

THE LIFE CYCLE OF ORGANIZATIONS:  
A CASE STUDY OF THE NEWFOUNDLAND TEACHERS'  
ASSOCIATION PHYSICAL EDUCATION  
SPECIAL INTEREST COUNCIL

CENTRE FOR NEWFOUNDLAND STUDIES

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BEVERLY V. SHELLEY, B.P.E., B.Ed







THE LIFE CYCLE OF ORGANIZATIONS:  
A CASE STUDY OF THE NEWFOUNDLAND TEACHERS' ASSOCIATION  
PHYSICAL EDUCATION SPECIAL INTEREST COUNCIL

By

© Beverly V. Shelley, B.P.E., B.Ed.

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### ABSTRACT

This study combines models and methods from history and administrative science, utilizing quantitative and qualitative data, to analyze the evolution of the Physical Education Special Interest Council (PESIC) of the Newfoundland Teachers' Association (NTA) from its inception in 1970 through to 1987. The statistical technique used to analyze the quantitative data was cluster analysis. This technique was employed to determine symmetry or asymmetry with Daniel Katz and Robert Kahn's (1966) stages of development for organizations. The following life cycle stages in PESIC's development were analyzed and discussed:

1. The Embryonic Stage from 1969 to 1970 aimed at service for the organization. During that time there existed a concerned group of physical educators who felt the need to establish a formal organization to serve the profession. The organization was loosely knit, and had as a major emphasis the setting of goals and the provision of a forum for all physical education teachers to share ideas.

2. The Primary Stage from 1970 to 1975 aimed at developing a formal organization. The major emphasis was on adopting a constitution, outlining aims and objectives, obtaining funds, and forming an

administrative structure. The Council initiated a policy of an annual workshop or conference and an Annual General Meeting.

3. The Stable Stage from 1976 to 1986 aimed at implementing administration of the organization. The main concerns were improving communication to physical educators and suggesting policy formation and implementation for the physical education curriculum in Newfoundland. There was a large increase in membership and regional councils during this period.

4. The Elaborate Stage in 1987 showed an increased emphasis on publicity and the initiation of planning and research to evaluate the current status of physical education and make recommendations for the future. The Council was concerned with educating the general public, school boards, government and other teachers, in the benefits of the discipline of physical education.

The Sports Institute for Research/Change Agent Research (SIR/CAR) methodology (Moriarty & Duthie, 1974) was used to record the events of these eras. This research design consisted of three dimensions:

1. The organizational dimension which examines the task, structure and control of the organization.
2. The personal dimension which examines the administrators in terms of the situation, traits and decision making behavior.

3. The trends dimension which also considers management of change and conflict identification.

The quantitative data was substantiated by content analysis of the minutes and records of the PESIC and qualitative data obtained through semi-directed, focused interviews with prominent leaders and members of the organization.

"Action-Summary, Conclusions and Recommendations" are contained in the final chapter which recapitulates, evaluates the research approach and suggests further research. The study supports the Sports Institute Research/Change Agent Research (SIR/CAR) model and methodology as a viable instrument for analysis of a council such as the PESIC, and substantiates the theory of Katz and Kahn (1966), which suggests that organizations pass through identifiable stages or cycles.

### ACKNOWLEDGEMENTS

I wish to convey my appreciation to those members of the Physical Education Special Interest Council without whose help this thesis would not be possible. In particular, I would like to thank Mr. Mac Wells and Mr. Joe Devereaux who provided me with the minutes and other materials of the organization. Additionally, I would like to further thank Mr. Wells for acting as a reader and for substantiating data I already had.

I also would like to thank the executive of the PESIC for awarding me their scholarship. This financial assistance helped make this investigation possible.

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## CHAPTER I

### Introduction

Studies concerning the growth and development of Canadian Physical Education Special Interest Groups have been limited. Provincial associations have been active in many areas of the country, and have been affiliated with regional, national, and international organizations. These associations have grown and changed during their existence.

It is, therefore, appropriate at this point in time to undertake a study of the organizational life cycle of the Newfoundland Teachers' Association Physical Education Special Interest Council (PESIC). The Council has been in existence since 1970 and during that time has undergone tremendous change. The growth of the Council is evidenced by its increased membership, regions and finances.

As with any organization, the Council has passed through a number of stages in its development. The author hopes that a greater understanding of these stages will develop insight into the growth of this Council and of Canadian Physical Education Councils in general.

### Physical Education - A Commencement

The creation of the Newfoundland Department of Education in 1920 (Statutes of Newfoundland (NF), 1920) stimulated the rapid development of the formal educational system in Newfoundland. This central government agency was established to develop and implement policies, regulations, and curricula for educational standards throughout the province (Melendy, 1985). The legislative enactment of the Education Act, 1920 created the Normal School. That Act took the training of teachers out of the ordinary school and placed it in an institution designed for that purpose (O'Brien, cited in Eastman, 1987). The Normal School operated for ten years and during that period physical education was always included in the program of studies (Eastman, 1987). The School's usual subjects were: drawing, vocal music, reading, elocution, english literature, physical culture, history of educational theories and practices, and science of education (Annual Report of the NF Department of Education, 1923-24; Eastman, 1987).

On September 15, 1925 the Newfoundland Memorial University College was opened (Eastman, 1987; Harrington, 1937). The Normal School was phased out in 1932 and its function as a teacher training institution was transferred, after a period of two years, to Memorial University College's Teacher-Training

Department. Memorial University of Newfoundland was created by the provincial legislature in 1949 when Newfoundland joined Confederation. The effect of the legislation was to raise to the status of a degree-conferring institution the Memorial University College, which had been in operation for almost twenty-five years (Newton, 1951, p. i).

One of the first items on the agenda of the Board of Regents of the new Memorial University was to invite Dr. Robert Newton, former President of the University of Alberta to review the new University (Eastman, 1987). Newton's mandate was ". . . to make a survey of the university and to prepare a programme for its development over a period of years" (Newton, 1951, p. 1). Newton's recommendations included the introduction of a course of study in physical education with the program administered by a qualified physical education person (Eastman, 1987; Newton, 1951; Rowe, 1976). In 1953-54, Dr. Douglas Eaton was appointed as the Director of the new Department of Physical Education (Eastman, 1987; Memorial University of NF, Report of the President, 1953-54). He was the first full-time qualified physical education instructor to be obtained by either Memorial University College or Memorial University (Eastman, 1987).

In the early 1950's the Department of Education initiated a policy of establishing regional and central

high schools to service school districts (Royal Commission on Education and Youth, 1967). School buildings underwent dramatic structural changes, including an increased number of classrooms and new facilities such as libraries, laboratories, offices and gymnasia. With the increase in gymnasium facilities, the need for teachers trained in physical education also increased. In 1956, the Department of Physical Education at the University made the following announcement (Memorial University of NF, Report of the President, 1956-57, p. 35):

During the year consultations with the Provincial Department of Education with a view to the establishment of a professional course in physical education at the University was held. As a result of deliberations, a two-year diploma course in physical education will be offered by this department commencing in the fall of 1957.

For the first time in Newfoundland, a professional preparation program for physical education specialists was available (Eastman, 1987, p. 86).

Memorial University transferred to its new campus in 1961, and the Department of Physical Education announced: "During the year regulations for the degree of Bachelor of Physical Education were approved by the Faculty Council and Senate. It is expected that the first graduates will be presented in May of 1964" (Memorial University of NF, Report of the President, 1961-62, p. 37). Seven candidates were awarded the degree in physical education at the University's Spring

Convocation in 1964 (Memorial University of NF, Report of the President, 1963-64).

The subject of physical education did not enter the Education Acts until 1916. The Education Acts of 1916 and 1927 specifically stipulated that the physical education of students was one of the many requirements of classroom teachers (Education Acts 1832-1952, pp 172 and 236). The physical education referred to in these statutes actually meant physical exercises with some health connotations. During the period of 1850 to 1900 in Newfoundland, physical education was seen as a mode to enhance character training (Eastman, 1987).

It was not until 1937 that physical education played a role in the educational curriculum of the Newfoundland school system. Up until this point physical activity was deemed a diversion and release, not a phase of education. The role of physical education was identified in the Handbook to the Course of Study: Introduction to the Curriculum. A summary of this role is as follows (Department of Education, 1935, p. 115):

General aims of physical education:

1. To develop the muscular and nervous systems in order to obtain a high degree of physical fitness.
2. To develop the habit of alertness, self-

control, courage, resourcefulness, and co-operation.

3. To foster good sportsmanship.
4. To provide a healthy outlet for emotions and natural impulses.

The major portion of these aims for physical education were met through physical exercise and games. There was no specific reference to the physical education teacher, nor was there a statement made to indicate a necessity for physical education in the schools.

The Education (Amendment) Act of 1965 mandated that all schools in the province provide two, forty (sic) minute periods of physical education instruction per week for all students which included primary, elementary, junior high, and high school (Appendix B). The Act stated that it was the responsibility of the school to organize and conduct physical education classes on a regular basis. The Act was changed in 1969, to read, "...without disrupting or interfering with the usual work of the school." (Statutes of Newfoundland, 1969, p. 272). This was the first time that physical education was referred to in the Newfoundland Education Acts. It was still not compulsory since an individual school board or school had the final word upon whether or not physical education would be offered in the school.

The Report of the Royal Commission on Education and Youth (1967) recommended that physical education be compulsory in elementary schools and that physical education be provided to all high school students (Recommendations 118 and 161). An Act Respecting the Operation of Schools and Colleges in the Province (The Schools Act, 1970) described physical education as a program which all schools were required to organize and conduct (Article 12, section f). The Act also stated, under section 81 (b), that the duties of a teacher were, "...teaching diligently and faithfully all subjects he is required to teach". Both of those statements combined implied the Department of Education's philosophy that physical education be included as part of the curriculum.

The Department of Education began to recognize the total educational benefits of physical education. Traditionally, Newfoundland teachers had little university training and they concentrated on teaching the "3 R's" (Warren, 1967). One of the most neglected areas of education in Newfoundland was physical education and recreation (Rowe, 1976). When the Department of Education began the policy of building new schools with gymnasias in the 1950's and 1960's, a change in educational expectations occurred. Classroom teachers were compelled to teach, or attempted to teach, physical education.

Physical Education Teaching Guides for Grades Kindergarten to VI and Physical Education Teaching Guides for Grades VII to XI were printed by the Department of Education in 1962. A Physical Education Curriculum Committee was appointed by the Department of Education in September, 1973, to review and revise the Proposed Physical Education Curriculum Guide (Kindergarten to Grade Eleven) for Newfoundland Schools, which had been circulated to educators at the beginning of the 1973-74 academic year. Members of the committee were Ms. Gwen Aylward, Ms. Catherine Gallant, Mr. Larry Beauchamp, Mr. Tony Bowering, Mr. Ben Dunne, Mr. Paul Matthews, Mr. Dean Roop, Mr. Mac Wells, and Mr. Jim Saunders (chairman). In 1975 the Department developed a curriculum guide for physical education. It outlined the philosophy, aims and objectives of physical education in Newfoundland. It described the role of physical education in the social and intellectual development of students and gave an overview of the program from Kindergarten to Grade XI.

The primary physical education program for Kindergarten to Grade III was movement education oriented and was designed to develop general motor skills which were a prerequisite for the more intricate physical skills to be taught in later grades. In September, 1981, the reorganized high school credit program was implemented. The revised program

introduced leisure activities and principles of physiology of exercise. Physical education also became an optional course, which was scheduled at the same time as other course selections. The timetabling resulted in a decreased enrollment in physical education courses since physical education was often scheduled in the same slot as courses which were necessary for the students' post-secondary education, or, scheduled at the same time as other courses in which the students had a particular interest, thereby forcing students to make a choice.

#### Special Interest Councils

During the mid 1960's the Newfoundland Teachers' Association (NTA) established a structure which provided special interest groups in the teaching profession with an avenue to organize themselves into councils to enhance the professional development of their members (Wells, 1971). Teachers saw the need for, and the advantages of, regular meetings to discuss their specific areas of instruction. The NTA offered financial assistance, in the form of annual grants and special project grants. It also acted as a lobby for representation made on behalf of a council to any person or group, such as the provincial government. Consequently, all official physical education representations were made through the NTA, providing

the representations with added weight and the virtually guaranteeing the desired attention (NTA Press Release, H.E.W., No Date).

The Physical Education Special Interest Council (PESIC) was formed in February 1970 at Regina High School, Corner Brook (Wells, 1971). Its formation was largely due to the efforts of concerned physical education teachers in Corner Brook who had major concerns for the profession in Newfoundland and who realized that their concerns were shared by other physical education teachers throughout the province. The Council's mandate and long range objectives were as follows (Wells, 1971):

- 1) To establish communication among physical education teachers.
- 2) To forcefully express through the Council's spokesman, the NTA, the views shared among its' members.
- 3) To improve the quality of physical education in Newfoundland and Labrador.
- 4) To encourage and sponsor research projects related to physical education.

Active membership in the Council was open to all active NTA members who were employed by school boards to teach physical education. Many members, therefore, were not specialists in physical education, but were academic teachers who also taught physical education in

their schools. Associate membership was also available to other people interested in physical education, such as university instructors and Department of Education employees.

### Need for the Study

A case study of the organizational life cycle of a physical education special interest council will provide invaluable information to the organization itself, as well as to the members of similar organizations. This type of study has not been completed before in Canada. Very little has been done in the way of systems analysis of special interest councils or in the way of in-depth analysis of administrative decision-making and general public image of school physical education in either Canada or the United States. This study will provide a basis for future studies of physical education councils and for future studies of a comparative nature with other provincial physical education councils. The study will also combine models and methods from history and administrative science utilizing quantitative and qualitative data in analysis and interpretation.

Additionally there was a felt need for the study since it would:

1. Provide members of the Physical Education Special Interest Council with valuable information and insight into the present day organization, including its conflicts, problems, and the management of these problems.

2. Assist the executive in directing the Council towards the realization of its objectives.

3. Publicize the experiences and insight of the early organizers of the Physical Education Special Interest Council.

4. Assist the executive in planning Council strategy for the future.

#### Statement of the Problem

The purpose of this study was to investigate and analyze the organizational life cycle of the Physical Education Special Interest Council of the Newfoundland Teachers' Association. The study attempted to determine whether the PESIC's life cycle followed the stages of growth of organizations studied by Katz and Kahn (1966). These studies revealed that an organization passes through distinct stages of growth or development. These stages are: a) the primary stage, b) the stable stage, and c) the elaborate stage.

### The Primary Stage

The major determinants in this initial stage of growth are the common problems and needs of the population. The major task in this stage is production or service for the benefit of the organization.

### The Stable Stage

The characteristics of this stage are founded on management aspects of the organization. The need for reliable performance and effective coordination of roles is evident. A maintenance sub-system aimed at socialization of new members into the system and its rules. It also aimed at administering rewards and sanctions and mediating between the demands of the member groups and the requirements imposed by the more advanced structure.

### The Elaborate Stage

This stage develops as a result of the interaction of the management system with the environment, leading to the development of boundary and adaptive sub-systems. These systems are characterized respectively by: a) attracting new members, selling ideas, and public relations structures, and b) adapting to the changing world through information gathering, and research and planning for future development.

### Significant Statements to be Investigated

1. The organizational life cycle of the Physical Education Special Interest Council of the Newfoundland Teachers' Association followed the same patterns of growth and development as the organizations studied by Katz and Kahn.
2. Organizational conflict was present within the Physical Education Special Interest Council throughout its growth and development.
3. Throughout its growth and development Physical Education Special Interest Council members encountered significant problems in realizing their aims and objectives.
4. The SIR/CAR model and methodology is a helpful tool in the analysis of the organizational life cycle of the PESIC.

### Limitations of the Study

1. The individuals and trends mentioned were included only where they were relevant to the organization and leadership of the Physical Education Special Interest Council.
2. All organizational events were not recorded in formal minutes or were misplaced over time, however, the use of the semi-directed focused interview technique revealed information not referenced in the records.

3. The study utilized an elite sample. Their responses, however, were of tremendous value in determining the important influences within the Council.

4. The conclusions reached in this study were only tenuous because of the methodology used. However, the purpose of this study was to collect and analyze, with the use of theoretically based conceptual apparatus, the existing information concerning the growth and development of the Physical Education Special Interest Council.

### Definitions

#### The Physical Education Special Interest Council (PESIC)

A special interest group of the Newfoundland Teachers' Association which addresses the needs and interests of physical education teachers in the province of Newfoundland. It is a vehicle for professional development which is funded through membership fees, annual grants and special project grants.

#### Region

A branch of the PESIC which provides a means for members in any particular geographical location the opportunity to develop their own inservice or workshop programs which are of particular interest to the group. Localized groups minimize travel, time, and expenses.

Newfoundland Teachers' Association (NTA)

A professional group which encompasses all teachers in the province of Newfoundland and Labrador. This group responds to the professional and personal needs of their members. It is the teacher bargaining unit for contract negotiations.

## CHAPTER II

### Theoretical Considerations

Any study of the life cycle of an organization necessitates that various theoretical aspects of organizational growth and development are discussed. The author has attempted a review of an organization as a social system. Much of the work completed in the area of organizational growth and development has been conducted in the business sector and not the non-profit area. Although the present study is based on a non-profit venture it is possible to borrow from other milieu's to develop the discussion. Organizational development has been studied in light of various models of growth and the life cycle analogy, which has been developed by various authors. Crises which occur during the life cycle of an organization as well as coping mechanisms which have been suggested, are then outlined. The last topic which the chapter addresses is one of conflict and change within organizations.

#### An Organization as a Social System

A social system has been conceived as involving two major classes of phenomena, which are both mutually exclusive and interactive (Getzels and Guba, 1957). These phenomena are: a) institutions, which have

certain roles and expectations that fulfill the goals of the system, and b) individuals within the system, who have certain personalities and need-dispositions. The interaction of these comprise what has been called "social behavior" (Getzels and Guba, 1957, p. 3).

Social behavior is made up of a nomothetic, or normative, dimension of activity in a social system, and an idiographic, or personal, dimension. The nomothetic dimension consists of the institution, roles, and expectations. The idiographic dimension consists of the individual, personality and need-dispositions (Figure 1).

Institutions carry out imperative functions such as governing, educating, and policing. Institutions are purposive, peopled, structural, normative and sanction-bearing. Roles are the most important subunit of institutions. They represent position, office or status; are defined in terms of role expectations; are institutional givens; lie on a continuum from required behavior to prohibited behavior; and they complement each other.

The nature of the people inhabiting the roles comprises the idiographic, or individualizing, aspects of social behavior. The individual's personality is the dynamic organization of their need-dispositions which govern their unique reactions to the environment.

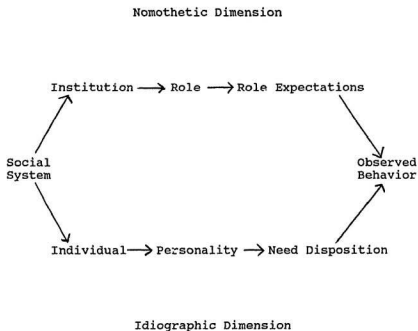


Figure 1. Getzel and Guba's (1957) Social Behavior  
Redrawn from Getzel and Guba (1957, p.3)

One's need-dispositions are one's motives for behavior both personally and institutionally. Social behavior derives from this interaction and can be written as:  $B = f(R \times P)$ , where the observed behavior (B) is a result of factors (f), of given role and expectations (R), and personality (P) defined by its needs-dispositions (Getzels and Guba, 1957). The administrative process must deal with fulfillment of both these dimensions while achieving the goals of a particular social system.

A formal organization has been defined as a "...purposive aggregation of individuals who exert concerted effort toward a common and explicitly recognized goal" (Blau and Scott, 1962, p. 240). It has been suspected more recently, however, that individuals within organizations rarely have anything like goal congruence, or even common understanding of goals, and that they behave in a far less rational manner than indicated above (Ouchi, 1980).

#### Organizational Development

New organizations face two problems: a) getting off the ground, and b) institutionalization strategies for survival and growth (Kimberly and Miles, 1980). The two most important sets of factors involved in birth are: a) the circumstances favoring the organization's emergence at a particular point in

history, and b) the ambition and vision of its first leader. These have been described respectively as, situational factors and the the role of entrepreneurship (Kimberly and Miles, 1980).

As an organization matures, develops norms, and acquires a history and identity, the importance of the chief executive officer diminishes in explaining organizational outcomes. However, during the birth of an organization the role of the early leader is critical. Some of the more common characteristics may have been: a) risk taker, b) innovator, c) man of action, d) idea man, e) optimist, and f) work-a-holic (Kimberly and Miles, 1980).

#### Models of Growth

Katz and Kahn (1966) applied an open system approach to the development of organizational structures. Interactions between role incumbents and sub-organizations within the boundaries of the system supplement all transactions of the open system with its environment. These interactions have an important bearing on present and subsequent events.

Katz and Kahn divided the development of organizational structures into three stages (Figure 2). Stage one is the primary system. Environmental pressures or problems and the characteristics and needs

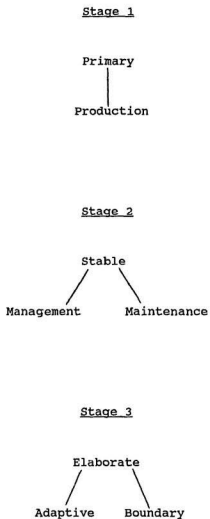


Figure 2. Katz and Kahn's (1966) Stages of Growth  
Redrawn from Katz and Kahn (1966)

of the population, determine certain tasks which must be addressed by use of production or technical structures. The basis for the productive activities are the common needs and expectations of people who work together to meet them. This does not always determine a social organization since roles have not been defined and coordinated. Once the initial problems have been solved the primitive system may dissolve since it is no longer needed.

Stage two has been described as the stable organization. Since the population involved in the organization has not only common needs, but personal needs also, they incorporate this interpretation and value system into their behavior. An authority structure must be built to ensure reliability of performance. It becomes the basis of the managerial system. Often this takes the form of individual leadership (if there is a strong personality available) which holds together many early groupings.

The next evidence of the stable organization is the development of a maintenance subsystem whose function is to identify the rules, socialize new members into the system and its regulations, and administer rewards and sanctions. Rule enforcement is then added to shared values and task requirements as the third essential component in the stable organization. This causes the production structure to

become more elaborated and tightened. The cost of the elaborated maintenance subsystem is a loss of identity for the rank and file. Their personal needs may be overlooked in the larger picture. This brings about the development of an informal structure among the people in the system to meet their social and emotional needs. Each group or workgroup determines patterns of communication, interaction and informal norms among themselves.

Stage three is called the elaborate stage. It is reached when supportive structures are put in place at the boundaries of the organization which allows the organization to interact with its environment. These structures are developed through the use of subsystems within the organization. There are basically three types of boundary systems: a) the procurement operation, b) the disposal function, c) the institutional system.

The first system deals with: a) recruitment of personnel, and b) procurement of materials to be converted. These two functions relate to the production structure and the maintenance system.

Marketing of the product falls under the second category. This function is most readily understood when applied to a profit-making organization.

The third boundary system addresses relations with the larger community or society. Success of the organization depends on the support it receives from the larger social structure.

Organizations also develop many adaptive structures which are aimed at resolving the conflicts which develop between present practices and future environmental demands.

In addition to the horizontal dimension of organizations which classifies people into maintenance, production, or adaptive systems, there is the vertical dimension of the organization. It is associated with the managerial structure but does not completely overlap it. Position in this dimension is a matter of the differential power, privilege, prestige, and rewards enjoyed by the subject. This structure often divides members of the organization into two or more classes. The dynamic, or common, motivation of a group of members is a function of both their specific job and their hierarchical position in the structure.

Lippitt (1969) suggests that there are three developmental stages in an organization's life: birth, youth and maturity. Lippitt claims that organizations usually go into decline because of mismanagement, drastic changes in market demand, or economic environment. The true criteria for determining the stage of development is found in the manner of coping

with predictable organizational crises, rather than the number of employees, market share, or managerial sophistication. Lippitt and Schmidt (1967) have identified six critical concerns during development:

1. To create a new organization--What to risk.
2. To survive as a viable system--What to sacrifice.
3. To gain stability--How to organize.
4. To gain reputation and develop pride--How to review and evaluate.
5. To achieve uniqueness and adaptability--Whether and how to change.
6. To contribute to society--Whether and how to share.

Managers must ask: a) what is the critical concern we now face, b) how clearly do our key personnel recognize this concern, and c) how can we resolve this crisis in a way that creates a sound base for our dealing with future crises?

Haire (1959) argues that we can talk of "lawful" processes involved in the growth of organizations, just as we talk about "laws of growth" for biological systems, to allow insight into the growth of organizations. He states that the growth process is subject to natural laws and to understand the process we must discover these laws. He places particular emphasis on the growth of the staff component in

organizations, believing that a structure tends to become stronger where the "...force tending to destroy the structure is strongest". Leadership of the organization is the most important aspect (p. 272).

### Life Cycle Phenomena

It can be argued that people, products, markets, organizations, and even societies, have life cycles. Gardner (1965) states:

Like people and plants, organizations have a life cycle. They have a green and supple youth, a time of flourishing strength, and a gnarled old age. . . But organizations differ from people and plants in that their cycle isn't even approximately predictable. An organization may go from youth to old age in two or three decades, or it may last for centuries. Most important, it may go through a period of stagnation and then revive. In short, decline is not inevitable (p. 20).

Lippitt (1969) supports this biological analogy and equates an organizational life cycle to personality development. He defines organizational renewal as achieving successively higher levels in the life cycle while managing each level in the manner most appropriate to preclude the decline of the organization.

Stogdell & Coons (1954) and their colleagues in the Ohio State Leadership Institute conducted intensive empirical research on a wide range of organizations and leaders. They concluded that organizations and those involved in them are quite similar in time and over time. They confirmed the theory that:

Organizations, if they survive for any length of time, exhibit cyclical periods of growth and decline. They often experience difficulties and hardship in the early stages of development, then exhibit a period of revitalization, reorganization and growing achievement. After reaching a period of peak achievement, they begin to weaken and experience serious difficulties. Under extreme deterioration they either dissolve, are absorbed, or become rejuvenated and start a new cycle (p. 8).

Kimberly (1980) said "...there is no inevitable linear sequence of stages in organizational life, although there may be remarkable similarities among the developmental patterns of certain clusters of organizations" (p. 7). However, he further stated ". . .significant insights may emerge through the use of imperfect metaphors" (p. 9). He goes on to say that there is a cyclical quality of organizational existence. Organizations are born, grow and decline. Sometimes these organizations reawaken and sometimes they disappear. He describes three phases in organizational life: a) creation, b) transformation, and c) decline.

Jackson and Morgan (1982) also support the life cycle view. They reiterate that all biological organisms travel through a continuum marked by birth, life, and death. They suggest that death is brought on by internal decay--a breakdown of the structures, processes, policies and personnel within the organization to the extent that efficient and effective

operation is not possible. Decline is caused by lack of talent, apathy, stagnation, repeated mistakes, rigidity, constant policy shifts, constant management changes, ignoring management succession, lack of attention to individual considerations, or a combination of these factors. A high level of operational efficiency, flexibility and awareness is touted as the best way to avoid such decay.

Westrum and Samaha (1984) agree that each organization has its own life cycle. They believe organizations change their size, structure and character over time, much as do other living systems, therefore, an organization may be very different at different times. Change may be slow and gradual, or sudden, with a good deal of conscious thought and politicking, leaving members to make a great deal of difficult adjustments.

#### Life Cycle Crises

The outstanding characteristic of a social organization is simply that it is a special kind of aggregation of individuals (Haire, 1959). This is a twofold facet: a) it is made up of individuals, and b) it is an aggregation of them. This characteristic causes certain problems, the first of which is a conflict between the individual and organization, and the second being the pressure to provide an effective

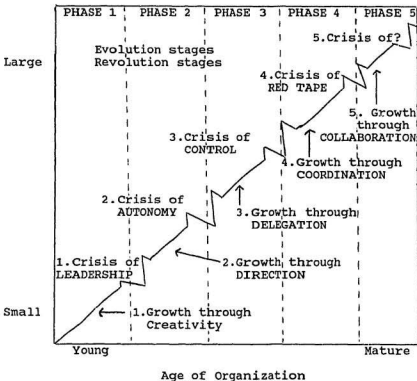
communication network, integration of parts, and specialization of function as the number of members increase.

As the organization grows its internal shape must change. An organization often starts as a pyramid with one person at the top. That person must learn to delegate as the organization grows. This often leads to failure if the leader is unable or unwilling to perform this task. The leaders's "span of control" limits the amount of work which is possible. The force most likely to destroy a growing organization is the fact that the members are individuals and, as such, tend to move towards their own goals.

A useful model developed by Greiner (1972) shows growing organizations passing through five stages of growth, each of which begins with a relatively calm period of growth (called an evolution), and ends with a management crises (a revolution) (Figure 3). Greiner points out that each successive phase is strongly influenced by the previous one, therefore, a knowledge of an organization's past can aid management in making decisions critical for future success.

The key dimensions in his model are size of the organization and age. Age is critical since management problems and solutions are rooted in time. Size is directly related to problems and decisions based on sales volume, coordination and communication. Westrum

Size of  
Organ-  
ization



**Figure 3:** Greiner's (1972) Stages of Growth Based on Size and Age, redrawn from L.Greiner, "Evolution and Revolution as Organizations Grow", Harvard Business Review (July-August 1972):50.

and Samaha (1984) also found size to be extremely important in the growth of organizations. A small dedicated group may be far more influential, than a large diffuse group, incapable of coordinated effort.

The first stage of growth is through creativity. The founders are either technically or entrepreneurially oriented and disdain management activities. Management activity is a reaction to market feedback. Communication among employees is frequent and informal. Long working hours and modest salaries are bolstered by promises of ownership benefits. This phase leads to a crisis of "leadership" as a strong business manager must be sought for the company to grow.

The second phase of growth is through direction. A more sophisticated, organizational structure is introduced, job assignments become more specialized, communication is more formal and impersonal, there is a hierarchy of titles and positions. There are fewer autonomous decision-making managers and more functional specialists. The crisis at this stage is one of autonomy. Lower-level managers are searching for greater autonomy.

The next growth stage is through delegation. More responsibility is delegated to lower-level managers, there are profit centers and bonuses for motivation, management looks for new acquisitions, and

communication from the top is infrequent. The crisis here is one of control. Top management sees its control dwindle and seeks to regain control over the entire organization. This attempt often fails.

In order to move to the next stage, special coordination techniques must be devised. Growth occurs through coordination as new systems are developed and top executives take responsibility for initiation and administration of these systems. A red tape crisis may evolve as procedure take precedence over problem solving. A lack of confidence between line and staff personnel builds. The organization outgrows its rigid systems.

In the fifth stage growth may occur through collaboration. The emphasis here is on social control and self discipline rather than formal control. There is participative management, team action to solve problems, mutual goal setting, and economic rewards to teams, not individuals. The crisis is unknown at this state. Greiner (1972) suggests that it may be a "psychological saturation" (p.37), an emotional and physical exhaustion. This may be solved by new structures allowing employees to periodically rest, reflect and revitalize.

The implications of this model for managers are as follows:

1. Managers must know where they are in the

developmental sequence.

2. They must recognize the limited range of solutions.
3. They must realize that solutions breed new problems.

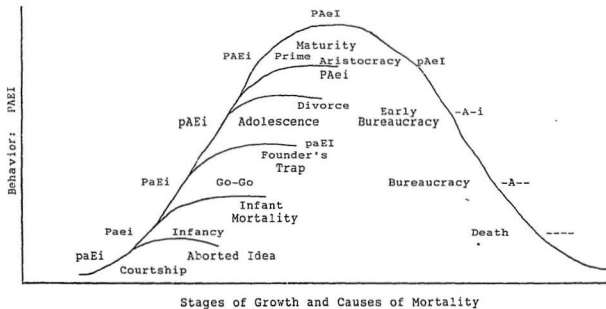
Adizes's (1979) model describes organizational behavior based on the PAEI model. In this model 'P' means producing results for which it exists, 'A' is administration, 'E' is an entrepreneurial role which focuses on adaptive changes which require creativity and risk-taking, and 'I' means integration and team effort. Each stage emphasizes one or more types of behavior. At each stage the organization may flounder due to a lack of emphasis on some type of behavior.

In Adizes's (1979) entrepreneurial stage the organization may suffer from an aborted idea. In the infant organization, it may be vulnerable to a lack of managerial depth. The 'go-go' stage has inherent in it the danger of the organization expanding too rapidly and the danger of the personification of the managerial process. The adolescent stage often shows a conflict between the administrative behavior (which seeks stability) and the entrepreneurial behavior (which is change oriented). This may lead to a split in the organization. Once the organization reaches the prime stage, the aging process may take over as the aspirations of top management change. If this

continues for any length of time 'E' eventually declines and 'I', the integrating role, increases. When 'E' declines the organization begins to enjoy its past efforts, has no eagerness to challenge the market, the climate becomes stale and suffocation gradually sets in. All which leads to death of the organization (Figure 4).

Adizes (1979) argues that as organizations pass from one stage to the next, different roles are emphasized and the different role combinations that result produce different organizational behavior. He suggests that decline in organizational life cycles may be related to the aspirations of management. Aspirations change over time. When the management group is satisfied with the present situation, growth is reduced. Aspiration level was related to: a) the age of the top managers (in terms of willingness to accept other ideas and develop new ideas of their own), b) relative market share, and c) ease of changing the organization's structure.

In both of these models, each phase is both an effect of the previous stage and a cause of the next stage. Each crisis must be solved before growth can continue. Management must not revert to their old styles for solutions, they must adopt new procedures, policies and structures in order to grow.



**Figure 4.** Adizes' (1979) Organizational Behavior, Stages of Growth, and Causes of Mortality. Redrawn from Adizes (1956) California Management Review, 5-20.

### Conflict and Change in Organizations

Blau and Scott (1962) state that there is ". . . a relation of mutual dependence between conflict and change in formal organizations, therefore, changes in the social structure often precipitate conflict, and conflicts tend to generate innovations" (p. 240).

Adizes (1979) wrote ". . . what kept the conflict from becoming dysfunctional was that its resolution produced growth, and the results, in a sense, justified the emotional investment" (p. 8).

Blau and Scott (1962) further delineate three dilemmas of formal organizations. The first of these relates to coordination and communication. The free flow of communication leads to problem solving however it impedes coordination since it must choose the best suggestion. Hierarchical differentiation is dysfunctional since it interferes with the free flow of communication. The second dilemma is the contrasting orientations of bureaucratic discipline and professional expertise. In the first one, management is the major reference area, while in the second, professional ethics and norms of service are the guides.

The third dilemma relates to managerial planning and initiative. This highlights the issue of order versus freedom. There are often many impersonal

mechanisms of control impeding initiative which are not always hierarchical.

Three conceptual models have been identified to classify organizational conflict phenomena (Pondy, 1967). The bargaining model emphasizes conflict among interest groups in competition for scarce resources. This model is particularly appropriate for the analysis of labor-management relations, budgeting processes, and staff-line conflicts.

The bureaucratic model emphasizes superior-subordinate conflicts, or conflicts along the vertical dimension or hierarchy of an organization in general. It is concerned with problems caused by institutional attempts to control behavior and the organization's reaction to this control.

The systems model analyzes the problems of coordination. This relates to lateral conflict, or conflict among parties to a functional relationship.

Running through each model are the following trends:

1. A sequence of interlocking conflict episodes which show a sequence, or pattern of development. The conflict relationship is characterized by stable patterns that appear across the sequence of episodes (very similar to Greiner's model).

2. The conflict relationship is intimately tied to the stability of the organization in that it is a

key variable in the feedback loops that characterize organizational behavior.

Different researchers have followed the same theme. Getzels and Guba (1957) found the following recurring administrative problems:

1. Individual and institutional conflict relating to role-personality conflicts; role conflicts--when individuals, must conform simultaneously to a number of expectations which may be mutually exclusive, contradictory, or inconsistent; and personality conflicts--when there are opposing needs and dispositions within the same person.

2. Effectiveness, efficiency, and staff satisfaction conflict stemming from the basis that a) effectiveness is a function of the congruence of behavior with expectations, b) efficiency is a relationship between needs and behavior, and c) satisfaction when behavior simultaneously meets situational expectations and personal needs.

3. Leadership-followerhip incongruence, which leads to conflict.

4. The morale dimensions of conflict.

Stogdell and Coons (1957) wrote that role confusion and conflict grow out of lack of: a) clarity in role definition, b) differences in the perception of a role by self and others, and c) differences in the expectations and demands made upon a role by various

persons and subgroups in the system. They found that role conflict increases as status increases, and that it arises from a combination of incompatible expectations, legitimacy or illegitimacy of expectations and the sanctions, either positive or negative, for failure.

Haire (1959) found the same conflict between personality and the organization. He described a 'give and take' situation where both the organization and individual receive something in return for a loss of freedom. Haire also pointed to coordination and structure conflicts, environmental conflicts, and conflicts arising from decisions on future decisions.

Kimberly and Miles (1980) found that some of the problems which arose concerned the internal social control, the structure of the work, and managing relationships with the environment. Control is developed and maintained on a personalized basis in the early stages, however structural differentiation in the hiring of staff to do the work the leader had previously completed produced bureaucracy. Formalization of the structure of the work limits individual freedom and constrains innovation. Within the educational system the role of the faculty and the society in which they work promotes traditional behavior, since there is a tradeoff between innovative programs and societal norms. There is also a search for

recognition from the general environment. As the organization grows it becomes more conservative when individuals think more of their own goals than the organization's.

Pondy (1967) writes that conflict may be considered a dynamic process. A conflict relationship between two or more individuals in an organization can be analyzed as a sequence of conflict episodes. Each episode includes stages of: a) latent conflict (conditions and competitions), b) perceived conflict (cognition and misunderstanding), c) felt conflict (affect--"tension model"), d) manifest conflict (behavior--most obvious is aggression), and e) conflict aftermath (conditions). Some of the methods Pondy suggests for resolving conflict are: a) withdrawing from the organization, b) altering the existing set of relationships, and c) changing values and behaviors within the context of the existing relationship.

Haire (1959) and Bakke (in Haire, 1959) found that the presence of threats to survival arouses responses within the organization which develops structures or processes to protect it. Blau and Scott (1962) wrote "...the innovations instituted to solve one problem often create others because effectiveness in an organization depends on many different factors, some of which are incompatible with others, hence, the dilemma" (p. 243). However, they later say that in the process

of solving problems, learning occurs which influences how new challenges are met.

Miles (1980) concluded that organizational transformation is an ongoing fact of life, particularly for organizations that begin as innovations. Internal and external forces eventually create tensions between the maintenance of meaning and the need for operational efficiency. He uses a term called "organizational drift" (p. 436) to describe a situation in the life of an organization. A number of factors contribute to this drift: a) aging or maturation of individuals which may lead to burn-out, b) outside organizations pressuring it to conform, c) reference group norms and the need to protect your career, and d) the elimination of intrinsic rewards. Miles notes that some researchers encourage the organization to allow this drift and thereby learning to adapt, while others seek ways to prevent or minimize the drift.

Lippitt (1969) stresses the need for a situational confrontation model to ensure survival of an organization. He found that organizations have stages of potential growth in their life cycles. At each of these stages the organization experiences crises and situations demanding certain management and/or organizational responses in order to achieve the next stage of growth. The implications of this is the need for: a) a reality assessment of the present state of

affairs, b) identification of the key issues and concerns, and c) planned efforts to achieve growth for the people process and organization considering points a) and b). Stogdell and Coons (1954) reiterated this when they wrote that survival depends on the manner in which an organization responds to the demand for change.

Stogdell and Coons (1954) divided the crises they studied into cycles of conflict. They felt that in the beginning all conflict dealt with technical problems. As the organization became more entrenched, success conflict arose. When the organization grew to maturity, confrontation issues were a problem.

Tichy (1980) found that organizations vary over time in the amount of energy that they invest in making adjustments to cultural, political and technical cycles within organizations. At any given time, one cycle or some combination of cycles may be in need of adjustment. Attention to one cycle may cause problems in another which leads to transformation of organizations. Management should be aware of this and learn how to regulate these cycles. The dimensions of organization decline and termination which he delineates are technical failure, political failure, and cultural failure. The type of organization is the most important factor in determining whether the organization will fail. Failure in one dimension may

not mean failure as a whole. Some of the referents of organization failure are the organization's form, goals, and external environment--any one of which could cause failure. He also points out that decline and termination of an organization may not necessarily mean failure. It could be success when the goals of the organization have been attained and there is no longer a need for the organization. A factor which often leads to decline of an organization is its persistence beyond the achievement of its purpose.

#### Summary

An organization may be described as a social system since it is both peopled and purposive. To be successful the administration must organize to fulfill both the needs of the people inhabiting it and the goals of the organization.

The main problems facing new organizations are getting started, survival, and growth. These issues have been divided into various stages by many researchers. The main characteristics of each stage have been depicted and appropriate coping strategies for the identifiable conflict areas have been described.

Organizations have often been described as having life cycles. Creation, growth and decline are three phases which have been remarked on by many

investigators. Most authors concur that in order for growth to occur, change is inherent. Size and age of an organization are very important in determining organizational growth since co-ordination, communication, and collaboration techniques are a function of these two variables.

Conflict phenomena in organizations has been identified by three models: a) bargaining - conflict among interest groups, b) bureaucratic - hierarchical conflict, and c) systems - lateral conflict. Researchers found that the majority of recurring conflicts were those relating to organizational roles. Personality, role clarity, role conflict, expectations and sanctions were all aspects contributing to this phenomena.

Most researchers agree that conflict and change is necessary to ensure survival of an organization. Management must be continually aware of their position in the developmental cycle and appreciate the key issues and concerns of that stage. Consequently, they should establish plans and direct their efforts toward the achievement of growth for the organization and the individuals within it.

### CHAPTER III

#### Research Design and Methodological Procedures

Kimberly and Miles (1980) pointed out that most researchers are involved with an organization for only a brief period at some unspecified point during its life. Therefore, the conditions surrounding its birth and early development and the resulting implications for success or effectiveness later on are not considered.

Cremin (cited in Beach, 1969) has raised many questions concerning, what he termed, the historiography (the historical study) of education and its traditions. The first of these concern the phenomena of interest to the researcher and how researchers select what to study. Coupled with that is the cultural, professional and personal biases which they bring to the questions they choose to investigate. How do these biases influence their definitions and procedures?

Most historical research is based on the writings of other persons. Researchers often check the consistencies of statements over time. The ideas and events investigated give rise to the questions: a) how representative were they of larger groups of people or series of events, and b) what impact did they have, if

any, upon subsequent thought or behavior? These issues concern correlation and cause respectively.

Cremin (cited in Beach, 1969) is concerned that the traditions of historiography have restricted our view of the phenomena we consider to have influenced education. He asks "Can researchers escape to some extent the myopia which makes them both distinctively and unimaginatively professional?" (p. 561)

Kimberly (Kimberly and Miles, 1980) state that "...change is a fact of organizational life" (p. 6). He further points out the static orientation in the literature due to:

1. Organizational content being taken as given since researchers are only involved at a particular time.
2. People within the organization observing its life in a truncated fashion since organizations outlive members.
3. A tradeoff in organizational research between science and history due to the widespread acceptance of the scientific method versus the historical analysis and case study.
4. Research is usually sponsored in order to improve organizational performance therefore, there are constraints placed on the types of questions and the time frames studied.

5. Rewards not being as accessible from longitudinal research as they are from cross-sectional studies which allow immediate publication.

The historical context of organizations should be considered since there are a variety of external forces which shape organizations and set them on particular courses, and the internal culture constrains their decision-making and strategic choice processes. Haire (1959) states that empirical data on how organizations have grown is rare in the work on organizational history. Kimberly (1980) reiterates "I am convinced that the generally moribund state of much current organizational theory and research is owing to the lack of appreciation for the role of history in and the effects of context on organizational life" (p. 13).

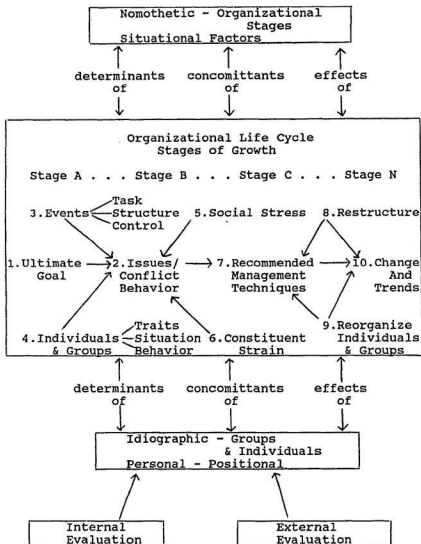
These researchers suggest that history and context are of the utmost importance in organizational research. The lack of empirical data on organizational growth can cause misleading conclusions. In order to learn about the life cycle of an organization a case study must be implemented. This type of longitudinal research has given the clearest picture of organizational growth and development. This chapter will delineate the methods and procedures utilized in the case study of the Physical Education Special Interest Council.

### Research Model

The research model utilized for the organizational analysis in the study is a modification of the molar research model conceptualized by Moriarty (1971) in his study of the Canadian Intercollegiate Athletic Union Central (CIAUC), developed by the University of Windsor Sports Institute for Research/Change Agent Research (SIR/CAR) Task Force (1976), followed by Webb (1978) in his study of the Ontario Federation of School Athletic Associations (OFSAA), and Wheeler (1979) in his study of the Newfoundland and Labrador High School Athletic Federation (NLHSFAF). It has been touted as a "...holistic model incorporating as causal variables both the humanistic, psychological, and socially induced behavior, as well as the technological and situationally expedient behavior" (Rice and Bishopric, 1971, p. 129).

The research design consists of three dimensions (Figure 5):

1. The organizational dimension which examines the task, structure and control of the organization (nomothetic).
2. The personal dimension which examines the administrators in terms of the situation, traits and decision making behavior (idiographic).
3. The trends dimension which also considers management of change and conflict identification.



**Figure 5.** Molar Research Design for Organizational Life Cycle

External (society) and institutional (associations) variables are considered only where they affect the organization internally.

This type of model cannot be analyzed and presented in the same manner as a fragmented micro-sectional model analysis and presentation technique (Webb, 1978). It does lend itself to a two axis analysis and presentation.

Axis 1 - the vertical variable axis focusing on goals which assist an organization in identifying (1) ultimate goal or mission; (2) problems, issues or obstacles in the form of conflict behavior preventing achievement of this goal which are precipitated by (3) the interaction of events such as task, structure and control with (4) individuals and groups (traits, situation and behavior); frequently augmented by (5) social stress from outside of the organization and (6) constituent strain from within the organization leading to (7) recommended alternate management techniques aimed at (8) realigned structure and (9) reorganized individuals and groups leading to (10) change and trends. This is a cyclic process which returns at this point to (1) ultimate goal (Webb, 1978).

Axis 2 - the horizontal time sequence axis - deals with identification of eras or life cycle stages of organizational growth and development. This is

achieved by analyzing the qualitative data in the following manner (Arkin & Cotton, 1967, p. 43):

1. Searching for the long term growth or decline occurring within the data.
2. Looking at seasonal variation, or the irregular or regular movement within the twelve month period.
3. Any cyclical movement or swing from prosperity through recession, depression, recovery, and back again to prosperity.
4. Residual, accidental or random variations including such unusual disturbances as wars, disasters, strikes, fads or other nonrecurring factors.

This quantitative data then gives the clusters of eras of development. This is achieved through cluster analysis.

The vertical axis provides for analysis and presentation of three basic clusters of organizational analysis (Webb, 1978):

1. The chronicle of events such as task (or aims), structure (or organization) and control (or administration).
2. Analysis of individuals or groups in institutions in terms of traits (or characteristics), situation (or roles), and behavior (or expectations).
3. The relationship of ultimate goals (or mission) and means in terms of conflict resulting from

social stress or constituent strain leading ultimately to recommended changes and trends.

The analysis of the interface of organizational events and institution, individuals and groups, social events and constituent strain (independent - predictor or drive variable) as they produce conflict, determine change and result in trends (dependent - criterion or reaction variables), are emphasized in the vertical axis. The horizontal time axis provides for analysis and presentation of the basis of clusters of data identifying eras or life cycle stages of growth and development with specific focus on the present and future (Moriarty, Duthie and Regab, 1975). Selection of eras on the longitudinal time sequence axis is based on (The University of Windsor Sports Institute for Research/Change Agent Research (SIR/CAR) Task Force, 1976):

1. Empirical observation of the constitution of the organization, movement of individuals and conflict areas.
2. Organizational theory identifying cycles of conflict and patterns of growth and development.

#### Methodology and Procedure

This study took the conceptual approach in order to analyze the development of the Physical Education Special Interest Council of the Newfoundland Teachers'

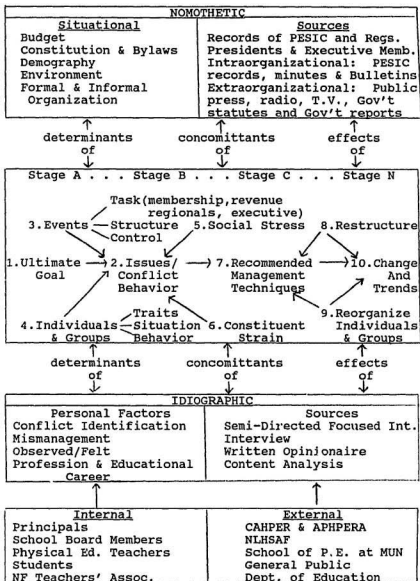
Association. An attempt was made to analyze general problems associated with changes in the Council. Some of the information related to the organizational life cycle was obtained from administrators of the the Council, while additional data was obtained from minutes of the Council's meetings.

The methodological approach taken in the study is indicated in Figure 6 (Molar Research Paradigm for PESIC). It identified specific items of information to be obtained. The information compiled was data collected concerning the organization, the individuals and groups within the Council, and organizational conflict and change.

The Molar Research Paradigm is the operational basis of the Molar Research Design. The three avenues for analysis are:

1. Essentialistic organizational analysis.
2. Instrumental organizational analysis.
3. Applied empirical organizational and management science.

The first of these utilizes traditional methods of data gathering for organizational analysis. This avenue also uses traditional methods of locating and verifying data and, to a lesser extent, drawing conclusions by means of content analysis or participant observation.



**Figure 6.** Molar Research Paradigm for PESIC

The second type of analysis has become much more in vogue with the trend from eye (read) to an eye-ear (see and/or hear) culture, the use of audio-visual communications, and the use of technological aids such as the computer. The Semi-Directed Focused Interview recorded on tape and/or vidiotape has been found to be particularly useful in research designed for organizational analysis which was aimed at studying situations where the subject has been exposed to the situation previously analyzed by the researcher (Moriarty 1971; Webb, 1978; Wheeler, 1979; SIR/CAR, 1976).

Applied empirical observation and management science minimizes the problem inherent in the establishment of categories. The use of the macro organizational analysis model and paradigm forces the investigator to be objective and to investigate variables identified through heuristic research and/or tested by application. The use of cluster analysis in conjunction with organization theory introduces a logico-mathematical analysis which increases the probability of uncovering the actual situation.

This interdisciplinary approach outlined above helps answer the basic question confronting researchers and organizational members: namely, given specific events, individuals, and trends, how representative are they of the larger group; and what kind of impact do

they have, if any, on events, individuals and trends in the future? Many variables besides the organizational analysis variables can be included in the open-ended model and method, such as, cultural, ideological, financial, educational, psychological, and sociological variables (Eng cited in SIR/CAR, 1976).

### Sources of Data

The minutes of Annual General Meetings, meetings of the Executive Board, and certain regional meetings of the Physical Education Special Interest Council were the source of much of the information used in this study. The semi-directed focused interview with selected individuals involved in the development of the Physical Education Special Interest Council provided additional information. Newsletters and Bulletins of the Council, Newfoundland Teachers' Association Press Releases and papers, and copies of public addresses were other sources of information.

### Data Gathering Procedures and Instrumentation

The minutes of meetings and copies of the Council newsletters and Bulletins were made available through the office of the president and the executive of the Physical Education Special Interest Council. The Newfoundland Teachers' Association Library provided

much of the background material on the Physical Education Special Interest Council.

### The Semi-Directed Focused Interview

The Focused Interview which was developed by Merton and Kendal (1946) and the Semi-Directed Focused Interview (SDFI) detailed by Innes and Short (1971) was found to be especially applicable to organizational research. The SDFI has many of the basic characteristics of the Focused Interview. The Focused Interview is designed to determine the responses of persons exposed to a situation previously analyzed by the investigator. The main difference between the two is that with the SDFI the interviewing techniques are far more structured and the interviewer does not have to have the depth of background as would be the case with a focused interview. The chief functions are to discover: a) the significant aspects of the situation to which response has occurred, b) discrepancies between anticipated and actual effects, c) responses of deviant subgroups in the population, and d) whether there were any experimentally induced effects.

The main characteristics of the SDFI are as follows:

1. The subjects have been involved in a particular situation, for example, have been a member

of an organization and/or have access to minutes or accounts.

2. The situation described above has been previously analyzed by the investigator as to content, and a working set of hypotheses has been developed. Various methods of data collection have been utilized in order to perform statistical analyses.

3. On the basis of this analysis a partially structured interview guide or research model was developed detailing the major areas of inquiry.

4. The interview focuses on the subjective experiences of the subject in order to discern his personal assessment of the situation.

Previous research and investigation by the interviewer allows him/her to distinguish between the objective facts of the case and the subjective definitions of the situation. It allows the interviewer to play a more active role in the interview by recognizing significant silences, avoidances, or blockings and exploring their implications to elicit a comprehensive report of the situation. Content analysis gauges the importance of what has not been said, as well as what has been said. The investigator then uses these responses to test the validity of the hypotheses derived from the prior analysis of data and administrative theory, and formulates new hypotheses

based on the unanticipated responses concerning the situation.

The information gathered through the semi-directed focused interview was used to clarify the information gathered from the minutes and other written records concerning the Physical Education Special Interest Council. For the interview, general open-ended questions appropriate to the subject were prepared.

### Subjects for the Interview

Personal Interviews were held in October and November 1986, and July 1987. The sample in this study included various available personnel who had been actively involved in PESIC since its creation in 1970. Semi-Directed Focused Interviews were conducted with people who filled offices during various academic years (Appendix K).

### Data Analysis

The data was gathered and grouped according to the previously mentioned model which groups data on three dimensions:

1. The nomothetic, organizational, situational dimension.
2. The idiographic, personal, positional dimension.

3. The task, trends, conflict identification and resolution dimension.

The first two dimensions may be considered independent variables (controlled and structured) and the third dimension as the dependent variable (measured and/or analyzed). The nomothetic and idiographic dimensions are both determinants of, concomitants of and, concurrently, effects of the trends, conflict resolution dimension concurrently.

The nomothetic dimension studies the task, structure, and control. The idiographic dimension investigates the administrator in terms of traits, the situation, and behaviour as decision-maker and group leader. External (society) and institutional (associations) variables are considered only where they affect the organization internally.

Following the gathering of data, the eras or stages of growth of the Council were determined through the use of cluster analysis. The terminology used in describing these stages was adopted from the concept put forth by Katz and Kahn (1966). It is based on the assumption that each organization passes through distinct stages of growth:

1. Stage I: Primary stage with a subsystem of production or service.

2. Stage II: Stable stage with a subsystem of management and maintenance.

3. Stage III: Elaborate stage with an adaptive and boundary subsystem.

### Cluster Analysis

The statistical research technique employed in determining the stages of growth of The Physical Education Special Interest Council was cluster analysis. It provided the quantitative means of analyzing the data. The following variables were employed:

1. New executive personnel.
2. New executive personnel including previous personnel who moved to new positions.
3. Number of Council members.
4. Number of active regions per year.
5. Number of established regions per year.
6. Council income (deflated) per year.
7. Council expenditures (deflated) per year.

This data was obtained from the Financial Statement submitted to the Newfoundland Teacher's Association by the Physical Education Special Interest Council each year. Where there were omissions, the information was supplemented by reports, letters, or minutes of the Council.

The deflated income and deflated expenditures were obtained by utilizing the consumer price index based on 1971 = 100% (see table 1: Total Revenue and

Table 1

Total Revenue and Expenditures Inflated and Deflated\*

YEAR	REVENUE INFLATED	EXPENSES INFLATED	CPI**	REVENUE DEFLATED	EXPENSES DEFLATED
1970	\$163	\$58	97.2	\$168	\$59
1971	\$674	\$533	100.0	\$674	\$533
1972	\$284	\$149	104.8	\$271	\$142
1973	\$1945	\$1866	112.7	\$1725	\$1656
1974	\$2954	\$2701	125.0	\$2363	\$2160
1975	\$2795	\$2371	138.5	\$2018	\$1711
1976	\$3093	\$2821	148.9	\$2077	\$1895
1977	\$3384	\$3132	160.8	\$2104	\$1948
1978	\$5381	\$5819	175.2	\$3071	\$3321
1979	\$6731	\$6551	191.2	\$3521	\$3426
1980	\$9180	\$8598	210.6	\$4359	\$4083
1981	\$6357	\$5500	236.9	\$2683	\$2322
1982	\$12372	\$10924	262.5	\$4713	\$4162
1983	\$12550	\$11979	283.3	\$4430	\$4228
1984	\$12735	\$12292	294.0	\$4332	\$4182
1985	\$8280	\$7375	306.8	\$2699	\$2404
1986	\$12908	\$10484	319.6	\$4031	\$3280
1987	\$11454	\$10937	324.6	\$3529	\$3370

\* ALL DOLLAR FIGURES ROUNDED TO THE NEAREST DOLLAR

\*\* Consumer Price Index

Table 2

The Cluster Analysis Variables

Year	New Executive Members	Position Changes	Number of Members	Active Regionals	Total Regionals
1970	4	0	22	0	0
1971	4	0	35	0	0
1972	2	3	116	0	0
1973	2	3	87	0	0
1974	2	2	72	1	1
1975	0	0	102	2	2
1976	3	3	999*	5	5
1977	4	4	178	6	6
1978	3	4	146	6	7
1979	3	3	129	5	8
1980	2	4	170	6	8
1981	1	1	168	6	8
1982	2	3	169	5	8
1983	1	2	117	5	8
1984	1	1	143	8	9
1985	3	3	86	6	9
1986	3	3	223	8	9
1987	0	0	444	10	11

\* indicated that this information was missing

Expenditures Deflated and Inflated). For example, the 1974 total income inflated with Consumer Price Index = 125, was \$2954.19. To obtain the deflated value use:  $\$2954.19 \times 100/125.0 = \$2363.35$ . Thus the procedure used was: Total Income Deflated = Total Income Inflated  $\times 100/\text{Consumer Price Index}$ .

The variables and their values used in the cluster analysis are shown in Table 2: The Cluster Analysis Variables. For example, in 1977 the deflated income was \$2104.35, the deflated expenditures was \$1947.77, the number of new executive members was 3, the number of position changes on the executive was 4, the number of members was 178, the number of active regionals was 6, and the total number of regionals was 6.

A cluster has been described as a set of entities which are alike, entities from different clusters are not alike (Everitt, 1974). It has further been delineated as a continuous region of a p-dimensional space, containing a relatively high density of points, separated from other such regions by regions containing a relatively low density of points (sometimes referred to as natural clusters) (Everitt, 1974). The cluster analysis technique begins by forming one cluster for each observation in the analysis. The two closest clusters are combined into one cluster, then the two closest of the new set of clusters are combined into a

cluster and so forth (Barr, Goodnight, Sall, & Helwig, SAS, 1976).

The cluster analysis variables were standardized to z-scores for the analysis using the SPSSx command "Options 3" (SPSSx, 1986). This was necessary as with unstandardized analysis the distance between cases will weigh variables with large standard deviations more than variables with small standard deviations.

The cluster analysis technique analyzed the Newfoundland Teachers' Association Physical Education Special Interest Council with the years as the dependent variable (criterion reactor). The number of members of the Council, the number of new executive members, the number of position changes in executive, the deflated income, the deflated expenditures, the number of active regionals, and the total number of regionals were analyzed as the independent variables (drive or criterion). The cluster map (see Figure 7: Dendrogram Using Average Linkage (Between Groups)) showed the clusters of these variables. For example, the biggest break in the cluster map occurred between 1986 and 1987, followed by 1976 and 1977. Within the first cluster there was a noticeable break between the years 1971 and 1972. This enabled the researcher to determine the stages of growth of the Council.

With the cluster map is a cluster membership table (see Table 3: Cluster Membership of Cases Using

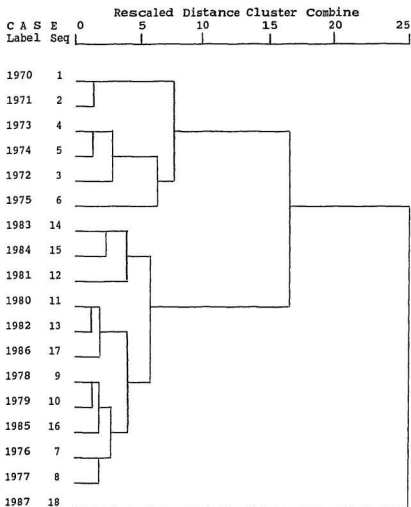


Figure 7. Dendrogram Using Average Linkage  
(Between Groups)

Average Linkage (Between Groups)). This table shows a cluster number for each case and for each solution of a specified number of clusters. The numbers that identify the clusters are successive integers starting from 1. The table shows the identifying number of the cluster to which each case belongs in three, four, or five cluster solutions (Spssx User's Guide, 1986, p.784). For example, case number five, 1974, is in cluster number one for a three cluster solution, cluster two for a four cluster solution, and cluster two for a five cluster solution.

There is also an agglomeration schedule (see Table 4: Agglomeration Schedule Using Average Linkage (Between Groups)). This shows the stages of clustering and the corresponding proximity values at which items and clusters combined to form new clusters (Spssx User's Guide, 1986, p 782). For example in stage one, cases numbered one and two are combined with a squared Euclidean dissimilarity coefficient of .266983, however they do not combine with any other cases until stage 15, where they combine with cluster 2.

There were no specific number of clusters specified in the cluster map. Upon completion of the analysis the author found the biggest breaks in the cluster map to be between the school years ending 1986 and 1987, 1975 and 1976, and 1971 and 1972 respectively. Due to this, the stages of growth were

Table 3

Cluster Membership of Cases Using Average Linkage  
(Between Groups)

Label	Case	Number of Clusters		
		5	4	3
1970	1	1	1	1
1971	2	1	1	1
1972	3	2	2	1
1973	4	2	2	1
1974	5	2	2	1
1975	6	3	2	1
1976	7	4	3	2
1977	8	4	3	2
1978	9	4	3	2
1979	10	4	3	2
1980	11	4	3	2
1981	12	4	3	2
1982	13	4	3	2
1983	14	4	3	2
1984	15	4	3	2
1985	16	4	3	2
1987	17	5	4	3

Table 4

Agglomeration Schedule Using Average Linkage  
(Between Groups)

Stage	Clusters Combined		Coefficient	Stage Cluster 1st Appears		Next Stage
	Clus.1	Clus.2		Clus.1	Clus.2	
1	1	2	.266983	0	0	15
2	11	13	.633413	0	0	8
3	9	10	.774037	0	0	5
4	4	5	1.069697	0	0	10
5	9	16	1.474672	3	0	9
6	14	15	1.536506	0	0	11
7	7	8	1.928582	0	0	9
8	11	17	2.441256	2	0	12
9	7	9	2.718168	7	5	12
10	3	4	3.869815	0	4	14
11	12	14	4.042950	0	6	13
12	7	11	4.759067	9	8	13
13	7	12	7.095439	12	11	16
14	3	6	7.535946	10	0	15
15	1	3	9.613407	1	14	16
16	1	7	18.750578	15	13	17
17	1	18	30.417341	16	0	0

determined as 1970-1975 (including a foundation period from 1970-1971), 1976-1986, and 1987 (see Figure 7, p. 66). The most notable break was between 1986 and 1987, followed by 1975 and 1976. This quantitative analysis was substantiated by the audio interviews and content analysis but was more definitive and discrete.

## CHAPTER IV

### The Embryonic Stage 1969-70

It is necessary to briefly review how the Physical Education Special Interest Council was formed before determining the stages under which it grew. This is outlined in Chapter I however, in order to provide a basis for the following events, it will be summarized here.

With the printing of the Physical Education Teaching Guides in 1962 and the Education (Amendment) Act of 1965 providing for two, forty minute periods of physical education instruction per week, the stage was set for concerned physical educators to meet and discuss their concerns. During this period the NTA had developed a structure to accommodate such special interest groups. The NTA made this structure more attractive by offering financial assistance in the form of annual grants and special project grants.

Such a group of concerned physical education teachers were in Corner Brook. They called themselves the Corner Brook Physical Education Association. The Association was established in October 1969, by eleven physical education teachers, and became the forerunner of the Provincial Physical Education Special Interest Council (Saunders, 1970, p. 22). After consultation with the Professional Development Director of the NTA,

Dr. McCurdy, and Mr. Graham Snow of the Youth Division of the Department of Culture, Recreation and Youth, they scheduled a conference for February 13 and 14, 1970 (Saunders, 1987). The items on the agenda for this meeting were as follows:

1. The role of physical education.
2. The present situation of physical education in Newfoundland.
3. The direction of physical education in Newfoundland.
4. How best to implement the proposals of the previous session.

During the discussions it was decided that there was a need for: a) the establishment of a public relations program aimed at the public and at school administrators, and b) a forum through which all physical education teachers could arrive at a consensus on important issues. Suggestions that were offered included: a) a branch of CAHPER, b) an independent group, and c) a NTA physical education special interest group. There ensued a lengthy debate on the merits of forming a provincial physical education council of the NTA. Those present agreed to set up a provisional executive to affiliate with NTA.

The school year 1969-70 represents the embryonic stage of development of the organization for various reasons:

1. The executive was a provisionary one set up in order to affiliate with NTA.
2. No funds were made available to the organization until after the February 1970 meeting.
3. This stage represents an initial period where the primary objectives were the setting of goals and becoming a recognized organization.
4. The organization was a loosely knit group during these years without benefit of a constitution.
5. There was a lack of quantitative data needed to include this period in the Cluster Analysis. For example, there was no income until 1970.

#### Prominent Leaders

The most prominent leaders in the formative years of the Council were the group of concerned individuals in the Corner Brook Physical Education Association. The man who spearheaded the movement towards a NTA Special Interest Council was Mr. Jim Saunders (Wells, 1987).

Jim Saunders, it was his idea, the conference in Corner Brook was his idea, and the whole concept. I believe at that time he was thinking in terms of an organization not directly under the Special Interest Groups of the NTA, which was a physical education organization.

Mr. Saunders had a philosophy of physical education which was integral with the philosophy of the Council at that time (Saunders, 1987):

I saw it as the philosophy of physical education that we help each and every child as best we could within the program, to attain a certain skill level, a certain physical skill level, and a certain enthusiasm and appreciation for physical activity, so that when they had their own freedom to make a choice. . . or as an adult they can say I took tennis in school or golf, they then would carry on and do these things, which are natural as a child anyway. . . so if our program works properly and perfectly, we somehow expose all these children, that we are supposed to teach, to such a quality program that they get enough skill, enough confidence in their abilities, enough excitement and interest from it that, then when they're on their own, to make their own choices they'll continue doing some of those things. Because I think the true criteria for evaluating the success of a physical education program comes not actually in the program. . . but comes 20-40 years later when you go out and say "what are these kids I had back then doing now?"

Another prominent leader during this period was Mr. Graham Snow of the Youth Division of the Provincial Department of Culture, Recreation and Youth (Saunders, 1987). Mr. Snow was one of the main instigators of the founding meeting at Regina High School, Corner Brook, in 1970 (Saunders, 1987).

The PESIC owes a great deal of gratitude to Mr. Graham Snow, because I go back when he was the only one there at the government level. He believed a great deal in physical education and fought very hard for it. I don't think a lot of people realized that and recognized it. . . He worked a lot with school boards in pushing for facilities and getting equipment.

The provisional executive which was set up during the February 1970 meeting was: Mr. John Mann, President; Mr. Charles Fox, Vice-President; and Miss Gerri Bursey, Secretary/Treasurer. The contact for St. John's was Mr. Geoffrey Hiscock (PESIC minutes, 1970)

### Ultimate Goal and Trends

The Physical Education Special Interest Council's main goal during its formation was to provide a forum where physical educators could share ideas and which could serve as a advocate for physical education (Saunders, 1987). This effort was moderately successful since it resulted in the formation of the Council. Its success was necessarily limited at that time due to the short period of time involved, the geography of the province which prohibited travel to meetings and the cost of such travel (Saunders, 1987).

### Issues and Conflicts PESIC Had to Deal With

The main issue that the Physical Education Special Interest Council had to deal with in the early days was the lack of public awareness of the importance of physical education. Both the general public and school administrators had the idea that physical education was a frill, that it was not needed (Saunders, 1987). Some school boards were not as open to ideas as others. Some school boards were opposed to dance on religious grounds, so that physical educators had to think of another name for it (Saunders, 1987).

This general tendency to downplay physical education spread upwards to the provincial government levels. Although the Education (Amendment) Act (1965) stated that the school must organize and carry on

physical education classes on a regular basis, this was changed in 1969, to "...without disrupting or interfering with the usual work of the school". Implicit in this statement is the idea that physical education is not part of the usual work of the school.

Another issue facing the organization at this time was the fact that many persons teaching physical education were classroom teachers, or others, who were not trained as specialists in physical education (Wells, 1971). This heightened the seriousness of the previous problems in two ways: a) some of these teachers were part of the general public who believed that physical education was a frill, and b) without formal physical education training these teachers did not have the basis to put a quality physical education program in place. Since physical educators were not organized it was difficult for them to speak out on these problems.

### Summary

The year 1969-70 represents the embryonic stage of growth of the Physical Education Special Interest Council. Mr. Jim Saunders and his Corner Brook group were searching for a method of voicing their concerns for the profession. This loosely knit organization was feeling its way, making overtures to NTA and Government, and trying to establish policies which

would stimulate the growth of physical education in the province.

**CHAPTER V**  
**The Primary Stage 1970-75**

The school years beginning September 1970 and ending in June 1975 represent the primary stage of development of the Physical Education Special Interest Council for the following reasons:

1. Funds were made available to the organization from the NTA.
2. The first Annual General Meeting of the NTA PESIC was held in Gander at Gander Academy, October 31, 1970.
3. The first constitution of the NTA PESIC was adopted.
4. The first formal executive of the NTA PESIC was elected at that Annual General Meeting. These persons were: Mr. Mac Wells, President; Mr. Dean Roop, Vice-President; Ms. Eleanor Moore, Secretary/Treasurer; and Mr. Geoff Hiscock, Editor.
5. The end of this stage (1975) coincided with the end of Mr. Mac Wells' five year involvement on the Council executive as president.
6. Financially the Council's total income increased from \$168 (deflated) in 1970 to \$2018 (deflated) in 1975. By 'deflated' the consumer price index is taken into consideration so that a base year is used and each year's figures are equivalent to each

other in that they have allowed for the growth factor of inflation.

7. This stage represented the beginning of regional involvement. There were no regional councils in 1970, however, by the end of the 1975 school year there were two regionals.

8. This stage represented a greater stability through an organized Council and a stronger financial situation resulting from an annual grant from the NTA. The aims and goals were more fully developed. An administrative structure was born which was determined by the characteristics and needs of the constituents and the structure laid down by the NTA. This interaction generated task demands which were soon met by appropriate production or technical structure.

The entry into the primary stage of development marks a critical period in an organization's life cycle. This marks the birth of the Council, determines its main role and objectives, and depicts the early problems and conflicts.

#### Task, Structure and Control

The Physical Education Special Interest Council was formed in February 1970 with a provisional executive. Active membership in the Council was open to all NTA active members who were employed by school boards and whose field of work was in physical

education. In Newfoundland that meant that a number of members were not specialists in physical education, but academic teachers who happened to be teaching physical education in their schools. Associate membership was open to all other people interested in physical education such as University instructors and Department of Education employees. A nominal fee of \$2.00 was charged to all members and NTA matched all fees per member (Wells, 1971)

This period marked the establishment of comprehensive aims and objectives of the Council. The Council set the following as its long range objectives (Wells, 1971):

1. To establish communication among physical education teachers.
2. To forcefully express through the Council's spokesman, the NTA, the views shared among its members.
3. To improve the quality of physical education in Newfoundland.
4. To encourage and sponsor research projects related to physical education.

The management structure of the Physical Education Special Interest Council consisted of an executive which was elected each year at the annual general meeting. The executive was comprised of a president, vice-president, secretary-treasurer, past-president, and a communications officer or editor. The members of

the executive also represented the different areas of the province in which they lived.

On February 12, 1972, the following constitutional change was made (PESIC minutes): the executive had the power to appoint regional representatives in areas where there was no executive member. In March, 1975, there was a further amendment to the constitution. It provided for a Board of Directors of the Council which would consist of the executive and the president of each regional council (March 1975 PESIC Bulletin).

Regional councils were developed over the years as the informal local associations were instrumental in getting physical education teachers together and the need arose. One of the earliest councils was Avalon North, which was formed in November 1974 with eleven members. Its president was Mr. Tony Bowering, vice-president was Mr. Bob MacLeod, and secretary-treasurer was Mr. Pat Clarke. This was followed by the St. John's Regional Council, formed March 11, 1975, president Mr. Noel Lilly.

The Council's first priority during 1970 was to contact all physical education teachers in Newfoundland. Questionnaires were designed to help determine the status of the profession in the various areas of the province. The problem of communication presented the greatest stumbling block in the Council's development. Provincial geography inhibited the

communication flow and placed many constraints on the Council's ability to hold general meetings for all members. Many teachers were hesitant to look further than their own niche and to become involved with the many professional matters that they fully realized existed. This attitude allowed only a total membership of twenty teachers (approximately 20% of potential) for the first year (Wells, 1971).

On October 31, 1970, the Council held its first annual general meeting in Gander. Only fifteen members were in attendance, however, most areas of the province and a variety of teaching situations were represented. Purposes of the meeting were: a) to discuss the many problems facing the profession, b) to adopt a constitution drafted by the executive (see Appendix A), and c) to elect a new Executive for 1970-71.

#### Prominent Leaders

The primary period from 1970 to 1975 was marked by the election of Mr. Mac Wells as president. Mr. Wells remained in that position for five terms, until the Annual General Meeting in 1975. It is during this critical stage of the Physical Education Special Interest Council's development that Mr. Mac Wells made his most significant contribution. His role in the Council's development is described by Mr. Jim Saunders (1987):

One of the things we pushed hard for in the Council, was the appointment of a physical education supervisor at the board offices, which we saw as a weak link, and as one of our role models, of the kind of thing we'd like to see other boards achieve, we looked at the Terra Nova Integrated School Board, where Mr. Mac Wells was hired as the physical education supervisor, full-time. I believe in either 69 or 70 and I believe Mac still holds that position today. We saw that position as being critical to any future improvement because that position was a sort of bridge between school board, administration and schools. . . I think Mac Wells himself who may have been the first president of the PESIC. . . played a prominent role in the first years of the Council and a lot of success in the evolution of physical education in Newfoundland was due to his efforts.

Both Mr. Jim Saunders and Mr. Mac Wells remained driving forces during the primary stage of the Council's development. Mr. Wells in his position of President of the Council and Mr. Saunders in his new position as Physical Education Consultant with the Division of Physical Fitness and Youth. Ms. Sheila Anderson, editor of the Council's bulletin during September 1972 to June 1975 and present Physical Education Consultant with the Division of Instruction, Department of Education, reiterated their involvement (1987):

Jim Saunders was very much involved. . . both at the organizational level and in being there at most of the conferences. The other individual that I would have to single out would be Mac Wells. Mac certainly has given of his time and effort over the years both as president and as a member of the executive, and even in the years when he wasn't a member of the executive, he was there as a resource person. So Mac certainly would be a driving force there.

### Ultimate Goal and Trends

The mandate of the Council was to "...improve practices in physical education instruction by improving members' knowledge and understanding through inservice programs" (Constitution, Appendix A). To this end, all inservice was geared toward the teaching situation in an attempt to divorce themselves from athletics and establish themselves as teachers first. Mr. Mac Wells (1987) stated that the ultimate goal at that time was to "...introduce into all schools a physical education program". This would include facilities, equipment and trained teachers (Wells, 1987).

To this end, the Council held an annual workshop or conference and Annual General Meeting each year. In most cases the AGM was combined with a workshop or conference to aid in professional development, and to allow for the maximum number of members to attend both functions. The conference was the highlight of the year (Anderson, 1987).

The most noteworthy conferences held during these years were: a) the workshop in Gander during May 1971, b) the workshop on the Battle Creek Curriculum, September 26-28, 1972, and c) "The NEW Physical Education" conference, September 28-29, 1973.

The workshop in Gander was the first workshop sponsored by the Council. It was attended by

approximately forty members. It was geared towards new ideas and methods of teaching physical education. Two physical educators from Nova Scotia attended the workshop as consultants. Mrs. Audrey Sturk, a teacher in the West Kings System, conducted a practical session on elementary school physical education, and Mr. Jim Bayer, Chief Consultant for Physical Education, Health and Recreation with the Department of Education in Nova Scotia, conducted a similar session for the High School.

The workshop on the Battle Creek Curriculum was a two day workshop. The guest speaker was Mr. Auke Van Holst, who presented the Battle Creek Curriculum for grades K-3. Although there were mixed reactions from some physical education teachers (Newsletter, January, 1973), the executive felt this was a great success. This curriculum was later adopted by the Department of Education and taught at Memorial University, therefore the Special Interest Council was the forerunner with this workshop.

"The NEW Physical Education" conference had a wide variety of resource people available. They included Ms. Peggy MacDonald, Department of Physical Education, St. Francis Xavier University, Nova Scotia; Dr. Norm Watts, Elementary School Physical Education Consultant, Nova Scotia Department of Education; Mr. Bill Redden and Mr. Denes Szvetko, Department of Physical Education

and Athletics, Memorial University; Dr. D. Wyatt, medical doctor, St. John's; Mr. Jim Saunders, Physical Education Consultant, Newfoundland Department of Education; and Mr. Graham Snow, Director, Recreation and Sports Division, Department of Rehabilitation and Recreation. Sessions were conducted in golf--Mr. Bill Bourque, gymnastics--Mr. John Mann, canoeing--Mr. Stan Cook, badminton--Mr. Roland Dawe, wrestling--Mr. Earl Pike, and perceptual/motor development--Mr. Mac Wells. Dr. Norm Watts discussed the elementary curriculum and Ms. Peggy MacDonald ran sessions on teaching different types of dance.

The introduction of Mr. Auke Van Holst's "Battle Creek Curriculum" in the primary schools for physical educators and other educators was a genuine breakthrough in this era. It was a very positive step in the direction of achieving the Council's ultimate goal (Wells, 1987).

Another trend which began in this period was the beginning of regional councils which acted as an aid in the communication problem. By the end of 1975, two regional councils had been formed. As Mr. Mac Wells wrote in his President's Report of 1975:

One notable achievement over the past year has been the formation of two regional councils and initiating of some preliminary work for the formation of several others.

### Issues and Conflicts

The greatest obstacle to the achievement of the Council's aims and objectives during this period was a lack of communication. Getting information out to physical educators across the province was a difficult task. At the first annual general meeting in 1970, it was suggested that the Council distribute a newsletter to all members at certain times throughout the year (Wells, 1971). This was agreed upon and the first newsletter was printed in 1972.

Sharing in the discussion sessions at the Annual General Meeting were a representative from the Division of Physical Education and Youth, Department of Education and an administrator from one of the larger high schools in the province. Some of the problems highlighted were: a) communication, b) lack of adequate equipment and facilities, c) evaluation, d) lack of a good provincial source for professional teaching aids and materials, e) lack of cooperation with the Physical Education Faculty at Memorial University, f) lack of a provincial curriculum, g) lack of an adequate understanding of the operation of the new Division of Physical Education and Youth (Wells, 1971).

The new executive held its first meeting in November 1970. Its first task was again related to the problem of communication. To improve communication

informal local associations were set up in each of the major regions on the Island and a "contact" person was appointed to each association. It was expected that these associations, through their contact person, would meet occasionally to discuss issues pertaining to their situation and to pass along reports of these meetings to the executive of the Council. It was also expected that any resolutions they might have would be sent to the executive and the executive would in turn make the necessary representations on their behalf. For local issues the associations were encouraged to meet with their school board personnel. The local contact people were instrumental in making a considerable improvement in communication. It must be remembered that these local associations were to have no formal structure as such, but were to meet under the direction of one person either regularly or irregularly.

The executive, on one occasion, met with the new Division of Physical Education and Youth and both parties discussed and expressed their own views on the direction that the profession should take. The meeting resulted in a very clear understanding by both parties of each others structure and major objective. Both agreed to work conjointly in improving the teaching situation for all physical education teachers. It was also decided that the two parties would plan, for the Fall of 1971, a general meeting for all members of the

profession and at the same time hold a workshop pertaining to teaching physical education (Wells, 1971).

Lack of public awareness of the importance of physical education by the general public, administrators and educators still remained highly visible as an obstacle to be overcome. The Council focused on two main areas to try to improve this situation.

On February 12, 1972, the Council presented and adopted a position paper on the "Improvement of Physical Education in Newfoundland Schools" (PESIC Minutes, 1972). In this paper a statement was made on the following: a) primary and elementary schools receiving priority in teacher training, b) the instructional program being the basic concern, and this was where time and effort should be devoted, c) changing objectives and activities to fit the facilities and time allotment available, d) the physical education teacher cannot be solely responsible for provision of co-curricular activities, and e) the school community relationship must become a reality.

On November 21, 1972, a letter was sent to Mr. Myrle Vokey, Director of Professional Development with the NTA (Appendix E). This concerned the movement of the Physical Education Consultant from the Division of Physical Fitness and Youth to the Division of

Instruction. This would mean moving from the Department of Recreation, Amateur Sport and 4-H into the area of school curriculum in the Department of Education. This letter precipitated the movement of the High School Athletics and Amateur Sport Division from the Department of Education to the Department of Recreation in order to differentiate between the two.

Another dimension to be considered in the achieving of the Council's ultimate goal was the role of physical educators in the province. There was a disagreement among these educators as to what they perceived their job to entail. As Mr. Mac Wells stated (1971):

. . . progress will only be achieved however, if every physical education teacher seriously considers his or her situation and becomes concerned enough about it to become totally involved. It is the President's personal point of view that our first step is to look at ourselves not as coaches, not as recreation directors but rather as teachers. The adoption of this attitude by our members would do wonders, I feel, for our professional growth.

Mr. Jim Saunders echoed this view (1987):

There's obviously, in physical education, a division among teachers as to what they see as important, whether it's teaching quality Physical Education or whether it's coaching school teams. I think it's fair to say some went one way and others went another way. Possibly the Council never had the commitment of physical education teachers who were interested in quality programs and lost a bit of clout to teachers who wanted to do other things, who didn't have time for Council matters.

### Summary

The years September 1970 to June 1975 were the primary years of development for the Physical Education Special Interest Council. There was a formal organization established for the first time, with a constitution, and funds were made available from the NTA. The first executive was elected with Mr. Mac Wells elected as President, where he remained throughout this entire period.

In an address to the Physical Education Society of Memorial University, March 15, 1972, President Mr. Mac Wells outlined the following as areas of progress in the past two years:

1. Establishing communication with the Division of Physical Education and Youth; Memorial University; Atlantic Provinces Health, Physical Education and Recreation Association (APHPERA); School Board Officials; and NTA.
2. Improvement of communication among some of its members through the medium of the newsletter.
3. Worthwhile contributions to the area of Curriculum and Instruction through two provincial and one regional workshops.
4. Successful organization of regional associations throughout the province which meet regularly and send reports of their meetings along to the executive.

5. The preparation and adoption of a position paper for physical education in Newfoundland schools.

In the President's Report for 1975, Mr. Mac Wells left the following note to the in-coming executive (PESIC Minutes):

Over the past five years we have made tremendous progress which is evidenced by the increases in the quantity of physical education programs in our schools, particularly in our elementary schools. We have established a sound philosophical base for our professional development and our position as teachers of physical education has been made quite clear to the Department of Education, school principals, superintendents, and the university. The mandate for the new executive will be to maintain that position and to place more emphasis on the development of quality physical education programs and improved teaching methods through provincial and regional workshops. I present the following as areas for major concern in the coming year:

1. All financial support from the NTA in the coming year will be based on well planned programmes. The new executive will have to start almost immediately to plan its work in detail for the year 1975-1976 (beginning in September).
2. Regional development - We must establish on a firm basis regional councils in every area of the province so that more teachers can be involved in meetings and workshops. Such regionals should consist of teachers from several school boards.
3. We are seeing new developments in curriculum from K-11. This weekend we have a preliminary workshop on the 4-6 program. By September we should have our new provincial curriculum guide. The responsibility of our Council and its executive should be to modify and suggest changes to the curriculum as we see necessary. It must help in doing the workshops that are required to implement the curriculum and most important, it must act as a pressure group on the university and other educational authorities to insure that we get the necessary support.

4. The new executive should look into the possibility of producing three or four professional newsletters. It will require the cooperation of not only an editor but the Department, the NTA and most important, you.
5. Increase our communication with organizations involved with sport, recreation and health.
6. Conduct a Fall Provincial Conference as we have done in the past.

## CHAPTER VI

### The Stable Stage 1976 - 1986

The period from the school year ending in 1976 to the school year ending in 1986 was that of a stable managerial cycle. This stage was marked by:

1. Considerable growth in the number of regional councils, from two in 1975, to five in 1976, and to nine total regionals in 1986.
2. A change in personnel at the start of this new stage of growth. The entire stage was marked by changes in executive, although there were some notable exceptions.
3. A steady increase in the amount of income awarded to the organization, from \$2795 (inflated) in 1975 to \$12,908 (inflated) in 1986.
4. The Atlantic Provinces Health, Physical Education, and Recreation Association (APHPERA) Conference was held in St. John's in October 1976 and again in October 1981. In 1980 "Newfie CAHPER" was held in St. John's, which was a national conference of the Canadian Health, Physical Education, and Recreation Association. These were major conferences which hosted delegates from across the country and gave the Council a liason with other professionals across Canada (Anderson, 1987).

### Task, Structure, and Control

The Council continued to act as a special interest group under the auspices of the Newfoundland Teachers' Association during this period. Control of the Council remained in the hands of the elected executive members.

This period saw a rapid growth in regional councils. The Ganova Physical Education Council was formed April 14, 1976, president Mr. Keith Bonnell. The Labrador West Regional Council was formed in 1976, president Mr. Eric Hart. The Burin Peninsula Regional Council was formed November 28, 1977, president Mr. Ted Tremblett. On November 27, 1978, Labrador East registered itself as a regional council, president Ms. Marg Urguhart. The Tribay Regional became active in 1979, president Mr. Jerry Wells. Other regionals which became active during this period were Exploits, Northern Peninsula and South Coast Regionals (PESIC Minutes).

The development of regional councils was often touted by the executive of the PESIC as one of their main objectives (Wells, 1971, 1972, 1987; Devereaux, 1987; Roach, President's Report, 1977; Anderson, 1987). This was considered an extension of the objective to improve communication between members.

### Prominent Leaders

This period of growth showed many changes in personnel in executive positions. There were eight different

presidents during this era, however, the presidents had often served in other positions for many years (Appendix C). Some of these people were: Mr. Herb Roach, president 1977, vice-president 1974, 1975; Ms. Sheila Anderson, president 1978, 1979, editor 1973, 1974, 1975, and 1977; Mr. Len Davis, president 1980, 1981, 1984, secretary/treasurer 1979; Mr. Rod Nicholl, president 1982, vice president 1981, editor 1986, and 1987.

There were others who had served diligently on the executive for many years. Ms. Agnes Thistle served as secretary/treasurer from 1980 to 1984, a five year term. Mr. Joe Devereau held the position of vice-president from 1983 to 1987, a five year term. Ms. Marilyn Fradsham Briffitt was editor during 1980 and 1981, and served as secretary/treasurer during 1986 and 1987.

All of these people made a considerable contribution to the Council during their terms of office. Ms. Sheila Anderson stated (1987): "Most of the people who served on the executive probably contributed a lot to the organization".

When delineating significant individuals within the Council, Mr. Mac Wells (1987) made the comment "All of our past presidents would have to be considered, not only past presidents but a number of individuals that served a long while and have given quite unselfishly."

### Ultimate Goal and Trends

The ultimate goal of the PESIC did not change over its development. It still remained as stated in the constitution (Appendix A) "To improve practices in physical education instruction by improving members' knowledge and understanding through the dissemination of ideas and information through in-service programs". There may have been changes in the emphasis or how it was perceived by key personnel, for example, Ms. Sheila Anderson (1987) called it a "professional leadership association". Mr. Joe Devereaux (1987) explained the goal as a method to "co-ordinate physical education teachers' inservice" and to develop "communication". Ms. Pamela Babstock (1987) felt the goal was to develop "professionalism - through communication and workshops".

The yearly conference or workshop remained as the main impetus in developing the Council's aims and objectives. Three conferences during this stage are particularly noteworthy, and especially pinpoint the aforementioned professionalism aspects.

The first of these conferences was held October 21-23, 1976 in St. John's. The Atlantic Provinces Health, Physical Education, and Recreation Association (APHPERA) Conference was the first such conference to be held in Newfoundland and was sponsored by the Council. In the opening address by Dean George Ivany the following points were made:

1. Motor learning and the acquisition of psychomotor skills could possibly be the base for all learning.
2. Fitness and health always come to the forefront as being the key goals of physical education programs.
3. It is important to provide success in our programs.
4. Physical education requires more than one or two periods a week to do the job.
5. A selling job needs to be done.

Mr. Wally Mellor from Queen's University spoke on a spectrum of teaching styles and methods developed by Muska Mosston. The spectrum: Command-Task-Reciprocal-Individualized-Guided-Discovery-Problem Solving. They run on a continuum: Teacher Dominated-----Student Dominated.

Dr. Vern Seefeldt from the University of Michigan delivered the message of sequencing the teaching of motor skills since they are developed in that manner, for example throwing and catching cannot be taught together. There is a particular way to teach motor skills, the "station approach" was touted as being excellent. Children having problems with motor skill performance require diagnoses and prescription of specific programs.

Dr. Lorne Verabioff, Assistant Professor of Physical Education, Dalhousie University, Halifax, gave a presentation on physical fitness. Mr. Jack Gibson presented the inherent dangers of "Winning at all Costs".

The next important conference during this era was held June 29 - July 2, 1980, in St. John's. This was Newfie

CAHPER, "Making it Happen", the first Canadian Association for Health, Physical Education, and Recreation Conference to be held in Newfoundland. This was a huge undertaking, hosting delegates from across the country. It was organized by a committed steering committee, ten major committees and many sub-committees.

Resource persons included Dr. Ken Cooper, Ms. Joyce Boorman, Ms. Lisa Schwartz, Mr. Garry Jeffrey, Mr. Terry Haggerty, Dr. Robert Goode, Dr. W. Sellers, Dr. L. W. Jankowski, Dr. A. Wright, Dr. Lorne Verabioff, Mr. E. Arnett, Dr. Jan Snellen, Ms. Marnie Head, Dr. S. Heyden, Ms. Ann Flynn, Dr. Frank O'Connor, Mr. Auke Van Holst, Mr. Don Williams, Mr. Hugh Urback, Mr. Tom Hanley, Mr. Russ Kisby, Dr. David Staniford, Mr. Keith Taylor, Dr. D. Orr, Dr. E. Hill, Mr. D. Strong, Ms. Susan Oakley, Mr. Max Landy, Dr. John Maagher, Mr. Pat Gellasso, Ms. Jane Hodge, Dr. John Jackson, and Dr. Peter Jensen (PESIC Records, 1980).

A great number of these people had been tapped at previous Council conferences therefore, were not strangers to Newfoundland. The conference was an opportunity for all to touch base with known authorities in the field and make contacts which would later be invaluable.

Ms. Pamela Babstock (1987) commented on the importance of this conference:

I'd say in about '78 Bob Hillier hit the scene, or at least I became aware of this gentleman. Since the Council had just finished sponsoring a relatively successful APHPERA Conference, Bob suggested we try to pull off a national conference, and we did. In 1980, St. John's, Newfoundland, held the National CAPHER

Conference. I would have to say that the conference was a definite turning point for physical education in the province, not so much from the Council point of view but certainly from the point of view of the profession.

The third conference to be mentioned was held October 1-3, 1981, in St. John's. This was the 12th APHPERA Conference, "Directions", which was attended by over 200 delegates. The keynote address was by Dr. Leslie Harris, President of Memorial University of Newfoundland, and the major address was by Dr. Terry Orlick, University of Ottawa.

There were special interest sessions in the areas of health--Mr. Lesley Barnes, Mr. Norm West, Mrs. Margaret Hayden-Williams; physical education--Dr. Terry Orlick, Mr. Don Williams, Dr. John Pooley, Dr. Sandy Young, Mr. Jim Saunders, Dr. Phil Nagey; and recreation--Ms. Eleanor Swanson, Mr. Dennes Szvetko, Mr. Max Power, Mr. Gordon Micheal, Mr. Frank Butler. In the wrap-up statement, given by Dr. T. L. Maloney, Dalhousie University, he stated that many sessions pointed in a common direction, the sign of a good conference.

Two other conferences should be noted here. One was the 9th Annual General Meeting in Gander "Fitness Is", October 26-28, 1978. The theme was borrowed from Participaction and the keynote speaker was Mr. Russ Kisby, President of Participaction. Dr. Norm Watts also spoke on Daily Quality Physical Education. Practical sessions were conducted in field hockey, liability in physical education, and dance.

The main highlight of the conference was the presentation of a position paper on physical education in Newfoundland schools by Ms. Sheila Anderson and her outgoing executive. This was a synthesis of the opinions and ideas expressed in 1977. It was ratified by the Council and the President of NTA.

The second conference was the 16th Annual General Meeting in St. John's, "Adapting to Our Needs - Don't Break My Stride", November 15-16, 1985. Over 200 delegates attended this conference which concentrated on the integration aspect of physical education. The keynote address was given by Mr. Jim McClements, University of Saskatchewan, on the topic "Intelligent Integration". He had worked extensively with the Special Olympics program and has applied teaching strategies for integrating. He offered a strong philosophical base and practical suggestions for intelligent integration.

It was during this period that the Council instigated the presenting of a number of awards. These awards were first discussed at a meeting of the provincial executive and Ganova executive held at the Terra Nova School Board office in Gander, September 9, 1978. At that time criteria was outlined for these awards:

1. Award of Merit: for long time devotion and dedication to the profession of physical education.

2. Award of Honor: for outstanding contribution and professional competence in the development of physical education.

3. Award of Recognition: to young outstanding physical education teachers.

On June 2, 1979, it was decided that the president would contact each school for nominations for these awards. It was also decided that in organized areas, nominations would come only through the regional Council.

In October, 1979, a Ten Year Award was initiated on the occasion of the Council's ten year anniversary. This would be presented to physical education teachers with ten years teaching service in the profession. The Award of Recognition was also discarded during that year because of controversy.

In 1985, the Award of Merit was further outlined as being presented for "...showing professional competence and at all times upholding the ideals and standards of physical education in Newfoundland and Labrador".

The idea of a scholarship fund had been discussed for many years. Funds for the program were generated through the investment of money donated from the funds remaining from Newfie CAHPER 1980 by the Steering Committee. The criteria outlined stated that the successful applicant shall have: a) the intention of returning to the Newfoundland school system following the completion of the program, b) a minimum of three years teaching experience in physical

education, c) a history of professional involvement, d) to submit letters of recommendation from at least two individuals familiar with the applicant's qualifications. The first scholarship was awarded in 1986.

Besides these awards, APHPERA presented awards each year to honor a member who had made outstanding contributions to the field of health, physical education or recreation during their career. CAHPER also presents an annual award to each province. This is known as the Young Professional Award. Ms. Pamela Babstock was the first recipient in 1986. After 1981 APHPERA ceased to exist as provincial organizations became stronger.

Mr. Tony Bowering was the head of the Awards Committee for many years. Many others have served on this committee. A partial list of award recipients appears in Appendix I.

#### Issues and Conflicts

This was a period when the Council became more vocal and began to take an active part in the directions that it felt physical education should take in the province. It was during this time in Newfoundland that many changes were occurring in education in general. It became necessary to react to these changes and how they affected the physical education profession.

The problems related to lack of facilities, equipment, teachers, specialists and the general lack of awareness of the importance of physical education still remained. In an

effort to alleviate these problems the membership presented a number of resolutions at the Annual General Meeting in October 1977. The Council prepared a brief entitled "Physical Education - A Position Paper", which included two of these resolutions. In this paper they supported daily physical education and made statements concerning the child, the teacher, class size, work load, teacher training, pre-service, in-service, time allotment, facilities, equipment and evaluation. This was forwarded to the Newfoundland Teachers' Association for acceptance at their Annual Convention in March, 1978. At that convention Resolution #1 was accepted by the general assembly and Resolution #2 was referred to NTA Executive for further action.

Resolution #1 stated (PESIC Records, 1978):

Whereas physical education is required by legislation and therefore should now exist in every school in Newfoundland and Labrador  
Whereas there are in excess of 280 physical education teachers employed by school boards throughout the province of Newfoundland and Labrador  
Whereas the Department of Education has distributed an approved curriculum guide for K-11 to all school boards in the province  
Whereas there is an increasing awareness of the need for physical fitness on the part of the public  
Whereas the lifestyle of the Newfoundland child has in recent years changed dramatically toward a more sedentary way of life  
Whereas it is accepted that the school system has a strong responsibility to educate the "total" child which by definition must include the physical fitness development of each and every student  
Be it resolved that the NTA go on record as supporting the concept of daily physical education for all Newfoundland school children in the form of daily fitness breaks of 12 - 15 minutes duration, and regularly scheduled physical education classes.

During this time the Newfoundland Government set up a Task Force on Education (1979), which made many recommendations and statements on the existing school curriculum. Some of the recommendations for program reform affected the precarious position of physical education in the curriculum and the Council felt it was necessary to react to them (PESIC Reaction to the Recommendations and Statements of the Task Force on Education, 1979).

Specific items in the report relating to physical education were commented upon: a) the distinction between Physical Fitness and Physical Development, b) health and physical development being combined, c) time allotments, d) need for specialists, e) need for gymnasiums, f) physical education not a requirement for grades X, XI, XII, and g) physical education co-ordinators.

One of those recommendations by the Task Force concerned physical education co-ordinators. Here they recommended that each school district have access to a program co-ordinator in physical education (Task Force on Education, 1979). This was an objective the Council had been working towards. Their reaction (PESIC, 1979) was:

This is the most positive recommendation for physical education in the whole report. The co-ordinators are essential if we are to have quality physical education programs in our province.

An offshoot of the Task Force on Education was a reorganization of the high school curriculum in Newfoundland. This new Reorganized High School Program

(1981) looked at each subject area and revised its curriculum where it deemed necessary. On November 25, 1983, the PESIC presented "A Report on the Physical Education Curriculum Within the Reorganized High School Program". In this paper it stated (PESIC, 1983):

Recent changes in the senior high school physical education program advocated a very positive and structured program of activities. With more periods per cycle, elective programs, and an enriched curriculum of newer lifelong activities, quality physical education was heralded as a reality for Newfoundland high schools. However, with the implementation of the new program, such has not been the case. Physical educators are deeply concerned that the potential of this program has not totally materialized. It is the purpose of this paper to outline the concerns of physical educators regarding the course offerings within the Reorganized High School Program.

Concerns which were addressed in the report included:

a) funding, b) time-tabling, c) class size, d) refining of courses, e) facilities, f) inservice and g) course materials for teachers and students.

The ROHSP was occurring during a period when the Physical Education Consultant Position in the Division of Instruction, Department of Education, had been phased out. When Mr. Jim Saunders resigned in April 1982 (Saunders, 1987) the position remained unfilled. The Council regarded this as a major set back to the profession in the province (PESIC, 1983).

To ensure that each program runs efficiently and successfully, to be certain that physical educators have access to every possible resource, to provide adequate in-service on new programs, to answer important questions on methodology and course evaluation, we must have competent and efficient coordination at the provincial level. It is intolerable that since the introduction of the Reorganized High School Program, we no longer have a provincial consultant, and the curriculum responsibilities associated with that position have been grossly neglected.

The Council prepared "A Rationale For A Physical Education Consultant Within the Department of Education" (December 7, 1983), which was presented to Mr. Doug Young, Chairman, Curriculum Committee of the NTA in 1983 (Memo, Davis, February 2, 1984). A letter was then sent to Ms. Lynn Verge, Minister of Education (see Appendix F) with a copy of that rationale and a copy of the "Report on the Physical Education Curriculum Within the Reorganized High School Program".

A memo from president Mr. Len Davis (Appendix G) on February 2, 1984, to all physical educators, instigated a letter writing campaign to influential parties, such as the Minister of Education and MHA's. In these letters the physical educators were asked to express their personal opinion as to why a physical education consultant was needed. These efforts finally resulted in the hiring of a physical education consultant in 1985, in the person of Ms. Sheila Anderson.

The ongoing problem of the lack of public awareness of the importance of physical education by both the general public and other educators was addressed during

this period also. In January 1983, a public relations package in the form of a slide-tape presentation was developed by Mr. Roland Dawe and Mr. Bruce Lane. It was entitled "Quality Physical Education" (PESIC Records, 1983). It was designed as a motivational kit rather than a research based project. It was targeted at the educational leaders such as principals, school boards, and district office personnel. It highlighted the positive benefits of physical education, the need for specialists, the need for daily, quality physical education, the need for adequate equipment and facilities, and a broad program of activities which was designed to meet the needs of all students. This was available from the executive on a loan out basis.

#### Summary

This was the era when a stable managerial structure evolved. The Council became a reactionary force during this period, making statements on policy and recommendations for implementation. They started to become increasingly aware of the politics needed to be employed in order to achieve goals. According to Ms. Pamela Babstock (1987):

. . . from about 1978 on upwards to 1983 the Council was in, in terms of time frame, was in what I would classify as an awakening period. We were being exposed at this point to many pertinent issues we as an organization had to come to grips with, be it integration, reorganization of the High School program, or just right down to curriculum decisions. The Council sort of became a reactionary force instead of a sleeper. Years prior to this we just kind of accepted what was given us, but from about '78 on we started to react . . .

Growth was apparent as the number of regional councils increased from two to nine. Membership also increased during this period from 72 to 223. Due to this the financial aspect of the Council became more stable. Annual grants were awarded by the Newfoundland Teachers' Association based on the number of regionals and the number of members.

A concerned nucleus of executive members maintained the stable structure of the Council during this period. The executives worked tirelessly towards the achievement of the Council's objectives, which remained basically the same over the periods.

The entire stage showed a marked increase in growth and a stable managerial system. The Physical Education Special Interest Council had reached the stage of growth where it was playing an integral part in the development of physical education in the province of Newfoundland.

## CHAPTER VII

### The Elaborate Stage 1987

The Physical Education Special Interest Council began to enter the elaborate stage in the school year ending 1987. This was indicated by a number of factors.

1. An increase in the number of members from 223 in 1986 to 444 in 1987. This membership increase was due largely to the liason of the Newfoundland and Labrador High School Athletic Federation and the Physical Education Special Interest Council in order to organize a giant symposium, to bring together coaches and physical educators.

2. After a steady period of eight years when the total regional councils remained at eight or nine (1979 - 1986), there was an increase in 1987 to eleven regional councils.

3. One of the original driving forces and founders, Mr. Mac Wells, returned as president in 1986 and remained president in 1987.

By 1987 the Physical Education Special Interest Council had not only developed a strong boundary system aimed at public relation structures but it had also developed an adaptive system. This conditioned the organization to the changing environment utilizing gathered information, research and planning for future development.

The organization developed a public relations structure through a number of avenues:

1. The slide-tape Public Relations Package for Physical Education developed by Mr. Roland Dawe and Mr. Bruce Lane in 1983.

2. The CAHPER video cassette entitled "Quality Daily Physical Education" which was available through the Council for a physical educator interested in selling a quality program of physical education.

3. The Canadian Broadcasting Company presentation "Fitness in Schools" aired February 24, 1987, which was also available from the Council for the same purpose.

4. Publication of the Newsletter on a semi-annual basis, with a number of update flyers being sent out to members yearly.

5. The continued use and sale of CAHPER Publications at the Council Annual General Meetings.

The adaptive system aimed at planning and research had also emerged. A number of proposals and theses were conducted in Newfoundland physical education:

1. "Physical Education Curriculum: A Study of the Current Delivery System of Physical Education in Newfoundland and Labrador Schools", by Mr. Roger Melendy, Memorial University of Newfoundland, 1985.

2. "The Organizational History of the Newfoundland - Labrador High School Athletic Federation (NLHSAF) 1969-1979", by Mr. Ralph Wheeler, Memorial University of Newfoundland, 1979.

3. "The Career Patterns, Occupational Changes, and Job Satisfaction of Newfoundland Physical Education Graduates", by Mr. David Dibbon, Memorial University of Newfoundland, 1984.

4. "A Historical Analysis of Physical Education in Newfoundland and an Examination of its Relationship to the Development of Physical Education in the Other Provinces of Canada", by Mr. Wayne Eastman, Boston University, 1987.

5. This current thesis.

A major survey was conducted by the Department of Education on the current status of physical education in Newfoundland during 1986. This was a major undertaking which was collated by Memorial University physical education graduate students under the guidance of Dr. Colin Higgs in 1987. Recommendations were made and the report was presented to the Physical Education Consultant in 1987. The collated results were presented to the Council membership at their Annual General Meeting in the Fall of 1987.

#### Task, Structure and Control

The basic structure of the Council remained the same throughout its life cycle. A notable change occurred at the Annual General Meeting in 1985. It was resolved that all officers of the executive would be elected for a two year term, and the positions of president and communications officer would be elected in alternate years from the positions of vice-president and secretary/treasurer (PESIC

Minutes, 1985). This was to ensure continuity and experience on the executive. These changes became effective in the 1986-87 school year.

At the Annual General Meeting in 1986 there were a number of changes and additions to the Constitution (Appendix H). The following changes were added to article four, Membership:

- b) Any person with a professional interest in physical education shall be eligible for Associate Membership
- c) Associate members may have a voice at all meetings but may not vote.

Under article eight, Representation to NTA, this addition was made:

The Council shall have the right to appoint a member or members to attend the Annual General Meeting as an associate delegate(s).

These changes gave the Council an avenue to increase membership, while recognizing the efforts and professional interest of non-physical educators. The change in representation placed the Council in closer contact with the NTA and also gave the Council an opportunity to speak on any resolutions which directly concerned it.

Another addition was made to article ten, Resolutions. This was: "Any written resolutions submitted to the resolutions chairman prior to AGM which can be distributed to delegates will require a simple majority vote to be accepted" (Constitution, Appendix H).

The number of regional councils increased during this period. At the end of the 1986 school year, there were nine

regional councils, however by the end of 1987 there was a total of eleven regional councils (Devereaux, 1987). The communication channels were further refined through the development of these new councils.

#### Prominent Leaders

The executive was again the main impetus within the Council during this period. The main forerunner from the Primary period was returned to office as president in 1986 and remained there for 1987, Mr. Mac Wells. This was the same for the rest of the executive also. Mr. Joe Devereaux, vice-president; Ms. Marilyn Briffitt, secretary/treasurer; Mr. Rod Nicholl, communications officer; and Ms. Pamela Babstock remained as past-president.

#### Ultimate Goal and Trends

At the Annual General Meeting in 1986 there was an important addition to the Constitution under article three, dealing with objectives. This read (Appendix H):

- b) to furnish recommendations and advice to the Provincial Executive and other committees on matters affecting physical education
- c) to promote quality physical education as an integral part of the total

The main phrase in the first addition were the words "...and other committees", this reaffirmed Ms. Pamela Babstock's (1987) statement that the Council had become a reactionary force. The really notable change occurs in the second addition, with the affirmation of quality physical

education as being one of their major objectives. Although this had been an underlying objective of the Council for years it had not been formally stated.

The words "...as an integral part of the total" intimated that the Council finally felt secure enough to include not only the physical education program as outlined in the Curriculum, but all aspects of a school physical education program, be it intra or extra curricular. The major indicator of this swing was the coaches and physical educators symposium "In Pursuit of Excellence", held in Gander, September 24-27, 1986. This was a joint effort of the Physical Education Special Interest Council and the Newfoundland and Labrador High School Athletic Federation which provided the opportunity to share resources and establish a common goal of striving for excellence. This conference went far beyond expectations with over 400 participants. It precipitated a major increase in membership for the PESIC. It was termed a huge success.

Some of the resource people included Dr. Peter Jensen; Dr. Larry Beauchamp; Mr. Laurie Skreslet, Everest Expedition climber; Mr. Jack Donahue, National Basketball Coach; Mr. Don Horwood, Head Basketball Coach, University of Alberta; Ms. Peggy Gallant; Dr. Terry Orlick; Mr. David Pearce, Pitching Coach, Canadian Men's National Team; Mr. Ole Sorenson, Ottawa Wrestling Club Coach; Mr. Keith Wayslick, Technical Director for Ontario Volleyball Association; and

Mr. Tony Taylor, National Centre Soccer Coach, MacMaster University, Ontario.

### Issues and Conflicts

A number of issues had surfaced during this period and the years directly preceding it. In September, 1985, the Junior High Reorganized Committee released its Second Interim Report which had implications for the physical education curriculum. The following September 26, 1986, the PESIC presented its reaction to this report and identified some areas which they felt needed to be addressed in the new provincial curriculum. The Council's "Position Paper (Proposal) For Junior High School Curriculum" supported the Reorganization Committee's student rather than curriculum-oriented approach. They accepted the implications which were identified in the report but recommended that the Department of Education address the following concerns when preparing its new Junior High Curriculum (PESIC, 1986):

1. Student evaluation.
2. Scheduling (the pro's and con's of co-ed classes).
3. The relationship between health and physical education.
4. Balance in the curriculum.
5. Meeting the needs of the obese, physically awkward, mentally handicapped and physically handicapped.
6. Consolidating fundamental skills into specialized team and individual sport skills.
7. How to manage the student demand for competition.
8. How to motivate rather than force students to participate.
9. Teaching cognitive content of fitness and sport.

10. Appropriate methodology for junior high students.

Another issue which arose was the reduction of teacher units due to decreased funding. School boards began to question the desirability and feasibility of having "specialists" at the elementary school level. This had been the procedure since physical education had traditionally been viewed as a subject requiring specialized knowledge and teaching methodology and because elementary classroom teachers did not have to complete any courses in physical education as part of their teacher training program (PESIC, 1986). In this Newfoundland was ahead of the provinces of British Columbia, Alberta, Saskatchewan and Ontario, where the majority of teachers teaching physical education in Grades K-6 had one basic methods course as a compulsory part of teacher training (PESIC, 1986).

The Council prepared a position paper entitled "Elementary School Physical Education Specialist or Classroom Teacher", which was presented for ratification at the Annual General Meeting in 1986. The paper was tabled at that time for further discussion and brought to the Annual General Meeting in 1987, where it was passed. In it the Council recommended several requirements for classroom teachers who taught elementary school physical education (1986):

1. Teachers need to possess a belief in the value and purpose of physical education. They need to reflect through appearance and attitudes their belief in the value of a physically active lifestyle.

2. When classroom teachers teach physical education, it is imperative that they be provided with regular leadership from resource people who are qualified by education and experience in elementary school physical education.
3. Preparation for the classroom teacher should include an understanding of the relationship of physical and motor development to the total learning experience of the child. Course work in movement skills, methods and content of elementary school physical education should be required.
4. In-service opportunities should be provided frequently.

The issue of integration of handicapped students into the regular curriculum had raised many questions among physical educators. Most graduates in physical education had not been exposed to any courses in adaptive physical education. Therefore there was wide-spread concern over the implications of such a policy. The Council had concentrated on this issue in the November 14-16, 1985, conference "Adapting To Our Needs: Don't Break My Stride", held in St. John's. It felt that it should take a position on the integration policy since it was coming on stream. At the September 25, 1986, Annual General Meeting, the Council presented and accepted the report "Integration of Handicapped Students Into Physical Education" (PESIC Minutes, 1986).

The report agreed with the policy of integration and suggested some guidelines for its implementation. Foremost of these was the need for inservice in adaptive physical education for the teachers in the field. Where it was necessary, teacher aides to help ease the integration of the

handicapped student into the regular physical education class was suggested. Another recommendation was for the implementation of adapted physical education courses in teacher training institutions.

### Summary

The school year 1986-87 was the beginning of the elaborate period in the development of the PESIC. The Council had reached maturity in its life cycle and was looking for other avenues to explore which would enhance the delivery of physical education in Newfoundland.

It was a time of continued expansion which resulted in a total of eleven regional councils being established and a total of 444 members in 1987. The increased number of members resulted from two factors: a) a greater number of professionals trained in physical education being hired by school boards, and b) the co-operation of the two main organizations in Newfoundland physical education, the Newfoundland and Labrador High School Athletic Federation and the Physical Education Special Interest Council, in staging a major symposium in 1986.

The period consolidated the establishment of strong boundary and adaptive systems. The boundary system aimed at public relation structures was founded through a slide-tape presentation prepared by the Council, the CAHPER video "Quality Daily Physical Education", the Canadian Broadcasting Company presentation "Fitness in Schools", and

the Council newsletter. The adaptive system aimed at planning and research emerged through various research projects conducted by graduates of Memorial University of Newfoundland.

The goals of the Physical Education Special Interest Council remained the same throughout the organization's life cycle, even though they were more clearly defined at certain times. Many issues and problems arose which were of concern to the organization.

## CHAPTER VIII

### Action-Summary, Conclusions and Recommendations

This chapter gives a brief outline of the nature of the problem which was investigated and the procedures which were utilized in solving it. The results and evidence are then summarized and conclusions are stated based on the findings. Finally, recommendations for further action/research are suggested.

#### Summary

The purpose of this study was to investigate and analyze the organizational life cycle of the Physical Education Special Interest Council of the Newfoundland Teachers' Association. The study attempted to determine whether PESIC's life cycle followed the stages of growth of organizations studied by Katz and Kahn (1966).

Chapter I discussed the lack of research into the growth and development of Canadian Physical Education Special Interest Groups. There has been an increase in interest in Canadian studies, therefore, it was timely to undertake a study of the organizational life cycle of the Physical Education Special Interest Council of the Newfoundland Teachers' Association. The study was deemed necessary because:

1. An analysis of the organizational life cycle of a physical education council had not been completed before in Canada.

2. It would provide a basis for future studies of physical education councils and provide a basis for studies of a comparative nature with other provincial physical education councils.

3. The study would blend models and methods from History and Administrative Science (qualitative and quantitative).

4. It would provide members of the PESIC with valuable information and insight into the present day organization, conflicts, problems and the managing of these problems.

5. It would assist the executive in directing the Council towards the realization of its objectives.

6. It would publicize the experiences and insights of the early organizers of the PESIC.

7. It would assist the executive in planning Council strategy for the future.

From this felt need the following significant statements were developed to be investigated:

1. The organizational life cycle of the PESIC of the Newfoundland Teachers' Association follows the same patterns of growth and development as the organizations studied by Katz and Kahn.

2. Organizational conflict was present within the PESIC throughout its growth and development.

3. Throughout its growth and development PESIC members encountered significant problems in realizing their aims and objectives.

4. The SIR/CAR model and methodology provide a helpful tool in analyzing the organizational life cycle of the PESIC.

Following this, limitations of the study were given and definitions were stated. The second chapter looked at some theoretical considerations of organizational growth and development. The organization was first described as a social system. Following this, organizational development was reviewed using various models of growth and the life cycle analogy. Life cycle crises, and suggested coping mechanisms are then outlined. Conflict and change within organizations was then discussed.

The third chapter delineates the methods and procedures utilized in the case study of the Physical Education Special Interest Council. The research model

utilized for the organizational analysis in the study is a modification of the molar research model conceptualized by Moriarty (1971) in his study of the Canadian Intercollegiate Athletic Union Central (CIAUC), developed by the University of Windsor Sports Institute for Research/Change Agent Research (SIR/CAR) Task Force (1976), followed by Webb (1978) in his study of the Ontario Federation of School Athletic Associations (OFSAA), and Wheeler (1979) in his study of the Newfoundland and Labrador High School Athletic Federation (NLHSFA). The research design consisted of 3 dimensions:

1. The organization dimension which examines the task, structure, and control of the organization (nomothetic).

2. The personal dimension which examines the administrator in terms of the situation, traits, and decision making behavior (idiographic).

3. The trends dimension which also considers management of change and conflict identification.

The Molar Research Paradigm was used to apply the theoretical model to the PESIC.

The data was obtained from the minutes of Annual General Meetings, meetings of the various executives, and certain regional meetings of the PESIC. This was substantiated and enlarged upon through the semi-directed focused interview with selected individuals

involved in the development of the PESIC. Newsletters, bulletins and records of the Council, Newfoundland Teachers' Association press releases and papers, and copies of public addresses provided additional information.

Cluster analysis (Everitt, 1974) was used to provide a quantitative means, as the variables used were clustered on a time sequence basis, of determining symmetry or assymetry with Katz and Kahn's (1966) stages of development: a) Primary, b) Stable, and c) Elaborate. The variables which were measured were: a) the number of new executive personnel, b) new executive personnel including previous personnel who moved to new positions, c) the number of Council members d) the number of active regionals per year, e) the number of established regionals per year, f) Council income (deflated) per year, g) Council expenditures (deflated) per year. This cluster analysis provided the following stages of growth and development of the Physical Education Special Interest Council:

1. 1969-70      The Embryonic Stage.
2. 1970-75      The Primary Stage.
3. 1976-86      The Stable Stage.
4. 1987          The Elaborate Stage.

Chapter IV related the embryonic stage of growth from 1969-70. The situation facing teachers of

physical education prior to 1969 was the catalyst to encourage concerned individuals to found a Physical Education Special Interest Council of the Newfoundland Teachers' Association. In February, 1970, the Corner Brook Physical Education Association held a conference to discuss issues in physical education. From their meetings the association set up a provisional executive in order to affiliate with the Newfoundland Teachers' Association as a special interest council.

Key personnel at this time were Mr. Graham Snow and Mr. Jim Saunders. The ultimate goal was to provide a forum for physical educators to share ideas and which could serve as a spokesperson for physical education. Conflicts were external rather than internal, with a general lack of public awareness of the importance of physical education.

Chapter V outlined the primary stage of development of PESIC from 1970-75. This was a significant period in the origin of the Council since it represented the formal beginning of the organization authorized by the Newfoundland Teachers' Association. Funds were made available from the Newfoundland Teachers' Association for the first time. It represented the primary stage of development because it formally came into being with a common goal being agreed upon. The main sub-system was production or service for the members of the Council. Mr. Mac Wells

was the President of the Council throughout this era, and two regionals came into existence during this period. Another person who played a major role at that time was Mr. Jim Saunders, newly appointed Physical Education Consultant with the Division of Physical Fitness and Youth. The main issues remained communication with all physical educators and the lack of public awareness of the importance of physical education. One internal issue was determined as being a disagreement by physical educators as to whether they considered themselves primarily as teachers or as coaches.

Chapter VI reflected a synopsis of the stable stage of development from 1976-86. The chief difference between the primary stage and the stable stage was the increase in regional activity, changing from two in 1975 to nine in 1986. Membership also increased from 72 to 223, causing finances to become more stable. This was a very stable period, the Council hosted many successful conferences, improved communications through regional involvement and newsletters, became more reactionary by writing position papers and lobbying government through the Newfoundland Teachers Association. There were many key leaders during this period, including Mr. Herb Roach, Ms. Sheila Anderson, Mr. Len Davis, Mr. Joe Devereaux, Mr. Rod Nicholl, and Ms. Agnes Thistle.

The Council's main goal remained as stated in its constitution "To improve practices in physical education instruction by improving members' knowledge and understanding through the dissemination of ideas and information through inservice programs" (Appendix A).

Chapter VII dealt with the elaborate stage of growth of the PESIC. This stage encompassed only one year and was marked by a dramatic increase in membership - from 223 in 1986 to 444 in 1987. This increase was directly due to the collaboration of the PESIC and the Newfoundland and Labrador High School Athletic Federation in organizing a giant coaches and physical educators symposium. Regionals increased from nine to eleven and finances increased accordingly. The stage was marked by the consolidation of boundary and adaptive systems. The ultimate goal remained the same but various issues arose which directly affected the teaching of physical education in Newfoundland. These included the reduction of teacher units due to decreased funding, and integration of special needs students and its implications for physical education. This precipitated an addition to the Constitution under article three, dealing with objectives: "...b) to furnish recommendations and advice to the Provincial Executive and other committees on matters affecting

physical education, c) to promote quality physical education as an integral part of the total."

Prominent leaders included Mr. Mac Wells, Mr. Joe Devereaux, Ms. Marilyn Briffitt, and Ms. Pamela Babstock.

### The Future of PESIC

What does the future hold for the PESIC?

Stogdell's (1954) theory states that organizations show cyclical periods of growth and decline. If the organization experiences serious difficulties and does not become rejuvenated, starting a new cycle, it may disappear altogether.

It has been seen that the PESIC has survived through a number of these cycles. Where does it now stand in relation to this cyclical growth period? It is the author's opinion that the organization has just begun a new cycle, opening up to all areas of the physical education curriculum and encouraging research and planning for future development.

What direction should the Council be taking in the future? According to individuals associated with PESIC some of the fundamental areas and questions the PESIC must face are:

1. What is effective teaching? Focus on quality teaching and programs for all students.

2. What is a physically educated individual?  
What behavior changes are necessary and for how long?

3. Re-evaluation and revision of the program we have now and getting it out to the physical education teachers.

4. Highlight the benefits which result from physical education such as preventive medicine .

5. How can the PESIC improve communication within the organization and with significant others outside the organization? Should it approach government with a view to broadening its status and affecting desired changes?

6. What will PESIC's relationship be with the Newfoundland and Labrador High School Athletic Federation?

7. How is the PESIC going to retain the interest of its membership and increase the numbers?

Ms. Pamela Babstock (1987) suggested that the executive should be formed from one geographical location yearly in order to improve communication and alleviate problems of getting together for meetings. Costs of executive meetings would also then be reduced. She further suggested that the conference should be spread around the province to allow more people from different locations an opportunity to attend. Mr. Joe Devereaux suggested (1987) that there be two yearly conferences, one in the east and one in the west.

Other suggestions included the instalation of two new positions on the executive. These would be liason positions, one with government and one with Memorial University of Newfoundland. Additional support is also needed from the Department of Education in the form of additional full time physical education coordinators at the board level and physical education consultants at the government level (Babstock, 1987).

The data suggests three definite divisions in the life cycle of the Physical Education Special Interest Council which may be labeled as primary, stable, and elaborate stages. Based on the research undertaken and the amount of time which has passed, the author is reluctant to state categorically that the Council is now in the elaborate stage. The data clearly suggests that this is the case however, the author feels that one year is not a sufficient length of time to determine an entire stage of development. Although superficially, all the information available points to this conclusion, the time span must be considered. 1986-87 may have been a deviant case, due to the fact that the Council combined with the NFLHSAF in offering a giant symposium for coaches and physical educators. Membership was artificially inflated, causing the budget to be inflated and thereby creating an unusual situation. The increase in the number of regional

Councils may or may not have been caused by this situation also.

Although there are many other indications that the Council has moved into a new era, such as a developing adaptive system with increased research and planning, and a public relations structure, the author feels that it is too soon to adequately determine that a true elaborate stage, as described by Katz and Kahn (1966) has evolved. The Council has definitely entered a new stage, however the author feels that it will take a longer period of time for the Council to become firmly entrenched in this stage. Some further development is needed for the Council to fully enter the Elaborate Stage. This development must occur in many areas. Physical educators must be prepared to join the Council at the regional level rather than the provincial level, so that regional concerns may be more fully addressed. In conjunction with this, the regionals must therefore take over more responsibility for localized inservice workshops. With the symposium in 1986, the Council has recognized that school sport is also an integral part of physical education programs. The author believes that this should also be addressed at the regional level, freeing the executive to concentrate on new methodology and practices nationally and internationally, and authorizing research into these areas.

In conjunction with the last statement, the Council has not yet fully developed into the research and development mode. This may be aided by an increased involvement at the national level in order to determine the practices being employed elsewhere. This interest can be fostered by having a greater number of Newfoundland physical educators becoming affiliated with the national organization, CAHPER, so that they become more knowledgeable of these practices aforementioned.

Once it has been determined that this type of activity has occurred, the author would state categorically that the Council is in the Elaborate Stage. Until that time, it is more accurate to say that the Council has begun the transition into the Elaborate Stage and will be fully immersed in this stage in a number of years.

### Conclusion

The PESIC can be described by Getzel and Guba's (1957) definition of an organization as a social system. It is an institution which has a certain role and certain expectations. It is comprised of individuals who have certain personalities and need-dispositions. PESIC carries out the imperative function of educating its members and thereby their students. PESIC has purpose and structure, is peopled,

and normative. PESIC also fits Blau and Scott's (1962) definition as a "...purposive aggregation of individuals who exert concerted effort toward a common and explicitly recognized goal". The goal is stated in PESIC's constitution (Appendix A): "To improve methods in physical education instruction by improving members' knowledge through the dissemination of ideas and information through in-service programs".

The cluster analysis technique determined the stages of growth of PESIC. These stages followed the concepts described by Lippitt (1969) and Katz and Kahn (1966). Lippitt referred to three developmental stages of birth, youth, and maturity. Katz and Kahn wrote that organizations pass through distinct stages of growth:

1. Primary stage with a subsystem of production or service.
2. Stable stage with a subsystem of management and maintenance.
3. Elaborate stage with an adaptive and boundary subsystem.

The PESIC entered the primary stage when it was initially formed. There was a need for a structure to enable teachers of physical education in Newfoundland to enhance their professional development and act as a forum for the group's views and needs. PESIC entered the stable stage when it began making statements on

policy and recommendations for implementation. The Council grew in membership and in structure, increasing in the number of regional councils from two to nine. PESIC reached maturity with the commencement of the elaborate stage. It had expanded to eleven regional councils and was looking for other avenues to enhance the delivery of physical education in Newfoundland. Public relations structures, planning, and research projects were implemented.

Conflict and change have been described as being necessary for growth to occur. Many different models for identifying conflict phenomena have been discussed. PESIC has had to cope with conflict throughout its life cycle. It has managed this conflict and adapted to meet the needs of its members, therefore has allowed the continued growth of the Council.

An analysis of the organizational growth and development of PESIC from 1969-87 arrived at the following conclusions:

1. Cluster analysis was an adequate instrument for determining the stages of growth in PESIC's life cycle. It showed where changes in growth took place and proved to be an adequate quantitative measure for organizational life cycle analysis.
2. PESIC's organizational life cycle follows the stages of development as described by Katz and Kahn

(1966). The organization has passed through the following stages:

1. Embryonic stage 1969-70.
2. Primary stage 1970-75.
3. Stable stage 1976-86.
4. Elaborate stage 1987.

3. Throughout the growth of the PESIC significant problems occurred. Initial problems concerned goals and philosophy, financial support, and an adequate managerial structure. The physical problems of geography, and therefore, lack of communication with potential members, continued for many years. Lack of support from the general public and other educators caused many problems. Lack of support from government and Memorial University exerted pressure on the Council.

4. PESIC changed organizationally. Although it remained as a special interest council of the Newfoundland Teachers' Association throughout its existence, there were changes internally. Initially it was governed solely by an elected executive. As the membership increased so did the number of regional councils, which each had its own elected executive or director. They were responsible for the workings of their particular region. Later these directors formed a Board of Directors with the Provincial Executive. Although initially the Provincial Executive had been

elected for a one year term, this was changed in 1985 to a service term of two years.

5. During the development of the PESIC key individuals played an important role. In the early stages it was Mr. Jim Saunders, who started the whole process and played an important role as Physical Education Consultant; Mr. Graham Snow of the Youth Division of the Department of Culture, Recreation and Youth; and Mr. Mac Wells, as president and Physical Education Coordinator with the Terra Nova Integrated School Board. Later it was Ms. Sheila Anderson, Mr. Joe Devereaux, Ms. Pamela Babstock, and Mr. Herb Roach who played significant roles in its continued development. The organization went full circle, back to Mr. Mac Wells again, in modern years. Many other individuals and executive members also played a large part (see Appendix C).

6. The SIR molar research model was found to be helpful in the analysis of the organizational life cycle of PESIC (Moriarty, 1971). It assisted in organizing the large amount of data obtained from the PESIC records and minutes. The Semi-Directed Focused Interview was a great aid in this type of research. It allowed the subjects the opportunity to focus on the events and situations which were significant to them.

Based on the results of the study the following statements were accepted:

1. The organizational life cycle of the PESIC of the Newfoundland Teachers' Association follows the same patterns of growth and development as the organizations studied by Katz and Kahn.

2. Organizational conflict was present within the PESIC throughout its growth and development.

3. Throughout its growth and development PESIC members encountered significant problems related to realizing their aims and objectives.

4. The SIR/CAR model and methodology provide a helpful tool in analyzing the organizational life cycle of the PESIC.

#### Recommendations for Future Research

Potential areas for future research in Canadian universities generally and Newfoundland specifically follow:

1. Further research into organizational life cycles should be conducted with other provincial physical education councils in Canada. This study may provide a comparative basis for investigators.

2. This research should also be conducted on an international basis with other physical education councils, for example state physical education councils in the United States.

3. A similar study should be undertaken of the national association (CAHPER).

4. The technique of cluster analysis should be used with other physical education councils to determine its effectiveness and reliability.

5. This study used quantitative analysis followed by qualitative analysis. The reverse could be used to determine similarities and differences.

6. Future studies could also use a micro-analysis of the important variables. For example, they could analyze the budget through regression analysis.

7. Other quantitative variables could be analyzed such as: number of executive meetings, number of people in meetings, and number of hours in meetings.

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**APPENDIX A****Original Constitution of the PESIC****October 31, 1970**

1. **NAME:** The name of the organization shall be the Physical Education Special Interest Council.
2. **AFFILIATION:** The council shall be affiliated with the Teachers' Association as a special interest council.
3. **OBJECTIVES:** The objectives of the special interest council shall be:
  - a) To improve practices in physical education instruction by improving members' knowledge and understanding through the dissemination of ideas and information through in-service programs.
4. **MEMBERSHIP:**
  - a) Active membership in the council shall be open to all NTA active who are employed by School Boards whose field or work is in Physical Education.
5. **FEES:** Membership fees shall be established by resolution at the annual meeting of the Special Interest Council.
6. **OFFICERS:** The officers of the special interest council shall be: a President - an active member of the NTA as stated in 4(a), a Vice-President, an Immediate Past President, a Secretary-Treasurer, and a Publicity Chairman. All of these officers shall be elected at the annual meeting.
7. **ANNUAL MEETING:** The Annual Meeting shall be held at such a time and place as are determined by the executive of the special interest council.
8. **REPRESENTATION:** Any representation which the Special Interest Council wishes to make to any organization, persons, government department or other agency outside the NTA shall be conducted through the regular channels of the NTA.
9. **AMENDMENTS:** After notice of motion to amend the Constitution has been given, amendment may be affected by 2/3 majority vote of active members.

## APPENDIX B

## THE EDUCATION (AMENDMENT) ACT, 1965

## AN ACT FURTHER TO AMEND THE EDUCATION ACT, 1960

(April 15, 1965)

Be it enacted by the Lieutenant-Governor and House of Assembly in Legislative Session convened, as follows:

1. This Act may be cited as THE EDUCATION (AMENDMENT) ACT, 1965. (Short title.)

2. Section 12 of the Education Act, 1960, the Act No. 50 of 1960, is amended by adding after paragraph (u) the following paragraphs as (v), (w) and (x): (Amdt. Sec. 12.)

- (v) organize and carry on physical education classes on a regularly scheduled basis in the school building for all pupils during the school term, or in vacation, or both, and attempt to supply competent instruction and supervision for such classes;
- (w) operate the gymnasium, community hall, auditorium, rink or playground during the school term, and supply and maintain such equipment as is deemed advisable or feasible, and arrange such supervision as is deemed proper, provided that proper conduct of the school is not interfered with; and
- (x) provide for promotion, encouragement and supervision of athletics in the school, and for holding school games.

3. Section 50 of the said Act is amended by striking out paragraph (e) of subsection (2) and substituting therefore the following: (Amdt. Sec. 50.)

- (e) (i) wherever feasible, make provision in the school timetable for physical education instruction for all students as he may for special reasons exempt, for at least two forty-minute periods per week and to arrange competent instruction and proper supervision for each class,

and

- (ii) to aim at total participation of all pupils in the school in organized physical activity, through the provision of regular intra-mural or interhouse games.

4. Section 54 of the said Act is amended by striking out paragraph (1) and substituting therefore the following (Amdt. Sec. 54)

- (1) encourage boards of directors and school boards to establish school libraries, where feasible, science, physical education, home economics, music, commercial and other services and report to the Deputy Minister of Education from time to time as directed on the status and extent of physical education instruction and the athletic program in the school or school system.

## APPENDIX C

## List of Executives

Each year will be listed in the following order:  
President, Vice-President, Secretary-Treasurer, Editor  
and Past President (where applicable).

Provisionary Executive		1970-1971
February 1970		Mac Wells
John Mann		Dean Roop
Charles Fox		Eleanor Moore
Gerri Bursey		Geoff Hiscock
Jim Saunders (Past Pres.)		John Mann
1971-72	1972-73	1973-74
Mac Wells	Mac Wells	Mac Wells
Lorne Rideout	Eleanor Moores	Herb Roach
Dean Roop	Lorne Rideout	Wanda Saunders
Shirley Cook	Sheila Anderson	Sheila Anderson
John Mann	John Mann	John Mann
1974-75	1975-76	1976-77
Mac Wells	June Saunders	Herb Roach
Herb Roach	Maurice Hynes	Brian Murphy
Wanda Saunders	Gertrude Delaney	Jean Meadus
Sheila Anderson	-----	Sheila Anderson
John Mann	Mac Wells	June Saunders
1977-78	1978-79	1979-80
Sheila Anderson	Sheila Anderson	Len Davis
Art Templeton	Marilyn Briffitt	Dennis Ryan
Pam Babstock	Len Davis	Agnes Thistle
Jane Jesseau	Mac Wells	Marilyn
		Briffitt
Herb Roach	Herb Roach	Sheila Anderson
1980-81	1981-82	1982-83
Len Davis	Rod Nicholl	David Carroll
Rod Nicholl	Dave Carroll	Joe Devereaux
Agnes Thistle	Agnes Thistle	Agnes Thistle
Marilyn Briffitt	Marjorie Lester	Marjorie Lester
Sheila Anderson	Len Davis	Rod Nicholl

1983-84  
Len Davis  
Joe Devereaux  
Agnes Thistle

Marjorie Lester  
Dave Carroll

1984-85  
Pam Babstock  
Joe Devereaux  
Noel Lilly

Dawn Evans  
Len Davis

1985-86  
Mac Wells  
Joe Devereaux  
Marilyn  
Fradsham-  
Briffitt  
Rod Nicholl  
Pam Babstock

1987-88  
Marilyn Fradsham  
Joe Devereaux  
Bev Shelley  
Janet Furey  
Mac Wells

1988-89  
Marilyn Fradsham  
Chris Vincent  
Bev Shelley  
Wayne Eastman  
Mac Wells

1989-90  
Chris Vincent  
Bev Shelley  
Joan Churchill  
Sue Stevenson  
Donna Mercer  
Marilyn  
Fradsham

## APPENDIX D

## AGM'S and Conferences

<u>Date</u>	<u>Place</u>	<u>Event</u>
Oct. 31, 1970	Gander	1st AGM
May 14-15, 1971	Gander	Workshop
Feb. 12, 1972	St. John's	2nd AGM
Sept. 25-27, 1972	Gander	Battle Creek Curric. Workshop and AGM
Sept. 28-29, 1973	Gander	4th AGM, "The NEW Physical Education"
Sept. 20-21, 1974	Gander	5th AGM
Sept. 26-27, 1975	Corner Brook	6th AGM and Workshop
May 15, 1976	Gander	7th AGM and Workshop
Oct. 21-23, 1976	St. John's	APHPERA Conference
Oct. 27-29, 1977	Gander	8th AGM, "The Way It Is"
Oct. 26-28, 1978	Gander	9th AGM, "Fitness Is"
Oct. 25-27, 1979	St. John's	"The First Decade"
June 29-July 2, 1980	St. John's	"Making It Happen"
Oct. 23-25, 1980	Clareville	11th AGM "80's-New Images"
Oct. 1-3, 1981	St. John's	APHPERA Conference and AGM "Directions"
Oct. 1-3, 1982	Gander	13th AGM, "I'm Into It"
Nov. 3-5, 1983	St. John's	14th AGM, "Bridging the Gap"
Oct. 25-27, 1984	Gander	15th AGM, "The Physical Educator- Teacher and/or Athletic Director"
Nov. 14-16, 1985	St. John's	16th AGM, "Adapting to our Needs: Don't Break my Stride"
Sept. 24-27, 1986	Gander	Symposium, "In Pursuit of Excellence"
Nov. 11-13, 1987	St. John's	18th AGM, "Quality Physical Education"
Oct. 26-28, 1988	Gander	19th AGM, "Meeting the Challenges"
May 2-4, 1990	Corner Brook	"Looking Through the Keyhole, 20 Years Together"

# APPENDIX E

Letter from Mr. Mac Wells, President of PESIC, to Myrle Vokey, Director of Professional Development with the NTA, St. John's, NF. 1972

November 21, 1972

Mr. Myrle Vokey  
Director of Professional Development  
N.T.A.  
3 Kenmount Road  
St. John's, Nfld.

Dear Myrle:

The matter which I am about to bring to your attention is of utmost importance to our Council. The procedure by which it is handled should possibly be through the resolution form and handled by NTA Convention. However, we trust that you or some other member of the executive might be able to take our request to the appropriate people, without having to go through convention.

Here is our request:

That the Physical Education Consultant for the Division of Physical Fitness and Youth in the Department of Education be moved into the Division of Instruction. In other words, we would like to see the Physical Education removed from Recreation, Amateur Sport, 4-H and other youth activities, and into the area of School Curriculum, after all, logically there is no reason why it should be anywhere else.

## Rationale for the Request:

It is the general consensus of most physical education teachers that Physical Education has not received the attention it should have from the Department of Education because of the following reasons:

- (1) Amateur Sport and Recreation has received priority due mainly to the philosophy of the Division of Fitness and Youth and politics.
- (2) Physical Education is part of the school Curriculum and therefore should be under the control and direction of Dr. Ches Brown's Division. As it has been and as it is at present the Physical Education Consultant is under the direction and control of one Division, while all of his work is in the area

of School Program and under the control of another Division. The Consultant has found himself in a very awkward position. As a result, Physical Education program development in our schools is suffering.

While to the layman, recreation, amateur sport and Physical Education may be synonymous, we are most certainly not of that opinion. We are suggesting, therefore, a complete split at the Department level.

Suggested Approach:

We have talked to Jim Saunders and he feels very strongly that such a move is imperative. As a matter of fact he has been attempting to make such a move for quite some time. I have, personally, talked to Dr. Brown and he certainly agrees that it has been a cumbersome situation, and while not making any commitment, suggested very strongly that our Council make our wishes known to the NTA. That type of homework we have done, so we are suggesting that you or some other member of the executive take our request to the authorities responsible for making the decision. I'm sure you know who they are. I have been told that time is an important factor as some thought is being given to the matter at the present time.

Trusting that you can make our Council's position known as soon as possible. I will be talking to you further on the matter.

Yours truly,

Mac Wells  
President  
Physical Education  
Special Interest  
Council

## APPENDIX F

Letter from Mr. Len Davis, President of PESIC, to Ms.  
Lynn Verge, Minister of Education, St. John's, 1983

December 7, 1983

Honorable Lynn Verge  
Minister of Education  
Government of Newfoundland and Labrador  
Confederation Building  
St. John's, NF  
A1C 5T7

Dear Madam:

At our recent Annual General Meeting, our membership expressed grave concern that for the past school year, 1982 - 83, and present school year to date, many of the curriculum responsibilities associated with the Physical Education Consultant position within the Department of Education have been grossly neglected.

Although physical educators in this province are well qualified and highly professional, they do require direction at the Provincial level to ensure the programs taught not only run efficiently but are successful in maintaining prescribed objectives. We can ill afford the present temporary consultant status of "extra duties" for a senior member of your Department. Physical educators seek direction and demand program supplication from a person of Physical Education Curriculum expertise, rather than a position of telephone answering and course indexing.

In an effort to communicate our concerns regarding the erosion of quality physical education programs in this province, Council has prepared two reports analyzing the present program offerings in grades K-12. One report deals specifically with the Physical Education Curriculum of the Reorganized High School program. The other, which is more general in its scope, provides what we believe to be a sound rationale for a Provincial Physical Education Consultant.

It is inconceivable that the curriculum responsibilities outlined in these reports can be comprehended, much less administered with accomplishment, by any person other than one educated in the area of Physical Education and, one with administrative authority with the Department of Education to be titled Physical Education Consultant.

In consideration of "joint" or "shared" consultant services, may I express one thought. From the specific, yet diversified knowledge and background of a specialist in physical education, evolves an erudition in the physical sciences to include health, biology, anatomy, physiology, and nutrition.

The cognition surrounding physical education evolves from the sole product of specialized studies in that particular subject area. In an attempt to provide direction, guidance, and management to physical Education program offerings, I would ask that you, the minister of Education, re-examine this position of nonhiring and come to the decision of hiring a much needed Physical Education Consultant.

Respectfully,

Len Davis  
President

cc: Mr. C. Roebathan  
Deputy Minister, Department of Education

Dr. C. K. Brown  
Director of Instruction, Department of Education

Mr. Raymond Goulding  
President, Newfoundland Teachers' Association

Mr. Myrle Vokey  
Director of Professional Development, NTA

## APPENDIX G

Memo from Mr. Len Davis, President of PESIC, to all  
Physical Educators, 1984

DATE: February 2, 1984

TO: Physical Educators

FROM: Len Davis, President

RE: Physical Education Consultant

\*\*\*\*\*

The past few months since our A.G.M. has resulted in continual correspondence dealing with the placement of a Physical Education Consultant. This memo is unfamiliar in format as to that we are accustomed, but is done so to emphasize the importance of the matter at hand.

I was given the pleasure of speaking with Mr. Ray Goulding during our A.G.M. and solicited from him precise direction as to whom to contact and the information required.

Attached find report, "The Physical Education Curriculum Within the Reorganized High School Program", presented to Mr. Keith Coombs, Chairman, R.O.H.S.P. Committee of N.T.A. dated November 25/83.

On November 18/83 in telephone conversation with Mr. Doug Young, Chairman, Curriculum Committee of N.T.A., it was requested that I comprise a rationale for a Physical Education consultant, as they had nothing on file to date. I presented this report, also attached, to Mr. Young at the N.T.A. Leadership Seminar in late November. Mr. Young then assured me that this report would be tabled at the next N.T.A. Executive meeting.

At this point in time, being that the school year was approaching the end of its first half, a letter was forwarded to Honorable Lynn Verge, Minister of Education, on December 13, 1983. The above mentioned reports were included to serve as a reference for the urgency in hiring a Physical Education Consultant. Appropriate courtesy copies were forwarded to N.T.A. President, etc.

As a result of these reports, Mr. Goulding was newly acquainted with many concerns of Physical Educators; so much so he personally addressed such

concerns with the Minister of Education at a meeting on January 17/84.

At the request of Mr. Goulding, I attended a Department of Education / N.T.A. liason meeting on January 24/84. The premise of such a meeting was to personally present and debate concerns outlined in these reports.

Although those in attendance included Mr. Lorne Wheeler, and Dr. C. K. Browne, I truly feel that many facets of Physical Education, such as major concerns of Curriculum Design of P.E. 3100 and the Diversification of the Junior High School Curriculum were benighted. That is to say such concerns were met with expressions of bewilderment, and at times beyond their comprehension.

At the conclusion of this meeting Mr. Goulding commented that the N.T.A. now sense that the present position has moved a greater distance in attempting to reach the final goal, that of hiring a Physical Education Consultant.

In closing I would like to add two (2) things:

(1) This memo only highlights the happenings and progress concerning this matter. I am available should you require any additional information and will update on any future occurrences.

#### AND

(2) On recommendation from Mr. Ray Goulding, who states that he now feels that all professional bases have been covered, there still remains the matter of politics. We must continue to beat the drum to be heard and to ensure this Mr. Goulding has asked me to summon you to write the Minister of Education, your M.H.A., etc., expressing your opinion why you personally need a Physical Education Consultant. Please forward a copy of your letter to Council.

Notice of motion is any written motion which is pre-circulated prior to the official opening of an Annual Meeting.

**APPENDIX H****1986 Constitution of the PESIC**

1. **NAME:** The name of the organization shall be the Physical Education Special Interest Council.
2. **AFFILIATION:** The council shall be affiliated with the Teachers' Association as a special interest council.
3. **OBJECTIVES:** The objectives of the special interest council shall be:
  - a) To improve methods in physical education instruction by improving members' knowledge and understanding through the dissemination of ideas and information through in-service programs.
  - b) To furnish recommendations and advice to the Provincial Executive and other committees on matters affecting physical education.
  - c) To promote quality physical education as an integral part of the total.
4. **MEMBERSHIP:**
  - a) Active membership in the council shall be open to all NTA active members who are employed by school boards and whose field or work is in physical education.
  - b) Any person with a professional interest in physical education shall be eligible for Associate Membership.
  - c) Associate Members may have a voice at all meetings but may not vote.
5. **FEES:** Membership fees shall be established by resolution at the Annual Meeting.
6. **OFFICERS:** The officers of the special interest council shall be: a President - an Active member of the NTA as stated in 4(b), a Vice-President, an Immediate Past President, a Secretary-Treasurer, and a Communications Officer. All of these officers shall be elected at the Annual Meeting with positions being accepted for a two year term. The positions of President and Communications Officer shall be elected in alternate years from the positions of Vice-President and Secretary-Treasurer. Note - at the 1986 AGM, delegates will elect the positions of Vice-President and Secretary-Treasurer only.
7. **ANNUAL MEETING:** The Annual Meeting shall be held at such a time and place as determined by the executive of the special interest council.

8. REPRESENTATION: Any representation which the special interest council wishes to make to any organization, persons, government department or other agency outside the NTA shall be conducted through the regular channels of the NTA.

The council shall have the right to appoint a member or members to attend the Annual General Meeting as an associate delegate(s).

9. AMENDMENTS: After notice of motion to amend the Constitution has been given, amendment may be affected by 2/3 majority vote of Active Members.

Notice of motion is any written motion which is pre-circulated prior to the official opening of an annual meeting.

10. RESOLUTIONS: Any written resolutions submitted to the resolutions chairman prior to AGM which can be distributed to delegates will require a simple majority vote to be accepted.

Any resolution from the floor must be written and will require 2/3 majority vote to be accepted and acted upon by the executive.

11. VOTING POWER: Only paid-up members may vote.

## APPENDIX I

## Award Recipients

Award of Honor:	1978:	Dr. Douglas Eaton	
	1981:	Colin Higgs, Walter Crotty	
		Sheila Anderson, Bob Hillier	
	1982:	Mac Wells	
	1984:	Tony Bowering	
	1986:	Graham Snow (Posthumously)	
	1987:	Agnes Thistle	
	1988:	Herb Roach	
Award of Merit:	1981:	Len Davis	
	1984:	Colin Morris	
	1985:	Marjorie Lester, Lorraine Power, Loyola Fitzpatrick	
	1986:	Dave Sheppard, Ivan Hibbs	
	1987:	Jerry Wells, Tim Facey	
	1988:	Murray Fudge, Joe Devereaux	
	1989:	Bill Kennedy, Pamela Babstock	
Recognition Award:	1978:	Marilyn Briffitt, Dennis Ryan, Mike Greene	
Scholarship:	1986:	Beverly Shelley	
	1987:	Marilyn Fradsham, Pamela Babstock	
	1988:	Gordon Pike	
	1989:	Jamey Jennings	
APHPERA Award:	1953:	Dr. Douglas Eaton	
	1968:	Graham Snow	
	1980:	Mac Wells	
	1980:	Bob Hillier	
	1981:	Sheila Anderson	
Ten Year Award:	1981:	Earl Pike	Art Squary
		Gorden King	Clayton Collins
		Eleanor Belbin	Elizabeth Dale
		Jean Meadus	Ella Strong
		Eleanor Burt	
CAHPER Young Professional:	1986:	Pam Babstock	
	1987:	Marilyn Fradsham	
	1988:	Rod Nicholl	
	1989:	Kevin Sharpe	
	1990:	Chris Vincent	

**APPENDIX J****Semi-Directed Focused Interview**

Name of Interviewer \_\_\_\_\_

Name of Interviewee \_\_\_\_\_

Position \_\_\_\_\_ School \_\_\_\_\_

Date \_\_\_\_\_ Place \_\_\_\_\_

You are one of those closest to the Council and therefore I appreciate an opportunity to interview you and record your observations and feelings.

1. Could you please identify the ultimate goal you see in the PESIC.
2. Could you comment on conflict (obstacles) which prevent achievement of this goal.

**Events**

3. Could you identify significant events you see in PESIC such as tasks or aims for this year.
4. Could you comment on structure (or Organization.)
5. Could you comment on control (or administration).

**Individuals and Groups**

6. Could you please identify significant individuals or groups you see in the PESIC.

7. Could you comment on their traits (or Characteristics).
8. Could you comment on their situation (or roles).
9. Could you comment on their behavior (or expectations).
10. Could you comment on social stresses on the PESIC from outside the organization.
11. Could you comment on constituent strain on the PESIC from within the organization.
12. Could you comment on recommended changes (or alternate management techniques) you would like to see in the PESIC.
13. What role, if any, do you feel the national association should play (CAPHER)?
14. What is the effect, if any, on the PESIC of the Reorganized High School Program?
15. What is the effect, if any, on the PESIC of the proposed Junior High School Reorganization?
16. What is the effect of inflated costs, especially for equipment and facilities, on the physical education program?
17. What is the extent of the pressure on physical education teachers to develop elite athletes and winning teams?

18. What is the effect of increased time demands on teacher/coaches and the resulting effectiveness as a physical education teacher in the regular classroom?
19. What is the effect, if any, on physical education teachers of the Dept. of Education's Integration policy?
20. How do you feel about criticism of the executive?
21. What do you think of the physical education program?

## APPENDIX K

## Subjects For The Interview

<u>Subject</u>	<u>Positions Held</u>	<u>Years</u>
Mr. Mac Wells	President-Past President President-Past President Editor	1971-76 1985-87 1978-79
Ms. Sheila Anderson	Editor President-Past President	1972-76 1977-81
Ms. Pamela Babstock	Secretary/Treasurer President-Past President	1977-78 1984-87
Mr. Joe Devereaux	Vice-President	1982-87
Mr. Jim Saunders	Department of Education Physical Education Consultant	1971-82

**VITA**

December 7, 1956 .....Born St. John's, Newfoundland,  
Canada

1983 .....B.Ed., Memorial University of  
Newfoundland

1983 .....B.P.E., Memorial University  
of Newfoundland

1983-1987 .....Physical Education Specialist,  
Green Bay Integrated School  
Board, Baie Verte,  
Newfoundland

1987 .....M.P.E. program, Memorial  
University of Newfoundland

1987-1990 .....Physical Education Specialist,  
Green Bay Integrated School  
Board, Baie Verte,  
Newfoundland

**FIELDS OF STUDY**

Major Field: Physical Education





