

McGILL UNIVERSITY

MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION

A. S. LAMB, B. P. E., M. D., DIRECTOR

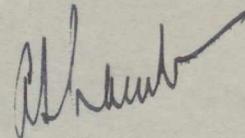
June 18th.1926.

Colonel Wilfred Bovey,
Assistant to the Principal,
McGill University.

Dear Colonel Bovey,

In accordance with your request, one hundred and fifty (150) copies of the outline of the "Organization of the Department of Physical Education" were forwarded to your office on Wednesday. I do hope that they will prove to be satisfactory.

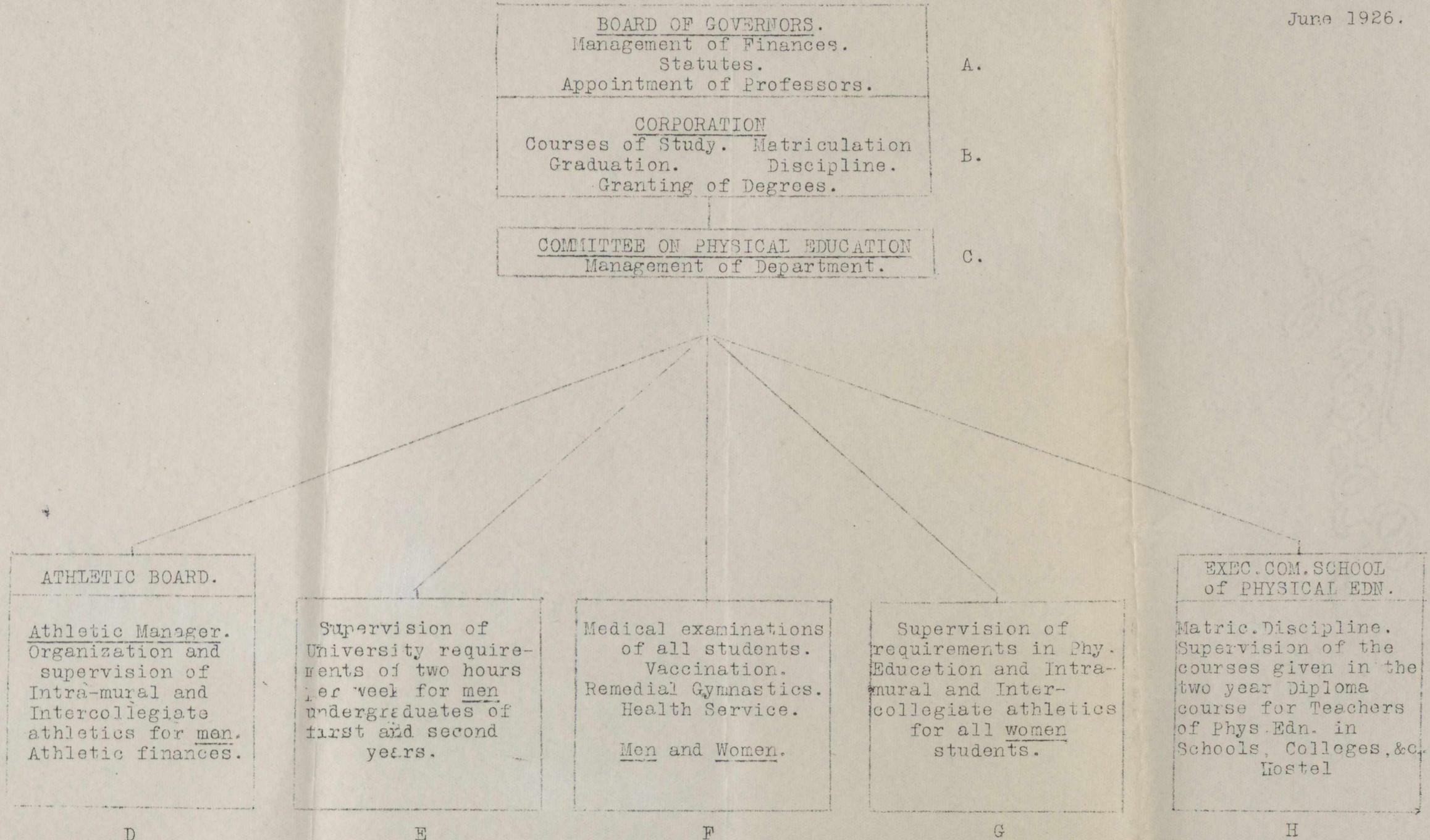
Yours very truly,



ASL/c.

CHART SHOWING ORGANIZATION OF THE DEPARTMENT OF PHYSICAL EDUCATION, MCGILL UNIVERSITY.

June 1926.



(1)

ORGANIZATION of the DEPARTMENT of PHYSICAL EDUCATION
McGILL UNIVERSITY

The attached Chart was prepared in an endeavour to show the relationship of the various phases of the work of the Department of Physical Education, McGill University. The outstanding features of the organization are the central administration, the close co-operation between the educational, recreative, athletic, normal training, health service and remedial phases of the general programme for both men and women undergraduates.

In the outline which follows, a brief statement of the organization is given under letters which correspond to those on the Chart.

A. THE BOARD OF GOVERNORS

"The GOVERNORS of the University are the members of the Royal Institution for the Advancement of Learning, and in them are vested the management of finances, the passing of University statutes and ordinances, the appointment of professors and other important duties.

"The PRINCIPAL is the academic head and chief administrative officer."

B. CORPORATION

"The FELLOWS (45 in number) are selected with reference to the representation of all the faculties and departments of the University, and of the graduates, affiliated colleges and other bodies.

"The Governors, Principal and Fellows together constitute the CORPORATION, the highest academical body. Its powers are fixed by statute and include the framing of all regulations touching courses of study, matriculation, graduation, discipline and the granting of degrees.

"The carrying out of the regulations of Corporation along with primary responsibility for the conduct of the educational work of the University is entrusted to the several FACULTIES."

The regulations of Corporation, concerning all phases of Physical Education, are carried out by the Committee on Physical Education with its several Sub-Committees.

C. COMMITTEE on PHYSICAL EDUCATION

Previous to the Session 1919-20, there were many Committees concerned with different phases of Physical Education in the University. Each one had some definite responsibility, but had little or no relation to other Committees, whose interests in many cases demanded that there should be a very close working relationship. During the Session 1919-20 a reorganization occurred, in order to bring under one Committee with a central administration all the Committees which had to do with any phase of Physical Education. The result was the formation of the Standing Committee on Physical Education, the composition of which is as follows :-

1. Chairman :- The Principal of the University.
2. One representative from the Board of Governors.
3. Two representatives at large :- (a) Appointed by the Board of Governors.
(b) Appointed by Corporation.
4. One representative from each of the Faculties of :-
5. (a) Medicine
6. (b) Applied Science
7. (c) Arts
8. (d) Law
9. Secretary and Bursar of the University
10. One representative from the Graduates' Stadium Committee.
11. Warden, Royal Victoria College.
12. Comptroller, Students' Council.
13. President, Students' Council.

The Director of the Department was given a seat on Corporation and special Sub-Committees were appointed to deal with womens' activities, financial matters and courses of study in the Professional School of Physical Education.

In the Session 1922-23 an Athletic Board was formed as a Sub-Committee of the Committee on Physical Education, having as its responsibility the administration and supervision of the entire athletic programme for men undergraduates. The Athletic Board so created has no responsibility whatever concerning the general finances of the Department, its responsibility being confined entirely to the athletic programme for men. A special statement of the duties and responsibilities of the Athletic Board and the other special phases of the Department follows.

D. ATHLETIC BOARD

The composition of the Athletic Board is as follows :-

Chairman :- The Principal of the University.

Three members of the Teaching Staff.

Secretary and Bursar of the University.

A representative of the Guarantors of the Stadium.

Three Graduates.

Three Undergraduates.

As previously stated, the Athletic Board is responsible for the administration and supervision of the entire athletic programme. Its responsibility is through the Committee on Physical Education to Corporation and the Board of Governors. All matters, which in any way affect athletics, must be referred to the Athletic Board, and its approval must be obtained before any departure is made from the authorized routine.

All men undergraduates of the University are required to pay a fee of ten dollars for a book of general admission tickets to all home games and for the use of the grounds (this is included in the general fee of seventeen dollars paid by undergraduates). The amount so paid is credited to the Athletic Board, and is by this body expended in the interest of college athletics under the general direction of the Department of Physical Education.

The Athletic Manager is the executive officer of the Athletic Board and directly supervises the administration of athletics. The Board must have submitted to it for approval all rules and regulations governing athletics. It controls the eligibility of players, sanctions, suspensions, reinstatements, athletic insignia etc. It controls all gate receipts and revenue, the selling of tickets, the purchase of equipment, supplies etc. All revenue is turned over to the Bursar's office, and all goods purchased must be requisitioned for through the University Purchaser. The athletic policy is, therefore, a University policy and any deficit occuring in connection with the conduct of athletics is borne by the University.

The Athletic Manager and Coaches are members of the staff of the Department of Physical Education, and bear, therefore, the same relationship as members of the staff of any other department in the University. The Athletic Manager and Coaches are appointed by the Board of Governors of the University on the recommendation of the Athletic Board in consultation with the Director of the Department.

The Athletic Manager conducts all correspondence relating to athletic schedules, special matches etc., and supervises all inter-class, inter-faculty and inter-collegiate athletic contests. He is also responsible for the administration of the field houses, hockey rinks and tennis courts.

Before participation in athletics all students must have passed the University Medical Officer, and must have received an appropriate category. All students must attain a certain academic standard before they are permitted to take part in Intercollegiate contests. Suspension from lectures, for any cause, is considered sufficient ground to disqualify a student from engaging in athletic contests.

E. UNIVERSITY REQUIREMENTS IN PHYSICAL EDUCATION - MEN.

All men students of the first two years are required to devote two hours per week to some form of physical exercise. If after the medical examination they are found fit to take part in athletic activities, they may select the form of activity they desire. If they fail to choose any type of athletics, they are then required to attend the regular gymnasium classes, provided they are physically fit to do so.

At regular intervals during each session, and also at the end of each session, the Director of the Department furnishes the Dean of each Faculty with a list of students who have failed to meet the attendance requirements as laid down in the ordinary curriculum, or who have proved unsatisfactory in other respects, and such cases are dealt with by the respective Faculties.

No student in default is allowed to proceed to the next year of his course unless for special reasons exemption should be granted on the recommendation of his Faculty and approved by the Committee on Physical Education.

Not less than one month before the conferring of degrees in each session the Director furnishes to the Registrar of the University, for transmission to Corporation and the Faculties concerned, a list of all students, being candidates for degrees at the forthcoming Convocation, who have failed to satisfy the requirements of the Committee on Physical Education, and no Diploma for a degree is issued to any such candidate unless by the express direction of Corporation.

F. MEDICAL EXAMINATIONS- VACCINATION - REMEDIAL GYMNASTICS - HEALTH SERVICE - MEN AND WOMEN.

(1) Medical Examinations - Vaccination - Remedial Gymnastics.

All students coming to the University for the first time, are required to pass a physical examination conducted by University officers. Students of the second year, as well as those of all years, who wish to engage in athletic activities, are also required to ^{be} physically examined.

All students entering the University for the first time are required to present a certificate, or other satisfactory evidence of successful vaccination within the past seven years, failing which, they shall at once be vaccinated in a manner satisfactory to the medical examiner.

Students who do not present themselves for this examination (or otherwise, satisfactory to the Director) before November 1st., are not allowed to attend the University.

At the time of his medical examination, each student is required to fill in a card indicating his choice of the type of activity he desires to follow. The Director then decides as to his physical fitness for the form chosen, informs the student of his decision, notes the same on his card, which is filed for reference. Every student is categorized by the University Medical Officer as either :-

- (a) Fit for all forms of exercise,
- (b) Fit for a limited number of forms,
- (c) Fit for gymnasium work only,
- (d) Required to do remedial gymnasium, or temporarily unfit,
- (e) Unfit for any form of physical exercise.

By such an examination, physical defects and weaknesses may be discovered. If such defects and weaknesses are amenable to treatment by corrective gymnastics, special exercises are prescribed and instruction provided. The students are advised as to what forms of exercises will be likely to prove beneficial or harmful. Re-examinations are conducted frequently throughout the Session for those students who are of low category, or who are suffering from physical disabilities.

During the Session 1925-26, 1134 men and 316 women were medically examined, making a total of 1450, 80% of the men examined were found to be in Category "A". It is interesting to note the comparative figures of the students who were insignia winners in athletics, as compared with the general student body.

Average of all measurements taken -

<u>Age</u>	<u>Weight</u>	<u>Height</u>	<u>Chest Con.</u>	<u>Chest Exp.</u>	<u>Waist</u>	<u>Lung Cap.</u>
19.9	132	67.3	32.5	34.9	27.6	222.5

Average of those winning athletic insignia -

20.9	147.1	68.6	33.9	37.1	28.9	263.6
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(2) Health Service (Men and Women). In order to meet the demand for medical attention to students who were unfortunate enough to take ill during the College Session, there was organized in the Session of 1920-21, a Health Service to take care of such cases. At this time the University fees were being re-adjusted, and authorization was secured to include in the undergraduate fee the sum of Two Dollars, which was set aside to take care of this service. A daily consultation hour is held from 12.30 to 1.30 p.m. at which each student can receive medical advice, and also be prescribed for. In addition, the University Medical Officer visits the homes or boarding houses of students who are not well enough to attend College. If, on examination, it is found that a student requires admission to the hospital, it is done so by requisition, the expense being borne by the University for the first seven days. The object is to take care of the out-of-town students, who, perhaps, are not members of any fraternity, and do not have friends in the city. It is felt that by taking care of the student for the first seven days, the majority of cases are thus taken care of, and by the daily consultation hour, many conditions are averted, which might otherwise become quite serious. Care has been taken not to interfere in any way with the practice of private practitioners, and in this regard the University has been very fortunate through cooperation with specialists for the purpose of consultation, and with the city hospitals for a very satisfactory arrangement concerning a minimum charge for the service rendered students who are admitted under this plan.

Comparative Statement from Session 1920-21

	<u>1920-21;</u>	<u>1921-22;</u>	<u>1922-23;</u>	<u>1923-24;</u>	<u>1924-25.</u>
Students registered	2054	2039	2063	1918	1809
Office consultations	992	1769	2351	2478	2463
Visits to Homes	184	277	374	239	263
Percentage of students) receiving attention.)	23%	35.6%	44.3%	44.5%	50.6%

Lost time on account of sickness from 1923-23

Number of students.	604	626	1094
Total days lost	2100	1905	3271
Average number of days per student	3.4	3.04	2.9

G. UNIVERSITY REQUIREMENTS IN PHYSICAL EDUCATION - INTRA-MURAL AND INTER-COLLEGIATE ATHLETICS - WOMEN.

The regulations governing vaccination and medical examinations are applicable for women students just as in the case of men students. Women undergraduates in the Faculties of Arts and Music, are required, throughout the four year course, to attend 140 hours of instruction in the Department. This instruction includes educational, remedial and recreative gymnastics, instruction in personal hygiene, etc. The students are grouped according to experience, ability and fitness, and the course is arranged in a progressive manner throughout the four years of attendance.

In addition to the regular gymnastic classes, intra-mural competition is conducted in Fencing, Skating, Ice Hockey, Basketball, Tennis, Track and field, Field Hockey and Swimming. Inter-collegiate competition is conducted on the tournament basis once each Session in Basketball only.

All gymnastic and athletic activities are organized and supervised by the women members of the staff of the Department.

H. SCHOOL OF PHYSICAL EDUCATION.

The McGill School of Physical Education was organized in 1912, in order to train teachers of physical education to meet the demand for skilled supervision of physical activities in schools, institutions, colleges etc. It has grown from a short summer course to a full two years' course, and is now officially recognized by,

and is an integral part of McGill University.

The work in the School, covering such matters as matriculation, discipline, courses given etc., is supervised by the Executive Committee of the School of Physical Education, which is constituted as follows :-

Chairman :- Director, Department of Physical Education,
University Medical Officer,
Physical Director for Women,
Warden of the Royal Victoria College,
A Member of the Faculty of Medicine.

An extract from the Announcement of the School follows :-

"The modern conception of education is one of intellectual, moral and physical development, and not, as has been too frequently misunderstood, the development of the intellect alone. Physical education, including as it does instruction in the laws of health and hygiene, with participation in all forms of physical activity specially selected for the stage of mental and physical development of the child, offers a splendid opportunity for not only increasing the efficiency of the human machine, but also for the development of social and moral qualities in the lives of our future citizens."

A two year course, from September to May inclusive, is given in the theory and practice of physical education. This course is required for the Diploma of the School, and gives the student a thorough understanding of the mechanism of the human machine. Its anatomy, physiology and the underlying principles governing the various functions of the mind and body. The student is made familiar with the theory and practice of physical education in its many forms, and, in addition to actual participation in the various activities, there is, before graduation, a considerable amount of time devoted to practice teaching under supervision.

A residence in charge of a resident tutor, in the immediate vicinity of the Campus, is conducted by the University, and is available for students of the School.

The registration is limited to fifty, there being students in attendance from almost every Province. Graduates of this School are scattered throughout the country conducting and supervising activities in physical education, in order to promote and maintain the vigor of our Canadian manhood.

ARCHITECTS' EMERGENCY COMMITTEE

HEADQUARTERS AT THE ARCHITECTURAL LEAGUE OF NEW YORK

115 East 40th Street, New York, N. Y.

Telephone: CAledonia 5-8400

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FREDERICK L. ACKERMAN *Vice-Chairman*
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WALTER L. CASSIN *Secretary*

LYDA M. NELSON, *Executive Secretary*

November 15, 1933.

Sir Arthur W. Currie,
McGill University,
Montreal, Canada.

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GERALD A. HOLMES
WILLIAM F. LAMB
RALPH W. REINHOLD
ROBERT F. SCHIRMER
LEONARD SCHULTZE
LUCIAN E. SMITH

Sir:-

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WF:FML

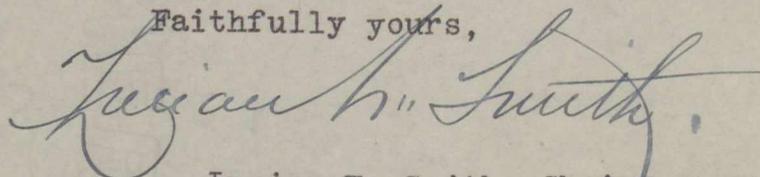
On December 30th, as you doubtless know, Princeton and McGill Universities will play a hockey game at Madison Square Garden. The Garden Corporation has very graciously offered to this Committee the profits of the game.

This Committee for the past three years has carried on for the relief of architects and draughtsmen unemployed owing to the depression in building in the Metropolitan District. We have some 3,100 such men registered with us and the winter will be a hard one for most of them.

Our funds are raised by public subscription, benefit entertainments, etc., of which the hockey game is to be one.

We have a very distinguished group of patrons and patronesses and it seems to us appropriate and fitting that the Presidents of the two Universities represented should head the list. We therefore ask your permission to use your name as Honorary Co-chairman of the General Committee for this benefit hockey game.

Faithfully yours,



Lucian E. Smith, Chairman
Executive Committee Benefit Hockey Game.

LUCIAN E. SMITH CHAIRMAN BENEFIT COMMITTEE
115 EAST 40th St. NEW YORK

SIR ARTHUR CURRIE'S NAME MAY BE USED AS HONORARY CO
CHAIRMAN OF COMMITTEE TAKING CHARGE MCGILL PRINCETON
HOCKEY GAME AT PRESENT HE IS IN HOSPITAL GRAVELY ILL
BUT WE HOPE BY DECEMBER THIRTIETH HE WILL BE RECOVERED

D. McMURRAY SECRETARY

phoned CPR collect
Night letter.
Nov. 15, 1933.
On Col. B's instructions

Sent
A.S.R

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T.D. 1X



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W. D. NEIL, GENERAL MANAGER OF COMMUNICATIONS, MONTREAL.

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SIR ARTHUR W CURRIE=
MCGILL UNIVERSITY MONTREALQ=

WILL YOU BE KIND ENOUGH TO PERMIT US USE YOUR NAME
AS HONORARY COCHAIRMAN OF COMMITTEE TAKING CHARGE OF
MCGILL PRINCETON HOCKEY GAME MADISONSQUARE GARDEN DECEMBER
THIRTIETH FOR BENEFIT OF THE ARCHITECTS EMERGENCY COMMITTEE
AS ANNOUNCEMENTS GO TO PRESS EARLY NEXT WEEK MAY WE HEAR
FROM YOU BY WIRE COLLECT LETTER FOLLOWS=

LUCIAN E SMITH CHAIRMAN BENEFIT COMMITTEE
115 EAST 40 STREET=

352P.Ao

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November 20th, 1933.

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WILLIAM F. LAMB
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HARVEY WILEY CORBETT *Society of Beaux Arts Architects*
HOWARD B. PEARE *Westchester County Society of Architects*

Sir:

The Committee has asked me to express to you their very great appreciation of your kindness in allowing us to use your name as Honorary Co-chairman of the McGill-Princeton Hockey Game on December 30th.

We feel sure that the chances of success of the event will be considerably enhanced by the fact that it has distinguished and dignified sponsors.

Faithfully yours,

Ward W. Fenner

WF/F

Secretary Executive Committee
Benefit Hockey Game.

FREDERICK L. ACKERMAN
WILLIAM L. BOTTOMLEY
WALTER L. CASSIN
WARD W. FENNER
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Rules

MCGILL UNIVERSITY
Department of Physical Education.

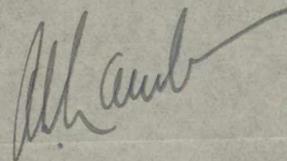
October 5th.1933.

To the Members of the
Athletic Board,
McGill University.

Dear Sir,

I thought you might be interested in seeing the attached report which will form the basis of a discussion on the mingling of amateurs and professionals at the forthcoming meeting of the Amateur Athletic Union of Canada.

Yours very truly,



ASL:C.

TENTATIVE REPORT OF THE SPECIAL COMMITTEE APPOINTED TO
CONSIDER THE INTERMINGLING OF PROFESSIONALS AND AMATEURS.

At the Annual Meeting of the A.A.U. of Canada, held in Ottawa, December 8th, 9th and 10th, 1932, the following resolution (No. 95) was presented by the Saskatchewan Branch:

"Amend Article III of the Constitution to make provision that an athlete competing in professional sport be permitted to become registered as an amateur in other sports governed by the Amateur Athletic Union of Canada and its allied governing bodies, and that he be debarred only from participating in amateur competition in the particular sport in which he may be engaged professionally".

After much discussion, the following amendment was carried:

"That the Saskatchewan resolution be referred to a special committee for careful analysis in order:

- (a) That a study be made of the situation in Canada as well as International and Olympic relationships;
- (b) That a brief be prepared, presenting the arguments for and against;
- (c) That this brief be forwarded to all Branches and Allied Bodies for study and report;
- (d) That the finding, together with a recommendation be submitted at the next Annual Meeting of this body".

PROCEDURE

It was not until early in March that the personnel of the Committee was finally decided upon and on March 30th, 1933, correspondence was initiated with the following International Sport Governing Federations, requesting copies of their Constitutions, By-laws, Rules and Regulations: Athletics, Rowing, Boxing, Fencing, Assn. Football, Gymnastics, Ice Hockey, Wrestling, Swimming, Skating and Skiing.

In addition, the following definite questions were asked in order to secure direct information on the problems under consideration:

- (a) If an athlete competes with or against professionals in... would he be eligible for international competition under the jurisdiction of your Federation?
- (b) If an athlete competes with or against professionals in sports other than...., would he be eligible for international competition under the jurisdiction of your Federation?

A summary of the answers received appears later.

The national controlling bodies of fifty nations, members of the International Amateur Athletic Federation, (with governing authority similar to the A.A.U. of C.,) were communicated with. Copies of their constitutions, rules and regulations were asked for and answers to the following definite questions were requested, as your Committee was anxious to determine how such problems were dealt with in other countries:

- (a) If an athlete competes with or against professionals in any form of sport, does your organization permit him to take part in amateur activities under your jurisdiction?
- (b) If an athlete does not lose his amateur status by competing with or against professionals, please state under what sports this permission is granted?
- (c) Is it possible for a professional athlete to be reinstated and take part in amateur activities under your jurisdiction?

A summary of the answers received appears later.

AUTHORITY AND REGULATIONS OF GOVERNING BODIES

In order to avoid confusion in later references to the various governing bodies, it is felt wise to insert at this time, a brief statement of the authority and regulations as they apply to the problem.

1. The International Olympic Committee

"An Athlete taking part in the Olympic Games must satisfy the following conditions:

- (a) "Must not be, or knowingly have become, a professional in the sport for which he is entered or in any other sport.
- (b) "Must not have received reimbursement or compensation for loss of salary.
- (c) "Must sign the following declaration on his honour: 'I, the undersigned, declare on my honour that I am an Amateur according to the Olympic Rules of Amateurism'.
- (d) "Must take the 'Olympic Oath'".

2. The International Federations.

Each International sport governing federation of which there are twenty, are made up of the national bodies which control different forms of sport. In Canada, e.g., the Hockey Association is a member of the International Ice Hockey Federation, the A.A.U., is a member of the Athletic, Boxing, Wrestling, Fencing and Gymnastic Federations, the Swimming Association is a member of the International Swimming Federation, etc.

These Federations are responsible for the carrying out of the Olympic events in their respective sports and the rules of competition laid down by them are the only ones recognized. Subject to the regulations quoted under (1) above, "the definition of an amateur as drawn up by the respective International Federations of sport is recognized for the admission of athletes taking part in the Olympic Games".

3. The National Governing Bodies

In some countries there may be a national body governing each different sport, in other countries, one national body may control a number of different sports as, for example, in Canada and the United States. In England, there are separate national bodies controlling track and field, boxing, wrestling, etc., which in Canada, are all controlled by the A.A.U. These national bodies may differ in the amateur definition under which they operate, but the definition of each respective International Federation must, however, be complied with for International competition including the Olympic Games.

THE AMATEUR DEFINITION

(The following statement includes certain extracts from Carnegie Bulletin, No. 18)

"Controversies over the Status of the Amateur developed with the rise of competitive sport in England, and as competition and the desire to win became more acute, questions concerning what means might be taken to secure victory grew more insistent, later to be drowned in the chorus lauding sport for the sake of the sport itself".

As early as 1823 in the Oxford Inter-college races, Christ Church refused to row because the boatbuilder Stephen Harris was rowing for Brasenose and Isaac King, a waterman, pulled an oar in the Jesus boat. Christ Church men "used to run on the bank alongside the Brasenose boat, shouting 'No hired watermen'".

Intermittently until 1879, the discussions were continued, but in that year the Henley Stewards adopted rules as to who was not an amateur and the segregation became firmly established in rowing. This was the first sport in which a governing body attempted to solve through statute, the problems implied and the definition then adopted formed the basis of our present day status.

The Football Association established a distinction in Status between the amateur and the professional in 1885, and the Rugby Football Union in 1886, passed its first regulation designed to prevent private gain from the game. The question of "broken time", sometimes considered of recent origin, was the cause of much controversy in 1893, and it was argued that "players were coming to value the game only for the cash return that it gave them. It was also felt that the mingling of amateur and professional players on the same team destroyed unity". This led to the secession of several clubs and the formation of the Northern Union. Also, a few years later the question of "monetary testimonials" was the cause of much discussion.

Although Dr. W.G. Grace by his great skill as a cricketer, enabled the Gentlemen to win from the Players, he was the recipient in monetary testimonials of more than £9000. The years during which these gifts were made, 1879 and 1896, were times of the most intense discussion of the amateur problem in British sport. Since 1896, a fairly unified conception of what characterizes the amateur has been extended into practically every field of British sport.

From these early beginnings, national controlling bodies and international federations have inherited traditions, which in the main are similar, though we still find many glaring inconsistencies persisting which seem difficult for us to comprehend. Modifications have become necessary in the light of changing interests and popularity, but it is safe to say that there is a very close parallel between gate money, professionalization and eligibility problems. Commercialization is insidious, it is difficult to say where it begins or where it may end, but it is certain that as it increases in any form of sport, it carries along with it many new problems, not the least of which is the amateur status. These problems have been faced by national and international bodies almost continuously, in the light of changing conditions and standards. The general distinction between the amateur and the professional has been maintained on the basis that the amateur plays games because he enjoys them, because "he neither directly or indirectly receives any material compensation therefrom" and because of the sheer joy of competition and the delight of well co-ordinated physical and mental effort. The professional also enjoys games but his interest in the game is modified by the monetary or material reward he secures from participation therein. The classification, however, probably should not be made entirely on the basis of money value, for "men who play for motives other than the love of the game, men to whom victory, however won, is the controlling end, are men already on the road to professionalism, men who have in some measure sacrificed their amateurism".

The code in force in the A.A.U. of C., is essentially the same as in most of the national bodies and the proposals which are under discussion are for the purpose of giving serious consideration as to whether the conditions in Canada warrant some amendment to the existing amateur definition.

THE PROPOSAL

The proposal, as stated at the outset, is to modify the regulations so that a professional in one sport would be eligible for registration as an amateur in other forms of sport. Space does not permit the propounding of arguments for and against such a proposal. Perhaps a brief statement or two will suffice.

There are those who declare that "times and opinions have changed and we are attempting the difficult task of hiding the facts from ourselves". One writer says, "Briefly the solution or a great part of that solution may be summed up laconically in half a dozen words. Let amateurs and professionals play together..... Let prowess be the yardstick, not

age-old shibboleths that went out of fashion in Victoria's day. Then it might mean something to carry an amateur card. It means nothing now." Another suggests that the legislation and not the leaders are to blame and says, "If the amateur legislators would fall in with the practical trend of the times and permit such bona fide amateurs as exist to compete with those amateurs who take itin cash, small bills preferred, then the hypocrisy would automatically end. Each brand of athlete could fly his true colours. But the legislation, though definitely showing the trend of the times and broadening out in cheering fashion, has not by any means yet reached that common-sense point. Until it does, hypocrisy must still be the prevailing factor in amateur hockey". Further, a report in the Pictou, N.S., Advocate, in speaking of the Maritime hockey victory said, "We all know that it is purely professional, that every man on the team is paid his salary regularly".

On the other hand, it is contended that such a drastic change would only lead to further abuses; that such further relaxation would be fraught with far more danger and much greater difficulty than that which presents itself in a few isolated cases at the present time; that it would be sacrificing the spirit and practice of amateurism which carries with it a high sense of honour, fair play, courtesy and the love of the game for its own sake; that it has been tried and has failed; that because our jails are crowded it is no reason why our criminal code should be changed to legalize further offences; that amateurism is sound at heart as is evidenced by the fact that of eleven thousand hockey players in the Province of Ontario, only twenty-seven of them applied for a change in residence; that this is an Amateur Athletic Union, and should concern itself with amateurs; that such a proposal would seriously interfere with Canada's representation in International and Olympic Competition; that the privileges now extended to "pastimes" are in a very different category to revenue-producing sports; that the spirit of amateurism must be promulgated, it must prevail and the regulations must be adhered to rigourously.

The amateur status and its preservation rests upon the conscience of the sportsman and no amount of legislation can achieve the development of a sports tradition which is of such inestimable value to our men of tomorrow. Much of our so-called amateur sport is riddled with double-dealing, pretense, hypocrisy and deceit. Public opinion is vigourously opposed to such tactics and honest legislators must be courageous enough to see that "Shamateurism" disappears. Whether amateurs and professionals are allowed to "mix" or not, local and personal interests must be sacrificed for the common good and men who have the courage of their convictions must fearlessly administer the affairs of the Union.

THE SITUATION IN GREAT BRITAIN

It has frequently been suggested that Canada would do well to follow the regulations which govern amateur sport in Great Britain. As already inferred, Canada has in a large measure inherited her regulations from the Mother Country and the traditions in most of our sports are directly traceable thereto. Undoubtedly, the one most treasured is that of "playing the game", the rallying call of British sportsmen, which is so well exemplified by Sir Henry Newbolt in "Play up, Play up and Play the Game". Dr. Howard Savage contends that the inheritance of the Spirit of Sportsmanship is equally as important as the inheritance of English Common Law, or the English Language.

If the existing British regulations controlling sport were adopted by Canadian governing bodies, it would mean, as far as the amateur status is concerned:

1. Boxing

A person accepting money for acting as an official could not be recognized as an amateur, otherwise no change.

2. Cricket

No change.

3. Association Football

No change.

4. Rugby Football (English)

A very much more exacting code than is applicable in Canada, e.g., no paid coach or trainer could be employed, etc.

5. Rowing (A.R.A. and Henley Stewards)

An oarsman would not be eligible as an amateur "who is or has been, by trade or employment for wages, a mechanic, artisan or labourer, or engaged in any menial duty". The N.A.R.A. does not subscribe to the above, but does agree with the others that such a person can not be an amateur oarsman, "who has ever been employed in or about boats as a means of pecuniary gain".

6. Swimming

A swimmer would not lose his amateur status by taking part with or against professionals (provided no prize money is offered), in Baseball, Association Football, Tennis and certain pastimes, such as are applicable in Canada.

7. Track and Field

An amateur would not lose his status by competing with or against professionals in Association Football, provided such games have no connection with an athletic meeting. (Cricket and Golf are also permitted, as is the case in Canada). Would not provide for the "non-competing amateur" regulations of the A.A.U. of C.

8. Wrestling

No change.

It is well to be reminded of the fact that there are different national bodies for each form of sport in England, whereas in Canada the A.A.U. controls several different forms. As will be seen from the above, the only sports in which greater freedom is allowed, than in Canada, are track and field and swimming in which amateur athletes do not lose their status by competing with or against professionals in certain sports. (No data are available concerning Gymnastics and Ice Hockey).

OTHER NATIONAL BODIES

The manner in which other national bodies deal with such matters is shown in the summary below. Further details, together with handbooks of regulations are available.

SUMMARY OF ANSWERS TO QUESTIONNAIRE SENT OUT TO ALL NATIONAL CONTROLLING BODIES (MEMBERS OF THE I.A.A.F.)- MARCH 1933

National Organization	If an athlete competes with or against professionals in any form of sport, does your organization permit him to take part in amateur activities under your jurisdiction?	If an athlete does not lose his amateur status by competing with or against professionals, please state under what sports this permission is granted?	Is it possible for a professional athlete to be reinstated and take part in amateur activities under your jurisdiction?
A. A. U. of U.S.A.	"Special permission may be granted for such competition but is seldom done".	See answer to question 1	"An athlete who knowingly becomes a professional can never be reinstated".
Australia	Yes, statutory declaration no monetary reward.	Cricket, Football, Golf, Shooting and Sailing.	No, except special circumstances.
Austria	No	None	No
Belgium	No	None	Yes, under special circumstances
China	No	None	" " " "
Cuba	Yes	Baseball	" " " "
Denmark	No	None	No
Estonia	No	None	No
France	No	No answer	No
Germany	No	None	No
Great Britain	Yes	Cricket, Golf, Football, Field Hockey, if no remuneration.	Yes, under special circumstances
Holland	No	None	No
Hungary	Yes	Football	Yes, under special circumstances
Italy	No	None	No
Japan	No	None	No
Jugoslavia	No	Football, Boxing and Tennis	No
Norway	No	None	Yes, under special circumstances
New Zealand	Yes	Baseball, Basketball, Cricket, Bowling, Football, Golf, Handball and Fives, Hockey, Lacrosse, Lawn & Court Tennis, Quoits, Racquets, provided no remuneration is received.	" " " "
Philippine Islands	No	None	"Yes, except pro. prize fighters. Reinstatement requires one yr. probationary period."
Poland	Yes	Football	No
South Africa	Yes	Sports not mentioned	Yes
Switzerland	No	None	No
Sweden	Yes	Special sanction for football & Tennis	No.

(NOTE: "Special circumstances" usually means offences committed by young boys.

THE INTERNATIONAL SPORT GOVERNING FEDERATIONS

These Federations lay down the rules of competition and set forth the amateur status of those eligible to take part in international contests and the Olympic Games.

(A summary of answers to the questionnaire sent to International Bodies is attached.)

OBSERVATIONS

In accordance with instructions received, opinions of Branches and Allied Bodies, must be secured before your Committee can submit its recommendations. An endeavour has been made to submit facts (not arguments) so that the implications involved will be understood. The Committee's recommendations will be based upon the facts presented, together with the opinions which are expressed by the Branches and Allied Members. In order that the Committee might have a fair opportunity to have this done, observations are requested at the earliest possible date.

In the consideration of this brief, it is well to keep in mind the difference between a professional in one sport being able to play as an amateur in other sports (as is called for in the original resolution) and an amateur being permitted to retain his status while taking part with or against professionals.

Your Committee contends that those who desire to commercialize their athletic ability should be perfectly free to do so, and urges your careful consideration of the above statement in answering the following questions:-

Would the amateur athletic situation in Canada be improved by:

- (a) Greater laxity in our present regulations?
- (b) A more sincere and thorough administration of the existing code?

It is felt that prejudice would be minimized if this report is treated confidentially and not published until authority for same is granted.

Respectfully submitted,

W. H. Childs
J. H. Crocker
J. W. Hamilton
L.A. Johnson
John Leslie
Thos. A. Murphy
R. Geo. Pushman
H. H. Roxborough
G. Williams
A. S. Lamb, (Chairman)

SUMMARY OF ANSWERS TO QUESTIONNAIRE SENT TO INTERNATIONAL FEDERATIONS
March 1933

FEDERATION	If an athlete competes with or against a professional in ... , would he be eligible for competition under the jurisdiction of your Federation?	If an athlete competes with or against professionals in sports other than ... , would he be eligible for international competition under the jurisdiction of your Federation
Athletics	No	Depends upon decision of the National Association
Boxing	No	No
Fencing	Yes, on condition he receives no remuneration.	"The F.I.E. regards as professionals those who are declared professionals by another sporting Federation. Consequently it is "Yes", if in this other sport he is considered an amateur, not in the opposite case".
Football	Yes	Depends upon decision of National Association.
Gymnastics	No. Special permission may be given for patriotic or charitable purposes.	No answer given.
Ice Hockey	No	"If hockey players have met professionals in other sports, they are considered as professionals if the Federation which governs these other sports considers them as professionals for this purpose."
Rowing	No	No
Skating	No, except exhibitions in Fancy and Figure Skating.	No
Skiing	No	Yes
Swimming	No	"The F.I.N.A. recognizes as amateurs all those in other sports who are recognized as such by the competent International Federation of that sport, with the exception of broken time recognized by the F.I.F.A., but not admitted by us."
Wrestling	No	No

N.B., The following extracts from communications received from Mr. J.S. Edstrom, President of the I.A.A.F., are self-explanatory:

May 5/33: "The question you have raised is of great interest. It is going to be studied at the meeting of the delegates of the International Amateur Sports Federations of the World at Vienna, the 5th and 6th of June. This meeting has been summoned by the International Olympic Committee in order to make an effort to clear the interpretation of the Amateur Status of the different Federations."

June 14/33: "I have just returned from Vienna. There was no alteration made in the amateur rules. In fact, fourteen of the fifteen International Federations represented agreed to recommend a strengthening of the amateur status for their Federations.

"Concerning the competition of an amateur against a professional this recommendation says that with the consent of a National Association, an amateur may compete against a professional, if it is for charitable or patriotic purposes. The I.A.A.F., voted against this recommendation and in our sports no competitions against professionals, under any circumstances whatsoever, can be permitted. You will also remember that a professional in any sport is professional in amateur athletics".



MCGILL UNIVERSITY

Department of Physical Education

*Curriculum
Higher Diploma*

May 15th.1933.

Sir Arthur Currie,
Principal,
McGill University.

Dear Sir Arthur,

This communication is being addressed to those members of the Standing Committee on Physical Education who are unfamiliar with the suggestions that have been made concerning the changes in the curriculum of the School. The Executive Committee of the School submitted certain proposals which they felt would not only meet a demand, but would make the School much more effective.

On February 8th Corporation appointed the following Committee to meet with the Executive Committee of the School for the consideration of these proposals :-

Dean Ira A. MacKay
Dean F.M.G.Johnson
Dean A.S.Eve

Professor F.Clarke
Dr.A.Grant Fleming
Mr. D.C.Logan.

Attached hereto you will please find two (2) memoranda :-

A. The unanimous recommendation of the Joint Committee which is to be presented to the next meeting of Corporation on May 20th.1933.

B. A more detailed memorandum which sets forth some of the reasons for the changes, as well as the content of certain courses.

It is hoped that you will concur in the action of the Executive Committee of the School in this matter.

Yours faithfully,

ASL:C.

For your information

DEPARTMENT of PHYSICAL EDUCATION

McGill University.

May 13th.1933.

To the Members of Corporation,
McGill University.

Dear Sir or Madam,

Re School of Physical Education

After careful consideration, the Joint Committee of Corporation and the Executive Committee of the School of Physical Education, have unanimously agreed to recommend certain changes in the entrance requirements and curriculum of the School of Physical Education. These changes are designed to meet the ever increasing demand for better trained teachers and are in line with those which are being introduced in other universities. The recommendations are as follows :-

- (a) Increase the existing Junior Matriculation requirement to one year in the Faculty of Arts and Science.
- (b) Furnish better opportunities for qualified graduates in Arts or Science to prepare themselves as teachers of Physical Education. A "Higher Diploma" to be granted to successful candidates.

DIPLOMA

The suggested course for the Diploma in Physical Education is as follows :-

Entrance Requirements:

- (a) Completion of one year in the Faculty of Arts or Science
- (b) Physical Education Practice 3 hours per week
- (c) Certain minimum requirements in neuro muscular skill
- (d) An aptitude for the teaching profession.

Students who complete the first year in Arts or Science will therefore be able to carry on for the degree or take the shorter Diploma course.

<u>Year I</u>	<u>Lect.</u>	<u>Lab.</u>
Anatomy	2	1
Physiology 1	2	1
Psychology 1	2	1
Principles of Physical Education 1	3	
Personal and Community Hygiene	2	
Physical Education Practice		9
Elective subject, relevant to subsequent study in Physical Education (Zoology, Genetics, Sociology)	3	
	<hr/>	<hr/>
	14	12
 <u>Year II</u>		
Physiology of Exercise	3	1
History of Physical Education	3	
Principles of Physical Education 2	3	1
Physical Education Methods	4	2
Physical Education Practice		9
	<hr/>	<hr/>
	13	13

HIGHER DIPLOMA

The Higher Diploma is available only for students who hold a University degree and who are specially qualified in other respects.

The requirements will be based upon the individual needs of the student and will include assigned study of special problems, seminars, extended reading and a thesis.

COMMITTEE OF CORPORATION

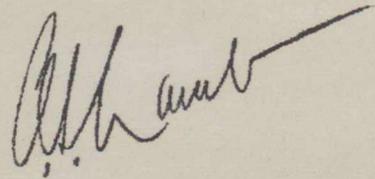
Dean Ira A. MacKay, Faculty of Arts
Dean F. M. G. Johnson, Faculty of Science
Dean A. S. Eve, Faculty of Graduate Studies
Professor F. Clarke, Department of Education
Mr. D. C. Logan, Protestant Board of School Commissioners
Dr. A. Grant Fleming, Dept. of Public Health and Preventive Medicine.

EXECUTIVE COMMITTEE OF THE SCHOOL OF PHYSICAL EDUCATION

Professor J.C. Simpson, Secretary, Faculty of Medicine
Mrs. W. Vaughan, Warden, Royal Victoria College
Miss J. S. Herriott, Physical Director for Women
Dr. F. W. Harvey, University Medical Officer
Dr. A. S. Lamb, Director, Department of Physical Education

It is hoped that these proposals may be made effective for the Session 1933-34.

Yours faithfully,

A handwritten signature in cursive script, appearing to read "A. H. Hunt", with a long horizontal flourish extending to the right.

The University Women's Club of Montreal
Inc.

3492 PEEL STREET
MONTREAL

Feb. 28, 1933.

Sir Arthur Currie,
Principal of McGill University,
Montreal, Canada.

My dear Sir Arthur:

At the suggestion of Col. Bovey,
I took the privilege of using your name as
reference, when, this afternoon, I filed my
first formal application for papers of
naturalization.

At the close of this University session
I shall have lived in Canada for six
years and during that time have gained
such a respect and love for Canada that
I desire to be a citizen.

Regardless of the fact that the
suggestion came from Col. Bovey, I feel
guilty in having used your name before
asking permission and I desire you
to know it immediately. I sincerely
hope that it meets with your approval.

Very sincerely yours,

Jessie S. Herriott

— 2 x

Herriot

March 4, 1933.

Miss Jesse S. Herriott,
3492 Peel Street,
Montreal. P. Q.

Dear Miss Herriott,

I have your letter of the 28th February.
I have no objection at all to your using my name in making
application for papers of naturalization.

Ever yours faithfully,

Principal



MCGILL UNIVERSITY

Department of Physical Education.

April 4th.1933.

Sir Arthur Currie,
Principal,
McGill University.

Dear Sir Arthur,

I beg to submit the following report of progress in connection with the Notice of Motion submitted at the last meeting of Corporation.

1. Corporation meeting February 8th.1933. Notice of Motion was submitted to require a B.A., B.Sc. or equivalent before admission to the School of Physical Education. A Committee consisting of: Dean Ira A.MacKay, Dr.Grant Fleming, Professor F.Clarke, Mr.D.C.Logan and Dean F.M.G.Johnson was appointed to meet with the Executive Committee of the School for consideration and report.
2. March 3rd.1933. The General Committee met and gave thorough discussion to the proposal. I was requested to draw up a memorandum showing alternative courses, e.g.

"A" requiring one year B.A. or B.Sc., and two years in the School of Physical Education.

"B" Three years in the School of Physical Education

"C" requiring two years in Arts or Science and one year in the School of Physical Education.

"D" requiring B.A. or B.Sc. for entrance and one year in the School of Physical Education.
3. Special conferences were held between the members of the Executive Committee of the School.
4. March 27th.1933. The general Committee met and discussed the memorandum (attached hereto). The Committee decided:
 - (a) That a three year course was desirable for the Diploma in Physical Education.
 - (b) That special arrangements should be made to provide for graduate students.



MCGILL UNIVERSITY

- 2 -

Sir Arthur Currie.

April 4th.1933.

(c) That two Diplomas should be granted:

- (1) First Class Diploma for specially qualified graduate students.
- (2) Second Class Diploma for undergraduates, and also for graduate students who are not qualified to receive the First Class Diploma.

The Executive Committee of the School was requested to draw up and submit definite proposals for:

- (a) A three year Diploma course,
- (b) An outline of arrangements which would be made to take care of graduate students.

A copy of my letter of even date, together with these proposals, are attached hereto.

Further information will be available before the next meeting of Corporation.

Yours faithfully,

ASL:C.

Copy to the Registrar.

SECOND CLASS DIPLOMA

Available for undergraduates who satisfactorily complete the following courses and for graduate students who do not satisfy the requirements for the First Class Diploma.

YEAR I	LECT.LAB.	YEAR II	LECT.LAB.	YEAR III	LECT.LAB.
English 1 and 2	3	#Physiology 1	2 1	Physiol.of Exer.	3 1
French 15 or German 3	3	#Psychology 1	2 1	His.of Phys.Edn.	3
Physics 1	3 2	#Sociology 1	3	Princ.of Phys.Edn. ²	3 1
Chemistry 16 (or 1 and 1C)	2 3	Anatomy	2	Phys.Edn.Methods	4 2
Zoology 1	2 3	Princ.of Physical Edn. 1.	3		
		Pers.& Com.Hygiene	2		
Physical Edn.Practice	3	Physical Edn.Practice	9	Phys.Edn.Practice	9
	13 11		14 11		13 13

Before admission to Year II candidates must meet certain minimum requirements in neuro-muscular skill.

#Or electives relevant to subsequent study in Physical Education and satisfactory to the Head of the Department.

April 4th, 1933

FIRST CLASS DIPLOMA

Available only for students who hold a University Degree and who satisfy the special requirements.

1. A careful evaluation of academic and practical training, the requirements to be based upon the individual needs of the student.
2. Recommendations for subjects which should have been covered in undergraduate work:

English, French or German, Physics, Chemistry, Biology, Physiology, Sociology, Psychology, History and Principles of Education. Skill in motor activities which will enable the candidate to meet definite requirements.
3. Selected requirements from subjects in II and III Year, in accordance with needs of student and in addition:
 - (a) Assigned study of special problems
 - (b) Extended reading
 - (c) Seminars
 - (d) Thesis
4. Examinations to be of a more advanced standard than those for the Second Class Diploma.

April 4th, 1933

MEMORANDUM RE PROPOSED EXTENSION TO THE TWO YEAR DIPLOMA
COURSE IN THE TRAINING OF TEACHERS OF PHYSICAL EDUCATION

March ²⁷ 1933

Attitude of Universities toward the training of teachers:

The true purpose of education is to prepare the individual for life. In relation to this preparation, life has two phases; the professional, or vocational, and the extra professional or avocational. As a part of the educational system, the university has the duty of training men and women for both of these aspects of life.

Universities have long recognized teaching as one of the "learned professions", and have concerned themselves with the training of teachers to meet the immediate and, so far as possible, to anticipate the future needs of society. Always, their ideal has been to give to society leaders who would guide youth to a better and more complete living. With changing social and economic conditions, they have modified their courses so as to keep them in touch with the needs of the time.

Today, more than ever before, universities are realizing their responsibility in the matter of elementary education, and are striving to fill the need for teachers who will bring to our schools those qualities of trained intelligence and a sympathetic understanding of the individual and his growth, which are essential if the ground-work of education is to be improved.

Universities should be concerned with the training of teachers in physical education because:

- (a) There is an undeniable relationship of mind and body and an organism will never function to its maximum efficiency unless there is complete harmony between the inner subjective and the outer objective phases of life. It is quite as unsafe to leave the physical growth and development to intuition or common sense as it is to leave the mental.
- (b) Physical education activities have a definite part to play in the lives of children, youth and adults, and affect not only the physical well-being but also the social and moral development. Universities are concerned with the lives of these individuals and therefore in the training of teachers, they should not ignore an agent that will inevitably render an influence for good or bad. The resources of universities should be preserved for those who are fit to benefit thereby.
- (c) Physical Education is today placed in the curricula of educational institutions, and while in the past it was considered a mere frill or fad, today it is recognized as a part of education and it therefore follows, that the teachers in whose hands it rests, must be educators and not specialists nor technicians. They should have a proper conception of the place of physical education in education and know something of the varying complexities of the growing child.
- (d) Only by a deeper and more thorough training can educational leaders be provided who are capable of realizing the potential values of physical education as means to an end and not as an end in itself, and who are capable of organizing and administering appropriate activities which will aid in combating the many harmful tendencies of the present day.

e) Since 1912, McGill University has made an important contribution to this need through the diploma course in the School of Education, but the trends in many localities of Canada, show the desperate need for physical educators with a deeper training. Inadequately trained technicians abound, educators are rare. Teachers are needed who can do more than merely instruct children how to drill and perform stunts. They must assume a degree of responsibility in directing the activities of the child toward more desirable health standards and they must intimately relate the programme of physical education to the objectives of general education.

Should McGill University fail to accept this responsibility, it would mean:

(a) That it takes no part in the training of teachers to influence the physical growth and development of the children and youth of Canada, that it takes no part in the possible enrichment of their lives through leisure time physical activities, that it ignores a powerful agent for the building of character, and that it fails to contribute to what Dr. Carl H. Becker calls "the new ideal in education".

The present situation:

(a) The present undergraduate course of two years does not offer an adequate opportunity for students to acquire the breadth of understanding necessary for educators in this field.

(b) Many misconceptions still exist. Teachers have been accepted on the basis of skill in prescribing meaningless "physical jerks", which in many cases are in no way related to more wholesome living.

(c) There is an insistent demand for better trained teachers and many young men and women are forced to go outside Canada for more thorough training. A good many of the best prospects do not return. Is Canada going to train her own teachers? Is McGill going to lead in that training?

Proposals:

A. Entrance requirements: First Year B. Sc., plus certain physical achievement standards and general qualifications for this phase of teaching.
Two years in the School of Physical Education.

Comments:

1. Better basic training
2. Maturity of the student. An analysis of the first year, students for the past six years shows:

Entered with Junior Matriculation	77-71%
Entered with Senior Matriculation, normal school training or at least one year in College	32-29%
	109
3. As English, Physics and Chemistry (now in M.S.P.E.) would be taken in B.Sc. I, it would offer an opportunity to enrich existing courses and add new ones.
4. Would be possible for students to select this course at the completion of first year B.Sc., or to continue in Science.

5. Candidates with Senior matriculation accepted only if English, Physics, Chemistry and Zoology (or Natural Science) have been taken and if other general qualifications are considered satisfactory.
6. Would aid in equalizing academic level with graduate students.
7. Cost would remain approximately the same.
8. See Appendix "A" for suggested outline of courses.

B. Entrance requirements: Junior Matriculation plus other general qualifications
Three years in the School of Physical Education.

Comments:

1. Would offer an opportunity for the extension of existing courses and the addition of new ones.
2. Some general advantages as outlined under A.
3. In this proposal the required courses in B.Sc. I, would not necessarily be followed in the first year. Difficulties would thus present themselves in (a) Students desiring to go on in B. Sc. II, (b) Students who had completed B.Sc. I, desiring to enter the School.
4. Cost would be increased.

C. Entrance requirements: Two years in the faculty of Arts and Science, plus other general qualifications.
One year in the School of Physical Education.

Comments:

1. Would enable a student to go on for B.A., or B. Sc., at the end of two years, also
2. Would give students an opportunity of selecting Physical Education after completing two years of undergraduate work.
3. One year in the School of Physical Education not enough time to cover requirements of School unless preceded by more than two years of preliminary study, or unless the two years included certain specified subjects not at present available in the first two years.
4. Would be a lowering of the standard as it would give the same professional training, (1 year) as is now given to a graduate student.
5. Cost would be decreased.

D. Entrance requirements: B.Sc. or equivalent plus other general qualifications
One year in the School of Physical Education.
Award "Graduates' Certificate" or a special diploma for students on this basis.

Comments:

1. Would satisfy demand for more thorough training.
2. If adopted with Proposal "A", there would not be the same inequality which now exists between students in the present diploma course and the graduates.
3. Would attract desirable students. Fewer in number but of superior quality.

4. A careful evaluation of previous training. The requirements of the second year to be met by special arrangements according to the needs of the Student.
 - (a) Assigned study of special problems
 - (b) Extended reading
 - (c) Seminars
 - (d) Special conferences with instructor or different courses.
 - (e) Different examinations to Diploma Course students.
 - (f) Thesis.
5. Would provide an opportunity to advance beyond the undergraduate group.
6. Recommend High School Diploma for those planning to teach in Quebec.
7. University of Toronto establishing similar course.
 - Senior Matriculation
 - Arts - Three years
 - Ont. College Edn.-1 year.
8. If this is the only course offered, would decrease cost. If adopted, with Proposal "A", cost would remain approximately the same.

APPENDIX "A"

YEAR I (B.Sc.)	YEAR I (M.S.P.E.)		YEAR II (M.S.P.E.)					
	Lect.	Lab.	Com. Sept. 14th	Lect. Lab	Com. Sept. 14th	Lect. Lab		
Regular subjects of B.Sc. I (Zoology I preferred)	18	5	#Physiology 1 #Psychology 1 #Sociology 1 Anatomy Pers. & Com. Hygiene Princ. of Phys. Edn. 1	2 2 3 2 2 3	1 1	Physiology of Ex. Hist. of Edn. and Phys. Edn. Princ. of Phys. Edn. 2 Phys. Edn. Methods	3 3 3 4	1 1 2
Phys. Edn. Practice		3	Phys. Edn. Practice		9	Phys. Edn. Practice		10
	18	8		14	11		13	14

Or electives relevant to subsequent study in Phys. Edn. and satisfactory to the Head of the Department.

MEMORANDUM RE PROPOSED EXTENSION TO THE TWO YEAR DIPLOMA
COURSE IN THE TRAINING OF TEACHERS OF PHYSICAL EDUCATION.

March 11th.1932.

1. Attitude of Universities toward the training of teachers:

The true purpose of education is to prepare the individual for life. In relation to this preparation, life has two phases; the professional, or vocational, and the extra professional, or avocational. As a part of the educational system the university has the duty of training men and women for both of these aspects of life.

Universities have long recognized teaching as one of the "learned professions", and have concerned themselves with the training of teachers to meet the immediate and, so far as possible, to anticipate the future needs of society. Always their ideal has been to give to society leaders who would guide youth to a better and more complete living. With changing social and economic conditions, they have modified their courses so as to keep them in touch with the needs of the time.

To-day, more than ever before, universities are realizing their responsibility in the matter of elementary education, and are striving to fill the need for teachers who will bring to our schools those qualities of trained intelligence and a sympathetic understanding of the individual and his growth, which are essential if the ground-work of education is to be improved.

2. Universities should be concerned with the training of teachers in physical education because:

- (a) There is an undeniable relationship of mind and body and an organism will never function to its maximum efficiency unless there is complete harmony between the inner subjective and the outer objective phases of life. It is quite as unsafe to leave the physical growth and development to intuition or common sense as it is to leave the mental.
- (b) Physical education activities have a definite part to play in the lives of children, youth and adults, and affect not only the physical well-being but the social and moral development. Universities are concerned with the lives of these individuals and therefore in the training of teachers, they should not ignore an agent that will inevitably render an influence for good or bad. The resources of Universities should be preserved for those who are fit to benefit thereby.
- (c) Physical Education is to-day placed in the curricula of educational institutions, and while in the past it was considered a mere frill or fad, to-day it is recognized as a part of education and it therefore follows, that the teachers in whose hands it rests, must be educators and not specialists nor technicians.

- (d) Only by a deeper and more thorough training can educational leaders be provided who are capable of realizing the potential values of physical education as means to an end and not as an end in itself, and who are capable of combating the progress of commercialism with its disastrous results on the lives of young people.
- (e) Since 1912, McGill University has made an important contribution to this need through the diploma course in the School of Physical Education, but the trends in many localities of Canada, show the desperate need for physical educators with a deeper training. Inadequately trained technicians abound, educators are rare.

3. Should McGill University fail to accept this responsibility, it would mean:

- (a) That it takes no part in the training of teachers to influence the physical growth and development of the children and youth of Canada, that it takes no part in the possible enrichment of their lives through leisure time physical activities, that it ignores a powerful agent for the building of character, and that it fails to contribute to what Dr. Carl H. Becker calls "the new ideal in education".
- (b) That the young men and women, desiring to ^{be} physical educators, will be forced to go outside of Canada for such training and that those who are trained at home will be of inferior incapability. There is no centre in Canada where a deeper training is available. The best prospects will leave Canada and many will not return.

4. McGill University can train physical educators:

By recognizing a four-year course and granting a suitable degree (B.Sc., or B.Sc. in Education) for work that meets the existing B.Sc. requirements in the first two years, with an opportunity for certain electives in the junior and senior years. These electives would be courses of University rank and would give special training in the laws of physical growth and development, the fundamentals of education and an ability to organize, conduct and guide the activities of childhood and youth.

Strathcona Prize



MCGILL WOMEN STUDENTS' ATHLETIC ASSOCIATION

ROYAL VICTORIA COLLEGE
MCGILL UNIVERSITY
MONTREAL

Sir Arthur Currie,
Principal,
McGill University.

April 7th, 1933.

Dear Sir Arthur:

You will remember that for a great many years there has been established the "Strathcona Trust Fund" the interest from which is devoted to prizes in Physical Education, and regulations governing the awards are set by the Department of Physical Education. Originally, money orders were given to the winners in each of the four years of the Faculty of Arts. Since 1924, however, the prize has taken the form of an order from the University Bursar on one of the local bookshops. The student then might buy material to the extent of her prize.

The Women's Athletic Board of 1932 had the question under consideration, but were unable to do anything definite. They, however, expressed their dissatisfaction to their successors and the present Athletic Board have also considered the problem. Our feeling is that such a prize should not be dissipated through its present channel but should take a more dignified form, worthy of the name of the donor. We, therefore, would ask that these prizes take a more permanent form. The McGill Women Students' Athletic Association have, this year, presented a large shield suitably engraved, which will remain in the College and be a permanent record of the prize winners. We request then, that instead of the orders on bookshops given now, that the interest from this Fund be used to purchase small replicas of our large shield. There would be four of these shields, one for each year. Incidentally, the shields proposed would total with engraving about \$24.00 whereas the interest now totals \$56.00.

Through Miss Herriott, we have consulted Mr. Bentley, the University Comptroller; he will be willing to give you further details.

Yours very truly,

Margaret R. Hay

President,
McGill Women Students' Athletic Assoc.

eam:

copy for the Principal's file

APSG:G

April
Tenth
1935.

Miss Margaret R. Hay,
President,
McGill Women Students' Athletic Association,
Royal Victoria College,
Montreal.

Dear Miss Hay:

STRATHCONA TRUST FUND

Sir Arthur has asked me to acknowledge receipt of your letter of the 7th instant, and to say in reply thereto that the University approves of the suggestions contained therein as to the form the prizes should take.

Yours faithfully,

A. P. G. H. S. C. O.

Secretary

April 13, 1933.

Miss Margaret R. Hay,
President, McGill Women Students' Athletic Association.

Dear Miss Hay,

Let me say that the proposal of the McGill Women Students' Athletic Association with reference to the form the Strathcona Prizes in Physical Education should take is acceptable to the University, and Dr. Lamb has promised to prepare a notice for the calendar.

May I now correct some misapprehension which exists in the mind of your Association. There is a Strathcona Trust Fund in connection with the C.O.T.C., but it is not from this Fund that these prizes have been awarded. In fact, we have no Strathcona Trust Fund at McGill University. Dr. Lamb tells me that the practice of giving the Strathcona Prizes has been in existence ever since he was in the University, and although we have made considerable investigation I do not at present understand the genesis of these prizes.

In your letter you say that the interest now totals \$56. per annum. I should be greatly obliged if you would tell me how you came to that conclusion, as the Comptroller tells me that he knows nothing of any special fund producing annually \$56. for these prizes.

Ever yours faithfully,

Principal.

P.S. May I add that I think the suggestion of a small shield, suitably engraved and a replica of the large shield, is a better kind of prize than the books.



McGILL WOMEN STUDENTS' ATHLETIC ASSOCIATION

ROYAL VICTORIA COLLEGE
Mc GILL UNIVERSITY
MONTREAL

April 22nd, 1933.

Sir Arthur Currie,
Principal,
McGill University,
Montreal.

Dear Sir Arthur:

On behalf of the Athletic Association, may I thank you very much for your permission to perpetuate the Strathcona Prizes in the manner we suggested.

Regarding the \$56.00 interest mentioned in my first letter, we arrived at this from a study of the regulations governing the prizes in previous years. Prizes were then given to the value of:

	First	Second	
Fourth Year:	\$10.00	\$8.00	18
Third Year:	9.00	6.00	15
Second Year:	8.00	5.00	13
First Year:	5.00	5.00	10
			<hr/> 56

which you will see totals \$56.00.

After consultation with Mrs Vaughan, we also have endeavoured to find the origin of these prizes. So far, we have been unsuccessful. We are hoping, however, that possibly Miss Cartwright will remember how they began, and we are endeavouring to get in touch with her.

Yours very truly,

Margaret R. Hay

President.

:EAM.

McGill Women Students' Athletic Assoc.,



MCGILL UNIVERSITY

Department of Physical Education.

May 5th.1933.

Sir Arthur Currie,
Principal,
McGill University.

Dear Sir Arthur,

Re Strathcona Prizes

You will be interested to know that a search has been made, with Miss Herriott's assistance, through the Announcements of the University back as far as 1895 for additional information concerning the Strathcona Prizes. They were first mentioned in the Calendar of 1904, when the prizes amounted to \$30.00. This was increased to \$60.00 in 1910-11. From that time up to the present, the conditions have varied very little, until the suggestion this year, when the amount was reduced from \$56.00 in cash to \$24.00 in the form of special prizes.

A search has also been made through the M.W.S.A.A. Minute Book from 1902 to date. In the majority of the records, these prizes are referred to as "Strathcona Prizes" but there are several instances where they are called "Strathcona Trust Prizes".

The exact origin of these prizes seems to be somewhat obscure and I am sorry that I cannot find any more definite information.

Yours faithfully,

Walter Molson & Co.

485 McGill Street

Montreal January 25, 1933.

REAL ESTATE
INSURANCE
MORTGAGES
VALUATIONS
BUILDING MANAGEMENT
PROPERTY ADMINISTRATION

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
Principal,
McGill University,
Sherbrooke Street W.,
Montreal.

Dear Sir Arthur,

The Graduates' Society have asked me to give a radio talk about the middle of next month during one of the periods allotted to them by Station CKAC.

I was asked to suggest a subject, but this is most difficult for me. However, I asked if they thought something on University Athletics would be worth while, and the answer was in the affirmative.

I have to-day jotted down a few thoughts that occurred to me, which, of course, will have to be carefully revised and put in proper form before being delivered. One thought I particularly wished to submit to you for your approval or otherwise, and I am, therefore, enclosing a copy of my notes. It occurs to me that there might be reasons why I should not make any statement about the use of football gate receipts at McGill University.

If you could telephone me sometime and let me know your reaction to this, or any other paragraph, I would much appreciate it. Perhaps also you might recommend additional matter.

Yours sincerely,

Walter Molson

WM/EB.
Enc.

SUGGESTED RADIO SPEECH ON SPORTS
AND PLAY IN RELATION TO EDUCATION.
- - - - -

Good evening!

It has been suggested that it might be interesting to the graduates and friends of McGill University if one of the radio talks sponsored by the Graduates' Society deal with the subject of Sports and Play in Relation to Education.

There are many and sincere differences of opinion on the value of these elements in a college career.

Universities are sometimes criticized for permitting their students to devote too much attention and time to games and sports. This criticism undoubtedly deserves deeper consideration when it comes from parents of students. There are few who do so from reasons of health and bodily development, but there are some.

As one who has been privileged to partake of a reasonable amount of college sport and then take an on-locker's interest for over twenty-five years, I have reason to hope that my views coincide with those of a good many graduates of my own vintage.

In the first place there is a natural tendency on the part of the public to feel that more time is being devoted to games and sports than is really the case. Reports in the daily press and talk about town deal with athletics to such an extent that it is easy to get the impression that too little time is left for studies. It is well to get a true perspective before passing judgment. It would be easy to get a wrong impression if one were to attempt to judge the extent of the devotion of professional and business men to the serious affairs of life by the amount of talk that goes on outside working hours about their golf, their fishing or their bridge games.

A college student is naturally chock-full of animal spirits and mental alertness, and if he has not games he will find an outlet in something else. Destructive parades, and physical conflict between Town and Gown are often the result of a lack of opportunity to work off this bubbling energy.

We/

We are fond of boasting about British justice and the benefits that the British race has conferred on the world in spreading ideals of fairness or their preference for action rather than empty debate.

It has been said that the battle~~field~~ of Waterloo was won on the playing fields of Eton.

We read during the War of a British battalion opening an attack by storming out of the trenches and kicking a soccer ball towards the lines of the astounded Germans.

In our daily talk we are fond of using sporting terms to express ourselves best in even the most serious matters.

There is no doubt that athletics and competitive games, particularly those calling for team play, develop principles of justice, and steadiness in times of strain or emergency whether physical or mental. They promote qualities of tolerance, and ability to accept disappointments and reverses.

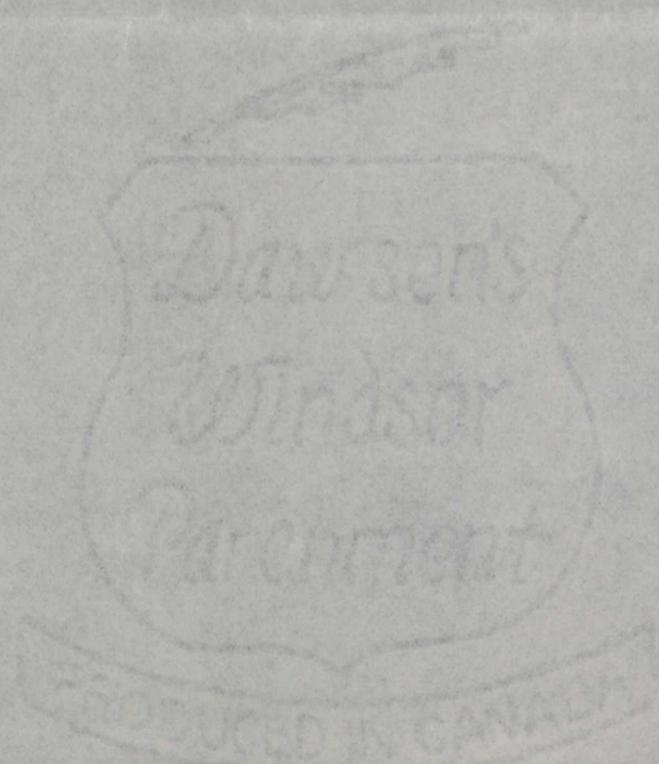
While you may agree these assertions are true you may also agree that there are some undesirable elements entering into athletics to which we should not shut our eyes, nor withhold such influence as we can exert towards their correction. These, however, are not confined to college athletics. On the contrary, college athletics are probably freer than most. To whatever category these may belong please do not forget that the public have the power to discourage undesirable tendencies in great measure.

Gate receipts are probably at the bottom of most bad influences, and unfortunately in most cases the best games are the ones which draw the crowds who are willing to pay handsomely to become spectators.

The professional idea, which is all right in its place, tends to permeate the amateur ranks. There it tends to develop extravagant habits.

You may ask, as many have, why does McGill University sell tickets for its football games instead of letting the students, graduates/

graduates and friends of the University attend free, or at a nominal figure to cover the cost of running the games. The answer is that the proceeds go to the maintenance of all athletics at the University. Football is the only sport which consistently maintains itself, and yet its surplus is insufficient to carry the full athletic programme at the University, which has to meet annual deficits out of the general fund.



FROM

THE PRINCIPAL AND VICE-CHANCELLOR,

QUEEN'S UNIVERSITY,

KINGSTON, ONT.

January 7th, 1933

Sir Arthur Currie
Principal, McGill University
Montreal, P.Q.

Dear Sir Arthur,

We are digging up our system of physical education to see how it is getting on and should be greatly assisted by information about the position of the Physical Instructors of Women in other Universities. Could you very kindly bother someone to tell me something of the position held by your P.T. Instructor of Women Students and the duties required of her?

With very kind regards,

Yours sincerely,

H. A. Fyfe

To Dr. Lant

*Please prepare a
reply for me to sign.*

A. W. Currie

R.T.O.

11

Sister Arthur,

I have some
knowledge of the problems
they are facing at
Coacens and hope
that the information
submitted will
be of service

Alh.

12/1/33

Women's Instructor
Jubels

January 13th.1933.

Dr. W. H. Fyfe,
Principal, Queen's University,
Kingston, Ont.

My dear Principal,

I beg to acknowledge receipt of your enquiry of the 7th instant, concerning the duties and responsibilities of our Physical Director for Women.

The situation with us differs somewhat from other institutions, in view of the fact that we conduct a School of Physical Education for the training of teachers. In order that you might visualize the relationships between all phases of our Department of Physical Education, I am attaching hereto a memorandum which I feel will assist you in understanding the operation of our Department.

There are four women members on the staff who are appointed by the Governors and are responsible to me through the head of the Department. There is the closest possible co-operation with the Warden of the Royal Victoria College, whose counsel is sought on the majority of questions concerning curriculum, health and general student problems. The Warden of the Royal Victoria College is also an active member of the Executive Committee of the School of Physical Education.

Briefly, the division of responsibility is as follows :-

Miss J.S.Herriott, B.Sc., M.A., Physical Director for Women.
Administrative and executive responsibilities.
Teaching in both the School of Physical Education
and the Royal Victoria College.

Miss Zerada Slack, B.A., Asst. Physical Director for Women.
Responsibility divided between:
(a) Teaching (chiefly in the Royal Victoria College).
(b) Health service for all women students.
(c) Advisor to Student Athletic Association.

Dr. W. H. Fyfe.

January 13th.1933.

Miss Ruth Harvey, B.Sc., Assistant Physical Director for Women.
Teaching, chiefly in the School of Physical Education.

Miss Ethel Wain, Dip.M.S.P.E., Asst.Physical Director for Women.
Teaching, chiefly in the School of Physical Education.

The Health Service work is administered by Miss Herriott and Miss Slack, with a woman physician in attendance for examination and consultation. There is an annual health examination of all first and third year students, special re-examinations being conducted in all cases of illness and low categories. The Warden of the Royal Victoria College is kept informed of the health status of all students.

Two hours of physical activities per week are required of all students in the Faculty of Arts and Science for three years. Each student is interviewed by a member of the staff at the time of registration and advice given regarding the most suitable type of activity.

The activities of the Women's Athletic Association are closely supervised by Miss Herriott (Honorary President) and Miss Slack (Faculty Advisor). The student fee is collected by the Bursar at the time of registration and the amount so collected is expended in the interests of the Association. All activities are taught in the regular class work so that the competitive programme grows out of the class activities. Each form of competition, e.g. tennis, badminton, archery, swimming, etc., has a student manager, who is advised by and responsible to a member of the staff.

A number of forms and cards are attached, to which you may wish to refer.

I trust that the information submitted is what you desire, but if inadequate in any respect, I shall be pleased to submit further details.

Ever yours faithfully,



MCGILL UNIVERSITY
Department of Physical Education.

*Lord Atholstoun's gift
X rays Royal Ed Inst.*

August 26th.1932.

Sir Arthur Currie,
Principal,
McGill University.

Dear Sir Arthur,

Health Service and Tuberculosis

With reference to the above problem, which is causing us some anxiety, I beg to report that a conference has been held with Dr. Harding of the Royal Edward Institute. It appears that the Institute would probably grant us the same arrangement as the Quebec Industrial Health Survey Committee, consisting of the use of their X-Ray machine, the services of a technician and the developing and reading of the films. In each case, however, the cost of the films (approximately .70¢ each) must be borne by the University.

The Health Survey Committee could furnish a portable machine which would enable us to have the pictures taken at the time of the regular physical examinations, and this would be much more desirable than sending students to the Royal Edward Institute.

Dr. Harvey and I have conferred with many people who are interested in the problem of tuberculosis, and they are all of one opinion, that, if at all possible, an X-Ray study should be made of a group of students, approximately 500 at the time of entrance, and then re-examine them each successive year throughout their stay in the University. It is generally believed, though not substantiated, that the incidence of tuberculosis rapidly increases as students progress to the higher years.

Our experience in the past, the predisposing factors amongst the students, the importance of detecting the disease before it is too extensive to be treated successfully, the dangers of its communicability, are reasons which make us so anxious to determine just what the situation is in McGill. We would, of course, like to commence the study with the entering students this Fall.

The problem is to secure the necessary funds to carry on this study. In view of the present conditions, I hesitate to request a supplementary appropriation for this purpose, as I feel the University is already doing a great deal for the protection and maintenance of the health of its students. We in this office could carry the clerical and administrative work involved, if we could



MCGILL UNIVERSITY

- 2 -

Sir Arthur Currie

August 26th.1932.

only secure approximately \$350.00 a year for five years, to cover the cost of the films. If you know of someone whom you might possibly interest in this project, I am sure it would prove to be not only a very great service to the students under observation, but would also enable us to secure extremely valuable information which might have a far reaching effect on our future policy.

Yours faithfully,

A handwritten signature in cursive script, appearing to read 'A.H. Lamb'.

P.S. I am enclosing an extra copy of this letter in case you care to use it.

ASL:C.

August 29, 1932.

Right Honourable Lord Atholstan, LL.D.,
Montreal Daily Star,
Montreal, P. Q.

There is a matter in connection with the development of our health policy at McGill University which I would like to place before you. I do this, appreciating as I do your great interest in all matters which have to do with health. No man has done as much to improve the health conditions of this City as you have done, and your influence in that regard has extended far beyond the boundaries of Montreal, and even the boundaries of the Province.

Our health service at the University has constantly grown. Every student who enters receives a thorough medical examination. Through the co-operation of the Royal Victoria Hospital, an extension was made this year to include urinalyses for men students of the first two years and women students of the first and third years. This was a very significant step forward in the protection of the health of the undergraduate and enables us to detect many abnormalities and to rectify conditions, where possible.

We are anxious to go farther, and would like to take X-Rays of the lungs of every student. After negotiations with the Royal Edward Institute, we have obtained from them the concession that they will allow us the use of their X-Ray machine, the services of a technician and the developing and reading of the films. In each case, however, the cost of the films (approximately .70 cents each) must be borne by the University.

We propose to make a start by examining 500 students entering the University this fall, and following them through their university course, in order to study the effect of student life upon their health, with particular reference to a tendency to tuberculosis.

2.

I am enclosing herewith copy of a letter from Dr. Lamb, Director of Physical Education at McGill, addressed to me, with reference to this subject.

In view of your great interest in such matters, I am approaching you to ask if you will bear the annual cost of these films for the survey of 500 students. The amount will not exceed \$350 a year.

With all kind personal wishes,

I am,

Ever yours faithfully,

Principal.

September 5, 1932.

The Right Honourable Lord Atholstan, LL.D.,
Montreal Daily Star,
Montreal. P. Q.

My dear Lord Atholstan,

I am indeed grateful, and the health authorities of McGill University are grateful, for your kindness in making it possible for us to begin a chest examination of students coming to the University.

I am quite sure that we shall produce results of an extensive and beneficial nature. I shall tell you what we find as the work goes on.

With very sincere thanks, and best wishes for your continued good health,

I am,

Ever yours faithfully,

Principal.

TWO FOUR ONE ST. JAMES STREET
MONTREAL

September 1st, 1932.

Gen. Sir Arthur Currie, G.C.M.G., K.C.B.,
Principal & Vice Chancellor,
McGill University,
MONTREAL, Que.

Governors

My dear Sir Arthur:-

Replying to your kind letter of the 20th, what you propose doing is, it would seem to me, most commendable. The decimation of what were supposed to be gilt edge securities has in the past two years been so terrible that it is inducing a spirit of extreme caution as to the future. Yet this is a very small thing you want and I take pleasure in complying with your suggestion for this year hoping to be able to continue.

If your treasurer will telephone my secretary, Mr. J. D. MacKinnon, when he wants the money a cheque will be sent.

Yours sincerely,

A. Holstun

To Mr. Glasco.

Please note. It has been acknowledged

5/9/32.

AWL

*To Mr. Secretary
Please return
AWL*

*2
2750 per year
See above*

Defendant wishes
the money right away
so I have a written request
to Mr J. S. MacLennan

15/9/32

JMS

cheque for 350.00
received 22/9/32

WORLD LTD
DA LINDON

July 24,
1933.

Right Honourable Lord Atholstan, LL.D.,
1172 Sherbrooke St. W.
Montreal, P. Q.

I am happy to report that because of your generosity and the co-operation of the Quebec Industrial Health Survey Committee, 555 X-Ray Examinations of the chests of first year students were conducted during the session of 1932-33. As a result, two women and three men undergraduates are under clinical observation, one of them at present being confined to a Sanitarium. It is hoped to repeat these examinations with this same group of students for the next three or four years. In this way, valuable information will be gained concerning the incidence of tuberculosis among college students, a problem upon which much attention is being focussed at the present time. A series of tuberculin tests paralleled the X-Ray Examinations. The medical examinations of entering students showed approximately 20% to be in categories lower than "A".

With all kind wishes, and renewed thanks,
Ever yours faithfully,

HOWARD MURRAY
ALDRED BUILDING
MONTREAL

To await Dr Lamb's attention
upon his return.

Fourth
July
1932

Sir Arthur W. Currie, G.C.M.G., K.C.B.,
Principal and Vice-Chancellor,
McGill University,
M o n t r e a l.

Dear Sir Arthur:-

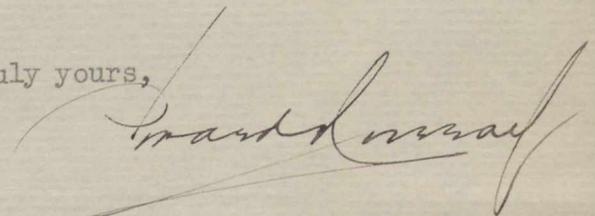
I recall my suggestion to you that
the Health Department of the University might find it possible
to utilize X-Ray equipment of the Royal Edward Institute with
which to take skiagraphs of students where tubercular tendencies
may be suspected.

I now hand you a letter from the President,
Mr. Louis S. Colwell, addressed to myself, which be good enough to
accept as indicating the willingness of the Royal Edward Institute
to contribute something to the University.

Mr. Colwell's letter is not quite definite
as to what, if anything, the University would be expected to pay,
but my idea is that it would be only for such out-of-pocket expenses
as the Institute would require to cover, applying to the number of
skiagraphs taken.

If you will be good enough to delegate someone
from the Health Department to discuss the matter with Dr. Harding,
we could then reconsider any of the arrangements they may outline
should they not be entirely agreeable.

Very truly yours,



HM/FM

Enclosures (2)

July 11th, 1932.

Howard Murray, Esq.,
Aldred Building,
Montreal. P. Q.

Dear Howard,

On my return from a week's excellent fishing on the Bonaventure with Herbert Molson, I find your letter of July 4th. Let me thank you very much for your interest in my suggestion to Corporation. I shall at once arrange for an officer of our Health Department to get in touch with Dr. Harding.

With all good wishes,

I am,

Ever yours faithfully,

Principal

P.S. I find that Dr. Lamb is in Europe for another four or five weeks. This will probably have to await his return.

Dear Mr. Arthur,

Thank you for the
attached. I have arranged
to meet Dr Harding and
shall report to you at
a later date.

Yours faithfully

Albion

August 18/32

July 6, 1932.

Howard Murray, Esq.,
Aldred Building,
Montreal. P. Q.

Dear Mr. Murray,

In the absence of the Principal, who is away on a two-weeks' vacation, I am acknowledging your letter of July 4th, in which you put forward a suggestion regarding the utilization of X-Ray equipment of the Royal Edward Institute to take skiagraphs of students in whom tubercular tendencies are suspected.

I am holding your letter for Sir Arthur's personal attention on his return to the University.

Yours faithfully,

Secretary to the Principal.



Royal Edward Institute
for the Study, Prevention and Cure of Tuberculosis

FREE DISPENSARY

OPEN AIR SCHOOL

PRESIDENT: LOUIS S. COLWELL

HON. TREASURER: ~~ARTHUR TERROUX~~ - Hon. Gordon Scott.

HON. SECRETARY: DR. E. S. HARDING

~~47 BELMONT PARK~~ 3674 St. Urbain St.

MONTREAL, June 30th, 1932

Mr. Howard Murray,
Aldred Building,
Montreal.

Dear Mr. Murray:

I was only able to get in touch with Dr. Harding this morning and he is quite agreeable and the technician, Mrs. Mundry, is quite enthusiastic about the suggestion outlined in your favour of the 29th.

Will you please give our compliments to Sir Arthur and say that the Royal Edward Institute will be glad to co-operate on a basis which can be worked out between his representative and Dr. Harding to everybody's satisfaction.

Yours faithfully,

Louis S. Colwell

LSC:IG

Twenty-ninth
J u n e
1932

Louis S. Colwell, Esq.,
President,
Royal Edward Institute,
c/o Messrs. Jenks, Gwynne & Co.,
Notre Dame Street West,
M o n t r e a l.

Dear Mr. Colwell:-

At a meeting at McGill yesterday, Sir Arthur Currie explained to Corporation that, with respect to the Health Service given students by the University, there was frequent necessity of X-Ray examinations on students suspected of incipient tuberculosis, and he regretted the University's inability to purchase X-Ray equipment.

I thought of our new equipment at the Royal Edward Institute, and that, inasmuch as Royal Edward and McGill were now affiliated, their Health Department could very easily obtain the use of our X-Ray equipment upon payment of the ordinary expenses appertaining to the examinations.

You will understand that the bulk of this work comes at the beginning of the session, when incoming students are given an examination.

I take it that the load on our machines will not be heavy, as I believe we do not give an X-Ray examination to every patient who comes to us.

Will you be good enough to discuss this with Dr. Harding. I hope it will be convenient to pay this courtesy to the University, and in part repay it for the benefit which it will undoubtedly bring into the Royal Edward Institute from the affiliation.

Very truly yours,

HM/FM

May 12, 1932.

Dr. A. S. Lamb,
Director Department of Physical Education.

Dear Dr. Lamb,

I am very sorry to have to tell you that I have concluded not to recommend an appropriation of \$200 towards travelling expenses to the Educational Conference abroad this summer. I know that you will understand the situation.

With all good wishes,

I am,

Ever yours faithfully,

Principal.

McGILL UNIVERSITY
MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B.P.E., M.D., DIRECTOR

February 1st, 1932

Sir Arthur Currie,
Principal,
McGill University,
Montreal.

*For Grad
Speech*

Dear Sir Arthur,

Knowing that you are to address the St. James' Literary Society on "The Place of the University in the Community", I am taking the liberty of making the following observations concerning this Department, in the hope that they might possibly be of service.

A. The Students

By the following means, the University is making a definite contribution to the fullness of living by the students and thus to the graduates and to the Community.

a. Protection

Through medical examination and the correction of remediable defects.

Through assistance in maintaining satisfactory hygienic and sanitary conditions.

b. Prevention - Treatment

Through aiding the acquisition of health knowledge and the formation of wholesome health habits.

Through consultative medical service whereby many serious illnesses are averted.

Through hospital treatment of sicknesses and accidents including all charges for the first seven days.

c. Promotion

Through the promotion of numerous forms of physical activity for as many of the student body as facilities permit, thus aiding in :-

1. the rational development of the body functions,
2. the formation of desirable reactions and attitudes.
3. the more wholesome use of leisure time.

B. The Schools

Through training teachers as specialists in Physical Education who are today holding responsible positions in all the Provinces of the Dominion, thus setting up more desirable standards and organizing more satisfactory programmes.

C. Contacts outside University

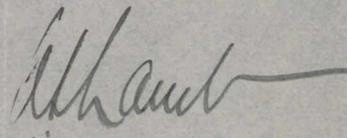
Through direct contact with many Local, Provincial and National organizations, the members of the Staff have aided in:-

- a. Initiating many reforms in the administration of athletics.
- b. The organization and supervision of wider programmes of physical activities through
 1. Special athletic meets
 2. Special leagues
 3. Community recreation - playgrounds
 4. Recreation for the unemployed.
- c. A co-ordination of interests through association with
 1. Educational and professional organizations
 2. Health organizations
 3. Child welfare organizations
 4. Social welfare organizations
- d. The dissemination of knowledge related to the possibilities of the modern programme in physical education through numerous public addresses and radio broadcasts.

This University spends several thousands of dollars per year in maintaining these services, which are much more extensive than in any other University in Canada.

Yours faithfully,

ASL/B



McGILL UNIVERSITY
MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B. P. E., M. D., DIRECTOR

January 8th, 1932

Mrs. McMurtry

Sir Arthur Currie,
Principal,
McGill University
Montreal.

Dear Sir Arthur,

I beg to attach hereto the
report of the Department of Physical Education
for the Session 1930-31.

Yours faithfully,

A. Lamb

ASL/B

*This is not a
report of the session
It is a digest
of the Survey Report
solely*

REPORT OF THE DEPARTMENT OF PHYSICAL EDUCATION

Session 1930-31

During the Session 1930-31, at the instigation of the Principal, a careful survey was made into the activities of the Department. In submitting this report, it has been thought wise to incorporate some findings of the Survey Committee, which enunciate certain principles, policies and recommendations, rather than enter into detail regarding specific achievements. The study divided itself logically into four phases, and these, with the personnel, appear below :-

GENERAL COMMITTEE

Professor J.C. Simpson, Chairman,
Professor F. Clarke,
Major D. S. Forbes,
Miss J. S. Herriott,
Mr. Walter Molson,
Dr. A. S. Lamb, Secretary.

Health Service

Dr. W.T.B. Mitchell, Chairman
Dr. A. Grant Fleming,
Mr. A. P. S. Glassco,
Dr. F. W. Harvey,
Dr. A. S. Lamb, Secretary.

School of Physical Education

Professor J.C. Simpson, Chairman,
Professor F. Clarke,
Miss J. S. Herriott,
Dr. A. S. Lamb, Secretary.

Activity Programme for Men

Mr. J. Colin Kemp, Chairman
Mr. Walter Molson,
Professor J.C. Simpson,
Major D. S. Forbes,
Dr. A. S. Lamb, Secretary

Activity Programme for Women

Mrs. W. Vaughan, Chairman,
Miss C. I. MacKenzie,
Miss Zerada Slack,
Dr. A. S. Lamb,
Miss J. S. Herriott, Secretary.

The Committees first asked themselves the following questions :-

1. What are the aims and objectives of this phase of the programme?
2. Are these objectives sound?
3. What is now being done?
4. What relation has the programme to education?
5. Is it the function of the University to foster such a programme?
6. What might be done to function more efficiently?

Fourteen meetings were held, many memoranda were distributed for consideration and numerous interviews and informal conferences took place. Achievements within the past ten years were studied by each committee, but it is not possible to incorporate herewith any of the findings or recommendations except those of the Central Committee. The special reports, together with charts, diagrams, detailed and tabulated information will be found elsewhere.

The Committee's statement is as follows :-

EDUCATION and PHYSICAL EDUCATION

" Although the modern and present day approach to the problem of education is coming to recognize the oneness of mind and body, still there are many who fail to appreciate the fact, that body, mind and spirit are inseparable, and that anything which affects the one must affect the other. The attitude of many, is that education has to do merely with the mind of the child, with the storing up of information, the answering of recitations and the acquisition of material to satisfy the needs or requirements of another. It is, in fact, often embarrassing to be bothered with the physical bodies of the pupils when as is so often believed, much more progress could be made if the teacher could deal with the mind alone. It is even held by many today, (if not openly advocated, most certainly through the attitude they assume toward these matters,) that the school is the place where the mind of the child receives its training, that the morals of the child are the business of the church and that the muscles are the sole and express responsibility of the gymnasium and athletic field. The removal of this mischievous fallacy in education has been extremely slow and much remains to be done in securing a more general appreciation of the fact that whatever influences are brought to bear, affect not only one, but all of ~~xx~~ these phases of the individual's total make-up.

" The modern attitude of education is one which appreciates the intimate relationship which exists between all the factors which go to make up the individual as a whole; his growth, development, health, knowledge, reactions, habits and attitudes. It is in brief, a recognition of the fact that the true purpose of education is for life - for living wholesomely and joyously and therefore, one phase of the individual's being cannot be considered without the reactions and relationships which it bears to the other phases. It means further, living to the full according to the capacity of each individual - a joyous, optimistic, wholesome relationship with his environment and his fellow beings. The acquisition of knowledge, the development of one's social or spiritual nature or the promotion of physical fitness would never, in themselves, fit an individual for wholesome living. The factors are inseparable. Following Plato's recognition, modern physical education is endeavouring to bridge the gap and unite the physical, mental, moral and social factors as its contribution to education.

" Many have been the advantages of our inheritance of customs, traditions and methods and from time to time they have enabled us to overcome great difficulties. At the same time, with the ever-changing nature of our methods and conditions of living, these same inheritances have proved to be mountainous obstacles in the path of progress. Our viewpoints and methods in education have suffered from the manacling influence of tradition and Physical Education (as a phase of Education) has been particularly unfortunate in this regard. From the ideal of national efficiency of the Greeks up to the present time, the path is strewn with "cults", ~~xx~~ "systems", and "methods", many of which had great value in leading toward the results they were trying to accomplish. The German and Swedish "systems" were inspired by national needs and were emergency adult protective measures to increase and improve the physical well-being of the people. They were methods as ends in themselves and as such, served the purpose for which they were intended.

"Concurrently with the progress that has been made in general education there has been progress in the field of physical education, although perhaps the application has not been as general, nor has the modern point of view been as widely accepted. The old traditional beliefs and opinions about physical education still exist, and the general conception of many, even today, is that the sole purpose of physical education, is the acquisition of rapid response to command, the development of uncanny skill, profuse perspiration, the excitement of a contest and a winning team, or the musculature of an ox. "P.T." or "Physical Jerks" have been thought a kind of panacea, but a grave mistake was made because the mental attitudes and interests in exercise were largely ignored and the development was chiefly for physical skill or endurance. These are ends in themselves but are utterly futile in their relation to more wholesome living. Physical education is a means to an end. Just as the attitude in education has turned or is turning, from dictatorial compulsion or coercion to a sympathetic and understanding attitude by appealing through the interests and natural tendencies of the child, so similar changes have taken place in physical education. As a contribution to education it is a new attack on an age-old problem. It seeks to offer as a laboratory of expression, activities, which, through the fundamental interests of the individual, will so contribute to living that those so aided may become better fitted physically, mentally, morally and socially to take their places as more worthwhile citizens.

"The young men and women who go out from our schools and colleges year by year, carry with them habits, attitudes and powers of judgment that have been moulded and developed by their experiences as undergraduates. They are, or become a part of the best informed ~~portion~~ portion of society, and progress in a large measure depends thereon; the recognition and approval of the standards and practices of the future are in their hands. Is it not our duty to see, that in addition to the relation the graduates bear to their special or professional spheres of life, that they bear the right relationship, or have the right ideas and ideals of health in its broadest aspect, physical, mental and social, and thus become more powerful factors in living to the fullest as desirable citizens. Our knowledge of the human mechanism with all its complex inter-relations has vastly increased in recent years. The traditions of the past must be faced with a bold and fearless attitude - from them we must extract the good and discard the bad, guided always by the desire to grasp and use those scientific facts which we know to be applicable in the promotion of better citizenship. This is our responsibility.

It is then, our obligation to:-

- 1."Protect the individual and the student body by a thorough medical examination.
- 2."Ensure satisfactory hygienic and sanitary conditions - habits of living more efficiently.
- 3."Provide an adequate opportunity to participate in activities from which physical and mental, moral and social benefits will accrue.
- 4."Protect our investment in the student and aid him through rendering service to the temporarily unfit.

AIMS AND OBJECTIVES

"Briefly and specifically then, might we not expect as legitimate outcomes of the programme, something more than Huxley's statement that "life has but two legs to stand on, the lungs and the heart". Might we not expect as outcomes, the following:

- 1." The harmonious development and functioning of the body mechanisms.
- 2."The acquisition of health knowledge and the inculcation of wholesome health habits.
- 3."The correction of remediable defects.
- 4."The development of satisfying skills and play habits for use in leisure time activities.
- 5."The aiding of wholesome reactions and attitudes as a result of situations which call forth such responses.

ORGANIZATION OF THE DEPARTMENT

"Previous to the session 1919-20, the situation was somewhat chaotic as far as the control and relationship of physical activities was concerned. In that year a complete reorganization took place of all committees and activities having to do with the various phases of physical education and these were all grouped under a central administration with appropriate sub-committees. The somewhat irregular control of athletics which was constantly in danger of becoming at variance with educational policy, necessitated a further change in 1923, when the Athletic Board was instituted.

"The changes thus brought about have unified the several phases of the activity programme for men and women, as well as the health programme and the professional school for the training of teachers. Thus there is a unity of purpose, a co-operative effort, in which all interests are represented and at the same time a definite linking of the whole programme with the educational policy of the University is assured. The changes brought about were very timely, for we have, in a large measure, offset the deplorable tendency seen in so many of the colleges in the United States, in which the athletic programme has become a very detrimental and destructive factor instead of a positive aid in education. McGill has been instrumental in initiating most, if not practically all the constructive legislation which has in recent years been enacted by the Canadian Intercollegiate Athletic Union. Frequent requests have been received for outlines of the organization of the Department and it is gratifying to note how closely our organization resembles that instituted this year at the University of Pennsylvania.

"Educators are everywhere deploring the fact that the over-emphasis on certain phases of athletics is having a most harmful effect and in many cases the athletic policy is directly at variance with accepted educational standards and ideals. The tail must not wag the dog. University athletics should not be an end in themselves, but should contribute to an end, that of Education. There will always be some difficulty in administering a University athletic programme but these difficulties can be minimized by boldly enunciating and then carrying out the policy that such activities are only acceptable as they render a contribution to the educational programme of the University."

OBSERVATIONS

The Committee then went on to express its concurrence in the findings and recommendations of the various sub-committees, but stressed the following, which were considered to be of much importance.

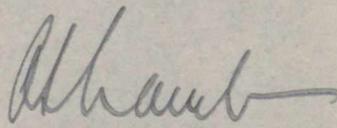
- 1."The general conception of physical education and its rightful place in Education.
- 2."The extreme difficulty (almost an impossibility) in carrying on an adequate programme of activity with the present facilities.
- 3."The needs of the Schools.
 - a. Better trained teachers.
 - b. An improved programme giving a knowledge of and desire to play games, a knowledge of health with the right attitudes, appreciation and habits.
 - c. A change in content and emphasis of the Strathcona qualification, thus giving a better appreciation of the programme.
 - d. The urgent need of outdoor playing fields.
- 4."A further study of the programme at Macdonald College.
- 5."Modification of the health examination, health instruction, and health service to make them more effective.
- 6."Greater concentration on the outdoor programme and its adaptability to our climatic conditions, e.g., winter sports, hiking, a mountain house, etc.
- 7."More emphasis on intra-mural activity for the large group of students whose needs are greatest. Less emphasis on some phases of competitive sports. The policy for all sports in accordance with educational procedure.
- 8."The unity of purpose of the centralized organization.
- 9."The very definite shaping of policies and procedure across Canada through the graduates of the School of Physical Education and the outside contacts of Staff members."

The attention of the Department will be focussed upon these recommendations, viz:-

1. Improved health examinations and protective measures.
2. The fullest possible use of existing facilities by as many students as possible, until more adequate accommodation is available.
3. The urgent necessity for furnishing better trained teachers.

Appreciation is expressed to all those who rendered such valuable assistance in the Survey, to the members of the Staff who laboured so faithfully in the performance of their duties and to the members of the various Faculties whose sympathy and co-operation have assisted so materially.

Respectfully submitted:



DIRECTOR

McGILL UNIVERSITY
MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B. P. E., M. D., DIRECTOR

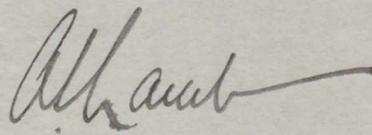
July 23rd, 1931

Sir Arthur Currie,
Principal,
McGill University,
Montreal.

Dear Sir Arthur,

In compliance with your communication of the 22nd instant, I beg to report that I have written to Dr. Mercer for additional copies of President Gates' statement and shall forward them to you as soon as they arrive.

Yours faithfully,



ASL/B

April 9, 1931.

Dr. A. S. Lamb,
Department of Physical Education,
McGill University.

Dear Dr. Lamb,

Thank you for the interesting pamphlet
by President Thomas S. Gates of the University of Penn-
sylvania, on Student Health and Inter-Collegiate Athletics.

Yours faithfully,

GWS.

April 16, 1931.

Miss Louise Strachan,
Secretary,
National Conference on College Hygiene,
Syracuse University,
Syracuse, N. Y.

Dear Madam,

Your letter of March 16th addressed to Sir Arthur Currie arrived in his absence from Canada, and the delay in answering it has been due to the fact that I had hoped Dr. Lamb would be able to make arrangements to go to Syracuse in May to attend the National Conference on College Hygiene. I regret, however, that he now finds it will be impossible to get away.

With best wishes,

I am,

Yours faithfully,

OWS

McGILL UNIVERSITY
MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B.P.E., M.D., DIRECTOR

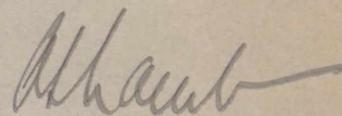
April 13th. 1931.

Professor Carleton W. Stanley,
Assistant to the Principal,
McGill University.

Dear Professor Stanley,

My apologies are submitted for not having returned the attached correspondence earlier, but I have been trying to determine whether we would be justified in having a delegate attend this Conference. We will be in the midst of our examinations when the Conference is being held, and although we would like very much to be represented, I am afraid it will not be possible. In any case, our travelling expense appropriation is just about expended.

Yours faithfully,



ASL:C.

IMPORTANT

Word has just come from the Trunk Line Association giving us assurance that we can have reduced rates in railroad fares for this Conference on the certificate plan, which means a fare and one-half for the round trip.

Details concerning this will be sent you later, but we wanted to pass this word on to you now, for we hope it may be of material assistance to you in planning to attend the meeting.

NATIONAL CONFERENCE ON COLLEGE HYGIENE

SYRACUSE UNIVERSITY, SYRACUSE, NEW YORK, MAY 5-9, 1931

SPONSORED BY

THE PRESIDENTS' COMMITTEE OF FIFTY ON COLLEGE HYGIENE, THE AMERICAN STUDENT HEALTH ASSOCIATION, THE NATIONAL HEALTH COUNCIL

ORGANIZING COMMITTEE:

DR. MAURICE A. BIGELOW, CHAIRMAN
DIRECTOR, SCHOOL OF PRACTICAL ARTS, TEACHERS
COLLEGE, COLUMBIA UNIVERSITY

DR. KENDALL EMERSON,
MANAGING DIRECTOR NATIONAL TUBERCULOSIS ASSOCIATION

DR. WARREN E. FORSYTHE,
PRESIDENT AMERICAN STUDENT HEALTH ASSOCIATION AND
PROFESSOR OF HYGIENE AND PUBLIC HEALTH, UNIVERSITY
OF MICHIGAN

DR. WILLIAM F. SNOW,
CHAIRMAN, EXECUTIVE COMMITTEE, PRESIDENTS' COMMITTEE
OF FIFTY AND PRESIDENT, NATIONAL HEALTH COUNCIL

DR. JOHN SUNDWALL,
DIRECTOR DEPARTMENT OF HYGIENE AND PUBLIC HEALTH,
UNIVERSITY OF MICHIGAN

AND

OFFICERS OF THE CONFERENCE

OFFICERS OF THE CONFERENCE:

DR. THOMAS A. STOREY, CHAIRMAN
PROFESSOR AND DIRECTOR OF SCHOOL OF HYGIENE
AND PHYSICAL EDUCATION FOR MEN, STANFORD
UNIVERSITY

DR. O. W. H. MITCHELL, ASSOCIATE-CHAIRMAN
PROFESSOR OF BACTERIOLOGY, HYGIENE AND
SANITATION, SYRACUSE UNIVERSITY

MISS LOUISE STRACHAN, SECRETARY
DIRECTOR, CHILD HEALTH EDUCATION, NATIONAL
TUBERCULOSIS ASSOCIATION

ADDRESS CORRESPONDENCE TO THE SECRETARY,
370 SEVENTH AVENUE, NEW YORK CITY

March 16, 1931

SYRACUSE UNIVERSITY COMMITTEE:

DR. ANNIE L. MACLEOD, CHAIRMAN
DEAN OF THE COLLEGE OF HOME ECONOMICS

DR. HARRY S. GANDERS,
DEAN, TEACHERS COLLEGE

DR. L. M. HICKERNELL,
PROFESSOR OF HYGIENE AND UNIVERSITY HEALTH
OFFICER

DR. EUGENIE A. LEONARD,
ACTING DEAN OF WOMEN

DR. O. W. H. MITCHELL

DR. W. E. MOSHER,
MANAGING DIRECTOR, SCHOOL OF CITIZENSHIP AND
PUBLIC AFFAIRS

DR. IRA C. PETERS,
DEAN AND DIRECTOR OF PERSONNEL FOR WOMEN

DR. H. N. SHENTON,
PROFESSOR OF SOCIOLOGY

PROFESSOR KATHERINE SIBLEY,
PROFESSOR OF PHYSICAL EDUCATION

Sir Arthur W. Currie
McGill University
Montreal, Canada

Dear Sir Arthur:

It has occurred to us that the colleges in Canada would be interested to participate in the National Conference on College Hygiene which we are going to have at Syracuse University, Syracuse, New York, May 5th to 9th. The enclosed letter which was sent out to the presidents of 450 colleges throughout this country sets forth the general plans of this Conference and I think you will get a fair idea about it from this letter. I would like to extend to you a very cordial invitation to send delegates to this meeting.

I note that McGill University is a member of the American Student Health Association which is one of the organizations whose sponsorship the Conference will be held. I hope that Dr. Lamb, your representative in that Association may be with us at Syracuse.

Very sincerely yours

Louise Strachan
Louise Strachan
Secretary

Mc

To Dr. Lamb

What do you think?

C.W.S.

March 23, 1931

NATIONAL CONFERENCE ON COLLEGE HYGIENE

SYRACUSE UNIVERSITY, SYRACUSE, NEW YORK, MAY 5-9, 1931

SPONSORED BY

THE PRESIDENTS' COMMITTEE OF FIFTY ON COLLEGE HYGIENE, THE AMERICAN STUDENT HEALTH ASSOCIATION, THE NATIONAL HEALTH COUNCIL

ORGANIZING COMMITTEE:

DR. MAURICE A. BIGELOW, CHAIRMAN
DIRECTOR, SCHOOL OF PRACTICAL ARTS, TEACHERS
COLLEGE, COLUMBIA UNIVERSITY

DR. KENDALL EMERSON,
MANAGING DIRECTOR NATIONAL TUBERCULOSIS ASSOCIATION

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PRESIDENT AMERICAN STUDENT HEALTH ASSOCIATION AND
PROFESSOR OF HYGIENE AND PUBLIC HEALTH, UNIVERSITY
OF MICHIGAN

DR. WILLIAM F. SNOW,
CHAIRMAN, EXECUTIVE COMMITTEE, PRESIDENTS' COMMITTEE
OF FIFTY AND PRESIDENT, NATIONAL HEALTH COUNCIL

DR. JOHN SUNDWALL,
DIRECTOR DEPARTMENT OF HYGIENE AND PUBLIC HEALTH,
UNIVERSITY OF MICHIGAN

AND
OFFICERS OF THE CONFERENCE

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DR. THOMAS A. STOREY, CHAIRMAN
PROFESSOR AND DIRECTOR OF SCHOOL OF HYGIENE
AND PHYSICAL EDUCATION FOR MEN, STANFORD
UNIVERSITY

DR. O. W. H. MITCHELL, ASSOCIATE-CHAIRMAN
PROFESSOR OF BACTERIOLOGY, HYGIENE AND
SANITATION, SYRACUSE UNIVERSITY

MISS LOUISE STRACHAN, SECRETARY
DIRECTOR, CHILD HEALTH EDUCATION, NATIONAL
TUBERCULOSIS ASSOCIATION

ADDRESS CORRESPONDENCE TO THE SECRETARY,
370 SEVENTH AVENUE, NEW YORK CITY

January 12, 1931

SYRACUSE UNIVERSITY COMMITTEE:

DR. ANNIE L. MACLEOD, CHAIRMAN
DEAN OF THE COLLEGE OF HOME ECONOMICS

DR. HARRY S. GANDERS,
DEAN, TEACHERS COLLEGE

DR. L. M. HICKERNELL,
PROFESSOR OF HYGIENE AND UNIVERSITY HEALTH
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DR. H. N. SHENTON,
PROFESSOR OF SOCIOLOGY

PROFESSOR KATHERINE SIBLEY,
PROFESSOR OF PHYSICAL EDUCATION

At Syracuse University, Syracuse, New York, in May 1931, there is to be held a National Conference on College Hygiene. This Conference, sponsored by the Presidents' Committee of Fifty on College Hygiene, The American Student Health Association, and the National Health Council, has a very clear out and definite purpose, - namely, an agreement upon desirable minimum standards for colleges and universities concerning (1) Health Service, (2) Health Teaching, (3) Interrelationship and Correlations of Student Physical Welfare Activities, and (4) Miscellaneous Problems, including those concerned with Social Hygiene, Mental Hygiene, Tuberculosis, Extra-Curricular Activities, and other related problems which may be presented for consideration.

The general plan for the Conference calls for working committees, divided into the four main groups indicated in the previous paragraph. All of these groups will be broken up into small committees, each working on some specific phase of the problem with which its group is concerned. These working committees will together make up the General Conference Committee, which will convene at Syracuse University, Tuesday evening, May 5th. At that time the Chairman of the Conference, Dr. Thomas A. Storey of Stanford University, will set forth the plans in detail and conference committee chairmen and personnel will be announced. During the two following days, Wednesday and Thursday, May 6th and 7th, these temporary committees will be in executive session, with evening meetings of the General Conference Committee to hear reports from the various working committees. On Friday and Saturday, May 8th and 9th, there will be general sessions in which all delegates from colleges and universities throughout the country will participate and which others interested in the subject of College Hygiene will attend. The draft statement of the General Conference Committee will be presented to this group for full discussion so that the final report will represent the best beliefs and experience of the entire Conference.

We earnestly hope that your institution may send at least one delegate, with a view of participating in the deliberations of the Conference. Will you please let us know by return mail if possible:

- (1) Whether or not your College will participate in the Conference by sending a delegate
- (2) To whom correspondence concerning the Conference should be addressed
- (3) The names of faculty members who would be definitely interested in the Conference, especially from your departments of Bacteriology, Biology, Economics, Home Economics, Physiology, Physical Education, Psychology, Sociology, or other departments in which there may be faculty members who have had experience with these subjects.

A skeletal outline of the problems to be discussed at this Conference is appended. Any suggestions you may have for additional problems which you would like to have submitted to the Conference, will be welcome.

With many thanks for your cooperation

Sincerely yours

Thomas A. Storey, M.D., Chairman

Louise Strachan, Secretary

P.S. - Please address your reply to the Secretary.

Skeletal Outline of Problems for Conference Deliberations

1. Interests and Activities of Health Service including Organization, Administration, Staff and Equipment.
2. Health Teaching.
 - (1) Training of Teachers of College Hygiene.
 - (2) Course in College Hygiene.
 - a. Contents
 - b. Length of Course
 - c. Required or Optional
 - (3) Contributions of other sciences or subjects to college health teaching and supervision.

Bacteriology
Biology
Chemistry
Economics
Physiology
Physics
Psychology
Sociology
et al
3. Interrelationship and Correlations of Student Physical Welfare Activities, - Department of Hygiene, Health Service, Physical Education, Intramural Sports and Athletics.
 - (1) Direct contributions of each to health program in the college.
 - (2) Contribution of each not directly related to health.
 - (3) Interrelations and Correlations.
 - (4) Organization and Administration.
 - (5) Personnel, training and qualifications of staffs in each group.
4. Miscellaneous Problems.
 - (1) Social Hygiene.
 - (2) Tuberculosis.
 - (3) Mental Hygiene.
 - (4) Relation to Extra-Curricular Activities.

et al.

DR. D. F. SMILEY, SECRETARY-TREASURER
CORNELL UNIVERSITY

DR. MARJORIE WAGONER, VICE-PRESIDENT
BRYN MAWR COLLEGE

American
Student Health Association

DR. WARREN FORSYTHE, PRESIDENT
UNIVERSITY OF MICHIGAN

February 11, 1931

Sir Arthur W. Currie,
Chancellor McGill University,
Montreal, Canada.

Dear Sir:

Enclosed please find a copy of resolutions adopted by the American Student Health Association at its last meeting. We hope you are interested in all of these, but your attention is now directed to Part I, and Nos. VIII and IX of Part II.

Interest in college student health is experiencing a very satisfactory growth and the membership of your Hygiene department in our association is appreciated and helpful to us. I hope it is equally of benefit to your students.

Dr. Lamb has had your institution represented in our work from the start. We were glad to have him present and taking an active part in our last meeting.

Assuring you of our desire to be of any assistance to you and your department, I am,

Very truly,

Warren Forsythe
Warren E. Forsythe, M.D.
President

WEF-M
Encl.

February 23,
1931.

University of Michigan,

Dear Sir,

In the absence of Sir Arthur Currie
your letter of February 11th, with enclosure, has
reached me. I shall set it aside for his attention
on his return late in April.

Yours faithfully,

GWS

AMERICAN STUDENT HEALTH ASSOCIATION

RESOLUTIONS

Adopted by the Association December 29, 1930, at its annual meeting in New York City

PART I

GENERAL RESOLUTIONS

Whereas: It is generally believed that a fundamental objective of higher education is to develop the ability of the individual to live a more useful, effective, and happy life, and

Whereas: Health (emotional and physical) is recognized as one of the greatest factors in the realization of this objective, therefore, be it

Resolved: That it is a major responsibility of every college and university to develop and protect the health of the student and to educate him in scientific health conservation. Be it further

Resolved: That this responsibility should be met by the operation of a program including,

- (1) Instruction in and development of physical and mental health
- (2) The supervision of the care of individual student health and illness.
- (3) The sanitation of student environment
- (4) The study of health problems.

Be it further

Resolved: That various divisions of the college should cooperate toward the effective functioning of this program whose activities should be coordinated in a single administrative unit. Be it further

Resolved: That the director of this department should be a person with high administrative rank responsible directly to the President of the Institution.

I. *Instruction in and Development of Physical and Mental Health*

Resolved: That this division of the program should be concerned with the analysis and presentation of scientific information relative to the production, maintenance and improvement of health, with the applications of that information for the health benefit of the individual, his family, and of his society, be it further

Resolved: That instruction should aim at developing in the student a discriminating scientific attitude for: (1)—the forehanded selection and wise use of competent, trustworthy health advisers and skillful, dependable health service; (2)—the sifting of health literature, avoiding the hazardous and identifying the scientific and appropriate; (3)—differentiating between reliable scientific public health organizations and those that are unsafe; and (4)—the understanding and regulation of his own health habits, be it further

Resolved: That the formal teaching of hygiene should be under the direction of qualified members of the faculty, who are adequately trained in Medicine and Public Health. Students should receive academic credit for these courses on the same basis of instruction as credits are received in other curricular subjects, be it further

Resolved: That the teaching in various departments such as chemistry, biology, psychology, etc., should be so utilized that health education material naturally falling in those sciences will be presented in its appropriate setting with the logical background.

Resolved: That students should be lead to form and practice wise habits of somatic, mental and social health in the programs of physical education and athletics, be it further

Resolved: That in the formal courses in hygiene the Student Health Service should serve as a demonstration laboratory.

II. *Supervision of the Care of Student Health and Illness*

Resolved: That the Student Health Service is the unit of administration in which this part of the program should function, be it further

Resolved: That the director of the Health Service should be a full graduate in medicine properly licensed to practice in his community, and be included in the general faculty administrative agency of the college or university, be it further

Resolved: That the Student Health Service should work in close cooperation with other departments, such as, physical education, psychology, physical and social sciences, biology, and the medical school (if available), be it further

Resolved: That there should be complete examinations of all entering students followed by personal health conferences of an educational character and a special endeavor should be made to have all remedial defects corrected, be it further

Resolved: That an annual health examination for all students, in which the emphasis is placed upon confidential discussion of personal health and emotional problems is a valuable function of the Health Service, be it further

Resolved: That all students planning to participate in athletics should be required each season to pass satisfactorily a physical examination before going into active training and should continue under medical supervision throughout the season, be it further

Resolved: That evidence of immunity to small-pox should be one of the requirements for admission, be it further

Resolved: That no student should be permitted to remain in school who proves to be a health menace to other students or who refuses to cooperate with the health program in maintaining or improving his own health status, be it further

Resolved: That the Health Service should conduct a student clinic for the diagnosis and treatment of ambulatory cases;

That this service should not involve the payment of a fee for each visit and all students should be encouraged to use the clinic with the greatest freedom at the earliest appearance of illness;

That the service should be supported by health fees payable at annual enrollment;

That the Health Service should arrange for hospital facilities for all cases needing that service.

That provision should be made so that the expense of illness will not in any case stop the educational experience of students with small financial resources. Be it further

Resolved: That each visit to the student clinic should be considered as a lesson in proper methods of procedure in scientific medical practice and as an opportunity for personal instruction in preventive medicine (including mental hygiene), be it further

Resolved: That a physician with mental hygiene training or a specialist in psychiatry should be included in the health service staff, be it further

Resolved: That isolation facilities should be available for all contagious diseases and early isolation of merely suspicious cases should be freely practiced. That communicable diseases should be controlled through careful observation of all known contacts and artificial immunization where practicable, be it further

Resolved: That much of the future progress in preventive medicine lies in the results of the study of so-called pre-clinical illness and the Health Service should keep clearly in mind its unique opportunity and its responsibility for research in this as well as in other fields.

III. *The Sanitation of Student Environment*

Resolved: That the Health Service supervise the sanitary inspection of premises, lecture halls, swimming pools, dining halls, and kitchens. Food supplies, water supply, and all milk used in the college or university community should conform to the highest sanitary standards, be it further

Resolved: That all food handlers should be examined annually for evidence of any communicable disease, be it further

Resolved: That dietary policies of the institution should receive the attention of the Health Service.

PART II

SPECIFIC RESOLUTIONS

I. *Resolution On the Committee on Resolutions*

Whereas: The American Student Health Association has established a Committee on Resolutions, and,

Whereas: The work of the Committee on Resolutions should not be confined to the mere matter of presenting resolutions but to seeing to it that the resolutions presented and adopted by this Association are followed through until their consummation, and,

Whereas: A rather long period of time must necessarily elapse before many of the recommendations embraced and outlined in the resolutions can be consummated into action, therefore, be it

Resolved: That the Committee on Resolutions be regarded as a more or less permanent committee and that a specific period be allotted during each annual meeting for adequate consideration of the reports and follow up work of the Committee on Resolutions.

II. *Resolution on the National Conference on College Hygiene, Syracuse University. May 5-9, 1931*

Whereas: The National Tuberculosis Association is sponsoring a National Conference on College Hygiene to be held at Syracuse University, New York, May 5-9, 1931, and,

Whereas: There is urgent need for frequent conferences on all matters pertaining to the teaching of college hygiene and to the many interests and activities embraced in college and university health work, therefore, be it

Resolved: That the American Student Health Association approve most emphatically of this Conference and that it hereby expresses its sincerest thanks and highest appreciation to the National Tuberculosis Association for its efforts in sponsoring this Conference, be it further

Resolved: That the Executive Committee of the American Student Health Association be authorized and delegated to form a Committee to cooperate with the National Tuberculosis Association and other agencies concerned in promoting this National Conference on College Health.

III. *Resolutions on the Qualifications of College Hygiene Teachers*

Whereas: A comprehensive and constructive course in college hygiene for each institution of higher learning in America is of utmost concern to the American Student Health Association, and,

Whereas: The adequate training of teachers of college hygiene is the paramount qualification to the effective teaching of college hygiene, therefore, be it

Resolved: That the American Student Health Association, at this session, appoint a Committee to study and to report at the next annual meeting on the qualifications and training that should be specified for teachers of college hygiene, with a view to having the recommendations of this Committee approved and supported by the American Student Health Association. Be it further

Resolved: That after the Association has approved of the recommendations of the Committee, the Presidents and Deans, or both, of our colleges and universities be notified of the action of the Association and be urged to comply with the recommendation relative to the training and qualifications of teachers of college hygiene.

IV. *Resolution on the Definition of Genuine Health Activities in Colleges and Universities*

Whereas: Several agencies, either correlated or separate, now exist in our colleges and universities; namely, Physical Education, Intramural Sports and Recreational Activities, Intercollegiate Athletics, Student Health Services, Departments of Hygiene, and so on, and,

Whereas: Each of these agencies asserts itself as being primarily or importantly interested in the health of the college student and requests, in a very large measure, support from the administration of the college or university for its health programs, and,

Whereas: Much confusion exists in the minds of college and university administrators relative to merits of the various health program claims made by each of these agencies and as to what are genuine health activities for the college and university, be it

Resolved: That the American Student Health Association, at this session, appoint a Committee to study and to present at the next annual meeting of this Association, a report which will embrace a concise definition of what are genuine health interests and activities in colleges and universities and what interests and activities should be included in a comprehensive and constructive health program. Be it further

Resolved: That after the report of this Committee has been approved by this Association, the Presidents of our colleges and universities be apprised of this action on the part of the American Student Health Association.

V. *Resolution on the Correlation of the Various Agencies in Our Colleges and Universities Engaged in Physical Welfare Activities*

Whereas: Departments of Physical Education, Intramural Sports and Recreational Activities, Intercollegiate Athletics, Student Health Services, Hygiene and other agencies, interested in the physical and emotional well-being of students, exist in our colleges and universities, and,

Whereas: These various agencies, in many institutions, are not closely correlated whereby the most effective health and physical welfare work is forthcoming but, on the other hand, results in much duplication, friction and confusion, and,

Whereas: The American Student Health Association is of the opinion that all student physical welfare activities should be correlated and organized into one comprehensive and constructive physical welfare program in which the health activities will be combined and the special interests of each of the agencies concerned not directly related to health will be maintained, therefore, be it

Resolved: That the American Student Health Association, at this session, appoint a Committee whose function shall be to study and report on a plan of organization whereby the desired effective correlation of the various physical welfare activities of the college or university will be attained, be it further

Resolved: That after the presentation and adoption of the report of the Committee by this Association, copies of this report be sent to the Presidents of the colleges and universities of America with the recommendation that the plan of correlation of the student physical welfare activities be put into effect.

VI. *Resolution on the Formation of a Committee on Health Teaching and Supervision in Elementary and Secondary Education*

Whereas: A uniformly high quality of Health Teaching and Supervision in our Colleges and Universities can be realized only when there is a more or less uniformly high quality of Health Teaching and Supervision in the Educational Levels below that of the College and University, and,

Whereas: Health Teaching and Supervision in these lower Levels or Education are far from being uniform and in many quarters neglected or of a perfunctory quality, and,

Whereas: It is most desirable that every effort be made to improve and to raise to certain standards Health Teaching and Supervision in these lower Levels of Education not only for their direct values but for the purpose of uniformity and higher quality of College Hygiene Teaching and Supervision, therefore, be it

Resolved: That the American Student Health Association appoint a permanent Committee whose duties shall be to investigate, to recommend and to promote certain qualities and standards relative to Health Teaching and Supervision in the lower Levels of education, be it further

Resolved: That this Committee make every effort to promote Health Teaching and Supervision in the lower Levels of Education by stimulating and promoting Health Sections in the various State Teachers' Associations and in other related agencies with a view to ultimately obtaining a progressive and uniformly high quality of Health Teaching and Supervision for the Nursery Schools, the Elementary Schools and the High Schools, be it further

Resolved: That this Committee report at each annual meeting of the American Student Health Association relative to the year's progress made along this line.

VII. *Resolution on Health Service Practice and Hygiene Teaching in Normal Schools and Teachers' Colleges*

Whereas: The most vital link in the chain of Health Education is the classroom teacher, who in her daily contact with the child is a determining factor in the attitude that the next generation of parents will take toward a rational health program, and

Whereas: The efficiency of the program of medical inspection, health service and health teaching will be retarded, when the classroom teacher is not trained and educated so that she intelligently, sympathetically, and enthusiastically fits into the system, and

Whereas: The greater number of classroom teachers throughout the country are trained in Normal School and Teachers' Colleges and the student Health Department of a Teacher Training Institution, therefore, has a distinctive and responsible service to perform, be it

Resolved: That the American Student Health Association appoint a permanent Committee whose duties shall be to investigate, to recommend and to promote certain qualities and standards relative to Student Health Service and Health Teaching in the Normal Schools and Teachers' Colleges throughout the country, be it further

Resolved: That this Committee report at each annual meeting of the American Student Health Association relative to the years' progress made along this line.

VIII. *Resolution on the Representation of the Department in the College or the University Directly Concerned with Student Health work in the General Administration of the College or University*

Whereas: Emotional and physical health and welfare of students should be regarded by the Administration of Colleges and Universities as of equal importance to and concern with that of the intellectual development and progress of students, and,

Whereas: The Director of the Student Health Service or of the Department or Division in which the Health Service functions, can and should contribute much to the effective administration of the College and University by virtue of his knowledge of and interest in all matters pertaining to the health and physical welfare of students, and,

Whereas: A Student Health Service cannot function to its fullest capacity when it is more or less isolated from and not represented in the deliberations of the Administration of the College or the University, and,

Whereas: Both the Administration of the College or University, and, the Health Service will profit much as a result of frequent personal contacts as afforded at the meetings of those concerned with the general administration of the College or University, therefore be it

Resolved: That the American Student Health Association earnestly petition the Presidents of the various Colleges and Universities in the United States, wherein Student Health Services are established, to include in the General Administration of the Colleges and Universities, the Directors of the Health Services, or the Directors of the Departments or Divisions in the Colleges or Universities which include Health Services, and that said Directors be given high administrative status, be it further

Resolved: That copies of this resolution be transmitted to the Presidents of the Colleges and Universities in the United States accompanied by a letter from the President of this Association requesting that the action embodied in the resolution be taken.

IX. *Resolution on County Health Unit in Public Health Practice*

Whereas: The County Health Unit under the direction of a full time medical officer is the most valuable factor in the advancement of preventive medicine and health conservation in rural America, and,

Whereas: College Presidents hold a strategic position in the field of community education, therefore, be it

Resolved: That the American Student Health Association earnestly petition the Presidents of Colleges in rural communities to use their influence in encouraging the establishment and operation of County Health Departments under the direction of a full time medical officer in their respective communities, be it further

Resolved: That copies of this resolution be transmitted to Presidents of the Colleges and Universities in the United States by the President of the Association.

RESOLUTIONS COMMITTEE

DR. R. W. BRADSHAW, Chairman,
Oberlin College.

DR. ANNA M. GOVE,
North Carolina College for Women.

DR. JOSEPH E. RAYCROFT,
Princeton University.

DR. DEAN F. SMILEY,
Cornell University.

DR. T. A. STOREY,
Stanford University.

DR. JOHN SUNDWALL,
University of Michigan.

Buildings

McGILL UNIVERSITY
MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B. P. E., M. D., DIRECTOR

May 17th.1930.

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
Principal,
McGill University.

Dear Sir Arthur,

Replying to your request, I have
pleasure in attaching hereto a memorandum which
gives a list of the buildings in which the activities
of the Department are being accommodated.

I trust that this is the information
you desire.

Yours faithfully,

A. S. Lamb

ASL:C.

MEMORANDUM showing BUILDINGS in which ACTIVITIES of the
DEPARTMENT of PHYSICAL EDUCATION are
CONDUCTED.

<u>Place</u>	<u>Used by</u>	<u>Activities.</u>
Field House	Men	Rugby, Track and Field, Boxing and Wrestling, Rowing, Handball and Individual exercises.
	Women Undergrads. Sch. Phys. Edn.	Archery, Track and Field, Lacrosse.
Shack, Lower Campus (west)	Men	Tennis, Soccer, English Rugby, Interfaculty Rugby, Ice Hockey and skating.
	Women and Children	Skating and Tennis.
" (East)	Men, Boys, Women) Undergrads, Sch.) Phys. Edn.)	Tennis, Hockey and Skating.
Presbyterian College	Men Undergrads.	Soccer and Basketball (Dressing accommodation)
Diocesan Coll.	" "	" n " " "
United	" "	" " b " "
Montreal High School.	Men	Basketball, Gymnastics, Baseball, Indoor track, Badminton, Fencing, Boxing.
	Women " and Sch. Phys. Edn.	Basketball, Tennis, Rifle shooting, Badminton, Baseball
Strathcona Hall	Men Undergrads.	Soccer, English Rugby, Wrestling and Fencing (The last two until this year).
Union	" "	(Badminton, Interfaculty Rugby, Offices, Stores, (B.W. & F. Competition
Y.M.C.A.	" "	Intercollegiate Gymnastic Competition.
Engineering Building.	" "	Interfaculty competitions.
Arts Bldg.	" "	" "
Knights of Columbus	" "	Swimming and Water Polo; Learn to Swim Campaign.
Y.W.C.A.	Women " Sch. Phys. Edn.	Swimming.
Forum	Men Undergrads.	Hockey.

<u>Place</u>	<u>Used by</u>	<u>Activities.</u>
Craig St. Drill Hall	Men Undergrads.	Indoor Track Meets.
Royal Victoria College	Women U " Sch. Phys. Edn.	Administrative Offices, general Activities
3484 University St.	Men and Women Undergraduates.	Administrative Offices, Lecture Room, Laboratory, Health Service, Dispensary.

Lakeside Club- House	Men Undergrads.	Rowing.
Dixie Golf Club	" "	Golf.
Montreal Ski Club.	" "	Skiing, Snowshoeing, Tobogganning.

May 17th. 1930.

April 10, 1930.

Sir Arthur W. Currie, G.C.M.G., K.C.B., LL.D.,

Principal

McGill University,

Montreal.

Dear Sir Arthur,

At the Annual Meeting
of the Quebec Physical
Education Association held
on April seventh, you
were elected to the office

of Honorary President.

We would be greatly
honoured if you would
accept this nomination.

Yours very sincerely,

Beryl E. Field.

Secy - Treas.

A.P.E.O.

1124 Dorchester St. West,
Montreal.

April 11th, 1930.

Miss Beryl E. Field,
Secretary Treasurer,
Quebec Physical Education Association
1124 Dorchester Street West,
M o n t r e a l .

I have your letter of the 10th
in which you inform me that at the Annual Meeting
of the Quebec Physical Education Association held
on April seventh I was elected Honorary President.

Let me say that I am deeply
sensible of the honour you confer upon me, and
I shall try to give faithful attention to the
duties involved.

McGILL UNIVERSITY
MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B. P. E., M. D., DIRECTOR

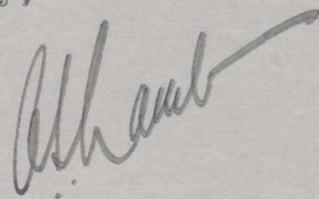
June 21st, 1929

Sir Arthur Currie,
Principal,
McGill University,
Montreal.

Dear Sir Arthur,

With reference to our
conversation of yesterday, I thought per-
haps you might like to have the attached
copies of my recent correspondence with Dr.
R. Tait McKenzie..

Yours faithfully,



ASL/B

C O P Y

UNIVERSITY of PENNSYLVANIA

Philádelphia

Department of Physical Education

May 8th, 1929

Dr. A. S. Lamb,
McGill University
Montreal, Canada.

My dear Lamb,

It is probable that I will up
in Ottawa sometime this Spring and if I get a
chance to stop off in Montreal, I will look you
up.

Sincerely yours,

(signed). R. Tait McKenzie.

C O P Y

May 1st, 1929

Dr. R. Tait McKenzie,
Professor and Director,
Department of Physical Education,
University of Pennsylvania,
Philadelphia, Pa.

Dear Dr. McKenzie,

Thank you very much for your letter of the 2nd ultimo which arrived during my absence. I too was sorry that I did not have an opportunity of talking matters over with you when you were here. I enjoyed your address very much indeed and regret that I had to rush away immediately at its conclusion in order to be on time for a dinner engagement.

I would gather from your letter that you have been somewhat converted to the Pine Avenue site for the new gymnasium. There are, of course many arguments in favour of the upper site, but up to the present, I have not become convinced that the complete programme of the Department can be operated more satisfactorily with the gymnasium on Pine Avenue.

I sincerely hope that I might have the pleasure of discussing the problem with you in the near future.

Yours very sincerely,

ASL/B

C O P Y

April 5th, 1929

Dr. R. Tait McKenzie,
Professor and Director,
Department of Physical Education,
University of Pennsylvania,
Philadelphia, Pa.

Dear Sir,

We are in receipt of your letter of the 2nd instant and I beg to advise you that Dr. Lamb is at present attending the Conference of the National Council of Education in Victoria B.C. He is expected back about the 20th of the month.

Yours faithfully,

KMC/

Secretary

C O P Y

UNIVERSITY of PENNSYLVANIA

Philadelphia

Department of Physical Education

April 2nd, 1929

Dr. A. S. Lamb,
McGill University,
Montreal, Canada.

My dear Lamb,

I am sorry that I had not a longer visit with you in Montreal. I thought there was to be a meeting on Thursday at which you would be present. It was, however, a luncheon given to Tory and Colby, in which the question of the site of the gymnasium came up.

I cannot help thinking that there is much to be said for the site on Pine Avenue in view of the fact that the Union may be sold and dormitories erected by the Royal Victoria Hospital. This would undoubtedly change the centre of the University's activities and the proximity of the stadium and the proposed playing field is not to be overlooked.

Sincerely yours,

(signed). R. Tait McKenzie.

September 6th, 1929.

MEMORANDUM RE DEPARTMENT OF PHYSICAL EDUCATION.

Dr. Lamb informed me this morning that Dr. Simpson had intimated to him that he would not be able to take the course in Anatomy and Physiology with the students in the Department of Physical Education. For this course Dr. Simpson received a bonus of \$600.00(?) It seems that Dr. Simpson's medical adviser has suggested that he attempt less teaching. I arranged that Dr. Lamb should take this course himself, at least that he should begin the course on the understanding,--

(a) That he should receive a bonus - the exact amount to be fixed;

(b) That if he gives this course it is to be in addition to his other responsibilities, that is, if he gives the course and receives a bonus for it, he is not to relieve himself in other ways of any of the work he is now doing;

(c) If he finds this additional work too much other arrangements are to be made and the bonus adjusted accordingly.

It is understood that the work of the Department is not to suffer in any way.

A.W.CURRIE.

Principal.

To Mr. Glassco:-

Please note.

APSS

McGILL UNIVERSITY
MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B. P. E., M. D., DIRECTOR

January 31st, 1929

Dr. C. F. Martin,
Acting-Principal,
McGill University
Montreal.

Dear Sir,

Major Forbes has suggested that I should add my comments with reference to the charges made by the Royal Victoria Hospital for the Health Service and forward to you together with the attached correspondence.

Both the Royal Victoria and the Montreal General Hospitals have been very kind in the assistance rendered this Department in the conduct of the Health Service programme, but Dr. Archibald is apparently under a misapprehension that the students are taken care of without charge. It would materially assist this Department and the University if such were the case but for the Sessions 1924-25 to 1927-28 inclusive, the University has paid out an average of \$2867.00 per Session for services rendered by both hospitals.

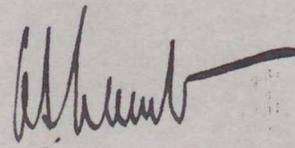
The average charges for patients admitted under the Health Service plan, who of course are taken care of at the public ward rate, are as follows :-

	R.V.H.	M.G.H.
Daily Charge	\$2.50	\$2.50
X-Ray	\$2.00 - \$5.00	\$5.00
Anaesthetic & Operating Room	\$5.00	\$5.00
Outdoor Treatment	.50	\$1.00

We do not receive any free treatment from either hospital.

Yours faithfully,

ASL/B



McGILL UNIVERSITY
MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B. P. E., M. D., DIRECTOR

March 7th.1929.

Dr. C. F. Martin,
Acting Principal,
McGill University.

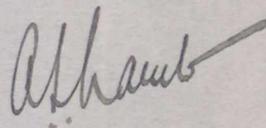
Dear Sir,

Re Vaccination.

Subsequent to our conference with Dr.J.A. Nicholson, I sent out a circular letter to all students who had not been vaccinated, and requested them to report before March 1st.

One hundred and thirty of the One hundred and forty-seven who had not been vaccinated reported, and on March 4th. I wrote Dr.Nicholson and sent him a list of the students concerned, requesting that he advise them that this matter must be attended to without further delay.

Yours faithfully,



ASL:C.

McGILL UNIVERSITY

MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION

A. S. LAMB, B. P. E., M. D., DIRECTOR

January 29th.1929.

Dr. C. F. Martin,
Acting Principal,
McGill University.

Dear Sir,

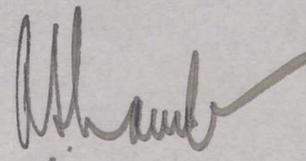
Re Vaccination.

All the presidents of the first and second years, with the exception of one, attended a meeting last night at which I presented to them the problem of complying with the Provincial law with respect to vaccination.

They assured me that they would co-operate in following this matter up and lists are to-day being furnished and further arrangements are under way in order to have this requirement fulfilled.

I shall be pleased to report further progress at a later date.

Yours faithfully,



ASL:C.

McGILL UNIVERSITY
MONTREAL

*Woman member of
staff*

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B. P. E., M. D., DIRECTOR

January 29th, 1929

Mr. J. W. Ross,
Treasurer, McGill University,
c/o P. S. Ross & Sons,
360 St. James St.,
Montreal.

Dear Sir,

On Thursday last, I had a brief conference with the Acting Principal, Dr. C.F. Martin and at that time suggested the addition of a woman member to the staff of this Department. Mr. Glasco has asked me to communicate with you in order that you might be made familiar with the reasons for this request.

STAFF MEMBERS AND
STUDENT ENROLMENT, (Women)

In previous years the number of staff members in relation to student enrolment has been :-

Year	Number on Staff	M.S.P.E. Enrolment	R.V.C. Entrance Enrolment	Total number participating in Physical Education
1913	one	5	34	no record
1914	1 full time 1 part time	8	40	" "
1917	2 full time	27	54	" "
1922	3 full time	25	89	254
1928	3 full time	48	139	405

It should be noted that since the Department was first allowed three full-time instructors (1922), the professional school has doubled its registration and a limitation of fifty students has been in effect since the Session 1924-25. The total number handled by the

Department has since 1922, increased more than 60%.

RESPONSIBILITY
STAFF MEMBERS

At the present time all activities included in the programme of Physical Education offered to the Undergraduate Women of McGill University, are handled by the members of this Staff, and a large proportion of the work of the McGill School of Physical Education. In addition to the above, the Staff of this Department are responsible with Dr. F.W. Harvey, for the Health Service Programme of the women of the University. The advising and assisting with all athletic associations of the Undergraduate Women also falls to the members of this Staff.

INCREASE IN DUTIES
& RESPONSIBILITIES

(a) Required Curriculum - An increase of over 60% in the total the total number of students participating in the programme.

A re-organization of the curriculum so as to include such informal activities as Badminton, Baseball, Basketball, Ice Hockey in order to allow participation to be accredited toward the University requirement. Such a procedure requires a redivision of classes and an increase in their number so as to adjust to the existing facilities and the number of players on the various teams.

(b) School of Physical Education - The increased registration in the School. The field of Physical Education has so distinctly broadened within recent years that a professional curriculum has become increasingly more comprehensive and therefore a much greater task.

(c) Health Service - The increased number of women students cared for through this service. Modern developments in the field of Health Education offer far greater potentialities in a school health programme in relation to the more comprehensive health examination, better educational methods of teaching health and sounder procedures for the follow-up work.

THE TEACHER LOAD

(a) A desirable university teaching schedule in Physical Education where professional work is included, is a maximum of 15 to 17 hours per week of activity, with a corresponding balance when theory and supervision form a part of the teaching.

(b) The actual teaching schedule of the present Staff Members is as follows :-

WEEKLY BASIS

Type	J. S. Herriott	E.L. Wain	Z. Slack
Activity	6	14	11
Supervision	9	6	3
Theory	4	0	2
Total	19	20	16
Over and above Teaching Schedule	Administration Organization	M.S.P.E. Health Service M.S.P.E. Intra-Mural competitive programme Supervision of Students officiating and coaching of city Basketball.	R.V.C. Health Service. R.V.C.E. Intercollegiate Activities

ADVANTAGES TO ACCRUE

(A) In the Health Service - A more worthwhile Health Service programme through:-

1. A more careful health examination of entering students.
2. Follow-up work as a result of the health examination so that it is not merely a customary procedure and amounting only to a record.
3. A more definite effort to teach health attitudes and habits.

The following is an extract from Miss Herriott's Report of 1927-28:-

"I consider that the Assistants in this Department have done a most admirable piece of work in this connection. In light of the fact that all Staff Members are carrying

a full-time teaching load, it may readily be appreciated that the health service work occupies the position of a side issue and therefore, leaves much to be desired in the field of follow-up work".

(B) In the School of Physical Education :-

1. A more efficient supervision of the practice teaching which constitutes an important phase of professional training. The senior students teach under supervision in the following institutions - Montreal Day Nursery, Ladies' Benevolent Society, Hebrew Orphans' Home, and the University Settlement, and an opportunity to give more individual assistance would result in a far more constructive programme from the standpoint of our responsibility to the student and to the institution.
2. A better opportunity to handle the broader professional programme of the physical education of today.
3. Instruction by members of this Staff in the following courses which have previously been handled by part-time instructors :-

English,
Public Speaking
Ice-Hockey.

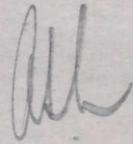
(C) General

1. More opportunity for preparation of work which is quite as essential in the field of Physical Education as in other fields.
2. More efficient and necessary supervision of activity.
3. A more suitable teaching schedule for the individual staff member and therefore, an opportunity to make the Department reach beyond its own narrow domain.

The need for an additional member of the staff has been carefully considered by the Executive Committee of the School of Physical Education which directly superintends the work of the School and of the Women Undergraduates and they are unanimous in their support of this recommendation. Miss Ruth Harvey is at present on a year's leave of absence and her place is being taken by Miss Zerada Slack, B.A., Miss Harvey has applied for an extension of her leave for an additional year and we are very anxious indeed to know as soon as possible whether this request can be granted, so that we might make the necessary arrangements to secure a substitute for Miss Harvey as well as, if it should be approved, the additional member of the staff for next Session. It is estimated that for the Session 1929-30, an increase in the Budget of from \$1600.00 to \$1800.00 would enable us to carry on satisfactorily.

Trusting that this request will receive your sympathetic consideration, and assuring you that I shall be pleased to call on you and give you any further information should you so desire, I am,

Yours faithfully,

A handwritten signature in cursive script, appearing to be the initials 'A.S.L.' followed by a flourish.

ASL/B

Copies sent to :-

Dr. C.F. Martin,
Mr. A.P.S. Glasco.

File under
Physical Education AWT

Reprinted from THE NATION'S HEALTH, October, 1927, issue, Vol. IX, No. 10

Is Physical Education Related to Preventive Medicine?

More Fundamental Than It Appears on the Surface, the Two Widely Separated Viewpoints of the Question May Both Be Close to the Actual Solution

BY J. E. RUSH, M.D., DIRECTOR, DEPARTMENT OF HYGIENE AND PUBLIC HEALTH, UNIVERSITY OF KENTUCKY, LEXINGTON

SOME MONTHS ago there appeared in *The Nation's Health* a discussion of the question of the relationship of departments of student health and of physical education. It was very interesting to follow the discussion of this question and to note that for the most part the attitude of the various writers from the different institutions reflected an opinion calculated to defend the particular situation that obtained at their college or school. I noted that physicians, interested in applying the most recent scientific advances in preventive medicine in order to improve the health conditions of the students, were in favor of having the departments separated. Those interested primarily in physical education thought for the most part that the two activities should be combined. But no one attempted to analyze the various activities ordinarily embraced by these two departments.

This whole question is more fundamental than appears on the surface, for generally in departments we combine related subjects and the question might be phrased with much more definiteness, "What is the relationship between health and exercise?" This is a point on which the laity, for the most part, is not well informed, and as above stated there are divergent views where we should expect to find the truth.

A Similar Situation

It is not well to approach a controversial matter without recalling similar instances in the past where neither extreme view has prevailed in the light of subsequent knowledge. We may recall great discussion like that which raged between Pasteur and Liebig about 1860 as to whether fermentation was a chemical or a biological process. Diametrically opposed as their views seemed then, the discovery of the enzyme showed each to be partly right and each partly wrong—"The truth is in the well,"—though as in this particular case, the truth is usually much nearer one extreme view

than the other. So it undoubtedly is in the present instance, but we should most carefully analyze the problem from the vantage ground of our present-day science that we may the better arrive at a true evaluation and interpretation of the facts.

What They Have in Common

Let us see what these subjects (preventive medicine and physical education) have in common, as shown by the activities of their departments, or let us revert to a consideration of the title of this article. There are, apparently, nine general activities embraced by these two departments in most of our colleges: (1) The activity of a group interested in finding out the status of the student as revealed by physical examination; (2) the "follow-up" work based on these physical examinations for the correction of such physical defects as may be remediable; (3) the treatment of minor illnesses and the giving of medical advice to the members of the student body; (4) the institution of preventive measures as vaccinations, quarantine, sanitary inspections, the detection of typhoid and diphtheria carriers, and the like; (5) the prescribing and carrying out of special activities in an attempt to correct that part of the physical defects that may be thought to be remedial through special exercises; (6) the teaching of hygiene; (7) the supervision of physical exercises and the teaching of games to that part of the student body that may be considered as in normal physical condition; (8) the turning out of varsity teams to represent the institution in intercollegiate athletic sports; and (9) the institution of proper treatment for athletic injuries.

I presume that no one will seriously question the statement that the first four of these subjects cannot be handled by anyone except one who is trained in medicine. The fifth division must, of course, rest on the medical diagnosis and the institution of exercises for the correction of physical

defects can hardly be made without a complete evaluation of the physical condition of the student. It is quite conceivable that one neither capable of making nor of interpreting all the physical findings of a given student might prescribe an exercise for the correction of a certain apparent defect that it would be physically impossible for the student to pursue without injury to himself; therefore, it is apparent that medical diagnosis and medical direction are absolutely essential for the proper conduct of corrective exercises. The supervision of the actual exercise (once the physical condition is evaluated) and the time actually spent with the students to see that they perform the exercises is not a task for man with a medical training—it is a routine which can be directed by a layman and, as a matter of fact, it would probably be much better to have this carried out by some one interested in and trained in physical exercises. It goes without saying that there should be the most complete cooperation between the physician and the man in charge of the corrective exercises in all such cases.

A Controversial Position

The teaching of hygiene—the last born and most highly scientific branch of the medical sciences—is in a controversial position. A glance at the contents of some of the courses as given explains the reason—it is variously interpreted by different individuals—and many of the interpretations would be ludicrous if the seriousness of the situation could be forgotten. Many of such courses are taught by persons with no appreciation of the material in the field. Some ride hobbies, others feel that hygiene is principally diet or anatomy or physiology or exercise. When we substitute for hygiene its synonym "preventive medicine," it is at once apparent that this subject demands a medical training and special experience for its proper presentation.

The only subjects in the training of persons in physical education that at

first glance might appear relevant to hygiene are some briefer courses in physiology and anatomy; these are the only subjects in the curriculum that could in any way be interpreted as having a bearing on hygiene, and properly qualified instructors in preventive medicine have never taught anatomy or physiology and called it hygiene—as a matter of fact neither an anatomical nor a physiological approach to the subject obtains in our more progressive institutions. A person to become an instructor in any subject needs more than a single course in it. He needs many such related courses in fields contiguous to his specialty, which is equivalent to stating that he should major in the subject he expects to teach. No such training for the teaching of preventive medicine is apparent either in the present curricula in physical education training schools or in the teachers who conduct such work in these institutions. It must be apparent from looking over such curricula that physical directors are trained to teach exercises and games (and rightly so!) and not to teach preventive medicine or hygiene. This is a fine example for the application of the old admonition "stick to your own last," and it contains no more opprobrium than is found in the statement that a man with a medical training is not fitted to teach law. A thorough biological background and a medical education with special reference to bacteriology and preventive medicine are absolutely essential for the well equipped instructor in hygiene.

Calls for Thorough Preparation

The supervision of physical exercises and the teaching of games to those who may be considered as physically normal in the student body is a job for the individual who has been trained in these subjects and who has been in a school for the "big muscle" training in preparation for such work.

The production of highly trained teams in various branches of athletic sports calls for a rather high type of technical skill and as now interpreted usually means that if a man is to be a football coach he should have had some experience in playing football and have spent some time as an assistant coach before taking the responsibility for an attempt to produce a winning team. This differentiation between highly specialized training for a few in a college and some training of all the members of the student body in physical exercise has been greatly criticised and in meeting this criticism much has been said relative

to the possibility of this special training producing leaders, emphasizing cooperation and sacrifice upon the part of the individual.

Injuries resulting from athletics are for the most part of a rather simple and stereotyped nature from a medical point of view. They do not usually offer any extremely intricate problems for the average medical man, and many of these injuries, such as bruises, sprains and the like, can be easily taken care of by a trainer. It is extremely important that the trainer know his limitations and that he be sufficiently aware of them so that he can intelligently and immediately call in medical assistance in conditions that are beyond the scope of his training.

Should Cooperate Closely

Here again the department of medicine and the department of physical education should cooperate closely for the care of the injured athlete, for the athlete is primarily a member of the student body. It would seem that the care of such injuries would best come under the official medical department because excuses from classes dependent upon athletic injuries, particularly from subjects like military science where a certain amount of physical activity is necessary, should be known to the department of medicine in order to best serve the institution. The question of a separate physician for athletic teams makes for lack of uniformity in the handling of the athletes who are primarily students, unless this physician is a member of the regular medical department.

The question as to the relationship between preventive medicine as practiced in the medical department of our institutions for higher education and the physical exercise instituted by departments of physical education resolves itself into the necessity of physical exercise for health, or conversely, the lack of exercise causing disease. In approaching our problem it is well to remember that here as elsewhere "what's one man's meat is another man's poison."

For the greatest efficiency of athletic teams it is, of course, absolutely necessary to have a medical man in responsible charge of athletes because it is the tendency in some quarters to return the athletes to participation in sports before their injuries are completely well. This is really a shortsighted policy even from the point of view of the team, as it also is from the individual's viewpoint, for a subsequent injury to the same part frequently puts him out of the game for

the season or for good. The medical man should act as a buffer between the extremely enthusiastic coach, coupled with the enthusiasm of the youthful athlete, and the injury with its possible complications from the medical standpoint.

Before we can satisfactorily answer some of the questions suggested in the title of this article it is necessary for us to think of what it is that causes our mortality and morbidity and whether such causes can be overcome or the individual fortified against them through exercising his muscles. The enthusiast for exercise maintains that strengthening the skeletal musculature increases the strength of the internal muscles!—here indeed is an assumption for many a heart cannot stand this extra strain and due to inheritance or previous disease, or both, we get the familiar "athletic heart." We must remember that a great many illnesses and deaths have their origin in vestigial organs (for example, the tonsils or appendix) and no amount of exercise will make these healthy, that is, so that they will become resistant to disease. Other things being equal a used muscular tissue is probably more healthy than an unused one but is not muscular tissue, normally, our most resistant tissue to disease? And is this in any sense true of glandular and other tissues? And does it make any difference what the condition of the muscle is at the start, whether healthy or not?

Promotes "General Resistance"

The most that can be claimed for exercise is that it promotes "general resistance" to disease. Is it lack of exercise that produces an unhealthy body, that is, one with a "predisposition" to disease? The question is almost the same as asking what are the most important factors causing death and disease and this is only ascertained by a knowledge of relative mortality and morbidity. The list of diseases causing mortality and morbidity is a long one beginning with heart disease, kidney disease, tuberculosis, syphilis, pneumonia, cancer, colds and their complications and sequelae, inflammations, and the like, and continuing to those such as tetanus and rabies, which are relatively infrequently met.

With the exception of cancer (about which we know little and practically nothing of importance from the point of view of control or prevention) it will be noted from the above that nearly all our important causes of disease and death are due to the results of infections; either immediate or re-

mote. As it is claimed by the proponents of physical culture that exercises increase resistance to disease, we are now in a position to consider the relationship between disease (infections) and resistance. The formula of Theobald Smith shows this relationship thus:

$$D = \frac{Mnv}{r} \quad \text{Where "D" is interpreted as the positive or negative production of the disease condition, "m" the specific character of the microorganism involved, "n" equals the number of organisms concerned in the initial infection; "v" equals the virulence of the strain and "r" equals the resistance of the host.}$$

For teaching purposes and in order to emphasize and contrast the great importance of specific resistance (as that given by vaccination to small-pox or to typhoid fever) to general resistance, and the great differences produced by entrance of the invader into the host by various avenues, I have added two other factors to make the equation appear thus:

$$D = \frac{mnve}{rr'}$$

This was done because specific resistance "r'" is so important and so definite, while general resistance is a loose, unknown, immeasurable quantity, and because the mode of entrance of the organism "e" is of the greatest import. It is, of course, only with the general resistance of the body that exercise may in any way be thought of as a factor in disease prevention or control.

Many Other Factors

There are many other factors beside exercise that we imagine may affect general resistance such as diet, housing conditions, elimination, clothing, excessive use of alcohol, bathing, etc. And even the most enthusiastic adherent of these subjects knows, (provided he has had a biological training) that general resistance is suspected of being of value in only four conditions, namely, colds, tuberculosis, pneumonia, and the generalized blood stream infections, (bacteremias). The absurdity of taking any of these minor factors as of real value in the control of disease is apparent by a few questions.

"What clothing shall I wear to protect me from heart disease?"

"What diet shall I use to prevent small-pox?"

"What exercise shall I take to prevent nephritis?"

The extreme limitations of the factors above in preventing disease are immediately seen. Because physicians

at times may use exercises in the treatment of certain relatively infrequent conditions does not mean that lack of physical exercise has produced the condition in question any more than the use of digitalis for increasing the efficiency of a heart condition means that the heart has suffered from a previous lack of the drug. If the above is true, then exercise is only one factor of a very great number of factors that may be thought of as perhaps influencing, indirectly, only four disease conditions.

Three Are Communicable

Three of these conditions (colds, tuberculosis, and pneumonia) are definitely recognized as communicable. In the last, (bacteremias) the causative agents certainly do not arise *de novo*, which in its last analysis brings us back to a previous host, so we see that it is the previous case of the disease and contact with that case that is important rather than an assumed immunity depending on such a chimera as "general resistance."

Those of us who are charged with "teaching the young idea how to shoot" must be careful of loose statements that the individual later on, because of his own experiences, can disprove. Much of our teaching of hygiene, particularly in the grade schools, is not preventive medicine at all in the sense that it attempts to control sickness and lengthen the useful span of life. The chief reason for this is that the goal of hygiene is not clear in the minds of the instructors, as it is most frequently confused with problems of ethics and decency.

To keep the teeth and finger nails clean for esthetic reasons is sufficient to my mind and should not be bolstered up with any relationship of health, for such association, if indeed one exists at all, is extremely remote, and when our student, by personal observation, learns that statements relative to such things do not accord with the facts he will be apt to doubt the whole content of the subject that was presented to him.

Relative to the extraneous material usually taught in hygiene Hill¹ in discussing this matter as it relates to diet says:

"It should be needless to add that the benefits of good nutrition are too obvious, in developing the body, in securing efficiency, general well-being, and physical capacity for enjoyment to require any laudation here. It is not an advocacy of mal-nutrition to

point out that it has one less defect than has usually been attributed to it, nor is it depreciatory of good nutrition to point out that one advantage it never possessed (the prevention of infection) has been improperly credited to it."

In our smaller colleges we frequently combine physics, mathematics, and chemistry in a "department of science." On reflection it must be apparent that these sciences are more closely related than medicine and exercise, but perhaps in the smaller colleges these latter two, widely separated subjects might be combined. In the larger universities where we have a separate department of physics and of mathematics, there is even less reason for combining a department of preventive medicine with a department of physical education for these latter are much more widely separated in scope and objectives than are the former. Both are highly specialized and concerned with entirely different kinds of training and interests.

No more will four years on a football team or in a gymnasium prepare a man to practice scientific medicine than will four years in medical school prepare him to coach a football team or handle classes in gymnastics. And if one is expected to keep up with preventive medicine in all its applications to that very special population under his care—a student body—he is not liable to be an authority on any game or sport—the converse of this is also true.

Enough in One Baliwick

In conclusion—preventive medicine has enough material in its own baliwick (if only realized) to keep any one man busy and he does not need to look outside of its confines for something he does not know.

The great mass of the public learn by observation and we should have these object lessons (especially in our universities) pillars of truth. Too many untrained people think they now see in terminal disinfection one of the chief activities of a board of health and in garbage collection an activity of first importance in preventing pestilence. Let our universities once and for all lay this ghost that physical exercise is an important factor in preventive medicine by entirely separating those departments concerned with medicine from those interested in physical education and athletics. Between the two there should be the closest cooperation as also there should be between all departments in any institution that desires to progress.

¹"Non-Relation of Malnutrition in School Children to Infections," *Public Health Journal*, Sept. 1926, page 421.

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CANADIAN OLYMPIC COMMITTEE

February 5th.1927.

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
Principal and Vice Chancellor,
McGill University,
Montreal.

Dear Sir Arthur,

On behalf of the Canadian Olympic
Committee I wish to thank you very much indeed for
your kindness in securing the consent of His Excellency
to act as Patron.

Yours faithfully,

A handwritten signature in dark ink, appearing to read 'A. S. Lamb'.

MEMORANDUM

DATE.....

7/4/27

FROM.....

Alb

DEPARTMENT OF PHYSICAL EDUCATION.

TO.....

Col Hovey

I have a copy of the attached, which is returned for your files. I hope we can do something further on this and I wish to thank you very much for your help.

AM



CANADA

Department of National Defence

Ottawa, Canada,

17th December, 1926.

Dear Colonel Bovey:-

General McNaughton has just sent me a memorandum, in which he refers to a conversation he had had on Sunday night last with General Sir Arthur Currie and in which Sir Arthur mentioned having difficulty in obtaining proper recognition for the two year physical training Course which has been instituted at McGill.

2. As far back as 1913 a Militia Order was published authorizing the McGill School of Physical Education to instruct candidates and issue the Physical Training Certificates authorized under the provisions of the Strathcona Trust.

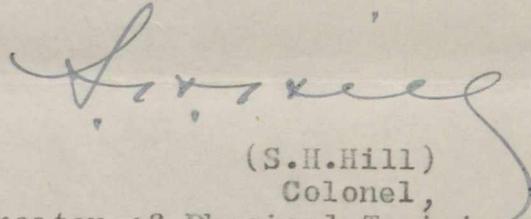
3. For many years past Courses have been held at both the Royal Victoria College and MacDonal College, the candidates being examined by an officer of this Department at the end of the term, when those successful are issued with certificates. This authorization on the part of the Department of National Defence is an indication of the high standing in which the instruction given is held by this Department. Now that the Course at the Royal Victoria College has been extended to the second year the candidates will undoubtedly qualify for this Department's Advanced Physical Training Certificate and candidates possessing this should have no difficulty in obtaining employment in institutions where highly qualified Physical Directors are required. I enclose a specimen of this Advanced Certificate as now issued and should it be so desired this form could be modified to cover additional subjects.

4. If we at National Defence Headquarters can further co-operate in any way to advance the welfare of the McGill School of Physical Education, we will do so most cheerfully and I shall be glad if you will write further on the subject.

5. I shall be passing through Montreal on Thursday next and will be glad to call upon you should you so desire.

Believe me,

Yours very truly,



(S.H.Hill)
Colonel,
Director of Physical Training
and Cadet Services.

Lt.Colonel W.Bovey, O.B.E.,
McGill University,
Sherbrooke Street West,
Montreal, P.Q.



INSTRUCTOR'S CERTIFICATE OF PHYSICAL TRAINING.

INSTRUCTORS OF PUBLIC SCHOOL TEACHERS.

This is to Certify that

has attended an Instructor's Course of Physical Training ~~for Public School Teachers~~ at
from the _____ day of _____ 191_____ until the _____ day of _____ 191_____
and having passed the required examination, is entitled to this Certificate qualifying as Instructor of Public School Teachers in Physical
Training as contained in "The Syllabus of Physical Exercises for Schools¹⁹¹⁹", approved by the Executive Council, Strathcona Trust, and
adopted throughout the Dominion by the Provincial Educational Authorities for use in the Schools under their control.

NOTE.—A Copy of this Certificate is filed at ~~Divisional or District~~ Headquarters,

under No. _____

D.A.A.G.,
for Adjutant-General.

Examiner

At _____

AN IDEAL PROGRAMME OF PHYSICAL EDUCATION IN MEN'S COLLEGES.

Dr. R. Tait McKenzie, University of Pennsylvania. 28/12/26

In speaking of an ideal programme, I have in mind a large university in which work can be divided and sub-divided rather than a smaller college in which, of necessity, all the work must fall to the share of the director.

ORGANIZATION - In a large college, then, the organization of the department of physical education and athletics should embrace the direction of four forms of activity. First, health; second, education; third, administration; fourth, athletics.

DIRECTOR - Such a department should be headed by a director who would be responsible only to the president of the university and to a board of trustees and who should have the rank of dean and a seat on the faculties from which the students are drawn. It should not be under the direction of any body or council composed, in whole or in part, of alumni or students.

COUNCIL - In the administration of the department, and in all affairs connected with the physical education of the students, and in conduct of competitive sports, held in the name of the university, he should be the administrative officer, and in the case of competitive athletics he should have the appointment of all teachers and coaches. In inter-collegiate competitive sports; especially football, which attracts intense interest and attention from alumni and students, and which involves such large sums of money, he should have an advisory committee or council, composed of faculty, alumni, and students, which should well be given a voice in their conduct, the final responsibility remaining his.

INSTRUCTORS - Wherever possible, instructors should be men of university caliber, but there are certain cases in which an instructor or coach may not be either and yet may have a definite place on the instructional staff. Such an expert, while not of academic rank should be included on the instructional staff, but in all cases he should be responsible to the head of the department. In the same way the graduate manager should be a member of the department.

HEALTH - The first function of such a department is the health and care of the students. This should begin when he enters college by careful examination, which should be followed up from time to time throughout the course. Following this should come definite instruction in personal hygiene to all, and the prescription of appropriate exercise for those showing marked defects. There will always be a considerable percentage of students requiring personal supervision in their work. There will always be a certain number of these cases requiring medical attention in addition to the casual sick, for whom infirmary attention is required.

The question of a separate health service has come to the fore in recent years, but I believe that it is better to have this health service as part of the department of physical education. In no way can we get hold of the students so well and so intimately as at their examination and a director of a department, or someone who is on his staff, is the appropriate person to have this supervision in his care so that the

work may be properly unified. Much of the difficulty in health service is due to the fact that independent departments of student health ~~work~~ and of physical education are working without mutual consultation.

EDUCATION - For the student body some form of physical education and supervision should be required of all students throughout their course. They should not be excused on the request of their family or even of their family physician, who should always be consulted, however. There are very few who cannot be benefited by some form of exercise and those who cannot should be under ~~the~~ observance throughout their college course.

ELECTIONS - ^{VE}In ^{the}giving of exercise a wide latitude should be allowed to students who have had the advantages of physical training in the schools. There is no use in taking a boy who has had a long course of gymnastic exercises and putting him over one year of elementary gymnastics work, ~~but~~ but to those who have not had these advantages a course of at least one year of progressive training, gymnastic in character, is essential, the purpose of it being to develop the different activities and co-ordinations in such a way as to fit them for any form of game that they may choose later on. In this respect the elementary gymnastics of Bukh are of special value. Stretching and developing the various groups and making the body supple fits them to take part in any game. After such training they may then be allowed to choose the form of sport that interests them most, the only restriction being a periodic physical examination at the beginning of the training period and regular attendance on the particular sport they may elect.

The advantage of having the coaches and trainers appointed by the director and responsible to him will be at once apparent, most of the athletic disputes and ~~fixe~~ difficulties being due to this divided authority.

Arranging of intercollegiate games involves both social and financial questions and here again an advisory committee or council can be of the utmost value, a council in which the views of the students, as well as the alumni, can be considered.

FINANCE - At the University of Pennsylvania, the athletic equipment now comes to a total of nearly \$4,000,000 and there are standing charges of about \$250,000 a year, so that the financing of such enormous sums has long surpassed the ordinary departmental bookkeeping. The financial side of athletics should then be conducted by the treasurer of the University, the books all subject to audit by him and the vouchers of the department O.K'd by the instructors and confirmed by the director and presented to the treasurer for payment from the department budget.

TEACHERS COURSE - The last function in the programme of physical education is that of training teachers, and here I believe a great responsibility exists. If physical education is to maintain its position as part of the regular college work it will depend on the training of those who are in charge of it, so that every university ought to be prepared to give courses to such students as may elect them in anatomy, physiology and the other practical subjects that go to the training of a teacher in physical education. A great many colleges are doing this, having a four-year course, twenty per cent of which consists of practical work and

the rest divided between technical subjects and more purely academic subjects. This course leads to the degree of Bachelor of Science in Physical Education.

It is usually found that students taking such courses divide into two classes. Those who are more interested in the hygienic side of the work and those who are interested in the teaching or coaching.

It is difficult, it not impossible, to get any one director who is capable of covering all this ground himself, but there is no incompatibility in having a director who specializes in any one or two of the divisions that I have named and who can depute to associates or assistants the subjects with which he is less familiar. He must be an administrator first of all.

Local conditions vary so much in different institutions that it is hard, if not impossible to lay down an absolute rule, but I am confident that the ideal programme of physical education will follow along the general lines just outlined.

MEMORANDUM

DATE

Jan. 12/28

FROM

A. H. Amb

DEPARTMENT OF PHYSICAL EDUCATION.

TO

Mr. Arthur Carice

Attached as requested.

Rugby Coach

26th May, 1928.

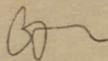
Doctor A. S. Lamb,
Dept. of Physical Education,
McGill University.

Dear Dr. Lamb,

With reference to your letter of the 23rd instant, to Sir Arthur Currie, concerning the Assistant Physical Director and Assistant Rugby Coach, I think it would be far better if you and your Committee were to make your own decision irrespective of the Principal; I do not think he should be called upon at present to worry over too many College matters. Although he is out driving to-day, he will not undertake any business for the next week or so.

On this account, if there is any urgency in the matter, it seems to me you had better go ahead.

Very cordially yours,



Acting Principal.

McGILL UNIVERSITY

MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION

A. S. LAMB, B. P. E., M. D., DIRECTOR

May 23rd. 1928.

Sir Arthur Currie,
Principal, McGill University,
Montreal, Que.

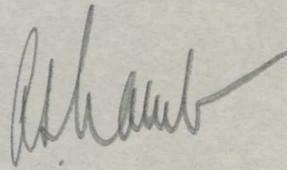
Dear Sir,

Attached hereto you will please find a summary of the qualifications of the following candidates for the position of Assistant Physical Director and Assistant Rugby Coach :-

A.A.Burridge, B.A., Lisgar Collegiate Institute.
S.W.Collings, B.P.E., Toronto, Ont.
James Bill, Edmonton, Alta.

These appear to be the only three suitable Canadian candidates, and I have invited Mr.A.A.Burridge to visit Montreal on Saturday next. He will be at the Interscholastic Meet at the Stadium during the afternoon and I hope that he may have an opportunity of meeting you at that time.

Yours very truly,



ASL:C.

Sir Arthur, I have sent copies of this to ten or seven of those most interested.
Alh.

COPY

QUALIFICATIONS & EXPERIENCE
OF A.A. BURRIDGE
LISGAR COLLEGIATE INSTITUTE April 17th, 1928

1. Degree-Bachelor of Arts, McMaster Univ. Ottawa. April 17th, 1928
2. High School and Public School Assistant's Certificates from Ontario Department of Education.
3. Certificates in Physical Education from McGill University, Department of Education Montreal.
4. Graduate of the University of Michigan's Course for Teachers in the Organization and Administration of Physical Education & of the course for coaches, in Rugby, Basketball, Track, etc.

Dear Sir,

I am in receipt of your kind letter of April 16th, and appreciate very much the honour of being notified of the vacancy, and of being permitted to apply for the position. I am enclosing a statement of my qualifications for such a position.

I was very much interested in the position and its nature. Ever since attending the University of Michigan and seeing the complete Department they have, I have nursed the ambition to become the Director of Intra-Mural Athletic in one of our Canadian Universities. When I returned to Canada and put into force the material I had obtained at Ann Arbor and experimented with Mass Athletics, the results were such that I was asked to lecture on this type of programme at the Summer School of Physical Education at Hart House for the Department of Physical Education. As Principal there, I outlined the present Syllabus, which I am enclosing. This may tend to show you that I have a working knowledge of the "fundamentals of physical education and its proper relation to the general education programme" which you mention in your letter. In the summer, I conduct a course for teachers and coaches in "Coaching and officiating for the major sports" and have been a close student of both the Canadian and American game of football.

Answering your questions as to my personal history; I am 36 years old, a Baptist, Canadian born, of British parents and have experience in coaching, teaching and administration as outlined in the enclosed statement.

As far as I can see there should be nothing to hold me from applying for this position and accepting it, if I were suitable, except the old bug-bear of salary. At present I am receiving \$3200.00 straight salary from the Collegiate Institute Board, besides other windfalls that come to me because of my position. I own my own home and am settled in this position with 500 boys to control, the Department organized and running smoothly. I would like nothing better than to join the staff at McGill if the authorities were satisfied with my qualifications, but I feel that to make the move should call for a tempting salary. I am sure that I would be able to fit into your Department when the rugby season was over and be able to aid the rest of the staff in strengthening the programme, and that the extra salary, above the sum you mention would not be begrudged. I would be glad to hear from you again in this matter.

Thank you again for writing me the way you did. I hope we can negotiate this matter.

yours very truly,

(signed) A.A. BURRIDGE.

All, Burridge

C O P Y

QUALIFICATIONS & EXPERIENCE
of A.A. BURRIDGE

April 17th, 1928

1. Degree-Bachelor of Arts, McMaster University.
2. High School and Public School Assistant's Certificates from Ontario Department of Education.
3. Specialist's Standing and Certificates in Physical Education from the Department of Education
4. Graduate of the University of Michigan's Course for Teachers in the Organization and Administration of Physical Education & also of the course for coaches, in Rugby, Basketball, Track, etc.
5. Principal for the last five years of the Summer School of Physical Education at Hart House Toronto, conducted by the Ontario Department of Education. This is the course to which teachers must go if they wish to qualify themselves to teach physical education in Ontario.
6. Twelve years experience as Director of Physical Education at the Ottawa Collegiate Institute, which position I now hold.
7. Previous to coming to Ottawa, I had had seven years experience as playground supervisor on the Toronto Playground system, being sent one summer to organize, inaugurate and supervise the first playground in the city of Peterborough.
8. Coach of teams from Bantam to Senior in Rugby and Basketball which have won Interwsholastic, City, Provincial, Eastern Canadian or Dominion Championships. We have seven Eastern Canadian or Dominion Championships to our credit. For ten years the school teams did not lose a championship in these two sports.
9. If Cadet and military rank are of any interest, I hold the rank of Captain and have all the Cadet Instructor's qualifications.
10. I was organizer, first and present President of the Eastern Ontario Secondary Schools' Association (E.O.S.S.A.)
11. I am on the Executive of the Interprovincial Rugby Union as Convenor of the Interscholastic Rugby Series (32 schools represented.)
12. The President of the Dominion Basketball Association appointed me Convenor of the Interscholastic Basketball series on the Executive of the Eastern Canada Basketball Association (60 schools competing). We have just completed our Tournament in Montreal with seven champion teams from the four Eastern Canada provinces represented.

(signed). A. A. BURRIDGE

C O P Y

36 Mountview Ave.,
Toronto, Ont.
February 12th, 1928

New College

Dr. A.S. Lamb,
McGill University,
Montreal.

Dear Dr. Lamb,

Your letter of February 9th received and have given the matter considerable thought. I have been considering a change for some time. Just now conditions are much better for me than for some time past, both regarding work and salary.

My salary is now \$2975., plus between \$200 - \$250 for cadet services making about \$3200 with a possibility of reaching \$3500. Could the position you have be eventually worked into something with more future than that. Also can you tell me about the cost of renting a home there and schooling for two boys.

I am interested in the position you have open and am giving you the information you asked for.

Age :- 39

Religious Denomination :- United Church

Academic Training :- Matriculation, 2 years special work at University of Toronto.
Extension course U. of T.
Literature, Psychology, Mental Hygiene.
Business College.

Professional Training :- Graduate Springfield College, Degree B.P.E.
2 Summer Courses toward an M.P.E. Degree
Strathcote and Cadet Services

Experience :- Assist. Phys. Director Y.M.C.A. 3 years
Student Instructor Y.M.C.A. College
Coaching Rugby, Wrestling, Fencing and Gymnastics.
Physical Director, Boys' Club
Physical Director High School & Technical Schools, Toronto 12 years.
In charge of Athletic Programme
Canadian Forces in England and France 2 Years

Coaching Rugby, Student Coach, Springfield College
Jr. O.R.F.U. finals in the Ontario Championships.
High School - 2 Championships.

Rugby

:- Played on 'Varsity Team 3 years
Springfield College

2 Summer courses on Rugby coaching under
G. Rockne, of Notre Dame.

Past President of the Toronto Physical Education Association.

Past President of the School Hygiene and Physical Education Section
of the O. E. A.

Present Position :- In charge of Athletics and Physical Education
in the Technical Schools, Toronto.

Please consider the matter as confidential for the
present, I am,

Yours sincerely,

(signed). S. W. COLLINGS

C O P Y

Rec'd 21/2/28

1115 - 84th Ave.,
Edmonton, Alta.

Dr. A.S. Lamb,
McGill University,
Montreal.

Dear Dr. Lamb,

I am writing you this note to inform you that my application and supporting letters are going forward by the same mail. It may appear to you I have been a trifle tardy. My only excuse is that letter-writing is not an active sport in which my friends play. As to these letters, though, I am proud to be able to receive such men from men whom I greatly respect.

Let me tender my thanks for your last letter. To me it is an honour to make such an application. If I should be chosen, I wish to assure you personally that it will be my aim, always to uphold the traditions of McGill athletics.

Last night I came across your article in MacLean's. I enjoyed reading it. If you will permit me, as one ~~xxx~~ who has grown up with the West, let me say that you pretty well hit many conditions of the past - and of the present too. Can we not have more articles? They cannot fail to have a good influence.

Yours truly,

(signed). JAMES BILL

C O P Y

1115 - 84th Ave.,
Edmonton, Alta.

February 16th, 1928

Dr. A.S. Lamb,
Dept. of Physical Education,
McGill University,
Montreal.

Dear Sir,

I have the honour to tender herewith my application for the position of Rugby and Basketball Coach at McGill University.

Following is information of a personal nature. My age, 35. Was born in Belfast, Ireland. Religion, Baptist. Married. I am a charter member of the Edmonton Gyro Club and a member of the Executive. Enlisted in the infantry in 1916. Was promoted to Sergeant. Transferred to Canadian Army Gymnastic Staff, with rank of R.Q.M.S.I. Loaned to Military Hospitals Commission Command. Transferred to R.F.C. Was held in Canada for instructional work. Completed the Gossport School at Armour Heights, Toronto, receiving my commission and wings.

Since the war I have been at the University of Alberta. During the last half of 1919-20 session, I had charge of the Department of Physical Education, and coached the Hockey and Basketball teams. During this period I took charge of Cadet work at Victoria High School.

In 1921 (when the head of the Department of Physical Education returned from Overseas) I accepted the management of the University of Alberta Printing Department. In April, 1921, I resigned to take the management of the Bulletin Printers Limited, which position I now occupy.

For the past 17 years, I have taken a prominent part in Athletics in Edmonton playing hockey, basketball, rugby, lacrosse, soccer and tennis. I have served for two years as Governor in the Alberta Lawn Tennis Association and for the past three years have been President of the Edmonton and District Tennis Association. Also I have served as a Provincial Governor and as Dominion Governor in the Amateur Athletic Union of Canada.

My first coaching was done in Rugby, at the Victoria High School in 1911. Since then I have coached the following teams :-

Year	Rugby	Hockey	Men's Basketball	Women's Basketball
1912	Civics (Int)			
1913	Civics (Int)			
1915	U.of A. St. James (Int)			
1919-20		U of A.	U of A.	
1921-22		U of A.	---	---
1922-23	U of A.		U of A.	
1923-24	U of A.		U of A.	
1924-25	U of A.		U of A.	Varsconas
1925-26	U of A.		U of A.	Varsconas & U of A.
1926-27	U of A		U of A	U of A

In 1920-22-23-24 I assisted the late Mr. C.E. Race, then Registrar of the University of Alberta, in coaching the University of Alberta Women's Basketball Team.

The Varsconas referred to above was the first team to defeat the Edmonton Grads since they (the Grads) became world's champions.

Believing you would wish to have expressions of opinion from gentlemen who have personal knowledge as to my qualifications and character, I take the liberty of enclosing several letters. These letters are signed by men with whose standing, in several instances, you are familiar. Dr. Collip and Mr. E.A. Corbett have forwarded letters, which by now should have reached you. If I can supply any further information, please let me know,

I trust, sir, my application will receive your serious consideration. Should it be considered favourably, I assure you that I will be honoured.

Yours truly,

(signed). JAMES BILL.

June 6th, 1927.

Miss Margaret G. Strassler,
3055 Springer Avenue, Hyde Park,
Cincinnati, Ohio.

Dear Miss Strassler:-

I beg to acknowledge receipt
of your letter of May 27th making application for
a position in our Department of Physical Education.

I am passing it on to the Head
of that Department for his consideration.

Yours faithfully,

Principal.

May 3rd, 1927.

Miss Ethel L. Wain,
Assistant Physical Director for Women,
Department of Physical Education,
McGill University.

Dear Miss Wain:-

I have your letter of yesterday with reference to your application for the position of Physical Director for Women in McGill University.

The appointment will not be made without consultation with me and I have promised to see that your application receives all possible consideration.

Yours faithfully,

Principal.

ROYAL VICTORIA COLLEGE
MCGILL UNIVERSITY
MONTREAL

May 2nd 1927

DEPARTMENT OF PHYSICAL EDUCATION

A. S. LAMB, B.P.E., M.D., DIRECTOR

ETHEL M. CARTWRIGHT

PHYSICAL DIRECTOR FOR WOMEN

{ ETHEL L. WAIN }
{ RUTH M. HARVEY }

ASSISTANT PHYSICAL DIRECTORS FOR WOMEN

Sir Arthur Currie,
McGill University.

Dear Sir,

I have applied for the position of Physical Director for Women, in the University, and I have been reminded that a few words from you, on my behalf, to the Committee in charge of this appointment, would be most valuable.

I shall be very grateful
if you feel that you can do
this; I have stated my
qualifications in the application
I sent to Dr. Lamb, and would
be glad to give them verbally
to you, with your permission.

Yours very truly

Ethel L. Mainy.

March 11th, 1927

Mr. A.P.S. Glassco,
Bursar,
McGill University,
Montreal.

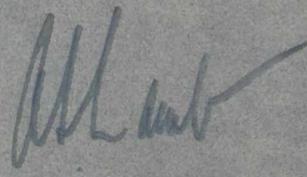
Dear Mr. Glassco,

Attached hereto you will please find a letter of resignation from Miss E.M. Cartwright. This letter was presented at a meeting of the Executive Committee of the School of Physical Education, held Thursday, March 10th, 1927.

The following is an extract from the Minutes of the meeting:-

"A letter of resignation as Physical Director for Women was read from Miss E.M. Cartwright. It was reported that many interviews had been held in an effort to have Miss Cartwright reconsider her decision. It was moved by Miss Hurlbatt, seconded by Prof. J.C. Simpson and carried; that the Committee regretfully accepts Miss Cartwright's resignation and that every effort be made to see if some arrangement cannot be effected whereby it would be possible for Miss Cartwright to return after a year's absence."

Yours very sincerely,



ASL:B

Copy to Sir Arthur Currie.

March 11th, 1927.

Dr. A. S. Lamb,
Director,
Department of Physical Education,
McGill University.

Dear Dr. Lamb:-

In the absence of Mr. Glassco I am acknowledging receipt of your letter of even date with reference to the resignation of Miss Cartwright and the resolution passed at a meeting of the Executive Committee of the School of Physical Education held yesterday.

I will present the resolution and the resignation to the Finance Committee at its next meeting.

I still hold that the wise thing to do is to begin immediately to look for some one to take Miss Cartwright's place.

Yours faithfully,

Principal.

March 9th, 1927.

Dr. A. S. Lamb,
Director, Department of Physical Education,
McGill University.

Dear Dr. Lamb:-

I have the copy of Miss Cartwright's letter of resignation addressed to you. Please forward the original to Mr. Glassco with your comment, in order that the matter may be brought before the Board of Governors at the next meeting of that body.

As we agreed in our conversation the other day there is nothing to do but to accept this resignation. I hope we may be fortunate in finding some one with qualifications equal to Miss Cartwright's.

Yours faithfully,

Principal.

MEMORANDUM

DATE

8/3/27

FROM

W. H. Lamb

DEPARTMENT OF PHYSICAL EDUCATION.

TO

Sir Arthur Currie

The attached is a copy of a letter received from Miss Cartwright on Thursday last.

C O P Y

ROYAL VICTORIA COLLEGE
McGill University
Montreal/

February 28th, 1927

Dr. A. S. Lamb,
Director,
Department of Physical Education,
McGill University.

Dear Dr. Lamb,

Following up several conversations we have had since September last, when I gave you a verbal resignation, I wish to confirm formally my decision to resign as Physical Director for Women at McGill University - to take effect at the end of the University year according to the terms of my appointment. I have already given you my chief reasons for the decision. Under the existing conditions of accommodation for Staff and Students in the Department of Physical Education, I cannot continue to carry out my exacting duties effectively without running the risk of a serious breakdown in health.

As you are only too fully aware, I have been wrestling with this lack of equipment for many years - indeed ever since the McGill School of Physical Education was started - always with the hope that adequate quarters would be provided.

It is necessary to emphasize what a severe wrench leaving McGill University will be to me - My personal relationship with yourself during the last few years has been so happy and so inspiring that I most sincerely regret we shall no longer work together on common ground.

Yours sincerely,

(sgd) Ethelmary Cartwright.

McGILL UNIVERSITY

MONTREAL

DEPARTMENT OF PHYSICAL EDUCATION
A. S. LAMB, B. P. E., M. D., DIRECTOR

March 11th.1927.

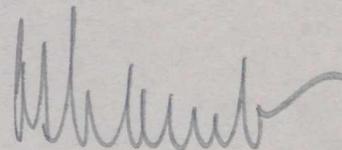
Sir Arthur Currie,
Principal,
McGill University,
Montreal.

Dear Sir Arthur,

Attached hereto you will please find a copy of my letter to the Editor of "Hygeia" and the reply from the Bureau of Investigation of the American Medical Association.

This is the matter I referred to during our interview with Dr.Gordon Bates.

Yours faithfully,



ASL/C.

C O P Y

March 3rd, 1927

The Editor,
"Hygia"
535 North Dearborn St.,
Chicago, Ill.

Dear Sir,

Attached hereto you will please find a pamphlet "The Compound Operation."

I have been intensely interested in your campaign against things of this kind and I am wondering whether you have any information on which you could wage war against such literature as the attached. It is my understanding that a great many of the students of this University, as well as Toronto University, receive these pamphlets. I have written an indirect letter asking for further information, cost of service, etc., and if I get anything that would be of value, I shall be very pleased to forward it on to you.

With my congratulations on the exposures heretofore and trusting that some action might be taken in this case, I am,

Yours very sincerely,

ASL:C

C O P Y

AMERICAN MEDICAL ASSOCIATION

535 North Dearborn St., CHICAGO

March 7th, 1927

Dr. A. S. Lamb, Director
Department of Physical Education,
McGill University,
Montreal.

Dear Doctor Lamb,

Many thanks for the Brinkley matter, which you addressed to the Editor of Hygeia

John R. Brinkley is a quack who is conducting an institution in Milford, Kansas, under the somewhat impostive name "Kansas, General Research Hospital."

John Richard Brinkley, according to our records, was born in 1885. He seems to have attended Bennett Medical College, Chicago, for three years, from 1908 until 1911, but was not graduated by this institution,

Four years later (in 1915) he received a diploma from the Eclectic Medical University of Kansas City, Mo., and four years later still (in 1919) he received another diploma from the Kansas City College of Medicine and Surgery. Neither of these Kansas City Institutions is reported in good standing with the Missouri State Board of Health.

Early in 1920, Brinkley got a great deal of Notoriety through a number of sensational newspaper ~~xxxxxxx~~ articles. It was claimed that Brinkley, by implanting the "interstitial gland" of a goat, was performing surgical and medical marvels. The story, of course, was a preposterous one, as Brinkley is unknown to scientific medicine and the entire publicity campaign savoured of commercialism and quackery. Emboldened, apparently, by the advertising he had received, Brinkley came to Chicago, although he was not licensed to practice medicine in the State of Illinois. The Department of Registration and Education of Illinois was preparing to take action against Brinkley when the man left the state.

THE JOURNAL of the American Medical Association for January 12, 1924, page 132, contained an item to the effect that the Secretary of the State Eclectic Examining Board of Arkansas had announced that action would be taken to revoke the license issued to J.R. Brinkley by that Board in 1915. Brinkley also held a license in Connecticut, but this was later revoked, along with the licenses of a number of other physicians who were who were found to be graduates of "diploma mills" in St. Louis, Kansas City, and elsewhere, which had been shown to be actually selling diplomas.

Dr. A. S. Lamb

THE JOURNAL for July 19th, 1924, under California news, recorded the indictment of John R. Brinkley on the charge of conspiring to violate the medical laws of the State of California. THE JOURNAL for December 13th, 1924, under Kansas news, of Brinkley, who, it was alleged, had a certificate from the Kansas City "diploma mill" and had violated the California law when he sought admission to practice in that State.

Very sincerely yours,

THE JOURNAL A. M. A.

Bureau of Investigation.

(A.J.C.)

Prepare
suitable
ack
with

619 Oak Ave

St Lambert

Oct 26 '33

Sir Arthur Currie

Dear Sir

I must thank you for
advising Dr Lamb to continue
Ethel's Salary -

This accident to her
has been a great shock
to me as she is the only
support of our home.

and very dear to me.
I am sure she will be pleased

and will thank you herself
when she recovers.

I never knew she had so
many friends.

Thanking you again
Yours Respectfully
Emily L. Wain

*Wain
accident*

October 31st,

1933

My dear Mrs. Wain,

We are all very glad indeed to hear that Miss Wain continues to make good progress and I hope that you will have her home again before too long. I can well appreciate what a trying time you have been through, and I was glad to do what I could to help.

With all kind wishes,

I am,

Ever yours faithfully,

Mrs. Emily Wain
619 Oak Avenue,
St. Lambert, P.Q.