points.
As a basis of computing the total score from the scholarship record, as submitted by high-school principal, a mark of "A" will be given 5 points; "B" 4 points, "C" 3 points; "D" 2 points.

As a basis of computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will allow 2 ½ points; "Good" 2 points; "Fair" 1 ½ points; "Poor" 1 point. 10

Candidates for admission to the college who did not meet the admission requirements for at least 5 units of work were required to obtain credit through course examinations given by the college.

**STUDENT ORGANIZATIONS**
Student Council: The Student Body forms an organized unit with the Student Council as its official board. This Student council, with a faculty adviser, considers various matters of participation and regulation. It then makes recommendations or suggestions to the faculty and student body for their approval. As each class is represented on the council, this organization gives opportunity for all to participate in college problems, interests, and activities.

Class Organizations: Each class is organized for the purpose of carrying on its own business and activities. In order that the students may have the benefit of counsel from a more experienced person, a faculty adviser is chosen by each class.

Clubs: One period a week is devoted to club activities. The number and type of clubs is determined by the wishes of the student body, and membership in any club is open to all who desire to join. During this current year such interests are finding expression in Athletics, Crafts, Dramatics, Social Ethics, and Glee Club.

**COURSES**
This College offers two courses, both four years in length, and leading to the degree of Bachelor of Science in Education. 11

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1 Earle F. Zeigler, *A History of Physical Education And Sport In The United States and Canada*, Champaign, IL, Stipes, 1975), 1.
3 Ibid., 10.
5 Frederick Meier interview by author, Bridgewater, (21 May 1987).
6 Ibid.
7 Ibid.
8 Ibid.
10 Ibid.
11 Ibid.
CHAPTER II
THE HEALTH AND PHYSICAL EDUCATION MAJOR BECOMES A REALITY

The Hyannis college president’s goal of establishing a health and physical education major program at the Hyannis College became a reality in September 1937. That year the co-educational program for the preparation of Health and Physical Education Teachers was implemented. The Hyannis College joined the private colleges in the state preparing health and physical education teachers, namely Bouve, Posse Nissen, Sargent, and Springfield. The addition of this major to Hyannis College’s offerings gave the college the distinction of being the first state college in Massachusetts to offer a major program in these areas of study.

The program of study, for the health and physical education majors was developed by President Howes, Mr. Meier, and Miss Crowell. It led to a Bachelor of Science in Education degree which required 129 ½ semester hour credits for graduation. A summary of the course requirements follows:

<table>
<thead>
<tr>
<th>General cultural</th>
<th>40 % credits required</th>
<th>Sem. Hrs. credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>English II (Composition)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>English III (Oral Communication)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Literature I (English)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Biology I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>History of Civilization</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psychology I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Chemistry I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>American Government</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Physiological Chemistry</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Music III</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Art IV</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Chorus (1/2 credit, 4 semesters)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Assembly (1/4 credit, 7 semesters)</td>
<td></td>
<td>1 3/4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health</th>
<th>8 credits</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygiene I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>First Aid</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Community and School Hygiene</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>38 Credits required</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology of Exercise</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Descriptive Anatomy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Play and Playgrounds</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Objectives and Interpretation of Health and Physical Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principals and Methods of Coaching</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education Tests</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Student Teaching and Conference (21 Hrs. Senior Yr.)</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Organization and Administration of Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Festivals and Pageants</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Corrective Gymnastics</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Activities 13 credits (1 credit per course per semester)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Activities I, II, III, IV, V</td>
<td>5</td>
<td>SH</td>
</tr>
<tr>
<td>Gymnastic Activities I, II, III, IV</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Aquatic Activities I, II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Dancing I, II</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Education Courses 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>Techniques of Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Massachusetts School Law</td>
<td>1</td>
</tr>
<tr>
<td>History and Philosophy of Education</td>
<td>4</td>
</tr>
<tr>
<td>Educational Measurements</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives 18 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six 3-credit courses</td>
<td>18</td>
</tr>
</tbody>
</table>

Eighteen credits of electives, to be decided upon in conference with the Guidance Committee, and approved by the College President were to be taken in the same subject area so as to provide a second major. First and second year students were also required to attend assemblies and take Chorus for which they received credit.¹

The tuition at Hyannis College was $25.00 per semester for Massachusetts residents. Tuition for non-residents was $150.00 per semester. Room and board at the college was $300 per year, payable in four installments. Other projected expenses were: textbooks and supplies, estimated at $20 per year; club membership, student council dues, etc., at $7 per year.²

In addition to the aforementioned expenses, the health and physical education majors had to buy uniforms for activity classes. This uniform was a green tunic and a white blouse which was also worn for student teaching. The men's uniform for activity classes and student teaching was dark blue pants and a white shirt.
President Howes’ aspiration of having a football team at Hyannis College was realized in academic year 1937-38 when Mr. Meier organized a team which he coached.³

After the 1937-38 academic year, Miss Crowell no longer taught health and physical education courses at Hyannis State Teachers College. She did however remain at the college to teach health education and social science. She had taught these subjects in conjunction with her physical education courses and her intramural and recreation responsibilities.

At the end of the year Frederick Meier accepted a full time position at Bridgewater State Teachers College. Although he had been offered a full time position at both the Hyannis and Bridgewater Colleges, Mr. Meier chose the Bridgewater position. At Bridgewater he continued as athletic director, coach of men’s sports and teacher of men’s health and physical education. He also taught science courses with Miss Graves.⁴

Miss Margaret Sullivan replaced Miss Crowell and Mr. Raymond H. Grayson replaced Mr. Meier in the 1938-39 academic year. Mr. Grayson, had formerly been the Massachusetts state supervisor of physical education and had assisted with the recruitment of men students to Hyannis College in 1936.

Miss Sullivan and Mr. Grayson taught at the Hyannis State Teachers College for only one year. They were replaced, in the 1939-40 academic year, by three physical educators: Miss Mary Jo Moriarty, a graduate of Sargent College, B.S., Villa Maria College, A.B., and Boston University, Ed. M.; Mr. Knute Andersson, a graduate of Springfield College, B.S., M.S., (hired as part time teachers); and Mr. J. Edgar Caswell,
a graduate of Trenton Normal School, Diploma., New York University, B.S, M.A., who was hired as the Department Head.5

According to Miss Moriarty, Dr. Herbert Howes, President of Hyannis State Teachers College, requested a meeting with her and Knute Andersson. The purpose of the meeting was to establish a professional curriculum for the men and women majoring in health and physical education. After many hours of work, the three had developed what they thought was a good program. The first curriculum for the physical education major program of 1937 was revised and put into effect the following year.6 That revised curriculum of 1940 required 128 credits for graduation. A summary of the curriculum follows:

<table>
<thead>
<tr>
<th>General Cultural Courses</th>
<th>42 Credits</th>
<th>Semester Hour Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (2 semesters)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>History (2 semesters)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Speech (4 semesters)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>History and Appreciation of Music</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Music and Analysis of Rhythmic Activities</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health</th>
<th>9 Credits</th>
<th>Semester Hour Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Hygiene</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Community Hygiene</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>First Aid and Massage</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physiology (Nutrition)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Methods in Health Education</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>31 credits</th>
<th>Semester Hour Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Principles of Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Anatomy (2 semesters)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Methods in Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Officiating</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Coaching Major Sports</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Practice Teaching and Conference (10 hours, Junior year)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Tests and Measurements of Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Coaching Minor Sports</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Practice Teaching and Conference (15 hours, Senior year) 5
Corrective Physical Education 2
Organization and Administration of Physical Education 3

Activities (8 Hours per Week per Sem. for 2 Cr. per Sem.) 18 credits
General Practice (8 Semesters) B & G
Games (3 Semesters) B & G
Aquatics (5 Semesters) B & G
Folk Dancing (1 Semester) B & G
Folk and Social Dancing (1 Semester) B & G
Apparatus (2 Semesters) B & G
Tap Dancing (1 Semester) B & G
Dancing (2 Semesters) B & G
Community Recreation Activities (1 Semester) B & G
Playground Activities (1 Semester) B & G
Tumbling (1 Semester) B & G
Sports (2 Semesters) B & G
Handcraft (2 Semesters) B & G

Education 14 credits Semester Hour Credits
School Organization and Techniques 3
Massachusetts School Law 1
Methods and Materials in Academic Minors 3
History and Philosophy of Education 4

Electives 12 credits
Four credit courses required in one of the following available Academic Minors
English, History or Science. 7

During those years a second major or minor was required so as to prepare graduates to teach in another area in addition to health and physical Education.

Having completed the revision of the physical education major curriculum Miss Moriarty and Mr. Andersson undertook another project. Recognizing that the indoor facility for physical education activity classes, in the basement of the main building was highly inadequate they sought to correct this problem. Miss Moriarty stated “the area was so small that volleyball had to be adapted to the environment. Balls were played off the walls and ceiling pipes. There was no room for out-of-bounds!” Both Miss Moriarty and Mr. Andersson met once again with President Howes to explore the possibility of converting a dining hall on campus, then used for the Summer School Program, into a facility for physical education activity classes. President Howes agreed to the conversion and the dining hall was renovated. It provided twice the space of the former gymnasium. The renovations included: a new floor; basketball standards; two
blowers, (for heat); a small office; a small student dressing room; and a shower room with two showers heads. This reconstructed dining hall was called the “Campus Shed.” 8

Miss Moriarty and Mr. Andersson undertook another project in the 1939-40 academic year. This was to develop a camping course for the women health and physical education majors. Miss Moriarty and Mr. Andersson developed the preliminary plans for the course. The camp sessions were to be held at the Hyannis College private beach, located near the campus. Twelve cabins at the site would provide housing for the students and faculty. The proposed plan was submitted to the Hyannis College president, Dr. Howes for his approval. He approved the project for further study. 9

Change in the physical education department faculty at Hyannis College continued during the 1940-41 academic year. Mr. Andersson and Miss Moriarty both left the college. Miss Moriarty left to teach at Fitchburg State College, and was replaced by Miss Sara T. Biggane, a graduate of Boston Normal School. Diploma and Hyannis State, Teachers College, B.S. in Ed. Mr. Caswell remained at the Hyannis College. 10

In the 1941-42 academic year there was again a change in the Health and Physical Education Department faculty. Mr. Caswell was replaced by Mr. Louis E. Kulcinski, a graduate of LaCrosse State Teachers College, Diploma, and University of Illinois B.S. and M.S. Miss Biggane was replaced by Miss Moriarty who returned to Hyannis College.

In November 1941 the Hyannis State Teachers College community was greatly saddened by the death of its president, Dr. Herbert Howes. President Howes was an energetic and untiring educator who had worked diligently on behalf of the college, its programs and students. Among the many accomplishments that had been realized during Dr. Howes’ tenure as president were the goals he had established with Bridgewater president, Dr. Scott and Frederick Meier in 1936. Dr. Howes’ goal of increasing the student enrollment had been realized in 1934-35 with 77 students, including 14 male students at the college. By 1939-40, the student enrollment had increased to 156 students, including 75 male students. Dr. Howes’ goals to establish a health and physical education major program, a football team, and a teacher/coach for physical education classes and coach of men’s sports, were also realized. Dr. Howes replacement, as president of Hyannis College was Mr. Anson Handy, a graduate of Bridgewater Normal School, Diploma, and Harvard University, A.B. and Ed. M.

It is interesting to note that in 1939-40, there were 56 students health and physical education majors, 15 women and 41 men. This enrollment made this major the largest at the college that year. In 1941-42, the student enrollment at the college decreased to 117 students. That year there were 36 health and physical education
majors: 16 men and 20 women. Unfortunately enrollment figures are not available for the years 1942-44. However individuals who were acquainted with Hyannis College at that time have stated that the enrollment continued to decrease.

In order to understand what was affecting this decrease in enrollment at the college, we must look at the world situation during this period. A war had begun in Europe in 1939. On September 16, 1940, President Roosevelt signed a Selective Training and Service Act which established a draft system in the event that the United States would be involved in the war.

Then on December 7, 1941, the Japanese attacked Pearl Harbor and the United States became involved in the war, known as World War II. By the end of 1941, America’s first peace time draft had been in operation for more than a year, placing 10 million men in uniform. Patriotism in those years was at an all time high and young men interrupted their college educations and careers to join the war effort to defend their country. Some men were drafted and others enlisted in the Armed Forces. Although women were not required to serve in the Armed Forces many enlisted in the women’s branches of the Service the WACS, WAVES, or Marines. Others joined the war effort through war related work or service groups such as the Red Cross or the U.S.O. This tragic world situation not only affected student enrollment at Hyannis College but at all colleges and universities in the United States, as well as individuals in all walks of life.

During the 1941-42 academic year Miss Moriarty met with President Handy to discuss the proposed plans for the camping course which Dr. Howes had previously approved for further study. President Handy gave his approval to the course on condition that Mr. Kulcinski, head of the physical education department, also approve. President Handy also suggested that the students make recommendations for the plan.11

The Camping course plans that were submitted to the college presidents were as follows:

1. A course to be held at Camp Howes after the close of school for one week, June 6th to June 13th.
2. The campers consist of those girls majoring in Physical Education who are willing to participate.
3. The living expenses, such as food and laundry, be paid by the campers.
4. Instruction be given in such activities as they thought necessary.
5. The present seniors have an opportunity to give some instruction in these activities.
The objectives of the Camping course were:
1. Cooperative planning and sharing.
2. To provide a natural and realistic environment for learning.
3. To provide healthful living 24 hours a day.
4. More emphasis on development of skills and learning.
5. Development of good leaders, camp counselors and directors.
7. To further knowledge of organization and administration.
8. Learning to get along with others - democratic living for a better society.
9. Broaden scope of leisure time activities.12

As recommended by President Handy, the camping course plans were submitted to the students for their recommendations and approval. The students made the following recommendations:

1. The time be extended to two weeks instead of one, with the official opening of camp on Monday, June 8th, extending through Saturday, June 20th.
2. A committee of students volunteer to prepare the Camp for opening during the weekend of June 6th and 7th.
3. All camp works, such as cooking, cleaning, etc. be by the campers.
4. The campers provide their own bedding.
5. One week’s menu be outlined to obtain the approximate cost per student.
6. Plans for a tentative program be considered and discussed at the next meeting.13

The first camping course for the women health and physical education majors was held in June of 1942 at the Hyannis College camp. The camp was named Camp Howes in memory of the former president, Dr. Herbert Howes. Thirteen students attended the first camp session, and Miss Moriarty’s dream of a camping course became a reality. In addition to twelve cabins which were at the camp site a camp house had been built with funds donated by the Hyannis alumni, faculty, and students. The house had a kitchen, dining room, plumbing and showers.

A typical day and class schedule at the camp was as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40</td>
<td>Warning for Breakfast</td>
</tr>
<tr>
<td>7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:45</td>
<td>first class</td>
</tr>
<tr>
<td>9:45</td>
<td>second class</td>
</tr>
<tr>
<td>10:45</td>
<td>third class</td>
</tr>
<tr>
<td>11:45</td>
<td>mail</td>
</tr>
<tr>
<td>2:30</td>
<td>fifth class</td>
</tr>
<tr>
<td>3:30</td>
<td>sixth class</td>
</tr>
<tr>
<td>4:30</td>
<td>free</td>
</tr>
<tr>
<td>6:00</td>
<td>dinner</td>
</tr>
<tr>
<td>8:00</td>
<td>entertainment</td>
</tr>
<tr>
<td>10:15</td>
<td>warning</td>
</tr>
<tr>
<td>10:30</td>
<td>taps</td>
</tr>
</tbody>
</table>
A typical Class Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Group D</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:40</td>
<td>field events</td>
<td>field event</td>
<td>volleyball</td>
<td>volleyball</td>
</tr>
<tr>
<td>9:45-10:40</td>
<td>boating</td>
<td>boating</td>
<td>sailing</td>
<td>lifesaving</td>
</tr>
<tr>
<td>10:45-11:40</td>
<td>sailing</td>
<td>swimming</td>
<td>boating</td>
<td>boating</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>mail</td>
<td>mail</td>
<td>mail</td>
<td>mail</td>
</tr>
<tr>
<td>1:30-2:25</td>
<td>swimming</td>
<td>sailing</td>
<td>track</td>
<td>field events</td>
</tr>
<tr>
<td>2:30-3:25</td>
<td>volleyball</td>
<td>volleyball</td>
<td>lifesaving</td>
<td>sailing</td>
</tr>
<tr>
<td>3:30-4:25</td>
<td>softball</td>
<td>softball</td>
<td>softball</td>
<td>softball</td>
</tr>
</tbody>
</table>

As stated in the camp course proposal the seniors were the teaching faculty and the underclassmen assumed the responsibilities for the organization, administration, cooking and cleaning of the camp. These duties were assigned in addition to attending classes, and were called CAPERS. Some of the duties at camp, assigned by cabin were:

**Duties**

**Waitresses**

Set up tables, serve food, clear off tables and sweep floors.

**Wood -**

Keep a supply of wood at the fireplace and each morning prepare logs in fireplace for a fire.

**Boats -**

Check the boats, morning and night to be sure they are dry and fastened.

**Grounds**

Raise and lower the flag each day, keep the grounds and beach clean of debris, and pick flowers for the tables as necessary.

**Dishwashers -**

Wash and put away dishes, glasses and silverware.

The finances for the first camp session were:

Each person paid a camp fee of $10.00. Total money collected was $140. Each person received about $2.00 as a refund at the end of the two week session.

<table>
<thead>
<tr>
<th>Food</th>
<th>Cost</th>
<th>Food</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>$4.42</td>
<td>Ice</td>
<td>$3.15</td>
</tr>
<tr>
<td>General Groceries</td>
<td>53.65</td>
<td>Milk</td>
<td>$17.00</td>
</tr>
<tr>
<td>Meat</td>
<td>24.46</td>
<td>Dish towels</td>
<td>.75</td>
</tr>
<tr>
<td>Fresh vegetables</td>
<td>1.69</td>
<td>Handcraft materials</td>
<td>7.30</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>8.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$120.42</strong></td>
</tr>
</tbody>
</table>

Camp papers were started: “Cowes Horn” and Beach-combers Bugle. Miss Crowell who had taught health and physical education as well as social science at Hyannis College, retired in 1942. She had taught at the college for 40 years.
with dedicated and devoted service. Mr. Meier, who taught at Hyannis College with Miss Crowell, when the health and physical education major was initially established, described her as “an ardent advocate of Health and Physical Education, and a beloved teacher.”

Several articles from the 1943 Hyannis College Catalogue Supplement (a catalogue was not published that year) provide some interesting insight into that period of time.

As the Massachusetts Maritime Academy has taken over the girls dormitory as a war measure, the President’s House has been converted into a dormitory. Many girls have rooms here while a few room in homes nearby.

TEACHING IS A PATRIOTIC SERVICE

The importance of the teaching profession takes on a new significance to us because of the chaotic conditions in the world today. Our United States is a great nation because its youth has been taught the fundamental principles of American Democracy and has been given the opportunities to put them into practice. Our people, trained in accordance with their individual abilities and inspired with the highest ideals of the American Way of Life, have lifted our country into a position of world leadership among Christian nations. Through the years the teacher, quietly but nontheless effectively, has been preparing our youth to defend our country against foreign aggrandizement. Today there is a responsibility greater and graver than ever before. We must train our youth to think in terms of world peace based upon world brotherhood. The teacher who enters the schools with such an outlook will render a patriotic service, second to none. With broad study, professional training, and high idealism based upon faith in God, the teacher has an opportunity unparalleled in the history of the world.

Dr. Walter F. Downey, State Commissioner of Education, states it thus:

“In our schools where educational opportunity is provided for all of the children of all the people, we have a source of strength of inestimable value to the nation in peace and war. Our young men are called upon to defend our country at the front. Is there any finer service that a young woman can render to her State and to her Nation than to train for a teaching career, so that she may take her place in the army of teachers who have maintained and will maintain the high traditions of opportunity in a free democratic America”.

“Serve your country by teaching”
“Teaching is a War Service.”

Another article explains the affect of the War on teacher supply and how the college attempted to alleviate this shortage. This article stated:
OPPORTUNITY FOR ACCELERATION

A serious shortage of teachers has brought about the need of some acceleration of the college program so that the more able students may complete the requirements for the degree of Bachelor of Science in Education in less than four years. At the State Teachers College in Hyannis, students may accelerate in either one, or in both, of two methods. First, they may take courses in the summer session, paralleling regular courses. Secondly, those who have demonstrated outstanding work in any half of the college year may take not over three hours in addition to the regular work of the semester. By either attending three summer sessions or by addition study during the regular sessions it may be possible to finish the requirements for their degree in three years and a half. By combining the two methods, a student may save a full year.19

The role of physical education during these war years is clearly indicated in the following paragraph:

As a result of the high percentage of rejections in the draft conducted by the Selective Service, and in other types of enlistment, there has been revealed the need in schools for greater emphasis upon the correction of physical defects and the development of sound health habits. Many school systems will need additional teachers properly trained for this important work.20

During the years of World War II, many public schools changed their physical education programs to concentrate on physical fitness activities, especially for the boys.

Miss Moriarty and Mr. Kulcinski continued at the Hyannis College for the 1942-43 academic year with Mr. Kulcinski as head of the health and physical education department and director of Camp Howes. In the academic year 1943-44 Mr. Kulcinski was replaced by Mr. Andersson, who had been a part time teacher at the college in 1939-40.

In May of 1944 the Hyannis State Teachers College Physical Education Department sponsored a student Demonstration of their physical education activities. The program included: marching tactics, exercises, modern dance techniques, tap dancing, tumbling, stunts and pyramids, folk dancing, races, and acrobatic poses. This program was to be the grand finale for the Hyannis college for after fifty years as an institution dedicated to educating teachers, the State Teachers College at Hyannis was closed in June of 1944. The movement of the 1930's to close the Hyannis College had finally succeeded. Faculty, students, and alumni of the college had tried once again to prevent the college's closing, but their efforts were to no avail. The Hyannis greater
community was also upset that the college was closing since it had provided a source of work and income for many people in the area.

It had been rumored that politicians had said that they would establish the Massachusetts Maritime Academy in Hyannis when the college was closed. This never happened however, as it was not possible to get the Maritime Academy’s training ship into the Hyannis Harbor and the academy was established at Buzzards Bay. The faculty, training school teachers, staff, and students were transferred to other state teachers colleges in Massachusetts.

According to Dr. Moriarty’s Alumni records the first graduates of the health and physical education major curriculum at Hyannis College graduated in 1940. These graduates were: Lennie Beeman, George Hill, and Mary Knickerson. The total number of graduates from the Hyannis Program from 1940 to 1944 was 29. The year and the number of graduates each year is as follows

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>3</td>
<td>2 men, 1 woman</td>
</tr>
<tr>
<td>1941</td>
<td>5</td>
<td>5 men, 0 women</td>
</tr>
<tr>
<td>1942</td>
<td>14</td>
<td>8 men, 6 women</td>
</tr>
<tr>
<td>1943</td>
<td>1</td>
<td>1 man, 0 women</td>
</tr>
<tr>
<td>1944</td>
<td>6</td>
<td>0 men, 6 women</td>
</tr>
</tbody>
</table>

Although the State Teachers College at Hyannis closed, it lives on in the memory of its alumni, former faculty, staff, and students. The love and attachment to Hyannis College which students, alumni, faculty, and staff had, is perhaps best described by the words of the Hyannis College song.

Here’s to the College by the sea, here’s to its president true.  
Here’s to the teachers, the best on earth, here’s to them old and new.  
Here’s to the students one and all,  
Here’s to the alumni too.  
Here’s to the day when we all unite, loyal to you and true.  
Hyannis Teachers College dear  
We never can forget - the golden haze of student days that’s round about us yet.  
Those days of yore will come no more, but in the future years  
The thought of you so good and true will free our hearts from fears,  
The thought of you, so good, so true will free our hearts from fears,  
will free our hearts from fears.  

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1 State Teachers College at Hyannis Massachusetts Bulletin, (1938), 13-15., Mary Jo Moriarty file, Hyannis State Teachers College Registrar’s enrollment records.  
2 State Teachers College at Hyannis Massachusetts Bulletin, (1937), 3.  
3 Frederick Meier, interview by author, Bridgewater, 21 May 1987.  
4 Ibid.  
5 State Teachers College at Hyannis Bulletin, (1940), 3.


9. Ibid.


11. Mary Jo Moriarty's file, (1941).

12. Ibid.

13. Ibid.


15. Ibid.

16. Mary Jo Moriarty, History of the Physical Education Camping Sessions Held at Camp Howes for the Girls Majoring in Physical Education


19. Ibid.

20. Ibid.


CHAPTER III
A NEW HOME FOR THE HEALTH AND PHYSICAL EDUCATION MAJOR

When the State Teachers College at Hyannis closed in 1944, the State Teachers College at Bridgewater accepted the transfer of the Health and Physical Education Major Program from the Hyannis College. The major became a program in the Women’s Health and Physical Education Department, joining the service program which required physical education courses for all women students at the college.

The addition of a health and physical education major to Bridgewater State Teachers College curriculum was certainly in keeping with resolutions that were made in 1845. That year at the Fourth Annual Convention of the State Normal School at Bridgewater resolutions pertaining to education were adopted, as was the custom at these conventions. It was also at this convention that the Bridgewater Normal Association (Alumni Association) was formed. Two of the resolutions, (1 and 6), that were related to physical education adopted that year were

1. That the objects to be attained in Education are the development of all the powers moral, physical, and intellectual; preparation for the active duties of life; and advancement of the race toward the perfection of all its faculties

6. That Physical Education has been too much neglected; and that the penalty which inevitably awaits the violation of the physical laws may be avoided, those laws should be made a prominent subject of study.1

Physical Education activities had been a part of the program at Bridgewater Normal School in the 1880’s over one hundred years ago.

Outdoor sports and gymnastics had been introduced at Bridgewater Normal School as early as 1860, and with the advent of the new building in 1890, with a gymnasium in the basement, physical fitness took on more emphasis. In 1891 Mr. F. F. Murdock was appointed to instruct students in exercises, and in 1893 a lady gym teacher was hired. In 1895 South Field, where today the Burnell School stands and the playground is located, was purchased by the state for baseball and football.2

(Note: The Burnell School referred to is the old Burnell School, now Harrington Hall and the playground referred to is now the parking lot behind the building.)

Bridgewater has always boasted of an extensive sports program. In the early years of the College there were no organized teams although one old timer
recollected that a Normal School baseball team was fielded in the late 1860's or early 1870's. Whom they played or what the scores were, he did not recall, but he did remember that there were no uniforms and much makeshift equipment.  

There are pictures of an athletic event called a Field Day, 1887; a women's tennis team, 1894; a men's football team, 1893; and a women's field hockey team, 1923. These photographs are evidence that sports have indeed been a part of college life at Bridgewater since the late 1800's.

The new home for the health and physical education major was a well established and highly reputable educational institution. In 1944, the State Teachers College at Bridgewater had a larger student enrollment, more faculty, and more facilities than the Hyannis College. In 1937-38 for example Hyannis College had 107 students, (45 men and 62 women), while Bridgewater College had 590 students, (133 men and 457 women). A brief history of Bridgewater College follows:

Since colonial days, Massachusetts has taken seriously the business of educating its children. Under the early conditions, when the three R's were sufficient in the schoolroom, it was thought that almost any literate person was qualified to teach. In later days, however, far-sighted people began to see that the growing demands upon the schools made it impossible to longer depend upon untrained teachers. The story of Horace Mann is familiar to all in Massachusetts. He, more than any other one individual, was responsible for the ideal of "a trained teacher for every child." With the help of many who joined with him, he succeeded in persuading the General Court to try the experiment of starting Normal Schools for the training of teachers.

Of the three schools thus opened, Bridgewater was one, and it has continued ever since, with no loss of time, in the place where it began its work. Normal School and Teachers College, Bridgewater, has had an uninterrupted tradition. Throughout its nearly one hundred years of service to the children and youth of the Commonwealth, Bridgewater ideals, "the Bridgewater spirit," have had a very real existence and influence in the field of education.

The school has had only six principals and presidents during its long history. The first principal, Nicholas Tillinghast (1840-1853), "by sheer skill and genius" made the school a success. He had no easy task. Normal Schools were definitely on probation. Many people thought the whole idea ill-advised and even un-American. The school itself was dreadfully hampered by lack of financial support. On September 9, 1840, its doors were opened, in the old Town House, with 28 students. The total expenditure of money up to this time was $1250. Six years later the first Normal School building in America was built on the present grounds of the College. Mr. Tillinghast worked with untiring industry and fiery zeal to make the Normal School worthy of its high privilege. He made his school neither narrowly academic nor narrowly pedagogical. Rather, he was committed to the definite professional aim of sending out educated men and women who
were interested in skillful teaching as a fine art. In spite of the limitations of the school, in spite of opposition from without, "an unusual number of educational leader were inspired and developed" who, zealous young pioneers that they were, profoundly influenced the schools of Massachusetts and of many other states.

Marshall Conant, friend of Mr. Tillinghast, became the next principal. During the seven years of his service (1853-1860), in a time of depression, both financial and educational, he found scope for his remarkable personal talents of enthusiasm and genial leadership. He was a scientist; and while he enlarged the scientific studies and equipment of the school, he also started the movement toward a systematic pedagogy which was to be carried on by his successor.

With the entrance of Mr. Albert G. Boyden upon his long period of service (1860-1906), the school became thoroughly established. Mr. Boyden had served as an assistant to both of the preceding principals. He carried forward their ideals while making his own contribution to the growth of Bridgewater. Mr. Boyden was interested primarily in psychology, and its effect upon teaching. He was also an administrative genius, in the days when each principal of a State Normal School set and supervised the policy of his own school. As time went on he gathered about him a faculty selected primarily for their conscientious scholarship, and devotion to education. He integrated the school by his own strong, clear-cut personality, which dominated every department. The school grew steadily in space, equipment, and number of students. It changed to keep pace with the advances of educational thinking, adding kindergarten, gymnasium, new departments, and new ideas, but always centering about psychology, philosophy, and pedagogy, and always keeping the "Bridgewater spirit."

In 1906, when Mr. Albert Boyden retired, his son, Arthur Clark Boyden, became principal. The principalship of Dr. A. C. Boyden saw many changes. The number of students increased rapidly. Education was beginning to be studied as a science. Psychology and consequently pedagogy, were being resurveyed, with results at first chaotic, but afterwards stimulating. Dr. Boyden was himself a keen student of men and affairs, and an inspired interpreter and teacher of history. A teacher himself, he chose his faculty for their teaching ability. The four-year course, which had temporarily lapsed, was again introduced, and gradually dominated the school until the shorter courses almost disappeared, even before they were formally discontinued by the Department of Education.

In the latter part of 1924 the school building and two of the dormitories burned. However, with the loss of only a few days, the school activities continued under make-shift conditions until the new building was opened in 1926. In 1932, by act of the General Court, Bridgewater, together with the other State Normal Schools, became a State Teachers college, of which Dr. Boyden became the first president. The change, which brought the teacher training institutions of Massachusetts into line with other similar institutions, gave them the needed prestige, and the privilege of granting the degree now considered essential to graduates.
At the death of Dr. Boyden, in 1933, Dr. Zenos Edmund Scott was installed as second president of the College. The present trend of the College is toward a broadened and deepened scholarship, always as a preparation for better teaching service. At the resignation of Dr. Scott in 1937, Mr. John J. Kelly, long Dean of Men in the College, was appointed president.

The number of students admitted to the school is limited by the Department of Education. Conditions of admission can be found elsewhere in this catalogue; they are designed to select, as far as possible, students who sincerely desire to live up to the College motto, “Not to be ministered unto, but to minister,” and to prepare to serve the community to the best of their ability. The following quotation from the Bridgewater catalogue of 1844 still remains true:

“This institution . . . claims . . . to afford aid and encouragement to those faithfully striving to learn their duty. Such, only, are wanted at this School. It should be distinctly understood that this School has no power to make good teachers of the dull or the idle . . . A teacher must educate himself. This institution will assist him.”

The “Bridgewater spirit” has been a reality for nearly a hundred years. It is a great heritage to carry into the next century.

The admission requirements, tuition, room and board and other fees at Bridgewater State Teachers College in 1944 were:

Admission - The requirements were the same as they had been at the Hyannis College in 1937.

Tuition - The tuition for Massachusetts residents was free. Out of State residents were admitted to the College providing their admission did not “exclude or inconvenience residents of Massachusetts. Out of State resident tuition was $300.00 per year.

Room and Board - The rate was $330.00 per year.

Other fees - Gymnasium laundry fee was $2.00, Student activities fee was approximately $7.00 for undergraduate women; $10.00 for undergraduate men; and $4.00 for graduate students. Required gymnasium outfit for women and shower equipment, approximately $14.00. The required uniform for men, was special pants, sweat pants, and sweatshirt approximately $4.00, plus soccer shoes.

Prior to academic year 1944-45 the Bridgewater College had two undergraduate courses of study, an elementary teachers course and a junior-senior high school teachers course. The college also offered a graduate program in education, which had been established in 1937 by the Massachusetts Department of Education. This graduate program of study led to the Master of Education degree and had a limited enrollment of fifteen students per year. The program was open to education and liberal arts majors. Acceptance into the program required that a student rank in the “top” half
of his or her undergraduate class. The degree requirements were thirty credits of graduate study, including a thesis.

The courses of study for the graduate students in the liberal arts and teacher education programs were:

Program for Graduate students in Liberal Arts

<table>
<thead>
<tr>
<th>Education - 26 semester hours</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Methods and Observation</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Research</td>
<td>2</td>
</tr>
<tr>
<td>On Campus Practice Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Off-campus Practice Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Thesis and Conferences</td>
<td>6</td>
</tr>
<tr>
<td>Elective Field</td>
<td>6</td>
</tr>
</tbody>
</table>

It requires one and one-quarter years to complete the above course of study.

Program for Graduate students in Teacher Education

<table>
<thead>
<tr>
<th>Education - 14 semester hours</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems of Administration</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Research</td>
<td>2</td>
</tr>
<tr>
<td>Thesis and Conferences</td>
<td>6</td>
</tr>
<tr>
<td>Elective Fields</td>
<td>6</td>
</tr>
</tbody>
</table>

It requires one year to complete the above.

In addition to the academic offerings at the college, there were a variety of student organizations and activities which provided social, recreational, cultural, and leadership opportunities for the students.

- The Student Co-operative Association
- Women's Athletic Association
- Men's Athletic Association
- Campus Comment
- Dramatic Club
- Glee Club
- Kindergarten Primary Club
- Hobby Club
- Science Club
- Press Club
- Library Club
- Alpha Year Book
- Men's Club
- Orchestra
- Garden Club
- French Club
- Topics of the Day Club

In 1944, the President of Bridgewater State Teachers College was Mr. John J. Kelly, a graduate of Fitchburg Normal School, Diploma, and Boston University, B.S.,
M. Ed. There were 27 faculty members at the college and 11 teachers in the training school. Other college personnel were: Dean of Women, S. Elizabeth Pope; Director of Training, Ruth Davis; Principal of the Training School, Evelyn Lindquist; Registrar, Doris Anderson; Resident Nurse, Jean Haggart; Chief Engineer, Thomas Annis; Head Matron and Dietitian, Edna Mullen; Head custodian, Ralph Nelson; and, Principal Clerk, Bernice Geyer.

Of the 27 faculty members at the College, there were two female physical educators, Miss Lois Decker and Miss Mary Isabel Caldwell. They both taught health and physical education courses to the women students, and Miss Lois Decker was Head of the Women's Health and Physical Education Department. There was only one male faculty member in the Men's Health and Physical Education Department. This was Mr. Frederick Meier, who had been at Hyannis College when the health and physical education major was first established. He was Head of the Men's Health and Physical Education Department, teacher of all of the health and physical education courses to the men and also taught some science courses. Mr. Meier was also Athletic Director for men's sports and coached all of the men's sports, which were: baseball, basketball and soccer, which had replaced football.

It is interesting to note that the separation of the sexes for both health and physical education classes was standard scheduling procedure, at Bridgewater College as it had been at Hyannis College. It was also the scheduling procedure in public schools and other colleges and universities in those days. Health textbooks were carefully reviewed by the teachers of Health to be sure that there was no mention of sex, as a subject of study in the books, before they were adopted for the class.

In 1944, Mr. Meier left the Bridgewater College to serve in the Armed Forces, as did many of the male students who interrupted their education to serve in the military during World War II.
The facilities at the Bridgewater College in 1944 were: an administration-classroom building, Boyden Hall; a Training School - Burnell School (now Harrington Hall, named in honor of former Dean Lee Harrington); two women's dormitories, Woodward and Tillinghast Halls; a President's House - Gates House (now the admissions offices); a heating and lighting plant; a large garden and greenhouse; and a gymnasium building, built in 1905. The gymnasium was named the Albert Gardner Boyden Gymnasium in honor of the principal of the Bridgewater institution, from 1860–1906, when it had been a normal school.

The construction of the Boyden Gymnasium was typical of gymnasium buildings of the 1900 era. It included three offices and the gymnasium on the first floor. The gymnasium was a little larger than a regulation basketball court, with a small out-of-bounds area around the perimeter of the court. Climbing ropes, flying rings, traveling rings, and a Swedish ladder hung from the ceiling over the basketball court. All were safely anchored out of the way when not in use. Stall bars and small wooden benches were located along one wall and a Swedish boom anchored on another wall. On the second floor there were: two classrooms and a running track around the gymnasium, which was banked at both ends. The track also served as a spectator area for basketball games and events in the gymnasium. In the basement of the building there were two locker and shower rooms, one for men and one for women.

The outdoor physical education facilities included a playing field and three clay tennis courts. The playing field was located where the Rondileau Student Center, named for former President Adrian Rondileau, is now located. The tennis courts are still located in the same area and are now the play area behind Scott Hall. Graduates of the early 40's may remember the pond and large tree that were formerly located on lower campus.

The impact of the second World War on enrollment at Bridgewater College can be easily seen by comparing the enrollment in the academic year 1943-44, 296 students, 273 women and 4 men to that of 1937-38, when there were 590 students, 457 women and 133 men. Excerpts taken from the Class of 1944 yearbook give further insight into the impact of World War II on Bridgewater College. Of their sophomore year, 1941-42, the students wrote:

Dec. 7-8- sat stunned in the auditorium while over the radio President Roosevelt formally declared war after a treacherous attack on Pearl Harbor. Boys who had given little thought of fighting enlisted and, in less than a week’s time, our own Sophomore Class had proudly lost some of its members.9

Women students who remained at the college during the war years made their contribution to the war effort through volunteer work in a variety of ways:
Who can forget the days we spent at 200 Newbury Street, straightening out the broken, disarranged packages of gasoline rationing cards which reached the State Department in such a state of upheaval.\textsuperscript{10}

We are proud of our place in the War effort. Lives have been saved because of the blood we donated. We have brought victory a little closer with our time and money given to the Red Cross.\textsuperscript{11}

The Class of 1946 tells of their involvement in the war effort by

\textit{selling War Bonds; collecting and baling scrap paper; blood donations to the Red Cross; sponsoring a dance for servicemen; and attending service camp dances.}\textsuperscript{12}

All of the students in the elementary and junior-senior high school courses of study at Bridgewater were required to take both health and physical education courses as part of their academic study. The courses offered by the Women’s Health and Physical Education Department, and required of all women students who were not health and physical education majors included:

\textbf{Personal Hygiene  1. R}
A study of the fundamental habits of healthy living with an analysis of the anatomical, physiological, and psychological factors underlying the health laws and of the personal and social implications of the health program.
One period weekly for two semesters.
Credits are included with Physical Education 3.

\textbf{Physical Education  3. R Activities}
An introduction to: fieldball, soccer, speedball, and volleyball, badminton, stunts, conditioning activities, in accordance with individual needs as revealed by health examination, tests and health history.
One period weekly for two semesters.
Credits are included with Physical Education 1.

\textbf{Physical Education  21. R Activities}
An introduction to hockey, basketball, softball and folk dancing for adults.
Continued experience in volleyball and badminton and further work in conditioning activities as needed.
Two periods weekly for two semesters.
One semester hour credit for Physical Education 21 and 23.

\textbf{Physical Education  23 A. R Leadership in Physical Education}
Experience in the teaching and directing of a variety of physical education and related activities such as games and sports, dancing, social recreation, marching and gymnastics.
One period weekly for one semester.
Credits are included with Physical Education 21.

Physical Education 23 B. R First Aid
The Red Cross Standard first Aid Course, with emphasis on the responsibility of the teacher and the recreation leader.
The Red Cross Standard Certificate is given to those who successfully complete this course.
One period weekly for one semester.
Credits are included with Physical Education 21.

Physical Education 51. R Activities
A choice of archery or tennis; indoor games for small groups; advanced dancing; an introduction to military marching and continued work on conditioning activities as needed.
Two periods weekly for one and one-half semesters. One semester hour credit.

Physical Education 101. R Principles of Health and Physical Education
A survey of the health and physical education program of the public school with emphasis upon:
1. the health programs of childhood and youth.
2. an interpretation of the health service program with special study of these aspects which by Massachusetts law are the specific responsibility of classroom teachers.
3. the problems of teaching health.
4. the purposes and philosophy underlying the physical education program, with studies of adequate programs.
5. the effects of physical activity upon children and young adults, the dangers of over and under- exertion, the particular needs of girls, and the organization of activities to produce desirable results.
Lectures by various experts from allied fields, demonstrations of procedures, and possible field trips are included.
One period weekly for one and one-half semesters.
One semester hour credit.

Physical Education 103. R. Activities
Continued experience in all activities selected as far as possible in accordance with individual interests and needs.
Two period weekly for one and one-half semesters.
One semester hour credit.13

The Health and Physical Education courses that were required of the men in the elementary and junior-senior high school curriculum were:
Physical Education 1. R  First Aid and Hygiene
A study of methods in applying First Aid to the injured, as outlined by the American Red Cross; and applied study of the functions and care of the vital system of the human body.
One period weekly for two semesters.
Credits are included with Physical Education 3.

Physical Education 3. R  Activities
A laboratory course taken in conjunction with Physical Education 1.
Two periods weekly for two semesters.
One semester hour credit for Physical Education 1 and 3.

Physical Education 21. R  School Health Administration
Practical procedures in the organization of school health programs.
One period weekly for one and one-half semesters.
Credits are included with Physical Education 23.

Physical Education 23. R  Activities
A laboratory course taken in conjunction with Physical Education 21.
Two periods weekly for two semesters.
One semester hour credit for Physical Education 21 and 23.

Physical Education 51. R  Athletics in Education
This course considers the place of varsity and intramural athletics in the secondary school program.
One period weekly for one and one-half semesters.
One semester hour credit.

Physical Education 101. E  Organization Procedures in Athletics
An insight into organization and coaching procedures in the secondary school.
Two periods weekly for one and one-half semesters.
One semester hour credit.\textsuperscript{14}

In addition to teaching health and physical education courses the faculty, of the Men and Women's Health and Physical Education Departments had responsibility for the athletic and intramural programs, and the student athletic associations at the college. In addition the faculty in the Women's Health and Physical Education Department was responsible for the recreation program and Dance Club, since all of these areas were considered to be an integral part of physical education.

Although there was no intercollegiate competition for women, (as it is known today), there was intercollegiate competition called "Play Days" and "Sports Days". Play Days were sports events held at a college in which students from different
colleges played together on a team. Sports Days involved events in which college teams played together as their college team.

There were no coaches for the college women's teams. They had a faculty advisor who was responsible for organizing the teams, scheduling games, perhaps teaching the skills and playing techniques of the sport, and getting the team to the Sports Day. Travel to both the Play Days and the Sports Days was usually by private cars. The focus of the these events was to develop a play attitude rather than a competitive emphasis in athletics where scores and records were the goal. A social hour or tea was the culminating activity of the day.

Play Days and Sports Days was not only the philosophy of athletics for college women at Bridgewater, but it was the philosophy for college women throughout the United States. In the East this philosophy had been established by an organization of physical education directors from women's colleges in the East, named the Eastern Society. This organization had been established in 1910. In 1915 sixteen members of the Eastern Society met and "A stand was taken against sending U.S. women to compete in the Paris Olympics, and in 1930 they voted against intercollegiate athletics for women". Other colleges in the East adopted the same practice of Play Days and Sports Days for college women which unfortunately remained the practice for many years.

At the Bridgewater College there was a Men's Athletic Association (M.A.A.) and a Women's Athletic Association (W.A.A.). These organizations were responsible for their respective intramural programs. The Women's Athletic Association was also responsible for the college recreation program. They sponsored many activities and events for the women students during the year. Miss Caldwell was advisor to the W.A.A. and Mr. Meier was the advisor to M.A.A. The women's department also sponsored a Modern Dance Club. Miss Decker was advisor to this club.

In September 1944, the Bridgewater Women's Health and Physical Education Major Program was established at Bridgewater State Teachers College as a program in the Women's Health and Physical Education Department. The first students in this program were nineteen female health and physical education major transfer students from the State Teachers College at Hyannis. Miss Mary Jo Moriarty, who had been the only female physical educator at Hyannis College when it closed, also transferred to the State Teachers College at Bridgewater. She joined Miss Decker and Miss Caldwell, the faculty in the Women's Health and Physical Education Department. Miss Decker was the Head of the Women's Department, and Miss Moriarty became head of the Women's Health and Physical Education Major Program. According to Miss Moriarty, "Miss Decker and Miss Caldwell did everything possible to welcome the 20 strangers who invaded their one gymnasium". This gymnasium was to become a "second home" for the Health and Physical Education Majors, since many of their classes would be held in that building.
Although the health and physical education major had been a co-educational program at Hyannis College, it became a major for women only when it was established at the Bridgewater College. The reason men were not included in the major is not known. Perhaps it was due to the fact that there were not any men in the major when the program was transferred to Bridgewater. This was no doubt due to the fact that the men who had been health and physical education majors were still in the armed forces during World War II.

Some of the health and physical education major alumnae, who had transferred from Hyannis College, were somewhat apprehensive about having to begin anew at another college. They have stated that they found it a big change from Hyannis to Bridgewater. Apparently there was some apprehension on the part of the Bridgewater College students about the arrival of the new majors to their campus:

*September 1944... We had several newcomers in our midst, for the suspension of classes at the State Teachers College in Hyannis sent the ‘phy.-ed. majors’ to us, together with several other transfer students. The idea of having such rugged people with us was a worry - we might be expected to keep up with them. Our fears were groundless, however, and the Hyannis gals proved tops. We hear endless tales about their Camp Howes "by the sea". In May we had a wonderful beach party there and learned that the tales were really true - there is no place like it.*

The health and physical education major’s fears were quickly allayed when they became involved in their studies and campus activities. The spirit and enthusiasm which the major transfer students brought from Hyannis soon became *“a Bridgewater spirit”*. 
By 1945, the total enrollment at Bridgewater had increased to 334 students. The enrollment by Class was:

- Class of 1945: 62 women, 0 men
- Class of 1946: 75 women, 0 men
- Class of 1947: 94 women, 0 men
- Class of 1948: 103 women, 3 men

The first health and physical education majors to graduate from Bridgewater were Helen Apone and Maida Pratt who graduated in 1945.

In 1946 the Hyannis Bridgewater Alumni Association was formed. This association, which is now a part of the Bridgewater State College General Alumni Association, has been a very active organization since its establishment. For many years the Association published a Newsletter which had reports of alumni and the health and physical education major and department activities. The association also sponsored professional and social programs for the alumni and students alike.

The name of the Women's Athletic Association (W.A.A) was changed in 1946. It became the Women's Recreation Association (W.R.A.) so as to include all aspects of the association's programs. Intramural activities sponsored by W.R.A. were: field hockey, basketball, archery, tennis and volleyball. Each intramural team had a name chosen by the team members. Some of the team names were: Hubba Hubba, Eagles, Mighty Mites, Zombies, Atoms, Spinsters, Crusader, O'Hara's Horrors, Bobos, Thompson's Six and Brigg's Team.

There was an award system for participation in the intramurals. These awards were: letters, stars, bars, pins, and a special award called the Four S Award. The Four S Award stressed sportsmanship, stability, scholarship, and service. The award was given to seniors who participated in intramurals who had the requisite qualities. A plaque was given to the class that had won the most interclass competitions.

An additional position was granted to the Women's Health and Physical Education Department in 1948 and Miss Sally Merrow, a health and physical education major graduate of Hyannis State Teachers College in 1942, was appointed to this position.

The faculty and objectives of the Women's Health and Physical Education Department and the aim of the health and physical education major in 1948 were:

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN
Misses Mary Isabel Caldwell, Lois L. Decker
Sally M. Merrow, Mary Jo Moriarty
The objectives of the department of Physical Education for Women are twofold:
1. Personal—to help the student to develop a wholesome philosophy of health, physical activity and recreation and to develop skills and understanding necessary for expressing this philosophy in every day living.
2. Professional—to aid the student in becoming an effective teacher or leader in home, school, playground, camp or in other common situations in which the public school teacher or college graduate may be of service.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN
MAJOR CURRICULUM
The aim of this course is to provide professional preparation for students who wish to become teachers and leaders in Health, Physical Education, and Recreation. The curriculum provides for sound technical training with practical experience in the elementary and secondary schools. Courses in History, English and in other academic fields are required to provide for cultural growth. A minor in such fields as Social Studies, Science, or English is encouraged.19

A summary of the courses required for the health and physical education major in 1948 follows:

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th>37 credits</th>
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<tbody>
<tr>
<td>English (2 semesters)</td>
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<tr>
<td>Biological science</td>
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<tr>
<td>American History and Constitution (2 sems.)</td>
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<tr>
<td>General Psychology</td>
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<tr>
<td>Applied Psychology</td>
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<tr>
<td>Chemistry (2 sems.)</td>
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<tr>
<td>Speech (2 sems)</td>
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<tr>
<td>Music in Physical Education</td>
<td>2</td>
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<tr>
<td>Art in Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology</td>
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<table>
<thead>
<tr>
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<tr>
<td>Methods in Health Education</td>
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<tr>
<td>First Aid</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
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<table>
<thead>
<tr>
<th>Physical Education</th>
<th>32 credits</th>
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<tr>
<td>Introduction to Physical Education</td>
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<tr>
<td>Anatomy (2 semesters)</td>
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<td></td>
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<tr>
<td>Applied Anatomy and Kinesiology</td>
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<tr>
<td>Methods in Physical Education</td>
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<tr>
<td>Officiating</td>
<td>2</td>
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<tr>
<td>Posture</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physiology (2 sems.)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Organization and Administration of Physical Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Tests and Measurements in Physical Education</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Physical Education Activities** 10 credits total

- Folk Dance I, II, III
- Social Dance
- Modern Dance
- Tap Dancing
- Advanced Tap Dancing
- Apparatus and Tumbling
- Advanced Apparatus and Tumbling
- Gymnastics
- Team Sports (Basketball, Fieldball, Field Hockey, Soccer, Softball, Speedball)
- Individual Sports (Archery, Badminton, Bowling, Deck Tennis, Handball, Horseshoes, Shuffleboard, Tennis, Track)
- Swimming, Senior life saving, and Instructor's certificate

**Education** 20 credits

| Introduction to Education             | 3 |
| Methods in Special Subjects           | 2 |
| Training School (Jr. Student teaching in classroom and gymnasium) | 4 |
| History and Philosophy of Education. | 4.5 |
| Tests and Measurements                | 3 |
| Training (practice teaching)          | 4 |

**Electives** 5 courses 18 credits

| Geography (2 Semesters)               | 6 |
| Zoology (2 Semesters)                 | 6 |
| Political Geography                   | 3 |
| Geology                               | 4.5 |
| History                               | 4.5 |
| Sociology                             | 3 |
| Bacteriology                          | 4.5 |
| Botany                                | 4.5 | 20 |

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Course descriptions for the health and physical education major that were taught by the health and physical education department faculty and the camp program were (M indicates major, and R indicates required).

Physical Education M 5. R Anatomy
This is a fundamental study of the human body and its parts, with special emphasis on tissues, bones, ligaments, and muscles.
Three periods weekly for two semesters.
Six semester hours credit.

Physical Education M 7. R Introduction to Physical Education
This is a comprehensive course in Physical Education. It is given to the freshmen so that they may better understand the scope and significance of Physical Education.
Two periods weekly for one semester.
Two semester hours credit.

Physical Education M 9. R Personal and Community Hygiene
This course is designed to give the fundamental bases and principles of health, which she may apply to her daily life and teaching. Community health opportunities and problems are studied in their relation to personal health.
Three periods weekly for one semester.
Three semester hours credit.

Physical Education M 25. Coaching
Comprehensive analysis of basic techniques of team sports and specific methods for presenting them in teaching situations.
Three periods weekly for two semesters.
Four semester hours credit.

Physical Education M 27. R Physiology
This course includes the functions of the human being in the normal state, the organs and systems of the body are analyzed and discussed.
Three periods weekly for two semesters.
Six semester hours credit.

Physical Education M 51. R Officiating
Specific training for officiating in major sports is given. Actual practice in refereeing and umpiring intramural and local interschool games is required as a part of the course. Opportunities are offered to attend clinics and to take examination for local and national ratings in Field Hockey, Basketball, and swimming.
Two periods weekly for one semester.
Two semester hours credit.
Physical Education M 53. R Methods in Physical Education
The aims and objectives of physical education are reviewed to form a basis for studying methods in planning and teaching. The procedures in organization and conduct of activities in relation to the grade levels are considered. This includes planning, class management, motivation, discipline, special methods in relation to age, sex, activities, space and equipment. Practical application of this material is carried on at the same time on the elementary level.
Two periods weekly for one semester.
Two semester hours credit.

Physical Education M 55. R Methods in Health Education
A study is made of human growth and development with an analysis of the resulting needs of the child in relation to health. The responsibility of the school in meeting these needs is discussed, and the total school health program is studied with emphasis on the part played by the classroom teacher and the teacher of physical education. Methods and materials for teaching health education at all age levels are studied in the light of educational philosophy, principles, and objectives.
Two periods weekly for one semester.
Two semester hours credit.

Physical Education M 57. R Applied Anatomy and kinesiology
A detailed analysis and application of anatomical knowledge to fundamental muscular movements in athletic activities.
Three periods weekly for one semester.
Three semester hours credit.

Physical Education M 59. R First Aid
The combined Standard and Advanced First Aid Course of the American Red Cross is given with emphasis upon the care of injuries likely to occur in the gymnasium or swimming pool, on the athletic field, school playground or at the summer camp. Satisfactory completion of the course entitles the student to American Red Cross Standard and advanced Certificates. Opportunity to take the Instructor's rating is offered.
Two periods weekly for one semester. Two semester hours credit.

Physical Education M 61. R Fundamentals of Posture
In this course an analysis is made of the fundamental principles of body mechanics, the typical body alignments and common variations in the child and adult. A study is made of remedial procedures, suitable for school programs.
Two periods weekly for one semester.
Two semester hours credit.
Physical Education M 105. R Nutrition
This course is an introduction to the fundamentals of the Science of Nutrition with special application of nutrition principles to health education, the establishment of good food habits, including a study of daily food requirements and good food selection. Problems discussed will include the school lunch, budgeting, purchasing, meal planning, community problems, nutrition in education and methods of dealing with nutritional deficiencies and the standards of the well nourished school child. Emphasis is given to modern methods of teaching nutrition.
Two periods weekly for one semester.
Two semester hours credit.

Physical Education M 107. R Organization and Administration
This course describes the activity policies, procedures and standards of the various divisions of health and physical education, explaining the relationships existing between them. Special attention is given to the pertinent problems which face administration today.
Three periods weekly for one semester.
Two semester hours credit.

Physical Education M 109. R Tests and Measurements in Physical Education
In this course the student learns to apply the fundamental principles of measurement in the field of health and physical education. Various tests and testing programs are studied and evaluated. Experience in administering and scoring certain tests is provided, and a study is made of the interpretation and use of the results obtained.
Two periods weekly for one semester.
Two semester hours credit.

Physical Education M 1 R Folk Dance I
This comprises a study and practice of the dances which may be taught in elementary grades. Demonstration lessons are arranged with the Training School.
One period weekly for one semester.
One-quarter semester hour credit.

Physical Education M 2 R Social Dancing
In this course the student is aided in understanding the fundamental forms of social dance, their relation to musical rhythm and to the current popular modifications. Method of teaching, directing large groups and encouraging good social standards are discussed. Opportunity is given for improvement of personal techniques and for experience in teaching others.
One period weekly for one semester.
One-quarter semester hour credit.
Physical Education M 4 R Games I
Practical experience in what to teach and how to teach games for elementary grades.
One period weekly for two semesters.
One half semester hour credit.

Physical Education M 11 R Apparatus and Tumbling
This course includes work on heavy apparatus such as the box, buck, parallel bars, flying rings, Swedish ladders, stall bars, and other types of apparatus. The fundamentals of tumbling and pyramids are also taught.
One period weekly for two semesters.
One half semester hour credit.

Physical Education M 15 R Folk Dance II
Country dances which include round, square and contra are covered. Practice in "calling" square dances is stressed.
Two periods weekly for one semester.
One-half semester hour credit.

Physical Education M 17 R Tap Dancing
Fundamental tap steps are taught which are developed into rounds, buck, waltz and soft shoe routines.
Two periods weekly for one semester.
One-half semester hour credit.

Physical Education M 21 R Advanced Apparatus and Tumbling
The object of this course is to give advanced work in both Tumbling and Apparatus and to present methods of teaching these activities.
One period weekly for two semesters.
One half semester hour credit.

Physical Education M 31 R Folk Dance III
This course presents a wide range of European folk dances with special emphasis on those used for secondary schools.
One period weekly for three semesters.
Three fourths semester hours credit.
Physical Education   M 35  R Games II
This course gives a thorough study to modified team and lead-up games, to such
sports as Field Hockey, Volleyball, Basketball, Soccer, etc.
One period weekly for two semesters.
One-half semester hour credit.

Physical Education   M 37  R Community Recreation
This emphasizes participation as well as leadership in the various activities which
may be carried on in Community center, at social functions, Army centers, holiday
celebrations and special school functions.
One period weekly for one semester.
One-quarter semester hour credit.

Physical Education   M 41--71  R Advanced Tap Dancing
This includes more intricate routines and a study of the technique of creating tap
steps.
Two periods weekly for one semester.
One-half semester hour credit.

Physical Education   M 3—23--63--103 R  Team Sports
Rules and skills and officiating are taught and practiced in the following sports:
Field Hockey, Soccer, Speedball, Fieldball, Basketball, Softball.
Two periods weekly for six semesters.
Three semester hours credit.

Physical Education   M 6—36—66  R Modern Dancing
The course in Modern Dance includes; (a) rhythmic fundamentals, (b) movement
fundamentals, (c) dance composition. Emphasis is placed upon large, free,
vigorous movements which are of value for relaxation and body building and also
upon composition themes which are of interest and of value to the students.
Methods of teaching are included.
Two periods weekly for two and one-half semesters.
One and one quarter semester hour credit.

Physical Education   M 8—38—68  R Gymnastics
The experience of learning to do and to teach a wide variety of fundamental
exercise. The advantages and disadvantages of the Swedish, Danish and
German systems as well as the modern theories of exercising are discussed.
One period weekly for four semesters.
One semester hour credit.
Sports are offered according to the season and include the following: Archery, Badminton, Tennis, Shuffleboard, Track, Deck Tennis, Horseshoes, Handball, and Bowling.

One period weekly for four semesters.
One semester hour credit.

Instruction in swimming is given in accordance with the National Red Cross requirement. Every girl must learn to swim. Opportunity is offered for acquiring Senior Life Saving and Instructor's certificates. Special emphasis is placed on methods of teaching swimming.

One period weekly for three semesters.
Three-fourths semester hour credit.

Ten elective hours.
One and one-quarter semester hours credit.

Camp
Miss Mary Moriarty, Director
Miss Sally Merrow

Camp Howes, which is conducted in conjunction with the Major Physical Education Department, is situated on Lewis Bay in Hyannis, Massachusetts. There are twelve sleeping cabins and a large Community Building used as a dining hall and recreation room. Camp is held in June and September of each year, and all students majoring in Physical Education are required to attend.

These sessions include such activities as swimming, boating, sailing, archery, tennis, softball, track and field, volleyball, soccer, and speedball. All organization and instruction of classes are carried on by the upper-classmen under the personal supervision of the camp director.

Although Hyannis Teachers College had closed in 1944, the facilities of Camp Howes had been retained for the camping program for the Bridgewater Teachers College health and physical education majors. Camping sessions were held each June and September until 1948. That year legislation was passed stating that the Massachusetts Maritime Academy would occupy all space and property formerly used by the former Hyannis Teachers College. Thus, sadly the camping program that began in 1942 came to an end.

Under Miss Moriarty's leadership and the cooperative assistance of the Bridgewater State Teachers College administration and faculty, especially that of Miss Decker, Miss Caldwell, and Mrs. Leach the health and physical education major had
become a well established program by 1949. In the academic year 1949-50, Miss Moriarty took a sabbatical leave to complete her doctoral studies at Boston University. She was replaced for the year by Mrs. Mary Coutts, a physical educator and graduate of Sargent College, B.S.

Also that year Mr. Edward Swenson, a science major, graduate of Boston College, B.S. in Ed., and Boston University, Ed.M., was hired as the men’s health and physical education teacher. He became Head of the Men’s Health and Physical Education Department and coach of all of the men’s sports. Mr. Swenson replaced Mr. Meier who left the department to become Dean of Men at the Bridgewater College. Mr. Meier retained his responsibilities as Athletic Director for men’s sports.

Swimming was a required course for the health and physical education majors. Since Bridgewater Teachers College did not have a swimming pool, the facilities at the Brockton YMCA were obtained for swimming classes. Transportation to and from the YMCA was not provided. Students therefore had to take public transportation or rely on commuter students who had automobiles. Thumbing a ride to get to swimming class was against the department and the college regulations. However, it was rumored that sometimes students resorted to this mode of transportation when they had missed the bus or had no ride.

A review of the Bridgewater College yearbooks, of the late 1940’s, refers to some of the traditions which were an important part of college life for physical all of the Bridgewater students. One of these traditions was freshman initiation which was the students’ first introduction to college life at Bridgewater. As part of the initiation, women students were required to wear “crazy” attire such as lampshade chapeau’s, have their hair done up in rags, wear different shoes and socks; tea bags as earrings, and of course wear the Bridgewater freshmen beanies. At the end of initiation, a party was given for the freshmen when they took the Bridgewater College oath and officially became part of the college. This “hazing” was done in the spirit of fun and harmless requirements. Another tradition at the college was the WRA supper hike which was held in the fall of the year. Since all women students belonged to the WRA many of them took part in the event. The students hiked to a site where they enjoyed their supper and sang by the campfire. Gym-Jams were a tradition which the Women’s Health and Physical Education Department had sponsored since 1943. These were annual demonstrations of activities the female students had learned in their physical education classes. These demonstrations were open to the public. Their purpose was to give the college community, parents, and the public a better understanding of Physical Education. In 1949, the health and physical education majors also began a tradition of giving demonstrations of the activities they had learned in their activity classes. These demonstrations, called PEM–DEMS, were also open to the public. They served the same purpose as the Gym–Jams and were also excellent for recruitment. Similar demonstrations had also been given over the years by physical
education colleges in the Boston area, namely the Boston–Bouve' School and Sargent College.

As the health and physical education major became established, other events and activities were instituted which became traditional. One of these traditions was the Girl Scout Leader Hats. Doris Goyetche, a health and physical education major, graduate of Bridgewater in 1951 researched this tradition and the recipients of the hats.

"The first Physical Education Major picnic, was held in June, 1949. At their picnic, two old Girl Scout Leaders hats, tan in color and made of poplin, with a soft and "slouchy" shape, and wonderful on rainy days, were handed down to two of the next year's seniors who were custodians of the hats for a year. How and when the hat tradition was begun and the criteria for receiving the hats is unknown. However, it was considered an honor to be a hat custodian. The name and year of each custodian was written on a tape and sewed on each hat." (See appendix B.)

During this period there were also a number of college traditions that were an important part of college life at Bridgewater. Some of these traditions are briefly described as follows. During Christmas season, the Yuletide activities included: a sleigh ride; caroling at faculty members houses; a formal Poinsettia Prom; a Christmas Concert; and a formal Christmas Banquet, followed by a faculty reception. Each spring, the W.A.A. Banquet, was held which many of the female students at the college attended. The French Club sponsored a Mardi Gras Ball each year. Some of the students and faculty participating in the event wore costumes appropriate for the occasion and a king and queen were selected to reign over the event.

At the end of each academic year, a tradition called the "Daisy Chain", was a part of the graduation ceremony. The Daisy Chain apparently evolved from a tradition called the Ivy Exercises. "The Ivy Exercises begun around the turn of the Century and continued until the 1960's, were a highlight of each year's graduation ceremony." A description and the significance of the Ivy Exercises follows:

At the appointed time, the members of the Junior class are seen forming on either side of the walk that leads to the School and with oak boughs in hand they form an arch which represents the living strength of the School. As the bugle sounds the call to life's duty, the graduating class, marching two by two, pass to the campus, the field of life...the graduates, ivy garlands in hand, encircle the Campus Pond...The march is then resumed, that the sons and daughters of our beloved School may make their last bequest to those left behind. The ivy is planted, a symbol of love and affection for Alma Mater.

The Daisy Chain was different than the Ivy Exercises in that daisies were used instead of oak boughs. The day before graduation a group of students and a faculty
member from the Women's Health and Physical Education Department would go, in a
college truck to a field where daisies grew. They cut the daisies and went back to the
gymnasium where they would make daisy corsages, one for each junior woman. The
corsages were put in the showers, with dripping water in order to keep them alive
overnight. The morning of graduation the students who picked the daisies would return
to the gymnasium. They would place the corsages on a white satin ribbon at intervals
so that each junior woman had a corsage on her shoulder and the ribbon draped down
between each junior. At graduation the junior women who formed the Daisy Chain
would line up on both sides of the walk and form an honor guard for the graduates as
they processed in to graduation. Also at graduation the president of each graduating
class would plant ivy so that each class was immortalized by the ivy growing on the
Administration Building.

A view of life and other activities on the Bridgewater campus during the years
from 1944 to 1949 follows:

*Physical exams in the gym-and angel robes.*
*Big sisters-each Freshman was assigned a big sister who was an upper classman.*
*Selling war bonds in the rotunda of Boyden Hall.*
*A minstrel show as a Bond Drive.*
*Faculty entertainment at the Christmas Banquet.*
*The Show-Sophomore Sophistries.*
*An informal dance for visiting servicemen.*
*Red Cross Club - This was a service organization, and students made visits to Cushing
Hospital, Canton Children’s Hospital and the Boston Institute for the Blind.*
*Modern Dance Club.*
*Welcoming back the male students at the end of World War II so that the College became
truly co-ed once again.*
*W.A.A. Banquets*
*W.A.A. Supper hikes.*
*Swimming classes at the Brockton Y.*
*Dorm students-two late nights a month until 10:15 P.M.*
*Signing in and out of the dorm.*
*Not leaving the dorm after 9:00 P.M.*
*Miss Pope’s tender loving care-she was known as the “Boss” and “The Pope”-but also a
friend-the values she tried to instill in the students.*
*Chapel (which was required).*
*Gasoline rationing.*
*The “hole in the wall bookstore”.*
*A small College where you were known as a person and knew everybody.*
*Teas at Tillinghast Dorm on Sundays and Thursdays.*
*Ivy covered “Ad Building” (Boyden Hall).*
*Sun bathing on Tilly Rood (Tillinghast Dormitory).*
*Miss Caldwell and her lectures on reproduction.*
Camp Myles Standish for dancing with Servicemen.
The dress rules for the College dining room (in Tillinghast Dormitory).
Miss Pope's social usage class.
Orchestra concerts.
Jr. and Sr. Proms.
8 weeks at Training School.
Discovering the underground tunnel between Tillinghast and the "Ad Building"
and crawling through part way.
Daisy Chain at Graduation.
Gym-Jam—a demonstration of physical education activities put on by the students.
Training School eight weeks of fun or misery, according to the number of lesson plans one had to make.
V-mail (letters sent overseas during the war).
Three years of study on a quiet campus while the world around us was being torn apart wasn't easy.
A basketball club for girls under the leadership of Mildred Lappen. This club provided the opportunity for other Teachers Colleges to visit B.T.C. in what was termed a play day contest.
The big change from Hyannis to Bridgewater.
Dr. Moriarty's perseverance.
Attending Camp Howes.
Boyden Gym. Tap Dancing on the back stairs of Wood.
P.E. Camp will never be forgotten.
Icicles on her head after swim class in Brockton.
Skipping classes and then being called into Miss Pope's office.
The two PEM hats that were passed on from year to year to a deserving Major.
"Young Howard"—the shows put on by the men of the College in which they assumed the male and female roles and included singing and dancing (ballet and modern dance).
These shows were written and directed by a male student to raise funds for men's athletic and sport programs.
Mardi Gras festival sponsored by the French Club.
Saturday night dances in Boyden Gymnasium.
W.A.A. activities

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<td>Biking</td>
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<td>Tennis, Softball</td>
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<td>Cheerleaders for the men's teams.</td>
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<td>W.A.A.-M.A.A. semiformal dance.</td>
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<tr>
<td>W.A.A.4 S Award.</td>
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24
2 Bridgewater State College, 1840-1976: As we were...as we are. 28.
3 Ibid., 133.
4 Ibid.
6 Bridgewater State Teachers College Catalogue, (1944-1946), 11-12.
7 Ibid., 27.
8 Ibid., 7.
9 Bridgewater State Teachers College Class of 1944 Yearbook.
10 Ibid.
11 Ibid.
12 Bridgewater State Teachers College Class of 1946 Yearbook.
14 Ibid., 21-22.
15 Earle F. Zeigler, A History of Physical Education And Sport In The United States And Canada, (1975), 172.
17 Bridgewater State Teachers College Class of 1946 Yearbook.
18 Bridgewater State Teachers College Registrar’s records, (1945).
20 Ibid., 13.
21 Ibid., 33 - 39.
22 Doris Goyetch, personal communication to author.
23 Bridgewater State College As we were as we are, 1840–1976, 82.
24 Ibid.
CHAPTER IV
THE FIFTIES

Dr. Moriarty returned to the State Teachers College at Bridgewater in September of 1950 having completed her doctoral studies at Boston University and receiving her Ed. D. degree.

The health and physical education major program became a separate department, called the Department of Health and Physical Education for Women Major Curriculum. Dr. Moriarty, formerly the Head of the Major program became the first Chairman of the Health and Physical Education Major Department at Bridgewater State College. Although the major became a separate department, it retained its cooperative spirit with the Women’s Physical Education Department. All women health and physical educators, with the exception of Dr. Moriarty, taught in both departments.

For scheduling purposes, all students at Bridgewater were classified into divisions and sections according to their academic year and majors. Freshmen as division D, Sophomores C, Juniors B, and Seniors A. Each division was then divided into sections and given a number: 1,2,3, etc. For whatever reason the health and physical education majors were given the letter X instead of a number, and became DX, CX, BX, and AX. The students in each major had most of their classes together for the four years at college except for electives. This scheduling system created an atmosphere in which students knew their fellow majors very well. The scheduling system and the small college community were instrumental in creating a great department and college spirit.

In 1951, a physical education major student organization was established by the students and Dr. Moriarty. The organization was called the PEM Club, (Physical Education Major Club) and its first advisor was Dr. Moriarty. The purpose of the club was to provide professional programs, leadership opportunities and social activities for the majors. The PEM Club officers were president, vice president, secretary, treasurer, publicity director, and a sophomore and freshman representative. All of the officers were elected by the students. Doris Goyetche, class of 1951, was elected the first President of PEM Club.

During the first years of the club’s existence, membership dues were fifty cents per year. Twenty-five cents of the dues went to the club and the other twenty-five cents applied for membership in the Massachusetts Association for Health, and Physical Education. Students were also encouraged to become members of the American Association for Health and Physical Education. (AAHPE), the national association for physical educators, and health educators. The dues for this association were $2.50 per year for students.
In 1951 the Bridgewater College community was deeply saddened by the death of their beloved president, Dr. John J. Kelly. Dr. Kelly had served as college president from 1937 to 1951. He had come to Bridgewater in 1918 as an instructor in practical arts. Prior to his appointment as president, Dr. Kelly had been Dean of Men for thirteen years. Some of the accomplishments during Dr. Kelly’s tenure as president were: the strengthening of the general education program for all majors making the first two years of study almost exclusively liberal arts; a full time graduate program; a summer school; and a continuing education program.

Upon Dr. Kelly’s death, Dr. Clement C. Maxwell, former Chairman of the English Department, was appointed acting President of Bridgewater. In 1952 Dr. Maxwell became the seventh president of the college. Dr. Maxwell, a graduate of Holy Cross, A.B., and Fordham, M.A. and Ph.D had been Dean of the Graduate School, and Director of the Summer School and Continuing Studies programs at Bridgewater.

At the end of the 1951-1952 academic year, Mrs. Sally Merrow Leach resigned from the Health and Physical Education Department and the college. Miss Catherine E. Comeau, a physical educator and graduate of Boston University Sargent College, B.S. and Columbia University Teachers College, M.A., was appointed to fill the vacancy.

The Bridgewater Health and Physical Education Major Program philosophy which was impressed on the students in those years was a "professional attitude in appearance, dress, and behavior". The Bridgewater College motto "Not to be Ministered Unto but to Minister" and the Health and Physical Education Major motto, which was a part of the Major Crest, "We Learn By Doing", were also important aspects of the major department’s philosophy.

The required activity class attire for the health and physical education majors was: a leotard for modern dance, a “tank swim suit” for swimming, a green tunic-type gym suit, white sneakers and white socks for other activity classes, a maroon tunic and an optional blazer for student teaching. The department had a very strict dress code. Students were not permitted to wear their uniforms except for activity classes, intramurals, recreational activities, and student teaching. This meant that the majors sometimes had to change from street clothes to their uniforms and shower several times a day, depending on their schedules. The faculty, of course, followed the same rule, so all became quick change artists and some days water logged, from taking several showers. The white sneakers had to be clean for classes which meant polishing them with white shoe polish as needed. Once in a while however, a student would use white chalk instead of white polish. Although this was inventive, it was not acceptable.

During the second semester of 1952, a new position was granted to the Women’s Health and Physical Education Departments. Miss Marjorie Kelly, a physical
educator, folk dance specialist and graduate of Kent State College, B.S. and M. Ed., was appointed to fill this position.

Over the years, the enrollment at the college and in the health and physical education major, had increased. In 1952-53, there were a total of 61 majors (15 freshmen, 14 sophomores, 21 juniors, and 11 seniors). Due to the increase in the college enrollment and in the health and physical education major, the use of the Boyden Gymnasium had also increased. The need for additional physical education facilities at the college became evident since the Boyden Gymnasium had more than reached its saturation point. The gymnasium was not only used for classes, but for: men and women's intramurals; Modern Dance Club; men's intercollegiate sports; recreational activities; the Health and Physical Education Departments' professional programs; college dances, held weekends; and other college events and activities.

The college had also surpassed the maximal usage of its one playing field and three clay tennis courts. The area where those facilities were located was called "lower campus" and accommodated all of the outdoor physical education classes for men and women, men's intercollegiate soccer, and men and women's intramurals. The Rondileau Student Center is now located on that former playing field. There was a baseball team at the college but no baseball diamond. Fortunately there was a baseball diamond at the Town of Bridgewater's Legion field which they allowed the college team to use.

The limited physical education facilities and faculty for the health and physical education major made it necessary to restrict the number of freshmen admitted to the major to no more than twenty-five students per year. Although there was a need for additional indoor and outdoor facilities, the Health and Physical Education Departments faculties decided that the additional indoor needs should be the number one priority. They sought to alleviate the problems of the inadequate gymnasium facilities by developing a proposal for the construction of a new gymnasium building that included a swimming pool. Many meetings were held and countless hours spent identifying and justifying the new facility. The proposal was sent to President Maxwell, who was most supportive of the addition. He worked diligently for the approval of the building and the appropriation of funds.

Through the concerted efforts of President Maxwell, the college administration, the faculty in the Health and Physical Education Departments as well as many other individuals whose support was needed for such an endeavor, the proposed addition was sent to the Governor of Massachusetts. In 1954, Massachusetts Governor Herter included the requested one million dollar gymnasium building in his budget. That year the requested budget and the new addition were approved by the Legislature. The news of the approval was received most enthusiastically by the total college community, especially those who had diligently worked on the proposal.
Mr. Harry Gulesian was selected as the architect for the new gymnasium building. Many meetings and hours of research and study relative to the construction of the gymnasium building ensued. The project moved rapidly through the various stages of meetings with architect, engineers, state and college officials and construction company personnel. Finally the construction on Park Avenue began.

Midst the excitement of the anticipated new gymnasium the health and physical education departments and the college community were shocked at the tragic accidental death of Miss Kelly of the Women’s Health and Physical Education Department. A memorial service was held in her honor, to recognize her many contributions to the women’s health and physical education departments and the college since her appointment in 1952. Mrs. Jean Nummi, a 1942 graduate of the Health and Physical Education Major at Hyannis, filled the vacancy created by Miss Kelly’s death.

In the 1950’s, there was a serious shortage of women basketball officials in the southeastern Massachusetts area. Since the health and physical education majors had basketball officiating in their course of study some of the students were able to help fill this void as they had obtained their basketball ratings. High school coaches called the department to ask for officials and if possible rated officials would be assigned to the games. The number of majors with ratings however, was insufficient to meet the number of requests. Therefore, students who had developed an expertise in officiating through their class and by officiating intramural games at the college, who were interested in getting their ratings, were assigned to the games. Since these students were not rated officials they were not paid. They volunteered their services. Officiating these games was considered good practice for when they would try out for their basketball ratings. It also provided a much needed service to the community.

Since the closest board of officials to give basketball ratings in the 1950’s was located in Boston, a group of national basketball officials in southeastern Massachusetts met in 1954 and decided to establish a board of officials in the area. These individuals were Miss Martha Cummings, a Bridgewater graduate and physical educator in Abington, Miss Marion Stallwood, a physical educator in Hingham; Mrs. Betty Diotte, a basketball official, and Miss Comeau, a faculty member and instructor of the officiating courses at the Bridgewater College. The necessary procedures for establishing a board of officials were met and the Southern Massachusetts Board of Officials was established. The board of officials held rating sessions at Bridgewater State College, Cape Cod, Martha’s Vineyard, or wherever there was a need for a rating session. The establishment of the board of officials helped to alleviate some of the basketball official shortage problem in southeastern Massachusetts.

Field hockey was another sport that had an inadequate number of rated officials in the southeastern Massachusetts area. Through their field hockey officiating class, the majors were also encouraged to try for their ratings in this sport. Students wishing
to obtain a field hockey rating had to obtain it through the Boston Field Hockey Association. Such associations were the only organizations qualified to give field hockey ratings. Unfortunately there was not sufficient interest in a Field Hockey Association in the southeastern Massachusetts area so individuals had to rely on the Boston Field Hockey Association. Requests for officials from local high schools were received by the department, as had been the requests for basketball officials. Students who had ratings and those interested in obtaining their ratings were assigned to officiate according to the same procedure as was used for basketball.

On December 26, 1956, the gymnasium building (the present facility) was dedicated. It was named the John J. Kelly Gymnasium in honor of former President Kelly who was an ardent sports fan. He had been an instructor and advisor to men’s sports in his early years at Bridgewater, and encouraged men and women to participate in athletic activities.

The new Kelly Gymnasium was a fine addition to the campus. It provided much needed facilities for the college community of 632 students enrolled at the college in 1956. The building had one very large gymnasium and a small gymnasium. Each gymnasium had the capability of being divided in two, thereby providing four teaching stations. There were retractable bleachers in the large gymnasium and a large storage area off the large gymnasium floor area. In addition were two rest rooms, one for men and one for women with a lounge; a student lounge; and a kitchen off the large gymnasium. At ground level there was a faculty dressing room; two faculty offices with bathrooms, four first aid rooms with sinks, three classrooms, a swimming pool with bleacher seating capacity, two offices, and a janitor’s office. In the basement there were two locker and shower rooms, one for men and one for women, two visiting team rooms, one for men and one for women, a drying room for athletic uniforms, a laundry room, three storage areas, a pool control room; and a furnace room. Although the four first aid rooms had originally been requested as faculty offices, state building officials said that they had to be made as first aid rooms with sinks. The reason they gave for this was that the master plan had been for a gymnasium, classroom and swimming pool facility and did not propose faculty offices. When the building was occupied, however, the four first aid rooms became offices complete with sinks (which were later removed).

Some individuals, from outside the college community, thought that the new gymnasium was too big. It was indeed fortunate that the planners of the facility had vision for the future, since seventeen years later the student enrollment at the college reached over 5000 and the Kelly Gymnasium had more than reached its maximum capacity.

Although thrilled with the new Kelly Gymnasium, many of the college community experienced nostalgic sadness at leaving the Boyden Gymnasium which had a charm of its own. The Boyden Gymnasium had served as an important facility in the life of the college and the health and physical education departments for 51 years. Fortunately,
the outside of the building has not changed so one can appreciate its architectural beauty and fond memories of students and faculties happy days there.

The swimming pool was a great addition to the college facilities since the health and physical education majors were no longer required to travel to Brockton to use the YMCA facilities for their swimming classes. Also, all men and women students now had the opportunity to take classes in the aquatics area as well as participate in recreational swims, swimming clubs and teams.

In June of 1956, a dedicated and highly respected professional, Miss Decker, retired from Bridgewater State Teachers College. The faculty, of the health and physical education departments, alumni, and students, held a testimonial for her in recognition of her many outstanding contributions to the, departments and college during her 30 years at Bridgewater. A loan fund for health and physical education major students was established in her name.

After Miss Decker's retirement, the Department of Health and Physical Education for Women and the Department of Health and Physical Education for Women–Major Curriculum became one department. Dr. Mary Jo Moriarty became the chairman of the consolidated departments.

A replacement for Miss Decker and two new positions were obtained by the Department of Health and Physical Education for Women for the 1956-57 academic year. Miss Rita Custeau, a physical education major graduate of Bridgewater State Teachers College, B.S. Ed., and Smith College, M.S.; Miss Evelyn Collier, a graduate of Sargent College, B.S., and Boston University, M.S.; and Mrs. Mary Coutts, a graduate of Sargent College, B.S., and Boston University, M.S. were appointed to these positions.

The new swimming pool at the college enabled the establishment of a synchronized swimming club called Aquabrytes in the 1956-57 academic year. Miss Custeau was the faculty member responsible for establishing the club and served as its advisor during her tenure at Bridgewater. The club was open to all Bridgewater women students. There were many outstanding swimmers who belonged to Aquabrytes, and their talents were appreciated by all who attended the annual Aquabrytes shows.

By 1957, the number of male students at the college had increased, requiring an additional position to be added to the Health and Physical Education Department for Men. Mr. Harry Lehmann, a physical education major, graduate of Springfield College, B.S., M.Ed. was appointed to this position. He became the Chairman of the Men’s Health and Physical Education Department. Mr. Swenson continued as the Men’s Athletic Director and as a teacher in the department. Both men coached the men’s intercollegiate sports at the college.
In March of 1957 the Massachusetts Association for Health, Physical Education, and Recreation (MAHPER) held its annual conference at Bridgewater State College. Dr. Moriarty was President of MAHPER that year and presided over the conference. Dr. Maxwell, president of the Bridgewater College, gave the welcoming address and Dr. Shane McCarthy, Executive Director of President Eisenhower's Council for Youth Fitness, was the main speaker at the conference. Over 2,000 professional members of MAHPER from throughout Massachusetts, were in attendance. All of the facilities of Kelly Gymnasium, as well as other college facilities, were used for the program.

The conference was a great success. It was also a very proud day for the college, the health and physical education departments and majors who had worked diligently to make the conference a success. It is interesting to note a historical fact relative to MAHPER conferences. In those years, the conferences were a joint venture of the State Department of Education and MAHPER. Mr. Ralph Colson, Director of Physical Education for the Commonwealth of Massachusetts, was responsible for some aspects of the conference. One of his responsibilities was selecting the conference sites. Each year he selected a public school or a state college with a new physical education facility as the conference site. Mr. Colson was responsible for the selection of Bridgewater as the conference site.

Several years later, the practice of holding the MAHPER conferences in public institutions changed. Conferences became known as conventions and were held in hotels. This change of sites permitted the inclusion of exhibitors as a part of the convention and the charging of a convention fee which had not been possible when the conference sites were public institutions. The hotel sites not only provided income to the association but also allowed for a two-day program with better facilities for the convention program. The first MAHPER Convention was held at the Copley Plaza Hotel in Boston.

A new position was added to the Women's Health and Physical Education Department in 1958. Miss Elizabeth Gaffney, a physical educator and graduate of Sargent College, B.S. and Boston University, M.Ed., filled the new position. Second semester of the 1958-59 academic year Mrs. Nummi and Mrs. Coutts resigned from the college. They were replaced by Miss Ann P. Neal, a physical educator graduate of Bouve College B.S., and Boston University, M.Ed., and Miss Patricia Phillips, a physical educator graduate of Bridgewater State College, B.S. in Ed. and Boston University M.Ed.

In 1958, the interior of the Boyden Gymnasium was renovated and it became the college library. The new library provided the needed space that the old library on the second floor of Boyden Hall could not provide. Alumni of that era will remember carrying the library books from the old library in Boyden Hall to the new facility in order to get the library reestablished in the most efficient and economical way possible.
As in previous years, curricular changes were made during the 1950's to keep abreast of educational trends and to better prepare the health and physical education majors for their professional careers. The graduation requirement for the health and physical education majors in 1958-59 was 133.5 credits. A minor in either social studies or science was still required. Therefore students had no "free" electives. The majors carried heavy academic loads, taking five theory classes and four required activity classes each semester. Some of the activity courses focused on skill development while others were more advanced and focused on teaching techniques. All health and physical education majors were required to pass a standard swimming test for graduation.

Junior and senior student teaching were each of eight weeks duration. The junior experience was at the Burnell Training School where the health and physical education majors were assigned to a class under the supervision of the classroom teacher. They were required to teach all of the classroom subjects as well as physical education. The senior experience was in the physical education department in a public school. Students were placed near their home towns, if it was not too far from the college. Otherwise, they were placed in a school in one of the towns near Bridgewater.

The 1957 curriculum for the health and physical education majors was as follows:

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<td>Coaching</td>
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<td>Applied Anatomy and Kinesiology</td>
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<td>Stunts and Tumbling I</td>
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<td>Apparatus I</td>
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<td>American Square Dance II</td>
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<td>Modern Dance</td>
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<td>Dual and Individual Sports</td>
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</table>
Courses in 1957 for the health and physical education majors taught by the women’s health and physical education department faculty were:

**Physical Education 5.  Anatomy**
This course includes a fundamental study of the human body and its parts; with special emphasis on bones, muscles, tissues, and the anatomical location of the organs.
Two periods weekly for two semesters
Four semester hours credit

**Physical Education 7.  Introduction to Physical Education**
This is a comprehensive freshman course providing basic information concerning the scope and significance of Physical Education as a profession.
Two periods weekly for one semester
2 semester hours credit

**Physical Education 9.  Personal and Community Hygiene**
This course is planned to give the student basic principles of health that she may apply to her daily life and future teaching. Community health opportunities and problems are studied in relation to personal health.
Three periods weekly for one semester
3 semester hours credit

**Physical Education 21.  First Aid**
The Standard first aid Course of the American Red Cross is given. Satisfactory completion of the course entitles the student to the Standard Certificate.
One period weekly for one semester
1 semester hour credit

**Physical Education 25.  Officiating**
Specific training for officiating in major sports is given. Actual practice in referring and umpiring is required as a part of the course. Opportunities are offered to attend clinics and to take examinations for local and national ratings in field hockey and basketball.
Two periods weekly for two semesters
4 semester hours credit

**Physical Education 53.  Coaching**
A comprehensive analysis of basic techniques of team sports and specific methods for presenting them in teaching situations.
Two periods weekly for one and one-half semester.
3 semester hours credit
Physical Education 57. Methods in Health Education
A study is made of the responsibility of the school for the health education of the growing child with emphasis upon the role of the teacher. Basic emphases throughout the course are: 1. the consideration of child needs for health learnings as determined by such factors as heredity, growth and development patterns, home, school, and community influences; 2. the selection of content of health teaching to meet these needs; 3. the analysis of the learning and teaching process as applied to health in the light of modern educational philosophy.
Two periods weekly for one semester.
2 semester hours credit

Physical Education 59. Applied Anatomy and Kinesiology
A detailed analysis and application of anatomical knowledge to fundamental muscular movements in athletic and rhythmic activities.
Three periods weekly for one semester
3 semester hours credit

Physical Education 61. Fundamentals of Body Mechanics
In this course, a study is made of the fundamental principles of body mechanics: typical body alignment and common variations in the child and adult. Remedial procedures, including relaxation, that are suitable for school programs are planned. There is opportunity for practice with different age groups. Emphasis is placed on helping the individual to use an efficient and attractive posture in a variety of situations.
Two periods weekly for one semester
2 semester hours credit

Physical Education 63. Advanced First Aid and Safety Education
The Advanced and Instructor’s First Aid courses are given with special emphasis on the care of injuries likely to occur in the gymnasium or the swimming pool, on the athletic field, school playground, or at summer camp. The American Red Cross Advanced Certificate and Instructor’s Rating are given for satisfactory completion of the course.
Two periods weekly for one semester
2 semester hours credit

Physical Education 105. School Health Administration
Emphasis is placed on the school personnel’s responsibility for providing a healthful environment, service, and instruction. The organization and content of the program in health are studied and discussed. The need for health guidance to meet the needs of all children including exceptional children is stressed.
Two periods weekly for one semester
2 semester hours credit
Physical Education 107. Organization and Administration of Physical Education
This course describes the policies, procedures, and standards of the various divisions of physical education, explaining the relationships that exist. Special attention is given to pertinent problems that face the modern educator.
Two periods weekly for one semester
2 semester hours credit

Physical Education 109. Tests and Measurement in Physical Education
In this course, the student learns to apply the fundamental principles of evaluation and measurement in the fields of health and physical education. Various tests and testing programs are studied and evaluated. Experience in administering and scoring certain tests is provided, and a study is made of the interpretation and use of results obtained.
Two periods weekly for one semester
2 semester hours credit

Physical Education 115. Supervision in Physical Education
This course attempts to meet the urgent needs for more adequate training of future Directors of Physical Education in order that there may be better supervision of physical education programs in the elementary and secondary schools. Classes study organization and planning; procedures for visitation and conferences; and the various functions of the supervisor at the different grade levels. Supervision in health education, safety education, and extra-class programs is included.
Three periods weekly for one semester
3 semester hours credits

Required Activity Courses

Activities 1. Elementary Rhythmic Activities
This course covers folk dances, singing games, nursery rhymes and dramatic rhythms for use in the elementary grades. Demonstration lessons and an opportunity for teaching small groups of elementary children are arranged with the Training School.

Activities 3. Social and Round Dancing
The basic steps and methods of teaching social dance and modern round dances are covered. Problems that arise when teaching mixed groups are discussed. Opportunities are given for improving personal techniques, for understanding desirable social standards, and for teaching others.
Activities 5. Games I
This course includes the learning and teaching of games of low organization for the elementary grades, suitable for playground, gymnasium, playroom, or for use in the classroom.

Activities 7. Stunts and Tumbling I
A variety of individual, couple, and group stunts and tumbling activities are taught in this course. Effective organization for small and large groups is stressed, with special emphasis on the safety factors.

Activities 9. Apparatus I
This course includes work suitable for teaching in public schools that have heavy apparatus such as the buck, box, parallel bars, flying rings, stall bars, balance beam, and other types of apparatus.

Activities 11. Traditional Folk Dancing
A wide range of folk dances from many lands is taught. Special emphasis is given to those dances that can be used in secondary schools. Opportunities to visit adult folk dance groups are arranged.

Activities 13. Tap Dancing I
Fundamental steps are taught in this course. Rounds, buck, waltz, and soft shoe routines that can be used in the public schools are included.

Activities 15. Body Mechanics
This course is closely related to Fundamentals of Body Mechanics, a theory course. There are opportunities for individual and group work in a variety of exercises for improvement of posture and correction of health problems closely allied to posture.

Activities 17. American Square Dance I
Concentration is on fundamentals of square dancing and in learning how to do simple dances to patter, cue, and singing calls.

Activities 21. Stunts and Tumbling II
The objective of the course is to offer opportunity for more advanced work in this area. Special emphasis is placed on methods of organization and opportunity is given for teaching these activities.
Activities 23. Apparatus II
In this course, advanced work is offered. Opportunity for student leadership and special stress on safety factors are included.

Activities 25. Creative Rhythms for Children
This course emphasizes: a. the needs and capacities for children for expression through rhythmic movement; b. the opportunities for the enrichment of child experience through the development of creativeness, understandings, appreciations, and skills; and c. the ways in which the teacher should release and guide the child's expression toward these educational objectives.

Activities 27. Games II
This course gives an opportunity for learning and teaching modified team and lead-up games, suitable for both large and small groups.

Activities 29. Community Recreation
Leadership and participation in various types of social games are offered in this course. The student is presented with materials and sources of activities needed for social play in parties for the home, in clubs, at picnics, and on the playground.

Activities 31. Advanced Tap Dancing
This course includes more intricate routines and a study of the technique of creating tap steps and routines.

Activities 2-22-52-102. Swimming
Instruction in swimming is given in accordance with the National Red Cross requirements. All students are required to pass a standard swimming test. Students who are unable to swim must remain in a swimming class until the test requirements are fulfilled. Qualified students may elect a Water Safety course.

Activities 4-24-54-104. Team Sports
The team sports covered in this curriculum are: Volleyball, Soccer, Speedball, Fieldball, Field Hockey, Basketball, and Softball. Each sport is taught with emphasis on fundamental skills, team strategy, rules, coaching, officiating, and techniques of teaching which are specifically related to each sport.

Activities 6-26-56-106. Modern Dance
The courses in modern dance include the study and use of rhythmic movement as a medium of expression and communication; as a means of body training and discipline; and as a form of relaxation and recreation.
Experience is given in dance composition and criticism; evaluation and use of various forms of accompaniment; and production of simple dance programs. Methods of teaching are included.

Activities 10-50-80-100. Dual and Individual Sports
The courses in dual and individual sports include the learning of skills, rules, teaching techniques, and officiating in Badminton, Tennis, Bowling, Track and Field, and Archery.

Activities 58. Gymnastics
This course provides an opportunity to learn and teach fundamental gymnastics, exercises, and marching. The advantages and disadvantages of the Swedish, Danish, and German systems, as well as the present day theories in regard to conditioning drills, are discussed.

Activities 60. American Square Dance II
Opportunities are provided for the teaching and calling of Squares and Contras. Corrective help is given on timing, rhythm, and teaching procedures.

Activities 101. Games III
This course includes recreational sports such as Deck Tennis, Handball, Table Tennis, Paddle Tennis, Shuffleboard, Horseshoes, Tetherball, and Aerial Darts. The teaching of these games as well as skill in participation is emphasized.

N.B. During the senior year, opportunity is given to the students to assist in other college activity courses. In addition to the required courses, seniors may elect activities in which they desire further experience.²

In 1958, the area behind Kelly Gymnasium was made into a playing field, increasing the amount of outdoor field space available. The continued growth in the student population at the college and the ensuing need for playing fields and tennis courts was somewhat alleviated through the use of Legion field, owned by the Town of Bridgewater. Some physical education classes and men’s intercollegiate baseball were scheduled there.

The PEM Club held monthly meetings that included guest speakers, films, professional and or social programs. The PEM Club sponsored many programs on its own, and worked closely with the department faculty to sponsor department programs. Some of these programs and activities included: Freshman Welcome; play days and sports days with other colleges; ski trips; annual picnic; annual banquet; high school play days and sports days; high school sports clinics; basketball rating sessions; programs at the Brockton VA. Hospital and Bridgewater Correctional Institution;
workshops for physical education majors from other colleges; symposiums; convention programs; camping weekends; faculty teas; recruitment programs; and fund raising activities. PEM Club also published a PEM Club Booklet and a PEM Club Newsletter. Each year the president of PEM club sent a welcome letter to incoming health and physical education majors during the summer. For several years, the PEM Club sponsored a scholarship for a student majoring in physical education to attend a professional summer camp or workshop.

The Women's Health and Physical Education Department faculty felt that professional conferences were very important for their majors, and they encouraged the students to attend professional conferences in the area. Bus transportation was arranged for the students to attend the annual Massachusetts Association for Health, Physical Education and Recreation (MAHPER) convention.

During the 1950's MAHPER had a very active student section and Bridgewater majors were an integral part of this professional group. Some Bridgewater majors participated in convention sessions and demonstrations at General sessions.

Senior majors were encouraged to attend the annual convention of the Eastern District Association of the American Association for Health, Physical Education, and Recreation, and the American Association for Health Physical Education and Recreation (AAHPER) when it was in the East. The majors also attended meetings and symposiums at other physical education major colleges.

One of the programs which the Women's Health and Physical Education Department sponsored for many years were basketball clinics for high school students in the southeastern Massachusetts area. These clinics served a three-fold purpose: they provided an excellent learning experience for the high school basketball players; introduced the high school players to both the Bridgewater college and the Health and Physical Education Major Program; and provided an excellent professional experience for the physical education majors who assisted with the clinics. The participants in the clinic were three basketball players selected by their coaches from 30 high schools in southeastern Massachusetts. The days program began with the ninety high school students participating in warm-up exercises led by Bridgewater health and physical education majors. After the warm-ups, coaching sessions in skill development and playing strategy were held. These coaching sessions were led by selected women's high school basketball coaches in the southeastern Massachusetts area. A Bridgewater health and physical education major was assigned to each coach and assisted with the sessions. The clinic programs ended with the Bridgewater health and physical education majors playing a demonstration basketball game.

Through the years, the Women's Health and Physical Education Department and the Hyannis-Bridgewater Physical Education Alumni Association invited outstanding professionals in health, physical education, and recreation to the
Bridgewater campus as guest speakers or workshop or clinic leaders. Some of these professionals were: Dr. Ruth Evans from Springfield College, Dean George Mackechnie from Sargent College, Dr. Bertrand Kessel, a recreation educator from Boston University, Mr. Jose Limon, a dance professional, Miss Peg Varner, a national badminton champion, Miss Anne Delano an outstanding field hockey and lacrosse player and coach from Smith College, Mr. Ralph Colson, Director of Physical Education for the Commonwealth of Massachusetts and Olympic official, and visiting field hockey coaches and players from Europe who were on tour in the United States.

Athletic competition in the fifties was still limited to play days and sports days. In order to provide the majors with additional competitive experiences they were encouraged to participate in the Boston Field Hockey Association program. Field hockey practices were held in the Boston area on Saturdays and Sundays. Those individuals who participated in the program received expert coaching from such outstanding coaches as Miss Dolly Sullivan and Miss May P. Fog. Some Bridgewater health and physical education majors, department faculty, and graduates played Boston Field Hockey and were selected to play on Boston teams that played at Northeast Field Hockey Tournaments. Some of the players at these tournaments were selected to play on Northeast teams and played at National Field Hockey Tournaments. Some majors also sought other competitive opportunities in addition to college athletics and played in basketball and softball leagues and on semi-professional softball teams.

The Modern Dance Club, sponsored by the Women's Department for Health and Physical Education, continued as an active organization during the fifties. Membership in the club was open to all women students at the college and the club's annual performances were always outstanding.

Faculty members in the Women's Department for Health and Physical Education served as advisors for clubs sponsored by the Department. Miss Comeau was the advisor to the PEM club from 1952-56 and from 1959-1962; Miss Custeau advised the Club from 1956-1959. Miss Decker, founder of the Modern Dance club, was its advisor until her retirement in 1956. Mary Isabel Caldwell served as advisor to the Women's Recreation Association (W.R.A.) for many years.

Miss Ann Coakley, a graduate of Sargent College, B.S. and Smith College, M.S., became a faculty member in the Women's Health and Physical Education Department in 1959. She replaced Miss Rita Custeau who left Bridgewater at that time.

By the end of the 1950's, fees at Bridgewater State College had increased. Tuition was $200.00 per year for Massachusetts residents and $800.00 for non-residents of Massachusetts. Room and board was $480.00 per year. Gymnasium laundry fees varied, freshmen and sophomore health and physical education majors paid $4.00 per year. Junior and senior health and physical education majors paid $3.00. The laundry fee for all other women students at the college was $2.00 for
fresmen and sophomores and $1.50 for juniors and seniors. The college men paid a $5.00 per year laundry fee. Other fees included the student activity fee of $12.50 for women and $20.00 for men. Physical education uniforms were required for all students. Physical education major uniforms cost approximately $30.00. Uniforms for all other women students cost approximately $25.00, and men’s uniforms cost approximately $17.00, excluding soccer shoes.  

The tradition of the Daisy Chain and the planting of ivy at graduation continued through the fifties.

Memories of the fifties follow:

Activities related to the Daisy Chain, picking daisies, making the chain, forming the chain at graduation
Planting ivy at Boyden Hall by the president of the graduating class at graduation
Commencement exercises held outside on the front steps of Boyden Hall
Chapel hour on Tuesdays
Mardi Gras float contest won by the PEM Club
The three legged tree
Carver Pond
Parker’s for ice cream
The mysterious bugle playing at midnight in the attic of Wood Dorm
The commuter’s room in the basement of Boyden Hall
Classes in Boyden Hall
Golf classes at Jay’s driving range in West Bridgewater
Dr. Moriarty’s tap dance classes
Speedball class on a rainy day in Boyden Gymnasium and beginning the class with no pinnies. Who forgot?
The name change from W.A.A. (Women’s Athletic Association) to W.R.A. (Women’s Recreation Association)
The Wellesley Field Hockey Sport Day
Saturday night dances in Boyden Gym
Cheerleading at the men’s games
Singing at PEM Club socials
W.R.A. awards – stars, bars, letters, and the 4’s award
Having to dress for dinner in the formal dining room of Tillinghast
Singing at faculty houses at Christmas
Playing cards between classes
In class when we had marching and were given late commands so we literally had to climb the walls
The “no drinking on campus or in Bridgewater” rule
The “no cut system” for classes
The skeleton in Dr. Mo’s anatomy class
Putting on a gymnastics demonstration at the AAHPER Convention in Boston

The intense competition of intramurals
Faculty were responsible for providing their own supplies such as stencils for the mimeograph machine etc. If college stationery and stamps were needed for official business, faculty were required to go to the Business office and ask for the number of sheets of stationery and stamps needed. Togetherness and support of one another we experienced as a group of physical education majors
Memories and friendships that were made at Bridgewater
10:30 curfew on weekdays and 1:00 a.m. on weekends for dorm students
The men’s soccer team winning the NETCC Championship in 1955
Thursday afternoon tea parties with Miss Pope where we learned the social graces
Mardi Gras in the old Gym
The Class of '59’s efforts to get a football team started at Bridgewater
Commuter bridge games in the Commuter’s Room
Coffee at Larry’s
The starlit night’s walking to and from the WRA outings at the sand pit
Dressing for dinner at certain times, and minding our manners, taught by Miss Pope, such as pass the food to the right and pass the salt and pepper separately, not together
Teas where we wore hats and white gloves
Working in the library for 50 cents an hour
Room check in the dorm and hiding in the closed from Miss Twich, the housemother
The excellent physical education program with its varied sports and activities
Good friends, good times, and our excellent education at Bridgewater with a broad background preparation for life
Alcoholic beverages not permitted on campus and students not permitted to go into any restaurant in Bridgewater that sold liquor
Funds for equipment and supplies limited therefore students in tennis classes had to bring three new tennis balls to the first class and they were used collectively for all classes sometimes the new tennis balls turned out to be old tennis balls covered with chalk
Students wanted golf as an elective. There were no funds for golf equipment and students said they could provide their own golf clubs. The first day of classes students came with woods, and all different irons including putters. Fortunately faculty members supplemented the golf supply
Memories of 1952-56 by Janice Phelps Parker Class of 1956.

52-53 All 31 Class members appeared for our first Modern Dance Class with leotards, bare feet, and green toenails. Miss Caldwell took one sweeping look - never said a word and proceeded to run, run, leap. Wish I knew who laughed longer. I do recollect it took a very long time for the green to wear off. (No nail polish remover allowed.)

Dr. Moriarty and her campaign to instill the concept that we were not a bunch of jocks who did nothing more than throw out a ball and blow the whistle to play; and had the words Phys. Ed. tattooed on our foreheads. We were professional Physical Educators with the words Educators in large bold letters.

53-54 Academic shrinkage took its toll. Nothing made that more clear than our class size. We had lost 1/3 of our class.

Our introduction to the Brockton "Y" swimming pool. As I remember it was dark, and dingy, and Oh those cotton bathing suits. They were not made to stay on one's upper female anatomy when attempting to float motionless on one's back.

The all nighter we all pulled for the Chemistry final. The next day was purely a stimulus-response for some with no thought process involved.

54-55 "Tunic Time". First true "Professional Experience" Alas, one length fits all seemed to be the rule, and it showed, especially on our two Ellies.

Training school where we turned into Elementary Education majors for eight weeks with lesson plans and teaching reading and arithmetic included.

Junior Jubilee, one of few attempts in theatre work. How hard we worked to make our acts ready for a live, large audience. My memory says we did it. Some of us tap danced with gusto with Caroline McPeck who had more grace and talent than the rest of us put together.

55-56 Dr. Melville, who made it crystal clear that she could and would flunk a senior. It was tough sledding in class with all those History majors.

We did our off campus senior training January-February and the French Club produced a Mardi Gras celebration the week we returned to campus. I had no idea that PEM Club had made a float for the celebration. It was beautifully done as France's gift to America with the statue of Liberty in the foreground. (Author's note-Jan was President of PEM Club and had been chosen to be the Statue of Liberty.) I have seldom attempted to stand so still as in that float parade around the gymnasium. We were happy prize winners as our float did win first prize and
Joanie Shea, a jr. physical education major was chosen Queen of the Mardi Gras Festival.

Wellesley Sports Days were our only chance to compete on the Intercollegiate level as it was not yet time for Women’s Sports to make an entrance at the college level at Bridgewater. We could boast, not about the games we won, but that we did have an All Star goalie, Betty Smith. She saved many shots which kept most of our games respectable. And then there was Boston Hockey. One day really stands out. The Irish Touring Team ran us into the ground both as opponents and as team members. Then the traditional tea followed. I couldn’t have held a paper cup never mind a china cup and saucer. You, Kaye Comeau must have memories of your own for you introduced us to Boston Hockey and chauffeured us there. It was an experience that I never forgot and when Jackie Haslett and I came to Vermont we both played Vermont Hockey until it disbanded for lack of interest.

A song to the seniors.

There’s a long, long trail a-winding
Up the mountain-side of time
Where the friendships we have cherished
Weave an everlasting line
There are many days ahead of you
With some laughter, joy, and tears
May God be there to guide you
Down that long, long, trail of years.

Words by EPAR and Conrat courtesy of Jan Phelps Parker

Other memories of the 50’s.

Christmas Banquet at Tillinghast, and Christmas concert caroling on steps of “AD. Building
dorm parties and all night whist games
Physical Education major skits at dorm parties
Sing-a-longs in Wood “butt room”
white sneakers
great teachers
special times with friends
1 Bridgewater State Teachers College Catalogue, (1957-1959), 17-19.
2 Ibid. 36-40.
3 Ibid. 14.
4 Bridgewater State Teachers College Yearbooks of the 1950's, memories of the Class of 1955 in their 35th reunion booklet, and author's memories.
5 Written communication from Janice Phelps Parker, Class of 1955.
CHAPTER V
THE SIXTIES

In 1960, all state teachers colleges in Massachusetts had their names changed by the state Legislature. Teachers was eliminated from the college titles and the colleges became state colleges which would permit them to offer liberal arts and other majors in addition to the teacher preparation major. The Bridgewater College therefore became the State College at Bridgewater.

This decade began with sixty four-faculty members at the State College at Bridgewater, and fourteen teachers, including the principal, at the Burnell Training School. Eight off the 64 faculty were in the Women's Health and Physical Education Department. They were: Dr. Moriarty, chairman, Miss Caldwell, Miss Comeau, Miss Collier, Miss Custeau, Miss Gaffney, Mrs. Nummi, and Miss Phillips. Two of the 64 faculty were in the Men's Department. They were: Mr. Lehmann, Chairman of the Men's Health and Physical Department and Mr. Swenson, Athletic Director for Men's Sports.

The tuition at the college, as in all state colleges remained at $200.00 for Massachusetts residents, and $800.00 a year for non residents. Room and board in the college dormitory remained at $480.00 a year.

Football, which had been played informally at Bridgewater when it was a normal school in the 1890's, had been dropped in 1927. It was reinstated as a men's intercollegiate sport in 1960. The bear became the Bridgewater mascot and the football team was known as the Bridgewater Bears. Equipment was purchased for the football team, including cots that would be used to house visiting teams in Kelly Gymnasium. The cots, however, were never used as the visiting teams made other arrangements.

Laundry equipment, was purchased to replace the commercial service that had been used for laundering towels. The equipment was to be installed in the laundry room in the Kelly Gymnasium. There was a slight problem with installation since the door to the laundry room was not wide enough for the equipment to pass through. Mr. Swenson, used his ingenuity and quickly solved the problem. On the weekend he had the door opening enlarged and the equipment installed. The laundry became operational and was used for towels, men's intercollegiate team uniforms, and tank suits required for swimming classes.

A parking lot was constructed at the end of the field behind the Catholic Center in 1960, and a new women's dormitory was built on Park Avenue. The dormitory was named Pope Hall in honor of S. Elizabeth Pope. Miss Pope had been a beloved and highly respected former Dean of Women, and had been at the College for 36 years. She had always been a loyal and faithful supporter of the Health and Physical Education Department, and Health and Physical Education Major Program. She is one
of few individuals who have been made honorary members of the Hyannis-Bridgewater Physical Education Alumni Association.

Mrs. Nummi resigned from the college in 1961 and Miss Ann Steiman a physical educator graduate of Boston University, Sargent College, B.S. and Smith College, M.S. in Ed., filled the vacancy.

In 1961 the construction of a new science building, adjacent to the Kelly gymnasium, was begun, and the first men's dormitory at Bridgewater was built. The dormitory was named Scott Hall, in honor of Dr. Zenos Scott, the fifth president of the then State Teachers College at Bridgewater. This new men's dormitory was a welcome addition to the campus, since the male students no longer had to live in private homes in Bridgewater.

In 1961, the Women's Health and Physical Education Department started a tradition of sponsoring a tea for the department majors. The tea was a unique event in the social calendar of Bridgewater State College, as no other department faculty had ever sponsored a tea for its majors.

With the addition of health to the public school curricula the required minor in science, history or social studies was eliminated from the health and physical education major curriculum in 1961. There was no longer a need for a minor in another area since school systems were now hiring Bridgewater's Health and Physical Education Majors to teach health as a second subject area.

A gymnastic touring team, from Denmark, was invited to Bridgewater by the health and physical education departments in 1961. The gymnastic team, held a workshop for the health and physical education majors in the afternoon. This provided an outstanding professional experience and a great inspiration for the students. That evening, the gymnastic team gave a performance in the Kelly Gymnasium which was open to the public. An admission fee of $1.00 for students and $1.50 for adults was charged in order to pay the $750.00 cost of bringing the team to the campus. The performance was outstanding and was deeply appreciated by the capacity crowd in attendance.

By 1962 there were 100 health and physical education majors and 350 graduates of the major program. That year, the college academic program was expanded to include a liberal arts major and a bachelor of science degree. The health and physical education majors also planned and sponsored a physical education major convention held at Bridgewater. The theme of the convention was "Onward, Questing, and Daring." Sue Rivard was chairman of the convention, Sheila Tunstall, program chairman, and Miss Comeau, faculty advisor. Physical education majors from colleges in Massachusetts and Connecticut were invited to the convention and students from those colleges were convention session leaders. George Mackechnie, Dean of Sargent College, was the convention's keynote speaker.
The convention program was as follows:

**Gymnastics**  
Janice Goodwin, Master Teacher  
Boston University, Sargent College

**Baseball Conditioning**  
Jerry Amorosana, Master Teacher  
University of Bridgeport

**Folk Dance**  
Cindy Rouan, Master Teacher  
University of Bridgeport

**Modern Dance for Elementary School**  
Vicky Nolle, Master Teacher  
University of Bridgeport

**Basketball Performance Skill Tests**  
Alma Werine, Master Teacher  
University of Massachusetts

**Aquatics, Life Saving, Personal Safety**  
Linda Hall, Master Teacher  
University of New Hampshire

**Luncheon**  
Guest Speaker, Dean George Mackechnie  
Boston University, Sargent College

**Lacrosse**  
Sandy Lawson & Natalie Smith, Master Teachers  
Bouve-Boston School

**Wrestling and Mass Conditioning**  
Robert Horton, Master Teacher  
Boston University, School of Education

**Studies and Research**  
Lois Marchant, Chairman  
Bridgewater State College

**Educational Gymnastics**  
Wendy Willett, Master Teacher  
Bouve-Boston School

**Athletic Training, Preventive Taping**  
Larry Fudge, Master Teacher  
Boston University, School of Education

**Jump Rope Techniques**  
Beth Fox, Master Teacher  
Boston University, Sargent College
The convention was a great success and an excellent professional experience for all of the students. Other professional programs were held at physical education major colleges which the Bridgewater Health and Physical Education Majors attended.

In June of 1962, Miss Comeau and Miss Gaffney resigned from Bridgewater College. They were replaced by Miss Mildred Wellman, a physical educator graduate of Dennison University, B.S., and Smith College, M.S. Ed. and Miss Phyllis Morris, a physical educator graduate of Boston University, Sargent College, B.S. and Boston University, M.S. Ed.

Dr. Clement C. Maxwell, the seventh president of Bridgewater State College, also retired in 1962 having served ten years as college president.

Dr. Maxwell headed the College during a period of unusual expansion. While he was President, two new dormitories and the gymnasium were constructed, and the old gymnasium was converted into a library. Also, it was under Dr. Maxwell's leadership that planning for the Bachelor of Arts degree program was begun. The membership of the College faculty tripled during the years he was president. The Bridgewater College community was most grateful to Dr. Maxwell for his many outstanding contributions to the college. The faculty, students, and alumni of the health and physical education major program especially appreciated his support and many contributions to the department including the construction of Kelly Gymnasium.

Dr. Adrian Rondileau replaced Dr. Maxwell in 1962, as the eighth president of Bridgewater State College. He was a graduate of the City University of New York, A.B., and Columbia University, M.A., Ph.D. Prior to his appointment to the presidency, Dr. Rondileau had been a college and university professor and administrator in the United States and abroad. He came to Bridgewater from Yankton College, South Dakota where he had been president for eight years.

Miss Steiman resigned from Bridgewater in 1964. In addition to her replacement, two new positions were obtained for the women's health and physical education department. The three positions were filled by Miss Shirley Krasinski, a physical educator graduate of the University of Connecticut, B.S., and the University of Massachusetts; M.S., Miss Mary Lou Thornburg, a physical educator graduate of Wisconsin State University at Lacrosse, B.S., and the University of North Carolina, M.S., and Miss Karen Elmer from Denmark, who was hired as a special instructor.
The college Catholic Center, built by the archdiocese of Boston on property adjacent to the Kelly Gymnasium, was completed and dedicated in 1965. The construction of the new science building was completed in 1964. It was named in honor of Marshall Conant, a distinguished scientist and educator who had served as principal of Bridgewater from 1853–1860 when it was a normal school. The campus was further expanded in 1965 when the construction of the student center was begun. The building, located on the playing field of lower campus, left the college with only one playing field behind Kelly Gymnasium and greatly increased the problem of limited outdoor facilities for physical education classes and athletics. Recognizing the urgent need for outdoor playing fields, the college obtained the use of a field on Summer Street. It was located a short distance from the campus and a bus was required to transport students to and from the field. It was affectionately called "Bovine Field" in honor of the cows that had recently occupied the area. Although it was an open field and the college maintenance staff tried to improve its condition, it was not really conducive to the playing of sports. Fortunately, the Town of Bridgewater once again came to the assistance of the college and made the playing facilities of the town's Legion Field available. This generosity helped alleviate some of the lack of outdoor facility problems.

In 1965, three physical educators were hired for the Women's Health and Physical Education Department. They were: Miss Regina Gross, a graduate of Boston University, Sargent College, B.S., and Columbia University, M.A.; Miss Marjorie Rugen, a graduate of Boston University, Sargent College, B.S., and New York University, M.A.; and Miss Carol Wolfgram, a graduate of Wisconsin State College, B.S., and Colorado State College, M.A. These new faculty members filled the additional position granted to the department that year and the two vacancies created by the resignations of Miss Elmer and Miss Morris.

The college administration had been working on the problem of playing fields and in 1965 the college purchased approximately 160 acres of land on Summer Street. This land abutted college property at Great Hill where two new dormitories were being built. This acquisition was called the "Route 104 property" and was designated for development as recreational and athletic facilities.

Two new dormitories, located on Great Hill, one for women and one for men, were opened in 1966. The women's dormitory was named in honor of Dr. Ellen Shea, the highly dedicated and respected Dean of Women from 1955 - 1964 and Dean of Students from 1965 until her retirement. The men's dormitory was named in honor of George Durgin, a beloved retired science professor. The addition of these dormitories and the "Route 104 properties" greatly expanded the college campus. As a result, Kelly Gymnasium was no longer on the fringe of the campus but was now in the center of the college complex.

Miss Johanne Smith joined the Women's Health and Physical Education Department faculty in 1966, when an additional position was granted to the
Department. She was a physical educator graduate of East Stroudbourg State College, B.S., and the University of Illinois, M.S.

By 1967, enrollment in the health and physical education major had increased to 137 students, 25 seniors, 26 juniors, 40 sophomores, and 46 freshmen.

Salaries for physical educators during the 1960’s can be gleaned from an announcement of positions available in Connecticut and Massachusetts as follows:

Newington, Connecticut, B.S. - $5,450 - $8,700, M.A. - $5,850 - $9,525
Northbridge, Massachusetts, B.S. - $5,500 - $8,200, M.A. - $5,900 - $8,600, 30 hours beyond M.A. - $6,300 - $9,000. 3

Miss Caldwell retired from the Women's Health and Physical Education Department in 1967 after 36 years of dedicated service to her students, the department, and the college. "Not enough can be said or done to acknowledge the contributions and accomplishments of this fine educator and warm and giving person."4 A retirement dinner was held in her honor and the Mary Isabel Caldwell Honor Award was established in appreciation for her many dedicated years of service and her outstanding contributions to the students, department and college.

A replacement for Miss Caldwell and an additional position granted to the department in 1967 were filled by two physical educators, Mrs. Hazel Schopp, a graduate of the State Teachers College at Hyannis, B.S. and Bridgewater State College, M. Ed., and Miss Margaret Romero, a graduate of the University of North Carolina, B.S., M.S. The following year, two physical educators Mrs. Virginia Hogg, a graduate of Bridgewater State College, B.S., M. Ed., and Miss Valerie Winiarski, (degrees and graduate of what colleges unknown), were appointed to fill the vacancies due to the resignations of Mrs. Wellman and Miss Romero.

The Women's Health and Physical Education Department faculty were highly elated in October of 1968 when a secretarial position was granted to the department. Mrs. Chloe McCormack was the first department secretary and a most welcome addition to the department. Prior to having a secretary, the department chairman and faculty had to do their own secretarial work. They were, however, assisted with these responsibilities by student workers assigned through the college work-study program. Over the years, many majors made valuable contributions to the department and the department faculty through their supportive and conscientious work as student workers.

The growth of college enrollment resulted in increased demands for the use of the Kelly Gymnasium facilities. In order to alleviate the problem, the building was made available to students for intramurals and recreational activities in the evenings. Women were scheduled from 6:00 p.m. - 7:00 p.m. and men from 7:20 p.m. - 8:40 p.m.

The health and physical education departments' request for funds for new playing fields generated activity starting in 1968. That year the Massachusetts Board
of Trustees of the Division of State Colleges, formed a Committee on Physical Education and Athletics, to study the physical education and athletic programs and outdoor facility needs at all of the Massachusetts State Colleges. In the Spring of that year, the Board of Trustees hired two consultants, Dr. Reuben Frost, Director of Health, Physical Education and Recreation, and Dr. Edward Steitz, Director of Athletics, both from Springfield College, to conduct the study. The study included the nine State Colleges, the Massachusetts College of Arts, and the Massachusetts Maritime Academy. It was an intensive study of the programs and facilities at all of the aforementioned colleges and included a situational analysis of each institution. A report of the study was submitted to the Board of Trustees in September 1968. The report of the study related to Bridgewater State College follows:

Bridgewater State College

Enrollment:
1967 - 2,231
1977 - 6,500
1987 - 7,500

1. Facilities

The projected enrollment for Bridgewater State College in 1977 is 6,500. A college with such an enrollment should have approximately forty-five acres of land devoted to physical education and athletic fields. They should have about 130,000 square feet of space for indoor physical education and athletic activities. The present gymnasium falls far short of meeting this criterion. Additional new indoor facilities must be included in future planning. Bridgewater State College does have one advantage of being the only State College with an indoor swimming pool.

The most urgent need is for outdoor athletic fields and play areas. At present there is only one small and woefully inadequate athletic field. Fortunately, the College recently acquired about 160 acres of land within reasonable proximity to the college. While there are no physical education and athletic facilities presently developed on that area, the possibilities are tremendous.

The immediate problem is to develop athletic fields on this newly acquired land called the "Route 104" property. It is recommended that funds for this purpose be appropriated as soon as possible.
Because much of the newly acquired land is planned for other purposes, and there will be no space to spare, it is recommended that the use of synthetic turf for one or two outdoor fields be explored and that this be installed on the track and one of the major athletic fields.

There should be, in the outdoor complex, provision for football, soccer, baseball, field hockey, softball, lacrosse, tennis, archery, track and field and recreational games. There should be parking areas, storage room, bleachers, and locker rooms. This is an immediate and urgent need.

A rough estimate of the cost of developing appropriate outdoor facilities is $100,000.00

2. Intercollegiate Athletics

Bridgewater State College has a reasonably broad program of intercollegiate athletics for both men and women. It is the only State College that fields an intercollegiate football team. Bridgewater State, too, is handicapped by a lack of facilities and enough qualified personnel. The women’s intercollegiate program operates under the auspices of the WRA and they compete with other schools in field hockey, lacrosse, basketball, softball, tennis and volleyball. Only a few of the intercollegiate contests can be played “at home” because of the lack of outdoor facilities.

Bridgewater State College enjoys its membership in the New England State College Conference. They are fearful that the development of a Massachusetts State College Conference might lead to the disintegration of the New England Conference and believe the State Colleges should move cautiously in this regard.

Each coach schedules the contests for his sport and purchases the equipment. It is suggested that thought be given to the scheduling of all contests by the Athletic Director and that the organizational administrative structure of the Athletic Department be reexamined.

3. Basic Instruction

Physical Education is required for two years but no credit is given. It is recommended that serious thought be given to reinstating academic credit. At the same time programs must all be progressive and varied so as to avoid repetition and overlapping.

There appears to be room for more coordinated effort and cooperative planning between the men and women. Co-educational
physical education classes can be both economical and beneficial in activities and courses appropriate to such an arrangement. More election of activities in the man's program is also recommended.

4. Professional Preparation

Bridgewater State College offers an excellent program for women physical education majors. Better facilities for the scientific offerings are needed and should be included in new facility planning.

Bridgewater State should also be considered for a men's professional preparation program in future planning. Many of the needed course offerings are already in the women's program with qualified instructors on hand. In thinking about the expansion of such programs in the Commonwealth, consideration should be given to the fact that it would be both economical and efficient to add a men's program where one for the women already exists.

If a men's program were to be established it is recommended that many of the classes, both theory and activities, be co-educational and that the men and women work together on curriculum planning and scheduling.  

The Frost-Steitz Study prompted the active pursuit, for the approval of funds for outdoor facilities at Bridgewater and the other state colleges by the Board of Trustees. Mr. Howard Smith, a member of the Trustee Committee on Physical Education and Athletics, spear-headed the Trustee efforts for the Bridgewater College. Mr. Smith joined Bridgewater State College President Adrian Rondileau, and other college administrators, faculty, students, alumni, and friends of the college in their continuing and untiring efforts on behalf of the project.

In an effort to expand the offerings in health and physical education, the women's department established a department graduate committee. This committee developed a proposal for a Master's degree in health with a Master of Science Degree in Education. The proposal was approved in 1969 and the program implemented. Eight students enrolled in the graduate program's first year.

The development of the college facilities and expansion of the campus continued with plans for a Professional Education Complex, designed to replace the old Burnell Campus Training School. The new facility would include classrooms, a gymnasium facility, and offices for the professional education faculty.

According to a WRA report of 1968-69, intercollegiate competition for women at Bridgewater still consisted of play days and sports days, and there was also
intercollegiate competition on a varsity and club team basis. Department faculty still assumed the responsibility of advising and coaching of women's teams as a part of their responsibilities, in that athletics were considered to be an integral part of physical education. Faculty advisors and coaches were responsible for scheduling games with other colleges and making all game arrangements. The WRA Executive Board was responsible for all decisions involving the teams, with the exception of matters pertaining to playing and professional ethics. WRA also established the policies for team selection.

The following is a list of Women's Intercollegiate sports, the faculty coach for each sport, and the number of games played in 1968-69:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Games</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>11</td>
<td>Miss Gross</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>5</td>
<td>Miss Thornburg</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>3</td>
<td>Miss Coakley</td>
</tr>
<tr>
<td>Softball</td>
<td>5</td>
<td>Miss Wolfgram</td>
</tr>
<tr>
<td>Tennis</td>
<td>4</td>
<td>Mrs. Hogg</td>
</tr>
<tr>
<td>Volleyball</td>
<td>2</td>
<td>Mrs. Hogg</td>
</tr>
</tbody>
</table>

The volleyball team also won a berth in the state tournament. 6

The Bridgewater women's teams played the following colleges: Boston State, Dean Junior, Emanuel, Framingham State, Jackson, Lasell Junior, Northeastern-Bouve, Pembroke, Salem State, Springfield, Wellesley, Westfield, and Wheaton.

Funds for the men's intercollegiate and intramural programs were obtained from the college athletic fee. Funds for the women's intercollegiate teams (travel, uniforms, and equipment), women's intramurals and recreation programs, Modern Dance Club, and Aquabrytes, were also obtained from the Athletic Fee through the WRA budget.

The athletic fee was administered by an Athletic Fee committee whose members were: the College President, and Chairman of the Athletic Fee Committee, Dr. Adrian Rondileau, college administrators, chairman of both the Men and Women's Health and Physical Education Departments, the Men's Athletic Director, a college faculty member from a department other than the health and physical education departments, and students.

In July 1969, the efforts of all individuals involved in obtaining funds for the outdoor fields and facilities at Bridgewater were realized. The governor requested these funds in his capital outlay budget and they were approved by the legislature. Bridgewater's allocation was $750,000.00, and plans for the new fields and facilities were soon underway.

Three positions were filled in the Women's Health and Physical Education Department in 1969. Two of the full time and one part time position were new positions given to the department. Dr. Sharon Tufts, a graduate of Bridgewater, B.S., the
University of North Carolina, M.S.P.E. and the University of Iowa, Ph.D.; Miss Lynne Yeamans, a graduate of Bridgewater, B.S., and Smith College, M.S.; and Mrs. Kathleen Ekas, a graduate of Springfield College, B.S., and Pennsylvania State University, M. Ed., were appointed to fill the two new full time positions and the vacancy created by the resignation of Miss Winarski. All three appointees were physical educators. Mrs. Cora Wells, a dance specialist and graduate of the University of West Virginia, A. B., and M.S., was appointed to the part time position.

Also in 1969, Miss Judith Schneider, a physical educator in Hanover, Massachusetts and a Bridgewater graduate, class of 1960, was the first part-time women's intercollegiate coach hired at Bridgewater State College. She was hired to be the women's basketball coach.

During the 1960's, changes in the major program included the replacement of some of the required activity courses with elective activity courses for juniors and seniors. Also the Bridgewater Middle School became a Junior Student Teaching placement site in addition to the Burnell campus Training School.

The physical education major uniform for activity classes was changed from the green gym suit to a light blue tunic and white blouse. The color of the student teaching tunic was changed from maroon to navy blue. Sashes replaced the tunic belts.

The PEM Club remained an active organization during this decade. It continued to sponsor its traditional professional and social programs. Programs added to the schedule of activities were: gymnastics, basketball and lacrosse clinics. guest speakers, a Christmas party for needy children, fund raising events, a freshman tea, and a senior farewell. Members of the PEM Club assisted with programs and activities sponsored by the women's department.

In the mid 1960's, the PEM Club conducted their own intramural competition between the health and physical education major classes. The intramurals were in basketball, field hockey, lacrosse, and volleyball. The class teams were selected and coached by students. This program lasted only one year as it was found to be in conflict with the WRA intramural program. PEM Club advisors during this decade were Miss Morris, 1962–64; Mrs. Wellman, 1964–68; and Dr. Thornburg, 1968–70.

As the number of students at the college and in the health and physical education major increased the faculty in both the Men and Women's Health and Physical Education Departments also increased. By the academic year 1969–70, there were fifteen women faculty in the women's department and six men faculty in the men's department. The men's department faculty were: Mr. Harry Lehmann, department chairman; Mr. Edward Swenson, Men's Athletic Director; Mr. Thomas Knudson, a graduate of Wisconsin State College, Lacrosse, B.S. and Springfield College, M.S.; Mr. Peter Mazzaferro, a graduate of Centre College, B.A. and Springfield College, M.Ed.; Mr. Edward Braun, a graduate of Central Connecticut State, B.S. and Boston University, M.Ed.; and Mr. Joseph Yeskewicz, a graduate of Springfield College, B.S.
and the University of Massachusetts, M.Ed. Mr. David Deep, a graduate of the University of Bridgeport, B.S. and Springfield College, M.S. had also taught in the Men’s Health and Physical Education Department for several years, before becoming dean of men at the college.

The description of the program in health and physical education for all college women, at Bridgewater in 1969-1970 follows:

The Department of Health and Physical Education for Women offers instruction in recreational skill, physical conditioning, and health for all college women. Regular participation in activities is encouraged through required courses and extra-class activities in order that the student may develop interest and skills that she can enjoy in her leisure time. 7

The description of the program in health and physical education for the health and physical education major, their course of study and course descriptions in 1969-70 follows:

The Department of Health and Physical Education offers a professional curriculum in Health and Physical Education for Women. The student completing this course receives a Bachelor of Science in Education degree, with a major in Health and Physical Education. The basic program is planned to satisfy the needs of the student who will teach in the public schools; it includes sufficient work in health education to enable her to qualify for positions which require the teaching of both physical education and health education. Through varied activities in the classrooms, the gymnasium, and the playing fields, the students are given the opportunity to acquire scientific knowledge, specialized skills, principles, and evaluative procedures.

<table>
<thead>
<tr>
<th>First semester Crs.</th>
<th>Second Semester Crs.</th>
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<tbody>
<tr>
<td>Composition 3</td>
<td>Composition 3</td>
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<tr>
<td>General Zoology 3</td>
<td>Elementary Statistics 3</td>
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<tr>
<td>The Visual Arts 2</td>
<td>General Botany 3</td>
</tr>
<tr>
<td>Personal &amp; Community Health 3</td>
<td>Music 2</td>
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<tr>
<td>Introduction to Physical Educ. 2</td>
<td>Anatomy I 2</td>
</tr>
<tr>
<td>Anatomy I 2</td>
<td>Folk Dance I .5</td>
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<tr>
<td>Field Hockey I .5</td>
<td>Gymnastics I .5</td>
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<tr>
<td>Swimming .5</td>
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<tr>
<td>Square Dance .5</td>
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<td></td>
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<td>Survey of Physics</td>
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<td>Officiating</td>
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<tr>
<td>Games</td>
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<td>Folk Dance II</td>
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**Senior Year**

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<td>School Health Admin. &amp; Safety</td>
<td>3</td>
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<tr>
<td>Problems in Hlth &amp; Phys.</td>
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<td></td>
<td>Supervision &amp; Admin.</td>
<td>2</td>
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<tr>
<td>Physiology of Exercise</td>
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<td>3</td>
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<td>Literature-Western Civilization</td>
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<td>Archery</td>
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<tr>
<td>Elective</td>
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<tr>
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<td>.5</td>
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<td>Total</td>
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### Courses

**Physical Education Activities for Freshmen**

Team and individual sports: basketball (131), field hockey (133), lacrosse (128), soccer (138), and badminton (126); rhythmic activities; creative rhythms (141), folk dance (142), modern dance (144) and square dance (149); gymnastics (106); swimming (125); track and field (127). Beginning skills and techniques of play are emphasized in the team and individual sports classes. Creative rhythm involves movement exploration with rhythmic accompaniment for the elementary school level. Folk dance introduces the steps and teaching techniques of dances of other lands for elementary school level. Modern dance involves basic dance techniques and the creation of single dances. Square dance introduces the structure, formation, and current basics and figures used in dance. Gymnastics includes apparatus skills, with the important safety factors. Swimming follows the American Red Cross progressions according to individual ability. Track and field introduces all events as well as analyzing skills, techniques of teaching, and the conduct of a meet. 6 periods weekly for 2 semesters; 6 semester hours credit.

**HE 151 Personal and Community Health**

This course helps the student develop standards and principles of good health for the adult. It provides for study in the following area: 1) attitudes and practices as they influence effective living; 2) common adult health problems; 3) community health standards and services; 4) special problems of concern in the area of community health in a democratic society. 3 periods weekly for one semester; 3 semester hours credit.

**PE 161 Introduction to Physical Education**

This is a comprehensive freshman course providing basic information concerning the scope and significance of physical education as a profession. 2 periods weekly for one semester; 2 semester hours credit.

**HE 171, 172 Anatomy**

This course includes a fundamental study of the human body and its parts, with special emphasis on bones, muscles, and tissues. 171 is prerequisite to 172. 2 periods weekly for 2 semesters; 4 semester hours credit.
PE  Physical Education Activities for Sophomores
Team and individual sports: tennis (228), softball (238), badminton (226), and lacrosse (246); rhythmic activities: folk dance (241), modern dance (244); gymnastics (202); and games (211). Tennis and softball introduce beginning skills and techniques of play. Badminton emphasizes advanced skills, strategy in both singles and doubles play, and teaching techniques. Lacrosse continues the development of skills, elements of team play and strategy, and teaching techniques. Folk dance introduces steps and teaching techniques of dances of other countries for the secondary level. Modern dance includes advanced dance techniques and the beginning elements of composition. Gymnastics continues the development of basic and intermediate tumbling and apparatus skills and safety factors with increased emphasis on teaching techniques. Games presents the skills and teaching techniques for games of low and high organization at both the elementary and secondary school levels. Prerequisites: Badminton (126), lacrosse (148), folk dance (142), modern dance (144), gymnastics (106).
4 periods weekly both semesters; 4 semester hours credit.

HE 254  Methods in Health and First Aid
A study is made of the responsibility of the school for the health education of the growing child with emphasis upon the role of the teacher. Emphasis will be placed upon selection of health content based on the needs of the child, and the analysis of the learning and teaching process as applied to health in the light of modern educational philosophy. The development of safety consciousness as well as skill in caring for injuries will be covered. 3 periods weekly one semester; 3 semester hours credit.

PE 261  Officiating
General techniques of officiating are included with emphasis on field hockey and basketball. Practical as well as theoretical examinations are included with opportunities to earn recognized ratings. Prerequisites: field hockey (133) or permission of the instructor. 4 periods weekly; 3 semester hours credit.

PE 265  Elementary Physical Education
This course suggests techniques and methods for teaching appropriate activities at the different grade levels. Practical application of teaching principles is carried on, using elementary grade classes from the College Laboratory School. 4 periods weekly; 3 semester hours credit.

PE  Physical Education Activities for Juniors
Team and individual sports: golf (321), tennis (328), basketball (332), and field hockey (333); swimming (323); gymnastics (308); square dance (347); and an opportunity to elect an activity (348). Golf stresses skill development and teaching techniques. Tennis includes advanced skills, strategy in singles and doubles play, and teaching techniques. Field hockey and basketball
develop team play, strategy, advanced skills, and coaching techniques. Swimming continues the individual skill development. Gymnastics emphasizes teaching the intermediate level and the composition of routines in all areas. Square dancing presents opportunities for the student to learn basics with stress given to voice, styling, timing, and techniques of teaching. Prerequisites: tennis (228), basketball (131), field hockey (133), swimming (125), gymnastics (106,202), square dance (149). 4 periods weekly both semesters; 4 semester hours credit.

**PE 352 Adapted Physical Education.**
This course is designed to introduce the student to the teaching techniques and the adaptation of physical education activities to meet the needs, interests and abilities of handicapped children and to provide information pertaining to the nature of some of the common types of handicapping conditions. Practical application will be offered using classes from nearby schools and hospitals. 4 periods weekly; 3 semester hours credit.

**PE 363 Secondary School Physical Education**
The learning patterns, education philosophies, and modern principles of concern to the secondary school physical education teacher are explored. Observation experiences of several types are provided. Prerequisite: PE 265 (Elementary Physical Education). 3 periods weekly for one semester; 3 semester hour credit.

**PE 367 Evaluation in Physical Education**
Through the evaluation and use of a variety of tests, the student learns to apply the fundamental principles of measurement in physical education. Opportunities are provided for the administration and scoring of tests as well as interpretation and practical application of the test results. 4 periods weekly; 3 semester hours credit.

**HE 372 Applied Anatomy and Kinesiology**
This course includes detailed analyses and the application of anatomical knowledge and mechanical principles to fundamental muscular movements in athletic and rhythmic activities. 3 periods weekly for one semester; 3 semester hours credit.

**ED 390 Supervised Student Teaching in the Campus Laboratory School.**
Students engage in supervised teaching experiences in the major areas of physical education for elementary school children during a weekly laboratory period. Units of skill learning are developed and structured to correlate with the physical education program at the campus school. Open to Juniors majoring in Health and Physical Education. 3 semester hours credit.
Physical Education Activities for Seniors
Team and individual sports: archery (425), volleyball (439), bowling (444), golf (422); gymnastics (405); and three electives (446, 447, 448). Bowling emphasizes basic skills and scoring techniques of candlepin bowling with an exposure to duck pin and ten pin bowling. Volleyball involves basic and advanced skills, scoring, officiating, strategy, and teaching techniques. Gymnastics is oriented for the beginning teacher, with emphasis on teaching progressions and coaching techniques. Golf II provides an opportunity to employ the basic skills on a golf course. Archery includes beginning skills and teaching techniques. Prerequisites: golf (321); gymnastics (106, 202, 308).
4 periods weekly both semesters; 4 semester hours credit.

HE 451 School Health Administration and Safety
Emphasis is placed upon the school personnel's responsibility for providing a healthful environment, good health services, and adequate instruction in health education. The organization and content of the program in health are studied and discussed. The need for health guidance to meet the needs of all the children including exceptional children, is stressed. 3 periods weekly for one semester; 3 semester hours credit.

PE 465 Administration and Supervision of Physical Education
The philosophies, policies, and procedures of the organization, administration, and supervision of physical education programs are discussed. Special attention is given to pertinent problems of the contemporary physical educator. 3 periods weekly for one semester; 3 semester hours credit.

PE 467 Problems in Health and Physical Education
Research techniques are introduced and opportunities are provided to utilize these techniques through individual projects. Both oral and written presentations are made on current topics in health and physical education. 3 periods weekly for one semester; 3 semester hours credit.

PE 471 Physiology of Exercise
This course includes the study of the function of various body systems, their interrelationships, and adjustment during exercise. Current research is incorporated in the study of fatigue, training, and fitness. An opportunity for individual investigation of problems of interest is offered. 3 periods weekly for one semester; 3 semester hours credit.

The WRA and MAA held their annual Honor Awards Banquets and Aquabrytes and Dance Club gave their Annual Spring performances as their culminating events of the year.
Campus development continued, and the Student Center was completed and dedicated in May 1970. It was a much needed facility on campus that would not only provide a facility for college activities and programs but would also provide a “home” for commuters, who previously had limited space to call their own.

The initial plans for the student center had included bowling alleys in the basement of the building. They would have been an excellent teaching and recreational facility. However the building plans changed. The bowling alley area was replaced by the Rathskeller which became a very popular social activities facility. The other facilities in the student center included; a 1,450 seat auditorium; a stage and dressing and costume rooms; a formal dinning room; a 900 seat cafeteria; a games room; conference rooms; a ballroom; bookstore; student organization offices; and classrooms. The student center was named the Adrian Rondileau Campus Center in honor of Dr. Adrian Rondileau, the eighth president of the State College at Bridgewater.

In June 1970, Dr. Moriarty retired from the State College at Bridgewater after twenty-six years of devoted service to the students, the health and physical education departments and the college. She had been Head of the Health and Physical Education Major Program since its implementation at the Bridgewater College and during her entire tenure at Bridgewater. She had also been Chairman of the Women’s Health and Physical Education Department for sixteen years prior to her retirement.

Upon her retirement the Hyannis-Bridgewater Physical Education Alumni Association held a testimonial dinner in her honor in recognition and appreciation of her dedicated leadership and contributions to the development of the Health and Physical Education Major Program at both the Hyannis and Bridgewater colleges as administrator, professor, and a dedicated faculty member.

Barbara Cabral Maggiacom, Class of 1968, articulates her memories of Bridgewater State College as a student in the sixties as follows:

I remember:
Going into Boston to be fitted for a tunic and jacket and sneakers.
Wearing my leotard (black cotton with zipper up the back), tights (dance) with no feet, and leather dance slippers.
Being photographed - for identity or posture? It was scary and embarrassing.
Those red cotton bathing suits - ugly! And showering before and after going into the pool.
The P.E. teas with all the silver service and the tea cups and all the Majors in white gloves and hats and all dressed up.
Living at Wood and having to be in at 7 P.M. (it was still daylight and little kids were out playing).
Having a date come to pick you up (at the dorm) and everyone looking down from the stairwell as the poor guy waited below.
The activity classes especially tap dancing, traveling on the rings, power volleyball, and learning to call square dances.

Being bused to Newport, R.I. to dance with the sailors at the YMCA there.

Dr. Shea’s weekly sessions for Freshmen, where she taught everything from how to keep your clothes looking neat to being a well finished young lady (much like a finishing school would do).

The PEM get togethers in the gym.

Being encouraged and expected to attend conventions and to continue to dress and behave professionally.

Best of all - in those days it costs $250.00 a semester - and for the best education! What a wonderful time!

Barbara Tappen Mahar, Bridgewater, Class of 1961’s memories of the late 50’s and early 60’s are as follows:

The physical education motto “We learn by doing” sounded like a quaint, slightly amusing little ditty when we arrived on the Bridgewater campus in the late 50’s. From our unassuming and naive perspective we had visions of a cascading and endless array of demonstrations by experienced faculty, visiting experts and frequent movies and slide presentations perhaps.

It wasn’t long before we physical education majors came to an abrupt and new understanding of that long standing motto. Sitting or standing around watching others expend energies and effort on behalf of our learning experience was clearly not the message.

The “we” meant all of us - teachers and students alike. The “doing” as a clear message that we were expected to move - quickly and often. It remained to be seen whether or not we would “learn”.

The schedule of classes was quite simple and straightforward. Eight periods a day, five days a week. Classes began at 8:30 AM and ran until 5:15 PM with one half hour for lunch in the dinning hall for dormitory students and the day room for commuters. We all started and stopped, had lunch, changed from street clothes to activity uniforms and back again several times throughout the day and literally ran from class to class together.

If we had a block on our schedule that did not have a class assignment (called a “spare”), once a day we were grateful for the time to catch our breath. If we had two spares in a day we considered ourselves lucky. We rarely missed a class without cause because missing a class meant we could not keep up with class expectations and assignments. Missing class, we knew, would put us under enormous pressure come exam time and our primary goal was to get credit and pass every subject each semester.
That was our goal for plain and practical reasons. None of us could afford the time or the additional expense that making up a course would entail. It was either do it here and now, or move on. The physical education major program traditionally had the highest drop-out rate of all the Bridgewater programs. It was not unusual for a group of 35 to 40 freshman women to graduate with 21 to 31 in their group and that statistic became a motivating factor for everyone.

Other students came to identify the “phys - edders” as a whirling wind storm as we traversed up and down campus pathways to and from the Administration building, the Kelly gym and library. Not surprisingly, we grew in ways that were not obvious then, but which we now know and appreciate with the insight that comes only with age.

We made lasting friendships, self discipline and time management became a way of life. We came to a sense of self fulfillment as we slowly became associated with the community of educators at large. We knew and recognized that we had an experienced and committed faculty leading us. We were grateful and proud to enter into the teaching profession following in the footsteps of the physical educators at Bridgewater who served as our role models.

In four short and happy years "We learn by doing" went from a cliché to a cherished slogan and a way of life for all our tomorrow's.

The following is a copy of the Physical Education major schedule for the Class of 1961 submitted by Barbara Tappen Mahar, Bridgewater Class of 1961:

**Sophomore Year - 1959 2nd Semester**

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<tbody>
<tr>
<td>1</td>
<td>Basketball</td>
<td></td>
<td>Methods</td>
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<tr>
<td>2</td>
<td>U.S. History</td>
<td>Psychology</td>
<td>Folk Dance</td>
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<tr>
<td>3</td>
<td>Physics</td>
<td>Geography</td>
<td></td>
<td>Geography</td>
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<tr>
<td>4</td>
<td>Geography</td>
<td>Methods</td>
<td>Basketball</td>
<td>World History</td>
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<td>Psychology</td>
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<tr>
<td>7</td>
<td>Folk Dance</td>
<td>Modern Dance</td>
<td>Physics</td>
<td>Physics Lab till 5:15</td>
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<td>8</td>
<td>Modern Dance</td>
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Junior Year - 1959 2nd Semester

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<tbody>
<tr>
<td>1</td>
<td>Coaching</td>
<td>Badminton</td>
<td>Microbiology</td>
<td>Volleyball</td>
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<tr>
<td>2</td>
<td>Kinesiology</td>
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<td>Microbiology</td>
<td>Health</td>
<td>U.S. History</td>
<td>Kinesiology</td>
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<tr>
<td>4</td>
<td>Tennis</td>
<td>Physiology</td>
<td>Volleyball</td>
<td>Swimming</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>U.S. History</td>
</tr>
<tr>
<td>6</td>
<td>Physiology</td>
<td>U.S. History</td>
<td>Softball</td>
<td>Coaching</td>
</tr>
<tr>
<td>7</td>
<td>Sociology</td>
<td>Tennis</td>
<td>Microbiology</td>
<td>Physiology</td>
</tr>
<tr>
<td>8</td>
<td>Health</td>
<td>Lab</td>
<td></td>
<td>Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
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<td></td>
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<td></td>
<td>until 5:15</td>
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</tbody>
</table>

Other memories of members of the classes in the 60's

- Moving everything from the old gym to new gym
- Navy blue tunic and blazer
- Dorm riots
- Going off campus illegally
- Fire drills in the middle of the night
- Hats, heels, and gloves for teas
- Moving library from Ad Building to old gym
- Testing the fire ropes
- Maroon and white sash and ceremony when Jrs. received sash
- Great "esprit de corps"
- Visit of Danish Gymnastic team
- Changing clothes a zillion times a day
- Student work program
- Climb to Mt. Washington
- Getting caught in dorm raid and having letter sent home by Dean Shea
- Larry's Cheerleading
- Physical Education Convention in Atlantic City
- Tremendous support from Physical Education faculty
- Robert Frost on campus
- The night there were riots in the four dorms and the State police arrived on campus
- Four unforgettable years as a Physical Education major
Sheila Turnstall McKenna, Class of 1962 remembers (1958-1962):

1. We camped at Mt. Monadnock with PEM Club and faculty. At the top of the mountain the heavens opened up and we literally raced to the bottom to put the convertible top up on Miss Comeau’s car.
2. Senior outing at Dr. Moriarty’s on South Village Road, and swimming at the West Dennis public beach.
3. Tap Dance classes - East side West side.
4. Pressed starch green uniforms.
5. Sneaker inspection in Miss Comeau’s classes.
6. Combined first aid classes (1961 and 1962 classes) with Miss Gaffney. We would distract her and slip out the door so that the class of 45 would end up being 25-30 by the end of the period.
7. Archery with Miss Caldwell - “Nock, Aim, Fire”. “Wave to the trainman girls”.
8. Ladies at all times.
9. Holding a rummage sale to raise money so we, as undergraduates, could attend the Physical Education Convention in Atlantic City.
10. Aquabryte shows.
11. Caring faculty.
12. Lifelong friendships.

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1 Catherine Comeau’s file, 1962.
2 Bridgewater State College As we were... as we are 1840-1976, (1976) 19.
3 Hyannis-Bridgewater Physical Education Alumni Newsletter, (1967).
4 Ibid.
8 Ibid.
9 Written communication from Barbara Cabral Maggiacom.
10 Written communication from Barbara Tappen Mahar.
11 Memories of some of the graduates of the sixties.
12 Written communication from Sheila Tunstall McKenna.
CHAPTER VI
THE SEVENTIES

At the beginning of the 1970-71 academic year, Dr. Catherine E. Comeau became chairman of the Women's Health and Physical Education Department at Bridgewater State College. Dr. Comeau was a graduate of Boston University, Sargent College, B.S., Columbia University, M.A., and Boston University, Ed. D. Prior to her appointment at Bridgewater, she was Chairman of the Health and Physical Education Department and Head of the Health and Physical Education Major Program at Douglas College of Rutgers University. Her appointment as chairman at Bridgewater brought her back to the college and department where she had taught physical education with Dr. Moriarty from 1952-1962.

There were 157 health and physical education majors: 42 seniors, 25 juniors, 44 sophomores, and 40 freshmen at Bridgewater in 1970-71. Miss Margo Hurst, a physical educator graduate of Colorado University, B.S., and Smith College, M.A. joined the women's department faculty that year. She filled a position that had been granted that academic year. Also that year, a second matron, Mrs. Antoinette Randall (affectionately called "Dolly") was also hired joining Mrs. Alice Folcik (affectionately called "Miss Alice") as the matrons in the Kelly Gymnasium.

In the fall of 1970, a request for bids, for the new playing fields was advertised and were due in March. The bids were to include one or two sodded fields to be ready for use in September 1971.

A second graduate program, a Master of Science in Physical Education, was developed by the women's health and physical education department faculty. The program proposal was approved by the department, the college graduate committee, faculty council, college president, Board of Trustees, and the Board of Higher Education.

A Gymnastic Club for women, open to all of the college women was established with Mrs. Kathleen Ekas as the club advisor. Club members performed at the Eastern Professional Conference. This conference was planned by the Bridgewater State College Women's Health and Physical Education Department faculty and held at the college. Some of the Gymnastic Club members competed in the New England Association of Amateur Athletic Union Gymnastics Championships also held at Bridgewater.

Another club established that year was a women's Sailing Club with Mrs. Virginia Hogg as club advisor. The club members participated in two intercollegiate regattas at the Massachusetts Institute of Technology and took first place in one of the regattas. This achievement was quite an accomplishment as Bridgewater State College had neither sailboats nor a place to sail. Their victory was due to the accomplished sailors
in the club. Unfortunately, the problems and expense of a sailing club prevented it from becoming a sport in the intercollegiate program.

The Women’s Recreation Association, (WRA) continued to be a very active organization. Miss Shirley Krasinski and Miss Johanne Smith were co-advisors of WRA. Miss Krasinski was responsible for the finances of the organization, and Miss Smith was responsible for the intramural program and weekend trips. The intramural program included: golf, tennis, badminton, basketball, bowling, volleyball, powderpuff football, and archery. The week-end trips included a bike trip to Martha’s Vineyard, a mountain climb to Mt. Chochura, a canoe trip on the North River, and a camping weekend. The advisors shared the responsibility for the other WRA activities including the freshman welcome, freshman follies, the Christmas crafts workshop, and the annual WRA banquet.

The women’s intercollegiate sports, which were also under WRA, offered the same sports as the previous year. There was a new coach for the field hockey team. Miss Margo Hurst became the field hockey coach. There were four new club sports added to the intercollegiate program. These new club sports and their coaches were:

- golf (Miss Wolfgram)
- swimming (Miss Smith)
- gymnastics (Mrs. Ekas)
- archery (Miss Smith)

Although there were not any women’s intercollegiate organizations during the early 1970s, there were organizations for the men’s intercollegiate teams. One of these organizations to which the Bridgewater men’s intercollegiate teams belonged was the National Collegiate Athletic Association (NCAA), Division III. The Bridgewater women’s team did play intercollegiate teams from other colleges. The women’s teams were highly competitive and successful, as evidenced by the fact that the basketball, field hockey and volleyball teams were selected to play in state college tournaments. One year the field hockey team won the field hockey tournament and the basketball team was selected to play in the Women’s Regional Invitational Basketball Tournament.

Two other clubs open to all college women, were the dance club advised by Mrs. Cora Wells, and the Aquabrytes, advised by Miss Marjorie Rugen. Both clubs were active throughout the year. They held performances for groups off campus as well as their annual performances at the college.

During the 1970-1971 academic year the goals and philosophy of the Women’s Health and Physical Education Department were studied. A philosophical base was established through discussion to give direction to the department programs, curricular study, and program development. The health and physical education major program
and the service program for all women students, except the physical education majors, were the first areas of study. Input was obtained from the Bridgewater students through a questionnaire. Other input was obtained through a study of the curriculum of other colleges and universities throughout the country, and attendance at professional conferences. A study of current educational trends was also made to determine their possible influence on curriculum development.

The health and physical education major curriculum study resulted in the development of new courses, the dropping of some required courses so as to provide elective opportunities outside of the major, and elimination of the requirement that students take both elementary and secondary teacher preparation. Under the new developments students had the option of selecting either elementary or secondary teacher preparation or both. The required student teaching uniform was changed so that students could choose to wear a tunic, as previously required, or a kilt and coordinated blouse.

The study of the women's physical education service program resulted in the development of new physical education activity courses with beginner, intermediate and advanced level courses for some of the activities.

The PEM Club continued to be actively involved in sponsoring professional and social programs during the year. A highlight of the year's activities was a Parent's Day. The day's program included demonstration classes of some of the health and physical education major courses. The program was a great success with over 300 parents and friends in attendance.

In 1971, Mr. Edward Swenson the Athletic Director for Men's Sports, added two new sports to the men's athletic program, ice hockey, as an intercollegiate sport, and wrestling, as a club sport. The wrestling club was coached by Dr. Emanuel Maier, Chairman of the Earth Science Department, and the ice hockey team had a part time coach.

During the course of the year, Mr. Swenson worked diligently to have an ice skating rink built on campus to provide the hockey team with a place to practice and play rather than having to travel to nearby towns to use their facilities. The facility could have also been used by the Bridgewater college community and surrounding communities. In spite of Mr. Swenson's diligent efforts, the hockey rink never got beyond the dream stage.

Although the men's and women's health and physical education departments were separate departments, there had always been a close and cooperative working relationship between the two departments. In an effort to strengthen this relationship and develop greater unity in solving common problems, the departments decided to hold joint department meetings. These meetings, held in addition to the separate
weekly department meetings, were held twice a month on the second and fourth Thursdays. The department chairmen, Dr. Comeau, and Mr. Lehmann, alternated chairing these monthly meetings.

In order to establish direction for the development of both the men and women’s health and physical education departments, the faculty in both departments were asked to identify and priority rank a list of their department issues, concerns, and problems. Fifty-three items were compiled as a master list which gave direction for immediate and long range planning.

The fifty three items were as follows:

1. Division of Departmental responsibilities
2. Review of undergraduate major curriculum proficiency, electives, advanced courses, sequenced of courses
3. Review of graduate program
4. Review of elementary concentration
5. Student-faculty committee to tend to specific organization tasks such as bulletin boards
6. Student-faculty liaison to share ideas
7. Review service program courses, requirements, aims, uniforms, schedule, advanced courses
8. Department monthly part professional-social get-together to share professional ideas
9. Department philosophy
10. Interdepartmental faculty seminars
11. Student - faculty discussions
12. Improved men and women’s department relationships
13. Faculty lounge
14. Remedial or modified activity class for medically excused students
16. Meeting place for department faculty, even though temporary
17. Some method of communication for department faculty- bulletin board some place
18. Audio-visual equipment (ways to preserve and operate it)
19. Examination for skill deficiencies for majors-deficiencies made up with no credit
20. Greater emphasis on elementary physical education in major
21. Basic movement course for majors
22. Need to emphasize professionalism on the part of majors
23. Promote physical education in community, district and state through workshops, conferences
24. Upgrade average of department faculty and majors within college community: a. Recognize uniqueness of department offerings in terms of lecture and lab courses, hours spent in teaching, b. Responsibilities beyond teaching, c. Equate evaluative process for merit and promotion within all aspects of total college curriculum
25. Improve department communications with regards to inter departmental and college committees - reports at department meetings
26. Review structure of Physical Education 330 Physical Education for the Classroom Teacher
27. A department list of where equipment is located and a central location for all the same kind of equipment
28. Sticky and hot pool offices
29. Second quarter and second semester service schedule
30. Use of equipment belonging to specific groups
31. Use and care of equipment - procedure for putting it away
32. Teaching load evaluated and a system of equating load developed, number of proportions per semester or quarter
33. Sharing of WRA responsibilities
34. Organization of large equipment room off large gymnasium
35. Evaluate necessity of committees - their purpose
36. Name of required program for non-majors
37. Uniforms for non-majors
38. Payment of 25 cent fee for bowling classes
39. "Open coffee hour" weekly for students to meet with faculty and discuss issues, interests, problems
40. Co-educational classes
41. Lack of secretarial help
42. General maintenance - necessary painting, pool deck needs daily cleaning additional personnel for pool filters
43. Showers before using pool - have problem
44. Development of Physical Education major for men
45. Coordination for rainy day activities particularly first and fourth quarters
46. Change from current 8 period schedule for men
47. Teaching load formula to include coaching responsibilities
48. Use of P.E. Department equipment by unauthorized personnel and for extra college activities
49. Use of gym facilities and equipment by unsupervised college families
50. Policies re: closed circuit T.V.
51. New Physical Education courses for men
52. Request by MAA to excuse athletes from P.E. activity requirement
53. Evaluation of Training School Program

Separate and joint department committees, were established as appropriate, according to the aforementioned list. Faculty selected the committees on which they wished to serve. Students also served on appropriate committees and were elected by their peers, or appointed by their student organization.

Upon Dr. Moriarty's retirement the Bridgewater Hyannis Alumni Association established the annual Dr. Mary Jo Moriarty Lecture series in her honor. The first
lecture was given in 1971 by Dr. Dorothy Ainsworth, Director of Physical Education at Smith College and a physical educator of international renown. This lecture series has continued annually with outstanding professionals as guest lecturers. The program for the first lecture of the series stated:

The Moriarty Lecture was established by the Hyannis-Bridgewater Physical Education Alumni Association to honor Mary Jo Moriarty upon the occasion of her retirement from Bridgewater State College in 1970. Mary Jo Moriarty was a highly respected professional who made outstanding contributions to the Physical Education Major, to her students, and to the professions of health and physical education. She received her professional education at Sargent College, Boston University. During her career in physical education, she was very active with the American Alliance for Health, Physical Education, Recreation and Dance, and with the Massachusetts Association for Health, Physical Education, Recreation and Dance, serving as State President in 1956-57. In her leadership positions in state and national associations, she served as a role model for the many physical education major graduates of Bridgewater State College who have followed in her footsteps and assumed leadership positions in their professional associations.

A dedicated and competent professional, Mary Jo Moriarty worked diligently to develop a major program that would prepare competent and dedicated physical education teachers. Today we all take great pride in the accomplishments of Mary Jo Moriarty. The physical education major program at Bridgewater State College stands shoulder to shoulder with the best in the country.

Some other guest lecturers for the Moriarty Lecture, (listed alphabetically) have been:

Dr. Catherine Allen, assistant to the president at Northeastern University
Dr. Marcia Anderson, faculty, Bridgewater State College
Dr. John Cheffers, Boston University
Dr. Martha Cummmings, Bridgewater State College '50
Dr. Rita Custeau, Bridgewater State College '47
Dr. V. James DiNardo, Bridgewater State College, '35, Vice President, Bridgewater State College
Dr. Paul Dubois, faculty, Bridgewater State College
Ms. Judith Houde, Bridgewater State College, '65
Ms. Eleanor Lemaire, University of Rhode Island
Dr. Barbara Lockhart, University of Pennsylvania
Dr. Theresa Malumphy, Bridgewater State College, '54
Dr. Arthur Miller, Boston University
The student enrollment at Bridgewater increased each year. In the 1970-71 academic year there were 3303 students at the college. The increase in the total college population and the number of health and physical education majors increased the number of classes, participants in athletics, intramurals, and other activities held in the Kelly Gymnasium. This made the need for additional gymnasium facilities an imminent necessity. The quest for additional indoor gymnasium facilities continued as it had for several years.

The Bridgewater State College facilities were again expanded in 1971 when the new library on Park Avenue, named the Clement C. Maxwell Library, in honor of the seventh president of Bridgewater State College was opened. The library had the capacity to house 425,000 volumes, an extensive collection of microfilm and microfiche, dial access carrels, a special collection of rare books, offices, and a capacity to accommodate 2,500 students. When the library was moved from the former Boyden Gymnasium that building was again renovated to become a faculty office building.

The men’s health and physical education department faculty developed a proposal for a major in health and physical education for men in 1971. The justification for the major stated:

Over the years there has been considerable interest in a Men’s Health and Physical Education Major at Bridgewater State College expressed by prospective students, alumni, and public school administrators. There is no other state college in this part of the state that offers a major in the field of Health and Physical Education for Men. Such a major program would meet this need and interest.

According to the Frost-Steitz Study,* A DEVELOPMENTAL PLAN FOR PHYSICAL EDUCATION, INTRAMURAL ATHLETICS AND INTERCOLLEGIATE ATHLETICS IN THE STATE COLLEGES OF MASSACHUSETTS, “Bridgewater State should also be considered for a men’s professional preparation program in future planning. Many of the needed course offerings are already in the women’s program with qualified instructors on hand. In thinking about the expansion of such programs in the Commonwealth, consideration should be given to the fact
that it would be both economical and efficient to add a men’s program where one for women already exists” (p. 33). 

Furthermore, the Frost-Steitz Study reports that there is a lack of qualified professionals in the field of health and physical education in Massachusetts. According to the report, “A review of the current staff assignment and student enrollment statistics for the public schools of Massachusetts points to an acute shortage of qualified physical education and health education teachers” (p.17). ...

Therefore, the need for the men’s health and physical education major program at Bridgewater State College is two-fold; 1) to provide a major field of study in which there is widespread interest, and 2) to prepare quality teachers with specific competencies to fill the health and physical education positions in the public school systems in the Commonwealth and other sections of the country. 

The curriculum proposed for the men’s major was identical to the Bridgewater State College Women’s Health and Physical Education Major, except for those courses specifically for a program for men. The proposal was approved by the appropriate Bridgewater State College administrative personnel and sent to the Board of Trustees for their consideration .

The 1970–71 academic year ended with the women’s department faculty having an all day workshop. The workshop was divided into two sessions. In the morning, the meeting centered on the department’s direction and “dreaming of the future.” The afternoon was devoted to a review of WRA, its structure and relationship to the Department. Many good ideas for further study and or immediate action were produced in the course of the workshop.

The Men’s department received approval for the men’s major in November of the 1971-72 academic year. The men’s major was approved to join with the women’s major program rather than for a separate men’s department. The women’s health and physical education department faculty informed of the trustee’s decision discussed the approval at a meeting. They voted to support the admittance of men to the women’s health and physical education major making the program co-educational.

In December, Dr. Comeau, and Mr. Lehmann, met with President Rondileau, Deans V. James DiNardo and Lee Harrington, Dr. Stanley Clement, Director of the Professional Education Division, and Mr. Henry Fanning, Director of Admissions. The purpose of the meeting was to discuss the admission of men into the health and physical major at Bridgewater. At the beginning of the meeting Dr. Comeau explained the women department faculty’s vote of support and welcome to the prospect of having a co-educational major in health and physical education. All aspects of a co-educational major were discussed and guidelines for the admission of men to the major were agreed upon.
According to the minutes of the meeting the guidelines established, were:

1. Men would be admitted to the freshman class in September 1972.
2. Since eighty women had been admitted to the major in 1971 the same number, seventy-five to eighty would be admitted in September 1972.
3. The number of men admitted to the freshman class in 1972 would be twenty-five.
4. The question of male transfer students into the major was deferred for further study.
5. It was also established that Dr. Comeau would continue as chairman of the co-educational major program.

In September of the following year the Bridgewater State College Health and Physical Education Major program became a co-educational major as it had originally been established at the Hyannis State Teachers College in 1937.

During the 1971-72 academic year, the men and women's health and physical education departments continued to hold separate and joint department meetings. Committees with unfinished tasks, continued their work, and new committees to undertake new tasks were established. One of the new committees tasks was to establish the procedures for the inclusion of men, including transfer students, in the major.

Although the department had some equipment for the physiology of exercise lab, there was a need for additional large equipment. This need required funds beyond the existing budgets of both departments. One day, in conversation with the president's administrative assistant, Mrs. Dorothy McCann, Dr. Comeau mentioned that, funds for equipment had not been allocated when the Kelly Gymnasium was built. She inquired if funds might now be available for the purchase of necessary physiology of exercise equipment. Following this conversation, a request for a treadmill, cardiotorachometer, and two bicycle ergometers was submitted. Thanks to Mrs. McCann, the request was granted and the equipment purchased allowing the implementation of a necessary physiology of exercise laboratory course in the curriculum for the health and physical education majors.

Other curricular changes that were made during the 1971-72 academic year included:

1. new courses in health
2. movement education became a part of the elementary physical education program
3. a movement approach to physical education was implemented as part of the Burnell training school physical education program.
4. a Motor Learning course was added to the curriculum
5. the sequence of courses for majors was changed
6. an Interdisciplinary Foundations course in professional theory was established
7. a laboratory course was added to the Introduction to Physical Education course
8. sophomore majors were encouraged to seek volunteer opportunities with elementary school children
9. a laboratory course for Physiology of Exercise was implemented
10. classroom in Kelly gymnasium (G 119) was converted to a Physiology of Exercise laboratory to house the new equipment

The departments were also granted a second secretarial position which was filled by Mrs. Ann Jardullo.

The women's department chairman, Dr. Comeau appointed Dr. Mary Lou Thornburg as Student Teaching Coordinator. Dr. Thornburg and Miss Johanne Smith were also appointed as the department supervisors for student teaching.

The possibility of changing the sex segregated health and physical education theory and activity courses to coed courses was discussed at one of the joint department meetings. Since this was a major departure from the traditionally separate men's and women's courses of the past, there was some apprehension on the part of some faculty relative to this change. After careful study and further deliberation, it was decided to offer some activity courses as coeducational classes. These courses were dance, bowling, badminton, swimming, archery, golf, and tennis with the exception of the beginner level courses in archery, golf, and tennis. The decision on team sports becoming coeducational was postponed until a later time. It was also decided that the coed courses would be implemented in the 1972–1973 academic year, when the health and physical education major became coeducational.

A study of the graduate and continuing education programs continued with the development of new courses for these programs. A flyer was developed and sent to public schools and colleges in the state in order to publicize the department graduate and continuing education programs

Under the leadership of Miss Smith a Movement Education program for children with learning disabilities was developed. This program involved Bridgewater college students working with children with disabilities in the Bridgewater public schools. Fifteen college students and thirty children were involved in the program. Consultants to the program included Bridgewater public school guidance counselors, language specialists, classroom teachers, and physical education teachers.

Although planning for the construction of the new outdoor facilities was underway it progressed slower than anticipated. The field house at the football field, never materialized although it had been requested as part of the project. Instead a
small building with comfort stations, small locker rooms, and a small storage area, located near the football field was built. A much smaller building with comfort stations for men and women and a storage area was built near the tennis courts.

During the course of the year, the women’s health and physical education department sponsored several professional programs for the majors and physical educators in the area. These programs were: a Movement Education Workshop given by Dr. Joan Tillitson, Director of the Title III Project on Movement Education in New York; an Educational Gymnastics Workshop, given by Miss Elizabeth Cooper of Chelsea College, England; a lecture, “Moving is Learning,” by Dr. Brian Cleary, a faculty member at American International College; and a Folk Dance Workshop given by The Taylors, Marianne and Michael.

In an effort to publicize Bridgewater State College Health and Physical Education Department undergraduate and graduate programs, an exhibit-display for photographs and other publicity materials was purchased. This exhibit-display was used each year at professional conventions, such as the Massachusetts Association for Health, Physical Education Recreation and Dance, at the college for Parent’s and High School Days, and other special programs.

As the women’s intercollegiate sports program developed more fully, it became increasingly evident that there was a need for an organizational structure to guide the development of the program. To achieve this goal, Dr. Comeau recommended that a Women’s Intercollegiate Council, be established. Since the women’s intercollegiate program was under the WRA, the council would be a sub committee of the WRA and the women’s health and physical education department. The council members would be as follows: a women’s health and physical education department faculty member who coached; a department faculty member who did not coach; a faculty member from a department other than health and physical education: a student player; a student non-player; a WRA representative; the WRA president, and the Women’s health and physical education department chairman. All members of the council would be elected by their constituents, except the WRA president and the department chairman who would be ex-officio members of the council. The council would establish policies and procedures governing all women’s intercollegiate sports, to provide consistency in the program. The Women’s Intercollegiate Council was established in 1972. The first members of the council were:

Miss Regina Gross  department faculty member who coached
*Dr. Sharon Tufts  department faculty member who did not coach
Mrs. Martha Jones  faculty member in another Department
Ann Petruzzello, student player
Karen Costa  student non-player
Barbara Carreio  WRA President
Dr. Catherine Comeau,  Department chairman
*Dr. Tufts was elected Chairman of the first Women's Intercollegiate Council.

During the years that the Bridgewater State College women's intercollegiate sports program was developing, other developments related to girls' and women's sports occurred at the federal, district, and state levels. At the federal level, a law which had been in the process of development for several years was enacted on June 23, 1972. This federal law, Chapter VI of the Equal Educational Opportunity Act of 1972, called Title IX, had and continues to have, a significant impact on the development of sports and athletics for girls and women. In brief, this law states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Since Title IX applied to all education programs and activities, including physical education, sports, and athletics in elementary, junior and senior high schools, colleges, and universities. Title IX went into effect July 21, 1975. Elementary schools were required to comply by July 21, 1976, junior and senior high schools, colleges and universities had to comply by July 21, 1978. This law served to assist in the development and expansion of girls and women's sports and athletic programs throughout the country. It required that boys and girls, men and women, have an equal opportunity to participate in sports and athletic activities.

In anticipation of the development of women's intercollegiate sports programs due to Title IX, women's intercollegiate associations were established at the national, district and state levels. These associations were: the Association for Intercollegiate Athletics for Women (AIAW) at the national level, the Eastern Association for Intercollegiate Athletics for Women (EAIAW), established in the east at the district level, and the Massachusetts Association for Intercollegiate Athletics for Women (MAIAW) at the state level. Similar district and state associations were established throughout the United States. In addition some women physical educators at the Massachusetts state colleges formed a Massachusetts State College Conference which was comparable to the state conference that men's athletics had had for many years. All of the aforementioned organizations have been instrumental in assisting with the development of women's sports at the college and university level throughout the United States.

Bridgewater women's intercollegiate program joined AIAW, EAIAW, and MAIAW but did not join the Massachusetts State College Conference because the conference restricted conference colleges to play only colleges that were in the conference. Since Bridgewater teams wished to play colleges outside of the conference, as well as conference teams, they did not join the state college conference.
After several years the women's association at the national level, the Association for Intercollegiate Athletics for Women, (AIAW), became a part of the National Collegiate Athletic Association (NCAA) which had been one of the men's intercollegiate athletic associations since 1906. The NCAA administers 81 championships in 22 sports for both men and women. The first Women's Final Four Basketball Tournament was held in 1982 and has been held annually since that date.

The student organizations in the women's department remained very active during the 1971-1972 academic year. Aquabrytes performed at the Brockton Veterans Administration Hospital and the Massachusetts Maritime Academy in addition to holding their annual performance. Dance Club members performed with the Bridgewater Verse Choir and Glee Club and at the PEM Club's Parents Day. They also held their Annual Performance. The Gymnastic Club participated in several meets and assisted the Massachusetts Gymnastic Association with some of their competitions. The Women's Swimming Club participated in several meets and assisted in conducting the Bridgewater men's swimming meets.

In the summer of 1972, Mrs. MacCormick, one of the two department secretaries, transferred to the Professional Education Director's office from the Departments of Health and Physical Education office. Mrs. Myrtle Buron was hired in the fall of that year to fill the vacancy.

Prior to the beginning of academic year 1972-1973, two new positions were granted to the Health and Physical Education Department for Women. The two positions were filled by Dr. Henry Gurney, a graduate of Boston University, B.S., and Indiana University, M.S. and H.S.D.; and Mr. Michael Wychules, a graduate of the State University at Brockport, B.S. and the University of North Carolina, M.S. Both Dr. Gurney and Mr. Wychules were health educators. Also that year two assistantships were granted to the departments. Jason Holder, a graduate student in physical education was assigned to teach physical education activity classes; and Walter Alvezi, a graduate student in health; was assigned the responsibility of coordinating men's intramurals.

September 5, 1972 was a historic date for the Bridgewater State College Health and Physical Education Major Program. On this date twenty-eight men and seventy-eight women began their academic studies as freshman health and physical education majors in a coeducational major program. That year Bridgewater had 3649 undergraduate students of which 282 students were health and physical education majors.

Miss Smith was appointed Coordinator of Senior Student Teaching in 1972 by Dr. Comeau and Mrs. Schopp continued as the Coordinator of Junior Student Teaching. Mrs. Schopp also continued as the physical education teacher at the Burnell Training School in addition to teaching courses in the department.
The joint departments' proposal to change the status of all Health and Physical Education theory courses and some of the activity courses, segregated by sex, to coed courses, had been approved by the appropriate college personnel. Therefore, all theory courses in both departments, and physical education activity courses in dance, individual and dual sports were implemented in the 1972–73 academic year. The activity courses in team sports remained as segregated courses until further study.

As the men and women's departments continued their joint endeavors to develop and enhance the health and physical education programs, it became evident that there was a need to delineate specific administrative responsibilities and lines of communication. This was accomplished by the development of an administrative organizational chart for the joint department endeavors. According to the chart, the women's department chairman assumed the responsibilities for curriculum matters, the health and physical education major program, women's extracurricular programs, including WRA and Women's Intercollegiate Athletics. The men's department chairman assumed the responsibilities for all physical education facilities, the scheduling of extracurricular activities, and men's intramurals. The Director of Athletics for Men was responsible for the Men's Intercollegiate Athletics, and the Men's Athletic Association (MAA).

The joint departments discussed many issues as they endeavored to establish a joint department philosophy and goals. One issue was the health and physical education departments' responsibility for sponsoring MAA, WRA, intercollegiate athletics, intramurals, and recreational activities. Although these programs had traditionally been the responsibility of the departments, it was an important issue for discussion and resolution as the departments planned for the future. After fully discussing the issue, the two departments voted that MAA, WRA, intercollegiate athletics, and recreational programs were indeed an integral part of physical education. Both the men and women's department faculty reaffirmed their continuation of the responsibility for these programs.

This reaffirmation led to the discussion of another related issue. Historically, the Men and Women's Health and Physical Education Department faculty had traditionally assumed coaching and extracurricular responsibilities without reimbursement or teaching load credit. The question was raised whether this voluntary assumption of responsibility should continue or should there be a change in policy. A committee to study the matter was established. Data relative to time spent in coaching and extracurricular activities was collected and analyzed. From this data a teaching load equivalency formula for both men and women faculty coaches and organization advisors was developed. The formula was approved by both department faculties and sent to Academic Dean, Lee Harrington. The dean approved the teaching load equivalency credit for coaching responsibilities, but did not approve the credit for advising organizations. Thereafter coaching responsibilities were included in determining faculty teaching loads.
The Physical Education Major Curriculum Study Committee continued its program study and development. It concentrated on the development of program and course competencies, learning experiences, key concepts, and evaluation. A curriculum model, called a Competency Based Movement Arts Model, was developed for the health and physical education major.

Some of the questions that the Model raised and the faculty were asked to consider were:

1. Should we be accountable for producing able teachers?
2. Should we rate students according to demonstrated competence rather than time or course completion?
3. Should we be product oriented?
4. Should our emphasis be on exit or entrance requirements, or both?
5. Should students be held accountable for performance so that they complete the teacher preparation program only when they demonstrate the competencies identified for the program?
6. Does a competency based program produce better teachers than a traditional program?
7. Do we, as a faculty, have a responsibility for the competency of our students?
8. Do we, as teachers, think in terms of competencies?

Many other questions were posed and discussed throughout the year as the committee diligently sought to develop a model program for the health and physical education major.

The question of the dual major in Health and Physical Education was another very important issue brought to the attention of the joint departments. After considerable discussion of the issue it was determined that the majors needed additional courses in the area of health in order to be adequately prepared to teach that subject. Faculty teaching health were charged with the responsibility of developing a health concentration and a health minor. A number of other curricular issues discussed by the departments, included proficiency tests and a CLEP Program for activity classes.

The number of department courses in health were increased by the faculty teaching health having developed eight new health courses. These courses were: Drugs in Society, Environmental Health, Safety and Health Emergencies, Marriage and the Family, Drug Education for Teachers, Health Education in Elementary Schools, Human Sexuality, and Health for the College Student. The faculty teaching health also proposed a curriculum change that would replace the required Health course, HE 110, with an opportunity to elect a health course to fulfill the health requirement.

In addition to the department study committees, the Health and Physical Education Department faculties became involved in two other committees. The
College's Self Study was required as part of the Master Academic Plan for the Massachusetts State College System. The self study required each department to make a study of its program and submit a written report to be included as part of the college report. The other committee was assigned the task of reporting to the National Council for the Accreditation of Teacher Education in preparation for the association's accrediting team that would be on campus in the spring of 1976.

One of the trends in higher education across the country during this era was to change the name of physical education major programs and/or departments from Physical Education to Human Movement, Kinesiology or other similar names. A name change for the Health and Physical Education Department to Movement Arts Department was discussed but no change was made.

In 1972-73, which was the first year the Master of Science in Physical Education degree program was offered, fourteen students enrolled in the program. Forty students were enrolled in the Master of Education in Health degree program.

Under the leadership of the junior and senior Student Teaching Coordinators, Mrs. Schopp and Miss Smith, the student teaching experiences were continually evaluated and enhanced. The coordinators also developed student teaching handbooks for cooperating teachers and student teachers.

In the hope that funds would soon be available for additional indoor physical education facilities, the departments' Additional Indoor Facilities Committee continued the development of its proposal for an addition to the Kelly Gymnasium. Justification for the additional facility was sent to President Adrian Rondileau. This justification included: the increased enrollment at the college from approximately 700 students in 1957, when the gymnasium was built, to 3860 students in 1973; an increase in the number of health and physical education majors from 100 in 1957 to 325 in 1973; the resulting increase in the number of classes that had to be scheduled in the present facility; and the increased use of the facility for intercollegiate sports, intramurals, and recreational activities.

The women's health and physical education department faculty and the PEM Club sponsored twenty on-campus programs and special activities during the 1972-1973 academic year. One program was a Teacher Behavior Workshop conducted by Mr. Rudolph Mueller, a professor in the area of Teacher Preparation at East Stroudsburg State College in Pennsylvania. Other programs included: a three day Motor Learning Workshop conducted by Dr. Anne Rothstein, a professor and specialist in Motor Learning from Herbert Lehmann College in New York; a Psychology of Motor Learning Workshop, conducted by Dr. Marguerite Clifton, a professor and specialist in Psychology of Motor Learning, from Purdue University, Indiana; a lecture on Physical Education in Japan by Miss Jacqueline Hasslet, professor at Boston State College and graduate of Bridgewater, Class of '56; and a lecture on the 1972 Olympics by Dr. Mary
Lou Thornburg, a member of the Bridgewater State College Health and Physical Education Department for Women faculty who had attended the Olympics while on sabbatical.

Miss Carol Wolfgram and Miss Lynne Yeamans were the advisors for the WRA recreation program. This program included the popular back packing, biking, canoeing, camping, and ski trips. Miss Margo Hurst was advisor for the women’s intramural program. In 1972-73, there was an increase in student participation in intramurals, and fencing was added to the program. The most popular women’s Intramural activity that year was basketball which had over two hundred women participants.

The Women's Intercollegiate Council developed an Intercollegiate Athletics Handbook for all of the women's intercollegiate teams to adhere to the same policies and procedures. This Handbook governed the activities of the women's six intercollegiate and two club teams. The teams, their coaches, and the number of games or matches played in 1972-1973 were:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Coach</th>
<th># of Games or matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Miss Regina Gross</td>
<td>Varsity 10</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Miss Margo Hurst</td>
<td>Jr. Varsity 8</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Miss Ann Coakley</td>
<td>no report</td>
</tr>
<tr>
<td>Softball</td>
<td>Miss Regina Gross</td>
<td>Varsity 6</td>
</tr>
<tr>
<td>Tennis</td>
<td>Miss Carol Wolfgram</td>
<td>Varsity 9</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Miss Lynne Yeamans</td>
<td>Jr. Varsity 6</td>
</tr>
</tbody>
</table>
| Clubs
  Gymnastics  | Mr. Jason Holder       | Matches 7             |
  Swimming     | Mr. Larry Uchmanowicz  | Varsity 10            |

Two varsity teams played in post-season tournaments. The basketball team accepted an invitation to play in the Northeast Regional Basketball Tournament. The field hockey team participated in the first Northeast College Field Hockey Association Tournament. At the field hockey tournament, six Bridgewater students were selected to play at the Northeast Field Hockey Tournament where three Bridgewater students made a Northeast Team. One of these students was selected to play on the Northeast Team at the National Field Hockey Tournament in California.

After more than fifteen years of effort to obtain additional outdoor facilities, they became a reality in the spring of 1973. The new facilities were located on two sites. One site was below the Shea and Durgin Dormitories. The facilities at that location were: 3 field hockey - lacrosse fields; an archery-golf area; 2 softball diamonds; 16
tennis courts; a small comfort station-storage building; and a parking area. The second site was located off Plymouth Street. The facilities at that location were: a football game field with bleachers; a quarter mile composition track around the perimeter of the football field; a football practice field; 2 soccer fields; 2 softball and 1 baseball diamond; a small building with comfort stations, lockers and storage area; and a parking area adjacent to the fields. One field hockey field and the football game field had been sodded so that they could be used earlier than the other fields. These fields were available in the spring as were the tennis courts. The other fields were not available due to a very wet spring and poor drainage on the fields. The departments' Outdoor Facilities Committee had been very concerned about drainage on the fields and had emphasized this concern to the contractor many times prior to the development of the fields. Unfortunately poor drainage continued to be a problem. In fact, the baseball field was unusable until the summer months when the field finally dried. Of course, the baseball season had finished months before!

Student interest in the coed health and physical education major at Bridgewater was evidenced in academic year 1972-73 by the application of thirty-two Bridgewater College students to transfer into the major program. Unfortunately, only nine transfer students could be accepted that year to fill the nine openings available.

At the last joint department meeting of the year a luncheon was held for Mr. Wychules, Miss Yeamans, and Jason Holder, and Walter Alvezi. All were leaving Bridgewater. Jason and Walter were the first two full time graduate assistants that the health and physical education departments had ever had. They had completed their graduate studies and were receiving their Master's degrees at commencement.

In 1973-74, the vacancies in the women's health and physical education department were filled by Dr. Joseph Huber, a graduate of West Chester State College, B.S., the University of Maryland, M.A., and The Ohio State University, Ph.D; and Dr. Thomas Trimble, a graduate of the State University of New York at Buffalo, B.S., M.A., and the University of Illinois Ph.D. Dr. Huber was a specialist in adapted physical education and motor learning and Dr. Trimble was a specialist in elementary physical education. Also that year Dr. George Lewis, a graduate of West Chester State College, B.S., Ohio University, M.S. and Temple University, Ed.D., was appointed to the new position granted to the men's health and physical education department. Dr. Lewis was a specialist in curriculum and teacher preparation. The departments were again granted a full time graduate assistant for the 1973-74 Academic Year. Michael Curley was the graduate assistant assigned to the departments. His responsibility was coordinator of men's intramurals.
In the fall of 1973, the total student enrollment at Bridgewater had increased to 3852 students. One hundred twenty-two freshmen had been admitted to the health and physical education major, making a total of 373 students in the program. This increase in the college and major enrollment caused a need for multiple sections of some theory and activity classes. Course coordination was required since multiple sections required several faculty members to teach the same course. Faculty teaching the same course met to discuss course content and develop the course syllabus.

In an effort to focus on the further development of the health and elementary physical education areas, two faculty members were appointed as coordinators. Dr. Jack Gurney was appointed Coordinator of Health Education and Dr. Thomas Trimble as Coordinator of Elementary Physical Education. Mrs. Hazel Shopp continued as the junior Student Teaching Coordinator and physical education teacher at the Burnell Training School, and Miss Johanne Smith continued as the senior Student Teaching Coordinator.

The men and women’s department faculty continued their cooperative efforts toward the common goal of program excellence to meet the needs of their students. In order to meet the recreational needs of the students the gymnasium and swimming pool were open from 1:00 P.M. to 5:00 P.M. on weekends.

When Dr. Huber was interviewed for the position at Bridgewater, he discussed his experiences in working with exceptional children in clinic programs at the University of Maryland and The Ohio State University with the department chairman, Dr. Comeau. During their conversation, Dr. Comeau spoke of her visit to the University of Maryland’s Clinic for Exceptional Children. She expressed her desire to perhaps sometime have such a clinic program established at Bridgewater. Soon after the academic year had begun, Dr. Huber met with her and expressed his interest in establishing a clinic for exceptional children at Bridgewater State College. Dr. Comeau explained the process for its establishment and by December Dr. Huber had developed a detailed proposal for a clinic program. The name of the clinic would be The Children's Physical Developmental Clinic, and it would be sponsored by the women’s health and physical education department. A brief description of the clinic proposal follows.

The clinic was to be a non-profit, self-supporting, community service project. Its purpose was twofold:

1. To improve and enhance the "total fitness for living" (physical, motor, mental, and social development) of exceptional children in the southeastern Massachusetts area.

2. To provide a learning and training experience for Bridgewater students who were interested in Adapted Physical Education, Special Education, and Psychology.

There would be eight clinic sessions each semester. These sessions would be held in the Kelly Gymnasium building and natatorium on Saturday mornings from 8:30 a.m.-12:00
noon. Equipment from the Departments of Health and Physical Education was to be used for the program until clinic equipment could be purchased.

The first Clinic Program would have twenty-five exceptional children, selected from schools and agencies, as Clinic participants. In order to provide a Clinician for each child, twenty-five students from Bridgewater State College would be selected and trained as volunteer clinicians for the program.

Since the Clinic was to be self-supporting, a $20.00 fee to defray expenses was to be charged for each child’s participation in an eight week Clinic session. Dr. Huber was to be the Clinic Director and he was to be directly responsible to the Women’s Department Chairman, Dr. Comeau.9

The clinic proposal was presented to the joint departments and approved. It was then sent to President Adrian Rondileau and other administrative officers for their consideration and approval. After careful study by President Rondileau, Deans Wallace Anderson, Joseph Chiccarelli, and V. James DiNardo, the Children’s Physical Developmental Clinic was approved as a pilot program to determine whether there were sufficient interest and need for this program in the community.

The first clinic was held the following semester, second semester 1974. More than sixty applications for children to participate in the clinic were received, but only twenty-five could be accepted as specified in the pilot proposal. Fifty-five Bridgewater College students applied to volunteer as clinicians, but only twenty-seven were needed for the program. Dr. Huber was the Director of the clinic and Miss Johanne Smith, who had initiated the first Adapted Physical Education course in the curriculum at Bridgewater State College, assisted him with the program. The children accepted in the clinic were given simple but formal physical and psychological tests to determine each child’s needs. Based on the children’s test results, individual prescriptive physical education programs were developed for each child. In order to prepare the Bridgewater College students for their role as clinicians, Dr. Huber conducted training sessions for them. The program was evaluated by the parents, student clinicians, and college personnel at the end of the clinic’s eight weeks. This evaluation established that the Children’s Physical Developmental Clinic was an excellent program that met a definite need. It was found to have made a vital contribution to both the children and the student clinicians. On the basis of this evaluation, the administration approved the permanent establishment of the clinic, to be offered each semester as a college and community service sponsored by the women’s health and physical education department.

Although the joint men’s and women’s department meetings had resulted in highly successful cooperative efforts and accomplishments, the faculties of both departments decided that study was needed to examine the possibility of a more efficient and effective structure. A Department Restructuring Committee was
established to undertake this study with Mr. Peter Mazzaferro as chairman of the committee. All possible department structures were studied by the committee. Their final recommendation was that the men and women’s departments should join to become one department. Faculty from both departments voted to approve the one department concept and that the Men’s Athletic Director be directly responsible to the department chairman. The approved proposal was sent to President Adrian Rondileau for his consideration and approval.

Significant advances were made in the senior student teaching experience under Miss Smith’s leadership as Student Teaching Coordinator, Dr. Lewis joined Dr. Thornburg and Miss Smith as the team of college senior student teaching supervisors. Physical Education programs in public schools were evaluated to identify quality programs for the placement of student teachers. New policies and procedures for supervision were established and the Student Teaching Handbook revised. The senior Student Teaching program focused on: teacher and student behavior, various methods of feedback, including video taping student teachers, evaluation of student teaching, values clarification, and alternative teaching styles; Workshops and receptions were held for cooperating teachers, their administrators, student teachers, and college supervisors to develop a total team approach to the student teaching experience.

The elementary program for the health and physical education majors was reviewed by faculty teaching in that area. Changes made to improve and enhance the program were: observational visits to public schools in the state, outside speakers invited to classes, and creative and innovative teaching methods introduced in courses. Dr. Ambrose Hazelton from the Ohio State Department of Education was invited to Bridgewater by Dr. Trimble to present a one day workshop in elementary physical education. Health and physical education majors and physical educators from southeastern Massachusetts attended the workshop. Another elementary physical education workshop was held in June.

The proposal to eliminate the requirement of HE 110 and to replace it with electives in health for all college students, except the Health and Physical Education majors, was approved by the appropriate college committees and administration. Student interest in the new health electives was highly evident when several of the courses closed out on the first day of registration.

Mr. Peter Mazzaferro suggested that a coaching certification or a coaching minor be developed as an elective curricular offering at one of the department meetings when curriculum was discussed. He volunteered to study and research their possible addition to the program and undertook this project.

In addition to the study and development of health and physical education programs, the health and physical education departments became involved in a review of the college’s general education core. This review and study was being conducted by
the College Undergraduate Curriculum Committee and involved all academic areas at
the college. The joint departments made an extensive study of the place and role of
both health and physical education courses as a part of the general education core. A
proposal was developed and sent to the college committee, with justification for the
inclusion of both of these areas in the core. Neither area was accepted for the general
education core.

A college graduate faculty was established at Bridgewater in academic year
1973-74. Faculty from the health and physical education departments who became
members of the graduate faculty were: Drs. Comeau, Gurney, Huber, Knudson, Lewis,
Philips, Thornburg, and Tufts. The Health and Physical Education Department
Graduate Committee members that year were: Dr. Comeau, Dr. Gurney, Mr. Lehmann,
Dr. Phillips, Dr. Thornburg, and Dr. Tufts.

The department graduate committee met throughout the year, discussing and
establishing curriculum changes, policies, and procedures. There were 65 students in
the graduate program in health education and 22 students in the graduate program in
physical education.

In order for a sport to become a part of the intercollegiate program at
Bridgewater, it had to first be established as a club. The women's Swimming Club
having met the requirement of first becoming a club became an intercollegiate team in
1973-74. The men and women's intercollegiate sports at the college that year were:

<table>
<thead>
<tr>
<th>Women's Teams</th>
<th>Men's Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Baseball</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Basketball</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Cross Country</td>
</tr>
<tr>
<td>Softball</td>
<td>Football</td>
</tr>
<tr>
<td>Swimming</td>
<td>Golf</td>
</tr>
<tr>
<td>Tennis</td>
<td>Tennis</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Track</td>
</tr>
<tr>
<td>Club Status</td>
<td>Swimming</td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
</tr>
</tbody>
</table>

In academic year 1974–75, there were 180 freshmen, (90 men and 90 women)
admitted to the health and physical education major, making a total of 546 students in
the major program. The total enrollment at the college that year was 4138 students.

That year a new position was granted to the men's health and physical
education department. Mr. Thomas Arnold, a physical educator graduate of Baldwin–
Wallace College, B.S., and University of Florida, M.A., was appointed to this position.
Miss Dana Daniels, a physical educator graduate of Ithaca College, B.S., and Indiana
University, M.S., was appointed to the women’s department, to fill the vacancy created by the resignation of Miss Margo Hurst. Both Mr. Arnold and Miss Daniels were specialists in biomechanics and team and individual sports. There were twenty-five faculty members in the joint men and women’s departments that year, consisting of twelve men and thirteen women. The academic rank of department faculty in 1974–75 included: two professors, six associate professors, fourteen assistant professors, and three Instructors.

Several curricular changes were made in the major program. Physiology of Exercise was changed from a three hour lecture course to a one hour lecture with a two hour lab. Dr. Tufts, who taught the Physiology of Exercise course was responsible for establishing and developing the Physiology of Exercise Laboratory course. The Current Issues in Physical Education course was eliminated from the curriculum.

During this time a concerted effort was made by the joint departments to complete the revision of the major program. Students continued to serve on department committees, as appropriate to the committee’s task, and provided valuable input to the committees on which they served. The Curriculum Revision Committee continued to study and research curricular trends in the areas of health and physical education. Faculty attended national conferences and workshops in order to gain greater insight into national professional trends in curriculum development. At department meetings many questions and issues were discussed and debated. Some of the questions were: is physical education a discipline or a profession? What is the body of knowledge of physical education? Where does the area of health fit into the curriculum? What career opportunities other than teaching are available to health and physical education majors? The discussion of these questions and issues were often supported by position papers to justify a point of view, and sometimes resulted in lengthy debates.

The Curriculum Revision Committee listened carefully to all of the input and incorporated the ideas and suggestions into their recommended curriculum revision. The committee established that there would be a core of physical education courses and elective tracks. The tracks initially suggested were: Adapted Physical Education; Athletic Training; Coaching; Elementary Physical Education; Health; Recreation; Secondary Physical Education; Sport Administration; Sport Communication; and teaching and non-teaching tracks. Sub-committees were assigned to develop each of the tracks according to the competency based model previously established by the committee. A separate committee was established to study the required physical education activity courses for the majors.

The senior Student Teaching Committee continued to upgrade the student teaching experience. Four faculty members were assigned to supervise the seniors who were student teaching. They were Miss Smith, Miss Wolfgram, Dr. Lewis, and Dr. Thornburg. These college supervisors met weekly in order to standardize and
coordinate the senior student teaching program. Prospective placement sites for student teaching were visited and evaluated to determine their acceptance for the program. Each college supervisor conducted three seminars per quarter for their student teachers. These seminars dealt with student teaching issues, teaching styles, and evaluation procedures. Descriptive systems for recording teacher and student behavior were utilized to provide feedback to students. These systems were: the Lewis Time analysis; Fishman Augmented Feedback; Flanders Interaction Analysis; and video tape recordings. Students also recorded their own personal evaluations.

Two professional days (one each semester) for all personnel affiliated with the student teaching program were conducted by the college supervisors. In an effort to better coordinate the student teaching program, meetings of cooperating teachers and college supervisors were held at the college. At these meetings issues and concerns related to the teaching–learning process were discussed. A suggestion made at one of the meetings was an extension of time for student teaching to a semester rather than a quarter. Another suggestion was the adoption of a pass-fail grading system for senior student teaching.

Students were required to have an interview with their prospective director of physical education and cooperating teacher prior to their student teaching assignment so as to provide the student teachers with an experience similar to applying for a position. The students provided the director and teacher with a copy of their biographical data at this interview.

The Massachusetts State Department’s International Center established an Overseas Student Teaching Program which was open to Massachusetts state college education majors. Some of the Bridgewater health and physical education majors applied for the program and were accepted. Students were assigned to teach in American schools in England, Germany, Greece, the Canary Islands and Spain. The students who participated in the overseas student teaching program found it to be a most valuable experience. Unfortunately the program was abolished after several years of operation.

Miss Krasinski, Miss Rugen, Mrs. Schopp, and Dr. Trimble were the college supervisors for the junior student teaching experience. Due to the increased number of health and physical education majors, additional placement sites had to be established. In addition to the Burnell Training School, students were placed in the following school systems: Braintree, Bridgewater, Brockton, East Bridgewater, Hingham, Milton, Pembroke, Fall River, Taunton, Wellesley, and West Bridgewater. The prospective sites for Junior Student Teaching were evaluated in an effort to obtain the best experience for the student teachers. The college supervisors for junior student teaching met periodically during the year to coordinate and improve the program. One of their projects in the 1973-1974 academic year was the revision of the student teaching evaluation instrument.
The Indoor Facilities Committee finished a 57 page report on the need for additional facilities identifying the specific facilities needed and justifying their necessity. The report was based on a study and analysis of the service Program, health and physical education major program, men and women's intercollegiate and intramural programs, and the recreation program. The report was approved by the joint departments and submitted to the college president.

In 1974 the health and physical education departments began a study of the health and physical education major, which included an examination of the development of new programs and competency based activity courses.

As the women's intercollegiate program continued to develop, the need for a coordinator of the program became evident. Dr. Regina Gross was appointed coordinator of the program by Dr. Comeau. As coordinator Dr. Gross became a member of the Women's Intercollegiate Council and worked with this policy-making body. With the appointment of a coordinator, the women's intercollegiate program became the responsibility of the women's department chairman rather than a shared responsibility with W.R.A. as the procedure had been in the past. Under Dr. Gross's leadership, the women's intercollegiate program became organized as a unit.

In 1974-75 there were 160 women who participated in the women's intercollegiate athletic program, with 50 students playing two sports. The women's intercollegiate sports and the coaches that year were:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Dr. Regina Gross</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Miss Dana Daniels</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Miss Dana Daniels</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Miss Ann Coakley</td>
</tr>
<tr>
<td>Tennis</td>
<td>Miss Carol Woltgram</td>
</tr>
<tr>
<td>Softball</td>
<td>Miss Diane Dednah*</td>
</tr>
<tr>
<td>Swimming</td>
<td>Mr. Bill Walker *</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Mrs. Rachel Arnold *</td>
</tr>
</tbody>
</table>

* Part time Coaches
The women's intercollegiate athletic awards were a team jacket given to all women who participated in a sport for two years as a varsity player or for three years as a junior varsity/varsity player. Students who had served as team managers for the same team for two years also received a jacket. A new award was established in 1974-75. This Award was given to the women's intercollegiate council by Ralph Costello, owner of a popular Bridgewater restaurant. The award was in memory of Ralph's father, John Costello. The criteria for the Costello Award was:

1. The player must be a senior, but not necessarily playing in her senior year.
2. Must not have been a captain or a most valuable player.
3. Must have exemplified dedication, team spirit, and leadership.

Each team voted for a recipient of the award and submitted the reasons why their candidate should receive the award. The award was two trophies, both engraved with the recipient's name. One Trophy was presented to the recipient and the other remained at the college.

Several years after the Women's Intercollegiate Council had been established the Men's Athletic Director, Mr. Swenson established a Men's Intercollegiate Council, modeled after the Women's Intercollegiate Council.

The women's health and physical education department's organizations had their usual busy year. WRA sponsored its women's intramural program, six weekend hiking and biking trips, and the annual banquet. Dance Club had its usual busy year with dance workshops, performances at the Burnell Training School and the Student Center, its first Christmas Performance, and its annual performance. Aquabrytes also had a very active year and held its annual performance.

PEM Club continued as an active professional organization for the health and physical education majors. Among its activities were four lectures, a Christmas party, a fund raiser, and the annual senior send-off. Two of the guest lecturers were Mr. Joe Yukika, assistant football coach at Notre Dame, and Professor Achilles Joyal of the Philosophy Department at Bridgewater State College.

The evaluations of the Children's Physical Developmental Clinic clearly indicated the value of the program to the children, parents, and Bridgewater student clinicians. The Bridgewater College Board of Trustees also recognized the value of the clinic and its contribution to the community for it awarded a special projects grant of $3,700.00 to the Children's Physical Developmental Clinic.

Staff meetings on Saturday mornings prior to the beginning of the Children's Physical Developmental Clinic were a new addition to the clinic program. These meetings were training sessions for the student clinicians with invited professionals as consultants and presenters at the weekly sessions. Some of the consultants were: a
school psychologist; an adapted physical educator; a neurologist; an occupational therapist; two physical therapists; and a wheel chair basketball specialist. Another addition to the clinic program were parents counseling seminars to aid parents learn more about the clinic program and the educational plan for their child.

The popularity of the clinic was evident by an increase in the number of applicants for the program and of the number Bridgewater students wanting to be clinicians. Due to the increase in interest of both populations, the number of participants and clinicians increased to fifty individuals for each group.

The health and physical education departments sponsored a performance by the same gymnastic touring company from Denmark, that had been at the college previously. They gave a workshop for the Bridgewater College students in the afternoon, which was an inspiration to the students. They then gave an outstanding performance in the evening that was highly appreciated by the “full house” audience in attendance.

Dr. Lewis resigned from Bridgewater at the end of the academic year. Since the college was on an austerity program, the position could not be filled with a permanent position. A part-time position was granted to the department and the position was filled by Miss Linda Zaichowly, a doctoral student at Boston University.

In the summer of 1975, Bridgewater State College President Rondileau approved the health and physical education departments’ restructuring committee proposal that would join the two departments into one. The 1975-76 academic year became another historical year as the two departments became the Department of Health and Physical Education at Bridgewater State College. Dr. Rondileau appointed Dr. Comeau as chairman of the merged departments, Mr. Lehmann, was appointed Business Manager of Athletics and Sports Information Director and Mr. Swenson retained his position as the Men’s Athletic Director. The men and women’s intercollegiate and intramural programs, and the recreation program as well as MAA and WRA remained under the health and physical education department. Both Dr. Comeau and Mr. Lehmann continued as members of the College Athletic Fee Committee.

The first full-time Coordinator of Recreation and Intramurals and an Athletic Trainer were hired in 1975-1976. Miss Judy Bard, a recreation major and graduate of the University of Colorado was hired through the athletic fee as the recreation-intramurals coordinator. She was a staff member in the health and physical education department. Her responsibilities included: the coordination and administration of the MAA; WRA; men and women’s intramurals; the college recreation program; and scheduling the physical education facilities. Due to the efforts of Mrs. Judy Deep, head of the health services, Mr. William Bullock, a certified athletic trainer, and graduate of Indiana University, was hired by the student health services, as the college athletic
trainer. He was the first certified athletic trainer at Bridgewater State College and was directly responsible to the college physician and Mrs. Deep. Mr. Bullock was responsible for providing first aid care and appropriate services to the general college community, care and prevention of athletic injuries for men and women athletes, and train and supervise student trainer assistants.

In anticipation of hiring an athletic trainer, the men’s visiting team room in the basement of Kelly Gymnasium had been converted into an athletic training room and trainer’s office. A field equipment storage area, near the converted athletic training room, had been converted into a conditioning and rehabilitation room. Mrs. Deep, who had been instrumental in obtaining funds for the athletic trainer position, was also instrumental in obtaining funds for the conditioning and rehabilitation room. Through her efforts a 16-station universal spartacus and other conditioning and rehabilitation equipment and materials were obtained.

Another facility change in Kelly Gymnasium was the conversion of a storage room in the basement to an equipment distribution center. Bud Mondeau, the equipment manager for men’s athletics, became the full-time equipment distribution manager for the health and physical education department. All towels, uniforms and equipment for students’ use in classes, athletics and extracurricular activities, were distributed from this center. The center was open weekdays from 7:30 a.m. until 10:30 p.m. Mr. Mondeau was on duty from 7:30 a.m. to 4:00 p.m., and student workers from 4:00 p.m. until 10:30 p.m..

In 1975-76, the health and physical education major, was the third largest department in the college with 693 students. Special education was the largest department with 742 students and elementary education, with 698 students, was the second largest. These three departments constituted 47% of the 4,535 total student enrollment at the college.

In order to provide greater faculty involvement in department affairs, Dr. Comeau implemented an ad hoc committee to the department chairman. The committee was comprised of three faculty members elected by the department faculty. The purpose of the committee was to bring matters of department and faculty concerns to the attention of the department chairman and to serve as a sounding board for the department chairman. Mr. Braun, Dr. Phillips, and Miss Smith were elected as members of the first Ad Hoc Committee.

In 1976 Dr. Comeau was invited by the Massachusetts State Department's International Center to be a physical education consultant. She visited the American schools in the Canary Islands, Barcelona and Madrid, Spain where the Center had placed Bridgewater health and physical education majors for their oversees student teaching experience. Dr. Comeau found the schools to be excellent student teaching sites for the Bridgewater students. She also found that the administrators at these
schools had high praise for the Bridgewater student teachers expertise and for the program that had educated these students. Over the years similar reports and letters of commendation were received from directors of physical education and cooperating teachers in schools where Bridgewater health and physical education majors had student taught. These commendations were an indication of the excellent reputation of the Bridgewater program and served as a credit to the students and college faculty who had prepared them for their careers.

The appointment of a full-time coordinator of recreation-intramurals provided the necessary impetus for the development of these programs. Under Miss Bard’s leadership, MAA and WRA joined to form a coeducational recreation association. During the association’s first year it sponsored nine weekend biking, skiing, and hiking trips and two day-trips to Celtic and Red Sox games. The total number of students who participated in the recreational activities was 446 students. The intramural program offered both separate and coeducation activities for the students. The separate program for men included: touch football, basketball, street hockey, and softball. The separate program for women included powderpuff football, volleyball, basketball and softball. Coeducational activities were innertube water polo, volleyball, softball, badminton, fencing, horseback riding and bowling. The total number of student participants in the intramural activities for the 1975-76 Academic year was 1,844 students.

The appointment of an athletic trainer was also a valuable addition to the college staff. His appointment and the establishment of the athletic training facilities provided a much needed service to the college community. In addition to his responsibilities to the Health Services, Mr. Bullock worked closely with the health and physical education department chairman, the men’s athletic director, coordinator of women’s athletics and the coaches of the men and women’s teams. He also assisted coaches in developing conditioning programs for their athletes in an effort to prevent athletic injuries. The trainer developed and administered rehabilitation programs for injured athletes as well as all college personnel requesting such services. In addition Mr. Bullock trained 13 students who assisted him with training room duties such as record keeping, care of equipment, and assisting the trainer. The students were also assigned to varsity team practices and games to provide first aid care or to call for emergency aid if necessary. According to the athletic trainer’s 1975-76 report, there were approximately 3,000 treatments given by the trainer in either the training room or the infirmary.

By 1975-76 The Children’s Physical Developmental Clinic was a well established program and was the only program of its type in the New England area. The number of applicants for the clinic program, both children participants and prospective student clinicians, continued to increase each year after the clinic was established. This demand was accommodated by gradually increasing the number of children and student clinicians in the program annually. By the spring of 1976, there were 60 children and 65 student clinicians in the program.
Several of the special programs that were planned and organized by the department faculty during the year were a student teacher workshop with Dr. Daryl Sidentop of The Ohio State University, as workshop leader; a health fair, and an elementary workshop.

In 1975-76, programs, Mr. Arnold, of the health and physical education department organized a women's track and field club and a men's volleyball interest group. These activities were additions to the men and women's intercollegiate program.

In recent years, the development of the women's intercollegiate sports program required the hiring of part-time coaches to supplement the coaching needs. A review of all the part-time coaches salaries revealed a salary discrepancy between the coaches for women's teams and men's teams. This issue was brought to the Athletic Fee Committee which established a committee consisting of faculty and students to study the matter. Coaching responsibilities for all of the men and women's sports were reviewed and criteria for establishing a salary schedule developed. An equitable salary schedule for all part-time coaches, was developed taking into consideration such factors as the number and length of practices, number of games etc. The salary schedule was approved and implemented by the Athletic Fee Committee.

The former Boyden Gymnasium served the college well. The internal structure of the building was renovated for the third time, when the building was changed from a faculty office building to the college's art and general classroom building. This new facility opened in January 1976.

In the spring of 1976 an accrediting team from the National Council for the Accreditation of Teacher Education (NCATE), was on campus. The team evaluated all of the teacher education programs at Bridgewater including the health and physical education major program. Following the accrediting team's visit, to the college their report, received by the President of the college, stated that all of the programs, with the exception of secondary education and the health and physical education major were approved. The health and physical education department faculty was gravely concerned with the team's report relative to its program since the report did not identify any deficiencies in the program.

Upon investigation it was found that NCATE did not have a category for health and physical education programs. They therefore had made a unilateral decision and put the Bridgewater health and physical education major program with the secondary education program. The health and physical education program received the same evaluation as the secondary education program and was not approved. Although an NCATE team would revisit the campus at a later date, to see if the deficiencies in the secondary education program had been corrected, the health and physical education department faculty did not want to have the program's non-approval on its record. The
department faculty voted to appeal the NCATE team’s decision. One college administrator was not in favor of an appeal. However the department requested a meeting with President Rondileau to discuss the matter. He met with the department and agreed that the college should seek an appeal.

Dr. Comeau met with Dr. Robert Fitzgibbons, Chairman of the Secondary Education Department, with whom the health and physical education department had been grouped. They reviewed the NCATE correspondence, policies and procedures and Dr. Fitzgibbons wrote the appeal which was sent to NCATE. This was followed by an appeals hearing held in Washington, D.C. President Rondileau, Deans Wallace Anderson and V. James Di Nardo, Drs. Comeau and Fitzgibbons, and the education division director, Dr. Ray Harper, went to Washington, D.C. for the appeal. The college president was the spokesperson at the hearing. The Bridgewater College appeal requested that the health and physical education major be grouped with the elementary education program since the health and physical education major program had both an elementary and a secondary emphasis. Justification for this change was presented. It focused on the fact that since the health and physical education program had an elementary emphasis it could be grouped with the elementary education program. Since the elementary education program did not have any deficiencies and was approved by NCATE and the health and physical education program did not have any deficiencies it would also have been approved. Following the hearing, NCATE reviewed the case, and granted full accreditation to the health and physical education major program. Needless to say, the health and physical education department was grateful to President Rondileau, Dr. Fitzgibbons, and the other administrators for their assistance with the appeal. An NCATE team did return to the campus to re-evaluate the secondary education program which received full accreditation after it had corrected the deficiencies.

Another evaluation team was on campus in 1976, following the NCATE visitation. This was a team from the Interstate Certification Compact (ICC that evaluated teacher education programs for reciprocal certification among states. The health and physical education program was evaluated and received accreditation for reciprocal inter-state certification.

The enrollment in the two department graduate programs continued to increase. There were 90 students in the graduate program in health and 50 students in the graduate program in physical education. Several changes were made for the graduate degree in health. These changes included the requirement of a course in both humanistic and behavioral sciences and also 18 credits in the area of health education.

Although the economic situation in the state was not conducive to the approval of new construction at the college, the health and physical education department’s Additional Facilities Committee continued its work so as to be ready when funds were available. The additional indoor facilities remained an urgent need, especially in the
fall and spring when outdoor classes had to meet inside. This need was somewhat alleviated one year through the generosity of Father Hamrock at the college’s Catholic Center. He allowed the use of classrooms at the center so that classes no longer had to be held in the lobby of Kelly Gymnasium or wherever there was an empty space.

After three years of untiring effort by the health and physical education department faculty and students on the curriculum revision committees their work was completed in the academic year 1975-76. Countless hours had been spent by the committees researching, studying, discussing, writing and re-writing the health and physical education major curriculum revision proposals. The proposed curriculum changes were as follows:

1. The dual major in health and physical education was changed to a major in physical education only with a number of elective options.
2. Health was not eliminated from the program but was strengthened and enhanced by the addition of a health minor, and a teacher certification in health option. Both were open to all college students.
3. Physical education majors were required to take:
   A) A general education core of 45 credits
   B) A physical education core of 24 credits
   C) Theory and activity courses
   D) The option of taking one or more of the eight tracks
   E) Also one or two of the teacher certification options
4. The elective Tracks and options were:
   A) Athletic Training
   B) Coaching
   C) Health
   D) Motor Development Therapy
   E) Physical Education for Adolescents and Adults
   F) Physical Education for the Pre-adolescent Child
   G) A major or minor in another discipline
   H) An individualized program developed with an advisor
   I) A teacher certification in health option
   J) A teacher certification in physical education option

Some of the tracks require a field experience so as to provide students with a working experience in their area of study.

The proposed curriculum was presented to the health and physical education department faculty for a vote and the proposal was approved. It was then submitted to the college Teacher Preparation and college Undergraduate Curriculum Committees and administrative personnel for their consideration and approval. The Health and Physical Education Department chairman and members of the department Curriculum Committee met with the aforementioned to defend the proposed curriculum. After much
discussion the proposal was approved by all parties and sent to President Rondileau for his consideration and approval.

In order to be ready for the implementation of the new curriculum if approved, the following was undertaken:

1. Faculty identified the committee on which they wished to serve according to their teaching area or interest, and were then assigned to a committee.
2. Committees were organized and assigned to oversee each area of study and monitor the programs.
3. The faculty on the track committees would also serve as advisors to the students in that track.
4. The committee members would elect one of their members to serve as track liaison. The liaison would be responsible for the track program and committee activities, and would also serve on the Department Undergraduate Curriculum Committee.
5. A sub committee of the curriculum committee for the Teacher Preparation Options would be established.
6. The department undergraduate committee structure was established so that all faculty would be well informed about the total physical education major program.

During the course of the year a problem arose relative to students on intercollegiate teams that were also doing their student teaching. Some of these students requested permission to be excused from their teaching responsibilities so they could play in scheduled intercollegiate games. This issue was discussed at a department meeting and resolved by the establishment of the following policy:

Students may not participate in Intercollegiate Athletics the quarter they student teach. They must apply for Student Teaching the semester and quarter that does not conflict with their Intercollegiate Sport. 12

In the Summer of 1976, the Department of Health and Physical Education was notified by President Rondileau that he approved the proposed major curriculum, with the exception of the Athletic Training and Recreation Tracks which were tabled until faculty personnel for these Tracks were hired. Preparations for the implementation of the new curriculum the following year were begun.

The State austerity program was still in effect in 1976 - 77 therefore it was not possible to hire additional faculty. It was possible, however, to hire faculty replacements. Therefore, four faculty replacements were hired for Dr. Gurney, Dr. Trimble, Dr. Tufts and Miss Wolfgram who resigned from Bridgewater in June of 1976. Their Faculty replacements were: Dr. Frank Keane, a graduate of Boston University,
B.S., M.A., and Springfield College, Ed. D.; Mr. James Martin, a graduate of Southern Connecticut State College, B.S. and Boston University, M.S.; Mr. Robert Mears, a graduate of the University of Richmond, B.S., and the University of Virginia, M.S.; and Mr. Eric Sills, a graduate of West Chester State College, B.S. and Northeastern University, M.S. Both Mr. Mears and Mr. Sills were in the final stages of completing their doctorates. Dr. Kean and Mr. Mears were specialists in curriculum, teacher behavior and sports studies. Mr. Martin was a health educator, and Mr. Sills, a specialist in the scientific area of physical education.

The total enrollment at Bridgewater State College was 4,500 undergraduates in the fall of 1976. Special education had the largest enrollment with 753 students and the health and physical education major had the second largest enrollment with 750 students, consisting of 353 men and 397 women.

The economic crisis in the state of Massachusetts and its resultant effect on the college continued. In spite of the problems of the economic crisis including increased class size and low morale, the health and physical education faculty continued its concerted efforts for progress and excellence in developing department programs.

Mrs. Wells, the dance specialist in the health and physical education department, developed and taught courses for both the Health and Physical Education and Communication Arts and Science Departments. In view of this dual responsibility the Communication Arts and Science Department sought to have the dance program removed from the health and physical education department and transferred to its department. Rationale for the continuance of the dance program in the Health and Physical Education Department was developed. The issue was discussed by the chairman of both departments, Dr. Comeau and Mr. Robert Barnett, and also with the College Curriculum Committee. The administration resolved the issue by having the dance courses listed under both departments and granting Mrs. Wells a joint appointment in both departments.

The athletic trainer's services were especially beneficial to the men and women athletes and also increased student interest in athletic training. Athletes not only had their injuries taken care of but they also became more aware of the prevention of injuries. Mr. Bullock, the college athletic trainer, reported, "Treatments which were given as a follow up to injury were in excess of 6,000, at least double from last year".

The Teacher Preparation Committee held its annual professional days, to which cooperating teachers and other professionals were invited. There were two professional days a year, one in the fall and one in the spring. Dr. Katherine Ley, Chairman of the Physical Education Department at the State University of New York at Cortland, and past president of the American Association for Health, Physical
Education, Recreation and Dance, was the guest speaker at one of the professional days.

Under the leadership of Dr. Huber and Miss Smith, students in the adapted physical education courses and student clinicians in the Children's Physical Developmental Clinic sponsored several programs during the year. One of the programs was an evening of folk and square dance, games and activities for students at the Perkins Institute for the Blind in Watertown, Massachusetts. The other program was the Regional Special Olympics Poly Hockey Tournament held in the Kelly Gymnasium at Bridgewater.

A group of students from Dr. Schopp's classes planned and conducted Dr. Schopp's annual sport's day. There were four hundred and thirty four girl scouts from the Hawthorne Girl Scout Council in Danvers, Massachusetts who participated in the day's program.

In 1976-77 the Children's Developmental Clinic had 65 children in the clinic and 75 student clinicians. The number was limited due to the limited facilities in the Kelly gymnasium. The clinic's reputation was increasing and was being used as a model for similar programs in other communities. Some of the Bridgewater students who had volunteered their time and talents to serve as clinicians found the experience valuable when they applied for positions. Clinicians who wished to pursue graduate study in the area of adapted physical education also found the clinic experience valuable for obtaining graduate assistantships.

In order to meet the transportation needs of small intercollegiate teams and recreation activities, the college Athletic Fee Committee approved the purchase of two vans. The committee established a policy that only qualified drivers could drive the vans which eliminated the need for coaches and recreation personnel to assume that responsibility.

The PEM Club had its usual active year. During this period some of the activities which were held were: a square dance, a badminton and a gymnastic clinic, and a Christmas show. The club also assisted with programs sponsored by the department.

A new requirement for all college teacher preparation programs was established in 1976-77. It required 40 hours of volunteer work with children prior to acceptance into a teacher preparation program.

One of the issues that the Health and Physical Education Department Undergraduate Committee considered and recommended to the department faculty was a pass/fail grade with a letter of recommendation for student teaching. After careful deliberation, the faculty voted to maintain the letter grading system. The reason for this
decision was that it was most beneficial for students to have a letter grade when seeking employment.

In order to assist departments in providing the necessary equipment and materials for their laboratory courses, the college established the possibility of departments to require lab fees for laboratory courses. This fee proved to be of great assistance since it enabled necessary purchases which budgets alone could not provide.

In an effort to provide an additional teaching station and some revenue for the college, the health and physical education department wrote a proposal to cover the tennis courts with a structure called a “Bubble”. The proposal stated that the facility could be used for classes and be opened to the community through memberships. Unfortunately, no action was taken on the proposal. The need for additional indoor facilities continued to increase each year as greater demands were put on the Kelly Gymnasium due to an increase in the student population and activities. The department Additional Facilities Committee continued to upgrade its proposal annually and re-submitted it to the administration in hope that the additional facilities would become a reality.

Increased enrollment at the Bridgewater College also increased the number of participants in the recreation program and the men and women’s intramural programs. Four students, two men and two women, were hired through the Work Study Program, to assist the recreation intramural coordinator and provide supervision for the activities. The men’s intramural football, basketball and the coed volleyball teams won college tournaments and played in intramural championships at other colleges. The recreation program this year included 11 ski, canoeing, hiking, and biking trips and attendance at Celtic and Red Sox games.

The international reputation of Bridgewater’s health and physical education major program was evidenced in the spring semester of 1977 when a physical educator from the American school in Madrid, Spain, named Dolores Sainz de la Pena, came to Bridgewater State College on a sabbatical to study in the health and physical education department. She had learned of the college and the program from a Bridgewater student teacher assigned to her school through the Massachusetts International Student Teacher Program.

Athletics were still considered an integral part of the physical education program with majors from many disciplines at the college on the men and women’s intercollegiate teams. In 1976-77, the Bridgewater State College football team, enjoyed its third consecutive winning season under the leadership of Head Coach Peter Mazzafero. Also that year three women physical education majors were selected for the New England Association All College Teams. These students played in the National Tournament at Brown University in Rhode Island, and one of Bridgewater
State College's men's track team members won the 120 high hurdles at the Massachusetts State College Athletic Association Men's Track Meet.

In view of Mr. Swenson, the Men's Athletic Director's retirement from the college at the end of the 1976-77 academic year a decision had to be made relative to his replacement. The health and physical education department faculty discussed whether to have one person responsible for both Men and Women's Athletics or to have one person for the men's program and one person for the women's program. The department faculty voted to have two persons responsible for the programs. One person for the men's program and another person for the women's program.

In anticipation of Mr. Swenson's retirement, the administration established a committee of administrators, faculty, and students to review the candidates for the Athletic Director for Men's Sports position. Mr. Lehmann, a faculty member in the Health and Physical Education Department who had been involved in the Bridgewater men's athletic program since his appointment at Bridgewater, was one of the candidates for the position. He was recommended for the position which he accepted and was appointed to the position upon Mr. Swenson's retirement, by the president of the college. Dr. Gross continued as the part time coordinator of women's intercollegiate athletics.

Mr. Swenson retired at the end of the 1976-77 academic year after 26 years as professor, coach and Athletic Director for Men's Sports. A testimonial dinner was held in his honor to thank him for his many outstanding contributions to the students, men's athletics, the health and physical education department and the college.

The State austerity program having finally ended the health and physical education department was granted five full time, three part-time faculty positions and one staff position in academic year 1977-78. The full time faculty appointed were: Dr. Carolyn Cramer, a graduate of the University of Iowa, B.A., Drake University, M.S., and The Ohio State University, Ph. D.; Dr. Paul Dubois, a graduate of Springfield College, B.S., and Stanford University, M.A., Ph. D.; Dr. Robert Frederick a graduate of Slippery Rock State College, B.S., M. Ed., and Brigham Young University, Ed. D; Miss Judith Popichak, a graduate of Slippery Rock State College, B.S., West Virginia University, M.S., and a certified athletic trainer; and Dr. Gerald Strand, a graduate of Southern Illinois University, B.S., M.A., and University of Connecticut, Ph. D. Dr. Cramer and Dr. Dubois were hired to teach in the teacher preparation program and supervise student teachers. Dr. Frederick was hired to teach in the Pre-Adolescent Track and be responsible for junior student teaching; Miss Popichak would be responsible for the athletic training track and teach the athletic training courses; and Dr. Strand would teach health courses. The part time faculty that were appointed were: Mrs. Patricia Blenkiron, a graduate of Bridgewater State College, B.S., Framingham State College, M.S., and a registered dietitian; and Dr. Frederick Meier, a graduate of Boston College, B.S., M.A., Indiana University, D.H.S., an honorary L.L.D. Rhode Island College, and
an honorary D.P.A., Salem State College. Dr. Meier, as stated earlier was one of the two members of the Health and Physical Education Department at Hyannis State Teachers College in 1937 when the Bridgewater Physical Education Major was first established. He was also recently retired as President of Salem State College. Mrs. Blenkiron would teach Nutrition courses and Dr. Meier would teach Health Courses. Mr. Matt Pantera of the Weston recreation department was the third part-time faculty member appointed to teach recreation courses. Miss Candice Kendall, a graduate of Baldwin-Wallace College, B.S., and Miami University M.A., was appointed to the staff position of Coordinator of Intramurals and Recreation, replacing Miss Bard who had resigned from the college. Mr. Bullock, the college Athletic Trainer, had also resigned from the college. He was replaced by Mr. Mathew Gerken, a graduate of Plymouth State College, B.S., and Indiana University, M.S., and a certified athletic trainer.

There were 26 full time, three part time faculty members and three staff, including the two department secretaries, in the health and physical education department in 1977-78. That year the health and physical education major was the largest major in the college with 775 students, which was also the largest number of students that there had ever been in the major.

In the health and physical education department’s curriculum development the title “tracks” had been used since the college did not have a title for such a program structure. Following the College Undergraduate Curriculum Committee’s approval of the department’s curriculum proposal a communication from the committee was received by the department chairman which stated:

All new programs should be structured as a major, a concentration within a major, a minor or a special program. New Programs within a major are to be called “concentrations”. Concentrations are considered to be a unified set of courses usually composed of core requirements and of requirements particular to the chosen major concentration. The total number of core and particular requirements must be at least 24 but not more than 36 credit hours. 13

Therefore, the health and physical education program title track was changed to concentration.

Also, in the fall of 1977 the department chairman received another communication which stated:

Please remind your faculty and students that the Class of 1978 will be the last group of Physical Education majors to be able to select the Bachelor of Science in Education

Except for those students in the Humanities, Creative Arts, or History, a student may decide, after having chosen a major, whether to earn a Bachelor of Arts or a
Bachelor of Science degree by the selection of free electives. A free elective is any course which is not used to meet the General Education requirements or major requirements for the degree.

All future graduates in Physical Education will be eligible for either the Bachelor of Arts or the Bachelor of Science degree as determined by college policy. Thus, the Bachelor of Science degree is awarded to those who choose the majority of their free electives in the Social and Behavioral Sciences, while the Bachelor of Arts degree is awarded to those who choose the majority of their free electives in the Humanities or Creative Arts.

After five years of study and planning the new curriculum for the physical education major was implemented during academic year 1977-78. Plans for curricular adjustments for sophomores, juniors, and seniors were made to phase out the old curriculum and phase in the new. The new curriculum led to a Bachelor of Arts or a Bachelor of Science degree. The undergraduate program of study was a physical education major with one of seven concentrations, or a major or minor in another discipline or an individualized program developed with an advisor. An example of the title of a program of study was a Physical Education Major and Athletic Training Concentration. In addition to the aforementioned, the students could take a teacher certification option in health and or physical education. The new curriculum, including the two concentrations that were tabled follows:

**The General Education Requirements for all Concentrations** 45 credits

**Humanities**
- English Composition
- English Composition II
- Philosophy course
- Literature Course
- Social Science
- United States History I
- History course
- Social Science Course (one course from the following areas)
  - Economics, History, Political Science, Geography as a Social Science

**Creative Arts**
- One course from two of the following areas:
  - Art
  - Music
  - Communication Arts and Science

**Behavioral Sciences**
- General Psychology
- Introduction to Sociology
- Natural Sciences and Mathematics
- Zoology
Mammalian Physiology (Prq. Zoology)
Mathematics course
Chemistry or Physics
General Education Requirement Electives
Health Science
Library Orientation
One course from any GER area

The Physical Education Major Core The same core required for all Concentrations
24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>Kinesiology (Prq. Anatomy)</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in the Study of Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>Physiology of Exercise (Prq. Physiology)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity courses</td>
<td>9</td>
</tr>
</tbody>
</table>

Physical Education Major and Athletic Training Concentration 19 - 22 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental and Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>Administration of Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>First Aid</td>
<td>1</td>
</tr>
<tr>
<td>Nutrition Education</td>
<td>3</td>
</tr>
<tr>
<td>*Field Experience in Physical Education Practicum in Athletic Training</td>
<td>3-6</td>
</tr>
<tr>
<td>*Students in Athletic Training Concentration electing Teacher Certification option will also be required to take Field Based Practicum (3 Crs.)</td>
<td></td>
</tr>
</tbody>
</table>

Physical Education Major and Coaching Concentration 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles and Practices in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>Coaching</td>
<td>3</td>
</tr>
<tr>
<td>Organization and Administration and School Athletics</td>
<td>3</td>
</tr>
<tr>
<td>First Aid</td>
<td>1</td>
</tr>
<tr>
<td>*Field Experience in Physical Education Practicum in Coaching</td>
<td>3</td>
</tr>
<tr>
<td>Students electing Teacher Certification option will be required to take Field Based Practicum (3 Crs.) instead of the Practicum in Coaching</td>
<td></td>
</tr>
</tbody>
</table>
### Physical Education Major and Health Concentration

**12 credits**

Four of the following courses:

- Current Issues in Health Education: 3 credits
- Human Sexuality: 3 credits
- Drugs in Society: 3 credits
- Nutrition: 3 credits
- Community Health Education: 3 credits
- Environmental Health: 3 credits
- Consumer Health: 3 credits
- Family Life and Sex Education: 3 credits
- Selected Health Issues: 3 credits

### Physical Education Major and Motor Development Therapy Concentration

**24 credits**

- Developmental and Adapted Physical Education: 3 credits
- Advanced Study of Motor Programs for Special Needs Children and Youth: 3 credits
- Introduction to Special Education: 3 credits
- Abnormal Psychology: 3 credits
- Behavior Modification: 3 credits
- Field Experience in Physical Education: 3 credits
- Practicum in Motor Development Therapy/Adapted: 9 credits

Students electing Teacher Certification option will be required to take Field Based Practicum (3 crs.) & Student Teaching (6 Crs.) instead of Practicum in Motor Dev. Therapy.

### Physical Education Major and Physical Education for Adolescents and Adults Concentration

**17 credits**

- Physical Education for Adolescents and Adults: 3 credits
- Developmental and Adapted Physical Education (Prq. Principles of Motor Learning): 3 credits
- Social Psychology or Psychology of Aging: 3 credits
- 1 Coaching course: 1 credit
- 1 Officiating course: 1 credit
- 3 Physical Education Activity courses in addition to requirement: 3 credits

*Field Experience in Physical Education (Practicum in Public or Private Agencies): 3 credits

*Students electing Teacher Certification option will be required to take Field Based Practicum (3 Crs.) instead of Practicum in Public or Private Agencies.
### Physical Education Major and Physical Education for the Preadolescent Child

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Major and Physical Education for the Preadolescent Child</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Theory and the Play Environment</td>
<td>3</td>
</tr>
<tr>
<td>Developmental and Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Movement Education</td>
<td>3</td>
</tr>
<tr>
<td>Movement Experiences for Children in Upper Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>Integration of Physical Activity: Home, School and Community</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Infancy and Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>First Aid</td>
<td>1</td>
</tr>
</tbody>
</table>

*Field Experience in Physical Education (Practicum in Public or Private Agencies)*

*Students electing Teacher Certification option will be required to take Field Based Pre-Practicum (3 Crs.) instead of Practicum in Public or Private Agencies*

### Physical Education Major and Recreation

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Major and Recreation</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Recreation Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Park and Recreation Facilities</td>
<td>3</td>
</tr>
<tr>
<td>Organization and Administration of Public Recreation</td>
<td>3</td>
</tr>
<tr>
<td>2 Additional Recreation courses (as approved by the Department)</td>
<td>6</td>
</tr>
</tbody>
</table>

*Field Experience in Physical Education (Practicum in Recreation) *

*Students electing Teacher Certification option will be required to take Field Based Practicum (3 Crs.) and Practicum in Recreation*

### Physical Education Major with Major or Minor in another Discipline or Individualized Program Developed with Advisor

<table>
<thead>
<tr>
<th>General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Major Core</td>
</tr>
<tr>
<td>9 Activity courses</td>
</tr>
<tr>
<td>Major in another Discipline, a Minor, or Individualized Program</td>
</tr>
</tbody>
</table>

### Activity Courses Required for all Physical Education Majors

- Folk Dance
- Gymnastics I & II
- Square Dance I
Swimming I  
Survey of Dance  
Tennis I

Must take 7 of the following Activities  
Baseball/Softball  
Basketball I Men's rules  
Basketball I Women's Rules  
Field Hockey  
Flag Football  
Lacrosse  
Modern Dance  
Modern Dance II

Teacher Certification in Physical Education (Physical Education Majors only)  
30 Credits

Prerequisites:  
1. Acceptance in Physical Education Major  
2. Acceptance in College Teacher Preparation Program  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental and Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Movement Education or Movement</td>
<td>3</td>
</tr>
<tr>
<td>Experiences for Children in Upper Grades</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education for Adolescent &amp; Adults</td>
<td>3</td>
</tr>
<tr>
<td>Planning, Implementation and Evaluation in Teaching</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Movement Education or Movement</td>
<td></td>
</tr>
<tr>
<td>Experiences for Children in Upper Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>Field Based Practicum (Prq. Planning, Implementation and Evaluation in Teaching Physical Education, or may take same semester)</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching (All courses taken satisfactorily completed)</td>
<td>6</td>
</tr>
</tbody>
</table>

Health Minor (Open to all Majors)                                     21 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>Current Issues in Health</td>
<td>3</td>
</tr>
<tr>
<td>Development and Administration of Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>Nine additional credits in Health (with Department approval)</td>
<td>9</td>
</tr>
</tbody>
</table>
Teacher Certification in Health

Prerequisites:
1. Major in any Discipline
2. Acceptance in College Teacher Preparation Program
3. Concentration in Health or Health Minor for Physical Education
   - Health Minor for all other Majors
   - Principles and Practices of Health Education 3
   - Field Base Practicum 3
   - Philosophy of Education 3
   - Student Teaching (Health Concentration or Minor completed) 6

The new curriculum was developed by the dedicated, cooperative effort of the health and physical education department faculty and students who served on the curriculum development committees. It had been a long but a very worth while endeavor. The athletic training and recreation concentrations were not offered the first year of the new curriculum. The athletic training concentration was implemented the following year in 1978-79 after Miss Popivchak, the athletic trainer educator, was hired. The recreation concentration was implemented in 1979-80 after a recreation specialist, Mrs. Janice Harris, was hired. Concentration committees continued to study their concentrations and made changes in the curriculum as appropriate. Miss Popivchak, the athletic trainer educator who was responsible for the athletic training concentration, revised the initial athletic training program that had been developed and applied for accreditation by the National Athletic Trainers Association (NATA).

A brochure of the department concentrations and options was developed for dissemination to students and for recruitment. The transition to the new curriculum ran smoothly due to the efforts of the faculty and students, and a new era for the physical education major program was underway. The following year a study of the activity courses for the majors was made.

One of the innovative programs which had been instituted in some physical education programs across the country was called “Project Adventure”. The program, used a ropes course designed to develop challenges, courage and cooperation as some of its attributes. Dr. Knudson, and Dr. Frederick, both of the health and physical education department, planned and built a ropes course on the Bridgewater campus at Great Hill.

Interest in the department graduate programs continued with 50 students in the Master of Science in physical education program and 60 students in the Master of education in health program.
Dr. Schopp and 24 students in her fundamental of movements class presented a movement education demonstration on campus behind the Rondileau Campus Center. Approximately 120 fourth and fifth grade students from the Burnell Campus School were the demonstration participants. Both PEM Club and MAA had new advisors. Dr. Frederick became advisor to PEM Club and Mr. Yeskewicz became advisor to MAA.

Due to an increased demand for athletic training services and the large number of students interested in the athletic training concentration, the training room was expanded into the remaining visiting team room. This expansion required a structural change in the women’s locker room to accommodate both men and women’s visiting teams and women faculty dressing facilities.

During the summer of 1978 the following workshops and programs were conducted; Dr. Dubois held a police and firefighters workshop; Dr. Sills held a gymnastics and fitness workshop; Dr. Frederick held a youth sports workshop; and Mr. Mazaferro held a high school football conditioning camp.

Four new faculty joined the health and physical education department in September 1978. Two of the positions were replacements for Miss Daniels and Mr. Arnold who had resigned from the college, and two were additional positions. The new faculty were: Mrs. Janice Harris a recreation major graduate of the University of Massachusetts at Amherst, B.S., Boston University, M.Ed. and doctoral candidate at Boston University; Mr. Frederick Oien, graduate of South Dakota State, B.S., M.A., a doctoral candidate at the University of Massachusetts at Amherst; and a specialist in teacher preparation; and Dr. Robert Otto, a graduate of Cortland State College, B.S., M.S., University of North Carolina at Chapel Hill, Ph.D., and a specialist in Physiology of Exercise; and Miss Mary Lou Thimas, a graduate of Bridgewater State College, B.S., Springfield College, M.Ed. and a physical educator. Miss Thimas was the first full time Women’s Intercollegiate Athletic Director at Bridgewater State College. She would also teach physical education courses in the department and coach. Mrs. Blenkiron and Dr. Meier continued as part time faculty. Beatrice Guilmette was assigned to the department as a graduate assistant.

Several members of the department who had been intercollegiate coaches resigned from coaching in the fall of 1978. They were: Mr. Braun, football, Miss Coakley, lacrosse, and Dr. Gross, basketball. Dr. Gross, who had done an excellent job as the part-time women’s intercollegiate coordinator was relieved of that responsibility since a full time women’s athletic director had been hired.
At the first faculty meeting in the fall, Dr. Comeau thanked the aforementioned faculty members for their leadership on behalf of the Bridgewater State College men and women's sports programs. At that meeting she also identified what she hoped would be the department goals for the year. The first item had to be the activity requirement for the majors, and the other items, not in order of importance, were:

1. continued development of the graduate programs.
2. refining of concentrations.
3. certification of the athletic training program.
4. development of Burnell Training School physical education curriculum and its relationship to the pre adolescent concentration.
5. development of teacher certification programs in view of new state.
6. regulations scheduled to go into effect.
7. continued development of the adolescent and adult concentration with focus on older adult.
8. continued development of the recreation concentration.
9. continued development of the coaching concentration and its potential.
10. development of athletic programs and publicity of the programs.
11. development of intramural and recreation programs.
12. better department public relations and publicity of programs and department activities.

On Homecoming Day, October 28, 1978, the football field on Plymouth Street was named the Edward Swenson Field in honor of the former Athletic Director for Men's Sports at Bridgewater. Also, the tennis courts below the Shea and Durgin Dormitories, were named the Dr. Henry Rosen Tennis Courts in memory of Dr. Rosen, coach of the men's tennis team for over two decades until his death in 1975. Dr. Rosen had been Chairman of the Bridgewater State College Instructional Media Department and had been a loyal supporter of all of the Bridgewater men's athletic teams.

A department bulletin was published so that all department faculty would be informed of department activities, meetings and important notices. The faculty provided the information for the bulletin.

The department faculty who taught in the teacher preparation program and the department chairman held a workshop in Killington, Vermont. The purpose of the workshop was to identify competencies for prospective teachers within the framework of the five new certification standards established by the state of Massachusetts. This workshop was followed by the groups attendance at a teacher preparation conference sponsored annually by the Department of Health and Physical Education at the University of Vermont. This conference was held at Dartmouth College in Hanover, New Hampshire.
Students in the health education program assisted in sponsoring a Stop Smoking and Alcohol Clinic that was held at Bridgewater State College. Also four students assisted in the administration of the Northeast Forum on Community Health Promotion, held at the Park Plaza Hotel in Boston. The forum was sponsored by the United States Office of Health Information and Health Promotion, in cooperation with the National Health Council and the National Center for Health Education. At a health promotion conference held at the University of New Hampshire, Dr. Strand, Mrs. Hogg and several undergraduate and graduate students in the health programs made presentations.

During the course of the year, a philosophical question that was discussed extensively was "Is Physical Education a Discipline or a Profession?". There were lengthy discussions and position papers, but a consensus was never reached. Some courses identified as the discipline of physical education, were submitted to the college undergraduate curriculum committee to be included as part of the general education requirements, but were not approved. The inclusion of field experiences for the concentrations was found to be an excellent experience for the students because they provided real working environments. The concentration liaisons were responsible for locating the field experience locations for their concentration and excellent placement sites were found. Each concentration had its own field experience supervisors who visited the students several times at their assigned experience sites.

The quest for additional physical education facilities continued. Hopes that the college was going to obtain additional physical education facilities were raised when a communication was received from President Rondileau indicating that the facility request had been established as the number one priority in the capital budget request for Bridgewater State College. The original facilities request had been for 95,000 square feet at a cost of 6 million dollars. The communication from President Rondileau stated: "that the development might have to be in three stages. First, 50,000 square feet would be built at a cost of 3 million, secondly, existing facilities would be renovated, and thirdly, the remaining 50,000 square feet would be built for a total of 100,000 square feet". Unfortunately, funds for the construction were not granted by the state.

The question of the faculty in the Massachusetts state colleges joining a union was brought before the faculty of all the state colleges in Massachusetts. The issue was discussed and a vote taken. The vote was for a union and the Massachusetts State College Association, MTA/NEA, was formed with each state college having a union chapter. All faculty had to pay union dues whether or not they wanted to be a member of the union. One of the many union policies and procedures established was a change in the procedure for the selection of department chairmen. Prior to the establishment of the union the administration of the college appointed department chairmen. After the colleges were unionized, chairmen were elected for three year terms by the department faculty. In compliance with the union rules departments
established chairman election committees, solicited nominations, and held elections. The health and physical education department followed the procedure and Dr. Comeau was elected to a three year term beginning January 1979.

Also at that time, Dr. Frederick was appointed coordinator of field experiences, formerly called junior student teaching, and was responsible for the placement of students in the public schools. He was also the college supervisor for this aspect of the teacher preparation program. A second graduate assistant was assigned to the health and physical education department. Janet Sutherland received the assistantship and was assigned to the faculty teaching health.

A new concentration for the physical education major curriculum was developed by Dr. Sills and Dr. Otto, namely a concentration in exercise science and health fitness. The concentration was approved by the health and physical education department and all of the appropriate committees, and sent to the president of the college for his approval. In addition to the general education requirements of 45 credits, and the physical education core of 24 credits, the exercise science health fitness concentration included the following 22-24 required credits:

<table>
<thead>
<tr>
<th>Courses</th>
<th>22 or 34 credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship in Exercise Science</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Fundamentals of Athletic Training</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Cardiovascular Function, Analysis and Evaluation</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Exercise Prescription and Cardiac Rehabilitation</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Field Experience in Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum in Exercise Science</td>
<td></td>
<td>3-15</td>
</tr>
<tr>
<td>Introductory Chemistry for Life Sciences or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Chemistry</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Behavior Modification</td>
<td></td>
<td>3 17</td>
</tr>
</tbody>
</table>

In 1979, Bridgewater State College was designated by the state as one of the three state colleges in Massachusetts to be a teacher preparation center. This designation was clearly an indication of the quality of the teacher education programs at Bridgewater. Drs. Paul Dubois and Frederick Oien conducted a professional day on campus entitled “Field Based Supervision”. The Guest Speaker for the day was Dr. Larry Locke, professor in the University of Massachusetts at Amherst Physical Education Department. Dr. Locke was a well known educator and an expert in the area of teacher preparation. Participants in the professional day were public school, college and university educators.

Colleges and universities were invited to have their best men and women’s intramural teams participate in a nationwide intramural olympic tournament in the spring of 1979. There were regional tournaments prior to the national tournament. Bridgewater State College sent a women’s intramural team to participate in the eastern
regional tournament, held at Rhode Island College. Each team in the tournament competed in basketball, volleyball, swimming and track. Points were awarded for each team's final placement in each sport. The tournament's winning team was determined by the total number of points a team accumulated. The Bridgewater team won first place in the eastern regional tournament beating the University of Massachusetts by one point. The Bridgewater team then went on an all expense paid weekend trip, to participate in the national tournament at the University of Miami, Florida, courtesy of the sponsor the Schlitz Brewing Company. Miss Kendall, intramural recreation coordinator, was responsible for the Bridgewater entry in the tournament and was the chaperone on the trips.

During the 1979-80 academic year, Dr. Strand and Mrs. Hogg organized a Student Action for Conservation Club which had 54 members from the following areas of study: communication arts and science, health, psychology, and sociology. The objectives of the club were:

1. To increase the quality of life and enhance the overall health of the Campus Community;
2. to broaden the awareness of the field of Health by presenting current health issues; and
3. to provide an opportunity for interaction from students of all Majors in the field of Health through field trips, guest speakers and presentations, community service activities etc. 

Programs sponsored by the club were: the second Annual Great American Smoke-Out, held on campus in affiliation with the Medical Foundation and the Cancer Society; a Jog-a-thon; two events for Women's Week, held at Bridgewater; and other activities with health associations in the state. In addition, the faculty teaching health sponsored a Southeastern Regional Education Workshop. Topics at the workshop were: nutrition; dental health; alcohol; human sexuality; parenting; C.P.R., and physical fitness. Guest lecturers from throughout the state conducted the sessions.

Dr. Otto also conducted physiology of exercise seminars in which current research topics in the field were discussed by students and faculty.

After the implementation of the new curriculum for the health and physical education majors a new faculty load credit formula was developed for the health and physical education department faculty as follows:

Theory courses
1 hour per semester 1 credit
1 hour per quarter .5 credit
Dr. Linda DelGreco joined the health and physical education department in September 1979 replacing Dr. Strand who resigned from the college. Dr. Oien also resigned from the college, but he was not replaced that year.

In the fall of 1979 a new building, the new Burnell Campus Laboratory School opened. This facility replaced the Burnell Training School on Grove Street (now Harrington Hall, named in honor of former Dean Lee Harrington). The new Burnell Laboratory School was a modern facility with carpeted classrooms, a large media center and television studio, a cafetorium, music, art, and science rooms and a gymnasium. The inclusion of a full size gymnasium at the new Burnell School was greatly appreciated since the physical education program could be expanded and a full time physical education teacher could be hired. Mr. Samuel Baumgarten, a physical educator graduate of Brown University, B.A., and New York University, M.A., filled the position. Some of the Bridgewater physical education majors specializing in elementary physical education were assigned to the school for their field based practicum and student teaching.

Mr. Baumgarten explains the Burnell Laboratory School Physical Education Program as follows:

*This new physical education program at Burnell provides for skill development in three major areas: games, dance, and gymnastics. Within these three program areas, themes are chosen for a series of lessons which focus one or more of the four aspects of movement (as described and explained by Rudolf Laban); 1) body awareness—what the body is doing: locomotor, non-locomotor, and manipulative*
skills; 2) spatial awareness—where the body is going; directions, levels, pathways, extensions, planes; 3) effort awareness—how the body is moving; how fast, the amount of force, with what kind of flow; 4) relationship awareness—with whom or what is the activity being done; body part relationships, partner and group work, cooperation, competition, equipment, and apparatus.

While implementing lessons on various movement themes, the teacher works toward objectives in the psychomotor, cognitive, and affective domains. In the psychomotor domain, the development of versatility, efficiency, and effectiveness in movement is of paramount importance. Opportunities are provided for the child to realize his or her potential and develop fitness in all aspects of movement.

In the cognitive domain, the learner gains and applies the knowledge that governs human movement. Further, lesson tasks are presented in such a way as to foster the cognitive skills of divergent thinking, decision making, and problem solving.

With regard to the affective domain, the learner becomes aware of his or her feelings about movement, and, hopefully, finds meaning, significance, and joy in movement. In this area, too, focus is placed on proper behavior, good social relations, and effective work habits.

In meeting these objectives and in making sure that physical education plays a vital role in the total education of the child, the teacher selects from a full variety of teaching styles. But, that selection is made with a consistent philosophy in mind, a philosophy which respects the individual child, recognizes his or her ability to think and make decisions, and fosters independence. In other words, the process of learning, or how the child learns, is as important as the product of learning.

Respect for the process of learning is reflected in the way tasks are set. The tasks allow each child to answer in some way. More open tasks provide for exploration and encourage divergent responses, while closed tasks, even though still allowing for diversity, focus on particular aspects of skill, and thus push the student to develop quality movement.

Throughout the program, physical fitness is emphasized and developed through specific fitness, through the variety of activities in each lesson, and through maximum participation. More specific emphasis on fitness occurs in the fifth and sixth grade through health related fitness testing.
In addition to the daily program, Mr. Baumgarten has conducted numerous special events and activities, which have involved the children, their families, and the community. Among these are an annual one mile road race for all children in Bridgewater, a Jump Rope for Heart, parent-child participation evenings, a school-wide Olympics conducted every four years to coincide with the world Olympics, and after-school sports programs.

In sum, the Burnell physical education program provides a well-rounded, balanced exposure to games, dance, and gymnastics. A child, upon leaving Burnell at the end of sixth grade, should have developed skill and a feeling of comfort as a games player, dancer, or gymnast, and should have sufficient fitness and knowledge to be on the way to lifelong movement and health. 19

In view of the addition of the recreation concentration to the physical education major curriculum, the department faculty voted to add recreation to the title of the department. This change in title was approved by the administration and the department became the Bridgewater State College Department of Health, Physical Education and Recreation.

New Teacher Preparation regulations were passed by the state of Massachusetts which required changes in the department teacher preparation options. These changes were

1. Teacher certificates for health and physical education were changed from one certificate for grades K-12 to two certificates. One certificate for grades K-9 and one certificate for grades 5-12.
2. Student teaching was changed from a quarter course for six credits, to a semester course for fifteen credits at the desired certificate level.
3. A student teaching seminar for one credit was required for all certification levels.20

In order to meet the new requirements new courses were developed and appropriate adjustments in the teacher certification in physical education option were made. Also, department policies relative to student teaching were revised. One revised policy stated: “while student teaching students may not participated in campus activities nor take courses since that would detract from their teaching, experience”. A second revised policy stated: “students on athletic teams must apply for student teaching during their off season semester”.21
A National Athletic Training Association (NATA) Accrediting Team, of two members visited Bridgewater State College to evaluate the athletic training concentration program in 1979-80. Following the Visiting Team’s visitation the comments relative to their visit were:

1. The training facility - was the best in New England small colleges
2. High standard of education - for both practical and classroom theory
3. Practical on the job training - coach/trainer and athlete/coach relationship very good
4. Physiology of Exercise Laboratory - was super
5. Modalities in Athletic Training Program - diathermy, sound, paraffin, hydroculator, whirlpool, exercise, electric stimulation and manual resistance very good 22

The health, physical education and recreation department was overjoyed to learn that the athletic training concentration had been accredited with one restriction. This restriction was based on the fact that there were only two athletic trainers in the health, physical education, and recreation department which limited the number of students in the program. This limitation meant that only ten certified trainers could be graduated from the program each year. In view of this restriction, selection-retention procedures for the athletic training concentration were established by Miss Popivchak the concentration liaison, and Mr. Gerkin, the college athletic trainer. The selection-retention requirements were:

1. a written application form with an essay, 2. three letters of recommendation,
3. an interview, and 4. Maintains an overall Q.P.A. of 2.0 or better.

The Health, Physical Education and Recreation Department once again submitted a proposal to the college faculty council requesting that some physical education and dance courses be included in the general education requirement. (GER) as disciplinary studies. The dance courses were approved as courses in the GER, however the physical education courses were not approved.

After the new physical education major curriculum had been in effect for a period of time, it was determined that the field experience policies and procedures needed to be standardized. The matter was resolved by the college field experience supervisors who met and established requirements and evaluation policies and procedures for all field experiences.

The graduate programs were studied through a questionnaire distributed to students in the programs and graduates of the programs. In order to broaden the Masters Degree in Health the degree was changed from a Master of education in Health Education to a Master of Education in Health Science. This degree designation change was made to broaden the scope of the degree
program and accommodate individuals in health related professions in business, industry, health agencies, community based organizations, as well as educators. The department health programs had seventy one students in the Master's degree program and fifty one students in the undergraduate health minor. Twenty nine students in the health minor were physical education majors and twenty two were majors in other disciplines.

By 1979 the 53 items which had been identified by the Health and Physical Education Department faculty as “Issues, Problems, and Concerns” in 1970 had been addressed and most of them had been resolved.

A memory of the 1970's by Mary Ellen Miller Filosa, class of 1974 follows:

A special memory I have is boarding the bus and going to a dance hosted by our counterparts at the "other Bridgewater State" - MCI. It was quite scary passing through the security gates but who can ever forget the slick hair, nervous smiles, and sweaty palms of the guys as they asked us to dance. - I guess the school must have thought that the P.E. Majors could take care of themselves.

Memories of the 1970's by other members of classes during the 1970-1980 decade were:

Intercollegiate competition  
The Majors Club  
Taking the bus to the "cow pasture" for field hockey classes  
Blue tunics and blue kilts  
Teaching dance to deaf students at Randolph School for the deaf  
Participating in First National Basketball Tournament for Women held at Northeastern University  
Eight a.m. swim class followed by a class at Boyden, frozen hair all winter  
Friendships outside my major have lasted  
Competing on women's basketball team  
Were good competitors and good friends  
Camaraderie we had was unforgettable  
Curriculum shake up began with our class - Majors had more choice of electives and flexibility in program  
Being a part of the "physie" experience. A group of closely knit friends who got along and helped each other  
Dr. Moriarty's old skeleton  
Gymnastics Club - undefeated  
Marching to Brockton to stop bombing in Viet Nam  
Playing lacrosse on cow pasture
PEM Club meetings
New Student Union
Ski trip - Pleasant Mt., Evergreen Valley, Maine
Attending dances at MCI Bridgewater - what an experience
Modern Dance Performances
Religious discussions - Pope Hall basement
Cold, icy walks to and from the hill
Fencing matches
Concerts and political speakers
Billiards in Student Union
WRA trips - skiing, biking to Plymouth, backpacking
Aquabrytes
PEM shows
Friends and professional nature of Physical Education faculty
Participating intercollegiate basketball and softball
Men first admitted to the Physical Education major
Undefeated lacrosse season
First student to do student teaching in the international program - London
Member of first co-ed graduating class
Getting caught sunbathing on Tilly roof
The streakers running thru the dinning hall
Camping out on the front stairs of the Union the night before registration
Running track and cross country
Meeting my wife to be
Adaptive Physical Education - experiencing a "blind" day
Winter camping trip to western Mass
Children's Physical Developmental Clinic
Hopscotch marathon to benefit Children's Clinic
The blizzard of '78 - beautiful campus under snow - no beer left in Bridgewater by end of week
Traveling to AIAW eastern states swimming championships in Philly
Made U. S. Lacrosse squad
The Father Joe experience
The Bears baseball team
Undergraduate teacher preparation program at BSC is one of the best in the U.S.A. Have traveled through schooling, employment, and professional work in over 20 states and can unreservedly say that statement.
Children's Physical Developmental Clinic - special honor to be chosen to work in Clinic - a most valuable, impressionable experience
Social and educational skills
Going to Florida as contestant winner for Intramural Olympics
sponsored by Schlitz and WRA
Men's Physical Education major uniform - red P.E. shirt and
shorts
Being a Children's Developmental Clinic clinician for four
years
HPERD Club
Health fairs
The “Rat”
Being a part the HPER department
Participating in Student Union activities as Board of Governor

1 WRA minutes, (1970).
2 Joint Health and Physical Education Department meeting minutes, (1971).
3 First program of the Dr. Mary Jo Moriarty Lecture Series, (1971).
4 Bridgewater State College Men’s Health and Physical Education Department proposal for a major in health and physical
5 Bridgewater State College Department of Health and Physical Education Men’s Department, Proposal for a Major in Health
7 Catherine Comeau’s Bridgewater State College Health and Physical Education Department file, Minutes of Physical
Education Major Study Committee, (1972-73).
11 Catherine Comeau’s, Bridgewater State College Health and Physical Education Department file, (1975-76).
12 Ibid.
13 Bridgewater State College, Undergraduate Curriculum Committee written communication to Department Chairman, Dr.
14 Thomas Walsh, Bridgewater State College Registrar, written communication to Department Chairmen, Dr. Comeau, (1977).
16 President Adrian Rondileau, Communication to Dr. Comeau, Chairman Bridgewater Health, Physical Education and
Recreation Department, (1979).
17 Catherine Comeau’s Bridgewater State College Health and Physical Education Department, Concentration File,(1979).
19 Sam Baumgarten, written communication to author, (1997).
20 Health, Physical Education and Recreation Department, Curriculum Committee meeting minutes, (1979).
21 Catherine Comeau’s Health and Education Department file, (1978 - 79).
22 National Athletic Trainers’ Association Visiting Team Report, (June, 1980).
23 Bridgewater State College Yearbooks, (1970-1979), and Hyannis Bridgewater Physical Education Alumni Association
CHAPTER VII
THE EIGHTIES

In September 1980, Dr. Douglas Winnail, a graduate of Washington and Jefferson College, B.A., University of Mississippi, School of Medicine, M.S. Ph.D., joined the Health and Physical Education Department faculty to teach in the area of public health. Miss Toni Ljunnberg also joined the department faculty to teach health. Mrs. Blenkiron and Dr. Meier continued teaching health as part-time faculty.

Through the efforts of Dr. Paul Dubois a grant of $33,000.00 was awarded to Bridgewater State College, Health, Physical Education and Recreation Department in 1980. The grant was for the development and implementation of a physical fitness program for Fall River firefighters. Funding for the grant was provided by the Massachusetts Division of Preventive Medicine, (D.P.M.). The grant proposal was developed by D.P.M. with the assistance of the Governor's Committee on Physical Fitness and Sports. The objectives of the grant were:

1. To serve as a model program for other fire departments throughout the State.
2. To reduce the CHD risk factors and increase the overall physical fitness of firefighters.
3. To provide undergraduate physical education majors with experiences that will provide them with opportunities outside of the teaching profession. 

The grant program was developed by Miss Suzanne Fields of the Division of Preventive Medicine in collaboration with Dr. Dubois of Bridgewater State College Health, Physical Education and Recreation Department. The grant program personnel were Dr. Dubois, program director; Dr. Otto, technical advisor, and Dr. Sills all of the Bridgewater Health and Physical Education Department; Drs. Fleming and Greenwald of the Bridgewater Psychology Department; workshop leaders. Cathy Kunz, a graduate assistant, and six undergraduate students, hired through the grant; served as educational counselors. Mr. Dick Fontaine, Bridgewater Computer Center Director, and his staff, assisted with the statistical analysis. According to the Medical Foundation:

*The Bridgewater / Fall River program is the first fitness program for public employees in the commonwealth to be attempted in a systematic, rigorous way although there are other comparable programs in other states.*

A New England Conference on Cardiovascular Health in Youth and Adolescents was held in the Kelly Gymnasium at Bridgewater State College in 1980. Dr. Sills coordinated the conference which was attended by nurses, athletic trainers, health educators and physical educators from Massachusetts, New Hampshire, and Rhode Island. The conference topics were: etiology of heart disease in children; effects of nutrition and exercise on cardiovascular health; health related fitness and body assessment techniques; health fitness activities; heart health program; and heart health curriculum development.
techniques. Seven Health Physical Education and Recreation Department faculty and 10 members of the Collegiate Alliance for the Study of Human Performance (CASHP) made presentations while other members of CASHP assisted at the conference as ushers and helpers. Continuing education credits were given for the conference.

The Health, Physical Education, and Recreation (HPER) Club, whose advisor was Dr. Frederick, sponsored a demonstration at the South Shore Mall. The demonstrations conducted by the students included health fitness, athletic training, and games and activities for elementary age children. College and department brochures were also available to publicize college and department programs.

Mrs. Ann Jardulo, a dedicated and outstanding secretary in the Health, Physical Education and Recreation Department for seven years, received a promotion and transferred to the registrar's office. She was replaced by Mrs. Evelyn Archibald.

Dr. Larry Locke, and a group of his University of Massachusetts at Amherst students came to Bridgewater to meet with the department's faculty and students in the teacher preparation program to discuss education issues.

During state college week, the Health, Physical Education and Recreation Department faculty conducted programs in which the college students participated. These programs led by Miss Krasinski, Mr. Yeskewicz, and Miss Rugen were: a New Games program, an aquatic programs, and an October Fest. Miss. Kendall, Mrs. Harris and Dr. Huber prepared a slide presentation of department concentrations, recreation programs and the Children's Developmental Clinic for the week's program.

Dr. Sills received a grant for a Cardiovascular Health Program for Senior Citizens. The program involved 10 communities in conjunction with South Shore Home Care. The grant included $10,000.00 for the purchase of equipment and to hire a graduate assistant for the program.

In December 1980, Miss Popichak the athletic trainer educator, who had been instrumental in developing the athletic training concentration, resigned from the college. She was replaced by Miss Marcia Anderson, a graduate of Upper Iowa University B.S.; Indiana University M.S., and a certified athletic trainer, who assumed the position of athletic trainer educator. The following month, Mrs. Jean Fitzpatrick, a graduate of the Massachusetts General Hospital School of Nursing R.N., Boston College School of Nursing, B.S., Boston College Graduate School of Arts and Sciences M.S., and a doctoral candidate at Boston University, joined the Health, Physical Education, and Recreation Department to teach health.
A hydrostatic weighing project was initiated by Dr. Otto of the Health, Physical Education and Recreation Department. The project used hydrostatic underwater weighing equipment which had been purchased by the department. When the equipment arrived it was too large to fit through any of the swimming pool doors. Fortunately Dr. Otto found that the tank could be cut in half and moved in through the pool doors and soldered together. The project used the hydrostatic equipment to determine an individual's body fat, lean body weight, and ideal body weight. The participants in the project were Bridgewater athletes and members of the general public. CASHP students assisted Dr. Otto in administering this very successful project. Another project which both Dr. Otto, Dr. Sills and the students in CASHP sponsored was a faculty-staff fitness program. Both of these programs were very successful and beneficial to the participants.

After careful study, the Adolescent and Adult Concentration underwent a change in program focus from adolescents and adults to adults only evolving into an Adult Concentration. This change was made in view of the increase in the senior citizen population and the need for physical educators to serve this population. Miss Rugen a member of this concentration committee, participated in southeastern Massachusetts regional conferences on gerontology to assist in the development of the concentration's new focus.

The 1980-81 academic year was the seventh year of the Children's Physical Developmental Clinic. The Saturday morning training sessions for the clinicians, prior to the beginning of the clinic program continued. The guest speakers at these sessions were video taped, and a library of the taped lectures developed. In an effort to raise money to buy equipment for the clinic, Dr. Huber and the clinicians sponsored a five mile road race which attracted runners from throughout the state.

The faculty teaching Health had a busy year developing new directions for the health programs at the undergraduate and graduate levels. Their work focused on allied health programs to better prepare health promotion professionals. The M. Ed in health was changed to an M. Ed in health promotion with a conceptual framework relevant to contemporary thought in Health. A new Health, Physical Education and Recreation Department brochure and slide presentation were developed and used to promote the department undergraduate and graduate programs.

Dr. Knudson and Dr. Otto developed a Par Course (fitness course) on campus for the use of Bridgewater State college students and community to aid them to develop and or maintain physical fitness.

In the spring of 1981, the American Alliance for Health, Physical Education, Recreation and Dance, the National professional association for health, physical education and recreation educators and students studying in those fields, held its annual convention in Boston. The Massachusetts Association for Health, Physical Education, Recreation and Dance was the host state for the convention, and Bridgewater State College's Miss
Johanne Smith, president of the state association, was the hostess. Mr. Joseph McKenney was the convention manager, Mrs. Harris and Bridgewater students were in charge of registration, and Dr. Comeau was in charge of hospitality. Dr. Phillips and some Bridgewater physical education majors gave a square dance demonstration. A Bridgewater social hour was held as a part of the convention program, with over 150 Bridgewater alumni, faculty, students and friends in attendance.

The convention was a great success with over 10,000 health, physical education, recreation and dance educators, athletic directors, athletic trainers, and student majors in attendance. This success was due to the association's officers, presenters, workers, and the outstanding work of the convention manager, Mr. Joseph McKenney who was affectionately called Mr. Boston. Joe McKenney had been director of physical education in Boston for many years prior to his position as assistant superintendent of the Boston public schools at the time of the convention. The Massachusetts Association for Health, Physical Education, Recreation and Dance has a prestigious award in honor of Joseph McKenney which some of the Bridgewater State College physical education major graduates and department faculty have received.

During the 1980-81 academic year, the Women's Recreation Association (WRA) and the Men's Athletic Association (MAA) joined together to form a new organization called the Bridgewater Association for Intramurals, Recreation and Sport (BAIRS). This new organization functioned effectively under the leadership of the intramural recreation coordinator, Miss Kendall. The association officers planned and conducted separate and coeducational recreation programs as appropriate. BAIRS also published a publication called "The BAIRS Facts" which reported on intramural, recreation and athletic activities.

Three successful camp programs were held on the Bridgewater campus in the summer of 1981. Mr. Mazzaferro, head football coach, conducted a football camp; Miss Thimas, the field hockey coach, conducted a field hockey camp; and Mr. Yeskewicz, coach of the men's swimming team, conducted a swimming camp.

During academic year 1981-82, the number of physical education majors at Bridgewater had decreased to 543 students. There was also a decrease in the number of students in the Special Education and Elementary Education Departments. The reason for the decrease in these majors is difficult to explain. It may have been due to the passage of Proposition 2 1/2 in Massachusetts, which had an adverse effect on new positions in education related fields.

After careful study the activity requirement for physical education majors was revised and implemented in the fall of 1981. The new requirement was as follows:

1. A core of nine courses was required for all concentrations
2. Activity courses should include: the affective, cognitive, and psychomotor domains, with emphasis on:
A. Understanding of performance.
B. Ability to analyze one's own performance and the performance of others.
C. Ability to apply rules and strategies to performance.

3. The required courses were:
   A. One course from each of the following areas: individual or dual sports; team sports; dance; and aquatics.
   B. Two elective courses must be taken from one or two of the following: individual or dual sports; team sports; dance; and aquatics.
   C. Three Physical Education activity courses may be taken in any area.

4. Students in the Teacher Preparation Options were required to take the core activity courses and additional activity courses according to the level of certification for which they were studying:
   A. Students in the grades K-9 Certification Option, were required to take: gymnastics; track and field; soccer; creative modern dance; folk or square dance; and aquatics.
   B. Students in the grades 5-12 Certification Option were required to take: gymnastics; track and field; a racket sport, and one other individual sport; a field sport; aquatics; and conditioning.

5. Concentrations could require activity courses in addition to the required core activity courses to meet their program need.

An Interstate Certification Compact, (ICC), accrediting team was again on campus in November 1981. The Health, Physical Education and Recreation Department's Teacher Preparation Programs were evaluated and approved which meant that graduates of the department's teacher preparation programs would be certified to teach in those states which were members of the ICC.

In view of the very poor condition of the newly constructed outdoor facilities, including the fields, track and tennis courts, a report of their condition was sent to President Rondileau. The report included the following: some fields were unusable due to lack of proper drainage, ruts, holes, rocks, broken glass, and exposed pipes. Other fields had developed bare spots that turned into mud patches in wet weather. The track and tennis courts had cracks and frost heaves which created serious safety hazards to individuals using these facilities. In response to the department report President Rondileau, Mr. Meany and a group of college trustees met with Dr. Comeau, Mr. Lehmann, and Dr. Thornburg to inspect the facilities. The president and the trustees found the facilities as reported and were very concerned about their condition. Unfortunately, when the fields and tennis courts were constructed, proper drainage had not been provided. The subject of drainage had been a concern of the department field committee expressed to the contractor prior to and a number of times during construction. This concern had not been appropriately addressed requiring additional work on the fields and tennis courts.
The new exercise science health fitness concentration for the physical education major had been approved by all appropriate personnel and the president. A few changes in the initial presentation were made and the concentration was implemented in the fall of 1981, as follows:

<table>
<thead>
<tr>
<th>Physical Education Major</th>
<th>24 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Science Health Fitness</td>
<td>22 credits</td>
</tr>
<tr>
<td>Apprenticeship in Exercise Science/Health Fitness</td>
<td>1 cr.</td>
</tr>
<tr>
<td>Fundamentals of Athletic Training</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Physiology of Exercise II</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Cardiovascular Function, Analysis and Evaluation</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Field Experience in Physical Education Practicum in Exercise Science</td>
<td>3 crs.</td>
</tr>
<tr>
<td>General Chemistry I or CH 102 Chemistry</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Behavior Modification</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3 crs.</td>
</tr>
</tbody>
</table>

At a department meeting in the fall, the Health, Physical Education and Recreation Department faculty met in groups of three to discuss the following: 1. How can we increase class enrollments, 2. How can we increase or draw students to activity classes in the service program, 3. How can we further develop the undergraduate and graduate programs? These sessions produced some excellent ideas which were further explored for implementation.

In November, a self study report for the New England Association of Schools and Colleges Accrediting Team's visit to campus was due. The accreditation was for the college as a whole as well as individual departments. This accreditation was very important since Bridgewater State College was up for tenure review. Also, the report was to be used by the Massachusetts Board of Regents to determine the future of Bridgewater State College and its departments. All aspects of department programs, including department files, record keeping, etc. were very carefully scrutinized by the accrediting team.

The Bridgewater College's future directions identified in the self study report, were:
1. Continuing and strengthening of liberal arts programs
2. Continuation of teacher preparation programs with a strong commitment to this area, as Bridgewater had been designated as one of the state colleges with strength in teacher preparation
3. A management program to be developed
4. An environmental science program to be developed
5. The health and human services area would be focused on due to the State College system study which identified the necessity for program development to meet the needs of human service personnel in the state.
A meeting of all Bridgewater College faculty was held on campus to explore what courses and programs the college could offer to meet the needs of the 7000 human service personnel in southeastern Massachusetts. Following this meeting, some Health, Physical Education and Recreation Department undergraduate courses were developed to meet the needs of the human service personnel to be offered through the Division of Continuing Education's afternoon and evening program.

A college open house was again sponsored in December with the Health and Physical Education Department participating in the program. The department's program included demonstrations of its programs, the department's exhibit-display of photographs, and program information for each concentration.

Some of the activities of department organizations included: change of name for the PEM Club to HPER Club so as to include students in the club from Health, and Recreation areas of study. Under Dr. Frederick's leadership as club advisor, the club sponsored a jump-a-thon to collect money for the Heart Association. One student jumped for three hours without rest and Miss Smith anchored the faculty team. The event raised $1,400.00 for the Heart Association. Also the Bridgewater Running Club, whose advisor was Dr. Knudson, sponsored a "Running and Fitness Week". Bill Rogers, the noted Massachusetts runner was on the Bridgewater campus to "kick off" the week. As a service to girl's public school athletics in the southeastern Massachusetts area, Miss Mary Lou Thimas held a field hockey play day for high school students at Bridgewater State College. Members of the Bridgewater men's Swimming Team participated in the New England Intercollegiate Association Championships at the University of Rhode Island where a Bridgewater swimmer qualified for the NCAA Division III Championships held at Washington and Lee College in Virginia. The Women's Track Team also participated in a championship. It was the EAIAW Track and Field Championships held at Towson State University, in Maryland. Dr. Jean Fitzpatrick organized an organization for students specializing in the area of health, called a Health Professional Association.

Under union rules, Dr. Comeau's term of office as department chairman ended and Dr. Braun was elected chairman for a three year term.

At the annual Massachusetts Association for Health, Physical Education, Recreation, and Dance convention, held in Hyannis, Mrs. Harris and several of her students conducted a session called "Leisure Education Do It". Dr. Sills and several of his students conducted a session called "Risk Factor Identification Screening". At the Eastern District Association of the American Alliance for Health, Physical Education, Recreation and Dance Convention, Dr. Joseph Huber and several of his students conducted a session called "A Student Oriented Adapted Physical Education Program - Fun With A Special Friend".
A coaching minor was approved by the Health, Physical Education and Recreation department faculty and curriculum committee, and sent to the college curriculum committee for approval.

In September 1982 two new faculty members joined the Health, Physical Education and Recreation Department faculty. They were Dr. Edward Hart, a graduate of West Chester State College B.S., West Virginia University M.S., and University of Maryland Ph.D.; to replace Dr. Winnail who had resigned from the college. Dr. Hart was hired to teach Health. The other faculty position was filled by Dr. Robert Haslam, a graduate of Northeastern University B.S., and University of Maryland M.A. and Ph.D., who replaced Dr. Sills who had also resigned from the college. Dr. Haslam was hired to teach courses in the exercise science area. Miss Kendall, intramural-recreation coordinator also resigned from the college, and was replaced by Mr. Michael Storey. The department was granted a graduate assistant position which was awarded to Cindy Wentworth. Mrs. Carole Phillips joined the department secretarial staff as a part time employee.

The department undergraduate curriculum committee structure was discussed by the faculty, and a decision to change the structure was made. Instead of the committee being composed of liaisons from each of the concentrations, the committee membership would be: a representative of the core, a representative of the teacher preparation options, student representatives elected by the students, three faculty members elected by the faculty, and two faculty members appointed by the department chairman.

In an effort to assist in the recruitment of students to Bridgewater, an association called "The Friends of Bridgewater" was organized. A department recruitment committee was also organized and a new brochure to recruit students for the Health, Physical Education and Recreation programs, which had decreased to 495 students, was established. During the year members of the department recruitment committee contacted prospective students by phone or mail. Each year a College Open House was held in November as a recruitment endeavor to orient prospective students. Another recruitment endeavor was the annual college open house.

Dr. Hazel Schopp conducted a workshop - "Leadership Styles", at the Girl Scouts of America, U.S.A.'s Tri Annual New England Regional Conference. She also conducted her Annual Sports Day for 265 Girl Scouts with the assistance of students from her elementary classroom teacher physical Education class.

The Bridgewater college students were treated to a demonstration of weight lifting techniques given by a weight training coach for the New England Patriots. The coach was invited to the campus by Bridgewater's football coach Mr. Mazzaferro.

Individuals who were interested in a cardiovascular health program were invited to participate in a volunteer program sponsored by Dr. Haslam. The program included tests of
aerobic fitness, body composition, pulmonary assessment, and flexibility. The purpose of the testing was to determine each individual's body composition in order to establish an exercise program for each individual.

In order to make the Kelly Gymnasium handicap accessible as required by the federal regulation for public buildings, a ramp was built at the front entrance to the building. The ramp provided access to the classrooms and offices. A wheelchair lift was installed at the back stairs of the building which provided access to the gymnasiums from the locker rooms.

The first Health, Physical Education and Recreation Department interdisciplinary course was developed by Dr. Jean Fitzpatrick. The course was a cooperative venture between the health sciences and the Department of Social Work. The title of the course was an "Interdisciplinary Approach to the Delivery of Health Science". The course was approved by the Health, Physical Education and Recreation Department faculty and curriculum committee and sent to the college curriculum committee.

Dr. Fitzpatrick was also a participant in the 2nd World Congress on prison health care. She presented a paper on the "Evaluation of Health Care Services" which was translated into four languages. Dr. Fitzpatrick was the only participant from a Massachusetts college, and a state college in the United States.

An Elementary Education Conference organized by Dr. Frederick was held at Bridgewater State College in the spring of 1982. Dr. Marjorie Hanson, Vice President of the American Alliance for Health, Physical Education, Recreation and Dance, and Elementary Consultant, was the conference guest speaker. Dr. Hanson's presentation focused on the needs, problems and issues concerning elementary physical education. Conference participants were elementary physical educators and education professionals from throughout New England. The following day, Dr. Hanson met with the Bridgewater Health, Physical Education and Recreation Department faculty and majors. At that meeting, she discussed the educational values of physical education, current trends in elementary physical education, the fitness boom's effect on elementary physical education, and the future of physical education for children. Another program held in the spring during the semester break, was a Firefighter's Fitness Workshop conducted by Drs. Dubois, Hart and Haslam and graduate assistant Cindy Wentworth.

Dr. Comeau who was the college supervisor for the motor development therapy/adapted physical education and exercise science/health fitness concentrations developed field experience handbooks for these concentrations.

Mrs. Nancy Jenesky joined the Health, Physical Education and Recreation Department staff as a department secretary. She replaced Mrs. Evelyn Archibald who transferred to the Humanities Department.
The college held its annual Open House and the Health, Physical Education and Recreation Department participated in the program as usual. The department program included: a swimming meet, and a men's basketball scrimmage. Faculty and physical education majors were available in the physiology of exercise lab and athletic training rooms to answer questions, and the department exhibit was on display in the student center.

Although athletics, intramurals and recreation had always been an integral part of the Health and Physical Education Department, the responsibility for these programs changed in the 1982-83 academic year. That year a decision was made at the department's administrative level to relinquish the responsibility for these programs to the vice president for student services. Soon thereafter, an Athletic Department was established to be responsible for men and women's athletics, intramurals and recreation. A college committee was established by the president of the college to review candidates for the position of athletic director, who would be responsible for the new department under the Vice President for Student Services, David Deep. Mr. Bo Ruggiero, who was the women's basketball coach at the Bridgewater college, was appointed athletic director. Miss Mary Lou Thimas, who had been the Women's Athletic Director and a member of the Health, Physical Education and Recreation Department transferred to the new athletic department as associate athletic director. Mr. Michael Storey retained his position as coordinator of intramurals and recreation and also transferred from the Health, Physical Education and Recreation Department to the new athletic department. Mr. Ruggiero continued as the women's basketball coach in conjunction with his position as athletic director, and Miss Thimas continued as the women's field hockey coach while assuming her new position as associate athletic director.

The Children's Physical Developmental Clinic celebrated its tenth year of dedicated service to the community in 1983. As in past years, the number of individuals interested in the clinic program as participants and clinicians exceeded the number that could be accommodated due to the limited facilities. Dr. Huber, Miss Smith and the Bridgewater student clinicians' dedication to the clinic program was exemplary and was deeply appreciated by the children in the clinic as well as their parents. One of the clinic clinicians wrote a poem for the Tenth Anniversary of the clinic program which follows:
The morning breaks and with it comes
Such hopes and dreams anew
Along with the courage to try
To make them all come true.

For it is this which counts the most
Within this love filled place.
The thrill is not winning
But in courage to join the race.

And join the race these children do
through each and every day.
Their "handicaps" will not prevent
A life of worth and play.

It is this play through which they grow,
And live and laugh and share.
They do so with Clinicians who
Caringly persever.

Devotedly they strive to meet
The potential they all feel
For it is hope, not impairment
That's meaning is most real.

The bond they share together is
Of themselves they do believe
And in this place, the more they give,
Ten times more they receive.

For we touch lives as life goes on
Becoming a true part
Here they reach for each other's hand
And touch each others heart.

This place is filled with promise and
Enthusiastic song.
A place to live and love and learn
A soul's place to belong.

Lisa Gouveia, B.S.C. '84
(Printed by permission)

A Bridgewater State College Dance Company was founded in 1983 to promote the
performance of dance. The company sponsored two student performances a year and acted
as host to a variety of professional dance groups. It also performed for a number of events
such as the MAHPERD State Convention, Bridgewater State College Heritage Days and the
Creed and Fine Arts Festival.

A Recreation Minor was developed and approved by the Health and Physical
Education Department faculty and department curriculum committee. The proposal was sent
to the college curriculum committee, and President Rondileau for their approval. The
proposed Recreation Minor would be open to all Bridgewater College students. It provided
areas of specialization within the minor. These specialization's were: Therapeutic
Recreation Specialist; Outdoor Recreation Specialist; Play Specialist; or a Recreation
Generalist.
Core Courses for all areas of specialization 15 Credits

Introduction to Recreation 3 crs.
Leadership and the Group Process. 3 crs.
Organization and Administration of Public Recreation 3 crs.
Programming for Recreation and Leisure 3 crs.

The program for each specialization follows:

Therapeutic Recreation Specialist
Developmental and Adapted Physical Education 3 crs.
Advanced Study of Motor Programs for Special Needs Children 3 crs.

Electives:
Theoretical and Practical Use of Wheelchairs for Mobility, Sports and Leisure 3 crs.
Adapted and Recreational Aquatics for the Disabled and Handicapped 3 crs.
Adventure Programs 3 crs.
Exercise Prescription and Cardiac Rehabilitation 3 crs.
Rhythmic Activities Programs for all Ages 1 cr.

Outdoor Recreation Specialist
Outdoor Recreation Resources 3 crs.
Camp Leadership and Organized Camping 3 crs.
Adventure Programs 3 crs.

Play Specialist
Play Theory and Play Environment 3 crs.
Teaching Educational Dance, Games and Gymnastics to Children 3 crs.
Creative Dance for Children 3 crs.
Fundamentals of Movement Education 3 crs.

Recreation Generalist
Theory and Principles of Leisure 3 crs.
Park and Recreation Facilities 3 crs.
Field Problems in Recreation 3 crs.

All Concentrations require a Field Experience for 3-15 credits.
Several curriculum changes were made during academic year 1983-84. The title of the Physical Education for the Preadolescent Child Concentration was changed to Programs for Children and Youth Concentration. Another change required students taking a double teaching certification in health and physical education to take a semester of student teaching in the primary area and a half semester in the secondary area.

At the end of the first semester in December 1983, Dr. Edward Braun resigned as Chairman of the Health, Physical Education, and Recreation Department after having served one year of a three year term. He was replaced by Dr. Dubois who was elected department chairman for a three year term beginning in January 1984.

Dr. Fitzpatrick was principal investigator for two health research projects conducted on the Bridgewater State College campus. One project was a health survey and the other a study of attitude change resulting from a Department of Public Health funded Alcohol/Smoking Prevention Program.

Dr. Frederick of the Health, Physical Education and Recreation Department, Mr. Sam Baumgarten, the physical education teacher at the Burnell School, and Mr. Paul Doucette, elementary physical education teacher in Whitman, presented "An Elementary Physical Education Workshop" at the Massachusetts Association for Health, Physical Education, Recreation and Dance Convention. Over 200 individuals participated in their program. A Bridgewater social hour was held at the convention with 150-175 people in attendance. Another department faculty member, Dr. Knudson, presented a program at the Eastern District Association of the American Alliance for Health, Physical Education, Recreation and Dance Convention in Philadelphia. His program was called "Organization and Administration of Adventure Programs". Miss Krasinski and students from her class presented a "New Games Workshop" for elementary classroom teachers in Hyannis. The title of the Workshop was "Project Err".

The Health, Physical Education, and Recreation Department once again sought to have some department courses included in the General Education Requirements (GER). The department faculty approved the following motion which was sent to the college curriculum committee, "Disciplinary courses in physical education and health studies (should) be included in the General Education Requirements (GER), and six credits of physical education and health education should be a part of the GER". The motion was not approved by the college committee.

A graduate education conference sponsored by the Health, Physical Education and Recreation Department was held on campus. Dr. Carolyn Cramer chaired the day's program. The guest speakers at the conference were: Dr. Gerald Indelicato and Dr. R. Ruffino.
In the fall of the 1984-85 academic year, Dr. Nancy Moses, a dance specialist graduate of Iowa State University B.S. M.S. and Boston University Ed. D., replaced Mrs. Wells. Dr. Moses assumed the joint faculty appointment in the Health, Physical Education and Recreation Department and the Speech Communication, Theater Arts, and Communication Disorders Department.

At the end of the 1983-84 academic year, Dr. Comeau and Mrs. Wells retired from Bridgewater State College. On October 12, 1984, a retirement dinner was held for Dr. Comeau with alumni, colleagues, friends, family and students in attendance. That evening, the Dr. Catherine E. Comeau Alumni Award established by friends, colleagues, and alumni of the Bridgewater State College Health, Physical Education and Recreation Department was announced. The award is awarded annually to a physical education major (in any concentration) for outstanding leadership and professional achievement.

During the academic year 1984-85, the proposed recreation minor was approved, with modification, by the college curriculum committee and President Rondileau. The approved minor follows:

<table>
<thead>
<tr>
<th>Recreation Minor</th>
<th>18 -- 21 -- or -- 33 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Recreation</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Leadership and the Group Process</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Organization and Administration of Public Recreation</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Programming for Recreation and Leisure</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Two additional courses in Recreation, chosen with department approval depending upon elected area of specialization,</td>
<td>6 crs.</td>
</tr>
<tr>
<td>Fieldwork in Recreation (recommended elective)</td>
<td>3-15 crs. 6</td>
</tr>
</tbody>
</table>

Areas of specialization for the students in the recreation minor were identified, but specific required programs for the specializations were eliminated. Areas of specialization, as stated in the proposal were: therapeutic recreation, outdoor recreation, play specialist, or recreation generalist.

A curriculum review of the physical education major core was made and resulted in several changes. The course Foundations In The Study of Human Movement was replaced by a course called Historical and Philosophical Foundations of Sport and Physical Education. A new course, Socio-Cultural Foundations of Sport, was added to the core. The addition of the one course to the core changed the total required credits from 24 to 27. The proposed changes were approved by the department faculty and department and college curriculum committees and implemented.

The department faculty in the area of health proposed a health promotion major. The major included concentrations in: health promotions in clinical settings, community
health promotion, health promotion in business and industry; and school health promotion. The Health, Physical Education and Recreation Department faculty and curriculum committee approved the major, which was sent to the college curriculum committee for their approval. Unfortunately the college committee did not approve the health promotion major, but they included the proposal in the college's 5 year plan.

A National Athletic Training Association accrediting team visited Bridgewater State College for the five year re-evaluation of the athletic training program. A report of the visitation and a history of the athletic training program may be found in appendix A.

There were several guest lecturers in department classes during the semester. Television host Allen Xenakis was the guest lecturer in Dr. Fitzpatrick's Introduction to Health class, and Drs. Locke and Dodds, from the University of Massachusetts at Amherst, were guest lecturers in Miss Smith's graduate class.

The Bridgewater field hockey team, coached by Miss Mary Lou Thimas, had an excellent season and was ranked 2nd in the Northeast Region Division III, and 9th Nationally.

At the end of the academic year Dr. Schopp and Miss Rugen retired from the college. The department faculty had a retirement dinner in appreciation of their dedicated service to the department, students, and the college. Mrs. Alice Folcik (Miss Alice) a very popular, hard working, loyal and dependable member of the Kelly Gymnasium staff for many years also retired.

In 1985-86 changes were again made in the Health, Physical Education and Recreation Department teacher preparation programs. These changes were:

1.) a 2.5 grade point average in the area of certification.
2.) A grade of C or better in teacher preparation courses.
3.) A minimum grade point average of 2.5.

The college general education requirements, (GER) were changed from 49 credits to 55 credits of course work to go into effect with the freshman class in 1987. These additional GER credits necessitated changes in the physical education major programs.

The physical education major was the second largest major in the college with 420 students in 1985. The management science department was the largest major in the college that year with 1,367 students. The Health, Physical Education and Recreation department recruitment committee continued its effort to increase the number of physical majors and made a video tape of department programs for publicity purposes.

In December 1985, a meeting was called by Mr. Tom Lee, a Bridgewater State College 1961 graduate and member of the instructional media department at Bridgewater
State College. Those attending the meeting were: Bridgewater State College graduates James Agir, 61, Philip Conroy '72, Peter Flynn, '61; Michael Hughes, '60, Gerard Indelicato, '71; Robert Mason, '65; Edward Meaney, '63, Dave Wilson, '71; Don Wrightington, '62, and Patricia Amaral; Edward Braun; Catherine Comeau; Frederick Meier; and Charlie O'Rourke. Other Bridgewater graduates who later joined the committee were: T. Marshall Douthart, '51, James Federico, '71; David Fee, '62; Nancy Flynn, '61; Herbert Lynch, '70; Ralph Sarro, '60; Walter Siwik, '63; John Zoino, '53 and Bo Ruggiero. The purpose of the first meeting was to discuss having a testimonial to raise funds to improve the Swenson Field and purchase a sign for the field identifying it as the Swenson Field. After lengthy discussion, it was decided that a testimonial was inappropriate and funds for the field and sign could be obtained by other means.

A suggestion was then made that perhaps the committee could focus on the establishment of an athletic hall of fame at Bridgewater. Some of the members had wanted to organize this for several years and after some discussion the committee agreed that an athletic hall of fame would be a good idea. Tom Lee was elected chairman of the committee. A sub-committee was designated to procure two signs for the Swenson Field and other sub committees were designated to establish the Bridgewater State College Athletic Hall of Fame. Soon thereafter the by-laws and nomination form were developed and publicity requesting names of nominees was sent to alumni through alumni publications. A brief history of athletics at Bridgewater was developed. Plans for the first banquet were made and funds for the purchase of two signs for the Swenson Field were obtained. Thus, the Bridgewater State College Athletic Hall of Fame was founded. The inaugural banquet and charter induction was held Homecoming Weekend, October, 31, 1986.

A great honor was bestowed on the Children's Physical Developmental Clinic in 1986 when the clinic received the Commonwealth of Massachusetts highest award for public service. This award was the Manuel Carballo Governor's Award which was granted for Excellence in Public Service, and included a check for $1000.00. There were 370 nominees for the award from across the State and the clinic was one of ten recipients of this prestigious honor. An article in a Bridgewater State College publication stated:

The award was officially presented to Dr. Joseph Huber, founder and director of the clinic, by Governor Michael Dukakis at a ceremony in Boston in December.

The Children's Clinic, now in its twelfth year of existence, offers what the award called "a unique and outstanding public service by aiding children who are physically, mentally, or emotionally handicapped". Currently, 85 children are enrolled. President Adrian Rondileau, in offering his congratulations, said, "All of us in the College Community are delighted. This prestigious award for exemplifying the highest standards of public
service has been given to only ten individuals or work units from among the state's 63,000 public employees." President Rondileau said, "The College has always been justly proud of the regional contribution of the Children's Physical Developmental Clinic, and it is heartening to see statewide recognition has been given to the faculty, staff and students who have carried on the work of this remarkable Clinic almost entirely on a volunteer basis."

President Rondileau visited the Clinic in November to personally make the announcement of the award. At that time, he pointed out how far the Clinic's influence already extends. "A year ago, when President Tao Ben-yi visited us from Shanxi University in the People's Republic of China to establish our present student-faculty exchange, he was most impressed with our Children's Clinic and requested additional information and materials. President Tao is the editor of the education newsletter for all middle school children in China, a publication that reaches many millions of people. He was most anxious to inquire how such a program as this Clinic might be duplicated in China, so you can see just what an impact the Clinic may eventually have, and how helpful it may be in the further development of good relations between our two schools and, indeed, between our two nations," said President Rondileau.

The 85 children currently enrolled represent a total of 37 Massachusetts communities, and twelve major categories of disabilities may be found among the Clinic participants.

110 student volunteers act as "assistant clinicians" and even though there is no financial compensation, nor do they earn academic credit, there is a waiting list of students wishing to serve in this capacity.

Says Dr. Huber of the Carballo Award: "The success of the Children's Physical Developmental Clinic is based on commitment, the ability to work cooperatively with others and to serve the disabled and handicapped. The striving for excellence, development of leadership and fellowship, and ideals of dedication have been recognized as vital to the success of the Clinic program and a part of its ongoing tradition.

The Manuel Carballo Governor's Award for Excellence in Public Service supports and reinforces these ideals, and gives recognition to the current student volunteers and the more than 800 clinicians who have participated in the Clinic since its founding."
A Dance Minor, which was to be an interdisciplinary program offered by both the Health, Physical Education and Recreation and Theatre Arts Departments was developed and approved by both department faculties and curriculum committees. The minor was also approved by the college curriculum committee and sent to the president of the college for his approval.

Courses in the Minor were

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Creative Dance I</td>
<td>3</td>
</tr>
<tr>
<td>Creative Dance II</td>
<td>3</td>
</tr>
<tr>
<td>Dance History</td>
<td>3</td>
</tr>
<tr>
<td>Dance Practicum (two semesters)</td>
<td>2</td>
</tr>
<tr>
<td>Dance Production Theory</td>
<td>2</td>
</tr>
<tr>
<td>Dance Production Technique</td>
<td>1</td>
</tr>
<tr>
<td>Ballet I</td>
<td>1</td>
</tr>
</tbody>
</table>

Four credits to be taken in the following activity courses:
Jazz I; Jazz II; Modern Techniques; Dance Repertory; Ballet II and one of the following, Folk Dance or Square Dance.

The Health and Physical Education Department again sought to have a physical education theory course and several activity courses in dance included in the general education requirements. These courses were: Sport Appreciation; Jazz; Ballet; Survey of Dance; Folk Dance; Modern Dance I; and Square Dance.

Through the cooperative efforts of Drs. Harris, Huber, Knudson and Miss Smith a new major in the Health, Physical Education and Recreation Department was developed. It was a major in therapeutic recreation. The department faculty approved the major which was then sent to the appropriate committees for approval.

Mr. Mazzafero, the Bridgewater football coach for many years, was honored in 1986 by being selected Football Coach of the Year in the New England Conference.

In June, 1986, Dr. Adrian Rondileau retired from Bridgewater State College after having served as Bridgewater's eighth President for 24 years. Under Dr. Rondileau's leadership Bridgewater State College developed into a more prestigious educational institution. A brief description of Dr. Rondileau's contributions to the Bridgewater College and community follows:

The Rondileau years have been marked by tremendous growth in all aspects of the life of the College. Since Dr. Rondileau became president in 1962, the full-time undergraduate enrollment has increased four times over, from 1,000 to 4,350, the size of the faculty has more than doubled, and the number of academic majors offered has climbed from less than a dozen to twenty-two. In addition, six major buildings have been constructed, with a seventh in the
planning stages, the graduate school has added several new degree programs, and the continuing education program has grown to the point where in the 1976 spring semester more than 3,500 people had enrolled for late afternoon, evening, and Saturday morning courses. Also, more than ever before, the College is reaching out to its neighboring cities and towns with a number of community service programs which utilize the resources of the College to help improve the quality of their lives. 

During the Rondileau years, the Health, Physical Education, and Recreation Department Programs and the Physical Education Major also had their greatest development.

The December, after Dr. Rondileau's retirement, a testimonial dinner was held in his honor in appreciation of his many dedicated contributions to the college and the Bridgewater community during his term of office as president of Bridgewater State College.

Dr. Gerard T. Indelicato, a graduate of Bridgewater State College '71, B.S., M. Ed. and University of Connecticut, Ph. D., became the ninth President of Bridgewater State College, and the third graduate of the college to assume the presidency in September 1986. Prior to his appointment as president, Dr. Indelicato had been Special Assistant for Educational Affairs in Massachusetts. He had been appointed to this position by Governor Dukakis in 1983. 

In September, 1986 two new faculty members joined the Health, Physical Education and Recreation Department. Miss Cheryl Hitchings, an athletic trainer, graduate of the University of Massachusetts B.S., and the University of South Carolina M.A., was hired to teach in the athletic training concentration. The other new faculty member was Dr. Amos Nwosu, a graduate of the University of Nigeria, B.S., the University of South Carolina M.S.; and Texas Women's University, Ph. D. Dr. Nwosu was hired to teach courses in health.

Although additional full time positions were not granted to the Health, Physical Education and Recreation Department in 1986-87, part-time visiting lecturer positions were approved. The first semester part time visiting lecturers and the subjects they taught, were as follows: Miss Judith Eide, track and field; Miss Linda Marcoux, aerobic dance; Mr. Joel Dearing, volleyball II; Miss Paula Besson, fitness for life; Mr. Albert Williams, bicycle touring, rock climbing and project adventure; Mr. Tom Warren and Mrs. Nancy Flynn, physiology of exercise labs. The same individuals taught second semester with the exception of Mr. Joel Dearing. Other second semester part time lecturers were Mr. Michael Gaudet, teaching human sexuality, and Mr. Edward Rock, teaching first aid and safety and golf I. Mr. Williams taught outdoor recreation resources and ski touring in place of project adventure and Miss Eide added volleyball II to her schedule.
The Health, Physical Education and Recreation Department faculty teaching in the teacher preparation area, Miss Smith, and Drs. Cramer, Frederick, and Thornburg, planned and held a day long teacher preparation conference at the college. The conference was well attended and very successful.

Two of the dance courses which had been submitted for acceptance as general education requirement courses were approved by the college committee and sent to the college president for his approval.

An Interstate Certification Compact (ICC) Accrediting Team was on campus to evaluate all of the college's teacher preparation programs in October. The health and physical education teacher preparation programs were included in the evaluation and were approved.

The Bridgewater State College Athletic Hall of Fame Inaugural Banquet and Charter Induction was held on October 31, 1986, in the Adrian Rondileau Student Center.

The charter members inducted that evening were; Miss Rita Custeau, B.S.C. 1947; Mr. John Blanchon, B.S.C. 1956; Dr. Frederick Meier, B.S.C. Coach 1936-1954; Mr. Eric Sargent, B.S.C. 1949; Miss Judy Schneider, B.S.C. 1960; Mrs. Alice Sullivan, B.S.C. 1946; Mr. Edward Swenson, B.S.C. Coach 1949-1977; and Mr. Steve Washkevich, B.S.C. 1977.

The college curriculum committee approved over 200 general education requirement courses. However, the president of the college, Dr. Indelicato, only approved 64 of the courses. Once again the physical education and dance courses were not approved. The dance minor which had been approved by the two departments offering the dance courses, the Health, Physical Education and Recreation Department, and the Speech Communication, Theatre Arts, and Communication Disorders Department, and the appropriate committees, was approved by the college president as an interdisciplinary minor.

The 1986 football season was a great one for the Bridgewater State College football team since Coach Peter Mazzaferrro's team won its first Massachusetts State College Championship.
In addition to the core activity requirement, physical education activities required for the teacher preparation in physical education options, were as follows:

**K - 9 Certification activities required were:**
- swimming; gymnastics; folk, square, and modern dance;
- soccer; tennis; or badminton; wrestling men only;
- one elective for men; and two electives for women

**5-12 Certification activities required were:**
- gymnastics; swimming; folk, square, and modern dance;
- one of the following: flag football, soccer, field hockey or lacrosse;
- tennis or badminton; bowling, golf, or archery; volleyball, or basketball;
- track and field; wrestling, men only;
- electives, two for men and three for women.

Dr. Dubois' term of office as chairperson of the Health, Physical Education and Recreation Department ended in January 1987. Dr. Thornburg was elected acting department chairperson until an election was held later in the year so that the chairpersons term of office would begin in September to coincide with the academic year. Dr. Thornburg was later elected for a three year term as chairperson.

Plans for the construction of a new dormitory to be located on the site of the 18 tennis courts, below Great Hill were made. The tennis courts were to be relocated to the far end of the fields below Great Hill, and the number of tennis courts would be reduced from 18 to 12 tennis courts.

According to the college freshman advising center, in 1987 there were 119 freshman who had designated physical education as their major.

The Health, Physical Education and Recreation Department programs that were held on the college campus in 1987 were: a Drug Awareness Day conducted by Dr. Nwosu, in conjunction with his drugs in society classes, a New Games Day for 1000 Girl Scouts, conducted by Miss Krasinski and students from her classes, and a series of aerobic dance certificate programs sponsored by the department.

The college honors program, which was available to all departments, was reactivated for students majoring in health, physical education and recreation. The aim of the program was to provide qualified students the opportunity to investigate, create, and/or research areas of interest above and beyond the normal course of study.
During the course of the year, Health, Physical Education and Recreation department faculty seminars were held. The topic for the March seminar was physical education activities which was discussed as follows:

1. The department philosophy relative to the activity program?
2. Should there be standards for the following components: the psychomotor, cognitive, and affective domains?
3. How should the program be scheduled?
4. How should the program be administered?

The annual Dr. Mary Jo Moriarty Lecture, sponsored by the Hyannis-Bridgewater Health and Physical Education Major Alumni, was held as a session of the Massachusetts Association for Health, Physical Education, Recreation, and Dance Convention. The lecture was included in the program in recognition of the 50th anniversary of the physical education major at Bridgewater State College. The speaker for the Moriarty lecture was Dr. Barbara Lockhart, President of the American Alliance for Health, Physical Education, Recreation and Dance. At the convention’s general session the Bridgewater State College Dance Corps presented a dance invocation, and a Bridgewater social hour for alumni, students, faculty, and friends was held. In honor of the 50th anniversary of the physical education major the HPERD Club had 50th anniversary T-shirts made which they sold.

When the dance minor was added to the department curriculum students who were dance minors were included as members of the HPER Club which changed its title to the HPERD Club. Miss Cheryl Hitchings became the advisor of the club.

Mr. Lehmann retired from Bridgewater after 30 years of dedicated and devoted service to the students, the department and the college. During his tenure at Bridgewater, Mr. Lehmann served as teacher, baseball coach, Chairman of the Men's Health and Physical Education Department, Athletic Director for men's athletics, as well as having served on numerous college and department committees. A department luncheon was held in his honor to thank him for his many contributions to the departments, the men's athletic program and the college.

According to the 1987-1988 Bridgewater State College catalogue the tuition for full time undergraduate study (12 or more credits) at Bridgewater State College was $468.00 per semester. The cost of part time study was $39.00 per credit hour. The tuition for full time undergraduate study for non residents of Massachusetts was $1566.00 per semester. Part time study for non residents was $130.50 per credit hour. Full time graduate study for Massachusetts residents was $528.00, and $1620.00 for non residents of the state. Part time study for residents of Massachusetts was $44.00 per credit hour and $135.00 per credit hour for non residents of the state. Rooms in residence halls cost $620.00 per semester, and student apartments were $770.00 per semester. The cost of board was between $545.00-$585.00 depending on the meal plan and the fall or spring semester.
Dr. Gerard Indelicato, president of Bridgewater State College resigned in December 1987. Dr. Robert Dillman, Vice President for Academic Affairs at Bridgewater, was appointed acting president. He served as acting president, until the end of the 1987-88 academic year when he accepted the presidency of Fairmont State College in West Virginia. On July 12, 1988 the Bridgewater State College Board of Trustees appointed President Emeritus Dr. Adrian Rondileau acting president to succeed Dr. Dillman.

During its 50 years of existence the physical education major curriculum experienced many changes. These changes were made so as to keep abreast of the educational advancements in the professions of health, physical education and recreation and to meet the needs of the society which these professionals served. The Health, Physical Education and Recreation Department programs and courses and the physical education major curriculum in 1987, are summarized as follows:

The Department of Health, Physical Education and Recreation offers both undergraduate and graduate programs in the areas of Health, Physical Education, and Recreation.

At the undergraduate level the department offers a major in Physical Education which leads to a Bachelor of Science or Bachelor of Arts degree, and minors in Coaching, Health and Recreation.

A minor in Dance is offered jointly by the Department of Health, Physical Education and Recreation and the Department of Speech Communication, Theatre Arts and Communication Disorders.

Graduate study offered by the department includes: a program in the area of Health which leads to a Master of Education in Health Promotion, a program in the area of Physical Education which leads to a master of Science in Physical Education, and study in the area of Health and/or Physical Education as part of the CAGS (Certificate of Advanced Graduate Study) the Division of Professional Education.

The department also offers a variety of undergraduate and graduate courses in Health, Physical Education and Recreation to all students of the College.
Undergraduate Programs

Bachelor of Arts
Bachelor of Science

The Health, Physical Education and Recreation Department offers the Physical Education major an opportunity to elect his/her area of study from among seven concentrations (areas of specialization) and four Teacher Certification programs, two in Physical Education and two in Health.

The concentrations which are available have been developed so as to prepare graduates to pursue career opportunities in community-based organizations such as business, industry, agencies and hospitals. These concentrations, which include internships in various setting in the community, have expended the role of the physical educator and health educator beyond the teaching environment in schools, thus preparing the graduate for new careers.

Teacher Certification programs in both Health and Physical Education are also available for those students who wish to teach in public schools. These students may elect one of the four Teacher Certification programs which are available:

- Teacher Certification in Physical Education K-9 level
- Teacher Certification in Physical Education 5-12 level
- Teacher Certification in Health K-9 level
- Teacher Certification in Health 5-12

Physical Education Major
Students majoring in Physical Education must complete a minimum of 121 credits for graduation. This requirement includes the following 27 credit major and cognates:

- Anatomy
- Kinesiology
- Historical and Philosophical Foundations of Sport and Physical Education
- Socio-Cultural Foundations of Sport
- Principles of Motor Learning
- Physiology of Exercise
- 9 physical education activity courses*
- Health Science
- Introduction to Zoology
- Human Physiology
- Introductory Psychology or
- Foundations of Psychology

*Some concentrations or certifications programs have specific activity requirements
The remaining credits necessary for completion of the degree include the General Education Requirements and one or more of the following selections:
1. elect from the seven concentrations listed below available to the Physical Education major
2. elect a Teacher Certification option in Physical Education or Health
3. develop an individualized program of study (with assistance of advisor)
4. combine the Physical Education major with a major or minor in another discipline
5. combine several of the above

Athletic Training Concentration
This concentration, which is an approved National Athletic Trainers Association Program prepares the Physical Education major for careers related to the care and prevention of athletic injuries. The program includes conditioning, preparation for sports participation, rehabilitation programs, and administration of an Athletic Training facility. Practical experience through internship is an important aspect of the program. Since there is limited enrollment based on selection-retention procedure, interested students should consult the department relative to this procedure.

Fundamentals of Athletic Training
Laboratory Techniques in Injury Evaluation and Taping methods
Physical and Developmental Activities for the Disabled and Handicapped
Principles and Practices in Athletic Training
Therapeutic Modalities, Exercise and Administration in Athletic Training
Seminar in Athletic Training
Field experience in Physical Education
First Aid and safety
Nutrition
Introduction to Sociology
a Chemistry or Physics course.
Coaching Concentration
This concentration prepares the Physical Education major to apply concepts and principles related to all aspects of coaching, including: the player, team, coach, and administration of athletic programs for youth and adults. Internships are an important aspect of this concentration.

Fundamentals of Athletic Training
Coaching
Organization and Administration of School Athletics
Field Experience in Physical Education
Two methods and techniques of coaching courses
Two officiating courses
First Aid and Safety
Human Communication Skills
Introduction to Sociology

Exercise Science/Health Fitness Concentration
This concentration prepares students for career opportunities in the area of health and fitness in such settings as industry hospitals, agencies, education, and human service organizations. Emphasis is on cardiovascular health, which includes: physical health evaluation, graded exercise tests, exercise prescription and physical activity program development. Internships off campus in the settings identified above are an important aspect of this concentration.

Apprenticeship in Exercise Science/Health Fitness
Fundamentals of Athletic Training
Physiology of Exercise II
Cardiovascular Function, Analysis and Evaluation
Exercise Prescription and Cardiac Rehabilitation
Field Experience in Physical Education
Introductory Chemistry for the Life Sciences
General Chemistry I or Chemistry in Everyday Life
Behavior Modification
Introduction to Sociology
Nutrition

Health Concentration
This program provides the Physical Education major with Health knowledge that, in combination with the Physical Education background, prepares the student for career opportunities that involve both areas as a foundation for health promotion. A Health minor is also available.

Health Science
Four of the following courses:
Current Issues in Health
Human Sexuality
Motor Development Therapy/Adapted Physical Education Concentration
This concentration prepares the physical education major to work with children, youth and adults with special needs. The program focuses on physical education to meet the developmental, sport, dance and leisure time needs of special populations as well as their emotional and social needs. The concentration prepares graduates for career opportunities in rehabilitation centers, clinics, hospitals, social agencies and private and public schools. Opportunities for practical experience are provided through off-campus internships as well as the department’s sponsored Children’s Physical Developmental Clinic.

- Physical and Developmental Activities for the Disabled and Handicapped
- Advanced Study of Motor Programs for Special Needs Children and Youth
- Field Experience in Physical Education
- Child Psychology
- Psychology of Mental Retardation
- Behavior Modification
- Abnormal Psychology
- The Special Needs Learner in the Middle School or The Special Needs Learner in the High School

Programs for Children and Youth Concentration
Through this concentration the Physical Education major learns about the preadolescent child and the important role of physical education and physical activities in the preadolescent’s growth and development. Internships where students work with this age group are an important aspect of the program.

- Teaching Educational Dance, Games and Gymnastics to Children
- Physical and Developmental Activities for the Disabled and Handicapped
- Fundamentals of Movement Education
- Theory and Development of Play
- Integration of Physical Activity: Home, School, and Community
- Field Experience in Physical Education
- First Aid and Safety
- Psychology of Infancy and Early Childhood
- Introduction to Sociology
- An Art and a Music course
Recreation Concentration
This concentration provides the Physical Education major with the knowledge and skills necessary to pursue careers in a wide variety of leisure service settings. Specifically, students who have combined the study of Physical Education with the Recreation Concentration will be capable of arranging leisure time experiences and providing leadership for children and adults in government, industry, and community service agencies.

- Introduction to Recreation
- Leadership and the Group Process
- Organization and Administration of Public Recreation
- Programming for Recreation and Leisure
- Field Experience in Physical Education (recommended elective experience)

Teacher Certification Programs
Teacher Certification options available through the department are as follows:
Teacher Certification in Health - grades K-9

Prerequisites:
1. Major in any discipline
2. Acceptance in college and department Teacher Preparation Programs
3. Health Concentration or Health Minor for Physical Education majors, or Health Minor for other majors

Required Courses:
- Health Science
- Current Issues in Health
- Drugs in Society
- Nutrition
- Family Life and Sex Education
- Health Education in the Elementary Schools
- Practicum in Student Teaching - Health
- Anatomy
- Introduction to Zoology
- Human Physiology
- Introductory Psychology
- or
- Foundations of Psychology
- The Special Needs Learner in the Elementary School
- Social Problems
- Philosophy of Education
- Introduction to Strategies of Teaching
- Educational Measurement
- A communication Arts and Sciences course
Teacher Certification in Health - grades 5-12
Prerequisites:
1. Major in any discipline
2. Acceptance in college and department Teacher Preparation Programs
3. Health Concentration or Health Minor for Physical Education majors, or
   Health Minor for other majors
Required courses:
- Health Science
- Principles and Practices of Health Education
- Current Issues in Health
- First Aid and Safety
- Drugs in Society
- Nutrition
- Family Life and Sex Education
- Practicum in Student Teaching -- Health
- Anatomy
- Introduction to Zoology
- Human Physiology
- Introductory Psychology or
- Foundations of Psychology
- The Special Needs Learner in the High School
- Social Problems
- Teaching in the High School
- Educational Psychology
- Evaluating Teaching and Learning in the High School
- Philosophy of Education
- A communication Arts and Science course

Teacher Certification in Physical Education - grades K-9
Prerequisites:
1. Acceptance in Physical Education major
2. Acceptance in college and department Teacher Preparation Programs
Required courses:
- Teaching Educational Dance
- Games and Gymnastics for Children
- Movement Analysis in Dance
- Games and Gymnastics
Physical and Developmental Activities for the Disabled and Handicapped
Fundamentals of Movement Education
Physical Education for Middle and Junior High School Children
Field Based Pre-Practicum - Physical Education
Planning, Implementation, and Evaluation in Teaching Physical Education
Practicum in Student Teaching - Physical Education
First Aid and Safety
Child Psychology
Philosophy of Education

Teacher Certification in Physical Education - grades 5-12
Prerequisites:
1. Acceptance in Physical Education major
2. Acceptance in college and department Teacher Preparation Programs
Required courses:
   Strategies and Analysis in Teaching Physical Activities
   Physical and Developmental Activities for the Disabled and Handicapped
   Physical Education for Middle and Junior High School Children
   Planning, Implementation, and Evaluation in Teaching Physical Education
   Practicum in Student Teaching
   First Aid and Safety
   Adolescent Psychology
   Philosophy of Education
   three physical education activity courses (in addition to the major requirement)

Coaching Minor
The coaching minor meets the needs of the coaching profession by providing an opportunity for students to combine the study of coaching with a major in any discipline. This multidisciplinary program approach will prepare the student for coaching related careers in community - based organizations such as youth sports programs, church programs, recreational settings and school settings.
   Anatomy
   Kinesiology
   Conditioning
   Principles of Motor Learning
   Fundamentals of Athletic Training
Coaching
Psycho/Social Aspects of Sports
Directed Study in Physical Education
One methods and techniques of coaching course

Health Minor
The department offers a Health minor which is open to all undergraduates. The Health minor provides an opportunity for students to combine the study of Health with a major in any discipline. This multidisciplinary program approach will prepare the student for Health-related careers in community-based organizations, such as business, industry, hospitals, agencies that deal with health problems, health promotion, or health services.

Health Science
Principles and Practices of Health Education
Current Issues in Health
Development and Administration of Health Programs
three additional courses in Health approved by the department

Students who take the Health minor and wish to be certified to teach in public schools refer to the Teacher Certification program information of the department's offerings.

Recreation Minor
The Recreation Minor is open to all undergraduates. It provides a multidisciplinary approach to producing recreational professionals capable of administering, supervising and leading leisure services. Students minoring in Recreation may choose to specialize in one of the following: Therapeutic Recreation, Outdoor Recreation, Play Specialist, or Recreation Generalist.

Students who complete the Recreation Minor will be prepared to assume careers in a wide variety of settings -- social institutions, hospitals, business and industry, preschools, community schools, Y's, the out-of-doors (challenge/adventure/Outward Bound), government, correctional institutions.

Introduction to Recreation
Leadership and the Group Process
Organization and Administration of Public Recreation
Programming for Recreation and Leisure
Two additional courses in Recreation to be chosen with department approval depending upon elected area of specialization.

Fieldwork in Recreation (recommended elective experience)
Graduate Programs
The Health, Physical Education and Recreation Department offers programs leading to the degrees of Master of Education in Health Promotion and Master of Science in Physical Education, as well as a CAGS (Certificate of Advanced Graduate Study) in Education with areas of study in Health and/or Physical Education. In addition, the Department offers a non-degree post-bachelor's certification program leading to the following specialized teaching certificates: Health (K-9, 5-12) and Physical Education (K-9, 5-12).

Master of Education in Health Promotion
This program is designed for individuals who are currently involved in health promotion activities or who seek to prepare for health-related careers in community-based organizations such as business, industry, agencies, hospitals, and voluntary and official health agencies, as well as for in-service teachers. Applicants who do not possess an adequate background in health and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

The Graduate program of study includes:
1. Program Planning (required of all graduate students) 1 graduate credit.
2. All master's degree candidates in Health promotion who are accepted after 5/31/87 will be required to successfully complete the following core:
   - Seminar in Health Promotion Theory Literature (3 crs.)
   - Research and Evaluation Methods in Health Promotion (3 crs.)
   - Quantitative Methods in Health Promotion-Epidemiology (3 crs.)
   - Scientific & Philosophical Foundations of Health Promotion (3 crs.)
   - Designing and Administering Health Promotion Programs (3 crs.)
3. All master's degree candidates who are accepted after 5/31/87 will be required to choose one of three alternative courses of study
   Option A
   1. Successful completion of the core requirements (15 crs.)
   2. Individualized program of electives by advisement (18 crs.)
   3. Program Planning (1 cr.)
   4. Comprehensive Examination on core requirements
   Option B
   1. Successful completion of the core requirements (15 crs.)
   2. Individualized program of electives by advisement (15 crs.)
   3. Health Promotion Project (3 crs.)
   4. Program Planning (1 cr.)
   5. Comprehensive Examination: Oral Defense of Health Promotion Project
Option C
1. Successful completion of the core requirements (15 crs.)
2. Individualized program of electives by advisement (12 crs.)
3. Thesis in Health Promotion (6 crs.)
4. Program Planning (1 cr.)

4. Students who have an expressed interest in health promotion/health education in school settings will be required to complete ED 520 and ED 580 within the "electives" component of the program.

5. Students who apply for admission to the M.Ed. Program in Health Promotion after 5/31/87 should have completed at least 12 hours of credit at the baccalaureate level in the social/behavioral sciences, at least one course in epidemiology or health services organization, and 6 hours of credit at the baccalaureate level in health related courses. Students may petition the Department Graduate Committee to substitute job related experiences for any of the aforementioned academic requirements.

Graduate credit is given for HE courses numbered 400 and 500, except the following:
Practicum in Student Teaching - Health
Field Experience in Health
Directed Study in Health

Master of Science in Physical Education
This program is designed for individuals with an undergraduate major in Physical Education, or its equivalent, who wish to pursue new career directions related to the field in community-based organizations, such as business, industry, agencies, hospitals, and educational settings, or who wish to enhance their undergraduate preparation through advance study. Several program concentrations are available and are described below.

Individuals who do not have an undergraduate major in Physical Education may meet this prerequisite requirement by completing a prescribed 24 credit undergraduate course sequence in Physical Education in the college day program. Such individuals should consult with the program coordinator.

The graduate program of study, involving a minimum of 31 graduate credits, includes:
1. Graduate Program Planning (required for all students ...) 1 graduate credit.
2. Research Methods in Physical Education -- 3 graduate credits.
3. Program electives: Students must elect one of the following options:

   A. Individualized Program of Study: Development of a program of study, in consultation with the program advisor, to meet individual career and educational goals.

   B. Concentration in Adapted Physical Education:
      Theoretical and Practical Use of Wheelchairs and Prosthetics for Mobility, Sports and Leisure Activity -- 3 credits
      Physical Education for Special Needs Children and Youth -- 3 credits
      Advanced Study of Motor Programs for Special Needs Children and Youth -- 3 credits
      Motor Learning -- 3 credits
      Internship in Physical Education -- 3-6 credits
      Courses in psychology and/or special education appropriate to individual program -- 9 credits
      Electives appropriate to program -- 0-3 credits

   C. Concentration in Human Performance/Health Fitness:
      Exercise Physiology II -- 3 credits
      Exercise Prescription and Cardiac Rehabilitation -- 3 credits
      Exercise Circulation: Mechanisms and Morphology -- 3 credits
      Health Fitness Program Planning Management -- 3 credits
      Applied Laboratory Techniques in Exercise Science -- 3 credits
      Internship in Physical Education -- 3-6 credits
      Suggested electives
      Specific course selection will be made by the advisor and student based upon the student's professional background and program objectives. The following courses would be appropriate:
      *Physiology and Techniques of Strength Fitness -- 3 credits
      *Cardiovascular Analysis and Evaluation -- 3 credits
      Research -- variable credits
      Directed Study -- 3 credits
      Nutrition -- 3 credits
      Nutrition and Cardiovascular Health -- 3 credits
      Quantitative Methods in Health Promotion and Epidemiology -- 3 credits
      *Recommended based on student's program. Both may be taken.
Graduate credit can be given for courses numbered 400 and 500 except the following:
- PE 415 through PE 431
- Practicum in Student Teaching -- Physical Education
- Field Experience in Physical Education
- Directed Study in Physical Education

Post - Bachelor’s Certification
Program in Health
The post - bachelor's certification program in health is a non-degree program leading to teaching certificates for grades K - 9 and 5 - 12.

Admission Requirements
Any undergraduate major, overall QPA of 2.5, grade point average in any Health courses, minimum of C grade in any Teacher Preparation course.

Program Requirements:
Grades K-9 Certification
Program Planning (1 cr.)
Health Science
Current Issues in Health
First Aid and Safety
Drugs in Society
Field Based Pre-Practicum
Nutrition
Family Life and Sex Education
Health in the Elementary School
Student Teaching Practicum
Anatomy
Human Physiology
Introductory Psychology
Philosophy of Education
The Special Needs Learner in the Elementary School
A Sociology course
A Speech Communication course
Educational Psychology course
Philosophy of Education
Introduction to Strategies of Teaching
Educational Measurement
Grades 5-12 Certification

Program Planning (1 cr.)
Required to take all of the Health courses required for Grades K-9 Certification with the exception of:
Health in the Elementary School
The Special Needs Learner in the Elementary School
Introduction to Strategies of Teaching
Educational Measurement
In lieu of the aforementioned the following courses were required:
Principles and Practices of Health Education
The Special Needs Learner in the High School
Teaching in the High School
Evaluating Teaching and Learning in High School

Post-Bachelor’s Certification

Program in Physical Education
The post-bachelor’s certification program in physical education is a non-degree program leading to teaching certificates for grades K-9 and 5-12. Admission Requirements
1. Undergraduate Major in Physical Education
   or
   Anatomy
   Kinesiology
   Foundations in the Study of Human Movement
   Principles of Motor Learning
   Physiology of Exercise
   Minimum of 9 credits in activities.
2. 2.5 grade point average in Physical Education courses
3. Minimum QPA of 2.5
4. Grade of at least C in any Teacher Preparation course

Program Requirements

Grades K-9 Certification
Program Planning (1 cr.)
Teaching Educational Games, Dance and Gymnastics
Movement Analysis in Dance, Games and Gymnastics
Developmental and Adapted Physical Education
Fundamentals of Movement Education
Physical Education for Middle and Junior High Level
Field Based Pre-practicum Planning, Implementation and Evaluation
Student Teaching Practicum First Aid and Safety
Child Psychology
Grades 5-12 Certification
Program Planning (1 cr.)
Strategies and Analysis of Teaching Physical Activities
Developmental and Adapted Physical Education
Physical Education for Middle and Junior High School Level
Field Based Pre-Practicum

Planning Implementation and Evaluation
Student Teaching Practicum
First Aid and Safety
Philosophy of Education
Adolescent Psychology
Three Physical Education activities courses (in addition to the major requirement)

Course Offerings

Health

HE 101 Introduction to Health Professions (3crs.)
An introduction to the shifting focus of health care delivery from a disease to a wellness orientation. Within the larger context of dynamic and changing health systems, the course aims to identify the role and contributions of a variety of health professions to health promotion.

HE 102 Health Science (3crs.)
Attitudes and practices as they influence effective living: common adult health problems; community health standards and services; special problems of concern in the area of community health.

HE 200 Principles and Practices of Health Education (3crs.)
Selection of content for health courses with emphasis on current trends; analysis of the learning and teaching process as applied to health education. (Prerequisite: HE 102)

HE 300 Current Issues in Health (3crs.)
Designed to acquaint the students with current health issues and trends related to the school and community. (Prerequisite: HE 102)

HE 301 Human Sexuality (3crs.)
Investigation of latest research relating to human sexual response, sexual attitudes and sexual values. Topics covered will also include homosexuality, masturbation, venereal disease, prostitution, abortion, birth control, premarital and extra-marital relations.
HE 302 First Aid and Safety (2crs.)
Practical application of techniques used to care for the suddenly ill or injured. Successful completion will result in American Red Cross certification. Safety principles and practices will also be covered.

HE/SW 303 Interdisciplinary Approaches to the Delivery of Health Services (3crs.)
A wide range of interdisciplinary health team approaches will be analyzed. The field component is observational and will provide insight into the pragmatic realities of a health team. This course will be a first exposure to the theoretical and experiential dynamics of interdisciplinary approaches to delivery of health services. Disciplines involved include social work, health, psychology, nursing and medicine. (Prerequisite: 6 credits in Health and Social Work or Health-related areas)

HE 305 Drugs in Society (3crs.)
Study of the impact of the environmental and cultural values affecting the drug using population. Views on subculture and alternative life styles and the forces that shape them. Understanding trends of modern treatment facilities and rehabilitation procedures. Emphasis on alternatives to drug use.

HE 390 Field Based Pre-Practicum - Health Education (3crs.)
Designed to provide the student with an introduction to teaching health in an off-campus setting.

HE 400 Development and Administration of Health Programs (3crs.)
Study and analysis of administrative roles and responsibilities associated with the implementation and evaluation of health education programs in various community organizations and agencies within the health system. (Prerequisite: HE 102, HE 200 or HE 300 or permission of the Instructor for graduate students)

HE 450 Health Promotion Strategies (3crs.)
Current strategies and techniques for transmitting information will be analyzed. Students will develop and evaluate strategies and techniques for promoting health information and wellness behaviors in a variety of settings. (Prerequisite: HE 400)

HE 471 Nutrition (3crs.)
Nutrition and its relation to cultural patterns, dental health, total health and fitness, weight control and purchasing and preparation of food.
HE 474 Community Health (3crs.)
The history and development of public health programs, the relationships of
health departments--local, state and federal--public and private agencies, and
the school health program. Problems and principles of the community health
programs based on local needs. Designed for classroom teachers, health
specialists and others interested in community health.

HE 477 Environmental Health (3crs.)
Study of selected environmental influences, and how they affect health.
Proposal and action-oriented suggestions for bringing about change.
Understanding pressure tactics, political influences, resistive forces and
strategies for dealing with them. Exploration of legal structure, geographical
difficulties, priority establishment and safety tolerances.

HE 478 Consumer Health (3crs.)
Course designed to help people make informed decisions regarding their best
use of health products and services. Topics to be covered include health
insurance, life insurance, credit buying, quacks, patent medicines, fad diets,
food buying, criteria for selecting health service, identifying subtleties in
advertising and understanding the misconceptions concerning health.

HE 480 Family Life and Sex Education (3crs.)
Professional preparation for teachers of family life and sex education. Determining
curriculum, overcoming administrative and parental objections, dealing with specific
problems of school age youth such as birth control, venereal disease, psychological and
social aspects of sexuality.

HE 482 Health Education in the Elementary Schools (3crs.)
Study of the identification and appraisal of physical, emotional, and social health
problems of elementary school children. Focus on teachers' approaches
toward health education and the creation of an emotionally, socially and
intellectually healthy classroom environment.

HE 483 Nutrition and Cardiovascular Health (3crs.)
This course will deal with the selection of nutritional foods throughout the life
cycle with specific emphasis on how cardiovascular health may be maintained
and/or improved by proper nutritional practices. (Prerequisite: One course in
nutrition or a scientifically-based course that includes topics of nutrition).
HE 484 Death and Dying Education (3crs.)
A study of the health issues (physical, emotional and social) related to terminal illness and death.

HE 492 Practicum in Student Teaching - Health (15crs.)
Full-time teaching for one semester with supervision provided by members of the department faculty. (Prerequisite: Acceptance and good standing in Teacher Preparation Program and satisfactorily completed Department Teacher Preparation Program courses)

HE 498 Field Experience in Health (3-15crs.)
A field experience offers qualified students the opportunity to gain practical off-campus experience in the area of health. Placements are made in both public and private agencies and are designed to complement a student's concentration or minor in health. (Prerequisite: Consent of the Department)

HE 499 Directed Study in Health (1-3crs.)
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. (Prerequisite: Consent of the Department)

Other Approved Courses:
HE 475 Theoretical Basis of Health Instruction
HE 479 Health Problems
HE 481 Selected Health Issues
HE 501 Health Promotion Project (3crs.)
Individual health promotion project is planned, implemented and evaluated under the direct supervision of a faculty mentor.

HE 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled "Independent Study" in the Graduate School section of this catalogue.

HE 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in his field. For details, consult the paragraph entitled "Independent Study" in the Graduate School section of this catalogue.
HE 504 Seminar in Health Promotion Theory and Literature (3 crs.)
This course is designed to orient the graduate student to the process of a formal literature review and the subsequent theory that ensues. The student will be required to complete a comprehensive literature review and deliver a formal seminar report.

HE 508 Health Crisis Intervention (3crs.)
Dealing with mental, emotional and social health problems of the individual, the family and society. Exploration of suicide education, death education and psychosomatic illness. Investigation and practice of techniques of aiding the potential suicide; the tripping drug user; the chronic alcoholic; the obese, neurotic, and promiscuous; geriatric problems; and health care availability. Course will consider agency roles in these areas. (Prerequisite: 6 credits in Health)

HE 509 Occupational Health and Safety (3crs.)
Study of the potential health and safety hazards in different occupational environments and intervention measures to reduce or eliminate exposures.

HE 510 Advanced Nutrition Concepts (3crs)
An advanced course in nutrition with emphasis on current nutritional concepts and a critical analysis of major nutritional issues. (Prerequisite: HE 471 or a nutrition course).

HE 511 Research and Evaluation Methods in Health Promotion (3crs.)
This course will develop competencies needed to both produce and consume research in Health Promotion and allied areas. Via the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation, and data analysis.

HE 512 Humanistic Approach to Drug Education (3crs.)
A humanistic approach to drug education with emphasis on: available resources, educational modalities, effecting curriculum change, the communication process, attitudes and values, and teaching methods. Lecturers will include experts from the field of drug education.

HE 513 Cultural Approaches to Health (3crs.)
Anthropological, sociological, psychological and physiological factors related to health behavior of sub-cultured groups. Concerns health knowledge, attitudes, values and behavioral practice of various religious and ethnic groups. (Prerequisite: 3 credits in Sociology)
HE 514 Selected Topics in Environmental Health (3crs.)
An in-depth study of important environmental health issues. The topics discussed will provide the information needed to make intelligent decisions regarding critical environmental health problems.

HE 515 Evaluation of School Health Programs (3crs.)
Study of the total school health program. Construction and application of an instrument to determine extent of program. School visitations are included. (Prerequisite: 12 credits in Health)

HE 518 Quantitative Methods in Health Promotion/Epidemiology (3crs.)
This is an introductory course in quantitative methods in epidemiology and health promotion. The course includes inferential and descriptive techniques as well as life table construction, and epidemiological rates, ratios and proportions.

HE 519 Scientific and Philosophical Foundations of Health Promotion (3crs.)
The focus of this course is to survey the historical/philosophical foundations of health promotion and provide a scientific basis for the development of health promotion programs.

HE 520 Designing and Administering Health Promotion Programs (3crs.)
Analysis and skill development in administration of health promotion programs in a variety of settings with emphasis in administrative issues, staff development and consultation.

Physical Education

PE 100 Anatomy (3crs.)
Includes a fundamental study of the human body and its parts, with special emphasis on bones, muscles, and tissues.

PE 101 Kinesiology (3crs.)
Introduces the student to the concepts and principles of biomechanics as they relate to sport skills.

PE117 Historical and Philosophical Foundations of Sport and Physical Education (3crs.)
An historical and philosophical study of sport and physical education, including an overview of the biological and normative/humanities areas constituting the discipline of sport studies.
PE 118 Socio-Cultural Foundations of Sport (3crs.)
This course provides an introduction to the study of sport as a social institution and an element of culture. Major topics include the roles of sport in society, the relationship of sport to other social institutions and variations in sport cultures.

PE/CT 155 Creative Dance Group (1cr.)
Open to all students who enjoy composing and performing dances. At least one major performance is given each year. One three-hour meeting each week, plus additional periods at performance time. Formerly PE/CT 180.

PE 200 Fitness for Life (3crs.)
This course is concerned with aiding the student to achieve a lifetime of physical vigor, good health and sense of well being. Its emphasis is on the biological basis, planning and implementing of an ongoing program of self care through physical activity and proper nutrition.

PE 201 Apprenticeship in Exercise Science / Health Fitness (1cr.)
The course is an introductory field-work experience in the design and conduct of preventive and rehabilitative exercise programs. In addition to the class work, the student will observe and assist in the operation and supervision of an established program.

PE 217 Principles of Motor Learning (3crs.)
Introduces the student to the concepts and principles concerned with learning and performance of movement skills.

PE 225 Teaching Educational Dance, Games and Gymnastics to Children (3crs.)
An introduction to the movement approach to dance, games and gymnastics with emphasis on program content and progression using the thematic approach.

PE 227 Movement Analysis in Dance, Games and Gymnastics (3crs)
This course applies and analyzes Laban's movement framework for curriculum development in educational dance, educational games and educational gymnastics for children. A transition will be made to more specialized sport skills, dance forms and formal Olympic gymnastics from the analysis of basic movement skills.
PE 230 Introduction to Recreation (3crs.)
The history of recreation from primitive man to the present. Philosophies of
recreation, leisure, work and play are presented. Recreation services and
career opportunities are discussed. Professional organizations and literature
are reviewed.

PE 240 Fundamentals of Athletic Training (3crs.)
Classroom course emphasizing athletic fitness, the roles and responsibilities of
the athletic trainer, and the prevention and management of sport injuries. The
classroom experience will be enhanced by personal observation of the training
room.

PE 241 Laboratory Techniques in Injury Evaluation and Taping Methods (2crs.)
Laboratory course in the making and fitting of protective equipment, operation of
conditioning equipment, taping and use of immobilization devices, basic injury
evaluation, and basic reconstructive surgical procedures for athletic injuries. Guest
speakers will be used to supplement the course material.

PE 252 Water Safety Instructor (2crs.)
Instruction in advanced aquatic skills and teaching methods. Students who
demonstrate a high level of skill and the necessary teaching attitude will receive
Red Cross Certification as Water Safety Instructors.

*PE/CT 255 Creative Dance I (3crs.)
The study of dance, as the Art of Movement. Included are basic exercise,
individual and group dance based on polarities of force, impulse, time, space,
vocal and instrumental sound. Formerly PE/CT 226.

*PE/CT 256 Creative Dance II (3crs.)
Study of impulse, design, metric patterns, dynamic qualities of dance,
accompaniment and elements of performance through improvisation and
composition. Emphasis will be on increased artistry in the development and
presentation of individual and group dances. Formerly PE/CT 325.
(Prerequisite: One three credit dance course or consent of the Instructor)

*PE/CT 259 Dance Repertory (1cr.)
Students will be taught a major choreographic work by faculty and/or guest
artists.

PE 260 Youth Sports (3crs.)
Designed to prepare students to plan, and organize and implement youth sports
programs. Students will gain insight into the research relating to completion,
conditioning and equipment selection.
PE 300 Movement Acquisition for the Pre-School Child (3crs.)
To provide the physical education major with an understanding of the objectives of a movement program for pre-school age children. The course will include the sequential stages of motor development and their effect on the acquisition of basic motor skills.

PE 312 Strategies and Analysis in Teaching Physical Activities (3crs.)
Designed to prepare the student with an understanding of the learning and development of skill performance in a variety of environments. Major emphasis will be placed on learning progressions, organizational patterns, teaching strategies and cues, skill analysis, error correction and performance evaluation of activities. (Prerequisite: PE 101, PE 217)

PE 320 Physical Education for Youth in Grades 1-6 (3crs.)
A study of the philosophy and objectives of the elementary school physical education program. Emphasis on the role and responsibilities of the classroom teacher in the program with laboratory experiences teaching children.

PE 322 Physical Activities for Early Childhood (3crs.)
Emphasis will be placed on gaining knowledge about physical growth and the stages of motor development. The movement education approach will be utilized to integrate physical education with the early childhood curriculum.

PE 324 Physical Developmental Activities for the Disabled and Handicapped (3crs.)
The course consists of basic knowledge and techniques to plan, implement, and evaluate physical and developmental activities and programs for special populations. Topics include a study of sensory disorders, learning disabilities, mental retardation, cerebral palsy and body mechanics. The diagnostic-prescriptive process will be stressed along with the latest screening, assessment and evaluation tools and techniques. (Prerequisite: PE 217)

PE 326 The Movement Approach to Teaching Physical Education (3crs.)
A study of the movement approach to teaching physical education to children with emphasis on developing content and methodology. Student will engage in pre-practicum experience with children in an on-campus setting focusing on: developing, analyzing, and improving teaching behavior and developing teaching materials. (Prerequisite: PE 225 or consent of the instructor)
PE 328 Movement in the Creative Arts (3 crs.)
Dance, the art of movement, in its relationship to drama, music, speech, and the visual arts. Creative experiences in each of these areas directed by divisional staff.

PE 329 Physical Education for Middle and Junior High School Children (3 crs.)
This course will focus on program objectives, strategies and analysis of teaching physical education in the middle and junior high school. Course will include pre-practicum experiences focusing on program content, progressions and teaching skills commensurate with the play education model. (Prerequisite: PE 101, PE 217)

PE 330 Theory and Principles of Leisure (3 crs.)
A course designed to provide the student an opportunity to explore the impact of leisure on the society and the individual. Various economic, educational, social and psychological phenomena and the force each has on leisure is examined.

PE 331 Outdoor Recreation Resources (3 crs.)
Study of the design, effective use, management and programs of outdoor recreation and conservation areas.

PE 332 Leadership and the Group Process (3 crs.)
This course provides theory and experiences necessary to develop an understanding of leadership, group dynamics and effective group skills.

PE 333 Camp Leadership and Organized Camping (3 crs.)
A study of organized camps and camping programs with particular emphasis on program planning, selection and training of staff and administrative details in organized camping.

PE 340 Principles and Practices in Athletic Training (3 crs.)
Application of joint and musculoskeletal anatomy in the recognition, evaluation and management of athletic injuries. (Prerequisite: PE 240)

*PE/CT 357 Dance Production Theory (2 crs.)
This course provides the opportunity to choreograph and plan the presentation of a major dance work. Lectures and practical assignments in choreography and stagecraft for dance will result in a plan for a dance piece. (Prerequisite: CT/PE 226 and CT/PE 325, or permission of the Instructor)
*PE/CT 358 Dance Production Techniques (1cr.)
This course is an extension of CT/PE 357, Dance Production Theory, and provides an opportunity for students to set a choreographed work for dancers and to rehearse it for presentation.

PE 390 Field Based Pre-Practicum-Physical Education (3crs.)
Designed to provide the student with an introduction to teaching physical education in an off campus setting.

PE 400 Physiology and Techniques of Strength Fitness (3crs.)
To provide students with a knowledge of the effects of various heavy resistance exercise training protocols on musculoskeletal integrity, metabolic capacity and various specific tissue characteristics in the human body. Thus, the course necessarily considers micro-anatomical and physiological variations associated with general strength conditioning programs, body building, olympic lifting, power lifting, circuit training, variable resistance, isotonic, isokinetic and isometric resistance training.

PE 401 Physiology of Exercise (3crs.)
Includes the study of various systems, their interrelationships and adjustments during exercise and as a result of training. Emphasis on the current research findings and what remains to be discovered in man as a moving being. Two hours lecture and two hours laboratory. (Prerequisite: BI 280)

PE 402 Physiology of Exercise II (3crs.)
An in-depth study of human physiological principles as applied to exercise, sport activity and research. Special emphasis is on neurological control, exercise in relation to cardiovascular disease, and factors affecting performance. (Prerequisite: PE 401 or equivalent)

PE 403 Cardiovascular Function, Analysis and Evaluation (3crs.)
Includes cardiovascular dynamics as studied through anatomy, electrophysiology, and the pathology of the cardiovascular system. Specific emphasis will be placed on the analysis of the cardiovascular system through non-invasive methods of evaluation. (Prerequisite: PE 401 or equivalent)
PE 404 Exercise Prescription and Cardiac Rehabilitation (3crs.)
This course focuses on the development of individualized prescriptive exercise programming with regard to stress test evaluations and individual contra-indications. Environmental conditions along with intensity, duration and frequency of physical activity will be studied in order to develop programs. Special attention will be given to high-risk populations and post-cardiac patients. (Prerequisite: PE 401 or equivalent)

PE 412 Planning, Implementation, and Evaluation in Teaching Physical Education (6crs.)
Designed to develop teaching competencies related to the planning, implementation, and evaluation aspects of instructional programs in physical education. To provide methods of enhancing teacher-pupil behaviors and creative learning environments.

PE 414 Coaching (3crs.)
The application of teaching and learning principles as related to the player, team, coach and the athletic program. Areas to be included will be psychology and philosophy of coaching, organization and administration of the program, coaching techniques, conditioning and evaluative procedures.

PE 415 Methods and Techniques in Coaching Baseball (1cr.)
Offensive and defensive fundamentals, offensive and defensive team play and administration.

PE 416 Methods and Techniques in Coaching Basketball (1cr.)
The theory and practice of basketball coaching, including the study of offensive and defensive systems, drills, training and conditioning of basketball squads.

PE 417 Methods and Techniques in Coaching Football (1cr.)
History of football, fundamentals of line and backfield play, team defense and offense, field generalship, scouting, athletic injuries, and study of rules.

PE 418 Methods and Techniques in Coaching Field Hockey (1cr.)
Theory and practice of coaching field hockey, including skills, strategies, conditioning and coaching responsibilities. (Prerequisite: PE 132 or comparable experience)
PE 419 Methods and Techniques of Coaching Volleyball (1cr.)
Theory and practice of coaching volleyball, including skills, conditioning, offensive and defensive strategies. (Prerequisite: PE 131 or comparable experience)

PE 421 Methods and Techniques of Coaching Soccer (1cr.)
Teaching the skills of kicking, trapping, heading, dribbling, tackling, throwing; defensive and offensive soccer.

PE 425 Officiating Baseball (1cr.)
Rules and techniques in officiating baseball; organizations of officials, practical experience.

PE 426 Officiating Basketball (1cr.)
Techniques of officiating basketball. Practical as well as theoretical examinations are included with opportunity to earn a recognized rating.

PE 427 Officiating Football (1cr.)
Rules and techniques in officiating football; organizations of officials; practical experience.

PE 428 Officiating Soccer (1cr.)
Rules and techniques in officiating soccer; organizations of officials; practical experience.

PE 429 Officiating Field Hockey (1cr.)
Techniques of officiating field hockey. Practical as well as theoretical examinations are included with opportunity to earn a recognized rating.

PE 431 Officiating Volleyball (1cr.)
Techniques of officiating volleyball. Practical as well as theoretical examinations are included with opportunity to earn a recognized rating.

PE 435 Planning and Conducting a Community Aquatic Program (3crs.)
This course will prepare students to utilize all available resources in planning and implementing aquatic programs for communities and other agencies. (Prerequisite: Any Bridgewater State College swimming or water safety course, or evidence of successful completion of the swimming or water safety program offered by a recognized agency such as Red Cross or YMCA)
PE 445 Adventure Programs (3crs.)
The planning and development of adventure and challenge programs in physical education and related disciplines. Students will be involved in theoretical and practical aspects of adventure curriculums and will be expected to participate in a variety of activities, primarily in the out of doors. Topics will include backpacking, rock climbing, orienteering, winter camping, survival, and ropes course activities.

PE 446 Advanced Adventure Programs (3crs.)
This course builds on basic adventure program knowledge and skills and includes the development of new knowledge and skills of an Outward Bound nature, culminating in a 7-day expedition which will take place during an academic vacation period. (Prerequisite: PE 455 or equivalent experience)

PE 447 Ropes Course Use and Construction (3crs.)
Instruction in the theoretical and practical aspects of Ropes Course use and instruction and experience in constructing Ropes Course elements.

PE 450 Therapeutic Modalities, and Rehabilitation Methods (3crs.)
Classroom course with laboratory use covering the principles, techniques, and legal aspects of planning therapeutic exercise programs and the application of therapeutic modalities. (Prerequisite: PE 240)

PE 451 Theoretical and Practical Use of Wheelchairs for Mobility, Sports and Leisure Activity (3crs.)
Designed for the professional who works with the disabled and handicapped. The theoretical and practical use of wheelchairs for mobility and participation in sports, leisure activities, as well as the importance of such participation for rehabilitation will be discussed and analyzed.

PE 460 Park and Recreation Facilities (3crs.)
A study of planning, development, and maintenance of parks and recreation facilities; includes inspection of areas and preparation of plans.

PE 461 Organization and Administration of Public Recreation (3crs.)
Organization and administration of recreation at federal, state and local levels; legislative provisions, governmental control, financing, budget, personnel, departmental organization, and administrative practices.
PE 462 Programming for Recreation and Leisure (3crs.)
The opportunity to plan, conduct, evaluate and observe a wide variety of both on-campus and community-based programs and activities.

PE 463 Field Problems in Recreation (3crs.)
A study of selected problems in various areas of recreation through guided individual and group field experience. (Prerequisite: Permission of the Instructor)

PE 465 Theory and Development of Play (3crs.)
Provides theoretical foundations for play based on classical and modern theories and on research findings.

PE 466 Play Space Design (3crs.)
To understand the effects of the child's play environment on his or her total development. An investigation of play design principles will enable students to suggest alternative play environments based on children's needs.

PE 470 Sociology of Sport (3crs.)
Examination and analysis of the types of forces at work in American society and how they relate to sports. Among the topics to be included are the influences of our cultural heritage, philosophy of education, politics, religion, economy, ethnic, mass media, and internationalism. Lectures, readings, class discussions, and written assignments will be directed toward enhancing the individual's understanding of the values of sport in our society yesterday, today, and tomorrow. (Prerequisite: 3 credits in Sociology)

PE 475 Games Leadership Workshop (3crs.)
This workshop is designed for people interested in building relationships through play in games. The games emphasis will move away from the familiar competitive, play experience to the non-competitive, supportive and cooperative play experience. Participants will develop a repertoire of games suitable for all ages. Leadership competence will provide participants with the tools to take games to others in schools, business, community groups and the family.

PE 481 Organization and Administration of School Athletics (3crs.)
Athletic policies and regulations on the local and state levels, administrative plans, contest management, the purchase and care of equipment, athletic awards, finance and budget, athletic facilities, scheduling, public relations, the intramural program, and trends in interscholastic athletics.
PE 484 Physical Education for Special Needs Children and Youth (3 crs.)
The planning and development of physical education programs considered appropriate
to the needs, interests and abilities of exceptional children and youth. Emphasis will be
placed on the contribution that physical education can make to the education and well
being of the physically, mentally and emotionally handicapped.

PE 490 Seminar in Athletic Training (2 crs.)
Study of various topics confronting an athletic trainer. These experiences are
developed through lectures, demonstrations, and discussions with authorities,
including physicians and lawyers, in the areas of concern. (Prerequisite: PE 240
and PE 340)

PE 492 Practicum in Student Teaching - Physical Education (15 crs.)
Full - time teaching for one semester with supervision provided by members of the
department faculty. (Prerequisite: Acceptance and good standing in Teacher Preparation
Program and satisfactorily completed Department Teacher Preparation Program course)

PE 494 Advanced Study of Motor Programs for Special Needs Children and Youth
(3 crs.)
Included is the study of nutritional disturbances, emotionally disturbed, socially
maladjusted, disadvantaged, and chronic medical problems. A culmination of
professional experiences to include a study of perceptual motor programs, behavior
modification, advanced techniques of motor assessment and grantsmanship. The role
of the adapted physical educator as a resource and itinerant teacher will be presented.
(Prerequisite: Undergraduate: PE 217 and PE 324; Graduate: PE 484 and PE 508 or
consent of the Instructor)

PE 498 Field Experience in Physical Education (3-15 crs.)
A field experience offers qualified students the opportunity to gain practical experience
within their major. Placements are made in both public and private agencies and are
designed to complement a student's concentration within the major. (Prerequisite:
Consent of the Department)

PE 499 Directed Study in Physical Education (1-3 crs.)
Open to all juniors and seniors who have demonstrated critical and analytical abilities in
their studies and who wish to pursue a project independently. May be taken twice for a
maximum of six credits. (Prerequisite: Consent of the Department)

Other Approved Courses:
PE 220 Expressive Movement
PE 310 Physical Education for Adults
PE/CT 321 Creative Dance for Children
PE/CT 352 Dance History
PE 410 Physical Education in Agency Programs
PE 420 Methods and Techniques in Coaching Lacrosse
PE 422 Methods and Techniques in Coaching Track and Field
PE 423 Methods and Techniques in Coaching Swimming
PE 424 Methods and Techniques in Coaching Wrestling
PE 432 Officiating Lacrosse
PE 439 Analysis and Application of Teacher Behavior
PE 440 Scientific Basis of Coaching
PE 448 Man and Movement: Humanistic Perspectives in Sport and Physical Education
PE 471 Psycho/Social Aspects of Sports
PE 479 Problems in Physical Education and Athletics
PE 482 Public Relations in Physical Education
PE 485 Integration of Physical Activity: Home, School and Community
PE 487 Psychological Aspects of Coaching

PE 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled "Independent Study" in the Graduate School section of this catalogue.

PE 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in his field. For details, consult the paragraph entitled "Independent Study" in the Graduate School section of this catalogue.

PE 505 Principles and Techniques of Supervising Student Teachers in Physical Education (3 crs.)
A course designed to provide physical education teachers with knowledge relating to the nature of supervision, the role of the cooperating teachers and their impact on student teachers, methods for observing and recording teaching behaviors and suggestions for helping student teachers implement instructional strategies. Theoretical and practical experience will be provided. (Prerequisite: Public School Teaching)

PE 506 Philosophy and Principles of Physical Education (3 crs.)
Philosophical inquiry into the discipline of physical education including a study of trends and forces in education as they affect the field. (Prerequisite: 6 credits in Physical Education)

PE 507 The Child and His Movement Behavior (3 crs.)
Current concepts and trends related to movement experiences of children with emphasis on developmental movement, and learning. (Prerequisite: 12 credits in Physical Education or permission of the Instructor)
PE 508 Motor Learning (3 crs.)
Integration of biological and psychological concepts in the acquisition of motor skills including environmental conditions, developmental factors and learning theories. (Prerequisite: 3 credits in Physical Education or permission of the Instructor)

PE 510 Concepts of Curriculum Development (3 crs.)
Current educational trends, theories relative to physical education and the development of curricular models, with a focus on the needs of today's society. (Prerequisite: 9 credits in Physical Education or permission of the Instructor)

PE 511 Research Methods in Physical Education (3 crs)
This course will develop competencies needed to both produce and consume research in Physical Education and allied areas. Via the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation, and data analysis.

PE 512 Administration of Physical Education (3 crs.)
Application of administrative principles to the physical education program. (Prerequisite: 12 credits in Physical Education or permission of the Instructor)

PE 513 Educational Games for Elementary and Middle School Level (3 crs.)
A comprehensive study of the movement approach to educational games with emphasis on analysis of games. Progression utilizing thematic approach and curriculum development will also be presented.

PE 514 Improving Teaching Effectiveness in Physical Education (3 crs.)
The course will focus on the techniques for observing and analyzing teacher and student behavior, the application of classroom management techniques and the study of teacher effectiveness research. A format through which teachers can gather data for use in self analysis and improvement of instruction will be examined.

PE 515 Exercise Circulation: Mechanisms and Morphology (3 crs.)
This course provides students with a knowledge and understanding of the acute and chronic effects of exercise on the peripheral and central circulatory systems. It deals with exercise-related cardiovascular dynamics, effects of frequently used medications and growth responses induced by regular exercise as well as abnormal physiological responses to exercise. (Prerequisite: PE 401)

PE 520 Health Fitness Program Planning and Management (3 crs.)
Designed to address strategies essential to the development of successful exercise and health fitness programs. Emphasis will be placed on program development, motivational techniques and administrative consideration. (Prerequisite: At least one course in exercise physiology or permission of the Instructor)
PE 521 Child's Play - A Learning Medium (3crs.)
Provides a vehicle for discovering the relationship between the developing pre-school child and the world of play. Adults involved with children in any capacity will become familiar with the contributions of play to the child's mastery of self and the environment. The effect of play on psychomotor, affective and cognitive development will be considered.

PE 522 Sports Programs for the Child Athlete (3crs.)
The focus of this course will be on the social, psychological and physical impact of sport and competition on the child athlete. At the conclusion of the course, participants will be able to design a model sports program for young children.

PE 540 Sports Injuries: Prevention and Care (3crs)
An introduction into the theories and principles surrounding the care and prevention of athletic injuries. Classroom study will include pre-season conditioning programs, protective equipment, acute emergency injury and illness care and prophylactic techniques.

PE 544 Applied Laboratory Techniques in Exercise Science (3crs.)
Students will utilize a number of laboratory techniques to assess fitness capabilities and health status of normal subjects. Focus will be on standardization of procedures and collection of reliable and valid data. An additional concern will be clear representation and interpretation of classical techniques used to routinely assess physical fitness in the laboratory.

PE 545 Physical Conditioning and Training in Sports and Exercise (3crs.)
This course is designed to provide the sport practitioner, i.e., the coach, athlete, team trainer, and physical educator, with a basic understanding of the physiologic principles underlying the physical conditioning process. Methods of planning, implementing and evaluating training programs will be the main focus of attention. (Prerequisite: Introductory course in exercise physiology or permission of the Instructor)

PE 550 Sports Medicine for the Athletic Woman (3crs.)
This course will focus on today's athletic woman and will include current concepts of conditioning programs, management of athletic injuries/conditions relevant to women in sports.

PE 595 Internship in Physical Education (1-6crs.)
An internship offers qualified students the opportunity to gain substantial practical experience within their major. Placements are designed to complement a student's program concentration. (Prerequisite: 12 graduate credits of physical education and permission of advisor)
Physical Education Activity Courses

Physical Education Activity courses are offered on a quarter or semester basis for the following credit: 1.0 credit for a three hour quarter course; 2.0 credits for a three hour semester course. A maximum of six credit hours in physical education courses may be used toward graduation (this does not apply to physical education majors).

PE 131 Volleyball I - Beginner
Concepts and fundamental skills of volleyball, team play, rules and game strategy.

PE 132 Field Hockey I
Development of basic skills, concepts and strategies for playing the game with understanding and application of rules.

PE 133 Basketball - Beginner
Fundamental skills of basketball, elementary offense and defense strategies.

PE 140 Women's Lacrosse
Fundamental skills, strategies, rules and knowledge for playing the women's game.

PE 141 Soccer
Fundamental skills of soccer including: kicking techniques, trapping, heading, offensive and defensive strategy and rules of the game.

PE 145 Flag Football
Concepts and fundamental skills of the game including rules and strategy of play.

PE 150 Beginning Swimming
Basic aquatic orientation. Emphasis on developing basic swimming strokes, survival floating for the shallow water swimmer.

PE 152 Senior Life Saving
Theory and skills of senior life saving. Satisfactory completion of the course entitles students to Red Cross Senior Life Saving Certificate. (Prerequisite: Swimming II or comparable experience)

PE 153 Jazz Dance
This course provides experiences with a variety of jazz styles, including lyric and percussive. Emphasis is on performance of choreographed routines and mastery of isolations and syncopations. Formerly PE 165.
PE 154 Ballet
This semester course is aimed at the mastery of basic ballet technique including work at the barre, center adagio and allegro, and across the floor combinations. Formerly PE 166.

PE 157 Movement and Relaxation I
Theories and techniques of Yoga and relaxation, and basic movement related to daily activities.

PE 160 Survey of Dance
Introduction to Dance as the Art of Movement, exploration and expressive use of force, time, and space, elements common to Dance and all movement in daily activities, sports, drama and music.

PE 161 Folk Dance
Folk dance terminology, formations, and dance steps. Course will include insight into the background and customs of the people in the countries where the dances originated.

PE 162 Creative Modern Dance I
Problems in basic forms, movement impulse, design in movement, construction and use of musical instruments in dance. Emphasis on increased awareness, freedom and control of the individual and group.

PE 163 Aerobic Dance
A series of easy to learn dances that combine the health and figure benefits of jogging with the fun and vigor of dancing. It is recommended that participants should be in good physical condition and anyone over 35 years have a physical examination prior to enrolling in the class.

PE 164 Square Dance
An introduction to the contemporary square dance.

PE 170 Bowling I - Beginner
Concepts and fundamentals of bowling: approach, delivery, follow through, and strategy of play. $3.00 per week fee, approximately.

PE 173 Archery I - Beginner
Concepts and fundamental skills of archery including methods of aiming, scoring, and introduction to novelty events.
PE 174 Tennis I - Beginner
Concepts and fundamental skills of tennis including forehand, backhand, serve, rules and strategy of singles and doubles play.

PE 175 Golf I - Beginner
Concepts and fundamental skills of the game including rules and scoring. A minimal fee of approximately $3.00 for use of facilities will be charged.

PE 176 Badminton I - Beginner
Fundamental skills, rules and game concepts in order to prepare students for satisfying play experiences.

PE 182 Ski Touring
Introduction to basic skills and knowledge of Ski Touring. Instruction in choosing equipment, waxing, touring techniques and conditioning.

PE 186 Track & Field
Skills of track and field including running, jumping, throwing events, and their progressions.

PE 188 Jogging and Road Running
An introduction to jogging and road running. Emphasis on knowledge and application of training technique and running mechanics, as they apply to the spectrum of running from jogging to road racing and marathoning.

PE 190 Conditioning
Concepts, exercises and activities related to the development of physical fitness, including isometrics, weights and running.

PE 194 Wrestling
Fundamentals of college wrestling with emphasis on mat skills, rules, scoring and strategy.

PE 196 Fencing I - Beginner
Concepts and fundamental skills of fencing including defense, feints, lunges, parries, reposts, and disengages.

PE 202 Orienteering
Development of skills in the use of maps and compass as related to the sport of orienteering.

PE 203 Basic Rock Climbing
Development of fundamental skills and techniques used in rock climbing with special attention to belaying and safety considerations.
PE 231 Volleyball II - Intermediate
A follow-up of Volleyball I with emphasis on increased proficiency of performance and
game strategy. (Prerequisite: Volleyball I or comparable experience)

PE 233 Basketball II - Intermediate
A follow-up of Basketball I with emphasis on advanced strategy and game play.
(Prerequisite: Basketball I or comparable experience)

PE 235 Rhythmic Activities: Programming For All Ages
Designed to provide a basic understanding of rhythmical movements and their
application for programming for all age groups. The course will include a variety of
expressive locomotor, non-locomotor and manipulative movements.

PE 244 Baseball / Softball
Concepts and fundamental skills of the games including rules and strategy of play.

PE 250 Intermediate Swimming
Continued emphasis on developing basic swimming skills, strokes, diving, survival
techniques. This course is for the deep water swimmer. (Prerequisite: PE 150 or
comparable experience)

PE 254 Water Polo
Includes basic movements, skills and maneuvers of the sport of water polo with
emphasis on offensive and defensive fundamentals and strategies, practical drills, rules,
and regulations.

PE 260 Youth Sports
This course is designed to prepare students to plan, organize and implement youth
sports programs. Students will gain insight into the research relating to competition,
conditioning and equipment selection.

PE 270 Bowling II - Intermediate
A follow-up of Bowling I with emphasis on increased skill and consistency. $3.00 per
week fee, approximately. (Prerequisite: Bowling I or comparable experience)

PE 274 Tennis II Intermediate
A follow-up of Tennis I with emphasis on volley, lob, smash, and game strategy.
(Prerequisite Tennis I or comparable experience)

PE 276 Badminton II Intermediate
A follow-up of Badminton I with emphasis on advanced skills, singles and doubles play,
and game strategy. (Prerequisite: Badminton I or comparable experience)
PE 278 Bicycle Touring  
An understanding and appreciation for the sport of cycling through the application of body mechanics, cycling techniques, knowledge of multi geared bikes and the many aspects of touring. Students must have a 10 speed bike.

PE 280 New Games  
This course is designed to introduce the philosophy of new games and develop a repertoire of non-competitive, cooperative and collaborative games suitable for a variety of age groups. The students will experience the psychomotor and affective components embodied in the new games concept.

PE 285 Gymnastics  
Concepts and fundamental skills of vaulting, balance beam, parallel bars, uneven parallel bars, high bar, side horse, rings and free exercise.

PE 350 Advanced Swimming  
Emphasis on developing high level of aquatic skill through instruction in advanced strokes, springboard diving, swimming turns, and survival techniques. Specialized aquatic activities may be offered. (Prerequisite: Swimming II or comparable experience, physical examination)

PE 354 Scuba Diving  
Fundamentals of skin and scuba diving; emphasis on safety using the self contained underwater breathing apparatus. (Prerequisite: Swimming I or comparable experience, physical evaluation)...

PE 355 Synchronized Swimming  
Swimming and diving skills and stunts choreographed to music. (Prerequisite: Swimming II or comparable experience)

PE 356 Canoeing  
Instruction in fundamental skills of canoeing, and small craft safety techniques.

Other Approved Courses:
PE 134 Self Defense  
PE 189 Skiing I - Beginner  
PE 232 Field Hockey II  
PE 242 Lacrosse II  
PE 257 Movement and Relaxation II  
PE 258 Dance Technique  
PE 262 Creative Modern Dance II  
PE 273 Archery II - Intermediate  
PE 275 Golf II - Intermediate  
PE 296 Fencing II - Intermediate
In October 1987, the 50th anniversary of the Bridgewater State College Physical Education major was celebrated. A special logo was designed for this occasion.

![Logo Design](image)

*Logo Design by Professor John Heller, Art Department, Bridgewater State College*

During the month of October in 1987 the Health, Physical Education and Recreation Department sponsored the following seminar/workshops to celebrate the Physical Education Major's 50th Anniversary. These Programs that were open to students, alumni, faculty, and friends were as follows:
On October 23rd, 1987 a Gala Celebration of the Fiftieth Anniversary of the Bridgewater State College Physical Education Major was held. The Banquet celebration was sponsored by the Hyannis-Bridgewater Alumni Association and was held in the Adrian Rondileau Campus Center at the college.
The Program of the Hyannis - Bridgewater Physical Education Major Fiftieth Anniversary Banquet and Gala Celebration follows:

Program

Cocktail Hour
Slide Presentation
Welcome
Sheila Tunstall McKenna, '62,
Celebration Chairperson presiding

Greetings
Dr. Gerard T. Indelicato, '71
President, Bridgewater State College
Dr. Mary Lou Thornburg
Chairperson, Health, Physical Education, and Recreation Department
Dr. Mary Lydon, '55
President, Hyannis-Bridgewater Physical Education Alumni Association

Introduction of Honored Guests
Emeriti Faculty
Dr. Mary J. Moriarty
Dr. Catherine E. Comeau
Prof. Mary I. Caldwell
Prof. Harry Lehmann
Dr. Frederick Meier
Prof. Marjorie Rugen
Prof. Edward C. Swenson
Dr. V. James DiNardo, '39
Executive Vice President, Emeritus

Guests
Mr. Joseph McKenney
Dr. Catherine Allen
Prof. John Heller

Invocation
Helen Sullivan, C.S.J. '61

Dinner
Commemorative Presentation
Dr. Mary Lou Thornburg

Speaker
Dr. Mary Hoyle Mahan, '60

Miami Dade Community College
The keynote address at the Fiftieth Anniversary Celebration was given by one of the most distinguished Bridgewater Physical Education Major alumnus, Dr. Mary Hoyle Mahar, B.S.C. ’60. Dr. Mahar was Chairperson of the Physical Education Department at Miami Dade Community College, in Florida. Her address, follows:

It is with deep honor and pride that I stand before you this evening as we reflect through the years at this golden anniversary celebration of the Physical Education Major at Bridgewater State College.

When contacted originally to give this ten minute address on what Bridgewater had meant to me, I realized that to actually do that justice the talk would have to be several hours long. Instead I’ve opted to speak on behalf of all physical education majors from 1937-1987 in terms of expressing gratitude to our distinguished mentors for training us to develop pride in our profession, the qualities necessary for effective leadership, and a sense of harmony and balance in our lives.

Special thanks for attending tonight go to: President Indelicato, Past President Rondileau, Drs. Meier, Comeau, Braun, and Thornburg, Distinguished Physical Education Professors, Graduate Colleagues, Present Major students; invited guests and alumni.

Last evening to set the stage for tonight’s celebration I flew into Hyannis from Ft. Lauderdale. As one of Mary Moriarty’s girls, that stereotypic name given to all PEM graduates from 1939-1970, I telephoned Dr. Moriarty from the airport. We planned to meet for a short time late this morning for tea and at her home in West Dennis the address which follows was delivered for the first time.

She made some suggestions, gave her final O.K., and insisted that we hop in the yellow bird convertible in search of a missing classmate in South Dennis. Upon return to Merripines she wished me to extend a warm greeting to all, and resigned herself to be here in spirit with all of us this evening.

In harmonizing “goodbye to Major Days”, senior physical education majors traditionally sang about gifts of a “phys. ed. heart” and the “world’s best start” as we remembered our four years at Bridgewater. Tonight, reflecting back on the years since graduation we appropriately express our appreciation to this fine institution - Bridgewater State College, the outstanding Physical Education Major Program, and to the many dedicated faculty who were responsible for our growth and development as physical educators, and contributing members of society.

The focus of tonight’s address will be on three special gifts that have brought success to all of us as teachers, coaches, administrators, counselors, grandparents, parents, spouses, and individuals.
The first one is the love, respect, and pride in a great profession.

Most of us came to Bridgewater as foolish freshmen because we wanted to continue playing field hockey, basketball, and softball. Why, was there anything else?

Play originally brought us together. This love of team sports soon extended to a joy of all movement as we expanded our skills and knowledge to include more sport, exercise, and dance activities.

Repeatedly we were challenged as undergraduates to develop our own philosophy as we defined physical education in History and Principles classes. What was its goals, its aims, and its objectives? Why was physical education so important?

During our professional years, just as our professors had predicted, there have been countless occasions in which these same questions were asked us. As teachers, coaches, counselors, supervisors, parents, and community activists we've had to define our profession. We've had to continually defend physical education to school board members, administrators, colleagues from other disciplines, and curriculum committees.

Thanks to the seed planted during the development of our professional philosophy, we learned that physical education truly is the most important subject in the curriculum. Oh sure it's important to know how to read, write, and compute.

But who has ever heard of someone dropping dead of a heart attack at forty-three because he or she could not write a logical paragraph, analyze a problem in geometry, or compare the works of Shakespeare?

We know that heart attacks occur from poor nutritional habits, lack of a systematic program of aerobic exercise, and the inability to manage stress. Physical education and a healthy lifestyle can contribute significantly to the quality of one's life.

Life styles can be changed. Risk factors can be eliminated. Research indicates habitual endurance exercising protects the blood vessels of the heart, increases the HDL cholesterol, decreases blood sugar, reduces the resting heart rate, strengthens the heart muscle and increases the amount of blood the heart can pump.

Research also shows that if children do not learn a physical skill when they are in school, chances are they will never participate in the activity as an adult. Can
you imagine never experiencing the thrill of sinking a putt, the joy of an aced serve, or the exhilaration after a long swim?

Through the years we've delivered that same message, packaged a little differently perhaps, as we played, taught, officiated, coached, studied, trained teachers, administrated and lectured.

Freshman year we were introduced to our national, district, and state professional organizations. Encouraged by the faculty we participated as students and continued as professionals. How very proud we were when so many of our faculty were officers at the state and district level and especially of Mary Lou Thornburg a recent president of NASPE for the American Alliance for Health, Physical Education, Recreation, and Dance.

Thank you Bridgewater for giving us the opportunity to develop this live, respect, and pride in a great profession HEALTH - PHYSICAL EDUCATION - RECREATION AND DANCE.

The second gift responsible for our success is leadership ability.

Our professors told us that a good teacher was a good planner. We planned and planned and planned. How many lesson plans, unit plans, goals, objectives did we turn out in four years? Amazingly the master plan worked. Our self confidence improved and we became more articulate as we practice-taught first on ourselves then at training schools. We became aware of the growth and development needs of children K-12. We shared successful teaching experiences in seminars and increased our teaching repertoire.

Opportunities for leadership in the WRA, PEM Club, Aquabrytes, and in Varsity Competition afforded us additional growth.

These very same planning and teaching tools we've utilized in our own teaching and coaching, training teachers, evaluating colleagues, writing curricula, conducting workshops, camps, and special programs. Every meeting we have ever conducted contained these basic elements of good planning.

The department faculty also stressed with us the importance of establishing and maintaining discipline. "Learning can not take place in confusion," they said. With experience we developed our own leadership style as we established our personal educational classroom climates.
With leadership always comes responsibility. Just as the Bridgewater faculty were positive role models to us, we in turn have served as role models to our students, athletes, colleagues, and children.

Thank you Bridgewater for giving us the opportunity to become skilled leaders.

The third gift which has made us so special through the years is the Bridgewater Physical Education philosophy of maintaining a sense of balance in our lives. We were encouraged to avoid tunnel vision as competitors, performers, educators, politicians, and public servants.

Season tickets to the theatre. A day at the Museum of Fine Arts. World series statistics. Should we give aid to the Contras? Will mini skirts stay in style?

When is the next self improvement class?

Every once in a while a voice from the past has reminded us to:

Change with the times.
Keep abreast of new techniques in the profession.
Keep the class fun.
Stop the activity when the children are having the most fun.
Keep a positive attitude.
Watch our professional appearance.
Respect individual differences.
Strive for excellence.
You can do anything if you have the desire.

Thank you Bridgewater for instilling the need for this sense of balance in our lives.

In closure:
Diverse Routes. One Destination.
Learn by doing. Motto reliable.
Physical Education. 50 years viable.
Find the yearbook and class jacket.
Renew friendships. Anniversary packet.
Hooray for PEMS important date.
Imagine souvenir tea cup plate.
Class reunions. Long time past.
Since being on this campus last
Reflecting back, Oh BSC
How very much you’ve given me. 14

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Reflections 1937-1987

Hyannis Bridgewater Alumni and Students

"The Early Years" 1937-1944
  Midge Knight Cronin, Coordinator
  Bridgewater State College Dance Corps
  Dr. Nancy Moses, Director

"Moving Along" 1945-1960
  Pat Slade Marston, Coordinator
  Bridgewater State College Dance Corps
  Dr. Nancy Moses, Director

"The Later Years" 1972-1986
  Lorraine Canty Dunnett, Coordinator

"Present Years"
  Anne Marie Chicoine, '89, Jean Lattanzi, '89, Coordinators

Musical Celebration
  Judy Borne, '60
  Joseph Silva, Musical Director

The Dr. Mary J. Moriarty Award and the Dr. Catherine E. Comeau award were established by the Hyannis-Bridgewater Physical Education Alumni Association in honor of two very special and dedicated chairpersons of the department.

The criteria for the awards and the recipients of the awards were listed in the program. (See Appendix E and G)

Also included in the program was A Brief Review of the Bridgewater State College Physical Education Major 1937-1987. Researched and written by Dr. Catherine E. Comeau

The members of the Fiftieth Anniversary Committee that planned the very special Evening and Gala Celebration were:

Sheila Tunstall McKenna '62
Anne Marie Chicoine '89
Catherine Comeau
Philip Conroy
Marcia Crooks
Albert D'Emico '87
Theresa Corcoran '50
Paul Dubois
Irene Duprey-Gutierrez '63
Gloria Mcissac Flaherty '55

Jackie Haslett '56
Virginia Jewett Hogg '60
Jean Lattanzi '89
Mary Lydon '55
Barbara Tappen Mahar '61
Jean Nummi '48
Johanne Smith
Mary Lou Thomburg
The Hyannis-Bridgewater Physical Alumni Association Officers

President Dr. Mary Lydon '55
Vice President Dr. Virginia Jewett '60
Secretary Ms. Marcia Crooks, '55
Treasurer Mrs. Gloria Mc Issac Flaherty, '55

Members at Large
Mrs. Sheila Tunstall McKenna, '62
Ms. Mary Lou Thimas '68
Dr. Theresa Corcoran, '50
Dr. Jacqueline Haslett, '56

The article "Reflections of a red balloon", written by Dr. Mary Lydon, B.S.C. '55, is an excellent review of the Bridgewater State College Physical Education Major Fiftieth Anniversary Celebration. That review follows:

REFLECTIONS OF A RED BALLOON

hanging in the rotunda of the Adrian Rondileau Campus Center on the evening October 23, 1987, on the occasion of the Fiftieth Anniversary of the Physical Education Major Program at Bridgewater State College

It is Noon on October 23. Jack McKenna has just filled me with helium so that my black logo designed by Professor John Heller of the BSC Art Department shows up, and Kaye Comeau is in the process of tying white ribbon on me. As soon as she has done that, Gloria Flaherty (Class of '55) will take me out into the hall and gives me to Barbara Tappan (Class of '61) and Marcia Crooks (Class of '55) to add to their exciting decorations in the rotunda. When I get there, I will be the last balloon to be included. What a great looking area! Red balloons are everywhere: tied on the railings going up two flights of stairs; along the safety railings in front of the large windows; along the railings in the upper area outside of the ballroom; and all over the ballroom. Jean Lattanzi (Class of '89) and Ann Marie Chicane (Class of '89) are tying red balloons around the pots of white mums that will be on each table tonight. "Red Balloons with black logos and tied with white ribbons. Great!"

Everything is about ready. The tables are set. The centerpieces are all arranged. Phil Conroy (Class of '70), Director of Alumni Relations, has just finished arranging the display board with all of the memorabilia on it: The burgundy blazer and tunic which some classes had to wear when doing their senior student teaching; the navy blazer and tunic, another requirement of student teaching; and the latest, a light blue tunic and blazer with the white Wright and Ditson shirt. And where did that navy blue modern dance skirt come from? Everyone had to wear those for all of the modern dance classes regardless of shape. Guess no one saved the leotard. The hockey stick is really an antique - it looks different from the ones used today. Phil has just finished putting up a beautiful afghan that is to be given to Mary Jo Moriarty as her remembrance of fifty years and two thousand graduates.
Everyone is now leaving to go home and change from the jeans and sweats they are wearing to fancy, elegant clothing.

All is quiet. The building is empty. We balloons are relatively still and able to rest because the doors are closed. No drafts are causing us to move about - to sway back and forth. We wait with eager anticipation for the festivities to begin.

A cool, brisk breeze moves around the groups of two, three, or more as they walk along Park Street from the parking lot behind the gymnasium toward the Adrian Rondileau Campus Center.

As they approach the entrance to the Campus Center, all one can see is the building aglow with light from the three floors shining through the large, glass front. Silhouetted in the windows are the many red balloons creating an abstract pattern, moving from left to right every time a door is opened. One senses the electric atmosphere that pervades the entire building as soon as one enters.

Wait! A large, black stretch limousine has pulled up in front of the building and three excited alums are alighting from it. One of them looks like Sue Rivard (Class of '62). They stand and stare in amazement at the sight of the Campus Center brightly lit and so very colorful with all of us red balloons forming a pattern in every window and every window combining to form a total pattern which invites all to participate in the gala banquet being held to celebrate the Fiftieth Anniversary of the Physical Education Major Program at Bridgewater State College.

After they enter the building, the balloon decorations invite everyone to follow them up and around the staircase to the upper rotunda where "Mary Jo's Girls" have gathered in increasing numbers and as their numbers increase, so too, do the shrieks of joy and remembrance.

Sign in. Get your name tag on quickly so that everyone will know who you are and so that you will be able to identify that person who looks so familiar but whose name you cannot remember - but you know that you do know her!

The dignitaries have begun to arrive Dr. Rondileau, and his wife, Mary, are here. Isn't it great that he was able to be here. Dr. Meier, who taught Physiology and Tests and Measurements. Why is that noisy crowd gathering over there? It's Dr. Comeau and everyone is so very happy to see her. She does look great! Over to the left is Dr. Gerald Indelicato and his wife, Paula. He looks so pleased to be here and everyone is honored to have him participate.

Coming up the stairs is Dr. Mary Lou Thornburg, current Department Head for Health, Physical Education and Recreation and with her is Dr. Joseph McKenney. I heard someone call him "Mr. Physical Education". Close behind them is Helen Appone, a member of the first graduating class from Hyannis. It is becoming increasingly difficult to keep track of everyone coming in, but that looks like Mary Hoyle Mahan (Class of '60) who is the keynote speaker for tonight. Her mother is with her! And here comes Judy Borne (Class of '60) who is the featured entertainer for tonight. I hear that she will keep the room rocking! That group that just arrived looks like the delegation from the Governor's Council on fitness and Sport. A couple of faculty are on that council, Paul Dubois and Ed Braun and with them is Paul Torney and Mary Rose O'Connell. Wasn't that Bob Fredrick and Jo Smith
who just came in? That looks like several more of the faculty: Dr. Ginny Hogg (Class of '60) and Dr. Jan Harris, (Jan is the President-Elect of MAHPERD). Looks as if the TV technician is all set to record all of the evening's events for posterity. Look! Ginny Hogg has just started her slide show, just in time for the group who have arrived from the airport to pick up Lee Hubbard, Class of '57, from Oregon and Dr. Tess Malumphy, Class of '54, from Colorado.

The Committee is trying to get everyone seated so that dinner can be served, but it appears to be an impossible task. Everyone keeps talking and talking and talking. Now they are starting to move into the ballroom. Sheila McKenna, Chairperson for the event, has gone to the mike and announced that dinner must be served, so people do sit.

On each plate there is a small, white box. When the alums open them, they find a cup plate, which was created and struck especially for this occasion by the Pair Point Glass Company in Sandwich, MA. The logo on it, designed by Professor John Heller of the Art Department at BSC, contains the Tower of Boyden Hall which has always guided graduates of Bridgewater State College, and the Winged Foot that has always been the symbol of the Physical Education Department. Enclosed in the box is a descriptive card written by Terry Corcoran (Class of '48). It is the same design that is on me and all of the other balloons.

Finally, the blessing is being said by Sr. Helen Sullivan (Class of '70), and then the waitresses begin to serve. But, before they can get started, people are up and moving around to talk with others whom they have not seen before. People look as if they would rather talk than eat. The program is finally going to begin. Again it is difficult for Sheila to get people to quiet down, but she does, and she welcomes all of the alumni to the celebration. Dr. Indelicato is now welcoming everyone back to the campus that has changed so very much since the first class attended in 1944. He is followed by Dr. Mary Lou Thornburg who updates everyone concerning the status of the Department. It sounds as if many changes have occurred. Dr. Mary Lydon, (Class of '55), President of the Hyannis Bridgewater Physical Education Alumni Association welcomes everyone.

Now they are introducing the special guests who are present, Dr. Catherine Comeau, Department Chair from 1970-1994; Professor Harry Lehmann, Dr. Frederick Meier, former professor, and former President of Salem State College, now an emeritus faculty member; Dr. V. James DiNardo, Emeritus Faculty; and Dr. Joseph McKenney, long-time friend and advocate of physical education.

Several awards are now going to be presented. The current faculty of the Department of Health, Physical Education and Recreation present a plaque to the Alumni Association in honor of the Fiftieth Anniversary. It will be hung in the lobby of Kelly Gymnasium for all to see. Sheila McKenna is presented a citation from the Alumni Association to honor her for carrying out such a gala banquet.

The highlight of the formal program is an address by Dr. Mary Hoyle Mahan, Class of '60, who reflects on "What Bridgewater has given to us." She speaks of ideals which she feels that Bridgewater has given to all of the alums:
love, respect, and pride in a great profession; leadership; and a concept of balance in one’s life. Many of the faces in the room are thoughtful as they reflect on what Dr. Mahan is saying. They appear to be thinking of how fortunate they were to have attended such a great College and to have been one of "Mary Jo’s Girls."

Now the fun begins! And everyone appears to be a part of the laughter and joking and camaraderie that is everywhere!

First, a group of graduates from 1937-1944 present their views and remembrances of the "Early Years" at Camp Howes in Hyannis with Midge Knight Cronin as the leader. Some of the grads are dressed in old camp uniforms, and someone had discovered a banner from the old days at camp. Even a seagull is present!

The next presentation is by a group of grads from 1945-1960 "Move Along" through the years at Bridgewater State College. Especially enjoyable are the skits which remind us of several former faculty. Remember when one faculty member caught a PEM hitch hiking in Bridgewater? And remember one faculty member who always asked us "O.K.?". Coordinator for this program is Pat Slade Marston, Class of 1954.

We now "Moved along" with a group from 1961-1971, and are treated to a formal tea in Wood, complete with gloves and hats and a silver tea service! Coordinator is Barbara Tappan Mahar, Class of 1961.

The "Present Years" is presented by a group of seven from the Class of ’89 who look great in the Fiftieth Anniversary shirts. They are presenting, in song and dance, their impressions of campus life today. Coordinators are Jean Lattanzi Class of ’89 and Anne Marie Chicoine Class of ’89, both of whom are members of the Fiftieth Anniversary Planning Committee. Jean is also a member of the MAHPERD Student Action Council. Three presentations are made throughout the program by the Bridgewater State College Dance Corps. Director of the Corps is Dr. Nancy Moses, a faculty member of the Department of Health and Physical Education. The Corps is presenting a three-part history of the development of Dance from 1937-1987 at Bridgewater. Choreographer is Dr. Moses.

The musical celebration by Judy Borne, Class of 1960, is about to begin. I can hardly wait - it promises to be a fitting climax to this great evening! Resplendent in her gold lame gown, she brought down the house. Bridgewater is indeed proud of her.

It has been truly a gala affair, befitting the Physical Education Major Program at Bridgewater and an honor to all who are fortunate enough to be a part of it. I am getting smaller and smaller - my helium is escaping.

The custodians have begun to remove all of us balloons from the many places where we were placed. In a few minutes, the hallway will look as it did early this morning. But the memories of what occurred tonight will forever remain the hearts and minds of everyone who was here. The walls will keep their secrets. The undergraduates who attended will always remember what they have to look forward to when they join that remarkable assembly of Physical Education Major Alumni of Bridgewater State College.
Although this book deals with the fifty year history of the Bridgewater Physical Education Major there are several very important events which have occurred since 1987 that I wish to include.

The first is the appointment of Dr. Adrian Tinsley in 1989, as the 10th President, and first woman President, of Bridgewater State College. Dr. Tinsley took office on July 1, 1989. She was inaugurated as President of Bridgewater State College on October 28, 1989, which was the beginning of the 150th anniversary of the founding of the college and the year-long Sesquicentennial celebration. Under Dr. Tinsley’s leadership there have been many new and exciting developments at the college.

The second event is the change of the Health, Physical Education and Recreation Department’s name to Department of Movement Arts, Health Promotion, and Leisure Studies.

The third event is the opening of the John Joseph Moakley Center for Technological Applications at Bridgewater State College, which opened in September 1995. The Center “provides multiple opportunities for the application of the telecommunications and computing technologies to problems in education and business”. (Bridgewater State College 1996-1997 Student Handbook, p.4).

The last event which I wish to include is the dedication of the swimming pool in the Kelly Gymnasium to Dr. Mary Jo Moriarty, who as stated earlier was the first Chairman of the Health and Physical Major Program in 1944 at the Bridgewater College, which was then the Bridgewater State Teachers College, until her retirement in 1969.

Bridgewater State College President Adrian Tinsley officiated at the dedication ceremony and the naming of the swimming pool in the Kelly Gymnasium the Dr. Mary Jo Moriarty Pool. Dr. Tinsley’s Dedication Address follows:

To hundreds of Bridgewater Alumni, and to alumni of Hyannis State College, the name “Mary Jo Moriarty” calls to mind the warmest of memories and inevitably brings forth the broadest of smiles.
Today it is my honor and privilege to dedicate this pool in her name.
I’m told by those who know Mary Jo Moriarty best that this particular facility is exactly the right choice, to bear her name.
For she helped design it, and made sure it was built correctly, and then made sure it was well used and properly used and carefully maintained as a teaching and learning and exercise resource.
Now the pool – the Dr. Mary Jo Moriarty Pool will continue
to be a teaching, learning, and exercise resource, just as she intended, but it will also be a permanent tribute to a remarkable woman who devoted 26 extremely productive years to this College. Thanks to the encouragement, vision, and hard work of Mary Jo Moriarty, with a lot of support from her colleagues in her department, a whole new era of women’s physical education opportunities was created.

And today Bridgewater has one of the finest physical education major programs among all of the colleges in the East --- thanks in large part to the foundation laid by Mary Jo Moriarty. Her thorough professionalism, rigorous adherence to high standards, and her complete devotion to her students are what we honor today as we name this pool for her. Our Alumni President, Mary Lydon, was one of Mary Jo’s students herself, and she remembers Mary Jo as someone who was, indeed, a figure of authority but, at the same time, says of Mary, “you could have a lot of fun with her.” As many of you know, this year marks the 20th anniversary of the lecture series named for her. The Dr. Mary Jo Moriarty Lecture Series.

And this year’s featured speaker is someone very dear and important to the current generation of physical education majors-- Jo Smith, who herself is retiring this year. How wonderful a tribute it is to Mary Jo that this lecture series continues to disseminate knowledge and gives a forum where people of the caliber of Jo Smith can share their expertise. And wonderful it is to be dedicating this pool today in the name of Dr. Mary Jo Moriarty as a symbol of the College’s lasting gratitude to a wonderful teacher, a superb administrator, and a genuinely fine human being.

Thank you.

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Ms. Marcia Crooks, Class of 1955, President of the Hyannis-Bridgewater Alumni Association and one of Dr. Moriarty’s former students made the following presentation:

This is a great day in the life of the Physical Education Alumni of Bridgewater State College and especially for those of us who were lucky enough to be students of Dr. Mary Jo Moriarty whether here at Bridgewater, at Hyannis, or both.
Her inspiration was the guiding light that has led us on our chosen paths since graduating as Physical Education Majors. This inspiration instilled in us the ideal that we should strive to be the best in our field and this is what gave Bridgewater the reputation of being tops in the preparation of Physical Education Teachers.

She, at times, was a hard task master, but she always had what was best for her students in mind. She had a way of teaching that took the difficulty out of learning which made the work load seem easier to bear.

But, those undergraduate days with Dr. Moriarty were happy days with lots of good memories. Who could forget tap dancing to “Down by the Station” and “Three Blind Mice”; origins and insertions; the boom and the buck; Camp Howes; the old gym; the PEM picnics on the beach; the senior dinner at her home; and of course, the plaid suit and convertible.

Yes, this is a great day for me and for my fellow alumni because the naming of this pool will be a lasting tribute to an individual that inspired us all and was dedicated to making Bridgewater the best.

In closing, I would like to use a few words from two old Bridgewater songs that I feel best describe our feelings: Dr. Moriarty, you gave us the world’s best start and you left your anchor deep in our hearts.  

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The bridge symbolizes the passage of undergraduates in the Department of Movement Arts, Health Promotion, and Leisure Studies from student to professional. The winged foot, symbol of the Department since its inception in 1937, is traditionally associated with Mercury, the messenger of the Greek gods, to whom the ancients attributed the gifts of manual skill, eloquence, and cleverness, attributes which are found in all members of our Association.

(Pin designed by Susan Marble '90 and Janice Sullivan '89).

And so this history of the Bridgewater Physical Education Major comes to an end with fond memories of wonderful and talented students, dedicated colleagues, administrators, faculty, staff, secretaries, custodial and maintenance personnel, and the accomplished alumni of a very special institution of higher education - Bridgewater State College.

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1. Paul Dubois, Fall River Firefighter’s Fitness Grant, (June 16, 1981).
4. Ibid.
9. Bridgewater State College As we were … as we are 1840-1976, (1976), 20.
10. Gerard T. Indelicato’s resume distributed to Bridgewater State College faculty.
14. Mary Hoyle Mahar, Bridgewater State College Graduate Class of 1960, Chairperson, Physical Education Department, Dade Community College, Florida, (October 23, 1987).
APPENDIX A

HISTORY OF THE ATHLETIC TRAINING PROGRAM

The History of The Athletic Training Program from 1979-80 to 1996 by Dr. Marcia Anderson, the Director of the Athletic Training Concentration, since her appointment at Bridgewater State College in January 1981.

During the 1979-80 academic year, the physical education department, under the leadership of Dr. Kaye Comeau initiated the development and implementation of an undergraduate athletic training education program. Although less than seventy colleges and universities across the United States offered an approved program through the National Athletic Trainers Association (NATA), Bridgewater State College had the foresight to move forward in the development of such a demanding program. The initial curriculum included the physical education core courses and four additional courses: Fundamentals of Athletic Training, Principles and Practices of Athletic Training, Therapeutic Modalities, and Field Experience in Physical Education (Athletic Training). Concurrent to the academic classes, guidelines established by the NATA Professional Education Committee necessitated clinical experience working with organized athletic teams. Dr. James Broome, an orthopedic surgeon affiliated with St. Lukes Hospital in Middleboro, served as the team physician to the college. In addition to caring for the athletes, Dr. Broome conducted bi-weekly orthopedic clinics at the Student Health Center, served as guest speaker for the academic program, and developed a cooperative learning experience for students to observe in the physical therapy department at St. Lukes Hospital.

In an effort to establish academic standards for the program, Judith Popivchak the Program Director, and Matt Gerken the Athletic Trainer, instituted selection and retention standards. These criterion included a minimum of a 2.0 overall grade point average (g.p.a.), three letters of recommendation, a written application form with essay, and successful completion of an oral/practical interview. During the inaugural 1979-1980 school year, eight sophomores were formally accepted into the program and began their clinical experience in the spring semester. Their clinical experience included 800 hours working with 22 intercollegiate teams at Bridgewater State College, 35 observation hours at the St. Lukes Physical Therapy Department, and 10 recommended hours observing Dr. Broome’s orthopedic clinics.

After receiving NATA approval in June of 1980, Judith Popivchak left the institution to pursue advanced studies in physical therapy in Pennsylvania. Her replacement, Marcia K. Anderson began in January, 1981 to further develop the academic program and diversify the clinical experience. During that year a new course was developed and introduced into governance. Orthopedic Assessment of Athletic Injuries was approve in May of 1981 and introduced the athletic training student to advanced orthopedic assessment skills and surgical procedures. Taught by Dr. Broome, the course provided a unique insight into the role and responsibilities of a
team physician. In May Don Bagnell and John Hibert became the first two graduates of
the program.

In the fall of 1981, several changes were implemented within the program. Durfee High School in Fall River was added as an affiliated clinical setting for student athletic trainers. Paul Peloquin, a health educator and NATA certified athletic trainer began to supervise selected students who wanted work with high school athletes. The volume of students treated on the high school level, and the diversity and severity of injuries made this site a popular clinical rotation. In addition to off-site clinical changes, Marcia Anderson volunteered her time to assist in the BSC athletic training room, which provided two certified clinical supervisors for the athletic department. Acceptance into the program was also changed from the spring semester sophomore year to the fall semester of junior year. It was thought that four semester of clinical work was sufficient to attain the required number of clinical hours. Because of the popularity of the athletic training program, Matt Gerken began to teach an evening graduate class entitled Care and Prevention of Athletic Injuries and conducted monthly clinics for student athletic trainers on topics of interest.

From 1982-1985 Wayland High School and Wheaton College joined the list of approved off-site affiliated clinical settings. A new optional course Laboratory Techniques in Injury Evaluation and taping was added to the curriculum and taught by Matter Gerken. In preparation for the school's first 5 year reapproval visit by the NATA, the course Therapeutic Modalities was expanded to content on therapeutic exercise and administrative techniques.

In late 1984, Marcia Anderson and several athletic training students were provided a momentous opportunity to contribute to the education of the athletic training profession. Dr. Daniel Arnheim, the leading textbook author in the field, was developing the 6th edition of Modern Principles of Athletic Training. Time Mirror/Mosby College Publishing of St. Louis contacted Marcia to write the Instructor's Manual to accompany the textbook. With assistance from student athletic trainers Susan Courchesne, Michael Frawley, Margaret Hanlon, and Elizabeth Shortsleeve the manual was written and published within a four month period.

In the fall of 1985, acting upon recommendations from the NATA visiting team, several curricular changes were implemented. An additional faculty position in the athletic training area was granted by the Vice President of Academic Affairs. A new course entitled Seminar in Athletic Training was developed to cover administrative topics, Laboratory Techniques in Injury Evaluation became a required class, and the course Orthopedic Assessment was dropped due to time conflicts with Dr. Broome's medical responsibilities. Although efforts were made to initiate new student athletic trainers in the fall season, it was decided to return
entrance in the program back to the spring semester sophomore year thereby extending the student's clinical experience from four to five semesters.

Further development of the curriculum continued in 1986 with a new faculty member. Cheryl Hitchings, one of the first 50 women ever certified in the United States, brought a wealth of practical skills and techniques into the academic and clinical program. Dean Junior College joined Durfee High School and Wheaton College as regular off-site affiliated clinical settings. Entrance standards into the program were increased to include a minimum of a 2.5 overall g.p.a., and retention in the program required that all NATA classes had to be passed with a C- or better. Students were also expected to complete a conditioning class and/or weight training class and successfully pass the Intermediate Swimming or Senior Life Saving class.

Brockton High School and the Out-patient Physical Therapy Department of Braintree Hospital were added in 1987 as additional clinical sites. The number of students involved in the program increased from 16 to 24. In 1988-1989, Marcia Anderson was granted a full year sabbatical leave to complete her residency requirement for a Ph. D. at the University of Iowa. As such, Cheryl Hitchings assumed the Program Director's responsibilities and Tamra Robichaud and Margaret Stacey were hired as part-time instructors to teach Marcia's classes. While on leave, Marcia wrote the Instructor's Manual to accompany the 7th edition of Modern Principles of Athletic Training.

Upon returning to full-time employment at Bridgewater State College in the fall of 1989, Marcia reassumed the Program Director's position. That year, Cheryl Hitchings was granted a one year leave of absence to attend Northeastern University in the Physician Assistant Program. Chris Ortwein was hired as a one year temporary replacement. In the spring of 1990, NATA made its second 5 year visit and found 4 violations of NATA standards including lack of evening supervision of student athletic trainers, inadequate human physiology curriculum, inadequate student and alumni evaluations, and a need to improve working relationships between the team physician and the academic program. Although not major deficiencies, they did point to the need for more staff supervision. As such, the Athletic Department added a graduate assistance position to help the athletic trainer in evening supervision.

In May of 1990, the athletic training program and College said a tearful good-bye to Matt Gerken who had accepted a teaching/staff position at Colby-Sawyer College in New Hampshire. Time demands and contractual language at Bridgewater State College prevented him from taking a more active role in the teaching of athletic training classes. Colby-Sawyer, however, gave him an opportunity to do both teaching and training, and develop a NATAA approved athletic training curriculum at that school. Jeanna Polonchek became the new Athletic Trainer and hired Kate Anagnostis as her graduate assistant. Because
Cheryl Hitchings was granted a second year leave of absence to complete the Physician Assistance program, Elizabeth Shortsleeve was hired as one year temporary replacement.

In the early 1990’s, major changes were seen in the curriculum and facilities. Human Physiology, Drugs in Society, and Introduction to Zoology became required courses. The small room adjacent to the exiting training room, which housed the large universal gym, was renovated as a taping area for the main training room. A glass door between the two rooms allowed easy access. Cheryl Hitchings returned to full-time status as a faculty member and successfully passed her boards as a Physician Assistant, and became board certified in primary care and surgery. Marcia Anderson completed her Ph.D. in Physical Education and became only the 13th woman athletic trainer in the United States with a terminal degree. With Kate Anagnostis returning as a graduate assistant, the athletic training program continued to grow. Within the year, the class Fundamentals in Athletic Training merged with the laboratory class to provide a stronger foundation of assessment and taping techniques for department majors. Principles and Practices of Athletic Training was extended into a full year course entitled Sport Injury Management: Lower Extremity and Upper Extremity, respectively. Rehabilitation methods were moved from the Therapeutic Modalities class into the Sports Injury Management classes and taught with the respective joints. In addition, the five semesters of Field Experience were replaced with five progressive clinical classes including:

- PE 241 Apprenticeship in Athletic Training
- PE 342 Clinical Application in Basic Athletic Training Skills
- PE 343 Clinical Application in Intermediate Athletic Training Skills
- PE 454 Clinical Application in Advanced Athletic Training Skills
- PE 455 Professional Preparation in Athletic Training

The physical education department continued to fund major purchases for the athletic training program including an interferential electrical muscular unit, a neuromuscular electrical stimulation (NMES)/ultrasound combination unit, and an upper body ergometer. New Bedford High School joined the growing list of area high schools with certified athletic trainers who wanted to participate in the clinical experience of the BSC student athletic trainers.

As the program continued to develop, Paul Kalody became the graduate assistant, and a new part-time assistant trainer staff position was created with Cris Monterroso joining the staff in 1993. Physical education added a new paraffin bath, and two taping tables to the athletic training room, and Stoughton High School and Whitman-Hanson High School were added as approved affiliated clinical sites. The number of potential students in the program increased to 32 students.
In 1993, a notable event greatly impacted all NATA undergraduate athletic training programs across the United States. The American Medical Association recognized athletic training as a valid Allied Health profession, and through its Committee on Accreditation of Allied Health Education Programs (CAAHEP), took over all responsibilities in accrediting entry-level athletic training educational programs in the nation. The Joint Review Committee on Athletic Training (JRC-AT), a subcommittee of CAAHEP was given the charge to evaluate and accredit education programs. This single event elevated the quality of athletic training education and selection standards equal to those of physical therapy and occupational therapy programs, and influenced licensure standards throughout the United States.

During the 1994-1995 school year, the part-time athletic trainer position was increased to full-time. The physical education department in preparation for its first visit from the CAAHEP accrediting team purchased a new Jobst Compression Unit, ProFitter, hydrocollator unit with drying rack, and new taping table for the training room. A new air conditioning system was installed in the main training room and staff offices to combat a long history of excessive high temperature and humidity in the rooms.

In the spring of 1995, two additional events indirectly impacted the athletic training program. The Massachusetts Board of Allied Health Professions submitted new licensure standards to the legislature. The resulting new law required that any individual seeking licensure within the Commonwealth must have course work equivalent to a CAAHEP accredited program, and after January 1, 1998, all applicants for licensure must be a graduate of a CAAHEP accredited program. This led to a significant influx of part-time students in the upper level athletic training classes, particularly area physical therapists and athletic trainers who went through internship route to NATA certification. Moreover, Marcia Anderson successfully published her first textbook in March, 1995 entitled Sports Injury Management. This pioneering text introduced active learning by the student through a problem solving approach, and with one year, became the leading textbook used in athletic training curriculum programs.

During the 1995-1996 school year, Ed Perkins replaced Cris Monterroso as the assistant athletic trainer, and in the spring, Chris Joyce stepped in for Cheryl Hitchings who was on sabbatical leave to do research in problem-based learning. Several minor changes were made in the curriculum including course name changes – Seminar in Athletic Training to Administration in Athletic Training and Anatomy to Functional Anatomy, the addition of a new course in Therapeutic Exercise, and requiring Elements of Physics as a cognate. In May of 1995, the academic program was visited by representatives of the JRC-AT and received a five year accreditation approval by CAAHEP in January of 1996.
The success of the textbook Sports Injury Management lead to the publication of a second textbook by Dr. Anderson with contributions from Cheryl Hitchings. Fundamentals in Sports Injury Management was published in March of 1997, and a third book, entitled Field Manual in Athletic Training is due to be published in December, 1997. This writing, and national recognition for Dr. Anderson as a leader in the educational preparation of student athletic trainers lead to an upsurge in applicants into the athletic training program. Letters of interest have been received from students across the United States, Canada, England, Puerto Rico, Nigeria, Japan and Australia. International students from the program not only represent individuals from America, but also Canada, the United Kingdom, and Japan. In 1996, the average grade point average of students accepted into the program topped 3.20. Athletic training students comprise approximately 24% of the total 780 + physical education majors. Of these, thirty six are identified as students in the CAAHEP accredited program. Twelve to fourteen students graduate each year and qualify to sit for the NATA examination. The success rate in passing the NATAA examination is nearly 100%.

Several graduates of the program have gone on to become physical therapists, physician assistants, podiatrists, and educators. Graduates have become outstanding contributors to the profession as athletic trainers at West Point Academy, Old Dominion University, Florida State University, Mississippi State University, Springfield College, Wellesley College, Boston College, Mount Ida College, Roger Williams College, Pfeiffer College, New England Patriots professional football team, St. Louis Blues professional ice hockey team, and the Philadelphia Freedom professional soccer team. Others have been employed at Muscular Therapy (Brockton), Braintree Hospital (Braintree), Jordan Hospital (Plymouth), South Shore Hospital (Weymouth), Morton Hospital (Taunton), St. Lukes Hospital (New Bedford), and Charlton Memorial Hospital (Fall River). Area high schools that employ Bridgewater State College athletic training graduates include schools in Fall River, New Bedford, Fairhaven, Wareham, Dartmouth, Westport, Apponequet Regional, Dighton-Rehoboth Regional, Taunton, Brockton, Whitman-Hanson, Bridgewater-Raynham, Plymouth, Middleboro, Wellesley, Framingham, Lincoln-Sudbury Regional, Westboro, Foxboro, Concord, Franklin, Quincy, and Braintree to name a few. Furthermore, in August of 1996 seven individuals linked with the program were invited to become a part of the 1996 International Olympic Sport Medicine Team including Cheryl Hitchings, Jeanna Polonchek, Mike Frawley, Cheryl Thompson, Craig Andrade, Kady Plante and Chris Lariviere.

Since its initial approval in 1980 the athletic training program has continued to grow and meet the needs of the athletic training profession by providing a quality education program to its students. Employers recruit graduates from Bridgewater State College to provide health care to professional athletes.
intercollegiate and interscholastic athletes, and hospital patients. The program is highly regarded as the finest athletic training education program in New England. Without a doubt, the alumni of Bridgewater State College can be very proud of the graduates representing the athletic training program throughout the United States and Canada. They truly demonstrate what a committed outstanding professional preparation program can do in preparing future leaders of the athletic training profession.¹

In 1997 there are over one hundred students in the athletic training program.

## APPENDIX B

### PHYSICAL EDUCATION MAJOR HAT CUSTODIANS.¹

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>1943</td>
<td>Unknown</td>
</tr>
<tr>
<td>Unknown</td>
<td>1944</td>
<td>Jean</td>
</tr>
<tr>
<td>Unknown</td>
<td>1945</td>
<td>Unknown</td>
</tr>
<tr>
<td>Virginia Shanley</td>
<td>1946</td>
<td>Barbara MacKenzie</td>
</tr>
<tr>
<td>Dorinda (Lou) Lovell</td>
<td>1947</td>
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</tr>
<tr>
<td>Jean Littlefield</td>
<td>1948</td>
<td>Marjorie MacLennon</td>
</tr>
<tr>
<td>Terry Corcoran</td>
<td>1949</td>
<td>Jean Campbell</td>
</tr>
<tr>
<td>Terry Corcoran</td>
<td>1950</td>
<td>Jean Campbell</td>
</tr>
<tr>
<td>Doris Goyetché</td>
<td>1951</td>
<td>Ginger Smith</td>
</tr>
<tr>
<td>Helen Boucher</td>
<td>1952</td>
<td>Nancy King</td>
</tr>
<tr>
<td>Barbara Andrade</td>
<td>1953</td>
<td>Jean Hassett</td>
</tr>
<tr>
<td>Lois Day</td>
<td>1954</td>
<td>Jerry Saunders</td>
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<tr>
<td>Diane Blackwell</td>
<td>1955</td>
<td>Pat Buckingham</td>
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<tr>
<td>Anne Duarte</td>
<td>1956</td>
<td>Maryles (Tex) Cunningham</td>
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<tr>
<td>Lee Hubbard</td>
<td>1957</td>
<td>Joanie Shea</td>
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<tr>
<td>Mary Ann Silva</td>
<td>1958</td>
<td>Shirley Conrad</td>
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<td>Pat Wood</td>
<td>1959</td>
<td>Mary Maciel</td>
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<tr>
<td>Nancy Carroll</td>
<td>1960</td>
<td>Judy Bourne</td>
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<tr>
<td>Mary Babian</td>
<td>1961</td>
<td>Joanne Hall</td>
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<td>Marie Leger</td>
<td>1962</td>
<td>Kathleen Carroll</td>
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<td>Marilyn Hanson</td>
<td>1963</td>
<td>Jacqueline Rider</td>
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<td>Linda Crossman</td>
<td>1964</td>
<td>Marilyn Watson</td>
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<td>Irene Lahait</td>
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<td>Elaine Peterson</td>
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<td>Sandy Sterms</td>
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<td>Diane Nicol</td>
<td>1967</td>
<td>Pamela Herring</td>
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<td>Joan Vergnani</td>
<td>1968</td>
<td>Jean MacKay</td>
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<td>Marie Pike</td>
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<td>Jeannette Beres</td>
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<td>Linda Grubis</td>
<td>1971</td>
<td>Patricia Smith</td>
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<td>Cathleen Burt</td>
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<td>Cecilia DeMarco</td>
<td>1973</td>
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<tr>
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<td>1974</td>
<td>Unknown</td>
</tr>
<tr>
<td>Sharon Sullivan</td>
<td>1975</td>
<td>Anne McGowan</td>
</tr>
</tbody>
</table>

¹ Doris Goyetché Bridgewater State College class of 1951, Researcher

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APPENDIX C

THE CHILDREN'S PHYSICAL DEVELOPMENTAL CLINIC

In 1993 The Children's Physical Developmental Clinic at Bridgewater State College celebrated its 20th Anniversary. On March 27, 1993 an anniversary program was held at which Dr. Julian Stein, Professor emeritus of George Mason University, and an internationally renowned educator associated with programs for the disabled, addressed the 110 student clinicians and other guests.

This is really a very special day for everyone - for all those who participated in the Children's Physical Developmental Clinic since 1973. In my opinion, the BSC Clinic program is the epitome of excellence. The program is known throughout the country for its organization, management, community service, and the continuum of leadership opportunities offered to undergraduate students who play a major role assisting with the growth and development of the program.

For you, the student clinicians who serve in the program, the most valuable lessons that any of you will learn during your four years of undergraduate education is not in the classroom, but in programs of this type. The Clinic program gives you opportunities to explore, to apply, and to know yourself better. I am sure that in five or ten years from now when you reflect back upon your most important learning experiences at Bridgewater State College that your Clinic experience will be head and shoulders above all.

On May 22, 1993, at the Bridgewater State College spring Commencement Convocation Louis Ricciardi, Chairman of the Board of Trustees of Bridgewater State College presented the following citation in recognition of the 20th anniversary of the Children's Physical Developmental Clinic:

Whereas the Children's Physical Developmental Clinic at Bridgewater State College is completing its twentieth consecutive year of service to physically-challenged children and youth throughout southeastern Massachusetts;

Whereas the Clinic continues to serve as a valuable and unique program encouraging professional development and community service among its dedicated clinicians;

Whereas the Children's Physical Developmental Clinic has given countless children the opportunity to participate in vital physical programs that provide an immeasurable sense of personal accomplishment, self-esteem, and hope;

Whereas the Clinic at Bridgewater State College is unique to New England, has received statewide recognition and awards for excellence in
public service, and continues to provide college students active access to understanding the physical, motor, and social needs of the physically-challenged;

The Board of Trustees of Bridgewater State College, on this twenty-second day of May, nineteen hundred and ninety-three, congratulates the Children's Physical Developmental Clinic on its Twentieth anniversary, and commends the personal dedication and tireless efforts of the Clinic staff for improving the learning opportunities and quality of life for the physically-challenged and within the Bridgewater State College community. ²

According to Dr. Joseph Huber, Director of the Children's Physical Developmental Clinic, there are over 1,500 Bridgewater students from all of the different majors at the College who have served as clinicians over the past twenty-four years. Dr. Huber, Miss Smith, the director's assistant until her retirement, and the clinicians, (many who served the clinic for four years) have made an outstanding contribution to the clinic, the participants, and the community.

¹ Children’s Physical Developmental Clinic Newsletter, (1993). 1
² Ibid. 2
APPENDIX D

PROFESSOR MARY ISABEL CALDWELL AWARD

Initiated by Friends of Professor Mary Isabel Caldwell upon her retirement in 1967, and given to a junior Health and Physical Education major student, for the highest academic average for the first two and one-half years at Bridgewater State College.

Award recipients
1967 June Bucy
1968 Cynthia Bean
1969 Linda Falcon and Carol Pratt
1970 Kathleen Delaney
1971 Susan E. Hanlon
1972 Janice Maselbas
1973 Catherine Prendergast and Patricia Smith
1974 Carol L. Morse
1975 Donna L. Houlker

The Award criteria was revised to also include Recreation Majors as possible recipients of the Award. (No Award given in 1984 and 1985)

1980 Nancy M. McKinney
1981 Kim G. Tolley
1982 Laurie R. Nach
1983 Brenda J. Comeau
1986 Peter T. Beauregard
1987 Tara J. Roark

The Award as of 1988 is the Mary Isabel Caldwell Memorial Award
Initiated by Friends of Professor Emerita Caldwell and given to the junior Physical Education major with at least 72 credits, 45 of them taken at Bridgewater, with the highest academic average.

1988 Kathleen P. Thornton
1989 Kimberly A. Fuda
1990 Betty A. Brown
1991 Mark R. Hollick
1992 Jesse Hammond
1993 Kim M. Reilly
1994 Marie E. Bruninghaus
1996 Jason P. Trask
1995 Martha M. Ryan
1997 Craig F. Mahoney
APPENDIX E

DR. CATHERINE E. COMEAU AWARD

Established by Friends, Colleagues, and Alumni from the Health, Physical Education, and Recreation Department upon Dr. Comeau's retirement in 1984.

Awarded to an Alumnus of the Health, Physical Education, and Recreation Department, now the Department of Movement Arts, Health Promotion, and Leisure Studies, for Outstanding Leadership and Professional Achievement.

Award recipients
1985 Dr. Jacqueline Haslett, Class of 1956
1986 Dr. Mary Lydon, Class of 1955
1987 Dr. Martha Cummings, Class of 1951
1988 Viola Goodnow, Class of 1958
1989 Marcia Crooks, Class of 1955
1990 Dr. Virginia Jewett Hogg, Class of 1960 and 1965
1991 Dr. Theresa Corcoran, Class of 1950
1992 Alice Sullivan, Class of 1946
1993 Dr. Mary Hoyle Mahar, Class of 1960
1994 Dr. Theresa Malumphy, Class of 1954
1995 Cecelia A. De Marco, Class of 1973
1996 Rita Castagna, Class of 1966
1997 Nina Roberts, Class of 1983
APPENDIX F

PROFESSOR LOIS L. DECKER MEMORIAL AWARD

This award was originally the Lois Decker Loan Fund established in 1957 by the Hyannis-Bridgewater Alumni Association in honor of Miss. Lois Decker upon her retirement, in recognition of her outstanding contribution to the College and the Women's Health and Physical Education Department which she chaired. The fund was established to provide Health and Physical Education Majors in financial need with assistance. (The Loan Fund was changed in 1986 to the award described below).

Presented in memory of Professor Lois L. Decker Director of Physical Education for Women and Supervisor of Physical Education 1925-1956 to a junior major in the Department of Movement Arts, Health Promotion and Leisure Studies for his/her contributions to the health and/or dance area.

Award recipients
1986 Donna M. Daisy
1987 Tamra Robichaud
1988 Susan Gentile
1989 Winifred J. McGarry
1990 Peter J. Gruca
1991 Kady D. Plante
1992 No Award
1993 No Award
1994 Janet P. Wagstaff
1995 Renee L. St Pierre
1996 Jill A. Kloch
1997 Ryan M. Lavallee
APPENDIX G

DR. MARY JO MORTIARTY MEMORIAL AWARD

This award is presented annually by the Physical Education Alumni Association to a member of the graduating class of the Department of Health, Physical Education, and Recreation, now the Department of Movement Arts, Health Promotion, and Leisure Studies. The recipient shall be chosen on the basis of outstanding service to the department and the college.

Recipients of the Award
1957 Lee Hubbard
1958 Susan Dolber
1959 Nancy Saba
1960 Virginia Jewett
1961 Barbara Tappen
1962 Pauline LeCroix
1963 Marilyn Hanson
1964 Marilyn Watson
1965 Irene Lahalt
1966 Joan Ando
1967 Gail Gulezian
1968 June Bucy
1969 Lucy Ciesla
1970 Jeannette M. Beres
1971 (not given this year)
1972 Barbara Carreiro
1973 Cecelia DeMarco
1974 Kathryn Howe
1975 Joan Lynch
1976 Milady Khoury
1977 Mary L. Kelleher
1978 Edward Barber
1979 (not given this year)
1980 Cheryl Patterson
1981 Kathleen E. McSweeney
1982 Wayne Rodriques
1983 Nina S. Roberts
1984 Kathleen Bolger
1985 Brenda J. Comeau

1986 Laureen A. Morency
1987 Margaret C. Hanlon
1988 Wendy Stoddard
1989 Geoffrey Hassard
1990 Maura A. Powers
1992 Peter J. Gruca
1993 Joanne L. Smith
1994 Denise R. Law
1995 Beth Viscardi
1996 Laurie J. Berryman
1997 Catherine M. Fiander
1997 Jeannie L. Rooney

*Made Honorable Mention
APPENDIX H

BILLY SCHMIEDEL ATHLETIC TRAINING MEMORIAL AWARD

To recognize and encourage outstanding students interested in pursuing Athletic Training as a career. Established in 1984 in memory of Billy Schmiedel, a freshman student attending the College in the Athletic Training Program, this award recognizes an outstanding sophomore or junior student who has chosen to make Athletic Training a career.

Recipients of the Award
1986 - Christopher P. Mendes
1987 - Tamra Robichaud
1988 - Carolyn V. Petrell
1989 - Christopher J. Joyce
1990 - Ann M. Landry
1991 - Kady D. Plante
1992 - Debra L. Boque
1993 - Mieka L. Passaretti
1994 - Kristen A. DiRocco
1995 - Chad R. Kelly
1996 - Joseph J. Spaulding
1997 - Lisa Kelly

THE PROFESSOR JOHANNE SMITH AWARD FOR LEADERSHIP AND EXCELLENCE IN STUDENT TEACHING

Established to honor Johanne Smith, Professor Emerita, Department of Movement Arts, Health Promotion, and Leisure studies for outstanding teaching, leadership, commitment to excellence, and service to students and the teaching profession. Awarded to a senior student majoring in Physical Education who has maintained a 3.0 in all undergraduate course work and a 3.0 in the Physical Education Teacher Certification Program. Recipient must demonstrate enthusiasm for teaching and serve as a positive role model for other Bridgewater State College students in the teacher certification program.

Recipients of the Award
1992 - Betty A. Brown
1993 - Jeanne M. Jarrett
1994 - Kristen A. Kinneen
1995 - Denise R. Law
1996 - No Award
1997 - Laurie J. Berryman
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The author, Dr. Catherine E. Comeau, is retired and lives in her family home in Belmont, MA when she is not traveling, skiing in Vermont, or vacationing at her family summer home in St. Martin, Nova Scotia. This home is located in the French Acadian section of St. Mary’s Bay (near Comeauville), which is the area of her family heritage. Kaye was a faculty member in the Bridgewater State College Health and Physical Education Department 1952-62 and 1970-1984. She was Chair of the Women’s Department and then the combined Men and Women’s Health and Physical Education Department for 12 years from 1970 - 82. She wrote this book “A Noble Legacy”, the history of the first fifty years of the Bridgewater State College Physical Education Major Program, to record its place in history. It is also written as a tribute to all of the individuals who contributed to the development of the Physical Education Major Program, and all of the graduates of the Program from both the Hyannis and Bridgewater Colleges who have made vital contributions to society through their professional endeavors.