The Indelible Mark of Springfield College: Its Role in Developing Recreation Leadership in Canada 1915 to 1935 Manuscript for paper presented at NASSH, 1997 by Susan Markham, revised 2004

Abstract

In 1917 the playgrounds superintendent for Halifax, Nova Scotia was a student from the YMCA's college at Springfield, Massachusetts. In an interview with one of the local newspapers, he was described as bringing to his work "the asset of belief in the sacredness and dearness and potentiality of childhood" as well as "enthusiasm in his work" - a set of beliefs attributed to his "physical training and playgrounds work" at Springfield. Forty-eight years later, Hugh Noble, stated that Springfield College "sent into the provinces of Canada a number of men who have left an indelible mark upon the life of their times." This paper reports the results of recent explorations into the extent of that *indelible mark* on the delivery of community recreation services in Canada, particularly in the first third of the twentieth century.

Keywords: YMCA; Springfield College; Leadership; Canada

Background and Beginning

Past research by Markham (1994, 1995 & 1996) has noted the contributions of the YMCA's Canadian National Council in their efforts to apply pressure to the federal government to be involved in Canada-wide recreation services and to improve the quality of life in relief labour camps in remote parts of Canada during the Great Depression of the 1930's. The role of the YMCA in operating the local community YMCA organizations, programs and buildings is well documented by Ross (1951) and Hopkins (1951) and in numerous histories of local YMCA's such as Cross' (1951) review of the first hundred years of the Montreal YMCA. However...what else has the YMCA contributed to Canadian recreation services and, in particular, services at the community level?

The quest to answer this question began two over decades ago. As I began to investigate the development of playgrounds in Halifax, Nova Scotia, I noted that in August 1917, George Taylor, the playgrounds superintendent for the city, was a student from the YMCA's college at Springfield, Massachusetts (Markham, 1980). In an interview with one of the local newspapers, he was described as bringing to his work "the asset of belief in the sacredness and dearness and potentiality of childhood" as well as "enthusiasm in his work" - a set of beliefs attributed to his "physical training and playgrounds work" at Springfield ("The Playgrounds Sup't," 1917, p. 4). Forty-eight years later, in 1965, Hugh Noble, in his role as the Nova Scotia government's Director of Physical Education and Recreation, concluded that:

one of the greatest contributions of the Y.M.C.A. has been trained leadership. The Y.M.C.A. Training College at Springfield, Massachusetts, sent into the provinces of Canada a number of men who have left an indelible mark upon the life of their times. These men were stalwarts, not only physically, but also mentally and spiritually. They imparted their high standards and horizons of sportsmanship and achievement to succeeding generations. (Noble, 1965, p. 96)

This paper reports on the results of recent explorations into the extent of that *indelible mark* of the YMCA on the delivery of recreation leadership services in Canada, particularly in the first third of the twentieth century. The explorations began with the career of George Taylor and proceeded into the careers of 51 other Springfield College alumni in the 1915 to 1935 period.

How Was That Indelible Mark Made?

There were long standing ties between Canada and Springfield College well before the time period of this research - not the least of which involves James Naismith and basketball. Garvey's *Springfield College Family Album* contains the following assessment of Naismith's early career:

James Naismith, a graduate of McGill University in Montreal who continued his studies at Springfield, enjoyed a variety of sports. But he earned immortality by fulfilling a course assignment to devise an indoor game that could be played between the football and basketball seasons. In 1891 he invented basketball. (1984, p. 21)

Actually, one potential title for this paper was "Springfield College and Canada: More Than Basketball." But Naismith's immortality was earned six years after the founding of Springfield College in 1885. What did other Canadians do at Springfield in those six previous years?

Springfield College began in late 1884 as the "School for Christian Workers" (Garvey, 1982, p. 13). Soon thereafter it formed official ties with the Young Men's Christian Association when Robert Ross McBurney, known as "the father of the New York City Y.M.C.A." was elected as vice president of the Board of Trustees of the School (*Springfield College Alumni Directory*, 1996, p. vii).

In his chronicle of the first century of the YMCA in Canada, Ross reports that five Canadians from Nova Scotia, Quebec and Ontario attended Springfield College in its first year of operation and that Canadians also provided funding and trustees to the College (1951). Those five Canadian students came from Ontario, Quebec and Nova Scotia: "W.F. Chapman, Sherbrooke; Alex. W. Macleod, New Glasgow; A.R. O'Brien, Pictou; Frank M. Pratt, Montreal; George Poole, London" (Ross, 1951, p. 492). But would they come home to Canada? One concern expressed by the Montreal YMCA secretary David Budge was that attending Springfield College would be a oneway street from Canada to the United States with no return. In May 1886, Budge spoke in Springfield and raised that cautionary note when he indicated that he hoped "that young Canadians coming to Springfield would not be turned into United States citizens" - a statement that Garvey deemed to be a "prophetic but futile call" (Garvey, 1984, p. 15). Budge was speaking as "the most influential secretary in Canada" (Ross, 1951, p. 101). With the hindsight of 118 years, we might ask if Budge was concerned that the young men going to Springfield would not come home to Canada, or if he was concerned that they would come home ascribing to a set of political values more in keeping with the United States than with Canada. Further research must be undertaken to look at all the alumni records to determine if indeed it was a futile call, and if indeed many Canadian students did not return to Canada. Meanwhile, this paper's research investigated the careers of Springfield alumni who did come to Canada - for some of them it was "coming home," for others it was "coming to a new home."

After those first five Canadians went to Springfield in1885-86, the trek from Canada to Springfield was undertaken by two in 1886-87, four in 1887-88, six in 1888-89 and five in 1889-90 (Ross, 1951). Ross reported that "many of these men returned to Canada equipped in a special way to advance the [Y.M.C.A.'s] programme" (1951, pp. 102-103), but he does not provide any details of their placements. Cross, in the history of the Montreal YMCA, described the "steady stream of young men from Montreal [who attended] the School at Springfield" (Cross, 1951, p. 158) - apparently encouraged by David Budge. So, while Budge had some concerns, he faced the reality that if the YMCA was going to have trained men in its leadership roles, they had to go away for training. Within two years of the College's opening, donations to support the program were being received from four of the seven existing Canadian provinces (Garvey, 1984). As well, by 1888, five Canadians, including David Budge were trustees of the School – they were "George Hague, J.S. MacLean, S.H. Blake, D.A. Budge, W.B. McNutt" (Ross, 1951, p. 492).

Accounts of the early years of the YMCA's in Canada note that the College played a substantial role in training Y staff. By 1900, 13 of the 70 YMCA secretaries in Canada had been trained at Springfield College and "perhaps half a dozen others were graduates of other colleges and universities (Ross, 1951, p. 301). While at first glance 13 of 70 is may not seem to be a substantial number, this must be set against the situation where, in Ross' opinion, "on the whole, Y.M.C.A. secretaries for the period were men without special training for their jobs" (1951, p. 301). So...of those who were trained, Springfield played a substantial role. Springfield was not the only training institution for Canadians, as some men also went to train in Chicago. But it appeared to Ross that "neither [programme] seemed likely to supply the number of men required by the Canadian Y.M.C.A.'s" (1951, p. 301). As a solution to this supply problem there were occasional summer schools and training conferences, however, in the end a Canadian training school at Geneva Park, Ontario was taken over by the national council, but not until 1919, 45 years after the establishment of the School for Christian Workers in Springfield (Ross, 1951, p. 301). & 304).

The training that has been described to this point is the training of men for the role of YMCA secretaries. However, there were other roles for Springfield College alumni in the delivery of recreation leadership services in Canada; namely, as workers in the community, in school and university settings and in commercial enterprises. Two views of these other roles are presented in the literature. The view by Hopkins may be interpreted as one of 'the YMCA's loss' as he lamented "the fairly steady departure of qualified secretaries to specialized services outside the Y.M.C.A." (1951, p. 483). The view by McFarland may be interpreted as one of 'others' gain' as she notes that "throughout the history of playground development, the Y.M.C.A. played a supporting role by contributing staff for planning communities, for leader courses, and for special activities" (1970, p. 39). Both versions are accurate depictions of reality as YMCA trained leaders contributed to a broad range of leisure/recreation services in Canada.

But, what became of the products of that flow of students, funds and trustees to Springfield College? If we were using a systems model from the organizational theorists, we would think in terms of the elements of input, transformation and output (Daft, 2001). There was input in the form of a flow of students, funds and the expertise of trustees to Springfield College. There was processing and transformation of the inputs as part of the educational process at Springfield College. There were outputs in the form of trained men. But, what about those outputs, the trained men who attended Springfield College, who may or may not have completed the whole program and graduated with a degree? Who came to Canada? What did they do when they returned? What contribution did Springfield College alumni make to the delivery of recreation leadership in Canada?

Answering that question "what contribution did Springfield College alumni make to the delivery of recreation leadership in Canada?" required the use of archival records at the College. In addition to the publications by Cross (1951), Garvey (1984), Hopkins (1951), McFarland (1970), Noble (1965) and Ross (1951) noted above and other accounts of the work of Springfield College and its alumni by Naismith (1941), Patton (1991), and Mitchelson (1970) which describe the invention and diffusion of the game of basketball, several sets of records of Springfield College alumni were reviewed. These records included the annual publications: the *Physical Education Alumni Roster*, the *Senior Class Folder* and the Springfield College yearbook *The Massasoit*.

The review of the *Physical Education Alumni Roster* publications provided accessible information about the employment positions held by Springfield College Alumni in 1915, 1920, 1925, 1930 and 1935 and each individual's degree program and year of the Springfield College degree class of which they were a member. These five year periods were chosen to give as complete a picture as possible of the employment situations of the alumni, while at the same time providing a

workable, but not overwhelming, amount of data. Thus, it was possible to determine which alumni were working in Canada. In order to determine the contribution that Springfield College made to the training of Canadians, it was also necessary to determine which of these alumni working in Canada were originally from Canada. This information was available from the annual Senior Class Folder and *The Massasoit*. The data were entered onto a database using the Q&A database management program. This review and tracking study was limited to Springfield College alumni who worked in Canada from 1915 to 1935. Thus, there was no attempt to track all of the steady stream of Canadians to Springfield and determine what they did after leaving Springfield. The study focused on those who contributed to the delivery of recreation leadership in Canada, not those who may have proved Budge's words and stayed in the United States or perhaps gone abroad. That study would involve a complete review of Springfield College alumni records and may come at a later date.

The time period of this study, 1915 to 1935, corresponded with opportunities and constraints inherent in the study. The opportunities came from the time period when recreation leadership positions were developing in many Canadian communities, spurred on by the work of the National Council of Women of Canada in promoting playgrounds (Markham, 1991; McFarland, 1970). By 1915, many communities were in a position to hire recreation leaders. As well, good accessible data about the employment situations of alumni was available for 1915. Constraints came from data availability and from the desire to make this study compatible with other ones carried out by this researcher. The data availability constraint came from absence of accessible alumni rosters after 1937. The compatibility issue came from other work by the author that focused on recreation services in Canada during the Great Depression (Markham, 1994, 1995).

As noted earlier, the Senior Class Folder and The Massasoit for the various Springfield College graduating classes were investigated to glean information about the background of the alumni who came to work in Canada. These two publications served very different purposes for the graduates of Springfield College. The annual Senior Class Folder which began in 1904 appears to have been created to serve as a promotional tool for the class members in their search for employment positions. For example, the cover of the 1925 version notes that "this pamphlet is prepared for the assistance of Young Men's Christian Associations, Schools, Colleges, Recreation centers, etc. desiring to employ men who are fitted for leadership in religious, physical and social work for boys and young men" (Springfield College Senior Class Folder, 1925, cover). It took a very "professional image" approach to describing the background and talents of each graduate, the jobs that they held, the sports and social activities in which they had participated, and often included information about the church congregation that they attended. On the other hand, The Massasoit yearbook, which also began in 1904, gave a much more informal glimpse of the life of each young man. As an example, may I share with you the entries for one A. B. Dawson who graduated in 1905 and was reported as working in the Calgary YMCA in 1915 (Alumni Roster, 1915, p. 2) and in the Halifax YMCA in 1920 (Alumni Roster, 1920 p. 2), before moving to New London, Connecticut to work first in the YMCA in1925 (Alumni Roster, 1925, p. 2) and 1930 (Alumni Roster, 1930 p. 2), and then in retail as a salesman for a clothing firm in 1935 (Alumni Roster, 1935 p. 21). In the 1905 Senior Class Folder, Arthur B. Dawson is described as follows:

Home, Montreal, Can. Age, twenty-six years. Height, 5 feet 2 inches. Weight, 125. Prepared for college. Five and one-half years' experience in wholesale hardware business. Five years on leaders' corps, two years assistant physical director, and three years on physical department committee of the Montreal Association. Organizer and president of the Inter-Church Hockey League. Associate teacher of large young men's church Bible class before coming to Springfield. Has played on all School and class hockey matches. Manager of hockey team for two years. Captain of class hockey team. Two years assistant physical director in local Association. Can coach all games, also teach swimming, paddling, and rowing. Member of social committee in Student Association. Secretary of Lee Literary Society. Chairman of social committee of British Fraternity Society. Leader of boys' camp during two vacations. Has taught Sunday school while in Springfield. Wishes to enter Association work in the East (p. 4).

In contrast to the formality of the *Senior Class Folder*, *The Massasoit* shows us the more social side of Arthur Bloomfield Dawson:

This specimen of Canadian stock, minute yet perfect in detail, came into existence in Montreal, Canada. The completion of a high school and business course gave him the equipment for seven year's service as a business man and physical director. Believing that the Class of 1905 would not be complete without a representative of the "City of Snows," he decided to resign his position and enter the physical department of T.S. He has taken an active interest in class and school athletics, having been a player and manager of the school ice hockey team, and on the class field and ice hockey teams. When poetry, art, photography, social or exhibition stunts were in demand, "Pewee" is a perfect fountain. He is a member of the editorial staff of THE MASSASOIT, serving in the double capacity of poet and official photographer. He does not seek for popularity with the gentler sex of Springfield, but the Canadian mails bring an ever increasing supply of blue envelopes directed with unmistakable feminine handwriting. He has been instructor in the local Association for two years, and has the distinction of being for three years the shortest man in the school. (p. 99)

Both views of the graduates can help paint the background picture of the alumni.

Was There Really an *Indelible Mark*?

The investigation of alumni records for Springfield College yielded the following results. Based on the review of the *Alumni Roster* publications of 1915, 1920, 1925, 1930 and 1935 there were 51 alumni who indicated that they were employed in Canada. This represented a small percentage of the total number of alumni; for example, the 1935 edition of the *Alumni Roster* includes the names of 1697 alumni, only 33 of whom are listed as working in Canada.

Of these 51 alumni, information on the country of origin was available from the *Senior Class Folder* or *The Massasoit* for 32 of them. Information about the country of origin was not available for the remaining 19 of the alumni because they were not listed in either the *Senior Class Folder* or *The Massasoit*. Five of the alumni attended Springfield College before the *Senior Class Folder* or *The Massasoit* began publication in1904 and thus, there was no information about their home country. For the remaining 15 alumni, the reason that there is no available about their information on the country of origin is that that they apparently did not complete their degree program and thus were not included in the write-ups in the *Senior Class Folder* or *The Massasoit*. However, they were still considered alumni of Springfield, even if they did not complete the program for any one of a number of reasons, including enlisting for service in World War I.

When these 32 men entered Springfield College, 24 were from six Canadian provinces: British Columbia (1), Alberta (1), Ontario (16), Quebec (2), New Brunswick (1) and Nova Scotia (3); five were from the United States: Massachusetts, Nebraska, Nevada, New Jersey, and New York; and two were from Australia and one was from England - although two of these latter three

Chart 1 Country of Origin and Names of Graduating Alumni (sorted by degree class year)				
Canada	United States	Other		
A.B. Dawson (1905) Quebec	B.V.L. Wilson (1914) Nevada	A.S. Lamb (1912) Australia		
G.S. Maxwell (1905) Nova Scotia	G.B. Schnurr (1911) Nebraska	A. Lockley (1913)England		
H.O. McGuire (1908) Ontario	F.M. Van Wagner (1920) New York	G.R. Virgo (1913) Australia		
H.G. Beall (1911) Quebec	W.T. Osborne (1922) New Jersey			
A.T. Bradshaw (1911) Ontario	A.L. More (1923) Massachusetts			
S.W. Collins (1912) Ontario				
R. Warren (1912) Ontario				
G.A. Carson (1913) New Brunswick				
D.A. MacRae (1913) Alberta				
S.L. Osburne (1913) British Columbia				
J.G. Eadie (1914) Ontario				
H.C. Patterson (1915) Ontario				
R.H. Begg (1921) Ontario				
J.G. Lang (1924) Ontario				
J.N. MacNeil (1926) Nova Scotia				
H.M. Devenney (1927) Ontario				
K.H. Murray (1927) Ontario				
W. G. Young (1927) Ontario				
R.J. Smith (1928) Ontario				
A.A. Struthers (1929) Ontario				
R.J. MacKinnon (1930) Nova Scotia				
J.C. Ready (1930) Ontario				
A.G. Ley (1931) Ontario				
M.G. Griffiths (1932) Ontario				

worked in Canada just before going to Springfield. Chart 1 below shows the name, degree class year and country of origin for each these 32 alumni.

When they came to Canada after their studies at Springfield College, the Canadians scattered to six provinces: British Columbia, Alberta, Manitoba, Ontario, Quebec, and Nova Scotia, plus Newfoundland, which had not yet joined Canada; the Americans worked in Ontario, Nova Scotia and Quebec; the Australians went to Quebec; and the Brit went to British Columbia. Another interesting study would be the mapping of the movement patterns of alumni throughout their career, particularly to determine their networks of contacts both inside and outside the YMCA.

Of these 51 alumni employed in Canada, 30 worked in Canadian YMCA's; two were working in community settings; 12 were in school and university settings; six operated in assorted commercial enterprises, of which only one was related to physical training; and one gave no information about his work. Chart 2 below shows the types of agencies in which the alumni were employed as reported in the *Alumni Roster*. The *Alumni Roster* includes the year of the graduating class for each alumnus, even though the man may not have completed his degree.

Chart 2 Employment Agency Type (to 1935), Names of Alumni and Grad Class Year (sorted by grad class year)				
УМСА	Community	School/University	Other	
C.E.A. Heywood (1898)	A.L. More (1923)	C.B. Powter (1896)	J.E. Merritt (1899)	
H.R. Hadcock (1902)	C.O. Chamberlain(1927)	S.W. Collins (1912)	F.I. Grobb (1902)	
A.B. Dawson (1905)		A.S. Lamb (1912)	J.T. Little (1904)	
H.O. McGuire (1908)		D.A. Macrae (1913)	G.S. Maxwell (1905)	
H.G. Beall (1911)		J.G. Eadie (1914)	R.K. Metcalf (1923)	
A.T. Bradshaw (1911)		F.M. Van Wagner(1920)	C.L. Mathias (1926)	
G.B. Schnurr (1911)		W.T. Osborne (1922)		
R. Warren (1912)		J.G. Lang (1924)		
G.A. Carson (1913)		J.N. MacNeil (1926)		
A. Lockley (1913)		W.G. Young (1927)		
S.L. Osburne (1913)		A.G. Ley (1931)		
G.R. Virgo (1913)		M.G. Griffiths (1932)		
B.V.L. Wilson (1914)				
C.H. Cochrane (1915)				
H.C. Patterson (1915)				
J.H. Crocker (1915)				
H.P. Ellis (1917)				
L.B. Metcalfe (1917)				
K.H. Murray (1917)				
T.C. Armour (1918)				
O.L. Pearson (1918)				
G. Sinclair (1918)				
F.J. Smith (1919)				
R.H. Begg (1921)				
H.M. Devenney (1927)				
J.W. McVicar (1928)				
YMCA	Community	School/University	Other	
R.J. Smith (1928)				
A.A. Struthers (1929)				
J.C. Ready (1930)				
R.J. MacKinnon (1932)				

What was the extent of that "indelible mark upon the life of their times" that was part of Noble's (1965, p. 96) conclusion? In raw numbers, can it be concluded that 51 men made such a substantial contribution to recreation services in Canada in the first third of this century? Is this an indelible mark? The answer to these questions lies not in raw numbers, but in the individual contributions of the Springfield alumni to the agencies and communities of which they were a part. Among these 51 men are three whose careers were being investigated in more depth. These three men participated actively at the national level of recreation and sport in Canada in the 1930's and beyond, and came to my attention in the research on advocates for national recreation services in the 1930's (Markham, 1994). Arthur S. Lamb (B.P.E., 1912), originally from Australia, was the long time Director of the McGill University Physical Education program and founding president of the Canadian Physical Education Association. Hart Devenney (B.S., 1927), went from Ottawa to Springfield College and returned to Canada to work first with the YMCA in Montreal and later as director of youth programs for the Province of Manitoba and contributor to the implementation of emerging national policy on recreation. Terry Osborne (B.P.E., 1922), originally from Port Jefferson, New York, came to Canada after Springfield College and became Director of Physical Education at Acadia University and participated in several national and international conferences on recreation and leisure. Each of these three individuals made his own indelible mark on his times. The section which follows describes more fully the lives of these three individuals, their work in the context of their times and the contribution of Springfield College to their indelible marks.

Three Indelible Marks

Arthur Stanley Lamb (B.P.E. 1912)

Lamb has been called variously "the father of physical education in Canada" (Broom, 1989, p. 110), "the father of modern physical education in Canada" (Passmore, 1965, p. 54), and the "dean of physical education in Canada" (Munro, 1958, p. 7). From Ballarat, Victoria County, Australia with an education in state and technical school, and work experience as a building construction foreman, he emigrated to Canada and worked as physical director of the YMCA in Vancouver, BC for two years before entering Springfield College (*Springfield College Senior Class Folder*, 1912; and Munro, 1958). *The Massasoit* of 1912 gives us the sense that he was not a mild mannered young man as his citation includes the following remarks:

Here he is! At first glance you think `How delightfully innocent!' but---. The students very early realized that the twinkle in Arthur's eye spelled mischief, so he was promptly elected a member of the Senate where he reposed for two years. Possessing as he does dogged tenacity of purpose, a winning personality, and high ideals, Arthur is destined to be an uplift wherever he goes (1912, p. 50).

That doggedness served him well as he soon moved to Montreal becoming Physical Director at McGill University and pursuing medical studies, eventually becoming a medical doctor. His career at McGill continued until 1949, broken only by two years service with the Canadian Medical Corps in World War I (Van Vliet, 1965).

Many physical educators know of Lamb as a founder of the Quebec Physical Education Association (QPEA) in 1923, a founder - some would say *the* founder - of the Canadian Physical Education Association (CPEA) in 1933. The founding meeting of the QPEA certainly shows the influence of the YMCA alumni network as the YMCA sent a representative, Arthur Lamb organized the meeting and was elected as the first president, and Howard Crocker, Springfield College class of 1916, and a staff person for the National YMCA was the guest speaker (Gurney, 1983). Lamb was

President of the CPEA for its first six years until 1939, the honorary president of CPEA until his death in 1958, and the recipient in 1948 of the Association's R. Tait MacKenzie award for distinguished service to the profession (Gurney, 1983). He was also president of the Amateur Athletic Union of Canada where he firmly promoted the amateur ideal and apparently created the word "shamateurism" (Lappage, 1989 & Keyes, 1989b, p. 323). Keyes reports that Canadian Olympic Association members Lamb and J.H. Crocker (noted earlier) were "staunch advocates of a rigidly defined and administered definition of an amateur" (Keyes, 1989b, p. 323). Lamb was manager of Canadian Olympic teams in 1924 and then in 1928 (Van Vliet, 1965), wherein he caused substantial and long remembered controversy when he opposed the participation of women in future Olympic Games based on his rather conservative opinions that "he was against women's competing in strenuous events, believing that they were too highly strung and were not physically capable of such competition" (Keyes, 1989a, p. 237). This statement does not mesh with other actions reported by Eaton wherein he notes that, at McGill, where Lamb was the Director of Physical Education "the women's required program...was outstandingly successful" (Eaton, 1964, pp. 188-189). Would the same person oppose women's competition and promote women's physical education programs? Arguments could be made to answer that question with either 'yes' or 'no'.

In the 1930's and 40's Lamb led several crusades to improve the quality of life of his fellow citizens. At the local level, while being secretary and then president of the Montreal Parks and Playgrounds Association from 1923 to 1949 and finally honorary life president, he was critical of the municipal government in Montreal for their "lack of interest in the playground movement" (Eaton, 1964, p. 165). At the national level, he campaigned vigorously to improve the fitness of all Canadians both as the president of the C.P.E.A. and later as a private citizen (Blackstock, 1965). Blackstock notes that "Dr. Lamb led a crusade to expose the deplorable lack of fitness among the young people of the country" (1965, p. 279) and links the CPEA's work on this matter to the creation and passing of the 1943 National Physical Fitness Act. In May of 1937, a CPEA Bulletin headline article reported on the 1937 CPEA meeting and proclaimed that "Canada As Nation Physically Unfit" (May 1937). The article was reprinted from the *Toronto Star* and reports in depth on the speech given by Dr. Lamb at that 1937 meeting wherein he talked about "unfitness," "cost of illness," "juvenile delinquency," and other social ills (p. 1). It is somewhat tragic to note that over six decades later Canadians continue to "deplore the lack of physical fitness among the young people of the country" and are daily presented with headlines similar in words and intent to "Canada as nation physically unfit" as we consider the consequences the lack of physical activity including low levels of fitness and increased levels of obesity and related diseases.

As World War II broke out Lamb became concerned not only with the lack of physical fitness of Canadian youth, but particularly with the lack of fitness of military recruits. The McGill University Archive (MUA) contains substantial correspondence between Lamb and various government officials up and down the military chain of command (MUA, RG30, f185). In a series of 24 back and forth letters with the military between May 1939 and May 1940, Lamb offered his expertise in physical training, noting in one that was the "first time in life [he] asked for a job" (MUA, RG30, f185 Sept. 25, 1939) and was continually ignored for unknown reasons, although there was a hint that age was "the barrier" (MUA, RG30, f185 May 7, 1940). At this point he was 52 years old and felt that his experience in the previous war augmented by his academic and professional achievements made him an ideal candidate to advise the government. In his words:

It was my privilege to serve in the last war as a Captain in the Canadian Army Medical Corps and, while I am almost 53 and not as tough as I used to be, I still have lots of steam. I am a co-operative soul and not as egotistical as this statement may appear, I am most anxious to assist if my services can be utilized. (MUA, GG30, f185, September 8, 1939) He called upon his network of colleagues inside and outside of government, and made recommendations about the type of training that should be implemented and the type of men who should be hired as leaders, but he was rebuffed.

Lamb's crusades were summarized by Eaton as follows:

Dr. Lamb's contributions to the literature of physical education are very limited. Only occasionally would he put his thoughts to paper with a view to publication. He was, rather, a crusader on the public platform. With an audience to listen, Dr. Lamb was always ready to express his views on any subject pertaining to health and physical education, even though he realized that his views might not be popular. Despite this, or perhaps because of this, he was in great demand as an after-dinner speaker, and at conventions of professional associations (Eaton, 1964, pp. v-vi).

The "dogged tenacity" and "high ideals" noted in *The Massasoit* certainly came through in his leadership contributions to Canada. He definitely made an *indelible mark*.

Hartland M. Devenney (B.S. 1927)

Hart Devenney made his *indelible mark* by slogging in the trenches. That is meant as a high complement. The Canadian Association for Health, Physical Education and Recreation (CAHPER) tribute to him after his death in 1976 described his contribution as follows:

Hart Devenney was one of the small band of pioneers who helped to gain respect for Physical Education as a valid discipline in this country. It is almost impossible to appreciate the difficulties under which he had to operate - workshops in remote parts of the country, activity sessions with children wearing impossible layers of winter clothing including heavy rubber boots, and the lack of understanding and sympathy often shown by administrators. Almost invariably he travelled with a trunk full of equipment because in those early days he rarely found any in the schools. He was one of a small group of people who worked tirelessly to improve conditions and who succeeded in gaining respect and recognition for his profession by his own sincerity and devotion ("In Memoriam," p. 38).

His *Senior Class Folder* entry lists a solid record of participation in many aspects of college life including class and varsity sports, Boys Club, the literary society, the Canadian Club and several other societies (1927, p. 23). *The Massasoit's* entry summarizes his approach rather succinctly:

A clever, studious mind, set working earnestly,

Completes a four-year course in three---quite easily! (1927, p. 32)

After leaving Springfield College he worked within the YMCA organization in Springfield and then in Montreal ("In Memoriam," p. 37). When the Canadian government began to fund recreation leadership training through the Dominion-Provincial Youth Training Programme in 1938, Devenney was employed by the Province of Manitoba to be its Director of Urban Community Youth Centres (McFarland, 1970). McFarland reports that "leaders were trained at the Gimli Summer School. Courses ranged from three to six weeks in length and include various aspects of physical education, drama, public speaking, health and citizenship study groups" (1970, pp. 50-51). His work in community recreation in Manitoba was interrupted with several years of war service with the Air Force, but was recommenced in 1945 when he returned as Director of Physical Fitness and Recreation giving assistance to over 200 volunteer community recreation committees (McFarland, 1970, p. 55). After ten years in Manitoba, in 1955 he relocated to Ontario to spend 13 years as the Ontario Department of Education's physical education consultant ("In Memoriam," p. 37). Retirement from government service took him to work as managing editor of CAHPER and its assistant director ("In Memoriam," p. 38).

Work with the Canadian Association of Health, Physical Education and Recreation was not new to Hart Devenney. Actually, he was continuing with work in which he had been engaged for two decades. In 1951 he had been president of the Manitoba Physical Education Association and from 1952 to 1955 he was president of CAHPER ("In Memoriam," p. 38). Those three years must not have been easy ones as they are described as follows:

The years 1948 to 1955 were the coming of age period of C.P.E.A. A.S. Bird of Edmonton, Miss Iveagh Munro of Montreal and Hart Devenney of Winnipeg guided the Association through some rough times as it endeavoured to match its efforts with a suitable constitution and operating codes, and then to find the funds needed to implement the planned growth and development....Through Hart Devenney's term the Association began to slowly stir and flex its muscles. (Blackstock, 1965, pp. 285, 288)

Devenney not only was a leader, he also studied leadership and wrote about leadership. His 1934 M.A. thesis at McGill University was titled "A Critical Survey of Current Opinion on the Development of Character in Physical Education." One particularly telling chapter "Current Problems in Recreation During Leisure" could have been written yesterday rather than 70 years ago. It discusses some contemporary problems such as commercialization of society, unemployment, under funding, "wrong use of leisure time"(p. 126) – all problems that continue to face advocates for recreation and leisure. Thirty years after his M.A. thesis work, Devenney contributed to one of the first Canadian physical education textbooks, *Physical Education in Canada* (1965) with a chapter on "Leadership Training," drawing upon both leadership theories of the time and work with which he had been associated at the Ontario Athletic Leadership Camp and the Ontario Camp Leadership Centre.

Hart Devenney's lifetime of work for the YMCA, the citizens of Manitoba and of Ontario and for CAHPER were recognized with the Association's R. Tait MacKenzie award for distinguished service to the profession in 1973 (Gurney, 1983).

William Terry Osborne (B.P.E. 1922)

B.P.E. from Springfield in 1922, M.A. from Clark University in 1923, 16 working years at Acadia University, Ph.D. from Clark University in 1941 ("Convocation Citation," 1974) - this was the first quarter of Terry Osborne's career of professional and volunteer commitments that went on until his death in 1991. Members of the Acadia University Community consider Terry Osborne, its first Director of Physical Education, to be responsible in large part for the development of a proud educational and athletic tradition and would consider this to be his *indelible mark*. Little do most of us know that this was but a small part of the career of this Springfield alumnus.

Terry Osborne came to Acadia University after a packed undergraduate career at Springfield including participating in six class and three varsity sports, several societies, leading several sport, social and religious groups and being associate editor of *The Massasoit (Springfield College Senior Class Folder*, 1922, p. 37). His recollection of Acadia's selection process is worth sharing as it gives a good indication of the power of the Springfield network in Canada, and presumably elsewhere:

I had just finished my work at college and thought that I might go into business with my people. Then I received a call from either Dr. McCurdy or Dr. Doggett from Springfield College, saying that they had a request from the president of Acadia University in Canada, Dr. Patterson, to recommend someone who was qualified to develop a physical education program. Dr. McCurdy said to me `We would like to have you do it'. This was quite a change in my plans if I were to go - so I talked it over with my father and mother and the young lady to whom I was to be married. They all agreed that I should go. (Russell, 1986, p. 71)

His mission at Acadia was to build the physical education and athletics programs, and he soon began. In his words:

After getting settled, I walked over to the university; viewing the campus and especially the gymnasium. I found that it was a very wonderful place – although far from my native habitat. Right away I settled down to study my program for the coming term.

The fall term started off with basketball. As I had experience playing and coaching that game, I decided to become actively involved in it. Generally the boys played a fairly good game, but they were not playing according to all the rules. Things were a bit loose so I decided that we better have some changes and play up to standard....

In order to improve the situation, I agreed to referee all the boys' and girls' interclass games. There were three games each night and I refereed every one of them. This, of course, gave us the opportunity of communicating on the rules and to offer a bit of instruction. (Russell, 1986, p. 72)

The marriage that had been put on hold occurred at Christmas of his first year at Acadia and his wife returned to Acadia with him in January, 1924 (Russell, 1986).

In his 16 years at Acadia, Osborne was described as being "a brilliant coach as well as an outstanding teacher ("Coach Osborne Dies," 1992). His contribution to women's sport in the 1920's and 30's has been praised, including coaching the women's basketball team to eight intercollegiate championships as well as coaching other sports to various titles ("Osborne Leaves a Big Sports Legacy," 1992). He was proud of the physical education program at Acadia which included required physical education courses for all first and second year students in the University (Osborne, 1934).

His horizons extended beyond the national boundaries. He attended the 1928 Olympic Games and the Physical Education Congress held in conjunction with the 1936 Olympics in Berlin; and later wrote philosophically about the future of physical education in Canada. His recollections of those 1928 Olympic Games include "pleasant associations with men such as...Dr. Arthur S. Lamb, and Mr. J. Howard Crocker" (Osborne, 1936, p. 12). The Springfield College network was definitely an international one. His comments about Germany and the 1936 Olympics reflect a naiveté that may have been symptomatic of the time – although there were certainly others who were extremely critical of the German political scene. His impression of Germany was that "one had the feeling of living under the conditions of orderliness, tidiness, and cleanliness" (Osborne, 1936, p. 13). He did note a least one irony in the torch run, but viewed the ceremonies and Hitler's actions with a view, in hindsight, appears surprisingly uninformed about the political realities:

it is also ironical that the Torch Bearer, symbolic of the announcement of peace should arrive at the games with such a military display. Hitler's men in black and all the military demonstrations which were woven into the pageantry and formal ceremonies were well timed and most impressive to the foreign nations.

The games themselves were exceedingly well run and thoroughly organized. Hitler attended most of the games the first week and some of the second and was very enthusiastic. Quite naturally he showed his strong feeling of patriotism and loyalty to the German race.

His applause for his people was spontaneous and buoyant. (Osborne, 1936, p. 13) No mention was made of Jesse Owens or any other racial or political activities at the Olympics or in Germany.

Three years later, he wrote philosophically about the war and the results of some of those political activities:

In a world of nations armed to the teeth with death producing apparatus for land, sea and air, the like of which has never before been dreamed, it seems inimical to speak in terms of physical education. For does not physical education connote, to some degree at least, a thought of development, of betterment; yes, it may even carry with it a meaning of "health." Is this not the antithesis of war and death? Strange as it may appear we live in a world of contrasts. We pursue the things beyond our grasp. Individuals as well as nations are competing in a survival struggle. How far have we risen in the innate desires and aspirations of man on the human scale of achievement from the life of the jungle? I do not mean our mechanical and scientific relationships but I mean our basic human achievements. (Osborne, 1939, p. 5)

I believe that we must still ask ourselves those same questions over six decades later!

After leaving Acadia University and then completing the PhD, Osborne returned to his roots, working in non-profit agencies for the next 25 years. He worked in the U.S. for the United Service Organization and the YMCA during World War II. This was followed by two years after the war as director of 800 camps for 1.5 million displaced persons in Germany. He returned to the American YMCA organization in 1947, but six years later was again sent to the aftermath of a war as he organized 25 YMCA's and camps for war refugees in South Korea. Were his 1939 questions about war and death resolved by his work in dealing with the aftermath or war? His Korean work ended in 1956 and he returned for ten years of work with the YMCA in Kansas City, Cleveland and North and South Carolina until his retirement in 1966. He was not about to sit still during his retirement and was involved in numerous activities including fund raising for Columbia University ("Convocation Citation," 1974).

Terry Osborne's *indelible mark* in Canada was overshadowed by his work on the world stage. Perhaps it is most appropriately stated as he was presented for the Doctor of Civil Laws *honoris causa* by Acadia University in 1974:

Appropriately, Terry Osborne's activity in the cause of humanity has been recognized by agencies and nations around the world. Among citations for meritorious service are those awarded to him by the Worlds Committee of the Y.M.C.A. and by the Republic of Korea.

It is a privilege, Mr. Chancellor, to present Terry Osborne, whose service to Acadia was great and whose service to humanity has been yet greater, that he may receive honor at your hands ("Convocation Citation, 1974).

But, What About George Taylor?

This study began over two decades ago with the discovery that one of the first playgrounds superintendents for Halifax was a Springfield College student who attributed his beliefs to his "physical training and playgrounds work" at Springfield ("The Playgrounds Sup't," 1917, p. 4). So where was George Taylor in the review of alumni who worked in Canada? It appears that this summer job after Taylor's second year at Springfield was not the harbinger of future employment in Canada.

George Taylor was employed by the Halifax Playgrounds Association which had grown out of the efforts of the Halifax Council of Women's Playgrounds Committee (McFarland, 1970). The Association received funds from the municipal government, but was not a responsibility of the municipality. His 1917 summer was an eventful one as he worked to promote the concept of municipally funded and controlled playgrounds and dealt with various controversial issues head on and in the press. He was not only the playgrounds superintendent, he also as a staunch advocate for play and for playgrounds. His passion for the work was first evident to newspaper readers in an interview with him partway through the summer:

We are just beginning the work – the ideal toward which we are reaching out is much larger than anything which we have accomplished....You know, Halifax is peculiar in my experience, in that its playgrounds movement is at this stage largely – in fact almost altogether – a private, as distinguished from a municipal enterprise. What I want to do – what we all are determined to do – is to furnish the city authorities with such a convincing demonstration of the value to the city of the playgrounds, that they will take them over and they will become municipal playgrounds, as in more than five hundred cities on the continent today. ("The Playgrounds Sup't," 1917, p. 4).

Barely a week later he took the offensive in a letter to the editor of the Herald refuting allegations of mischief on the supervised playgrounds. He turned a potentially negative report into a call for more municipal involvement in the funding and management of the playgrounds:

...I think everyone will agree with me, when I say that between six and seven hundred children of an afternoon, handled by three ladies and myself, is quite an undertaking, and bears witness to the fact that the playground[s] need additional equipment and directors, which is hardly possible unless the general public takes sufficient interest in their playgrounds to enquire just why the playgrounds are not maintained by the municipal government, instead of relying upon private organizations and contributions for support. ("The Common Playground," 1917, p. 4)

He made a small (possibly *indelible*) mark in Halifax.

After the summer playground season he left to work for several years in a variety of positions in the USA This work included being a physical director the Army YMCA at Camp Greene, North Carolina as the United States entered World War I; local YMCA work in New Brunswick, NJ; six winters teaching and coaching in the Waterbury, Connecticut high school from which he had graduated; and various summer position including one as an examiner with the Red Cross Life Saving Corps, four summers in camps and community recreation agencies and one stint in professional baseball. Along the way he married. Finally, seven years later he returned to Springfield College for his senior year and graduated in 1925 (*Springfield College Senior Class Folder*, 1925, p. 51). He did not return to work in Canada and thus was not part of the alumni tracking portion of this project. After graduation he returned to Connecticut and reported being at St. Luke's School in New Canaan in 1930 (p. 9) and being a supervisor in the public school system in Fairfield in 1935 (p. 11).

Conclusions and Onward

To recap, what was the extent of that *indelible mark upon the life of their times* that was part of Noble's conclusion? In raw numbers, can it be concluded that these 51 men made such a substantial contribution to recreation services in Canada in the first third of this century? Is this an indelible mark? The answer to these questions lies not in raw numbers, but in the individual contributions of the Springfield alumni of whom Lamb, Devenney, Osborne and, of course, Taylor are but four - there were many, many more over the decades since 1885. A review of the university calendars and lists of faculty at Canadian colleges and universities will yield a lengthy list of faculty who trained at Springfield College.

The significance of this paper lies in its exploration of a previously unresearched part of our recreation and leisure history. Although there are substantial descriptions of the role of one Canadian, James Naismith, as he developed basketball at Springfield College, no previous work has been done on the other impacts that Springfield College alumni had on Canada. This research is the first step in what could be a larger study on the full review of all Canadians who attended Springfield College over the past 119 years, including those who did not return to Canada - the ones who fulfilled Budge's prophecy and became citizens of the United States and perhaps elsewhere.

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