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A BIOGRAPHICAL ANALYSIS OF WESLEY P. CUSHMAN
AND HIS PROFESSIONAL CONTRIBUTIONS TO HEALTH EDUCATION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Phyllis Kuhnle Irvine, B.S.N., M.S., M.S.

************

The Ohio State University
1981

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Special thanks must be given to my husband, Richard, and our two sons, Mark and Rick.
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CHAPTER I

INTRODUCTION

During the inception of this research study, a benchmark event occurred in health education. In the November–December, 1980, issue of the professional journal, Health Education, a new department featuring history and philosophy was added. In "A Note of Introduction," Grosshans made these illuminating statements:

Health Education has a proud and interesting heritage. Although efforts are being made in many colleges and universities to record this history, more needs to be done. A concerted effort must be made to reach the elder statesmen and stateswomen in health education, to record their eyewitness accounts of past events, to identify professional viewpoints and/or philosophies prevalent during their years of professional activity, and to obtain their observations of the progress of health education in their lifetime. Historical research provides an organized method of attaining this goal (Grosshans, 1980:40).

At the American Alliance for Health, Physical Education, and Recreation National Convention in New Orleans, Grosshans (1979) specifically addressed the issue of biographical research in health education: "Such research can present a realistic and objective account of the accomplishments of individuals as they functioned in their own time and their own settings."
Statement of the Problem

The research problem was to describe the life and career of Wesley P. Cushman and to examine his professional contributions to health education.

Purposes of the Study

The following quotation depicted the covert purpose of the study: "History cannot be written unless the historian can achieve some kind of contact with the mind of those about whom he is writing" (Carr, 1962:27).

The overt purposes of the study were multiple:

1. To record the life and career of Wesley P. Cushman as well as his professional contributions to health education

2. To report the influences effected by Dr. Cushman while at The Ohio State University

3. To understand the philosophy of health education underlying Dr. Cushman's practice

4. To note changes in health education as perceived by Wesley P. Cushman within his lifetime.
Significance of the Study

Means (1963b) has advocated the inauguration of historical research by candidates for graduate degrees in health education, physical education, and recreation. Newton (1965:25) reminds us that "Interpretations of the present are derived from an understanding of the past." As Robinson (1926:3) stated, "It is the past that makes the present and what goes on before is the key to what comes after." Nevins (1962:349) specifies that biography "humanizes the past and enriches personal experiences of the present ...."

As suggested by Grosshans (1979), "There are individuals who have given much to health education, and it would benefit all of us in the profession to have their efforts known and recorded for future reference." Thus, the researcher saw a need to document the professional contributions of Wesley P. Cushman. This has enhanced the history of health education. Future generations will be able to study, examine, and appreciate the achievements of Dr. Cushman within the field of health education. The reporting of philosophical viewpoints and documenting of changes within health education as reflected by this scholar provide the justification for historical perspectives of the discipline.

Hypotheses

The following hypotheses have been formulated:

1. Wesley P. Cushman has made a significant contribution to the
progressive development of health education.

2. The majority of Dr. Cushman's contributions have been actualized during his teaching and administrative career at The Ohio State University.

3. His professional contributions have centered around his activities as an academic and service to professional health organizations.

Delimitations of the Study

The study of Wesley P. Cushman has focused on the following areas of his life and professional career from the years 1908–1981:

1. The Formative Years
2. Early Professional Development
3. The Ohio State University
4. Organizational Activities
5. Retirement and Honors

Selected aspects of his personal life have been excluded from the study.

Limitations of the Study

The difficulties encountered in the pursuit of historical research have been summarized by a committee report to the Social Science Research Council:

...1) the apparent impossibility of using certain modern scientific methods, notably experimentation, and the use of instruments to aid the senses; 2) the greater complexity of social data as compared
to physical: as seen in the circumstances that history presents unique personalities who seem to affect the course of history (or events) and from time to time emergent phenomena not apparently explicable by pre-existing phenomena; 3) the paucity in the social and psychological sciences of adequate generalizations which might be applied in historical studies; 4) the changing character of social phenomena from one age to the next, in comparison with the relatively constant character of the data of the physical sciences; and 5) the circumstances that many potentially pertinent data are lost beyond recall (Social Science Research Council, 1946:138-139).

The following were limitations of the study:

1. Inaccurate and faulty memories of human sources.
2. Biased responses of contributors.
3. Nonresponse of individuals to the questionnaire.
4. Incomplete or missing data sources.
5. Inability to interview all potential contributors.

Definition of Terms

To insure a commonality of understanding, the following terms are defined:

Biographical Analysis - The investigation of the life of an individual using historical research methodology.

External Criticism - The determination of the authenticity of research materials.

Internal Criticism - The deliberation as to the trustworthiness of a source or data.
Primary Sources - First-hand information: original documents, eyewitness accounts.

Secondary Sources - Second-hand information, such as textbooks.

Health Education - Activities conducted by professionally prepared health educators to assist people increase their health knowledge and skills, clarify their perceptions and attitudes, and examine alternatives in choice-making to promote health behavior.

Professional Health Organization - A society composed of individuals who have completed a prescribed educational preparation in the health science area which may include subsequent licensure/certification. The association has dual purposes: serving mankind and promoting the profession.

Voluntary Health Organization - A nonprofit association supported primarily by voluntary financial contributions. These organizations are usually composed of consumers and professionals dedicated to the prevention and treatment of a specific disease or disability.

Official Health Organization - A governmental health agency funded by tax monies.

Basic Assumptions

The following assumptions were basic to the study:

1. Wesley P. Cushman is a recognized leader in health education

2. Sufficient data would be available to conduct the research
investigation.

3. Recorded history is an important component of any profession, discipline, or field of study.
No other biographical research has studied this individual. Thus, selected dissertations related by intent and method have been reviewed. However, an introduction to biographical research has been included.

Biographical Research

Bowen (1951) depicts biography as the story of mankind. Kendall (1965:15) concurs and defines biography as "the simulation, in words, of a man's life from all that is known about that man." Whereas historians record generalizations about an era, a group of people in time, an event, or an institution, the biographer explores the cosmos of one being (Kendall, 1965:4). In the book, Studies in Biography, Aaron (1978:viii) states that biography, which provides knowledge about individual lives, also widens the unquantifiable dimensions of human nature.

In biographical research, the facts usually are the opinions of the people interviewed or contacted by letter (Grosshans, 1979). Shafer (1974) has commented on the usefulness of the personal interview conducted by the researcher with an eyewitness to the events being studied. Such interviews
are not without pitfalls. Shafer (1974:81-82) suggests the following preparation:

The interviewer must establish a balance between the dangers of possibly antagonizing the witness with aggressive questions and allowing the latter to deliver a monologue in an attempt to instruct an ignorant visitor. For this reason it is usually helpful to test the respondent's memory and truthfulness about matters which are uncontroversial and for which the interviewer already has verified answers from other sources. This establishes that the historian is familiar with the events that are the main concern of the interview. After this sort of rapport has been established, the interviewer proceeds to question the subject about more controversial matters which require more emotional, nonverifiable responses.

Means (1963a), who has advocated the use of the oral method of historical research in health education, agrees that the scientific application of the oral method of collecting historical data is dependent upon a number of factors.

Among the more significant are the researcher's ability to select appropriate individuals to be interviewed, his effectiveness in arousing pertinent conversation and judgments, his proficiency in analyzing key points of the interview, and his accuracy in reporting the results (Means, 1963a:520).

Although Benison (1967) has remarked that oral history is a relatively new phenomenon in American historiography, he also points out that social scientists, especially anthropologists, have long demonstrated the utility of oral methods in historical research.

Furthermore, Benison (1967) contends that, in an important sense, oral history has been misnamed:

While it is true that the oral historian helps gather an oral memoir, it is equally true that such an account is based on a written record. It is precisely this record which ultimately determines the course and substance of his work. Although
it has been created by a participant in past events, it is also the creation of the historian-interviewer who has in fact determined the historical problems and relationships to be examined (Benison, 1967:ix-x).

Health education has reached a point in its development as a profession to merit a critical study of its past (Grosshans, 1979). Moreover, Grosshans (1979) has suggested that health educators have the opportunity to understand and appreciate the individuals behind the chronological listing of accomplishments.

More than 20 years ago, Van Dalen (1959:39) warned, "Regrettably, some pioneers in our profession have already slipped silently from the scene without anyone keeping a record of their work." Means (1963b) has noted that only passing attention has been given to the history of the profession in the past.

Selected Biographical Dissertations

Eight biographical dissertations have been examined to identify and compare the following areas:

1. Purpose of the research projects
2. Procedures for collecting, analyzing, and organizing the data
3. Types of materials and documents in the appendix and bibliography
4. Format or arrangement of the written report.
Subsequently, these doctoral studies were selected for review:


Grosshans (1975). The purpose of Grosshans' study about Delbert Oberteuffer was "to preserve the record for future reference, particularly for reference by health educators" (Grosshans, 1975:3). Personal,
taped interviews were conducted with Delbert Oberteuffer. Interviews and written questionnaires were completed by family members, friends, former students, colleagues, and professional associates. Personal and professional documents, such as books, articles, speeches, and awards, were examined. Secondary sources also supplied documentary evidence.

The data were organized into the following chapters:

1. Oregon Childhood
2. The Making of an Educator
3. An Opportunity in Ohio
4. Delbert Oberteuffer at The Ohio State University
5. Physical Activities Culminating in the Gulick Award
6. Earning the Howe Award in Health Education
7. Formulation of Lifelong Points of View
8. Delbert Oberteuffer: An Appraisal

Grosshans explicitly addressed the procedure of data analysis. An adaptation of questions by Van Dalen is noted as the basis for internal criticism; the conditions of external criticisms have been stated as well.

Although the bibliography includes both primary and secondary sources as well as published and unpublished documentary materials, there is no such division of references. The appendix includes copies of letters and interview questions used to collect data, lists of contributors, and unpublished materials.
The written report is organized into eleven chapters. Chapter I serves as the introduction; Chapter II is the review of related literature and procedures. Chapters III through X are the body of the dissertation. Chapter XI summarizes the research. Twelve photographs are included in the study.

Savage (1975). The purpose of the doctoral study by Savage was to provide historical and biographical data about Bernice R. Moss as an individual as well as her professional accomplishments and contributions.

The following sub-problems were listed:

1. Genealogy
2. Formative Years
3. Career as an Educator
   a. University of Utah
      1) Early teaching
      2) Return to the University
   b. Directorship of Health, Physical Education, Recreation, Utah State Department of Public Instruction
   c. Work in the California State Department of Public Health and the State Department of Education
4. Contributions to the professional literature
5. Influence upon the life of her former students
6. Travels throughout the world
7. Life of retirement in contemporary times
8. Her philosophy of health education from the past, at the present, and in the future (Savage, 1975:3).

The procedures for data collection were noted. Personal interviews were conducted with Dr. Moss. Friends, relatives, colleagues, and former students also provided information through taped interviews and correspondence. Other sources included the media, public and personal records, and historical files of various organizations. The issue of data validity
was addressed. The data were organized into the following chapters:

1. Genealogy
2. Early Childhood
3. Years of Preparation
4. Leadership Years in Health Education at the State, National, and International Levels
5. University of Utah—Years of Teaching
6. Service to the Profession—Honors and Awards

Selected references were included in the study and were organized by these divisions: books and periodicals, interviews, and other sources. The appendixes contain letters pertaining to data collection, correspondence about the subject's activities, and selected papers, minutes, and reports written by Dr. Moss.

The written report is arranged into nine chapters. Chapter I, or the introduction, includes a statement of the problem, sub-problems, justification, delimitations, limitations, and other procedural elements. Chapter II is a review of related literature. Chapters III through VIII contain the body of the study. In Chapter IX, a summary is given; recommendations and conclusions are made. The dissertation includes 58 photographs.

Asan (1974). Asan's study was based on the professional life and contributions of Carl Leonard Anderson. The purpose of the research was "to trace and identify those influences in his life which shaped the progression of his career and to examine the influences he exerted on
public health and health education" (Asan, 1974:1). Personal interviews with Carl L. Anderson were recorded on audio-tapes. Interviews and written questionnaires were completed by family members, former students, and colleagues. Personal and professional documents were examined as well as appropriate secondary sources.

The data were organized into the following chapters:

1. The Formative Years
2. Early Professional Development
3. Oregon State University
4. Voluntary, Official, and Professional Health Organizations
5. Retirement and Honors

Asan included information about the evaluation and treatment of data. Examples are given as to techniques for both external and internal criticism. The issue of biased material is addressed.

There is no division of references in the bibliography. Primary and secondary sources as well as published and unpublished resources are included. The appendix contains: 1) copies of letters and questionnaires used to collect data, 2) lists of contributors to the study, and 3) data about college programs of study.

The written report is organized into eight chapters, including a summary chapter. The first chapter states the problem, delimitations, significance of the study, hypotheses, procedures, evaluation and treatment of data as well as definition of terms. Of the studies examined, only Asan's research project contains hypotheses. A review of related
literature is not included in the text; however, the first appendix is a list of biographies that was used as background reading for the study. A picture of Carl L. Anderson serves as a frontispiece; six other photographs are included in the dissertation.

Knipping (1970). The study about Clair E. Turner conducted by Knipping has a dual thrust:

1) the presentation of certain events in public health and Health Education over the half century of Dr. Turner's involvement, and 2) the examination of significant experiences, procedures, and viewpoints originating with Dr. Turner, as they relate to ongoing and future developments in Health Education. Moreover, while this is a study of one man's preparation for, entry into, and performance in the field of Health Education, it is not merely a laudatory reiteration or review of personal achievements, but rather an attempt to further clarify the development and nature of Health Education and its relationships to public health and to general education (Knipping, 1970:2).

The researcher did not explicate the procedures for data collection or analysis. The data were organized into the following chapters:

1. Formative Years through the Master's Degree at Harvard

2. Overview from the Master's Degree through Retirement: A Silhouette of his Professional Life

3. Contributions to Public Health Practice

4. Contributions to Public Health Education

5. Contributions to School Health Education

The bibliography is not organized into any divisions. However, both primary and secondary sources are included as well as published
and unpublished material. By examining the contents of the bibliography, one can obtain clues to the data collection procedures. For example, personal and telephone interviews, university catalogues, and committee reports of professional organizations have been included in the bibliography as sources of data. The appendix includes a list of publications by the subject, reviews of selected books, a description of courses taught, and copies of awards received by Dr. Turner. Within the appendix, a picture essay, containing 28 photographs, provides documentary evidence.

The written report is arranged into a three-page introduction, five chapters and an epilogue. No limitations of the study are noted. A review of related literature is not included. Procedural elements of the research are implicit within the substance of the study.

Collins (1969). The primary purpose of the study by Collins was to note the contributions and achievements related to the life and professional career of Jackson Roger Sharmar, Sr. (Collins, 1969:3).

The procedures for data collection have been clearly specified. Interviews with family members, friends, former students, colleagues, and associates were recorded on audio-tapes. Written contributions were obtained from selected professional leaders. Primary sources include a collection of newspaper clippings, programs, and letters written by Sharmar to family members as well as materials from Sharmar's professional files, such as speeches, lectures, and unpublished writings. Books, articles, professional journals, and proceedings of professional meetings provide other documentary evidence.
The data were organized into the following twelve areas:

1. Family Background and Early Childhood
2. Education in Mississippi
3. World War I Years
4. First Job After Leaving the Service
5. Thomasville, Georgia
6. Mobile, Alabama 1921-1923
7. State Department of Education
8. University of Michigan
10. Contributions to the Literature
11. Civic and Professional Contributions
12. Honors and Awards

Although not organized by primary and secondary sources, the bibliography is categorized as follows: books; articles; reports, pamphlets, bulletins, and speeches; unpublished material; biographical data sheets; personal letters and interviews; and other sources. Fourteen appendices are included in the study. These contain copies of the biographical data sheets, a copy of the cover letter sent with questionnaires, and a list of persons contributing information via writing, tape, and personal interview. The appendix also holds selected bulletins, portions of published writings by Sharman, and copies of citations.
The written report has been organized into five chapters. Chapter I includes a full range of introductory material, including statement of the problem, purpose of the study, significance of the study, delimitations and limitations of the study. Chapter II contains a review and summary of related literature. Chapter III describes procedures followed in the development of the project. Chapter IV contains the substantive data; Chapter V is a summary of the research. Seven photographs are included.

Vollmer (1968). This study describes the life of Sally Lucas Jean and her contributions to health education. According to Vollmer (1968:16), the research "attempts to give evidence of Jean's forthrightness in pressing for clearly defined goals in bringing better health through health education to children and adults everywhere." As noted by the researcher (Vollmer, 1968:16), the subject and the investigator enjoyed a long-standing friendship. Personal interviews with Jean and her colleagues provided data. The perusal of original letters and reports allowed verification of data. The procedure of data analysis is not explicitly discussed, although frequent reference is made to the necessity of data and source verification.

The data were organized into the following chapters:

1. As She Is in 1967 and Her Early Life and Education
2. Her Beginnings in Health Education
3. Mobilizing Support for Health Education
4. On the National Scene
5. On the International Scene

The bibliography is divided into published and unpublished references. Both primary and secondary sources are included. The appendix lists awards, honors, and memberships. The written report is arranged into an introductory chapter, five chapters of substantive data, and a summary chapter that contains "fundamental truths" or principles evolving from Jean's work. Among the studies reviewed, this is the only one that noted such principles. The introductory chapter gives background information, purpose, and procedures. Although not identified as such, delimitations of the study are part of the first chapter. Trekell (1962). The researcher's purposes in her biographical study of Gertrude Evelyn Moulton, M.D., were to: 1) present information pertinent to the history of health and physical education, 2) understand the philosophy of Dr. Moulton, 3) investigate the contributions of Gertrude Moulton and their effects on physical education, 4) present Dr. Moulton as a humanistic individual, 5) describe her influence upon students, and 6) investigate the contributions of Dr. Moulton to the growth of Women's Physical Education at Oberlin College (Trekell, 1962:6).

Trekell collected data through taped interviews with Dr. Moulton as well as her friends and associates. Written questionnaires also provided data. Original source materials used for the study include papers, letters, articles, and a scrapbook belonging to Dr. Moulton. The data have been arranged into the following nine chapters in the
The bibliography is divided into primary and secondary sources with appropriate subdivisions, such as books, articles, reports, unpublished materials, and other sources. The appendix includes copies of the questionnaire and the cover letter sent to contributors.

The written report is comprised of an introduction and nine chapters. The seven-page introduction includes the significance of the study, review of related literature, and procedures for data collection. No limitations of the study were noted. The study contains 35 photographs, which serve as primary sources of data and add esthetic appeal to the presentation.

Ray (1959). The dissertation written by Ray listed four purposes of his research on the life and professional contributions of William Gilbert Anderson, M.D. The purposes were to: 1) investigate the contributions of William G. Anderson, M.D., 2) identify his personal
philosophy, 3) depict the life of a human educator, and 4) consummate a meaningful research project (Ray, 1959:3).

Procedures for collecting data included interviews and correspondence with friends, colleagues, and associates as well as examining records, letters, books, and articles relating to Dr. Anderson. The data were organized into the following chapters:

1. A Personable Gentleman
2. Birth of an Educator
3. A Career in Teacher Education
4. A Move toward Professional Unity
5. The Colleges Gain Direction
6. Chautauqua—A Birthplace of Ideas
7. A Warm Haven in Connecticut
8. Products of Curiosity
9. A Systematic Eclectic
10. The Golden Years
11. A Man and His Quest

The bibliography listed published and unpublished materials under the heading of primary sources; secondary sources included books, articles, proceedings, and reports relating to Dr. Anderson. The study does not contain an appendix.

The written report is arranged into an introduction and eleven chapters. The three-page introduction does include a statement of the problem, significance of the study, delimitations of the study, and
procedures regarding data collection. No limitations of the study are noted. There is no review of related literature. One photograph of William G. Anderson serves as a frontispiece for the dissertation.

Summary

Eight biographical dissertations were reviewed as to purpose; procedures for data collection, organization, and analysis; materials in bibliography and appendix; and format of the report. All studies stated one or more purposes. The procedures for data collection included personal interviews and written questionnaires. The data were organized and written according to a chronological framework. Only three of the eight studies explicitly delineated the procedures of data analysis. The bibliography and/or appendix of all studies contained both primary and secondary sources as well as published and unpublished materials.
CHAPTER III

PROCEDURES

The procedures preliminary to the study have included the following:

1. An indication of interest in historical research early in the author's doctoral program of study (February 20, 1980).

2. The opportunity to participate in a period of comprehensive study vis-à-vis historical research and historiography with Mary K. Beyrer, a staunch advocate of historical research in health education (June-August, 1980).


4. The meeting with the researcher's doctoral committee to discuss tentative plans to conduct this study (January 21, 1981).

5. The attainment of permission from Wesley P. Cushman to conduct an investigation of his life and professional contributions (January 23, 1981).

6. The final approval of the proposed research by the author's doctoral committee (March 3, 1981).
Research Design

The study was biographical in nature and utilized historical methodology, especially those techniques relating to oral history. Thus, the data have been collected from primary and secondary sources, examined via external and internal criticism, and synthesized into a narrative form. The following comments by Benison (1967:ix) served as parameters for the study:

Once a subject has been chosen to be interviewed, the oral historian, like any other historian, must prepare himself in extant primary and secondary source material so as to see and define relevant historical relationships and problems. Second, armed with a tape recorder, he must so handle himself and his preparation as to spur the chosen subject's memory of past events. Third, he must gather from his subjects, and other people, supporting documents of contemporary demonstration, both as a check on the tenuousness of memory and to supplement the account gathered. Fourth, he must edit or aid the subject in editing the final preparation of the memoir.

Subject Selection

Four guidelines for subject selection, as noted by Garraty (1967), were used:

1. Interest in the subject—The researcher had demonstrated interest in the recording of the professional contributions of Wesley P. Cushman to her adviser.

2. Attitude toward the subject—Although the writer wanted to understand the subject and reflect his warmth and humanism, objectivity was desired.
3. Technical knowledge of the subject's specialty—Biographers disagree as to the importance of this factor. Barnett (1951) contends that the key to data collection lies in knowing when and where to ask the right questions, whereas Woodham-Smith (1955) implies that technical knowledge of the subject's specialty is necessary. Hopefully, the investigator's program of study in health education has included both the technical knowledge and preparation to ask the right questions.

4. Availability of materials—Since Dr. Cushman is living and well, his memory provided the most significant data. His files contained such irreplaceable documents as photographs and letters. Dr. Cushman's cooperation has enhanced the availability of materials as well as the feasibility of successful completion of the study.

Nature of Information Needed

The researcher needed information regarding Dr. Cushman's homelife and early childhood in New England, his educational preparation at Bowdoin College and Teachers College, Columbia University, and his military experience. Data about his teaching, service, and influences within the academic world were vital to the research. Knowledge about his organizational activities and awards as well as post-retirement plans was necessary. An understanding of Dr. Cushman's philosophy of health education and documentation of his impressions of changes in health education that have occurred within his lifetime were important
to the purposes of the study. A wide range of information was required for this project.

Sources of Data

Both primary and secondary sources were used as sources of data for the study. The primary source materials included the following:

1. Wesley P. Cushman
2. Family members
3. Colleagues and professional associates, former students and staff members
4. Materials in Dr. Cushman's personal and professional files
5. Published and unpublished writings
6. Records from educational institutions
7. Archival data from The Ohio State University
8. Proceedings of selected professional meetings and reports from conferences.

The following exemplify secondary sources that have been utilized in the research:

1. Documents that referred to Dr. Cushman
2. Reference materials
3. Unpublished biographical dissertations
4. Books and articles pertaining to history and historiography.
Collection of Data

Guidelines for oral history research, as noted by Trekell (1969) and Means (1963a), were followed. The purposes and procedures of the oral method of historical research were discussed with Dr. Cushman. His permission for the study was granted prior to any collection of data.

The memories and recollections of Wesley P. Cushman provided the majority of the data; however, the information also was validated by other sources, including published and unpublished materials. Interviews with Dr. Cushman, which were limited to no more than one hour, were recorded on audio-tapes. These interviews were arranged within a time schedule that was selected by the subject and convenient for the researcher. The investigator visited Dr. Cushman at his home for the interviews.

Whenever possible, notice was given as to the proposed topic to be discussed at the next session. At times, documents that might serve to refresh his memory were left with Dr. Cushman. In certain instances, the investigator had to interrupt the flow of conversation to obtain more specific information concerning names, dates, and places. Generally, Dr. Cushman was encouraged to answer the researcher's questions according to his knowledge and desired responses.

Although he was given the opportunity to edit the tapes after transcription, Dr. Cushman asked that no such typed transcriptions be returned to him for review. The request was granted. At frequent
intervals, typewritten interpretations of portions of the data were presented to Dr. Cushman for his perusal and substantiation.

A list of potential contributors to the study was developed through the cooperative efforts of the researcher and subject as well as the author's research advisory committee. These contributors included family members, colleagues, professional associates, and former students and staff members. Data were solicited from the people via correspondence, telephone, and personal interviews. In each case, the proposed use of the data was explained to the contributor.

Information was not solicited from the researcher's major adviser, Mary K. Beyrer. Dr. Beyrer preferred to maintain her advisory role rather than possibly prejudice or bias the researcher's data. Although she did not contribute data per se, her guidance, suggestions, and evaluative comments did provide much assistance. Furthermore, she shared many primary source materials from her files.

The investigator arranged to tape record interviews with selected health education leaders at the American Alliance for Health, Physical Education, Recreation and Dance National Convention in Boston, Massachusetts, April 13-17, 1981. Most of the interviews had been scheduled with the subjects prior to arrival at the AAHPERD Convention. All contributors were given the opportunity to preview the interview questions and to edit a transcribed copy of their taped responses if desired.

The necessity for securing a tool to supplement the personal interview was obvious due to: 1) the large number of potential
contributors, 2) their widespread geographic locations, and 3) the difficulty in scheduling such interviews. Thus, an interview/questionnaire data form was developed. The form, which sought information about Dr. Cushman's personal characteristics, philosophy of health education, influences at The Ohio State University, and professional contributions to health education, has been included in Appendix B.

An explanatory letter was sent with each data form. Appendixes A, D, and E contain copies of letters written by the researcher to collect data as well as a list of those individuals who contributed to the study through correspondence or interviews.

Educational institutions and some organizations may demand written permission from the subject prior to data release. A permission slip, devised by the writer and signed by the subject, was required in several situations. A copy of this form is included in Appendix C.

The collection of data from documentary sources included the published and unpublished writings of Dr. Cushman. Material was gathered from his personal and professional files. Documents, such as letters, photographs, and citations, were examined. Colleagues and professional associates shared documentary materials with the researcher. Further data have been obtained from reports of conferences and proceedings of professional meetings. Archival information
was found in The Ohio State University. Records were requested from educational institutions attended by Wesley Cushman.

Appropriate secondary sources have been reviewed. These included a variety of sources, such as textbooks, reference books, newspapers, professional journals, and dissertations.

Organization of Data

The collected data have been categorized as to primary or secondary sources. A primary source represents a direct link with the historical fact. Secondary sources are derived from the interpretation of primary source materials by other people. Information which has been filtered through others may be distorted or inaccurate. Thus, primary sources were utilized whenever possible.

The data have been arranged within a chronological framework. Photographs supplement the narrative report. The author selected the following areas of Dr. Cushman's professional life and activities as chapters in the report:

1. The Formative Years
2. Early Professional Development
3. The Ohio State University
4. Organizational Activities
5. Retirement and Honors

This arrangement is similar to the format used by Asan (1974).

The style of reference citations within the text is the author-and-year format. The name of author and year of publication are enclosed in parentheses; table, figure, and page numbers are included as needed (Campbell and Ballou, 1978:84).

In selected situations, information has been typed as a direct quotation, yet the source may not be identified by name. Some respondents preferred general acknowledgment rather than direct quotation. Thus, the data have been utilized but identified only under the aegis of such terminology as "student," "colleague," or "professional associate" rather than by individual notation.

The researcher had proposed that the audio-tapes of the interviews with Wesley P. Cushman be offered to The Ohio State University Archives or to the Archives of the American Alliance for Health, Physical Education, Recreation, and Dance. However, Dr. Cushman has refused his permission for this. The tapes will be maintained by the author.

Analysis of Data

Johnson (1926:50) advises, "In historical studies, doubt is the beginning of wisdom." As reminded by Clarke and Clarke (1970:6), "The actual existence of either primary or secondary sources does not
guarantee their authenticity, accuracy, or validity." Therefore, the data have been scrutinized according to external and internal criticism.

External criticism, which examines the authenticity of data, was conducted via the following techniques:

1. Obtaining original documents or copies of the original documents

2. Conferring with human resources who could provide eyewitness substantiation

3. Requiring the signature on written testimonies.

Internal criticism establishes the veracity of data. However, Asan (1974) has noted that most materials, oral and written, may be biased to some degree. Potential and actual bias was handled by these techniques:

1. Seeking an individual rather than a collective testimony

2. Allowing a choice of general acknowledgment or direct quotation from testimonies

3. Offering an opportunity to edit a transcription from a taped interview

4. Using multiple sources, when possible, to validate data

5. Recording uncorroborated data with such a notation

6. Asking the subject to review and edit the data with the investigator prior to the writing of the research report.
CHAPTER IV

THE FORMATIVE YEARS

Child development theorists, such as Piaget, Ilg, and Ames generally agree that the early years of a child's life are crucial ones in relation to self-concept formation. The family, community, and early school experiences are interrelated factors in personality development. Wesley Cushman's growth was enhanced by positive learning opportunities in all three sectors.

The Family

November 17, 1908, is noted as the birthdate of Wesley Peables Cushman. The year 1908 saw the production of the first model "T" Ford and the election of William H. Taft as President of the United States (Grun, 1975:460-461). Other happenings that have occurred on November 17th include the opening of the Suez Canal in 1896 and the moon landing of a Russian vehicle in 1970 (Millgate, 1977).

Wesley's parents were Benjamin Glazier Willie Cushman and Carrie Peables Cushman. Wesley was the second child born into the Cushman family. Sister Caroline had been born on February 18, 1904. Julia M. Pinkham, an older cousin, also lived with the Cushmans. Wes, as he
was called by friends and family, remembered being "spoiled" by the two older girls (Cushman, Interview 3-30-81).

Benjamin Cushman was born in Sumner, Maine. Secondary education was not available in this area, so he left his home and farmland at the age of 13. Benjamin worked his way through Edward Little High School in nearby Auburn. Within the United States, the first public high school was formed in Boston in 1821 (Grieder and Romine, 1965:182). By 1880, only 2.5 percent of the persons 17 years of age had graduated from high school (U.S. Bureau of Census, 1975:379).

From approximately 400 public high schools in 1860, their number grew to 6,005 in 1900. However, only 15 percent of the children 14-17 years of age were enrolled, a fact indicative that the high school still fell far short of being a truly democratic or popular institution (Grieder and Romine, 1965:183).

Benjamin graduated from Bates College in Lewiston, Maine, where he earned Phi Beta Kappa honors. Aspiring to be a physician, Benjamin attended Bowdoin College Medical School in Brunswick, Maine. This was one of the 133 medical schools in the United States at that time (U.S. Bureau of Census, 1975:383). He supported himself via positions teaching chemistry and mathematics during these years to reach his goal: the attainment of a medical degree.

This objective was met in 1891. Benjamin joined a select group; in 1890, there were 4,454 medical school graduates in the United States (U.S. Bureau of Census, 1975:76). The number of physicians in the country was about 120,000 in 1900; that figure almost doubled by 1959 (Lerner and Anderson, 1963:222).
According to Wesley, his father became a member of the American College of Surgeons and functioned as a general practitioner and surgeon until his death. He was on the staff of St. Marys Hospital and Central Maine General Hospital in Lewiston, Maine.

Parker Mann (1981), D.M.D., recalls his close friend's busy and successful father as a "fierce-looking, unsmiling whirlwind with a heart of gold." Dr. Cushman was a well-built, robust man with a large, black mustache. His manner was brisk and direct. Due to the surgical operations he performed, the odor of ether, which was used as a general anesthetic, clung to his skin and became a part of his image.

Carrie Peables Cushman was born in Auburn, Maine, and was trained in elocution and Danish gymnastics. Wesley recollects that his mother attended Emerson College in Boston, Massachusetts.

Emerson College was founded as a coeducational school of oral interpretation in 1880. In the early years of the College, the curriculum consisted almost entirely of courses in the speech areas; diplomas were granted upon the completion of two or three years of residence (Emerson College, 1963:9-10). However, the College files do not document the attendance of Carrie Peables (Pellegrino, 1981). Carrie may have taken private lessons; if she did this, no information would be available through the College records.

At the turn of the century, fewer women than men received college educations. Statistical Abstract of the United States—1901 states that 15,467 women were enrolled in women's colleges and 19,199 in coeducational institutions, whereas 57,886 men were enrolled in
coeducational facilities (Bureau of Statistics, 1902:431-433). Although 27,410 undergraduate degrees were granted in 1900, only 5,237 of these were female recipients (U.S. Bureau of Census, 1975:386).

Carrie Cushman was a very active person. She taught in the public school system in Auburn, Maine. After her marriage and children's births, much of her time was spent in volunteer work. Parker Mann (1981) described Mrs. Cushman as "socially-minded." Sometimes her good words would take her away from home at lunch time. Wesley, as a high school student, was given 35 cents to eat lunch at the Courthouse Cafe. However, Wes frequently stopped at Parker Mann's home at noon time. Mrs. Mann would ask Wesley to join the other four children for lunch. Wes usually accepted, and the 35 cents found its way into his pocket. Mrs. Cushman viewed this with amusement and often extended luncheon invitations to Parker Mann.

One of Carrie Cushman's major activities was her participation in a national society called the Daughters of the American Revolution.

The DAR was founded in 1890 and is composed of female descendants of Revolutionary War patriots. Historical, educational, and patriotic activities are conducted (Akey, 1980:1088).

Mrs. Cushman served as the Maine state regent for this organization.

This was an elected position of leadership that represented being in charge of all the state chapters. Mother often attended the annual Daughters of the American Revolution Congress held in Washington, D.C. (Thompson, 1981).

Perhaps Carrie could be remembered as an early activist in the feminine movement. According to Wesley, she was the first or second woman to be elected to a public office in the State of Maine. She was
elected to the Auburn School Board and served as president for two terms.

The Community

Maine, located in the northeastern part of the United States, is the home state of Wesley P. Cushman. The Cabots, John and Sebastian, are believed to have explored Maine in the latter part of the 15th Century. Although Maine was once part of Massachusetts, the state later became a separate entity. Maine is the largest of the New England states. The wooded hills, rugged coastline, and numerous waterways provide both recreational and money-making opportunities, such as boating, fishing, and lumbering.

Wesley was born and reared in the small inland community of Auburn. According to the Thirteenth Census of the United States—1910, the population of Auburn was 15,064 in 1910 (U.S. Bureau of Census, 1913: 806).

This manufacturing town is located north of Portland. The neighboring city of Lewiston is separated from Auburn by the Androscoggin River. The local people have called these two towns the Twin Cities. Auburn was a shoe manufacturing center while Lewiston was a site for textile production. Prolific water power from the river facilitated such industrial development.
The weather forecasts usually included snow from late November well into March. Wesley learned to ski, skate and snowshoe almost as soon as he could walk. The City of Auburn provided parks for skating, skiing, and tobogganing. Sledding was a favorite activity for the townspeople. The city usually closed off two hilly streets to traffic, which promoted sledding in safety. Both single sleds and bobsleds, or two sleds connected in tandem, could be seen as children and adults enjoyed this outdoor pursuit.

If the winter months brought snow, the summer allowed greening and growth. Shoveling snow from a driveway, tending a furnace, and mowing a lawn could keep a young lad busy and give him a sense of being a worthy family member. Other work was fun, as when Wesley and Parker were caddies at the Martindale golf course.

Wes does not remember class distinctions per se within the community. However, he acknowledges that his family was considered to be "well-to-do." Parker Mann (1981) recalls that Dr. Cushman was regarded with esteem and admiration; this was also true with Arthur Bennett's father, who was captain of the fire department and managed the horse-drawn fire engine. As youngsters, Arthur Bennett and Wesley often rode their tricycles together (A. Bennett, 1981).

Wesley and Parker Mann were playmates as well. Dr. Cushman provided free medical care for the Mann family, and Dr. Mann, who was a dentist, treated the dental needs of the Cushmans. The two families shared many similar interests.
Early Training

Wesley's early years were formed within a cohesive and supportive family system. From that association evolved a premise that has guided Wes throughout his life: To be conscientious and to do any job well will lead to security, independence, and self-confidence (Cushman, Interview 3-27-81). As noted by Rozwenc (1972:48), the Puritan ethic contained a marked predisposition toward achievement.

Disciplinary techniques used within the Cushman household did not include spanking. The errant child was placed on a chair to "think things over." Words of wisdom from his parents have remained with Wesley. Dr. Cushman admonished his children to always tell the truth "so that you won't have to worry about what you've said" (Cushman, Interview 3-27-81). Mrs. Cushman gently reminded her offspring not to say anything about a person unless something good could be said. As a college professor, Wesley used these adages in his classes while teaching about mental health.

At that time, upper class families often had "hired help." As noted by Clair E. Turner in his autobiography, I Remember, these people were not labeled as cook, maid, or chauffeur.

The terms maid or hostler were not used, as they were too fancy and undemocratic to be socially acceptable. The hired help ate with the family (Turner, 1974:17).

Wes recalls that the hired help ate meals with them and "certainly shared the Christmas tree" (Cushman, Interview 4-24-81). Parker Mann (1981) concurs and relates that "the girl" tended to be protective
of the family. Wesley remembers one handyman, prior to World War I, who cared for the horses and performed other manual chores to aid the busy physician. A hired woman always helped inside the house. Perhaps this "extended family" was one of the factors that helped Wesley develop the empathetic and humanistic personality traits for which he would be known.

Mrs. Cushman needed assistance with the housework; she frequently took telephone messages for Dr. Cushman and acted as a receptionist in the waiting room/office area, which was in the home. Office hours were held, and patients waited, without appointments, for a turn to see the doctor. Dr. Cushman made home visits when necessary. Surgeries were scheduled as morning sessions. Wes remembers his father falling asleep while reading a professional journal in the evening.

Today many physicians are choosing to practice in a multiple partnership situation, which allows shared responsibility and more leisure time.

The Cushman lived in a large house on Goff Street in downtown Auburn. This street was called "Doctor's Row" or "Pill Alley," since many physicians lived here.

Summers were usually spent along the coast of Maine at Higgins Beach, where the Cushmans owned a cottage. Dr. Cushman would visit on the weekends. Even though his schedule did not allow the regular sharing of these activities, Dr. Cushman was able to introduce Wesley to many outdoor skills, such as fishing and gunning. The coastal
waters were abundantly filled with cod. Inland streams in the Twin Cities area served as bedding ground for trout. Boston tourists avidly fished the Maine waters for bass; however, the natives preferred trout fishing. Wesley recollects his father's love of gunning. Both owned guns and hunted for squirrels, partridges, and woodcocks. Each November, Dr. Cushman vacationed for two weeks in the Rangeley Lake area to hunt deer.

Young Wesley was exposed to additional cultural opportunities through his father's efforts. William Gray was in charge of Paramount Theaters in New England. Through the investments of such men as Benjamin Cushman and the business acumen of Bill Gray, the Maine/New Hampshire Theaters were created. These theaters prospered even during the Depression as New Englanders demonstrated their tenacity through faithful attendance. As a spin-off of this effort, Wes usually had a free pass to the movies. Parker and Wesley watched many movies on Saturday afternoon at the Strand or Empire. Wesley would use his pass, and Parker paid 10 cents.

A common interest shared by Carrie and Benjamin Cushman led to many automotive trips for the family. When Wesley grew older, he was allowed to drive on these excursions. The parents were interested in their lineage and genealogy. Both traced their ancestry back to the Mayflower. Thus, a warm Sunday in the Spring and Fall might find the family in an old cemetery looking at names and dates on the tombstones. As always, Dr. Cushman would take the opportunity to teach. He would point out the number of infant deaths found in the cemetery and relate
these to the current health status of the population. In 1915 as many as 1 in every 10 live-births was unable to survive the first year of life, but by 1960, the comparable proportion had dropped to about 1 in 40, a reduction of nearly 75 percent (Lerner and Anderson, 1963:19). Certainly such experiences may have helped to generate Wesley's interest in health.

**Early Schooling**

Wesley began school in 1914, which is when the Panama Canal opened (Grun, 1975:467). Significant changes were occurring within the American educational scene. Compulsory school attendance laws had swollen the school population.

In 1890, 12.7 million children were attending public school or 68.6 percent of the school age population; by 1910, there were 17.8 million in attendance, representing nearly 75 percent of the school age population. In 1920, the total school population had increased to 21.5 million, nearly double that in 1890 (Rozwenc, 1973:170).

During Wesley's early schooling, World War I developed. At first neutral, the United States entered the war three years later in April, 1917. The conflict ended with the signing of the armistice on November 11, 1918 (Means, 1975:10).

Parker Mann (1981) recalls saving peach pits as part of the war effort. The children brought them to school and placed the pits into large collection containers. Parker could not remember the purpose
of this endeavor. According to *This Fabulous Century* (Time-Life Series, 1969:228), housewives and children saved fruit pits which were burned to make charcoal filters for gas masks. Other events at that time which may have impacted upon the Cushman family include the influenza epidemics of 1918 and 1919 (Williams, 1967:469, 475).

Wes attended the local school system in Auburn, including elementary, junior high, and high school. Although Dewey's child-centered philosophy was being touted by some school systems, the Auburn system continued to teach in the traditional manner.

Sometimes Wesley would approach his father for help with his math assignment. Doctor Cushman especially enjoyed the study of mathematics and frequently would solve the problem in question and others as well.

The 1926 Edward Little High School yearbook, entitled *Oracle*, lists the following activities in which Wesley was engaged. The number in parenthesis indicates the year in which he was involved.

Manager Track (4)
Assistant Manager Track (3)
Tennis (4)
Cheerleader (3,4)
Assistant Manager Senior Drama (4)
Head Usher Operetta (3)

There were no health and physical education courses offered in the high school. Interscholastic athletic competition was available. Although Wesley participated in high school events, he credits his interest in indoor sports to the activities at the Auburn YMCA. Sports in those days were not highly organized. "We had hockey teams and 'Y"
teams in the winter and played sandlot baseball in the summer" (Cushman, Interview 6-15-81). Perhaps his mother's professional preparation in physical education influenced Wesley's attitude toward sports. Wesley's physical skills and interests would continue throughout his life and must be noted as an ongoing force within his lifestyle.

The attainment of high grades was a goal for young Wesley. At that time, high school grades and personal recommendations played an important role in the selection and admission of students to colleges. This factor as well as the desire "to do any job well" motivated Wesley to study. Parker Mann (1981) described Wes as a serious, "plugger-type" student who also found time to play.

Graduation from Edward Little High School occurred in 1926 (Hill, 1981). Parker Mann (1981) relates the caption written under Wesley's picture in the high school yearbook: "Wesley is quite collegiate now, so what will he be when he is big enough to wear knickers?" Dr. Mann (1981) explains this quotation as a type of teasing Wesley, with his slight stature, about being allowed to drive a car during his high school days. Wesley refuted this: "The Ford was a family car. Dr. Cushman bought it as interim transportation while awaiting delivery of a new car. I always had to get permission to use it and never drove the Ford to school or on errands" (Cushman, Interview 6-15-81).

Graduation did not end Wesley's contact with his former classmates and teachers. He has returned for reunions. At a 10th reunion, he reminisced about his high grades with Edna Conforth. With tongue-in-cheek, the English teacher reminded Wesley that his mother was
president of the school board when he was in high school.

Those high school days were not all work. Parker and Wesley often double-dated. They would go riding around the lakes in Auburn. The moonlight on the water was an attractive sight. After an evening together, the girls were taken home, Wes would drop Parker off and then proceed home. However, Parker lived at the top of a steep hill. Wesley would only take him to the bottom of the hill; Parker walked the rest of the way home. Wesley explains this as follows:

The Ford’s gas tank was above and behind the motor. Gas got to the carburator by gravity. If the gas was low in the tank, you might have to turn in the middle of a steep hill and back up the hill to keep the car running. When I was using the car, it always seemed to be low in gas (Cushman, Interview 6-15-81).

The writer asked Parker Mann if Wesley's car and free movie pass made him more popular with the girls. Dr. Mann (1981) smilingly said, "It sure didn't hurt."

After the completion of high school, higher education was an expected event. The pursuit of advanced education was both a familial and social class norm. Cousin Julia attended Bates College, where Dr. Cushman had studied, and also attained a Master's degree from Middlebury College. After some teaching experience, she studied business at New York University and became a buyer for Macy's Department Store in New York City. Sister Caroline graduated from Simmons College in Boston and has been employed as a librarian at Dartmouth College in New Hampshire and Brooklyn Public Library in New York.
Wesley, too, planned to attend college. However, his parents wanted him to become more mature prior to college entry. Thus, Wes continued his studies at Phillips Academy in Andover, Massachusetts, from September, 1926, to June, 1927 (Schlott, 1981). Wesley recollects that this was not an unusual practice in the New England region.

College

Wesley attended Bowdoin College in Brunswick, Maine, from September, 1927, until his graduation with a Bachelor of Science degree on June 18, 1931 (Bernstein, 1981). Dr. Cushman, Wesley's father, had attended medical school at Bowdoin College. Eventually his son, Samuel, would study at Bowdoin.

Bowdoin College, founded in 1794, is a private liberal arts college and Maine's oldest institution of higher learning (Bernstein, 1981). Many changes have occurred in the organizational structure of the college. The medical school has been discontinued due to lack of adjunct hospital facilities. The student body now is coeducational, although admission was limited to men only during Wesley's years of attendance. Whereas Wes paid $110 per semester, tuition is currently $5100 per year. In Barron's Profiles of American Colleges, Bowdoin College is rated as being most competitive in relation to selection of students. Only 23 percent of those who applied were accepted for the 1979-1980 freshman class (Barron's Educational Series, 1980:282).
During his study at Bowdoin, Wesley earned an "A" grade in the required hygiene course. Florence Meredith's textbook, *Hygiene*, provided the basic reading for the course. Wes admits that he thoroughly enjoyed the learning experience, which was his first formal exposure to health education. The term health education would eventually replace the term hygiene. This transition is credited to Sally Lucas Jean in 1918 (Means, 1975:137).

As a student, Wesley's grades peaked during his latter years of undergraduate work. He made the Dean's List in his junior and senior years. In his last year, Wes had an "A" record. This was in contrast to his sophomore year in which he barely made average grades. Playing hockey and "being a sophomore" conflicted with serious study that year (Cushman, Interview 6-15-81). Although Wes found philosophy and fine arts to be interesting, he majored in chemistry. Overall, "his chemistry course grades were good ones" (Kamerling, 1981).

When Wesley attended Bowdoin College, physical education was offered on a required, but non-credit, basis. There was a choice between the intramural sports program or the athletic teams. Wes won letters in both gymnastics and track. He was especially skilled in rope climbing, which was part of the gymnastics competition, and his interest in track would continue throughout his life. Later he would serve as a track official on a volunteer basis for 25 years in Ohio (Stahl, 1981).
In the midst of these college years, one event saddened Wesley and the other members of the Cushman family. Benjamin Cushman died in October, 1929. The physician had been dedicated to providing medical care, often without remuneration. At Wesley's 50th reunion of his high school graduation, schoolmates shared stories of Dr. Cushman treating their family members without charge. After Dr. Cushman's death, his banker noted that his estate might have been considerably larger if the doctor had collected the bills that were unpaid and overdue. Even so, monies from his father's estate allowed Wesley to complete his studies at Bowdoin and to pursue advanced preparation.

Carrie Cushman, who died in June, 1952, maintained her spirit and independence through the Great Depression, World War II, and other times of crisis. With such parents as role models, Wesley attempted to meet their expectations.

As graduation loomed before the young college student, positions in the work world were scarce. The country continued in a severe financial depression. Grun (1975:503) reports 13.7 million in the United States were unemployed in 1932. Since Wesley had enjoyed his courses in fine arts at Bowdoin, he decided to study architecture at the Graduate School of Design, Harvard University, where he would remain for one year.

As an admission requirement to a graduate school at Harvard, a foreign language proficiency examination was mandatory. Although Wesley studied French in high school and German in college, he disclaims any linguistic talents. A professor who taught French at
Bowdoin College helped Wesley review this language for the Harvard exam. The test was passed, and Wesley entered Harvard in the Fall, 1931.

Wesley did not show promise in the art of design. Moreover, architects also were having difficulty finding positions in those depressed times. His own skills and interests as well as the economic status of the country dictated Wesley's next move. A decision was made to enter Teachers College, Columbia University, in New York City, and focus on the health and physical education areas of study.

Wesley and others deemed it wise to continue advanced study. Asan (1974:28) reports that Carl L. Anderson continued his education in public health until he completed the doctoral degree since positions were limited due to the depressed status of the nation. Ironically, Anderson would give more than 20 years of service to a western university, Oregon State University, while Cushman would also serve more than 20 years at The Ohio State University. Perhaps an external force such as the Great Depression contributed to the development of future leadership in health education.

Although the program at Teachers College was considered to be a one-year curriculum, Wes spent one year plus a summer at Teachers College. Since his undergraduate preparation at Bowdoin College did not include any classes on education, he had to take some additional courses. A transcript includes the following courses:

Winter Session 1932-33
Natural Program Applied for Men (Physical Education)
Applied Anatomy
The Curriculum in Health and Physical Education
A Teachers College classmate, L. Carroll Adams (1981), described Wes as a friendly, warm person with a sense of humor and a good mind. On December 20, 1933, the degree of Master of Arts was conferred on Wesley P. Cushman (Del. Rinsland, 1981b).

Summary

Wesley's early years were nurtured in a New England setting. His hometown of Auburn, Maine, provided a stable environment for his growth. Wesley's parents and family members shared a warm, loving relationship. He was encouraged to work toward advanced schooling. Wesley had the moral as well as financial support of his family to pursue higher education. A liberal arts education at Bowdoin College provided a broad background upon which to base graduate preparation, which was gained at Teachers College, Columbia University.
Figure 1. Family and Friends (1920s-1930s)
CHAPTER V

EARLY PROFESSIONAL DEVELOPMENT

The young adult years of Wesley's life entailed additional study in graduate school as well as the attainment of experience in the world of work. Such preparation added to his body of knowledge and contributed to his expertise in the relatively new field of health education.

Moravian College

After graduation from Teachers College, Columbia University, Wesley was hired as an Instructor in Health and Physical Education at Moravian College and Theological Seminary in Bethlehem, Pennsylvania. He remained in this position from 1933 until 1937 (Prince, 1981).

Moravian College and the community of Bethlehem was established by settlers from Moravia, Germany. The city also houses the Bethlehem Steel Corporation. Pennsylvania, which was one of the original 13 colonies, has a vast water transportation system that has helped to make the state a leader in the production of iron and steel. When Wesley arrived in Bethlehem, the population was 57,892 (U.S. Bureau of Census, 1931:28).
Moravian College is now a private liberal arts school.

Moravian College is the nation's sixth oldest educational institution. A women's program began in 1742. Men were admitted in 1746, and a full collegiate curriculum started in 1807 (Barron's Educational Series, 1980:675).

A contact made while at Columbia University prompted this job offer. W. Glenn Killinger was Wesley's classmate at Columbia, where they became close friends. After Glenn's degree was granted, he accepted a position at Moravian College and was in charge of Health and Physical Education, Coaching, and Intramural Sports. Glenn offered Wesley the opportunity to get some teaching experience. During his first semester of teaching, Wes earned only his room and board; the second semester brought a $500 raise (Cushman, Interview 3-25-81).

Wesley's duties were varied and multiple. He recollects, "These were hard times, and one filled in wherever there was a need" (Cushman, Interview 3-25-81). The 1933-1934 Moravian College and Theological Seminary Register lists Wesley Cushman as a Health and Physical Education Instructor, whereas the 1934-1935 Register identified Wesley as a Physical Education and English Instructor. Wes taught the only health course that was offered in the health and physical education curriculum (Cushman, Interview 3-25-81). One semester he taught an English course. He also spoke to high school students in a recruitment effort to increase student enrollment at Moravian College and Theological Seminary.

Wesley directed the intramural sports program and assisted with football and basketball. In this capacity, he worked with Killinger's
successor, Paul Stagg. Paul, who had received a Master's Degree in Physical Education from Columbia University, was the Coach and Director of the Athletic Department. Coach Stagg introduced the flanker system of football strategy to the college team. This had been developed by his father, Amos Alonzo Stagg, as a means of eliminating the weight advantage of heavier opponents.

One of Wesley's tasks was to help with the debating team. The debate club had been started by Dr. Charles H. Rominger, who taught English, public speaking, and education courses. The other person who worked with Wes on this project was Zoltan B. Bird, an Assistant Instructor in Psychology. The two questions debated during the 1935-1936 academic years, as found in the yearbook, Revista (1936:67), are as follows:

That the nations agree to prevent the international shipment of arms and munitions, and
That the State of Pennsylvania should adopt a system of socialized medicine.

Perhaps Wesley's interest in health prompted the selection of the latter issue.

The caption, "The Songbird," under Wesley's picture in the Revista (1936:18) was a surprise to him. Cush, who had never been apprised of this nickname, acknowledges that he must have "whistled and hummed a bit" (Cushman, Interview 5-4-81).

The desire for continued graduate study lured Wesley back to Teachers College, Columbia University. A transcript from that
institution shows that Wes attended summer school in 1935 and enrolled in the following courses:

- Individual Physical Education
- Care and Prevention of Injuries
- Public Opinion and Education


During the summer of 1936, Wesley availed himself of an educational but fun-filled opportunity. He enrolled in a Physical Education Field Course with Dr. Jessie Feiring Williams of Columbia University. Although he completed the course work, Wesley had registered for this experience on a non-credit basis. While traveling through Sweden, Denmark, and Germany, such topics as the local educational facilities and the Hitler Youth Movement were studied (Cushman, Interview 3-25-81). This was concluded with a two-week stay in Berlin for the Olympic Games. At this point, Wesley left the group and visited Paris and London on his own. Thus, his horizons were being broadened on several fronts.

Columbia University

In 1937, Wesley received an invitation from the Advanced School of Education, Teachers College, Columbia University, to continue his graduate study on a full-time basis (Cushman, Interview 3-25-81). Students were being recruited even though the institution has long been recognized as one of the greatest centers of learning in the United States. Teachers College, founded in 1888, became part of the educational system of Columbia University one year later (Russell, 1979: 39).
Columbia University was established in 1754 as King's College. Originally sponsored by the Episcopal Church, it is now privately supported and nonsectarian. In 1890, the campus moved from downtown New York City to Manhattan. The design of the campus, in grand American Renaissance style, is generally regarded as one of the best urban campuses in this country. Undergraduate studies are offered, but the University has become widely known for its graduate programs (Barron's Educational Series, 1980:482).

The health education and physical education programs were considered to be outstanding. After discussion with Jessie Feiring Williams, Wesley chose to study health education. Dr. Williams, who thought there was a future demand for such preparation, concurred with his decision. There was no degree tagged as health education. However, Wesley was able to arrange a hand-tailored program of study. Perhaps this experience influenced his later stance as to the value of flexibility and individuality within graduate education.

The years 1937-1938 marked a stimulating passage through the world of academe. Wesley's transcript from Teachers College, Columbia University, documents the following course work:

**Spring Session 1936-37**
History of Education in its Relationship with Intellectual and Ethical Backgrounds
Foundations of National Education
How to Locate Educational Information and Data
Current Problems in Health and Physical Education

**Summer Session 1937**
Methods and Materials of Health Instruction in Colleges and Universities

**Winter Session 1937-38**
Descriptive Statistics
Social Health and Sex Education
Elementary Microbiology
Biology and Society, Heredity and Environment
Wesley recalls classes with superior, nationally-known teachers (Cushman, Interview 3-25-81). Carter Alexander, George S. Counts, William H. Kilpatrick, and David Snedden were Professors of Education. Professor Alexander encouraged Wesley to write his first publication, "Library Research that Works." His interest in health education was fostered by Mary S. Rose, Professor of Nutrition, and Jean Broadhurst, Professor of Bacteriology. Maurice A. Bigelow, Professor of Biology, was a pioneer in sex education. Dr. Jesse F. Williams taught hygiene, and Dr. Frederick "Fritz" Maroney taught anatomy and physiology. Many of his classes were shared with nurses who were pursuing advanced study at Teachers College. Wesley completed his course work in 1938 and designed his research project. However, the project implementation and dissertation writing were not completed until 1941.

Wesley was employed as a Graduate Teaching Assistant at Columbia University during 1937 and 1938 (Cushman, Interview 6-15-81). Another Teaching Assistant, John H. Shaw (1981), recalls, "We worked together to our mutual advantage as teachers of the required hygiene course at Columbia."

These were exciting years on a more personal note. Wesley met Katharine Wright during the summer of 1937 at a social mixer for health
and physical education students. Kit, who graduated from Smith College, had majored in Italian and, in fact, had spent her junior year in Italy. Kit was a highly-skilled athlete, especially in field hockey, lacrosse, and tennis. Thus, she accepted a position teaching sports, or noncredit physical education courses, at Concord Academy, Concord, Massachusetts. Kit came to Teachers College that summer to study educational methodology.

The two students found time to date throughout the summer. Wes drove Kit to her home in Lake Placid, New York, at the end of the summer term and met her family. A proposal of marriage was forthcoming in December, 1937.

Since Kit's father was dead, her uncle, John Hall Jones, asked Wes about his prospects. Wesley replied that "the potential salary of a professor in an academic institution might be $6000 or more" (Cushman, Interview 4-8-81). Apparently Uncle John was satisfied that Wes would be able to provide for his niece since the young couple was married in August, 1938, at Lake Placid. This home and land, as part of Kit's inheritance, must be noted as a restful and enjoyable haven for the Cushman clan.

University of Minnesota

After their marriage, the Cushmans moved to Minnesota, where Carl L. Nordly had offered Wesley a position in the Department of Physical Education Studies at the University of Minnesota in Minneapolis. The
University of Minnesota, founded in 1851, is a state-supported institution located in an area that is productive in both agriculture and industry. The name Minnesota is derived from two Sioux Indian words meaning sky-tinted water and suggests the many lakes and rivers found within the state borders.

Anglim (1981) confirms that Wesley was employed as a Research Assistant with the Committee on Educational Research from September 16-December 31, 1938. Since he was employed in a 75 percent-time position, he also had the opportunity to teach hygiene and physical education theory courses at nearby Augsburg College. Wesley was able to conduct his field study here to meet the doctoral dissertation requirements.

The purpose of his research was to ascertain the health needs and interests of Augsburg College freshmen males in order to select and organize the subject matter in a personal hygiene course. The aim was to lead students from past and present learning experiences into newer areas of learning (Cushman, 1941:106).

Multiple techniques were used to delineate the needs and interests of more than 60 students. Selected college officials were questioned about recurring student health problems. The subjects were asked to identify their own health problems or problems that elicited their interest. A health knowledge test was given. Daily habits were recorded. A health history was taken, and a physical examination was administered. Personal interviews were scheduled with the researcher.
Rank ordering the data provided the basis for the development of units of study that were within the understanding of the group yet fostered new learning. A post-course checklist completed by the students indicated that they had been interested and stimulated by the classroom teaching. The teaching materials also were judged to be important by a group of 115 college health authorities.

Mankato State Teachers College

The year 1938 found President Roosevelt sending an appeal to Hitler and Mussolini to settle their European problems amicably (Grun, 1975: 514). At the same time, President Frank McElroy of Mankato State Teachers College sent an appeal to Teachers College when a faculty position unexpectedly needed to be filled. An accident in the middle of an academic year created a faculty opening at Mankato State Teachers College in Mankato, Minnesota. A chemistry professor, who also taught hygiene, spilled sulfuric acid from a five-gallon jar on his legs and died of the resultant infection in this mishap.

Although there was an immediate need for someone to teach chemistry, the president wanted to enlarge the health program at the college. With his undergraduate major in chemistry and graduate study in health education, Wesley was a strong candidate. The following paragraphs are excerpts from a letter of application sent by Wesley Cushman to President McElroy on October 5, 1938:
Lillian B. Turner of the Bureau of Educational Service, Teachers' College, Columbia University, informs me that you desire a man to teach some chemistry and to administer, as well as teach, in the field of health education. From her description of the job to be handled I should say I am very well qualified.

You have, I understand, my papers with a complete record of my scholastic attainments and professional experiences. May I call to your attention my basic courses in health education, which meet to large degree the requirements set up by the National Conference on College Hygiene in 1937: liberal and cultural background; general physics, and major in chemistry at Bowdoin College; biology, anatomy, physiology, micro-biology, personal hygiene, social hygiene, first aid, heredity and environment, methods and materials of health instruction, and administration of college health at Columbia University. I have completed my credits for my Ed.D. and am now working on my dissertation in the field of health instruction. My experience in the field has been four years of instruction in hygiene and director of the health program at Moravian College, Bethlehem, Pa. I have a sincere interest in preventive medicine (Cushman, 1938).

When offered the position, Wesley accepted it effective January 3, 1939, and the Cushmans moved to Mankato, a small town of 14,038 people (U.S. Bureau of Census, 1931:32). The understanding was that Wesley would teach chemistry for the remainder of the 1938-1939 academic year and then would be full-time in health education. Wes laughingly remembers "burning the midnight oil reviewing chemistry" (Cushman, Interview 3-25-81).

Mankato State University, as it is now called, is a publicly-controlled institution offering training in the liberal arts as well as professional studies (Barron's Educational Series, 1980:378). The campus is set in a rural area, 85 miles from Minneapolis.
When Wes joined the faculty, Mankato State Teachers College had a two year program for elementary school teachers as well as a four year curriculum. In one aspect, it functioned as a "normal school." Wesley recalls there were approximately 2000 one-room schoolhouses still in use in Minnesota in 1940 (Cushman, Interview 5-4-81). According to the Mankato State Teachers College Catalog (1943:53), all students enrolled in both curricula were required to take the four-credit hour Personal and Community Hygiene course taught by Wesley. The course, which was a prerequisite for upper class study in health and physical education, is described by the Catalog (1943:54) as follows:

This course is concerned with health in general and health habits in particular. The object of the course is twofold: first, to enable the teacher to learn those facts of hygiene, the application of which will improve his health; and, second, to enable the teacher to have a better understanding of the health problems of the child as they occur in the home, the school, and the community.

Wesley joined the College as an Associate Professor of Health Education in the division of Health and Physical Education, which was chaired by Mercedes Gugisberg. The Catalog (1943:53) identifies these aims of the Health and Physical Education Division: "To develop health, body efficiency, qualities of leadership, and recreational skills and interests." The same page of the Catalog pinpoints the aim of Health Education:

To provide such environment, services, and instruction as will afford the individual an opportunity to improve not only his own health, but also the health of the group of which he is a part.
The Catalog (1943:53-54) explains the health minor as "being designed not solely as a teaching minor but as a minor to prepare teachers" with the following functions:

- To organize with administrators and other essential personnel in school and community a well rounded school health education program to include healthful school living, health service, and health instruction.
- To render first aid in case of emergency illnesses or accidents.
- To screen out by means of observation, inspection, and hearing and vision tests those students who need medical attention.
- To work out with other teachers a well balanced instructional program.
- To supervise school lunch programs, rest periods, and other activities which should provide healthful experiences for the school child.

The health minor required 28 quarter hours. The Catalog (1943:54-55) describes the following health education courses required in the health minor:

First Aid and Safety—The purpose of this course is to instruct the individual in how to prevent accidents, to equip the individual with sufficient knowledge to determine in a general way the nature and extent of an injury, and to teach the individual what to do in cases of sudden illness or accident.

Organization, Methods, and Materials of Health Education—This course is planned to acquaint teachers with methods and materials of a program for health supervision, health service, and health instruction in the public schools.

Organization, Methods, and Materials of Health Education Advanced—This course is a continuation of the previous course and demands practical work in the construction of a health program. It requires reports of school environments; the observation and organization of the health service program, including techniques in physical examinations; the construction of record and health examination cards; and finally, the building of lesson plans and courses of study in health instruction.

Teaching of Social Hygiene in the Public Schools—Given in Alternate years. No description provided.
The latter course was developed through the cooperative efforts of Wesley Cushman and William Griffiths, who was employed by the Minnesota State Department of Health, Division of Social Hygiene. Wesley taught all these courses, which built on the Personal and Community Hygiene course (Cushman, Interview 6-15-81).

Wesley also had been employed as the Director of Health Services at Mankato. The local physicians provided medical care to the students with the assistance of two registered nurses who operated a campus infirmary during the day and were "on call" at other times. Johanna Weblemoe, R.N., worked in this program with Wesley for five years and cites his unique and broad background as the basis for his leadership in health education. Miss Weblemoe (1981) stated, "Wesley Cushman and I saw eye-to-eye on all matters of health and health service."

The Catalog (1943:30) explains the purpose of the Health Service:

The purpose of the Health Service is primarily educational. The student is guided in constructive physical and mental health-building by regulation of health habits, by control of environment from a hygienic standpoint, by correction of defects, and by proper care and advice in case of illness. A medical examination, for which appointment is made at the time of registration, is required prior to completion of matriculation of every entering student. Medical rechecks are required of all students. Students are expected to report early symptoms of illness to the school nurse.

As a part of the war effort, the Health Service intensified its program for correction of remediable physical defects and improvement of health.

Wesley contributed his time and energy for community service work. He was Chairman of the Blue Earth County American Red Cross First Aid Program from 1942-1944. He served as a member of the Blue Earth County
(Minnesota) Board of Health from 1940-1944. He was a member of the Committee on Social Hygiene, Minnesota State Department of Health from 1940-1941 and a member of the Curriculum Committee on Health Education, Minnesota State Department of Education from 1943-1944.

Familiarity with the local community health agencies stood Wesley in good stead. William Griffiths (1981), who is now Professor Emeritus, School of Public Health, University of California at Berkeley, noted that Wesley was a forerunner in the use of local health resources to provide sound and effective educational experiences for students.

However, all was not work at Mankato. President McElroy liked to play golf, as did Wesley. In a communication with Carl Nordly (1981), Wes was rated as "a very competitive golfer." Wes was responsible for initiating ice hockey at Mankato State Teachers College. Intramural monies bought boards to put around the ice rink and some playing equipment. The hockey club was organized and played teams in nearby towns. Hockey eventually evolved into a varsity sport. Wes was pleased to see that Mankato went to the hockey national play-offs in its division last year (Cushman, Interview 4-24-81).

Wesley recalls the days at Mankato as happy ones, even in the midst of the national crisis of World War II. The small town was somewhat similar to Auburn, Maine. Within the College system, there was a relaxed sharing of concerns and rotation of responsibilities, including chairmanship activities. Such a rotation may decrease the use of a chairmanship as a stepping stone up the administrative ladder. "In
college teaching, leadership comes from your best teachers" (Cushman, Interview 3-27-81).

The years at Mankato brought other joys as well. In the Fall, 1941, Wesley took a short leave of absence to complete his doctoral requirements. The Doctor of Education degree was granted on January 23, 1942 (Del. Rinsland, 1981b). In that year, 493 doctoral degrees were granted in the field of education in the United States (U.S. Bureau of Census, 1975:388). The Cushman family increased in size as well. Samuel was born in 1941; Benjamin, in 1943.

As World War II continued, more people were serving on the home front. The Minnesota National Guard was one of the first units to be called into active duty. This was replaced by an organization called the State Guard. Dr. John Mickelson, who was the leader of the medical unit, asked Wesley to train the unit members in first aid. Thus, Wesley became a noncommissioned officer in the Medical Corps of the State Guard (Cushman, Interview 4-1-81).

He also served as a civilian instructor in the V-5 Naval program held at Mankato State Teachers College. Here United States Navy pilots received their first flight training. Wes taught several physical conditioning classes for the pilots. Perhaps this stimulated his interest in the Navy, which is the branch of the military service he chose to enter.
Military Service

On December 7, 1941, Pearl Harbor had been attacked by Japanese aircraft; within days, the United States had officially entered into the conflict of World War II. The years of 1942 and 1943 included long, hard-fought battles as the Allies struggled for survival. During 1944, retaliatory actions secured some decisive battles.

In June, 1944, Wesley was granted a leave of absence from Mankato for military service (Holland, 1981). He had been commissioned in the United States Navy on May 27, 1944, and entered active duty on June 30, 1944 (Cushman, Interview 6-15-81).

Wesley was sent to the Naval Indoctrination School in Plattsburg, New York, which was only 40 miles from his family in Lake Placid. After completion of this schooling, sea duty was requested by Lieutenant (j.g.) Cushman. He was sent to Armed Guard School in Norfolk, Virginia. Armed Guard officers commanded Navy gun crews that were assigned to protect merchant ships. Wesley served as an Armed Guard Commander aboard the U.S.S. George B. McClellan, which carried troops and cargo in the American, European and African Theaters and on the U.S.S. John P. Altgeld, an oiler, in the Pacific Theater (Cushman, Interview 3-30-81).

In May, 1945, the German armies conceded defeat. Three months later, the Japanese accepted a final surrender ultimatum following the atomic bombings of Hiroshima and Nagasaki (Means, 1975:15).

With the advent of V-J Day, Wesley was sent from the West coast to attend a two-week Educational Services School in Washington D.C.,
to learn counseling skills and techniques. Train travel, which was the only mode available, was very crowded and slow due to the number of wounded troops being returned from the Pacific coast. Therefore, Wesley missed the first week of school. However, he was able to complete the work and was sent to the United States Naval Hospital in Newport, Rhode Island, as the Educational Service Officer. Wesley served in this capacity from October, 1945, to June, 1946. As Educational Service Officer, he helped hospitalized servicemen and servicewomen to arrange for course work and testing to earn their high school diplomas or college credits. He also interviewed and counseled patients being discharged from the hospital about their post-service educational plans.

Wesley was separated from the military on July 20, 1946. He had a number of potential employment opportunities from which to choose. These included the University of Alabama, University of Southern California, University of Connecticut, Cortland State Teachers College (New York), and The Ohio State University.

Delbert Oberteuffer (Obie) had heard about Dr. Cushman from a professional friend who taught at Columbia University when Wesley was a graduate student at Teachers College. Obie, representing The Ohio State University, requested an interview with Wes; they met in New York City. Dr. Oberteuffer, as Men's Division Chairman, subsequently offered a position to Wesley Cushman. Columbus physicians Francis and Warren Harding, who had been in Rhode Island with the Cushman, encouraged Wes to accept The Ohio State University position.
Figure 2. Mankato and Military Years (1940s)
Wesley resigned his position at Mankato State Teachers College to come to The Ohio State University as Associate Professor of Health Education in the Department of Physical Education, Men's Division, effective October 1, 1946.

Summary

Wesley's first teaching position at Moravian College, Pennsylvania, involved multiple responsibilities. He was motivated to return to Teachers College, Columbia University, to continue his graduate studies. During this time, a personal relationship also flourished. Wes met and married Katharine (Kit) Wright.

The latter part of the 1930s found the Cushmans in Minnesota. The University of Minnesota yielded short-term employment. Mankato State Teachers College in Minnesota offered Wesley a position as Associate Professor of Health Education and Director of Health Services. Wes found time to complete his dissertation, and a doctoral degree in education was granted in 1942. Two sons joined the family. Military service in World War II provided sea duty experience and brought the family back to the East coast.

Learning through living as well as a variety of academic opportunities prepared Wesley Cushman to tackle the next challenge: The Ohio State University.
Figure 3. Wesley P. Cushman (1930s–1960s)
CHAPTER VI

THE OHIO STATE UNIVERSITY

After World War II, Dr. Cushman joined the faculty of The Ohio State University where he would serve for 28 years. He assisted in the development and expansion of a quality health education program at the University. In an interview (4-23-79), Wesley estimates that he has taught more than 10,000 students. He has counseled many students as well. Appendix F contains a list of doctoral candidates and their research studies for which Wesley acted as major adviser. Dr. Cushman also found time to author various articles and books; Appendix G lists selected writings published by Wesley Cushman.

During these years, Wesley helped to develop courses and a program of study in health education. He also served on departmental reorganization committees that assisted in the formation of a School of Health, Physical Education, and Recreation. The health education professional preparation program of The Ohio State University grew in scope and stature. On the undergraduate level, a separate health education major evolved. The graduate program attracted students with its flexible framework. A general hygiene course, coordinated by Wesley for the Men's Division, was required of all freshmen students. According to Abbott (1970:1), more than 7,000 students were enrolled.
in this course on an annual basis.

As Chairman of the Division of Health Education, Wesley continued to strive for quality education via a competent and cohesive staff. "Cush," as he was called at the University, gained the respect of his students and colleagues with his intelligence, dedication, and humanism.

Relocation

The post-war year of 1946 saw many changes in the world. The United Nations General Assembly met for their first session; New York City was declared the permanent headquarters for the United Nations (Grun, 1975:524). In Europe, verdicts from the Nuremburg Tribunal were sentencing Nazi leaders to death (Williams, 1967:602).

In 1946, Wesley moved his family to the Midwest again. This setting in Ohio, rather than returning to Minnesota, brought the Cushmans closer to their families in the northeastern part of the country. "Location plus personalities" drew Wes to The Ohio State University (Cushman, Interview 4-23-79). The reputation of both Delbert Oberteuffer and the University itself were known to Wesley.

Wesley's "Down East" accent was in contrast to the midwestern drawl. He quips, "I thought I was moving to O-hi-o. But the natives told me I was now in A-hi-a" (Cushman, Interview 5-8-81). Once a colleague jokingly introduced Wes as being from a "foreign country."
Ohio is in the eastern portion of the Midwest. The Buckeye State is one of the leading industrial states in midwestern America. Ohio is an Iroquois Indian word for "something big." The capital of Ohio is Columbus, which also houses The Ohio State University. In 1946, the population of Columbus was 306,087 (State of Ohio, Secretary of State, 1961:65).

North of Columbus is located a small community named Worthington, which had been settled in 1803 by New England pioneers. A May 3, 1981, Columbus Dispatch newspaper article states, "The city's early New England roots are reflected in many of its older Cape Cod and Early American style homes (Foster, 1981:K-10).

Warren and Francis Harding, who had met the Cushmans in Rhode Island, suggested that Worthington would be a pleasant community in which to settle. Indeed, the Harding families have been longtime members of that city. Figures from the Ohio Population Report—1960 (1961:66) cite the population of Worthington as 1,569 in the 1940s.

The people of Worthington have been described as having the following social characteristics: predominantly Caucasian; married, middle-aged; high-school and college graduates; professional, technical and managerial workers (Walker, 1954:4-8).

The Cushmans selected Worthington as their hometown and have maintained their residency. Shortly after moving, a loss brought grief and sorrow to the family. Benjamin, second-born son, died in 1947 from an allergic reaction to cocaine, which was administered
during a medical examination for a respiratory ailment. Two more children entered the family circle. James was born in 1948; Sydney, in 1950.

The University

When Wesley joined The Ohio State University system in 1946, students had been learning within the portals for 73 years. The Morrill Act, passed by Congress in 1862, launched the Land Grant college movement. This, in turn, produced the Ohio Agricultural and Mechanical College, which opened its doors in 1873. In 1878, the name was changed to The Ohio State University by the legislature. The University is supported by appropriations from State and Federal Governments. By the 50th anniversary, enrollment exceeded 10,000; the four quarter plan had also been put into operation (Pollard, 1952:411).

The Annual Report of the Registrar and University Examiner (1947:109) indicates that Wesley joined a faculty of almost 2,000 members. That same report (1946:v) shows an enrollment of 31,596 students during the academic year 1946-1947. Since its inception, the small college has grown to become one of the "Big Ten" in academic affairs as well as athletics.

Within the University system, the Department of Physical Education was formed in 1898 (Department of Physical Education, 1960:1). Thirteen years later, the instructional programs for men and women were affiliated with the programs of intramural and intercollegiate athletics.
When Wes became a faculty member, the Department of Physical Education and Athletics consisted of four related but relatively independent divisions: Men's Physical Education, Women's Physical Education, Intramural Athletics, and Intercollegiate Athletics. Each division had its own chairman, and the total department was administered by a director.

Wesley's position was a newly-created one. He credits the Men's Division Chairman, Delbert Oberteuffer, and other farsighted academic leaders within the University who foresaw the demand for an increased staff in health education. The need for health education became apparent during World War II when many draftees were certified as unfit for military service. Rejections were frequently based on defects known to parents and schools but uncorrected in early years. These findings led to the Victory Programs designed by the United States Office of Education and consultants to enhance the health instruction in public schools. The call for more health and physical education encouraged students to enter the joint professional preparation program offered at The Ohio State University.

The post-war years saw an increased enrollment in colleges and universities. The Ohio State University was similarly affected. By 1948, The University was fourth in the United States by enrollment (Pollard, 1952:415-416). The Ohio State University Bulletin (1946:211) states that all freshmen at the University were required to take a one credit hour hygiene course. The returning veterans caused the
enrollment in this course to skyrocket, which, in turn, created a need for qualified faculty members to teach hygiene.

Wesley was asked to teach health education and to coordinate the instruction for the required hygiene course. He entered the University as a health education specialist. His own educational background was especially strong in the health sciences. Wes had experience not only in health instruction but in health services as well. He recalls, "My function in the Men's Division was to take charge of the required hygiene course, teach the basic health course for the majors, and teach some electives" (Cushman, Interview 4-23-79).

Curricular Framework

The Ohio State University Bulletin (1946:211-218) lists the following health education courses available to students when Wesley joined the faculty:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 400</td>
<td>Hygiene (Service Course)</td>
</tr>
<tr>
<td>Physical Education 410</td>
<td>Hygiene (Professional Course)</td>
</tr>
<tr>
<td>Physical Education 473</td>
<td>First Aid (Professional Course)</td>
</tr>
<tr>
<td>Physical Education 610</td>
<td>Health Education for Secondary Teachers (Elective—Nonmajors)</td>
</tr>
<tr>
<td>Physical Education 641</td>
<td>Personal Health Problems</td>
</tr>
<tr>
<td>Physical Education 643</td>
<td>Principles of Health Education</td>
</tr>
<tr>
<td>Physical Education 644</td>
<td>The Teaching of Health in Secondary Schools and Colleges</td>
</tr>
<tr>
<td>Physical Education 645</td>
<td>Administrative Interrelationships of School Health Education</td>
</tr>
<tr>
<td>Physical Education 692</td>
<td>The School Health Services</td>
</tr>
<tr>
<td>Physical Education 646</td>
<td>Professional Preparation of Teachers in Physical and Health Services (not given 1946-1947)</td>
</tr>
</tbody>
</table>
Education 731  Administration of Physical and Health Education
Education 664  Health Education for Teachers
Education 642  History of Physical and Health Education

In 1946, the study of school health education was available as a minor teaching field. The Ohio State University Bulletin (1946:63) indicates that a program was offered by the Department of Physical Education to provide preparation in school health education:

It may serve as a teaching field for students whose other major is an appropriately related field such as Nursing Education, Home Economics, Elementary Education, Biological Sciences, or Psychology. Students specializing in physical education are certified by the State Department of Education as teachers of physical and health education, and they should not apply for a special certification in this curriculum.

Dr. Cushman recalls that teachers were certified on this joint basis (Cushman, Interview 4-23-79). Students who successfully completed 190 quarter-credit hours were recommended for the degree of Bachelor of Science in Education and would receive certificates from the State (Ohio) Department of Education in Physical and Health Education. According to The Ohio State University Catalogue (1947:517), the graduates were prepared for the following positions:

Such a program prepared teachers of school physical and health education, including athletics as well as city and state supervisors of physical and health education. Graduates could also serve as recreational leaders, camp counselors, and directors.

Undergraduate Program

The transition from a joint program of health and physical education to separate undergraduate programs (majors) in health education...
and physical education was a gradual one (Cushman, Interview 4-23-79).
However, the male and female health education faculty must be recognized
for their efforts to promote the health education curriculum in a co-
operative manner. Former faculty members Iona R. Grosshans (1981) and
Geraldine A. Johnson (1981) remember the spirit of harmony among the
health educators on the faculty. Barbara A. Cooley (1981) succinctly
summarizes this:

At a time when health education was a "subset" in the respective
organizational structures of the then separate Men's Division
and Women's Division of Physical Education, Dr. Cushman from
the Men's Division and Dr. Beyrer from the Women's Division
saw to it that the men and women health educators weren't sep-
parate.

Wesley assisted in the development and implementation of a sep-
erate health education major professional preparation program. This
endeavor was supported by Cush; he believed that the "Baby Boom" would
swell the public schools to such size that school health educators
would be eligible for job placements (Cushman, Interview 4-3-79).

Dr. Cushman has cited the Jackson Mills Conference of 1948 as the
most significant event in establishing health education as a major area
of study (Sabock, 1969:307). Such leaders as Delbert Oberteuffer,
Wesley P. Cushman, Ann Paterson, and Naomi Allenbaugh cooperated in
curriculum development based on the standards set at the Conference
(Cushman, Interview 4-1-81). Although the required courses were
drawn largely from the existing program of the Department of Physical
Education, interdisciplinary exposure for the students was included.

According to The Ohio State University Bulletin (1963a:88-89), the curriculum in health education was as follows. The numbers after the courses indicate credit hours.

MAJOR IN HEALTH EDUCATION

This program is offered by the Department of Physical Education to provide preparation in School Health Education. Students successfully completing this curriculum receive certificates from the State Department of Education in School Health Education. Its purpose is to prepare full time supervisors, coordinators, and special teachers of School Health Education.

I. General University Requirements
II. General College Requirements
III. University Basic Education Requirements
IV. Content courses in major area
   Introductory Anatomy - 5
   Public Health Engineering - 3
   Hygiene - 5
   First Aid - 1
   Personal Health Problems - 3
   Teaching of Health - 4
   Organization Relationships in School Health Education - 3
   School Health Services - 3
   Effective Speaking - 5
   Fundamentals of Nutrition - 5
   Microbiology in Relation to Man - 5
   Principles of Physical Education - 5
   Introduction to Physiology - 10
   Exceptional Children—General Survey - 3
   Adolescence - 3
   Factors in Successful Marriage - 3
V. Required Professional Courses
   Introduction to Study of Education - 3
   Elementary Education Concepts of Teaching - 4
   Child Guidance - 4
   Theory and Practice in Secondary Teaching - 4
   Student Teaching - 9
   Audio Visual Materials for Instruction - 3
   Philosophy of Education - 3
   Introduction to Guidance Services - 3
   Educational Psychology - 5

MINOR IN HEALTH EDUCATION

Valid for certification in School Health Education in grades 7-12.
Required Courses 38 hours
   Anatomy and/or Physiology - 10
   Principles, Administration and Methods of the School Health
   Education Program - 10
   Electives Pertinent to the Field - 10

Graduate Program

Wesley was an active participant in the development and improve-
ment of the 600 level courses or those designed for advanced under-
graduate and graduate study. This led into the creation of a Master
of Arts degree with a specialization in health education. Such a move
was supported by Dr. Cushman, who believed the public school health
teachers could increase their knowledge (and salary) through pursuit
of an advanced degree. Paul R. Mico (1981) said: "I was the first
person to go through this program (1949-1950). Dr. Cushman talked me
into doing my M.A. in school health education, and I have never re-
gretted it."

The vista vision of the faculty members within the Department
fostered the formation of a graduate level professional preparation
program in health education. Delbert Oberteuffer provided administra-
tive direction for this development. In 1948, two doctoral candidates
Charles W. Hackensmith and Helen M. Starr, wrote health education dissertations under the advisement of Delbert Oberteuffer. Hackensmith researched "Health Problems in the Secondary Schools of Kentucky and Suggestions for Implementing Health Services, Instruction, and Policies;" Starr, "The Organization and Evaluation of Two Demonstrations in School Health Education." Sabock (1969:308), based on an interview with Dr. Cushman, cites Starr as the first Ph.D. graduate who specialized in health education. However, an examination of the 1948 "Minutes of the Board of Trustees" shows that Hackensmith graduated in June (Board of Trustees, May 5, 1948:285), whereas Starr did not graduate until December of 1948 (Board of Trustees, December 13, 1948:179).

Wesley thought the development of graduate study leading to the doctoral degree in health education was necessary to meet the increased demands of teacher education institutions for qualified health education faculty. Thus, by the mid-1950s, the number of students entering such graduate study began to grow. From the very beginning, flexibility, within a structured framework, has been the basis for the program. Former students have cited the interdisciplinary flexibility as an advantage. Current doctoral candidates, such as Sister Dorothy Downey (1981) and N. Kent Sundquist (1981), have agreed that such flexibility was a major factor in choosing graduate study in health education at The Ohio State University.

Furthermore, students have been encouraged to study in their minor areas with a variety of learned faculty members in the University system. Past students have chosen to minor in such areas of study as psychology,
sociology, adult education, teacher education, and preventive medicine. The writer is the first doctoral student to major in health education and minor in nursing at The Ohio State University.

Currently, two graduate degrees are offered in Health Education. Both the Master of Arts and the Doctor of Philosophy degrees may be earned. To be admitted to the program, an applicant should have an undergraduate degree in health education or in a related field, such as physical education, nursing, dental hygiene, or biological sciences.

The Ohio State University Bulletin (1978:127) explains the graduate program:

Traditionally, the master's degree program has been a general program, although some students choose to begin specialization in a particular area. At the doctoral level, specialization is necessary; competency in a second field is expected as well.

In Health Education, a wide range of health-related fields of study includes topics in school or college health, community health, human sexuality, professional preparation, drug abuse, affective education, health cognition, health behavior, and health education for selected populations.

Philosophical Perspectives

An understanding of Wesley's beliefs about general education and health education will help readers appreciate his professional practice. The purpose of education is to enhance the student's desire to learn.

On the undergraduate level, the student needs a broad background in a liberal arts or general studies program, whereas graduate study should provide opportunities for specialization (Cushman, Interview 5-4-81).
An awareness of the definitions of health and health education precludes an understanding of Wesley's philosophy of health education. Borrowing part of his definition from Jesse Feiring Williams, Wes explains health as a quality of emotional and physical well-being that enables the individual to "live most and serve best." He suggests that Maslow's works may also function as a theoretical framework for one's beliefs about health and offers this definition: "Health is a quality of emotional and physical well-being that enables the individual to reach his potential and to realize self-actualization" (Cushman, Interview 5-4-81). This is based on Maslow's hierarchy of needs: physiological, safety, love, esteem, and self-actualization. When the lower level needs have been satisfied, the person's interest turns to the higher level needs (Cushman, Interview 5-8-81).

The following quotation from the World Health Organization's Expert Committee on Health Education of the Public underlies Wesley's own philosophy:

The aim of health education is to help people achieve health by their own actions and efforts. Health education begins, therefore, with the interest of people in improving their condition of living and aims at developing a sense of responsibility for their own health betterment as individuals and as members of families, communities, or governments (Advisory Committee on Health Education and Communication, 1966:6).

Others have shared their perceptions of Wesley's views about health education. Norman West (1981) recalls Dr. Cushman's "positive outlook about the potential of health education in the lives of people." Carl L. Nordly (1981) remembers Wesley's "sincere belief in the need
for health education at all levels of education and for adults." Peggy A. Steig (1981) pinpointed these beliefs, "The individual is responsible for his own health; therefore, curricula and instruction should be based upon developmental as well as expressed needs and interests." Wallace A. Wesley (1981) stated:

Wesley Cushman believed general education was incomplete without health education. He knew that health behavior, in a great measure, determined health status and taught this before it was generally accepted.

According to Wes, the public health educator and the school health educator differ as to aims and methods. Public health education is communication-oriented. The purpose is to organize citizen groups to solve a pressing community problem. Examples include informing a teenager about using a local venereal disease clinic or setting up workshops to help consumers stop smoking. Community health education involves achieving immediate objectives by developing programs and organizing or informing citizens to accomplish such development. The community or public health educator, if he is in contact with the individual at all, is in contact for a relatively short period of time for the purpose of achieving immediate objectives.

On the other hand, the school health educator's goal is related to attitudinal and behavioral changes, which tend to be long-term rather than immediate objectives (Cushman, Interview 3-27-81). The school health educator helps students to develop concepts which will serve as guides to health behavior throughout their lives. Each child would learn to recognize when he has a health problem and to act on
the best facts available to him. This is what Wesley has termed the scientific attitude, which is based on the scientific method. The scientific method utilizes multiple steps: (1) identification of problem or felt need, (2) collection of factual information, (3) examination of alternatives and their potential consequences, (4) trialing a choice through a plan of action, and (5) formulation of a conclusion as basis for decision-making.

In an article entitled "Problem-Solving--An Effective Method for Teaching Health," Wesley outlined the following steps:

1. Defining Problem
2. Working Problem
   A. Organizing Facts
   B. Advancing Tentative Solution
   C. Gathering Supportive Data
   D. Analyzing Information
3. Developing Plan of Action
   A. Drawing Conclusion
   B. Operationalizing Plan (Cushman, 1953b:156-157).

In the article, Wes has noted the advantage of such an approach:

It promotes the use of the scientific method. One learns to apply facts in the solution of a problem, learns to become critical of his sources for facts, learns the basic approach to the solution of health problems and should learn the value of organized subject matter in solving future health problems. When one applies the scientific method to a problem, reflective thinking results (Cushman, 1953b:157).

The belief in the necessity and value of the scientific attitude as the basis for health-related decisions and behavior serves as a basic premise in Wesley's philosophy of health education. In conjunction with this, Wes has long had an interest in developmental tasks and suggests that this approach may be one of the best guides to timely
health problems.

If (developmental) tasks have a biological, psychological, and cultural basis, health educators should be able to select health problems the solution of which should aid children in achieving these tasks that are so vital to them (Cushman, 1959: 248).

Wesley firmly believes that the best possible health education should be practiced within the public schools. With the internalization of a scientific attitude, the child can apply such learning to healthful living.

Since the scientific attitude is developed through conceptualization, Wesley considers the curriculum that evolved from the School Health Education Study to be a unique contribution to school health education. This curriculum utilizes a conceptual approach. The development of concepts occurs over a period of years and requires a variety of health experiences as well as guidance by loved parents and/or respected teachers (Cushman, Interview 5-4-81).

Dr. Cushman suggests that the following two concepts should have been given more visibility in the School Health Education Study: a concept vis-à-vis the scientific attitude and a concept relating to mental health. However, Health Education: A Conceptual Approach (1965: 11) includes a clearly written explanation about the intentional omission of the conceptual statement focused on the mental health area. Mental health, as a categorical area, was integrated into the ten major concepts. "Perhaps the scientific attitude also was integrated" (Cushman, Interview 6-17-81).
Unfortunately, the comprehensive, K-12 health education curriculum that evolved from the nationwide status study was not presented well to the profession; the curriculum appeared as a complex, sophisticated teaching tool. The curriculum package was very costly. Thus, the model was not accepted by many school systems. Wesley has hopes for future usage of the curriculum: "I believe it came before the profession was ready for it. It may very well become the curricular framework of the future" (Cushman, Interview 4-24-81).

Integral to these beliefs about health education is Wesley's concern about the subject matter field.

We have a most difficult time describing it since the term hygiene lost is popularity back in the 1920s. Health education is a process, and health is a state of well-being. Like it or not, the term hygiene, which means the science of health and the preservation of life—a system of principles designed for the promotion of health—best describes our teaching area (Cushman, 1969:15).

The term health sciences now identifies the subject matter underlying the process of health education.

Allegedly, the term hygiene became unpopular with students and teachers in the schools. Health education, as a new term, evolved to replace the word hygiene. Sally Lucas Jean (1951:693) wrote that the new term was officially adopted in 1918. Turner (1949:1) cited Jean as "the mother of this new movement." Means (1975:138) noted that the concept expressed via health education was a prominent milestone in the evolution of school health in the United States.
Dr. Cushman's philosophical framework includes spiritual values; these values have been operationalized during his teaching and administration. He does not believe in a Supreme Being per se. Each individual has a Presence or Spirit within the Self. This thesis is expressed in Dewart's *The Future of Belief* which states: "That which inhabits in us is no other than God himself" (Dewart, 1966:142). "Through caring and kind interactions with others, one may develop his own heaven while here on earth" (Cushman, Interview 5-8-81).

Such beliefs have influenced Wesley's actions as well as the reactions of others. His former students have consistently noted his empathy and support. Peggy A. Steig (1981), who was a doctoral advisee, recalls Dr. Cushman's "sensitivity to student concerns." Jack Osman (1981), now at Towson State University, labels Wes a humanist. Lynn R. Penland (1981) cites humility as Wesley's "number one personality trait."

Others, such as Richard St. Pierre, Loretta Liptak, and Robert S. Cobb (1981), describe Dr. Cushman as empathetic, sensitive, and student-oriented. Charles R. Carroll (1981) summed up many feelings with this statement: "He was a jewel in and of himself and shined brightly in spite of the fact that others there may have made greater names for themselves."

Colleagues and staff members concur in their portrayal of Dr. Cushman as a sincere, dedicated professional. Glen W. Gilbert (1981), Portland State University, thinks that "Cush has modeled the caring, warm and yet effective administrator." University colleague Mary Alice
Beetham (1981) simply stated, "He led without being abrasive, and that's not easy to do sometimes."

Professorial Responsibilities

Dr. Cushman's duties were varied and multiple in nature. For the purposes of this study, his responsibilities will be categorized into the roles of hygiene coordinator, curriculum planner, and teacher.

Hygiene Coordinator

As stated earlier, the Department of Physical Education was divided into the academic units of the Men's Division and the Women's Division. This segregation also occurred in a required one credit hour hygiene course. All freshmen students, including transfer students, took this course. The faculty of the Men's Division taught the male students; the faculty of the Women's Division, the female students. The required hygiene course had a broad purpose or intent:

This course is designed to help the college student solve his problems in the area of physical, social, and mental health. Emphasis is placed on the provision of scientific information, the development of scientific attitudes and assistance to the student in the development of health practices which contribute to effective living (Department of Physical Education, 1960:2).

As coordinator of the one-credit hour hygiene course for the Men's Division, Wesley gradually instituted some changes. Some of these alterations were necessitated by the increasing enrollment of the University reflecting such external forces as the "GI Bulge" and the
"Baby Boom." Other changes were made in an effort to provide quality health instruction to large numbers of male students and to enhance the expertise of the faculty teaching this multi-sectioned course.

One of Wesley's immediate tasks was the development of a proficiency test. In 1945, Delbert Oberteuffer had offered, for the first time, an opportunity for returning veterans to "test out" of the course. This enabled the veterans to receive credit for the knowledge that had been gained through their related military service activities. Later, the proficiency examination would be used as a means of reducing course enrollment and giving recognition to students who had mastered the material in the improving public school health education curricula.

In Autumn quarter of 1946, Wesley scheduled the test to be given during a one-night session in two small classrooms. Winter quarter of 1947 brought such a large turnout for the proficiency examination that the students lined up in a torsional queue several blocks long. Wes was surprised but handled this with aplomb. As many students as possible were tested in multiple one-hour sessions for several evenings. Those remaining students were promised an opportunity to test out the following quarter. Future planning included the scheduling of the large auditorium in Hagerty Hall as placement for the administration of the proficiency test.

Donald W. Henry, one of Wesley's first advisees in the graduate program in health education, worked with others to develop the proficiency examinations. Later, the Women's Division would offer proficiency tests in this course for the female students. In Autumn quarter, 1961, the
proficiency test became part of the freshman orientation program; students could test out prior to their first quarter (Abbott, 1970:3).

As coordinator of the required hygiene course for men, Wesley wrote and later revised the "Hygiene Instructors' Guide." This document served as a teacher's guide to the course content. The following units of study were included in the hygiene course:

- Problems of Adjustment to College Life
- Health Factors in Marriage
- Disease Prevention and Control
- Selected Health Problems
- Professional Health Services (Department of Physical Education, 1960:13).

Each instructor within the Men's Division of Physical Education selected to teach this course used his own teaching approach within the parameters of these units of study. For example, a needs and interest or a problem-solving approach could be utilized as long as the basic material was covered.

In his classes, Cush would ask the students for questions and then elaborate with a group discussion. He expected the students to read the assigned materials prior to class. Without this advance preparation, such discussion was difficult to implement. Contrary to his own experience at Bowdoin College, he found that some pupils did not read their assignments before class. "It took me several years to accept that fact. Then I organized the class with the understanding that 60 percent of the students had not read the assignments" (Cushman, Interview 4-22-81).
Moreover, larger classes necessitated a modification in his preferred teaching style. When Wes began teaching the required hygiene course, a section consisted of 35 students. Eventually, the increasing enrollment pushed the class size to 55 students. Cush moved into a more didactic approach, although he preferred the Socratic method with seminars that foster group discussion.

As student enrollment climbed during the decades of the 1950s and 1960s, more sections of the required hygiene course were opened. Since qualified staff members were needed to teach hygiene, this placed a heavy demand on the departmental personnel. Some instructors were better prepared to teach hygiene than others. In an effort to help the hygiene team, Wes instituted an in-service program within the Men's Division for the many instructors who needed or wanted current information about the units covered in the course. Once each quarter, an expert in the field would be invited to speak to the staff. For example, Samuel Saslaw, M.D., Department of Medicine, was invited to speak about communicable diseases.

Bruce L. Bennett was a teacher in the basic hygiene curriculum which Dr. Cushman supervised. Recalling his experiences, Bennett (1981) writes:

One very helpful innovation which he (Cushman) brought about was to have specialists come in to talk to the health education teachers about special topics, such as nutrition, cancer, alcohol, education, etc. The basic health education program was well supervised by him and kept up-to-date.
A partial list of those who taught in the required hygiene course for men include Bernard "Spike" Mooney, Joseph Hewlett, Lewis A. Hess, John W. Hendrix, Casey L. Frederics, Delbert Oberteuffer, Robert Kaplan, Willard E. Ashbrook, and Charles L. Mand. The Men's Division and the Women's Division cooperated in providing instructors, including all ranks from Teaching Assistants through Professors.

At Ohio State the freshman health education course for one credit hour (HE-400) is taken very seriously by its staff of instructors. The days of light-hearted story telling and amusing anecdotes passing for instruction have passed. There is a realization among the staff that the course, limited though it is in class hours, should be used to its maximum effect in producing serious consideration of important health problems (Department of Physical Education, 1960: 12).

Both the content and course methodology were reviewed and discussed by the staff members. In 1960, the course became coeducational. To continue to meet the students' needs, the format of the required hygiene course was changed to a television-discussion approach in 1961. Health Education 400 was the first required course within the University to use instructional television.

The Ford Foundation provided funds to explore the uses of instructional television. After a two-week training program, Robert Kaplan became the tele-teacher. Mary K. Beyrer coordinated the instructional television component of the course. The television lessons were developed and revised by Mary K. Beyrer and Robert Kaplan. Kaplan (1981) recalls, "I wrote the scripts, but Dr. Beyrer edited them and
helped to get the reading materials together." Staff from Instructional Television, WOSU-TV, directed and produced the tele-lessons.

Tele-lesson titles, in the order usually presented to the students, are as follows:

1. "Effective Living: Your Choice"
2. "Meeting the Challenge of Stress"
3. "Consumership: Wise and Otherwise"
4. "Controlling Communicable Disease"
5. "Noncommunicable Disease: Reducing the Risk"
6. "The Paradox of Progress"
7. "For Better or for Worse"

These television lessons represent the fourth series developed by the staff in the Department of Physical Education and personnel from Instructional Television, WOSU-TV.

This series was used for the first time during Fall quarter, 1966. During Spring quarter, 1967, the lesson entitled, "Effective Living: Your Choice" was revised. Early in 1968, a new lesson, "For Better or for Worse," was developed to replace a lesson called "Marriage: An Adult Concept." In 1969, a new tele-lesson, "Understanding Pregnancy and Childbirth," was written which used dramatization and paid professional talent; this tele-lesson was used for the first time during Spring quarter, 1970 (Abbott, 1970:2).

The new format was planned within the following framework:

Each student attended class 1-1/2 hours per week. On either a Monday, Tuesday, or Wednesday, he was a member of one of eight groups of approximately 300 students each who viewed a 30-minute tele-lesson in Campbell Hall Auditorium as part of his reading assignment. On the Wednesday,
Thursday, or Friday of the same week, he was a member of a discussion group of approximately 45 students that met for the regular 48-minute class period to consider the topic presented through the tele-lesson and related textbook assignment for the week (Abbott, 1970:2).

In conjunction with the change to instructional television, some of the outside reading assignments used previously in the class were deleted. In another effort to maintain and support this course, four health educators cooperatively wrote a book called *Positive Health: Designs for Action*. Wesley P. Cushman, Mary K. Beyrer, Marian K. Sollender, and Robert Kaplan collaborated on this endeavor. The book, based on principles rather than multiple details, was created to be used with an introductory hygiene course such as that offered at The Ohio State University.

Supplying qualified faculty to teach hygiene became a burdensome task for the Department (Cushman, 1981; Kaplan, 1981).

The use of television did not reduce the number of instructors needed. It was not based on a master teacher approach. Instructional television was used to supply a baseline level of information and material for more than 50 sections to decrease the variance among the sections.

We depended on a large number of people to teach the course, who, in fact, were either ill-prepared or were unable to prioritize this one-hour course in their teaching loads. This included the health educators themselves who were, at times, frustrated by what they wanted to do compared to what they could do in one hour a week. With this time limitation, the students were not always satisfied with the course results (Kaplan, 1981).
Figure 4. OSU Hygiene/Television Committee (1960s)
L-R: Elena M. Sliepcevich, Robert Kaplan, Margaret A. Mordy, Mary K. Beyrer, Wesley P. Cushman, and Delbert Oberteuffer
The academic revolution erupted in the latter part of the 1960s. Students demanded more input vis-à-vis decision-making within academe. Student dissatisfaction with the hygiene requirement was often voiced (Cushman, Interview 4-23-79).

Gradually, students and faculty realized that a change was needed. The March 15, 1972, Ohio State University Faculty Minutes (1972:179) noted the approval of a proposal to remove Health Education 101 as a University requirement:

Though it is recognized that the subject matter of health education is capable of contributing in a constructive way to the total development of the human being, it does not necessarily follow that all college students must have a health education course at the college level.

Generally speaking, college students do not favor one-hour courses and the continuity of the content learning involved in such courses is such that students place questionable value upon it. The Health Education Division already offers a three-hour course in personal health problems which, by its very nature, is a greater opportunity to meet student needs and sufficient time to discuss those problems related to student health questions.

Thus, the one-credit hour hygiene course was dropped as a requirement in the 1973 Ohio State University Bulletin (1973:234). Wesley was in favor of such a move (Cushman, Interview 4-23-79). He thought that students were now learning this material in the public school system as health education became part of the curriculum (Cushman, Interview 4-22-81). However, the change was initiated by a faculty rather than an individual decision (Cushman, Interview 6-17-81).
Curriculum Planner

As a professor and later as chairman, Dr. Cushman was involved with curriculum planning in health education. The following selection includes those courses in which Wesley was quite influential.

One of the first changes that Wesley implemented after his arrival at The Ohio State University was the upgrading of the men's required personal health course for majors. This was increased from a three-credit hour to a five-credit hour course effective Spring quarter, 1948. According to The Ohio State University Bulletin (1947:121), the course aimed to establish a basis for positive health and efficiency through consideration of various conditions and factors which affect health. Individualized health problems were the focus of the course. Cushman (1953b:155) noted, "Our methods must allow for reflective thinking, and thinking begins with a problem."

The Cushman-Bennett Health Problem Checklist was developed to identify common problems of college students. Although this was published in the Journal of Health, Physical Education, Recreation in 1959, Bennett (1981) stated that the Checklist never received national attention. However, the Checklist was cited in the 1962 edition of Health for Effective Learning by Johns, Sutton, and Webster. Former student Loretta Liptak (1981) rated the Checklist as a significant contribution to health education.

A curricular change in 1948 was initiated by Dean Lester L. Love, College of Education (Cushman, Interview 6-6-79). The Ohio State
University Bulletin (1946:215) lists an elective course called Health Education for Secondary Teachers. Dean Love wanted this to be a required course for students majoring in secondary education. The request was sent to Lewis A. Hess, who was in charge of teacher education within the Men's Division. Dr. Cushman, assisted by Lewis Hess, developed objectives and course outline. The Ohio State University Bulletin (1948:237) describes the course offering:

A study of health problems as they relate to the individual secondary school student, factors contributing to healthful living, the organization of a secondary school program, techniques for integration and correlation resources in the community. Factors influencing the health of the teacher.

An examination of a class outline for Physical Education 610 shows the objectives, readings, and suggested activities. The following units of study were included:

Importance of Health
Health Problems Related to Adolescent Growth and Development
Correlation and Integration
Health Services
Teachers' Health (Cushman, 1953a:1-8).

This was announced as a retroactive requirement. Thus, the upper-class students in the College of Education had to complete the course prior to graduation. Wes recalls large classes and a limited staff to teach the additional load. He ruefully noted, "I was the one who caught the brunt of that expansion" (Cushman, Interview 6-6-79).

In recognition of the need for a program of first aid for more students, the Department of Physical Education proposed to institute additional classes in 1951. Up to this time, Physical Education 473,
First Aid, had been offered one quarter each year. The Department suggested that the course, complete with American Red Cross certification, be offered three quarters each academic year. The Ohio State University Bulletin (1951:261) confirms this change.

The format of the School Health Services course, currently Health Education 621, was altered. Wesley consulted with Thomas E. Shaffer, M.D., who was the pediatrician at the University School, to upgrade the course. Florence Fogle, R.N., assisted with this development and lectured to the students about the role of the school nurse. William Grimm, Speech and Hearing Consultant, Ohio Department of Health, was a guest lecturer (Cushman, Interview 5-6-81). Other experts addressed pertinent topics in school health. Such a format required both organization and facilitation. The Ohio State University Bulletin (1963b:154) depicts the School Health Services course as a consideration of healthful school living and health services, including health appraisal, counseling, educational adjustments, communicable diseases, and emergency programs.

Physical Education 644, Teaching of Health in Secondary Schools and Colleges, was designed with a focus on teaching methods. This eventually changed from a three-credit hour to a five-credit hour course, which reflects the influence of the professional preparation conferences (Cushman, Interview 6-6-79). By examining The Ohio State University Bulletins, a change to four-credit hours can be documented.
(1951:266) as well as the later alteration (1970:221). The methods course, which had been a lecture only approach, became a lecture-plus-laboratory experience. When Wesley taught the course, he required a variety of teaching methods to be demonstrated by the students in the laboratory component (Cushman, Interview 4-24-81). The course is now Health Education 622, The Teaching of Health.

In an effort to disseminate information and update practitioners about current treatment modalities for health problems, the University Advisory Committee on Health Education proposed a new course (Cushman, Interview 6-6-79). A subcommittee, who planned the course content, consisted of Hamilton Robinson, College of Dentistry; Max Goodson, College of Education; and Wesley Cushman, Department of Physical Education. The Ohio State University Bulletin (1955:273) describes the two-credit hour course called Current Progress in Disease Control as follows:

A course designed to familiarize seniors and graduate students with current advances in the field of medicine and related health sciences. Authorities directly associated with research in medicine and health sciences will interpret how current findings in their fields may affect disease prevention and control. Newer knowledge of cancer, dental caries, heart disease, tuberculosis, viral diseases; and special areas as nutrition, endocrinology and aviation medicine will be discussed.

However, the Council of Instruction would not approve this interdisciplinary course at the 600 level for advanced undergraduate and graduate students unless one faculty member assumed the responsibility for it. Wes received the telephone call and, since he did not want
the approval to be denied, unhesitatingly offered to add this to his already full teaching load. This typifies his dedication and conscientiousness. Wes explained, "Well, I had to take it. I could only speak for myself, not for any other faculty member" (Cushman, Interview 3-30-81). Later Florence Fogle assumed the responsibility for conducting this instruction.

In the course, the students were required to read selected articles in current professional journals and submit written reports as advance preparation for class. An expert in the field was invited to speak to the class; discussion followed. Cush (Interview 5-8-81) recalled some topics addressed by faculty members within the University at various times:

Arthur James, M.D.  
J.B. Brown, Ph.D.  
Hamilton Robinson, D.D.S.  
William T. Palchanis, M.D.  
George J. Hamwi, M.D.  

Cancer  
Nutrition and Obesity  
Dental Caries  
Tuberculosis  
Endocrinology

The teacher, usually Fogle or Cushman, served as the facilitator and evaluator.

As a projected substitute for the one-hour required hygiene course, Health Education 103, Health for the College Student, evolved in 1967. The strategy in dropping the required hygiene course was to attract students to this course. Even though this has become a prerequisite for other courses, Kaplan (1981) reports that "Our success was not as great as anticipated." The Ohio State University Bulletin (1973:235) describes the course:
A study of student health problems; designed to foster understandings and attitudes needed for intelligent decision-making related to present and future health needs.

When the one-hour hygiene course was made an elective rather than a requirement, the First Aid course increased from a one credit hour course to a two-credit hour course at that time (The Ohio State University, 1973:235). This exemplifies academic *quid pro quo*.

Some curriculum planning was based on research. The following experience is shared as an example of such effort. Wesley suggested this topic as a possible research project and served as a member of the doctoral dissertation committee.

A Standard First Aid Course Multimedia System had been trialed at The Ohio State University Division of Health Education for two academic quarters in the early 1970s. This course is designed to present first aid information through three media: sound films, teacher supervised practice sessions, and programmed instruction workbook.

Prior to adoption of this system on a permanent basis, research was undertaken by Burton B. Hart. His investigation attempted to determine the efficacy of the programmed text when used as a component of the Multimedia System and as an outside assignment in comparison to presenting comparable textbook content to students. Using a non-equivalent control group design, the researcher concluded there were no differences found between groups relating to first aid knowledge, attitudes, and psychomotor skills (Hart, 1972:122-124). Recommendations included the continuation of the Standard First Aid Multimedia
System as part of Health Education 102, but the Standard First Aid Textbook of the American Red Cross, with assigned readings outside of class, was suggested rather than the Multimedia Systems Programmed Text (Hart, 1972:125).

Teacher

The University acknowledged Wesley's capabilities. The September 8, 1953, "Minutes of the Board of Trustees" (1953:76) validate that Wes was granted full professorship status on October 1, 1953.

Former students have consistently noted Wes to be a warm, caring individual as well as a competent teacher. Robert Holland (1981) described Wesley this way:

He is wise, effective, sensible, loyal, energetic, youthful, personable, conscientious, understanding, sincere, honest, masterful, accurate, noble. Taking the first letter of each of these characteristics spells out the name Wesley P. Cushman, truly a leader in health education.

Peggy Ann Steig (1981), Jack Osman (1981), and Braxton Tewart (1981) considered Cush to be a role model. Joy G. Cauffman (1981) said, "He exemplifies his basic beliefs and viewpoints about health education in his daily lifestyle." Son Samuel Cushman (1981) agreed, "My father believed so much in what he was doing that he has lived by the same standards he attempted to impart to others."

Students and colleagues remember Wes's healthful, trim appearance. Favorite dress included an English cap, ascot, and tweed sport coat with leather patches. At one point in time, a Camaro convertible completed the image of a dapper college professor.
Figure 5. OSU Teacher (1960s)
John C. Nash (1981) commented that Wes hid his intelligence from most people, yet many of the students considered him to be very knowledgeable. Lillian Bernhagen (1981) stated,

Dr. Cushman's example of developing course objectives has influenced thousands of students. He always had any course he taught well organized with distinctly stated objectives, clearly stated student obligations, and adequate readings. He always kept himself informed and conversant about the latest developments in the field of health education by attending national meetings such as the American Public Health Association and the American School Health Association. He also read extensively.

Wesley does not rate himself "as much of a lecturer" (Cushman, Interview 3-30-81). He preferred seminars that allowed group discussion and interaction. The small graduate level courses were especially enjoyable to this educator. The personal health classes, on both the undergraduate and graduate levels, were his favorites.

Obviously, Wesley's skills were recognized not only in his own division but within other departments as well. One of Wesley's colleagues credits him with helping new instructors to realize that few students would work at their full potential unless they were challenged. W.W. Stover (1981), who is now Director, Academic Studies, College of Education, said that Wesley renewed his faith in college professors who were student-oriented.

Merton D. Oyler (1981) credits Wesley for contributing greatly to interdepartmental teaching of a course called Factors in Successful Marriage. Dr. Oyler noted that Wesley knew the score in effective teaching: the difference between popularity and esteem, the difference
between reputation and character. This course, developed in 1950, utilized the expertise of the following departments on campus: Home Economics, Physical Education, Social Psychology, and Sociology. Dr. Oyler (1981), now Professor Emeritus of Sociology, The Ohio State University, stated, "It was a solid satisfaction to have Wes teach a section of the Factors in Successful Marriage course as many quarters as his teaching load would permit."

Many students remarked about Cush's "Down East" accent. Linda Hall (1981) fondly remembers Wesley's praise: "You've got a good idea(r), Linda(r)!" Dr. Cushman accepted the teasing from students and associates about his accent with grace. He tells this story on himself:

I placed a long-distance, person-to-person telephone call to Marian Hamburg at the American Heart Association. The New York operator repeatedly told me she was unable to place my call. Finally she exploded, "But, Sir, there is no American Heart Association in New York!" After spelling the name of the organization, my call was finally completed.

Wesley's sense of humor is a characteristic that is well remembered by students and colleagues. One associate noted that Wesley always was ready to enjoy a good laugh if the humor was not at the expense of someone else.

Another colleague called Wes conservative, even old-fashioned about his field; however, that was considered to be a desirable trait, since it prevents change just for the sake of change. Toffler, in his book, Future Shock, warns that change itself may become a constant
in our society. As an administrator, Lewis A. Hess (1981) rated Cush as being conservative in his teaching and professional behavior.

Other professional associates have said that Dr. Cushman made it pleasurable to work in cooperative educational endeavors. He has been described as a modest, unassuming person who does not require undue praise or recognition. In fact, Wesley is quite reticent about his accomplishments. There have been times when the researcher was tempted to ask him to brag a bit about himself!

Barbara Cooley (1981) has this opinion:

I think Dr. Cushman was "overshadowed" by Dr. Oberteuffer, who was far more flamboyant in personal style and, therefore, far more visible. Many came to OSU because Dr. Oberteuffer was here. Only later did they discover that Dr. Cushman also was there—and as significantly so, in his way, as Dr. Oberteuffer.

University Service

Dr. Cushman shared his time, energy, and knowledge within the University complex. His interactions with other faculty members reflected well upon himself and his department.

Advisory Committee on Health Education services

Post-World War II funding of the School-Community Health Project by W.K. Kellogg Foundation allowed 24 states to participate in this significant program (Means, 1975:97-98). According to the book, An Experience in Health Education, these conclusions were reached from
the program activities:

1. Effective health education is best accomplished through the cooperative services of professional personnel of the schools and health agencies.
2. This essential cooperation at all levels can be most effectively and agreeably secured through a health council.
3. The superiority of the functional approach...was outstanding in the attainment of results directly affecting health conduct and attitudes.
4. An effective health education program is directly dependent upon community understanding and support (Kellogg Foundation, 1950: 153-155).

Ohio participated in the Kellogg Foundation project. Six universities and the State Departments of Education and Health worked together to assist local areas to develop better school-community health programs in the state.

Later the State of Ohio received additional support:

The school and community health education programs in Ohio will be greatly expanded as a result of an additional grant from the W.K. Kellogg Foundation. The state department of health, education, and welfare has organized an Extended Health Education Project in cooperation with Bowling Green State University, Kent State University, Miami University, Ohio University, Ohio State University, and the University of Cincinnati.

A health coordinator on the staff of each participating university will be available, upon request, for consultative services to the elementary and secondary schools in the state. Many of the schools which have participated in the School and Community Health Education Project during the past three years are not only continuing the program to include the elementary and junior high schools. This growth and expansion has created a need for adequately trained teachers in health education. To meet the need for qualified personnel, the six participating universities are making a special effort to improve both the pre-service and in-service training program in health education. The pre-service training program will involve, not only the specialized teacher in health education, but also some training of all elementary and secondary teachers in the field of health education. The in-service training program of teachers will be based upon the immediate needs and requests for such assistance.
Each university will be prepared to conduct health education workshops, demonstrations, conferences, institutes, and summer courses for the in-service training of teachers in health education. University health committees with representatives from various departments such as health and physical education, biological science, social science, health service, home economics, education, guidance, administration, and others will direct the program and make special efforts to correlate the teaching of health education with all subjects in the curriculum. (Landis, 1948:113).

The "Annual Report of the Extended Health Education Project" confirms that The Ohio State University was not only participating but was progressing in relation to this program. Furthermore, the development of an advisory committee was recommended.

When the three year Extended Health Education Project ended in June, 1950, the Advisory Committee for the project recommended that the program continue and that there be established a University Advisory Committee on School and Public Health Education.

It was recommended that all departments of the University concerned with health or education of children should have representation on the Committee (Fogle, 1951:1).

The University Advisory Committee has evolved into an inter-department council with the following functions:

- To promote interest in health education and health services on the campus and in the central Ohio counties
- To advise and assist the coordinator
- To participate in campus and off-campus activities (Fogle, 1954:102).

Wesley was active on this Committee and served as chairman from 1958-1960 (Fogle, 1981). He participated on various subcommittees, which included the following:

- Coordination of Scientific Information
- Motion Pictures, Radio and Television Education
Summer Workshop
Membership
Ad Hoc (Fogle, 1955:2).

For example, Wesley chaired the Subcommittee on Coordination of Scientific Instruction for several years in the early 1950s. Although the name was changed to Scientific Information in 1955, the purpose remained the same. The Subcommittee had compiled a list of courses providing basic health information available for graduate or undergraduate credit at the University. Based upon this work, definite plans were made and approved for a new seminar in 1956 called Current Progress in Disease Control. According to the "Annual Report of the Coordinator's Activities and Projects of the University Advisory Committee on School and Public Health Education" (Fogle, 1955:3), "It has been agreed that Dr. Cushman will be the coordinator of the course for the University Advisory Committee."

The Committee, which had been renamed the University Committee on Health Education, continued to function. During the latter part of the 1960s, the status of the Committee within the Ohio State University structure was examined by committee members and administrative leaders. In 1970, the name was changed to the Advisory Committee on Health Education Services (Fogle, 1981). As of this date, the Committee remains as an advisory body.
Institute of Child Development and Family Life

The March 8, 1954, "Minutes of the Board of Trustees" document established the Institute of Child Development and Family Life.

It has long been our policy to encourage and assist research scholars, teachers, and students who have similar interests and abilities to work together in their approaches to well-defined major problems, regardless of immediate departmental affiliations. The ease of interdepartmental associations of this kind is one of the great strengths of this University.

Occasionally however, an interdepartmental field of study becomes so important and so clearly defined that more formal organization seems desirable. In these cases Institutes have been established under the general supervision of the Graduate School.

For more than a decade there has been campus-wide interest in research in child development. Since 1941, a committee has directed an originally modest but now rapidly growing interdepartmental program. It now seems desirable to take the next step and establish an Institute of Child Development and Family Life (Board of Trustees, 1954:366-367).

According to the 1955 "Annual Report." the Institute had 3 purposes:

To encourage research through stimulating the formulation of research projects in child and family development and to review requests for grants-in-aid.

To investigate and make recommendations for the integration of instructional programs in child and family development by facilitating cooperation among departments and colleges through joint programs of study, seminars, and courses at both the graduate and undergraduate levels.

To mobilize the talents and facilities of The Ohio State University in a coordinated program of education and research to improve child and family life in Ohio and the nation (McGinnis, 1955:1).

The Institute carried out these purposes by arranging for speakers for the membership and public, providing interdepartmental seminars and courses, and sponsoring research projects.
The Institute was an all-faculty enterprise whose membership represented more than 20 different academic departments on campus. Membership was by invitation only.

John E. Horrocks, Department of Psychology, was chairman of the Institute. He shared the following comments:

It was a long time ago, but, as I remember it, Wes was active on the Institute's curriculum committee and was involved in planning for our interdisciplinary seminar and in working up a general across-departments undergraduate course.

Although the research, instructional, and nominating committees of the Institute were considered standing committees, others were added as needed. The May, 1956, "Minutes of the Institute," written by Executive Secretary Esther McGinnis, show that Wesley had accepted the chairmanship of a newly-created program committee. The term of office was for 4 years; the purpose, to plan programs for the Institute. This committee was responsible for arranging the Graduate Lectures. Such speakers included the following:

Dr. Leo Kamner, School of Public Health, Johns Hopkins University
Dr. Reuben Hill, Department of Sociology, University of North Carolina
Dr. Meno Lovenstein, Department of Economics, The Ohio State University

In the early 1960s, Wesley served as chairman of the Instruction Committee, which was shared with the duty of studying the instructional program of the University in relation to child development and family life. A letter dated February 10, 1961, to the Committee from Wesley
reviews past achievements:

At our last meeting February 2, 1961, we decided to review the materials of past Committees on Instruction that we might better decide future work. The Committees have made substantial progress in certain areas of instruction but implementation of the ideas developed has been lacking for various and sundry reasons.

Under the direction of Andy Hendrickson, the Committee developed an outline for graduate education in our area. (Outline for A Graduate Training Program in Family Life Education for Public School Personnel and Community Coordinators.) The Committee, under Ruth Hoeflin, developed a comprehensive course to be offered as an elective to upper classmen. Apparently no final action has been taken on either the course or graduate work. Perhaps because general studies courses at the time that this was proposed was seriously being questioned and the Council of Instruction was also requesting an overview of 'the whole program of developing courses in this new inter-departmental area.'

The last portion of the letter suggests that the future of the institute was questionable. Lewis A. Hess (1981), who was a member of the Institute, shares these criticisms:

It was a great idea. But so many areas were involved. No one wanted to give up his own disciplinary turf or territory. As I recall, the Institute received limited funding.

During the 1960s, the organizational structure of the University was under intense examination. In December, 1959, President Novice G. Fawcett appointed The President's Permanent Planning Committee with the charge of assuming responsibility for long-range educational planning. The "Phase I Report on the Organization of The Ohio State University" (1962:2) contains a cover letter addressed to the University faculty members in which President Fawcett notes five major issues requiring realistic solutions within two or three years. One of the
issues focuses on research:

Research effort on this campus is growing at an unprecedented rate. Much of this effort does and should cut across college and departmental lines. The resulting problems are often frustrating and serve to retard our development. Because of the complexities of the research venture at Ohio State, a better coordination of the total effort many clarify personal and institutional responsibilities and create a better atmosphere for action. Some modification of our organization could contribute to at least a partial solution to this problem.

As an organization dedicated to instruction and research, the Institute of Child Development and Family Life came under scrutiny, which led to its eventual demise. Dr. Cushman (Interview 6-15-81) recalls that Frederic Heimberger, Vice-President of Instruction and Research, led a movement toward fixed departmental responsibilities rather than the interdisciplinary organizational structure.

Peace Corps Project

Dr. Cushman participated in The Ohio State University Peace Corps Project in which Peace Corps training was provided for volunteer service in Punjab, India. The Peace Corps of Young Americans for overseas service was established by John F. Kennedy on March 1, 1961 (Williams, 1967:678). The University had a past history of international cooperation. According to a 1961 pamphlet Peace Corps Training for Service in India, The Ohio State University had assisted in the development of agricultural colleges and provided advice in the fields of vocational and secondary education for India in the mid-1950s. When the Punjab Government requested volunteers to work in agriculture and other areas, The Ohio State University was suggested as a training site (Bohning,
1961:2). Subsequently, a training course was planned.

The Peace Corps Project was directed by Richard H. Bohning, Assistant Dean, College of Agriculture and Home Economics. Distinguished faculty members and other speakers served as course leaders and training staff from October 2–December 8, 1961. A rigorous curriculum was planned; the volunteers attended classes or supervised study for 10 hours each day, 6 days a week during the training period. The studies were divided as follows: language, technical skills, India area studies, American studies, and physical health and conditioning.

Lewis A. Hess, Chairman, Men's Division of Physical Education, was a course leader vis-à-vis physical conditioning and health education. Wesley coordinated the health education program. Other faculty members were William F. Ashe, Robert Bartels, and Samuel Saslaw. Seven hours of physical conditioning and health education were provided each week. Health education topics included hygiene, nutrition, disease prevention and control, and psychology of effective functioning during overseas assignment. According to the Final Report: Peace Corps Training Program for Service in Punjab, India (Bohning, 1962:17), the trainees were attentive in the classes and agreed that the subject matter in both health education and physical fitness would prove important to their living in Punjab.
Public Education Studies

After World War II, the Bureau of Educational Research conducted surveys of selected Ohio public school systems. Upon the request of a local school board, a committee from the Bureau of Educational Research and representatives from other University departments would study the public education system in that Ohio community. During the years 1947-1952, Wesley assisted with surveys for the following sites: Alliance, Canton, Cuyahoga Falls, Massillon, Ottawa Hills, Portsmouth, Springfield, and Steubenville.

A preface accompanied each research report and explicitly stated the purpose of the survey.

The purpose of a survey of this character is not to rate a school system or any part of it on any kind of scale of excellence, nor is it to chart in great detail what should be done. On the contrary, the purpose of a comprehensive educational survey as seen by the survey staff is to provide a comprehensive overview, by impartial outside persons, of the purposes and activities of the school system, to point out those aspects which require more careful scrutiny and study by the local school staff, and to suggest directions and goals toward which the efforts of the school system might profitably be directed. The discussion of findings is intended to be an impartial presentation of the facts as seen by the survey staff with no implication whatever as to credit or blame. The recommendations are designed primarily to establish directions rather than to provide a blueprint for immediate action (Bureau of Educational Research, 1953b: Preface).

The survey staff scrutinized each school system in these areas: organization and general administration, financial consideration, pupil population, school plant, school staff, instructional philosophy and practices, elementary school education, secondary school education,
evaluation and guidance, and special services. Based upon the findings, the survey staff made recommendations for program improvement.

Wesley evaluated the health services and health education components of the school system. For example, this suggestion was among the health education recommendations for the Ottawa Hills Public Schools:

That the school health council seek to secure from examining physicians reports of medical findings that will more clearly indicate what educational adjustments must be made to protect the health of each child, and that they seek further to orient the health instruction program more in terms of the findings of medical examinations (Bureau of Educational Research 1949: 154).

Haag (1953:23) notes that the use of such objective devices as the health record card, based upon a medical examination, will aid the teacher in determining the student's health status.

Wesley's knowledge and expertise were operationalized through other selected recommendations. The Springfield Public Schools were given this advice about health instruction:

That the junior high school teachers of eighth grade physiology continue to meet at periodic intervals to study the health problems of their students and continue to revise their course of study, materials, and teaching aids with the idea of making this course a functional problem-solving course rather than a textbook course of physiology (Bureau of Educational Research, 1951:126).

The Portsmouth system was given these suggestions in reference to health instruction:

That a thorough study of the health needs and interests of the boys and girls attending the secondary schools be made. That health teaching in the schools be made more functional through wider use of the problem-solving approach as a method of teaching. A study of the health needs and developmental tasks
of adolescents will reveal many problems that can be used (Bureau of Educational Research, 1953a:113).

University Civil Defense Committee

During the post-World War II years, civil defense preparations were carried out within The Ohio State University complex by the University Civil Defense Committee. Selected buildings were designated as bomb shelters. Under the aegis of Dr. John W. Wilce, Director of University Health Service, Wesley offered a first aid course, through the American Red Cross, to faculty members to improve their state of preparedness (Cushman, Interview 5-4-81). The underlying premise was that these faculty members, as American Red Cross certified first aiders, would be assigned certain areas in case of a declared national emergency. "The effectiveness of civil defense in a community depends upon acceptance of responsibility by individuals for health and safety of the entire population" (Committee on Education for Civil Defense, 1953:38).

Richard L. Rudy, Department of Veterinary Clinical Services, was a member of this class:

As I recall, Dr. Cushman went through the standard Red Cross first aid instruction including water safety. He was always very good with students and related well to us on a personal basis (Rudy, 1981).
Departmental Reorganization

During his tenure, Dr. Cushman was an active participant in faculty matters and served on many committees vis-à-vis faculty transactions.

Even though the 1950s and 1960s were busy years filled with teaching duties, students advisement, curriculum development, community service, and professional association activities, the faculty members of the Men's Division examined their organizational structure. Such internal scrutiny may have been precipitated by Oberteuffer's resignation as Division Chairman in 1957. A booklet written by the Department of Physical Education (1960:1) explains the departmental functions.

The faculties perform three functions: they offer professional curricula in health education, physical education, and dance leading to the Bachelor's, Master's and Doctor's Degrees; they contribute to the preparation of elementary and secondary teachers in the College of Education by offering several multi-sectioned courses; and they offer a curriculum in basic instruction in health education and physical education in all five undergraduate colleges.

A committee was formed to consider the selection of a new chairman and to contemplate the structure of the Division. Wesley Cushman served as chairman; other members included Willard F. Ashbrook, Arthur S. Daniels, Walter E. Duffee, Lewis A. Hess, Bernard F. Mooney, and Delbert Oberteuffer. According to a written report, the Committee (1957:1) believed that they developed a "simple, efficient, and democratic method of operation." The organizational structure, proposed by the
Committee (1957:4), may be depicted by the following chart:

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Faculty
   | Division Chairman
   | Coordinating Committee (9)

Graduate Hygiene Chairman

Basic Instruction Supervisor

Graduate Undergraduate Supervisor

Committee Committee
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During the 1960s, a reorganization within The Ohio State University was implemented. The "Phase I Report on the Organization of The Ohio State University," submitted by The President's Permanent Planning Committee on May 15, 1962, impacted on the Department of Physical Education. The Committee (1962:10) forecast definite alterations for the Department.

The Physical Education Department is part of an administrative and educational complex which can be made educationally sound only by major surgery.

The committee believes that no satisfactory solution is possible without first divorcing the Department of Physical Education from Athletics. It questions the propriety of isolating a department from the whole educational organization and from association with a related body of faculty.

Each of four Divisions of the Department of Physical Education selected faculty members to sit on their own Committee on Reorganization. This Committee, chaired by Willard P. Ashbrook, included Lewis A. Hess, Margaret A. Mordy, Wesley P. Cushman, Phebe M. Scott, Floyd S. Stahl,
L. G. Staley, and W. W. Hayes. In a letter dated January 21, 1963, the Committee on Reorganization shared these thoughts with the other staff members:

It is the belief of some of the men in high places of University Administration that radical changes will be made... whether we like it or not. If this is true... then it is believed we ought to "launch" some new ideas of our own. And, if they can stand the test of the market place, then they should be submitted to the President's Planning Committee.

James F. Fullington, Chairman of The President's Permanent Planning Committee, responded to subsequent communication from the Physical Education Divisions with this April 3, 1963, memorandum.

...for the necessary development of instruction and research in physical education and health education, it is imperative that this department regard itself, and be regarded by its colleagues, as a regular academic department in a collegiate home and not as a step-child of intercollegiate athletics. This view has been expressed repeatedly by representatives of the administration, of the faculty, by the Council on Instruction, and by The President's Permanent Planning Committee. In other words, the Committee does not believe that maintenance of the status quo for physical education is conducive to departmental health and development and consequently urges the faculty of the department to consider a more definitive academic alignment.

Lewis A. Hess (1981) says that the following question pinpointed the issue at stake. Delbert Oberteuffer was asked by Frederic Heimberger, who was then Vice-President, Instruction and Research: "When are you (Department of Physical Education) going to move out of the shadow of the stadium and into the stream of academic affairs?"

In March, 1966, Vice President John C. Weaver appointed an Advisory Committee on the Academic Organization and Location of the
Department of Physical Education. This Committee, which was chaired by Arthur D. Lynn, Jr., included Naomi Allenbaugh, Bruce L. Bennett, Mary K. Beyrer, Wesley P. Cushman, and George C. Thompson. According to the November 30, 1967, "Report of the Advisory Committee on the Academic Organization and Location of the Department of Physical Education" (1967:1), their charge was to advise the Vice-President for Academic Affairs on a desirable organization design and an appropriate collegiate home. The Lynn Report (1967:1-3) recommended the following changes:

- Health, Physical Education, and Recreation be organized into a school.
- The School of Health, Physical Education, and Recreation be located in the College of Education.
- The present faculty and units of the Department of Physical Education, except Dance, be transferred to the School.
- The Department of Physical Education, as such, be eliminated.
- The internal organization of the School consist of four sub-units or divisions:
  - Men's Physical Education
  - Women's Physical Education
  - Health Education
  - Recreation
- The School be headed by a Director who would be responsible for leadership, coordination, and development of the four divisions and their several programs. Administratively the Director would report to the Dean of the College of Education.
- A single coordinated physical facility or facilities for teaching and research in Physical Education, Health and Recreation be developed.

The Men's Division was very much in favor of this move. A letter dated October 4, 1967, from Lewis A. Hess to Dean Luvern Cunningham, College of Education, affirmed this:
...there is a strong, almost unanimous support by the Men's Division to become a School of Health, Physical Education, and Recreation in the College of Education so that physical education, health education, and recreation stay together in one unit.

Sabock (1969:301) notes that the individuals actively advocating separation from Athletics were Delbert Oberteuffer, Lewis A. Hess, Willard F. Ashbrook, Bruce L. Bennett, and Wesley P. Cushman. Wesley shared the following rationale with Sabock (1969:303) in a personal interview:

The University has committed itself to greater emphasis on graduate work, research, and instruction. Health and Physical Education can only achieve this by being an integral part of the College of Education. By working with public school administrators through the College of Education, the Department of Health and Physical Education could exert a greater influence in the public schools of the State.

The recommendations from the Lynn Committee were accepted by the Department of Physical Education in February, 1968 (Hess, 1981).

The question of the location of the Department of Physical Education in the University structure and its relationship to athletics was finally resolved. The June 13, 1968, "Minutes of the Board of Trustees" (1968:758) show this action:

As a result of a comprehensive study by a Faculty Advisory Committee on the Academic Organization and Relocation of the Department of Physical Education, it was recommended that a School of Physical Education be established in the College of Education, effective July 1, 1968, to replace the current Department of Physical Education. This recommendation was endorsed by the faculty of the College of Education on April 23, 1968, the Council on Academic Affairs on May 6, 1968, and the University Faculty Council on May 14, 1968. The essential nature of the recommendation is that the Department of Physical Education be reorganized and established as a School with appropriate academic sub-units with provisions
for the development of a single coordinated faculty which shall be responsible for teaching, research, and service in physical education, health education and recreation. Although the Department of Physical Education has not been a direct administrative unit of the College of Education, there has been a close and long term relationship with the College of Education through which all of the Departments' curricula and course materials have been approved.

This recommendation is submitted to the Board of Trustees for approval in the belief that such a coordinated academic unit is essential for the long term development of a viable physical education program within the University.

In 1968, the formation of an Interim Planning Committee was announced. This was chaired by Lewis A. Hess and included Naomi Allenbaugh, Mary K. Beyrer, Bruce L. Bennett, and Wesley P. Cushman. (Hess, 1981). The purpose of the Committee was to serve as a planning and coordinating body for the two Divisions of Physical Education. This body also provided leadership to the School until a director was selected. Lewis A. Hess became School Director in 1969 and appointed Dr. Cushman as Chairman of the Health Education Division.

The Interim Planning Committee proposed that the name of the new School be changed to the School of Health Education, Physical Education and Recreation in a 1969 letter to Dean Cunningham. The December 11, 1969, "Minutes of the Board of Trustees" (1969:266-267) document the title change as the School of Health, Physical Education, and Recreation.

On November 11, 1969, the Faculty Council, with the endorsement of the Council on Academic Affairs, approved the request from the College of Education that the name of the School of Physical Education be changed to the School of Health, Physical Education, and Recreation.
The present designation does not reflect the full scope of the existing instructional, research and professional programs carried on in the School. It becomes essential to use each separate title in the total name in order to give visibility to the various areas of responsibility. For purposes of curriculum development, recruitment of students and staff and visibility locally, statewide and national, the name of the School should be encompassing and descriptive. Colleges, schools and departments in institutes of higher education throughout the United States with similar programs and responsibilities have names involving the three major phases of their programs—health education, physical education, and recreation.

President Fawcett recommended that the Board of Trustees approve the proposed change in name of the School of Physical Education to School of Health, Physical Education, and Recreation, effective with the 1970-1971 academic year.

A letter written to Associate Dean D.A. Severino, College of Education on July 21, 1971, by Lewis A. Hess documents another change; the faculty of the School had voted on May 18, 1971, that the internal structure should consist of the Division of Physical Education, Division of Health Education, and Division of Recreation. However, the latter area became a program unit due to its small number of faculty members.

The current decade forecasts more change for the School. Dean Robert A. Burnham, College of Education, asked for a simplification of the administration of the School. This led to a consideration of the School's organizational structure. Although the faculty voted to remain as a School in December, 1980, the subsequent internal reorganization has yielded five sections which replace the Divisions of Health Education and Physical Education as well as the unit of Recreation; each section will be chaired by elected coordinators.
Professor Emeritus Wesley P. Cushman had the right to participate in this decision-making. Although letters from the School shared information with him about the proposed changes, he chose not to cast a ballot. Traveling between New York and Ohio had not allowed him to actively participate in the reorganization discussions.

Chairmanship

Dr. Wesley P. Cushman became Chairman of the Division of Health Education, School of Health, Physical Education, and Recreation in 1969, and continued in that position until 1973. Teaching, rather than administration, is his first love; Wesley admits that he did not particularly enjoy the administrative role (Cushman, Interview 3-30-81).

As Wesley assumed the Division chairmanship, the country was in a turbulent state. American citizens demonstrated in protest against the war in Vietnam. The first United States troops were withdrawn in 1969 as Lieutenant William Calley was tried for the civilian massacre at Mylai (Grun, 1975:566).

Unrest was evident at The Ohio State University campus. This resulted in mass meetings and rioting. Spring quarter of 1970 brought a two-week University closure and cooling-off period for students, faculty, and administration (Ross, 1981). The June 2, 1970, issue of the University newspaper, The Lantern, notes that six persons were arrested in connection with the "strike" activities (Schwartz, 1970:1).
Dr. Cushman has observed that some administrators attempt to build an empire with their departments. Such a goal was not his dream. Indeed, there was no push to expand the program to include a community health focus as well as school health education. Wes preferred to educate well-prepared school health educators rather than attempt to initiate a community health program at that time. Kaplan (1981) noted that Cushman believed that the school health education program was essentially suited for health education in general. In an interview (1-26-81), Dr. Cushman recalled that graduates of the school health education program had been successfully placed in voluntary health agencies.

Wesley's objective was to enhance the current program so that quality education would continue to be available to the students. To accomplish this, several tasks were employed by the chairman. Wes attempted to increase the instructors' salaries to both recruit and maintain competent faculty members. He arranged equitable teaching loads for the staff. Iona R. Grosshans (1981) and Geraldine A. Johnson (1981) do not remember any "gripes" about overloads or their teaching assignments when they were young instructors at this University. Glen Gilbert (1981) said, "Dr. Cushman always treated the Graduate Teaching Associates as colleagues." Jack Osman (1981) recalls that, as an Instructor, he was encouraged to attend Division faculty meetings during Wesley's administration.

Grosshans (1981) describes the faculty of the Division at that time:
There were three senior faculty members—Wesley Cushman, Robert Kaplan, and Mary K. Beyrer. The junior faculty of instructors and assistant professors included 4-5 young women. Wes was paternalistic, especially at national conventions where he watched out for "his girls."

When Cush was chairman, there were four Graduate Teaching Associates in the Division. He preferred to have instructors teach the service courses. The instructors were able to devote more time for class preparation than the Teaching Associates who had to divide time and energy between their own graduate study and their teaching responsibilities. Although he believed that all students had a right to quality education, Wesley thought this was a critical need in the basic or lower level courses.

As chairman, Dr. Cushman was instrumental in assisting the staff to develop objectives and outlines for all course offerings.

In his role as the administrative leader of the Division, Wesley's beliefs impinged upon the curriculum planning. Kaplan (1981) recollects these comments:

We had no need for a list of content courses as some institutions have. We dealt with the principles. Cush was very much influenced by his liberal arts background and felt that an educated person learns problem-solving and principles that could be transposed into practice. The first deviation from that practice was via the introduction of the sexuality course in 1970-1971 that I proposed.

A continuing policy is that students with various backgrounds can be accepted into the graduate program of study; nurses, teachers, and dental hygientists may become classmates. Such flexibility also poses a potential problem; students may have differences in their undergraduate preparation in relation to the core areas of study within the
health education graduate curriculum. As both professor and chairman, Wesley did not allow students to skip through any such deficiencies. Furthermore, he warned the graduate advisers to stand firm in their judgments. If the adviser were to allow a student to slip through the program without fulfilling the suggested requirements, the adviser acted as the weak link in the chain (Cushman, Interview 4-1-81).

Although the student needs proficiency in all four broad content areas, Wesley classified the health sciences as the foundation for study. Lewis A. Hess (1981) shared this opinion:

> If you want to make one point about Wes, it ought to be this. Wes believed in the basic sciences. He fought for the sciences. Wes and I believed that every health educator should have physiology, biology, chemistry, and microbiology. But there were many others who did not agree.

During his chairmanship, the philosophical foundations for the graduate program of the School of Health, Physical Education, and Recreation were updated in July, 1972.

> ...Graduate programs should provide rich and stimulating experiences for its students. These experiences should permit the student freedom of inquiry and freedom to think.

The faculty believes also that it is the responsibility of the graduate programs to provide the kind of experiences that will stimulate the student to a better understanding of himself; to engage in greater intellectual pursuits; to participate in basic and applied research; to develop a scholarly talent in communication; to acquire a greater awareness of the dignity and worth of the human being; and to accept a fuller realization of his social and professional responsibilities to our society (School of Health, Physical Education, and Recreation Faculty, 1972:1).

A premise that was basic to Wesley's administration continues to function as a departmental norm. He believed that a quality job could
not be done unless the staff and faculty members are happy and cohesive. Today, reference frequently is made to the "HPER Family." Barbara A. Cooley (1981), who is now with the Office of Cooperative Education, The Evergreen State College, Olympia, Washington, recalls the days as a junior member of this faculty: "We planned, worked, dreamed, taught, learned, and socialized together much of the time."

Summary

From Dr. Cushman's arrival in 1946 until his retirement in 1974, he shared his knowledge and skills with students. He gave unstintingly of himself in classes, committees, and other endeavors. Many students were taught and advised. Campus committees were enhanced by his quiet "do-a-job-well" approach. His open mind and search for new information led him to such interests as problem-solving and developmental tasks.

Wesley believed in keeping the student as the number one priority (Cushman, Interview 4-1-81). Quality education was his goal. This was enacted through effective teaching and administration as well as curriculum planning and implementation.

His professional contributions may be summarized via the input of former students, colleagues, and professional associates. The following represents a selective sampling. In responses to the questionnaire, colleagues (1981) said:
Wesley had a broad impact on the profession as a professor, administrator, writer, organization officer, and program participant.

I think his steadfastness made him a recognized leader. He could be counted on because people knew "where he was coming from."

He had high standards of scholarship.

Wesley worked diligently to achieve improved public health programs through better teacher preparation. This was accomplished by insisting that our graduates have the best training available at all levels.

Dr. Cushman was way ahead of his time in health teaching.

Former students identified that Dr. Cushman made significant contributions to health education through his classroom teaching. Joy G. Cauffman (1981) elaborated, "He (Cushman) had the ability to communicate with students. He cared for students and student learning. He assumed major responsibilities toward the duties of the teaching task."

Paul A. Warfield (1981) remembered Cush as "knowledgeable, organized, and well-prepared in the classroom." Others simply noted that Dr. Cushman had guided many students through their studies at The Ohio State University.

This accolade was shared by a professional associate who said, "I think he has given to his colleagues and students a positive attitude toward living a healthful life in the broadest sense of that word health."
CHAPTER VII
ORGANIZATIONAL ACTIVITIES

Wesley P. Cushman has been actively involved with many professional, official, and voluntary health organizations. A significant portion of his time and energy has been spent working on local, state, regional, and national levels for these organizations. Teacher education, curriculum development, and program evaluation stand out as areas of interest within these organizational activities. He remains a staunch supporter of school health education, including school health services.

The intent of the researcher is to present a representative sampling of his efforts.

Professional Health Organizations

Dr. Cushman's participation in professional health organizations has been a lifelong commitment. He views such service as a desirable component of professionalism (Cushman, Interview 6-17-81).

American Alliance for Health, Physical Education, Recreation, and Dance

The original name of the organization, which began in 1885, was the American Association for the Advancement of Physical Education
(Means, 1975:116). The name was changed to the American Physical Education Association, and it was this group that Wesley joined in 1933 (Cushman, Interview 5-8-81). In 1937, the American Association for Health and Physical Education evolved. One year later, the recreation component was added, and the organization, known as the American Association for Health, Physical Education, and Recreation (AAHPER), became a department of the National Education Association. The organizational records indicate that Wes became a life member in 1969 (Rush, 1981). In 1974, an Alliance with separate organizations under this umbrella structure was formed. The name of the Health Education Division was changed to the Association for the Advancement of Health Education. In 1979, the field of dance was recognized officially when the title became the American Alliance for Health, Physical Education, Recreation, and Dance. The purpose of the Alliance is to improve education at all levels through such services as consultation, publications, leadership development, standards setting, and research (Akey, 1980:523).

While in Minnesota, Wes served on the Legislative Council for the state "HPER" Association from 1941 to 1943. After moving to Ohio, he continued to participate in "HPER" activities on the state level. In 1950 and again in 1963, he was Vice President and Chairman of the Health Division, Ohio Association of Health, Physical Education, and Recreation (Schleppi, 1981). On a regional basis, Wes functioned as Chairman, Health Education Section, 1955-1957 and Vice President of
the Health Division, Midwest District, AAHPER, during 1957-1958.

National Activities

His activities have been multiple on the national level. The years 1950-1952 found Wesley as Chairman Elect and Chairman, College Health Section, American Association for Health, Physical Education, and Recreation.

He was Chairman, Resolutions Committee of the Association during 1953-1954. These resolutions, which focus on juvenile delinquency, school construction needs, school athletics, teacher education and recruitment, research and cooperation with other nations, were published in the June, 1954, issue of *Journal of Health, Physical Education, Recreation*. As noted in this article (Resolutions Committee, 1954:13).

The AAHPER believes that: Individuals who possess vigor, strength, and character are the greatest resources of a nation and are indispensable in times of emergency. Health, Physical Education, and Recreation contribute to the total FITNESS of all citizens who in their accumulated strength guarantee the SECURITY OF THE UNITED STATES OF AMERICA.

Wesley (Cushman, Interview 5-4-81) recalls that the goal of the Committee was to develop significant resolutions, written in a simplistic style, that could be implemented easily. Members who served on this committee with Wesley include Robert Pieh, Margaret McCall, Albert Rosenthal, Marie Hanss, and Eva Seen.

An interest in professional preparation was reflected by Wesley's 1960-1962 chairmanship of the Commission on Teacher Education. The Association had sponsored a Health Education Planning Conference at
Highland Park, Illinois, in October, 1959. The purpose of the meeting was to review the historical development of health education and to examine the problems confronting the field. The development of long range action programs for professional growth was the goal. The Association Vice Presidents for Health Education and the Consultant, William H. Creswell, Jr., met in December, 1959, to devise a plan for implementing the Conference recommendations. Commissions were formed in January, 1960, to compose a plan of action for the following problem areas in health education: philosophy, curriculum, research, teacher education, teacher accreditation, and professional relationships (American Association for Health, Physical Education, and Recreation, 1962b:1). Each commission was to function as a problem-solving body to recommend needed actions.

Wesley was selected to chair the Commission on Teacher Education. Other members included David Darland, Carl Anderson, Dora Hicks, Warren Southworth, Gustave Timmel, and Elizabeth Avery Wilson. The purpose of this Commission was to develop and implement a plan of action to guide and advance the future teacher education activities within the Division and the profession. A two-prong problem was delineated: (1) how to strengthen the preparation of all teachers responsible for health education, and (2) how to improve professional preparation programs of school health educators.

According to the Division's 1960-1961 "Report to the AAHPER Board of Directors," Dr. Cushman (1961:3) related that a questionnaire
had been submitted to a representative group of persons engaged in
teacher preparation for health education. At the 1961 American Associa-
tion for Health, Physical Education, and Recreation Conference in
Atlantic City, Wesley presented a progress report on the Commission's
activities. Critical issues in teacher education had been identified
via the questionnaire. The membership had increased to now include
William H. Creswell, Jr., Edward B. Johns, Elena M. Sliepcevich, and
Robert Yoho in addition to the original Teacher Education Commission
members (American Association for Health, Physical Education, and
Recreation, 1962b:4). The Commission on Accreditation, headed by
William H. Creswell, Jr., merged with the Teacher Education Commission
in order to provide better coordination of effort between these two
related areas.

William H. Creswell, Jr., assumed the chairmanship of the Com-
mission on Teacher Education in 1962 as Wesley was beginning his term
of office as Vice-President and Chairman-Elect, Health Division, in
both the state and national associations.

National recognition was achieved when Wesley held the office
of Vice President and Chairman-Elect, Vice President and Chairman,
and Past Vice President and Chairman of the Health Division and Associa-

As Association Vice President and Health Education Division Chair-
man, Wesley worked with many professional associates. The other officers
included Mary K. Beyrer in the Vice-President and Chairman-Elect posi-
tions, Wallace A. Wesley as Past Vice-President and Division Chairman,
and John H. Cooper, Association Consultant to the Division. Other members of the Division Executive Council were as follows:

Leonard C. Murray, Ph.D.
Wilfred C. Sutton, Ed.D.
Ray Foster, H.S.D.
Lester V. Smith
Joseph E. Lantagne, Ed.D.
Joseph G. Dzenowagis, Ed.D.
Jeanett R. Potter, Ed.D.
Marian K. Solleder, Ph.D.

Cooper (1981) describes Cush as "solid and realistic" and cites his "leveling influence" as a definite asset during business transactions. Others, such as Fogle (1981) and Wesley (1981), agree with this assessment.

When he was Association Vice-President and Chairman of the Health Division, Wesley authored a 1964 article, "News from the Health Education Division." This was written to inform the members about organizational changes, commission and committee activities, and future plans.

The Division is now directed by an Executive Council which carries on its responsibilities through four standing committees: the Coordinating Committee, the Division Operations Committee, the Convention Planning Committee, and the Nominating Committee (Cushman, 1964:74).

This was not a sudden change. There was discussion in the April 10, 1962, Division Executive Council meeting about possible reorganization within the Division. Wallace A. Wesley and Wesley P. Cushman were activists in this effort (Wesley, 1981). The June, 1962, "Health Education Newsletter" (1962a:4) included this report: "the feeling was expressed that the Division structure should be more flexible and functionable to serve the Health Education needs and the AAHPER membership."
In the March, 1963, *Journal of Health, Physical Education, Recreation*, the Association members had been informed of the proposed changes in the Division's structure. The responsibility of implementing the alterations now rested upon the chairman and other Division officers.

The old system had stipulated that the section chairmen serve as Executive Council members for one year. However, their activities were limited largely to convention planning and routine business matters. The Executive Council now was increased to 12 members.

These include the past vice-president, the vice-president, and the vice-president elect, the latter being elected each year by the AAHPER Representative Assembly at the annual convention. Also at convention time but at the Division's business meetings, three new Council members will be elected to serve three-year terms (Cushman, 1964:74).

Thus, the newly organized Division Executive Council was created to reflect both continuity and innovation. Furthermore, the structure served as a model, and other divisions within the Association reorganized in a similar manner.

Wesley classifies only one event that occurred during his Vice-Presidency and Division Chairmanship as a disappointment. This is based upon dissatisfaction with his own actions at that time rather than the actions of others.

In 1964, the Health Division's Resolution Committee was chaired by Helen Slocum and included Jesse H. Haag and Leonard Murray. One of the resolutions submitted to the Representative Assembly was the Smoking Resolution:
Whereas scientific evidence distinctly indicates that cigarette smoking is a major health hazard with relationships established to cancer, respiratory diseases and cardiovascular disease;

Whereas research studies have established that the habit of smoking is established to a large extent during the pre-teen and teen-age years; and

Whereas these findings have implications directly related to the goals of healthful living of the American Association for Health, Physical Education, and Recreation

Be it hereby resolved that this Association join forces with other health agencies and professional groups in a concerted effort to disseminate information on the hazardous effects of smoking by intensifying our teaching on this topic in health education from the intermediate elementary school grades through college; and

Be it further resolved that members of the Association who now smoke consider seriously the effect of personal example on youth and the deleterious effect this practice may have upon their own health


The last portion of the resolution was defeated by the Representative Assembly of the Association, although the other statements within the resolution had been accepted. Apparently the membership did not understand or did not agree with the exemplar role model aspect of the resolution. Wesley reflects that he should have pushed this more effectively.

Someone said that the last part sounded like preaching. I made a statement to the effect that the intent of the resolution was clear. I should have clarified or interpreted that part. I should have been thinking faster on my feet. I let the Division down (Cushman, Interview 5-8-81).

Ironically, a resolution had been adopted by the Association years earlier that professional athletes be earnestly requested to refrain from endorsing the use of tobacco and alcoholic beverages (American
Association for Health, Physical Education, and Recreation 1963:64).

By 1965, the refined statement on smoking was considered to be a position statement for the Association. Wesley wrote a letter on June 1, 1964, to the Division Executive Council with this suggestion:

The (Resolution) Committee did well, but I did not allow enough time for the DXC to study the resolutions carefully. Being now familiar with the procedures followed by the Association, I suggest that the Chairman of the Resolutions Committee be selected from the Division Executive Council and that resolutions be sent to Council members for consideration before the annual convention. If we wish, we might set the Resolutions Committee up as a continuing committee of the Council (Cushman, 1964b).

Thus, the timing was right for another change. The Division's Operating Code, dated February, 1966, includes the addition of a Resolutions Committee as a standing committee:

The Resolutions Committee shall be composed of three members of the Division Executive Council and shall be responsible for preparing annual resolutions to be presented for approval to the Executive Council, the Board of Directors, and the Representative Assembly (American Association for Health, Physical Education, and Recreation, 1966:2).

In 1965, Wesley joined other members of the Committee on Evaluation and Projection of Division Activities to analyze the future direction of the Health Education Division. A conference, chaired by Mary K. Beyrer, was held in Chicago on the topic of the evaluation and projection of Health Education Division activities. Past and present activities of the Division were reviewed (Cushman, Interview 4-8-81). The future of health education in the Association was considered as well as the actions needed to facilitate the role within the next decade.
Wesley has been a participant at a number of the American Association for Health, Physical Education, and Recreation National Conventions. The following is a list of his selected activities on the national level for the Association. The intent of the researcher is to demonstrate both variety and scope of Dr. Cushman's service.

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1951</td>
<td>Small Group Discussion Leader, Health Division. Speaker &quot;Effective Patterns and Methods for Teaching Health in the Secondary Schools,&quot; Secondary Health Education Section.</td>
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<tr>
<td>1952</td>
<td>Discussion Leader, Health Division. Presided, College Health Education Section. Discussion Leader, Secondary Health Education Section.</td>
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<tr>
<td>1954</td>
<td>Presided, Secondary Health Education Section. Panel Moderator &quot;Are These Our Values in Health Education?&quot; Secondary Health Education Section.</td>
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<tr>
<td>1964</td>
<td>Presided, Health Division Meetings--Vice President.</td>
</tr>
<tr>
<td>1966</td>
<td>Panel Member &quot;Issues in Upgrading and Strengthening Professional Preparation in Health Education.&quot; Professional Preparation in Health Education Section.</td>
</tr>
<tr>
<td>1968</td>
<td>Panel Member &quot;National Conference on Teacher Preparation in Health Education--Implications for Teacher Preparation,&quot; Professional Preparation for Health Education Section.</td>
</tr>
</tbody>
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Year Activity
1972 Presided School Health Division (For Barbara A. Cooley). Speaker "Action Research for Problem Solving in School Health," School Health Division (Cushman, Interview 5-4-81).


Wes and I had an annual $5.00 bet on the Big Ten versus Pac 8/ Pac 10 Rose Bowl game. For a time he won several in a row; then I won a good string. When I won, Wesley would manage to pay off this debt in front of others, usually at a bar. So I was stuck with buying drinks from my winnings. It was impossible to win from Wes Cushman.

Another colleague relates the following story which illustrates Wesley's generosity and magnanimity:

In 1967, the Association's annual meeting was held in Las Vegas. Health educators were not big time gamblers, but the casinos were full. We played the 10 cent slot machines—rather unsuccessfully. I don't believe Wes fed the machine more than 50 cents when he "hit the jackpot" and picked up about $150.00. Then we had a great party! I was impressed with a person who was willing to share his Las Vegas bonanza.

Although Wesley had participated in committees, commissions, and conventions, his service includes an even broader range of activities. He contributed a chapter to the Association's 1951 yearbook, Developing Democratic Human Relations. With co-authors Laurie E. Campbell and Walter Roy, Wesley wrote a chapter about the various teaching methods to be used with adults in health education programs. He was consultant to the Yearbook Commission in the writing of Fit to Teach, which was
published in 1957. His expertise and knowledge of the field had been noticed; he was selected to sit on the editorial board of the *Journal of Health, Physical Education, Recreation* from 1958-1961.

As a life member of AAHPERD, Wes has remained active in this professional organization. Even after his retirement from The Ohio State University, Dr. Cushman, accompanied by his wife, has continued to attend conventions.

American Public Health Association

The American Public Health Association is an organization that evolved from public health interests but has broadened its scope to include school health as well as other allied health fields. Organized in 1872, the Association had grown into a multi-sectioned society. The Association is an organization of health professionals and interested consumers whose purpose is to promote personal and environmental health (Akey, 1980:867-868). Winslow (1947:1467) called the Association "the most significant social movement of modern times."

Wesley became a member in 1947 (Mathis, 1981). He presented a paper, "Evaluation of a School Health Program," at the 1954 annual meeting in Buffalo, New York. His participation has been focused within the School Health Section where he served on that Council from 1955 to 1962. In 1956-1957, Cush was a member of the Resolutions Committee for that Section.

As Wesley's interest and expertise in relation to the school health program began to be recognized, he was asked to organize school
health activities for the Association. In 1955, Cush chaired the Joint Committee on Evaluation of School Health, School Health Section, American Public Health Association. The Committee membership also included representatives from the American School Health Association and the American Association for Health, Physical Education, and Recreation to "provide the framework for cooperative effort in the evaluation field by the three national organizations most concerned with school health" (Joint Committee on Evaluation of School Health, 1956:167). Their report, "Evaluate Your School Health Program," was published in a 1956 issue of *Journal of School Health*.

Wesley's chairmanship of the Task Force on Health of School-Age Children, Second National Conference on Evaluation in Public Health, must be counted as a meaningful effort. The Conference was held September 12-14, 1960. Building on much previous work, efforts culminated in the 1961 publishing of *A Guide to a Community Health Study* by the Association; this publication attempted to develop standards for local health departments. "Moreover, citizens were given an opportunity to understand what is involved in community health, which gave impetus to the concept of consumerism" (Milliken, 1981). The Section called "Health of School-Age Children" was developed through the co-chairmanship of Wesley Cushman and Donald Harting, M.D. This section used a question format to allow each community to assess its actual school health situation in relation to recommended standards and objectives.
American School Health Association

This organization, which is concerned solely with school health work, evolved in 1938 from the American Association of School Physicians. The persistent and tireless devotion of William A. Howe inspired the development of the American School Health Association (Means, 1975:124). The purpose of the organization is to promote comprehensive school health programs, including health instruction, health services, and healthful school living, as well as research and placement (Akey, 1980:877).

Wes joined this professional group in 1953 (Baer, 1981). He chaired the Committee on Professional Preparation in Health Education, American School Health Association from 1957 to 1960. The Committee hoped to determine trends on enrollment and placement of health education majors. Data regarding enrollments of undergraduates were difficult to secure. However, information did indicate a "substantial increase in the number of graduate students in health education programs" (Committee on Professional Preparation, 1960:227).

A 1961 article in the March issue of the Journal of School Health, "Institutions Offering Major Curricula in Health Education at Undergraduate and Graduate Levels," demonstrates additional work of the Committee. Fifty-five institutions in 22 states reported the following:

1. An undergraduate major in health education was available at 43 institutions.
2. Seven colleges offered dual major with physical education.
3. Varying types of graduate degrees could be attained at 42 academic facilities (Cushman, 1961:82-84).
Dr. Cushman's interest in school health education has continued. He has maintained his membership in the American School Health Association (Baer, 1981).

Other Professional Organizations

Wes participated in other professional health organizations, such as the American College Health Association. He was most active in this society during his employment as Associate Professor of Health Education and Director of Health Services at Mankato State Teachers College. The College had an institutional membership in the Association (Cushman, Interview 5-8-81). The purpose of the organization is to promote health in its broadest aspects for students and other members of the academic community (Akey, 1980:783).

Wesley served as a consultant to the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association during 1956. This was in relation to the publication Healthful School Living. With others, he contributed to the writing of the 1961 edition of Health Education. Means (1975:113) has called the Joint Committee one of the most important on-going organizations influencing health programs. This group, formed in 1921, consisted of representatives from the National Education Association and the American Medical Association.

Another society that had Wesley's support for a period of time is the College Physical Education Association. Wes served on the Committee

Voluntary Health Organizations

Wesley Cushman has given much time to several voluntary health agencies. Such endeavors have allowed him to operationalize his concern for others.

American Red Cross

The year 1881 marks the beginning of this organization which has always had a concern for health and welfare as one of its primary functions (Means, 1975:129). While in Minnesota, Wesley was Chairman, Blue Earth County, American Red Cross First Aid Program from 1942-1944. He also worked closely with the Columbus (Ohio) Chapter in relation to American Red Cross first aid courses being offered for credit at The Ohio State University.
Metropolitan Health Council (Columbus and Franklin County)

This organization, which was under the auspices of the Division of the Council of Social Agencies, was formed during World War II to examine community health problems and resources. Both Sewall Milliken (1981) and Florence Fogle (1981) cite Wesley's work with this group as being meaningful to community health planning.

According to Milliken (1981), one of the Metropolitan Health Council's most important projects was the development of the Citizens Self-Appraisal of Community Health Services. Two hundred consumers conducted a "pioneer citizens' health survey" (Metropolitan Health Council, 1954:I). This built upon a 1942 professional study done by Ira V. Hiscock, who was then Professor of Public Health, Yale University. However, the Health Council decided that "a review of accomplishments as well as a recognition of weaknesses should be considered, and guide posts established" (Metropolitan Health Council, 1954:II).

...the citizens themselves should be given an opportunity to learn at firsthand what public health services they were financing either with their tax or voluntary dollars, how effective these services were, and how they wished to improve these programs. To this end, the Self-Appraisal of Public Health Services was organized (Metropolitan Health Council, 1954:II).

Six committees identified needs, facts, and objectives in these areas: community resources, disease control, adult health, environmental health, maternal and child health, and public health nursing. Wesley served on the latter two committees. Milliken (1981), who was
adviser of the study, states that Wesley's participation was invaluable and that much of the content of those portions dealing with maternal and child health and public health nursing can be identified as his handiwork.

According to Dr. Cushman's vita (1979:2), he was a member of the Metropolitan Health Committee from 1958 to 1964 and chaired the Health Panel Budget and Admissions during the last three years of his service. In this position, he was responsible for the review of budgets for voluntary health agencies receiving funds through United Appeal. Council member Edward A. Lentz (1981) confirms that Wesley was able to contribute to the modification and advancement of health policies, programs, and financial decisions. Cush also chaired the School Health Committee from 1954 until the subsequent reorganization of the Council.

Official Health Organizations

Wesley has served with various official health organizations, such as county health boards and state health departments. His participation in such organizations have already been noted during his years of residency in Minnesota.

In 1964, Cush was invited to sit on an Advisory Committee on Health Education and Communications, United States Department of Health, Education, and Welfare. The Committee, chaired by Aaron W. Christensen, M.D., was created to advise the Public Health Service about improving
the education-communications component of their programs. A 1966 report, *Education for Health*, records the Committee's recommendations, which were directed toward Federal leadership in health education of the public and continuing education of health professionals (Advisory Committee on Health Education and Communications, 1966:14). These recommendations can be viewed as the core of a comprehensive national health program.

Wesley expressed some disappointment in relation to the work of that Committee. He had expected discussions to focus on more cooperation between school and community health professionals. This did not happen. At that time, Wesley may have been a pioneer in his desire to coordinate school and community health education. "From a public health viewpoint, Wesley Cushman was almost alone in his beliefs about the necessity of bridging the gap between school and community health" (Milliken, 1981). Former students Charles R. Carroll (1981) and Paul R. Mico (1981) confirm Wesley's teachings about the need to integrate school and community health education.

Additional Organizations

Other organizations have benefited from Dr. Cushman's efforts. His services have been eclectic in nature.
State Planning Committee for Health Education in Ohio

The State Planning Committee on Health Education in Ohio, organized in 1947, was developed to provide joint planning of school and community health education activities by state departments as well as professional and voluntary health agencies. This Committee evolved from the three year project financed by the Kellogg Foundation to establish sound educational programs in the schools using all possible community resources. Currently, more than 30 professional, voluntary, and official health organizations plus academic institutions are represented. Their charge is to further health education by studying critical issues in health education and developing recommendations for possible solutions to these issues (Grimm, 1981).

Milliken (1981) recalls the beginning of the organization:

Paul C. Bechtel and Paul E. Landis, Ohio Department of Education, were instrumental in the development of the State Planning Committee for Health Education in Ohio. Wesley knew them both and served as a liaison for school health. This Committee started as just luncheon meetings for interested persons and then became more structured.

Fogle (1981) credits Dr. Cushman as being an important contributor to the group. Wesley had a long-standing record of activity and support within the organization, including the chairmanship of the Legislative Committee in 1974. Cush hoped to refine the definition of a comprehensive health program within the legislative framework. He has expressed disappointment about the lack of success in this endeavor (Cushman, Interview 5-8-81).
One of the functions of this Committee is the sponsoring of the annual Ohio Conference on Physicians and Schools held at Lake Hope Lodge, Zaleski, Ohio. The primary purpose of the Lake Hope Conference is to promote cooperation and understanding of all members of the school health team, such as medical and dental professionals, educators, school superintendents, and official and voluntary health workers (Fogle, 1981). Participants represent selected counties within the state who want to improve their school health program. Each county sends an 8-12 member team to the conference who evaluates their current program and recommends steps for improvement.

Wallace A. Wesley (1981), Health Education Director, American Medical Association, notes that Dr. Cushman worked hard on these pioneer conferences. "There was fun as well as the exchange of information and the assistance given to cities in organizing health councils and curricula" (Wesley, 1981). A "Wes and Wally Show," which starred Wesley P. Cushman and Wallace A. Wesley, was developed for the 1959 conference. The "script" reflected the sense of humor that is characteristic of these participants since they extemporaneously discussed problems within the field and their reactions. This was well-received and was repeated at a later date.

Working together in a cooperative manner has been a central theme for the Lake Hope Conferences. In fact, this philosophy seems to be integral to many of the professional, voluntary, and official organizations. Such organizational coordination resulted in a project that has
been labeled a prototype. In 1966–1967, Wesley chaired a committee that created a booklet entitled *Evaluative Criteria for Health Education: A Self-Appraisal Checklist for Ohio Schools*. This was a joint effort of the Ohio Association for Health, Physical Education, and Recreation and the State Planning Committee for Health Education in Ohio; the Ohio Department of Education, Ohio Department of Health, and Ohio State Medical Association cooperated as well. Lewis A. Hess, who was then president of the Ohio Association for Health, Physical Education, and Recreation, asked Cush to lead this effort. Wes agreed to do this if other state health organizations were involved. This action depicts Wesley's belief in the value of inter-agency collaboration.

The "Checklist" is a guide for school and community members to perform a successful self-survey of a school health program. The directions for use are as follows (1967:1):

A successful self-survey of a school health program depends on early participation of representatives from those school and community agencies directly involved in the program. It is recommended that an Evaluation Team be set up to include professional and lay persons representative of teachers, administrators, nurses, medical and dental professions, health departments, parent groups, and others.

The Evaluation Team should first review and discuss the basic needs and objectives using the various State guides and standards listed in the bibliography as resources to supplement this survey form. The team can then proceed to rate its health program on how well it meets the recommended practices listed in each category.

The next step requires developing plans of action. The team should think in terms of: How can our program be improved? What things aren't being done that should be done? What practices should be done better? What can we do now? What do we need to plan for the future?
At the end of each category, a space is provided for recording the rating and major changes needed.

This instrument was useful in comparing actual practice with recommended practices. The three areas of a school health program, namely school health services, healthful school environment, and health instruction were included. Numerous requests for the "Checklist" indicated a need for such assistance. A revised edition, A Self-Appraisal Checklist for School Health Programs, has been developed during the last decade. The utility of this tool may be listed as follows:

1. Evaluation could be conducted by local school and community members rather than evaluative experts outside of the system

2. "Real-world" practices were identified and compared with standards and recommended practices

3. A proposed plan of action was outlined.

Robert L. Holland (1981), Assistant Director of Elementary and Secondary Education, Ohio Department of Education, speaks highly of this publication:

Although the booklet has been revised several times, it is still in use today throughout the State of Ohio. It has been copied by many other state educational agencies.

Morris Stamm (1981), Health Educator, Ohio Department of Health, concurs and adds this comment: "Other countries, such as Canada, Great Britain, and Australia, have requested copies of the booklet." Perhaps the "Checklist" and its impact as an archetype for school health program evaluation may be analogized to the influence of the
School Health Education Study conceptual curriculum as a prototype for state curriculum models.

Wesley stresses that this evaluative effort was timely since many programs were still in the developmental stages; now emphasis is more on the evaluation of program effectiveness (Cushman, Interview 5-6-81).

Ohio Child Conservation League

The Child Conservation League of America was organized in 1918 (Shaffer, 1981). As a community service, Wesley presented short sex education lectures to this organization whose purpose is to "improve the quality of family life and all children" (Alt, Harf, and Hirschman, 1977:104). Small groups of women, gathered in a member's home, would listen to Wes talk about sex education in relation to their children. A 20 minute film showed the anatomy and physiology of the female and male reproductive tracts. Problems were discussed via a question and answer approach. Cush advised the mothers to respond to their children's questions honestly, briefly, and concisely. He jokingly remarks that his three sons had given him some practical experience upon which to draw (Cushman, Interview 1-26-81).
Although not all of the conferences will be discussed, attention is focused on those conferences dealing with professional preparation in which Wesley participated. Marlene M. Woodfill (1981), a former student, cites Wesley's participation in the early conferences as a significant contribution to health education. Others, such as John A. (Jack) Shaw (1981) and John H. Cooper (1981), concur with this. Barbara A. Cooley (1981), a former faculty member, agrees:

He (Wesley) was an active participant in national professional preparation conferences from the beginning. He has exemplified for many in his generation and mine the importance of service to the profession.

May 16-27, 1948, should be considered as a benchmark in the history of health education. The National Conference on Undergraduate Professional Preparation in Physical Education, Health Education, and Recreation was convened at Jackson's Mill, Weston, West Virginia. The following organizations sponsored this Conference:

American Association for Health, Physical Education, and Recreation
American Association of Colleges for Teacher Education
American Recreation Society
American School Health Association
The Athletic Institute
College Physical Education Association
National Association for Physical Education of College Women
National Recreation Association
Society of State Directors of Health, Physical Education, and Recreation
(The National Conference on Undergraduate Professional Preparation, 1948:i).
The purpose of this Conference was to improve undergraduate professional preparation in health education, physical education, and recreation. Functions and competencies, including knowledge, skills, and attitudes, were identified. Although the major function of the health teacher is to give health instruction, that teacher should be knowledgeable about the areas of healthful school living and school health services as well.

Dr. Cushman participated in the Conference, which was the first of its kind, and disseminated the Conference recommendations through both oral and written presentations. In a 1949 article, "Recommendations of the Jackson's Mill Conference in Relation to Professional Education in Health Education," these functions were noted:

The professional undergraduate program of colleges preparing health teachers should produce graduates who can identify the health needs and interests of students, plan and conduct learning experiences, and integrate the classroom health activities with the community health program (College Physical Education Association, 1949:54).

Fred V. Hein (1981), Health Education Director Emeritus, American Medical Association, recalls this anecdote in relation to Wesley's oral presentations about the Jackson's Mill Conference:

Prior to Conference adjournment, Wes was chosen as reporter for the health education component. He spoke at several regional and national conventions. Those who heard the report being repeated became familiar with Wes' opening words. Whenever they met, his colleagues teasingly reminded him of these words; this lasted until the round of reporting was completed. During that time, Wes studiously avoided eye contact with his cohorts during a presentation for fear of losing the sincere composure that was his trademark.
The Office of Education sponsored two conferences within the next few years. In 1949, the Conference on the Undergraduate Professional Preparation of Students Majoring in Health Education aimed to build on that part of the Jackson's Mill Conference related to the preparation of health teachers. The purpose of the Conference was to afford an opportunity to those persons directly responsible for the professional education of health teachers to exchange plans, viewpoints, and materials pertaining to the undergraduate major (Kilander, 1950:1). This Conference and report provided a panoramic view of 24 teacher education institutions offering an undergraduate major in health education. Wesley attended this conference as well as the subsequent one in 1953.

Following a recommendation made at the first conference, the Second Conference on Professional Preparation of Students Majoring in Health Education was held. Thirty-one of the 47 institutions that offered or were developing a major in health education were represented. Attention was centered on both undergraduate and graduate preparation. Wes chaired the work group examining the area of specialization, the health education major (Kilander, 1953:18).

Cush recollects that the sharing of information occurred during informal moments as well as formal meetings. The dinner hour was used to rehash and clarify statements made during the general sessions or programs. Such leaders as Keogh Rash, H.S. (Mike) Hoyman, Fred V.

In 1956, the National Conference on College Health Education was conducted. Discussions and the resulting recommendations dealt with the basic personal health course for all college students. The report of this Conference, entitled A Forward Look in College Health Education, lists Wesley as a participant (National Conference on College Health Education, 1956:44).

Later that week, the same individuals convened the Second National Conference on College Health Education. The meeting was called to consider the additional preparation in health education desired for perspective elementary and secondary school teachers.

Wesley did not attend the Health Education Planning Conference held in October, 1959, at Highland Park, Illinois. Delbert Obertueffer and Elena M. Sliepcevich represented The Ohio State University. Six commissions were formed later. As noted earlier in this chapter, Wes chaired the Teacher Education Commission for several years.

The National Conference on Professional Preparation in Health Education, sponsored by the American Association for Health, Physical Education, and Recreation, occurred in 1962. In the months prior to the Conference, many of the 125 conferees, including Wesley, completed in-depth preparation. Thus, the conference time was devoted to data revision and confirmation of current thinking within the profession.
A definite commitment to higher standards of professional preparation emerged from these deliberations.

Wes did not negate the opportunity to attend local conferences. In 1965, the Green Meadows Conference was held in Worthington, Ohio. This was a voluntary work conference on certification standards for Health Education, Physical Education, and Interscholastic Sports. Wesley P. Cushman and Mary K. Beyrer addressed the issue of needs and problems in the certification of health educators in Ohio. In the *Report of the Green Meadows Conference* (1965:38, 43-44), the following recommendations are found:

Health Education and Physical Education should be separated as major teaching fields. The suggested minimum requirements for a major student is 36 semester hours to attain a special certificate in health education. The suggested minimum requirement for a minor student is 24 semester hours to attain a teaching certificate in health education.

Perhaps such recommendations have influenced professional preparation programs. At The Ohio State University, health education and physical education are separate teaching fields. According to an academic counselor in the College of Education, the health education "minor" student must take 45 quarter hours; the "major" student, 71 quarter hours (Houston, 1981).

The Conference on Graduate Education, sponsored by the American Association for Health, Physical Education, and Recreation in 1967, realized the culmination of many months of homework and planning. The aim of the Conference was to establish guidelines and standards at the
graduate level in the areas of health education, physical education, recreation education, safety education, and dance. Committees were formed to work on factors of over-all concern; Wesley chaired the committee on the health education program. Flexibility of the graduate curriculum was stressed in order to meet the needs, interests, and career plans of students.

Moreover, the following common core of broad content areas was noted at this national conference:

- Health Sciences
- Behavioral Sciences
- Education, The School, and Society

Previously, the four areas had been identified by the Committee on Graduate Curriculum in Health Education, American Academy of Physical Education. Wesley P. Cushman chaired this Committee. Gradually, illumination was being shed upon the body of knowledge underlying the discipline.

Dr. Cushman also was a discussion leader at a 1967 conference sponsored by the National Commission on Accrediting. The Commission, through a short-term contract with the Public Health Service, worked on the development of guidelines and criteria for the preparation of community health educators. The Public Health Service has defined community health educators as individuals who work for an organization, such as a health department, hospital, voluntary health agency, or community health council, and have responsibility for activities and skills
leading to desirable health decisions and actions (National Commission on Accrediting, 1967:2).

The need for on-going review of professional preparation within health education was reflected by the continuing focus on this area. In 1968, the Conference on Teacher Preparation in Health Education was held in Washington, D.C., and served as a call to action to emphasize the need for well-trained health educators. The National Conference Steering Committee, chaired by Helen M. Slocum, included Robert S. Cobb, Ruth W. Fink, Edward Mileff, Wilfred C. Sutton, Harold Veenker, and Wesley P. Cushman. The purpose of the Conference was to develop recommended standards and guidelines for the professional education of teachers of health in secondary schools.

Attention was focused on four aspects of the total problem: standards for certification in health education; recruitment and placement; appraisal of undergraduate and fifth-year programs; and minimum standards for professional preparation programs (National Conference Steering Committee, 1969:31).

The attendance and participation at a national conference may bring individual stimulation and satisfaction but also implies that the employing institution is supportive to such professional endeavors. Wesley felt a sense of obligation to implement, when possible, the recommendations made at such professional preparation conferences. In an interview conducted by Joyce H. Brannan (4-3-79), Wes stated, "Our graduate program in health education at The Ohio State University closely follows the recommendations from those conferences dealing with graduate preparation." The examination of a mimeographed paper called
"Selected Graduate Courses by Core Areas for M.A. and Ph.D. Candidates in Health Education," which serves as a program planning guide for graduate students and advisors, finds the following core areas:

- Health Education
- Health Sciences
- Behavioral Sciences
- Education (School and Society)
- Evaluation and Research (The Ohio State University, 1979).

These broad content areas reflect the recommendations made during the early conferences.

Additional examples of this implementation process at The Ohio State University will be shared. The School Health Services course was changed to provide more experiential learning; guest speakers, who were working experts in the field, brought current perspectives to the students. The Teaching of Health in Secondary Schools and Colleges course was gradually increased from three to five credit hours. Furthermore, laboratory learning opportunities were integrated into the class activities, which previously used on the lecture method.

Wesley Cushman declares that the impact of these conferences, singularly or collectively, has not been researched (Cushman, Interview 4-5-81). This investigator has given several examples of spin-off effects of the conferences at The Ohio State University.
Summary

From the beginning of his professional development and since his retirement, Dr. Cushman has demonstrated his desire to serve others through organizational involvement. By his example, he influenced his students to support their professional organizations. Through his national offices, he has provided strong leadership for health education. His professional associates note that, as a committee chairman, Wes is able to potentiate and facilitate the work of a group to meet its goal.

Wesley has served as a "quiet doer of deeds." This is in keeping with his philosophy of doing a job well—and usually without fanfare.

Iona R. Grosshans (1981) relates this observation:

Only recently have I become aware of the extent of Wesley's organizational work. As I searched through records kept by Ann E. Nolte, Historian, Association for the Advancement of Health Education, I found frequent references to Wesley P. Cushman. Copies of letters were often sent to him, and his advice was sought in many situations.
Figure 6. Professional Associates (1960s-1970s)
CHAPTER VIII

RETIREMENT AND HONORS

Retirement is part of the continuum of life. Vocational retirement is a developmental task that can be viewed as a phase of life, a process, or a social role (Turner and Helmes, 1979:202). Such retirement is a route legitimized by society through which adults can exit the worker role.

Ullman (1976) has noted that the average life expectancy after retirement is more than 15 years. However, Entine (1976) has predicted that this figure will increase to 25 years by the end of the twentieth century. Both Kit and Wes Cushman are enjoying the years of freedom and flexibility of older adulthood. Their lifestyles reflect healthful choice-making throughout the years.

Retirement

Early retirement was available through University policy and had been encouraged by legislative changes in the State of Ohio pertaining to the Public Employees Retirement System (Cushman, Interview 4-1-81). Dr. Cushman decided to retire from academe at the age of 65; thus, Wesley retired in 1974. This was in the midst of the Watergate cover-up
which demanded national attention with the resultant resignation of Richard M. Nixon, President of the United States (Grun, 1975:578).

According to the minutes of the May 3, 1974, meeting (1974:474), the Board of Trustees granted Dr. Cushman a Professor Emeritus title effective July 1, 1974. This concluded 28 years of teaching and administrative service to The Ohio State University. Nine years of teaching and supervisory experience had been gained at Moravian College and Theological Seminary and Mankato State Teachers College prior to his joining The Ohio State University.

Many letters of congratulations and appreciation were sent to Cush from students, colleagues, and professional associates. The words varied according to the individualized style of writing, but the core threads were the same: Well Done! Thank You!

Former students sent these thoughts:

You, more than any other individual, encouraged me to begin doctoral studies, so that I owe to you my never ending thanks for that initial push into the profession of college teaching. Your wise counsel, concern, and assistance will never be forgotten. Perhaps your greatest contribution to me and to others who knew you was your living example of a just, honorable, and charitable man. I will always remember your statement: "If you can't say something nice about another person, don't say anything." Your active, positive, and constructive manner was and still is an inspiration to me in my daily life (Carroll, 1974).

You have contributed a great deal to Health Education over the years, and we are all richer for it. Thank you for your personal help and guidance during my stay at Ohio State (West, 1974).

Allow me to congratulate you on a job well done and especially am I appreciative of your dedication to the profession and to people. Upon your retirement, it is rewarding to realize that you advanced the academic discipline of health education and that
those of us who follow have received meaningful leadership and direction (Cobb, 1974).

Cush, I want to take this opportunity to personally tell you how much I have appreciated your outstanding contributions in scholarly teaching over the years. In particular, I remember your emphasis upon problem-solving and the implications of problem-solving for successful living. In addition, I also remember your emphasis upon the creative aspects of teaching and your concern with excellence. For the major impact that you have had on my life, I am deeply grateful (Cauffman, 1974).

Colleagues from The Ohio State University and other colleges wrote the following comments:

Seems but yesterday that you and I joined forces back there on 120th Street in New York, which culminated in your joining the staff here. We have had a great time. There have been ups and downs but mostly ups, and I hope that you feel, after your years of service to this University, that you have made a constructive, profitable, useful, and altogether fine contribution because that is the truth (Oberteuffer, 1974).

I just want to take a moment to say thanks for the wonderful professional association I have enjoyed with you over the years. I certainly have appreciated your many services to students and programs in our School (Mand, 1974).

You have really been a vital member of the profession, and you will be missed. You can be sure, however, that you have left your mark and that you will be remembered (Rash, 1974).

As an out-of-state colleague and admirer, all I can do is congratulate you on leaving a noticeable mark on the practices of the profession. Your zeal and leadership over the years have been admirable. It also has been appreciated by students and professionals alike (Willgoose, 1974).

One letter seems to pinpoint Dr. Cushman's special talents and capabilities:

Through the years I've come to respect you for your forthrightness. You were 'telling it like it is' long before the phrase came into use. People know where they stand with you and that kind of honesty is refreshing. Your second quality I admire
is your incisiveness. You get to the heart of a problem or situation without messing around. Again a rare quality. And you follow a task through to completion (Mackey, 1974).

Wesley's contributions were recognized by leaders in professional organizations. John H. Cooper, Executive Secretary, Association for the Advancement of Health Education, acknowledged in 1975: "It was a fortunate situation for me to have you as Vice-President to orient me and get me started as Health Education Consultant." Director Emeritus Fred V. Hein, Department of Health Education, American Medical Association, remarked in a 1974 correspondence, "You have been a productive health educator in every way—as a teacher and as a professional in your field." In a 1974 letter, Director Wallace A. Wesley, Department of Health Education, American Medical Association, concurred:

I believe you have had great influence in bringing health education to the prominence that it now enjoys and, through your influence, many persons have had an opportunity to consider alternatives and, hopefully, make wise decisions.

Upon his retirement, Cush was presented a large wooden plaque by The Ohio State University School of Health, Physical Education, and Recreation in May, 1974, which reads as follows:

Professor Wesley P. Cushman served The Ohio State University from October, 1946, to June, 1974, as a teacher, advisor, coordinator, and chairman in health education. With distinction typified by his dedication and proficiency, he has helped to educate innumerable students and teachers and to recruit many to his chosen profession. His efforts on behalf of health education and for those of us whom he influenced are hallmarks of his ability and sound judgment.

Upon this occasion of his official retirement from the University, his legions of friends wish him well in the same warm and humanitarian spirit which he always conveyed and look forward to his continuing constructive contributions.
Retrospections

Retirement has provided time for contemplation and musing. Such thoughts should not be lost to the world. The following is an attempt to record some of the changes in health education, as perceived by Wesley P. Cushman, that have occurred within his lifetime. The list is not meant to be totally inclusive but does reflect some of Dr. Cushman's opinions and observations. Although paraphrased, the content has been substantiated by Dr. Cushman.

1. The draftees of both World War I and World War II had chronic disorders that suggested a long history of health-related problems. According to Means (1975:11), the First World War supplied the impetus for the development of school health education. This was emphasized again in World War II. The crisis of World War II and the health status of the draftees demonstrated the need for health education as well as school health services.

2. The terms hygiene and health education are not synonyms. The discipline lost its subject matter identity in that name change. This was not an advantageous occurrence.

3. Health education is more than just giving information. Health education helps individuals and groups to enhance their health knowledge, attitudes, and behaviors.

4. Health status is determined by health behaviors. Behavior is influenced by multiple factors and interactions. Difficulty has been
noted in the measurement of health behavior and the underlying rationale for decisions and behaviors. Health educators have conducted more evaluative work in the cognitive domain than in other areas.

5. The amount of research in health education is increasing. These studies are becoming more sophisticated in both design and data analysis. "In my working days, health promotion and public relations were more important than research. Field studies were more prevalent" (Cushman, Interview 4-1-81).

6. Health education has gained a more definitive place in the school curriculum. Rather than health being taught by physical education teachers on a rainy day, health education curricula have been developed for K-12 usage.

7. Health curricula have gone a full-circle in changes. At the turn of the century, hygiene was taught via an anatomical and physiological approach. Other approaches have evolved; these include the interest approach, needs approach, and conceptual framework. Current emphasis includes the Berkeley Model, which uses a body systems approach. Have we gone back to anatomy and physiology again?

8. After years of promotion, sex education is being taught, in varying degrees, within public schools. There has been a greater acceptance of units on sex education by parents and school administrators.

9. In relation to the evaluation of the school health program, self-evaluation guides have been developed. This has increased the
evaluative efforts by members of the local school districts.

10. Professional preparation standards have slowly evolved. The national professional preparation conferences and the professional organizations have been instrumental in this development.

11. Generally, school teachers have received little preparation vis-à-vis health education. This has been especially true for the elementary school teachers. Professional preparation programs now include health education courses open to students in education. The Ohio State University Bulletin (1979:209) notes two courses offered through the Division of Health Education as electives for students in education who are not majors or minors in health and physical education.

12. State minimum requirements for certification have changed. According to Oberteuffer (1932:435-436), the minimum professional requirements in Health and Physical Education were 16 semester credit hours for the minor curriculum; the major curriculum required 40 semester credit hours. By 1950, the minor required 24 semester credit hours; the major, 46 semester credit hours (Hissong, 1949). By 1972, the standards were altered again. In conjunction with the general and professional education courses, 30 semester or 45 quarter credit hours are required for K-12 health education certification; high school teaching certificates demand 20 semester or 30 quarter credit hours of course work in health education (Ohio State Board of Education, 1972).
13. There is an increasing variety of employment settings, such as hospitals, industries, and voluntary health agencies, for the graduate of a health education program. This is especially true for the individual who earns an advanced degree.

14. There has been a move in Dentistry and Medicine from the restorative or treatment mode to acceptance of the value of preventive approaches to health, including education. There is a gradual realization of the importance of the individual assuming responsibility for his own health status. Although the American Medical Association has emphasized health education since early in this century, the year 1932 saw the reorganization of the Bureau of Health Education to its present form (Wesley, 1981). The American Dental Association established the bureau of Dental Health Education, which later became the Bureau of Health Education and Audiovisual Services, in 1954 (Coady, 1981).

15. A multitude of factors have interacted to foster the development of the health education program at The Ohio State University. Those which may be included in such a list are as follows: 1) identification of the health problems of World War II draftees, which yielded a growing interest in health education; 2) effects of the "G.I. Bulge" and the "Baby Boom" on student enrollment in the post-war years; 3) increase in health education curricula in the public schools, which created a need for qualified health teachers; 4) demand for health education faculty at teacher education institutions to prepare health teachers;
5) inception of the early professional preparation conferences; and
6) leadership at the state level as exemplified by the State (Ohio) Department of Education and the State Planning Committee for Health Education in Ohio. Within the University, the following factors should be noted: 1) establishment of health education as a distinct field of study and the subsequent development of separate majors and graduate program; 2) emphasis on the program area of school health education with interdisciplinary focus; 3) desire to provide quality education via a competent faculty; 4) history of cooperative work mode among the health education faculty members; and 5) formation of the School of Health, Physical Education, and Recreation and the positive influence of the College of Education.

Honors

During his long professional career, several honor societies invited Dr. Cushman's membership as an indication of his scholarliness. While in graduate school at Teachers College, Columbia University, Wes was asked to join Phi Delta Kappa. Akey (1980:1247) describes this as a professional honorary and recognition fraternity. Dr. Cushman participated in this during his early professional career but has not maintained his membership.
Due to his dedicated service to the areas of health and physical education, Cush was selected as a Fellow in the American Academy of Physical Education in 1963. This organization is limited to 125 active members (Akey, 1980:523). According to Brace (1953:31), the general purpose of the Academy is "to advance knowledge and common understanding, raise standards, and bestow honors in physical education and related areas." Wesley resigned from the Academy in 1971 since the main thrust of the organization was not health education.

In a 1964 issue of The Physical Educator, Dr. Cushman was selected as being representative of "Noteworthy People in the Profession." The write-up included a short biography and photograph.

Professional organizations have honored Dr. Cushman. Wesley became a Fellow of the American Public Health Association in 1949 and received a Certificate of Honor from the Ohio Public Health Association in 1973 for 25 years of meritorious service (Mathis, 1981). In 1957, Cush was chosen as a Fellow in the American School Health Association (Baer, 1981).

The Ohio Association for Health, Physical Education, and Recreation gave Wesley a Certificate of Merit in 1966. He was presented with an Honorary Life Membership in 1975. The Association for the Advancement of Health Education, American Alliance for Health, Physical Education, Recreation, and Dance honored Dr. Cushman with a Professional Service Award in 1979. The plaque contains these simple but meaningful words: In recognition of outstanding contributions to the profession
By These Presents be it known that in recognition of outstanding contributions
to programs in Health, Physical Education and Recreation in this State

The Ohio Association for Health, Physical Education and Recreation

presents this Honorary Life Membership to

Wesley Cushman

Dated this 23rd day of November, 1975

President

Chairman, Committee on Awards and Honorary Life Memberships

Figure 7. Professional Association Award (1975)
and the Association.

Goostray (1969:174) warns, "One of the pitfalls for authors of biographical material is that of enlarging upon the achievements of the person about whom they are writing." However, Dr. Cushman's accomplishments need no further embellishment. His endeavors have been extolled by numerous sources.

**Current Activities**

Wes and Kit continue to share a love of sports and physical activities. Both enjoy cross-country skiing. Retirement now allows them to spend a portion of the winter months at Lake Placid, New York. Kit views this as their opportunity to get slim and trim (K. Cushman, Interview 5-4-81). A daily ski jaunt is part of their Lake Placid routine in the winter.

This is balanced by quiet time for reading. Dr. Cushman's recent reading list exemplifies his variety of interests.

```
Fast, Howard
Thurow, Lester
Tolstoy, Leo
Uris, Leon
Wouk, Herman

Immigrants, First Generation, Establishment
Zero Sum Society
War and Peace
QB VII, Exodus, Trinity
Winds of War, War and Remembrances
Sunday New York Times (Cushman, Interview 5-8-81)
```

Even in the midst of fun and fitness, Kit and Wes continue to share their time in helping others. In a February, 1981, letter to
Figure 8. Community Service Certificates (1979-1980)
Mary K. Beyrer, Wesley described their activities as support workers for the National Cross-Country Ski Races. These races, originally scheduled for Alaska, were moved to Lake Placid due to a lack of snow in Anchorage. Kit ran the food station in the team lodge; Wesley, as a pre-caller stationed 200 yards before the finish line, telephoned the skiers' numbers to the timing officials.

Such activities are not unusual. Kit and Wes have assisted at the 1979 World Events and the 1980 Olympic Winter Games at Lake Placid. Certificates have been awarded to them for their participation and support.

Several colleagues have attested to Dr. Cushman's skill as a golfer. Kit also enjoys golfing with him. Both anglers pursue trout fishing in the clear, unpolluted waters of the Cascade Lakes and the Ausable River in New York.

When in Ohio, they are active in a square dance club, called the Ag Squares, which meets on a monthly basis. Friends from the University are in the group. Dr. Cushman has maintained contact with some former colleagues through this avenue.

The capability to be agile in the later years reflects the physical skills that Kit and Wes developed earlier in their lives. Kit has played tennis and lacrosse. As a young woman, she was considered to be an outstanding field hockey player. She won honors as an interscholastic player in Philadelphia. Cush recalls seeing Kit's picture in the
New York Herald Tribune sports page in relation to winning a blazer for her participation in multiple varsity sports at Smith College.

Wesley had won letters in track and gymnastics at Bowdoin College. He utilized these skills later in life as well. Assistant Professor Frederic Beekman (1981), Division of Physical Education, remembers Dr. Cushman's "great desire to be with students and help them learn other than just in the classroom. He worked at many weekend track meets."

Since his retirement, Dr. Cushman has not returned to teach any courses at the University. However, he has shared his time, knowledge, and memories with several graduate students in the Division of Health Education who are conducting historical research studies. Furthermore, he has offered his thoughts and opinions each winter quarter to students in the Health Education 633 class, Historical Perspectives.

Kit, too, has retired from most of her earlier volunteer activities. She has been an energetic worker for such voluntary health organizations as the American Red Cross and Planned Parenthood.

The year 1981 has been a time to visit friends and classmates from his college years. This summer Dr. Cushman attended his 50th year reunion at Bowdoin College in Maine. He also visited with childhood friends in the area.

Retirement has yielded time to be shared with their children and grandchildren. Samuel, who resides in Maryland, is a scientist at
the National Institute of Health. He is married and has daughters named Sarah, Katharine, and Susanna. James, who is also married, is an ABC audio-engineer in Rhode Island. Sydney, an employee at the Claymont Center, lives in West Virginia.

Home

The Cushmans alternate their living arrangements according to the season and their desires. They may be found in their home in Worthington, Ohio, or in Lake Placid, New York. Wherever that home may be, a new member of the family will be found there. A young Siberian Husky, named Natasha, has joined them. The decision to train a puppy typifies the ageless vitality of Kit and Wesley Cushman.

The Cushman house is one of the older homes in that part of Worthington called Olde Worthington. Iona R. Grosshans (1981) described one of the foundation beams in the basement of the house as a "split treee with the bark still intact."

Furniture is tastefully grouped; antique pieces are attractively placed or displayed throughout the home. Oil paintings depict snow scenes or sea shores reminiscent of New England. Oriental rugs add soft, warm colors.

Although the Lake Placid home is called a "cottage" by Cush, this is a misnomer. Round Lake Cottage is a three-story home with many rooms. Round Lake, which Dr. Cushman once described to the
author as a pond, is a 40 acre lake. A small farmhouse on the property serves as a winter home for the Cushmans.

Summary

Retirement from The Ohio State University with the title of Professor Emeritus in 1974 allowed Dr. Cushman the freedom and flexibility of meeting no schedule but his own. Individuals as well as organizations have recognized his contributions to health education.

Retirement for the Cushmans simply reflects another phase of shared adulthood. When Wesley retired, Delbert Oberteuffer wrote this advice to him in 1974: "Have fun in retirement, Cush. It's a great state of mind." Wes and Kit Cushman demonstrate this state of mind with warmth, graciousness, and continuing concern for mankind.
Figure 9. Retirement (1970s-1980s)
CHAPTER IX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the data, conclusions drawn from the data, and recommendations for future research.

Summary

This study investigated the professional life and career of Wesley P. Cushman as well as his professional contributions to health education.

Wesley Peables Cushman was born and raised in Auburn, Maine. He graduated from the Auburn Public Schools in 1926; after a year of additional study at Phillips Academy, he entered Bowdoin College. The country was in the midst of an economic depression when Wesley graduated from Bowdoin College in 1931. He studied for one year at Harvard University. Wesley then pursued advanced education in the health and physical education program at Teachers College, Columbia University, from which he graduated in 1933.

Teaching experience in health and physical education was gained at Moravian College and Theological Seminary in Pennsylvania. Soon the lure of continuing education brought him back to Teachers College
to study health education. By 1938, Wesley had completed the courses required toward a doctoral degree. That same year saw his marriage to Katharine Wright.

The pre-war years found the Cushmans in Minnesota. Wesley remained at Mankato State Teachers College for five years as Associate Professor of Health Education and Director of Health Services. During this time, he finished his dissertation; the Doctor of Education degree was awarded by Teachers College in 1942. After military service in the United States Navy, Dr. Cushman accepted a position as an Associate Professor of Health Education at The Ohio State University in 1946.

Thousands of students were taught by Dr. Cushman during his tenure. Testimonials from former students and advisees verify his humanistic concern for people. Students have noted that Wesley Cushman served as a role model for them. He operationalized his belief in quality education through competent teaching. As a skilled teacher, he has contributed to the knowledge of many health educators.

Dr. Cushman coordinated the required hygiene course for the Men's Division of the Department of Physical Education. He helped to develop courses and a program of study in health education at the University. On the undergraduate level, a separate health education major evolved. The flexible framework of the graduate program has attracted students. Dr. Cushman worked on several departmental reorganization committees that assisted in the formation of a School of Health, Physical Education, and Recreation. He was chairman of the Health Education
Division for four years.

Altogether, Wesley Cushman has served for 28 years as professor and administrator at The Ohio State University. The title of Professor Emeritus was conferred in 1974.

Wesley Cushman participated in many of the national professional preparation conferences. He has been active in numerous professional health organizations, such as the American Public Health Association and the American School Health Association. His years of service and dedication have been most outstanding vis-à-vis the American Alliance for Health, Physical Education, Recreation, and Dance. He has chaired committees, addressed conventions, and held state, regional, and national offices. The Association for the Advancement of Health Education presented a Professional Service Award to Dr. Cushman in 1979. Voluntary and official health organizations have benefited from his expertise. Teacher preparation and program evaluation stand out as areas of interest within these organizational activities. Many colleagues and professional associates have noted Dr. Cushman's leadership and service to organizations as a significant contribution to health education.

Retirement has not dimmed Wesley's humanism. He has continued to serve his fellowman but within a more flexible time frame. His sense of honor, sincerity, and dedication have been acknowledged by many.

Dr. Cushman modestly disclaims any significant impact upon health education: "I've done no more than any other college professor"
Cushman, Interview 6-17-81). He has summed up his own efforts by repeatedly stating, "I have just been an implementer, not an innovator." Colleagues and professional associates have agreed with the context of this statement. The researcher sees Dr. Cushman not as a follower but rather as an individual who follows through. The difference is vast, much more than mere semantics.

Conclusions

On the basis of the data collection and interpreted, the following conclusions have been drawn:

1. Although Wesley P. Cushman disclaims any credit as a pioneer or innovator, his incisive and consistent implementation of responsibilities has served as a significant contribution to the progressive development of health education.

2. The majority of Dr. Cushman's professional contributions have been actualized during his 28 years of teaching and administration at The Ohio State University.

3. Wesley P. Cushman has impacted positively upon health education through his teaching, role modeling, and other activities as an academic.

4. Wesley P. Cushman has influenced health education through leadership demonstrated in service to professional, official, and voluntary health organizations.
Recommendations

The following recommendations are made for future research:

1. Future data gathering in biographical and historical research should include these elements:
   
   A. A permission form, devised by the investigator and signed by the subject, will allow release of data.
   
   B. A questionnaire form should indicate the date and the current position or title of the respondent as well as the name and address.

2. A continuing interest in biographical research within health education should be promoted.

3. The effect of national professional preparation conferences on health education curricula development should be studied.

4. The history and effect of the 28 Ohio Conferences on Physicians and Schools should be documented.

5. The history of "health planning" in Franklin County, Ohio, should be recorded.

6. The history of The Ohio State University Health Service should be written.

7. Oral histories should be collected on selected members of The Ohio State University community. This would be a systematic attempt to obtain from the lips of living University-affiliated people a record of their participation in University activities as well as academic
responsibilities and professional opinions. Immediate attention should be given to older candidates. Potential subjects may include professor emeriti, administrative leaders, and other representatives of academe.

8. As an example of the previous recommendation, oral histories should be collected from Florence L. Fogle, R.N., M.A., and Thomas E. Shaffer, M.D., who provided charter leadership within the University Advisory Committee on School and Public Health Education (Advisory Committee on Health Education Services).

9. An oral history depository within The Ohio State University Archives should be developed for the cataloguing and maintenance of audio and video-tapes used to collect the oral histories. Thus, a unique archive of autobiographical material may be prepared for the use of future historians.

10. In a similar manner, the American Alliance for Health, Physical Education, Recreation, and Dance Archives should function as a depository for audio and video-tapes used to collect oral histories from professional leaders.

11. All audio and video-tapes of recorded interviews with health educators, with consent of the subject, should be maintained in an appropriate depository.

12. The collection of oral histories from selected health educators should be expanded. Support from both academic institutions and professional organizations may encourage such endeavors.
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APPENDIX A

COVER LETTERS SENT WITH DATA FORM

Dear ____________________,

I am a doctoral candidate in the Division of Health Education at The Ohio State University. As my doctoral study, I am investigating the life of Wesley P. Cushman and his professional contributions to health education.

Would you please complete the enclosed form relating to biographical data about Dr. Cushman? Your comments are a source of significant data and will provide valuable assistance to the study. Mary K. Beyrer, my adviser and Director of the School of Health, Physical Education, and Recreation, suggested that I write to you.

I have enclosed a stamped, self-addressed envelope for your convenience. Thank you very much!

Sincerely,

Phyllis Irvine

Enclosures

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Dear _______________________________

I am a doctoral candidate in the Division of Health Education at The Ohio State University. As my doctoral study, I am investigating the life of Wesley P. Cushman and his professional contributions to health education.

I am attending the AAHPERD National Convention in Boston and would like to arrange a personal interview with you during April 13-17, 1981, to gather information about Dr. Cushman. If desired, your responses will be transcribed from an audio-tape and sent to you for editing.

Mary K. Beyrer, my adviser and Director of the School of Health, Physical Education, and Recreation, suggested that I write to you. Your comments are a source of significant data and will provide valuable assistance to my study.

If you are willing to contribute information to this research project, please send me several dates and times during which we might meet in Boston. I have a commitment from 1-3 P.M. on Tuesday, April 14th but can meet any other time during April 13-17 that is convenient for you. Enclosed you will find a form to indicate the type of data I am seeking and a post card for your reply. Thank you very much!

Sincerely,

Phyllis Irvine

Enclosures
APPENDIX B

INTERVIEW/QUESTIONNAIRE DATA FORM

Directions: Please answer any of these questions pertaining to Wesley P. Cushman. The back of the form may be used. THANK YOU!

1. In what roles (colleague, student, etc.) and how long have you known Dr. Cushman?

2. What personality traits (sincere, creative, etc.) best describe Wesley P. Cushman?

3. How has Dr. Cushman influenced your personal and/or professional life?

4. What changes or contributions have been effected by Dr. Cushman at The Ohio State University?

5. What is your understanding of Dr. Cushman's beliefs and viewpoints about health education?

6. Please identify significant contributions that Wesley P. Cushman has made to health education as a discipline and/or profession.

7. Are you willing to share any anecdotes that would describe Dr. Cushman as an individual or as a professional person?

8. Please share any other data or names and addresses of other potential contributors.

Mark one: ___ I prefer only general acknowledgment, ___ I have no objection to being directly quoted.

Name ________________________________
Address ________________________________

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APPENDIX C

DATA RELEASE

April 24, 1981

TO WHOM IT MAY CONCERN:

This is to certify that the undersigned person, Phyllis Irvine, has my permission to conduct an historical analysis of my life and professional contributions. Thus, I give permission to the following individual or institution, ____________________________, to release transcripts, employment data, or other materials as requested by the researcher.

Wesley P. Cushman, Ed.D.
Professor Emeritus
The Ohio State University
Columbus, Ohio

Phyllis Irvine, M.S.
The Ohio State University
Columbus, Ohio
APPENDIX D

QUESTIONNAIRE RESPONDENTS

Abbott, Mary D.
Adams, L. Carroll
Anderson, George
Beetham, Mary Alice
Bennett, Arthur
Bennett, Bruce L.
Bernhagen, Lillian F.
Bonnell, George
Cauffman, Joy G.
Clapsaddle, Rhonda
Clarke, Alfred C.
Coates, Edward
Cobb, Robert S.
Cooley, Barbara A.
Cremer, Alma G.
Cushman, Samuel
Fogle, Florence L.
Furman, David C.
Gilbert, Glen G.
Griffith, William

Hamburg, Marian V.
Hein, Fred V.
Heintz, William D.
Henry, Donald W.
Herrick, John H.
Hess, Lewis A.
Hixson, Chalmer G.
Holland, Robert L.
Horrocks, John E.
Hoyman, H. S.
Johns, Edward B.
Leach, Charlotte
Lentz, Edward A.
Liptak, Loretta
Mackey, Richard T.
Mann, Parker
Massengale, Helen
Merwe, Marina van der
Mico, Paul R.
Milleff, Edward
<table>
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<tr>
<th>Name</th>
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<tr>
<td>Milliken, Sewall</td>
<td>Solleder, Marian K.</td>
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<td>Weblemoe, Johanna</td>
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<td>Shaffer, Thomas E.</td>
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<td>Shaw, John H.</td>
<td>Zubovich, Frank W.</td>
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</table>
# APPENDIX E

## INTERVIEWEES

| Carroll, Charles R. | Kaplan, Robert |
| Cooper, John H.     | Mann, Parker   |
| Cushman, Katharine  | Milliken, Sewall |
| Cushman, Wesley P.  | Osman, Jack    |
| Downey, Dorothy, Sister | Ross, Dorothy |
| Fogle, Florence L.  | St. Pierre, Richard |
| Grimm, William      | Shaffer, Carole |
| Grosshans, Iona R.  | Stahl, Floyd S. |
| Hall, Linda         | Stamm, Morris  |
| Hess, Lewis A.      | Sundquist, N. Kent |
| Houston, Diana L.   | Thompson, Caroline Cushman |
| Johnson, Geraldine A. | Warfield, Paul D. |
APPENDIX F

DOCTORAL ADVISEES AND RESEARCH PROJECTS


APPENDIX G

SELECTED WRITINGS BY WESLEY CUSHMAN

Cushman as Author

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221


Cushman as Contributor

**Books**


APPENDIX H

ANNOTATED BIBLIOGRAPHY: HISTORICAL RESEARCH

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Books


Emphasizes that source authenticity is established via external criticism and veracity through internal criticism.


Discusses the possibilities and limitations of using quantification in historical research. A classic resource on this topic.


Answers many questions about historical research. Includes an extensive bibliography.


Explains history as the science of men in time. An oft-quoted classic.


Provides a simplistic overview of the historical research process for high school or beginning college students.


Contains practical advice from an experienced biographer.


Shares anecdotes from the writing of her biographies.


Depicts biography as the story of mankind.
Discusses principles and procedures of historical research within an educational context.

Recommends the use of archives and private papers as primary sources. A compact but comprehensive effort.

Interprets history as a continuous process of interaction between the historian and his facts, a dialogue between the present and the past.

Defines history as organized memory that may take the form of a story, record, art, or philosophy. Traditional patterns include chronological, cultural, geographical, political, biographical, and institutional. A "must-read" book.

Serves as a guide as well as an instructional manual. Uses a workbook, "how-to" approach.

Explains the use of quantitative methods and computers in historical research.

Views history as a social activity.

Stresses the importance of primary sources in historical research.

Serves as an easy-to-read, "cookbook" approach.

Describes history as past actuality, record, or inquiry. Notes three major aspects of historical research: search, criticism, and synthesis. A useful resource.


Serves as required reading for those interested in biographical research.


Explains history as being three dimensional since it partakes of the nature of philosophy, art, and science.


Illuminates each element of a six-step research process in a clear and simple style.


Identifies linguistic components as critical sources of historical evidence.


Relates specific aids for thesis and dissertation writing. Includes extensive bibliographic material.


Provides an overview of various methods of research, including one chapter on the historical method.


Contains an annotated bibliography of methodological and substantive references from the social science area.


Discusses the basis of historical doubt, the technique of historical criticism, and the nature of historical proof.
Defines biography as the simulation, in words, of a person's life.

Describes historical research as the critical investigation of past experiences, weighing of evidence, and interpretation of that weighed evidence.

Utilizes a step-by-step approach to historical writing.

Depicts historical facts as both cause and effect.

Traces the development of historical study. Includes a collection of aphorisms in the appendix.

Presents history as a key to the comprehension of human affairs. Describes goals and development of various approaches to history: biographical, cultural, geographical, and political.

Construes history as a series of recurrent events and facts.

Leads the reader through the steps of the historical research process. An excellent resource and a suggested purchase for one's professional library.

Explains computer usage in research via a simplistic approach.
Examines some major issues in historiography.

Contains bibliographic references compiled and edited by the author.

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Explores the nature of history and historical evidence.

Includes a collection of multi-disciplinary essays by noted historians.

Vincent, John M. *Aids to Historical Research*. Reprint 1934 ed.
Describes how such tools as handwriting and seals may be used to assess historical evidence.

---

Defines historical research as the application of logic and common sense to the past affairs of mankind.

Notes that historical criticism serves as the parent of philosophy and physical sciences.

Analogizes the methods for the collection and interpretation of historical evidence to the techniques used by detectives.
General References

Periodicals

Emphasizes that history has its own tactics and canons of research.

Notes that the establishment of fact, probability, or possibility depends on the number and corroboration of sources. Recommends the use of a conceptual framework to guide the synthesis of data.

Announces the inception and guidelines for a new department featuring historical and philosophical articles.

Provides background reading. Is a collection of multidisciplinary articles.

Defines oral research as the collection and utilization of data gathered by the personal interview. Lists eight steps in the oral research method as well as advantages and disadvantages of method.

Makes six recommendations to overcome the passive attitude of educators toward history.

Stresses the discovery of relationships and drawing of inferences as well as fact-finding.
Calls for the use of audio-tapes to record oral history.

Delineates pre-interview, interview, and post-interview activities within oral history research.

Notes that educational historians must understand the agencies and experiences by which people learn.

Explains the historical method and its techniques. An excellent, "must-read" article.
Substantive References

Books


Studies the development of physical education at twelve colleges using such sources as college catalogues, student publications, and interviews with departmental directors.


Describes the services provided in the European countries by this health organization during World War I.


Emphasizes that the history of physical education must be viewed within man's cultural context.


Focuses on the characteristics of different stages through which physical education has passed.


Records the development of philosophy and practice of school health in the United States.

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*A History of Health Education in the United States.*


Serves as a comprehensive historical account of the evolution of health education as a discipline. Basic required reading for health education students.


Documents her influence upon physical education. Based on doctoral research project. Gathered data from Europe and Canada of well as United States.

Presents the history of physical education from ancient to recent eras. Includes other countries but emphasizes the United States.


Examines the evolution of the public health movement via a chronological approach. Includes appendix of memorable figures in public health history.


Traces the development of physical education in America from the colonial period to the early years of the twentieth century.


Uses an approach that allows comparative study of historical periods within a country as well as comparisons between countries. Reviews educational aims, teaching methods, and physical education programs.


Depicts the development of the National Education Association within the context of American education.
Substantive References

Periodicals

Details life and professional work of the first director of physical education at The Ohio State University.

Notes trends in the changing field of health education and suggests impinging forces.

Describes Dr. Howe's contributions to the development of the American School Health Association.

Focuses on the contributions of this health and physical education leader while at Teachers College, Columbia University.

Relates organizational growth and seventy five years of history of the American Association for Health, Physical Education, and Recreation.

Traces the path of a national movement that has influenced health science instruction.

Notes the impact of this business organization on health-related matters.
Identifies school nurse functions as health appraisal, health teaching, and health counseling.

Reviews the development of the three phases of the modern school health program: healthful school living, health education, and health services.

Examines the history of the American Public Health Association at its seventy-fifth anniversary.
Substantive References

Theses and Dissertations


Baum, Patricia M. "An Historical Study of Selected Areas of Columbus Public Schools Health Services (1956-1976)." Master's thesis, The Ohio State University, 1978. Reviews the areas of communicable disease control, school sponsored clinics, nurse's role in student health appraisal, and contributions of Eliza Busenburg, R.N.

Beyrer, Mary K. "The Significance of Current Trends in School and College Health Programs." PhD dissertation, The Ohio State University, 1959. Identifies and ranks 104 trends in school and college health programs. Also compares these current trends with trends noted in a 1943 study by Lindsay.


Daniels, Mary A. "The Historical Transition of Women's Sports at The Ohio State University, 1885-1975 and its Impact on the National Women's Intercollegiate Setting During That Period." PhD dissertation, The Ohio State University, 1977.

Traces the development from the first physical training class through the acceptance of women's intercollegiate sports into the athletic department.


Uses a chronological approach by decades to describe the evolution of this professional organization.


Focuses on the personal and professional contributions in the dual fields. An objective yet warm and humanistic portrayal of a prominent leader.


Depicts the emergence and growth of standards for organized competition in women's basketball in New York.


Documents the contributions of an acknowledged leader and relates his impact upon multiple fields.


Includes these areas within a chronological framework: State Department of Education, State Department of Health, Department of Public Welfare, Ohio Industrial Commission, and The Ohio State University.


Examines the influence of Dr. Turner on public health practice and education as well as school health education.
Reports early relationships and influences that contributed to the evolution of the comprehensive school health program.

Emphasizes the professional career and activities of the subject.

Maw, Wallace H. "Fifty Years of Sex Education in the Public Schools of the United States (1900-1950)." EdD dissertation, University of Cincinnati, 1953.
Reviews educational and related literature to identify concepts pertaining to sex education and to document how these ideas have changed.

Examines such components as the inception, first decade, and reorganization as well as the resolutions and trilogy of publications.

Portrays the humanness of the subject within the realm of his professional contributions to physical education.

Uses a chronological approach to note the growth of physical education.

Focuses on stages within her professional career.
Substantive References

Convention Presentations


Cites useful criteria for biographical research. An informative resource.


Proposes a process model for research pertaining to the historical development of institutions preparing health educators.


Notes the significance of health education history as the provision of a foundation for the discovery of new knowledge. Suggests that health education is ready for such forward movement.


Emphasizes the difficulty of data interpretation due to the elusive nature of the past.