

FORWARD

Historical writings are one means by which we may come to know and appreciate the past, as well as, establishing a focus on what may be in the future. The information presented in this writing is a most detailed documentation and analysis of the first 140 years of program development in Physical Education at Eastern Michigan University. It is a historical document which provides very significant insights as to the contributions of Eastern Michigan University to educational history in the State of Michigan and the United States. It is extremely well done and insightful.

This writing demonstrates a well designed, efficient plan for locating, analyzing and organizing historical information. The long history of the Health, Physical Education, Recreation, and Dance Department, is uniquely recorded in this writing. It provides very detailed examples and illustration of how faculty, facilities, curriculum content and the make up of student enrollments were a reflection of cultural/educational needs and forces down through the years. The great changes which have taken place from the earliest beginnings of the "Normal School" to the present day multi University are the result of continuing changes for over more than 150 years and are clearly drawn.

From the single gymnasium facility which existed in the 1860's with only one or two teaching faculty, to the large present day student enrollments and upwards of more than forty faculty, the Health, Physical Education, Recreation, and Dance Department has continued to provide high quality educational experiences essential to the success of its graduates.

I am very aware of the continuing commitment and dedication that Dr. Erik Pedersen demonstrated in his "information gathering" efforts which undergird this publication. In addition to the techniques usually employed in research efforts such as this, his decision to use the technique of "oral history" merits special mention. The identification and selection of persons to be interviewed, the planning of questions to be asked, the development of "listening techniques" and attention to essential cross-checking and referencing information gathered in these sometime lengthy sessions required hours, days and weeks of planning. The information gathered in these taped interviews added significantly to the integrity of the research and the content of the final document.

In summary, I am most pleased to have been invited to make these brief comments about this very well researched and historically significant writing. It will, in my judgment, serve as a model for those who chose to continue this important work in recording an ongoing history of Physical Education at Eastern Michigan University. In addition to being included in the University library, this publication should be required reading for all students who chose to study in the discipline of Physical Education. It should also be promoted among the hundreds of Eastern Michigan University alumni who are teaching, or have taught, Physical Education in the schools of the State of Michigan.

It is most appropriate that the role of Eastern Michigan University as a leader in the early development of a discipline for study by professional teachers finally be researched, brought up-to-date and published.

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1968-1993