Roberta J. Park
and "The Impossible Dream": Keeping It Together for Physical Education and the Academy

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Introduction: Writing a Life

"W R I T I N G L I V E S I S T H E D E V I L , " s a i d V i r g i n i a W o o l f , t h o u g h p e r h a p s , a s L o u i s Smith points out, she was only half right, for there is a broad strand of intellectual excitement in struggling to find creative ways of portraying the richness and subtleties of one's subjects' contributions and life-as-lived. Biography is a messy craft, but it can create lifelong models for us and I will try to hold up, in my own way, a select set of mirrors which best illuminate, contextualize, and celebrate Roberta J. Park's vast range of intellectual contributions to sport history and physical education in North America and internationally. Her extensive career as athlete, student, coach, instructor, teacher, researcher, administrator, mentor and ambassador is a unique and powerful example of one woman's agency, determination and success in the hierarchical world of higher education in North America with its ambiguous and shifting attachment to the profession and discipline of physical education and sport science.

In particular, her scholarly contributions to the history of sport, exercise and physical education, encapsulating a passionate advocacy for an appreciation of the sporting life and
participation in healthy, vigorous physical activity, have provided a model for sport historians of the future. She has augmented the intellectual agenda of sport historians and generated a deepening respect among leading sport and exercise scientists from a variety of sub-disciplines for the historical origins of their fields. Indeed the burgeoning field of the history and philosophy of science owes much to scholars such as Park whose quest to uncover the antecedents of modern sports medicine, and the historical roots of current debates around health, exercise and the body has generated a growing respect in the academy for historians of human movement phenomena.

Above all, Roberta Park has never abandoned her faith in the importance of the profession of physical education, properly supported by scholarly inquiry in all the respective sub-disciplines of sport and exercise science. No respectable field, she has stated many times, can do without a strong foundation of solid research, and through a lifetime of effort she has attempted to infuse the profession and discipline of physical education with the scientific spirit and a sense of its unlimited possibilities. Her calls to an ever more fragmented set of sub-disciplines and professional organizations to "keep the field together" have echoed Benjamin Franklins useful advice to his colleagues in the Continental Congress, that we had better all hang together or we shall most assuredly hang separately. This may be an impossible dream, or physical education may indeed become the Renaissance Field of the twenty-first century.

Growing Up in a Landscape of Sport: "Thanks Dad for My Career and Life's Values"

Roberta—or "Robbie" as her colleagues (and her doctoral students once they have graduated) call her—grew up in Oakland, California, loving sport and surrounded by men who loved sport. In a poignant article written for a special issue of Aethlon: The
Journal of Sport Literature on the topic of "Fathers and Sport" she wrote, "My dad loved sports of all kinds and thanks to him I could throw both accurately and further [sic] than most of the boys in my neighborhood. . . . There is no doubt about the fact that his interest in sports—which certainly fostered mine—laid the foundations for what would become a career of almost half a century." An only child, Park grew up within a large extended working class family whose roots lay in Lincolnshire and elsewhere in Britain and whose talents included cabinetry, building and machinery work. So it is no surprise to find that within this environment she learned to love carpentry and fixing almost anything, as well as playing baseball and basketball, and going fishing and hunting. "My first gun was an old 410 gauge, single action Iver Johnson that had belonged to my uncle Oscar," she stated, "and I went on my first hunting trip when I was 12 years old." It was in ninth grade that a shadow was thrown over her exuberant physicality and sporting enthusiasms by the dawning realization in school that "one's recreational life was supposed to be defined by established social norms rather than by one's preference," and that her opportunities to play were restricted to the girl's high school sports, mostly softball and basketball. At graduation, she says, she won the honor award for Spanish, "but I would have preferred it in girl's physical education." Already her "inherited" and "acquired" cultural capital from her family and school years had formed the dispositions, the "habitus" that helps us to understand the embodied sporting practices she embraced as an expression of her social location—especially her class and gender. As Pierre Bourdieu explains it, the notion of "habitus" offers an invaluable tool for exploring the interdependence of social determination and human agency, the structured and generative capacity of human action. She likely would not have gone to college had it not been for her mother's insistence that a college education was preferable to a blue-collar job, and even when she enrolled at the University of California she continued to work many hours a week to support her studies. Nor did she select physical education, choosing as her majors Spanish and French in which she had excelled at high school. But a love of sport prevailed, and it was not long before she was learning to play field hockey and joining the fencing classes run by the Women's Athletic Association on the Berkeley campus. By the middle of her junior year she was working twenty hours a week, spending about as many in the gym, and had decided to try to switch her major to physical education.

"Part of life is planning and part of life is luck," states Park. The complicated switch was allowed since she had, by pure chance already taken most of the prerequisites for the physical education major as part of her breadth requirements. In no time at all she was taking exercise physiology classes with Franklin Henry and studying (albeit reluctantly she remembers) the history of physical education: "I'm pretty sure my dad was pleased that I made the switch to physical education although he said very little about it." And although she loved many of the subjects she was studying, "little did I know that one day history would become my research focus and love." Defining a Life: Berkeley's A.B. Degree in Physical Education

It would be many years later that Park would become an expert about the origins and development of the very degree program she had decided to complete and be able to contextualize it within the complex and uneven history of the profession and discipline of
physical education in North America. Indeed the A.B degree in physical education at the University of California at Berkeley has an illustrious history with a very sad end and its high points, tribulations and broader significance have all been the focus of Park's attention and motivation as student, teacher, colleague, administrator and researcher. Until it was disestablished in 1997, Berkeley's was the oldest continuous physical education major at any American university. A land grant university, Berkeley, like other leading colleges in the United States, recognized early on the importance of physical education and systematic physical training, and in 1888, the Regents appropriated $3,000 to establish a Department of Physical Culture. The first director was a medical doctor (according to information from Park's research on the subject) who pointed out that "physical culture means far more than is suggested to the outside world." His comments underscored a broadening recognition of the importance of physical training in American colleges and universities and an emerging interest in both the scientific basis for physical education and its educational possibilities, one in which a well balanced mental training was accompanied by an equally well-balanced physical training. In "Physiologists, Physicians and Physical Educators: Nineteenth Century Biology and Exercise, Hygienic and Educative," Park provides a wealth of historical detail to help us to understand how (and why) Americans of a wide variety of persuasions expressed a remarkable interest in physical education for reasons of health and development, both physical and psycho-social, between 1865 and 1906, and how this was reflected in the formation of college and high school physical education programs. She explains how the emergence of departments of physical training at different colleges was influenced by local circumstances, the type of institution, and the training and predilections of those who served as directors and faculty, even though most attempted to follow the goals of physical education set out at the Boston conference of 1889. Many of these departments were headed by men who possessed a medical degree though the main focus was usually upon training teachers for the burgeoning needs of high school physical education.

This was the case at Berkeley where the Academic Council initiated a two-year teacher's course in physical culture in 1897-1898 consisting of anatomy, anthropometry, physiology of exercise, hygiene, physical examinations, exercises adapted for public schools and the history of physical culture. As the need for large numbers of qualified teachers for colleges and especially the public schools continued to grow, professional courses were added as was occurring elsewhere in the country. A group major for the A.B. degree in physical education was approved in 1914, but with enactment of the 1917 California law that made physical education a required subject in the public schools, Berkeley's program remained firmly focused upon teacher training until the 1960s. Reminiscing at the end of her McCloy Research Lecture of 1990, Park pointed out that although biomedical currents at the beginning of the twentieth century had initiated a major transformation of American medicine, impacting briefly but importantly upon physical education, those early goals had yet to be attained in North America and that debates continued to swirl around the most desirable subject base for preparing physical educators.

No other academic researcher of "our field," variously described now as physical education, kinesiology, sport science, movement science, exercise science and sports studies, has placed such a penetrating gaze upon its origins and development as has Park, and with
considerable success. I am tempted to compare her endeavors in this domain with those of Franklin Henry to whom the strident demand for academic discipline in physical education after mid-century is widely attributed. Like Park, Franklin Henry (the "father of motor behavior research") also spent many years at Berkeley, and both saw scholarly development in physical education as worthy of careful planning and implementation. He arrived as a "special" student in 1932 and in swift succession gained a B.A., an M.A. and a Ph.D. in psychology. During his doctoral study he was hired by Frank Kleeberger as an assistant in the Department of Physical Education for Men to teach exercise physiology and to provide a stronger scientific basis to the group-major in physical education-hygiene. By 1939 he had become an instructor for that department and was fully engaged in a variety of research projects.

In a detailed overview of his long and productive career Park draws our attention to Henry's oft-voiced opinions and his strenuous efforts to enhance the status of physical education in higher education. His demand that physical educators become more fully engaged in producing the knowledge upon which their claims were based was the most critical, and it was repeated a number of times. However, Park does take issue with the widely held "myth" that through his demands for a more research-based approach to physical education Henry eschewed teaching and believed that all instructors should be engaged in research. Not so, she points out. Henry believed that the undergraduate and graduate majors must be both academic and professional and that researchers and practitioners had different responsibilities—one for generating new knowledge and the other for understanding it in order to apply it properly. As well, a good department was one which embraced competent investigators across a continuum of the biological and social sciences who could view their specialist research interests within a cross-disciplinary (rather than an inter-disciplinary) matrix. His was a concept, Park explains, that underscored the same desire for a liberal education in physical education that had been expressed by the early founders of the field more than a half century earlier, and it demanded a new degree of academic rigor. "We can change the public or we can change ourselves," Henry said, "we simply must give more scientific meaning to physical education." Partly as a consequence of his many recommendations, full departmental status was granted to Berkeley's A.B. degree in physical education in 1960 and the teacher-training component was largely taken over by the School of Education. It was, in the words of one of his students, "a landmark for the field [being] a source of study that sought understanding of the man and his training geared to teaching future professionals how to go about a behavior that the profession did not itself seek to understand." In a formal justification to the California Board of Education, Berkeley's brief declared that "this physical education major constitutes an academic discipline since it is an organized body of knowledge collectively embraced in a formal course of learning, with a content that is theoretical and scholarly as distinguished from technical and professional." The Board subsequently declared Berkeley's physical education major "academic" and for some years it was the only one in the state to be so recognized.

There were other exemplary individuals working at Berkeley whose careers Park has written about and with whom she crossed paths and was influenced by while completing her own A.B. degree in physical education and later working as a supervisor in the Depart-
ment of Physical Education at Berkeley. One of them was Anna Espenschade ("Espy") who had arrived at Berkeley in 1928 to take up a position as associate supervisor in women’s physical education and whose extensive and important contributions have been documented in another of Park’s Research Quarterly biographies. With a certain solidarity, Park heralds women such as Espenschade as true pioneers, wedded to the service ethic of the early physical educators yet active and enquiring; constrained in a male domain by a lack of female mentors and perceived role expectations, yet determined to move beyond these limitations to promote girls’ and women’s sport and physical activity. Espenschade’s normal (and onerous) teaching load was 20-24 assigned hours a week, states Park, and many more were spent working with the Women’s Athletic Association and other student groups. Yet "as was the case with other energetic young female physical educators, Espy found this schedule to be ‘quite light’ and began to attend classes in German, organic chemistry and general psychology.”

She had attained her bachelor’s degree in romance languages at Goucher College, and it was probably there that she first became proficient in field hockey—a sport in which she would attain considerable international recognition. This was followed by an M.S. degree in hygiene and physical education at Wellesley in 1925. It was at Berkeley, however, that she became involved in psychology professor Harold Jones’s project on adolescence at the Institute for Child Welfare (later the Institute of Human Development). This led, as Henry before her, to the Ph.D. program in psychology and on receipt of her doctorate in 1939 her title was changed from assistant supervisor to assistant professor of physical education. As a member of the professoriate, her teaching duties were now directed to the A.B. degree and graduate work and—modeling a path Park would later take—she moved progressively through the ranks to full professor.

Park feelingly describes Espenschade’s efforts at Berkeley to do research amidst the plethora of other duties and documents her vast range of professional contributions and "time given freely to worthwhile causes without thought of personal recognition." Caught up in the "female service triad" Espenschade was one of hundreds of intelligent and dedicated women serving their profession, trying to advance while conducting large physical education and teacher education programs and contributing to activities in the women’s athletic association and the profession at large. Nowhere was the dedication to service more prevalent perhaps than in physical education, which typically accounted for the largest female aggregate on a campus. While it was increasingly recognized that academic leaders needed to balance intense and often-conflicting demands of teaching, research and service, female academics such as Espenschade received little support for undertaking research. Time and again, her enquiries for release from some of her departmental duties to do more research were courteously dismissed. Noting the importance of the professional mission of the department and its activities the chairperson replied that "any concentrated research on her part is out of the question.” Nonetheless, Espenschade continued to contribute to the scholarly literature on motor development, paving an important foundational path for future researchers in the area.

Here we can see Park looking in the mirror and writing herself into Espenschade’s own life as she constructs the gendered history of a profession and discipline in the spaces of the academy that she has come to know so intimately and document with such perspicuity. Certainly, every biography that is created carries a bit of autobiography, an indi-
vidual signature, and in many senses the various stories that Park has constructed of “important” and “influential” leaders for whom sport and physical activity, or research into sport and physical activity was a vital part of their personal and professional lives reflect aspects of her own values and life experiences. Louis Smith, for example, shows how the operative concern of a writer who decides to recreate the career of another person is of particular interest, for why does one select one and not the other, how does one decide what to include and what to highlight, how far may one intrude into the lives of one’s subject? Contexts exist in lives, but contexts also exist in writing lives.38

It was in the context of Berkeley, Anna Espenschade’s working environment, that Park completed her A.B. degree in physical education during the 1950s followed by a fifth-year teacher-training program conducted by the School of Education.39 Wanting to learn more about other parts of the United States as well as the field of physical education she then embarked upon her own scholarly mission, leaving Berkeley for Ohio State University to take a master’s degree in physical education before returning home to Oakland to support her family and take up a position as a teacher. From 1956-1959 she taught in the Oakland public schools taking the same pleasure in teaching girls physical education and coaching sports as in playing sport herself. This scene too, she would later revisit as researcher and professional commentator, sifting through early newspapers and society documents to highlight the important contributions of different ethnic groups to sporting life and community development in California and the Bay Area over the last century and a half.40

Doctoral Work at the University of California, Berkeley

Berkeley soon knocked on Park’s door again as Espenschade, familiar with her outstanding teaching and coaching abilities asked if she would like to return to campus and take up a position as assistant supervisor in the women’s division of the physical education department. Although involved with a large and diverse elective physical activities curriculum and the supervision and coaching of intramural sports and programs run under the auspices of the Women’s Athletic Association, Park (like some of her predecessors) sought out a variety of intellectual activities that were so abundant on the Berkeley campus. Supervisors of physical education held a tenurable title, which allowed the pursuit of in-house doctoral work at Berkeley. Park’s first desire, and enduring interest, was to study anthropology, but the requirements of that degree meant leaving campus for large periods

Park exchanging pre-game greetings with captain of team from H.M.S. Kent (in harbor in San Francisco) shortly before the Pacific Southwest Section/United States Field Hockey Association Tour of Australia and New Zealand, 1965. COURTESY HEARST GYMNASIUM HISTORICAL COLLECTIONS, UNIVERSITY OF CALIFORNIA, BERKELEY.
of fieldwork. Family and work needs precluded that option so she enrolled in the Department of Education’s Ph.D. in the History of Higher Education Program and having completed her dissertation about the California school system in 1970 continued to participate in a number of graduate seminars in the history department.

It was clear that her options at Berkeley were limited given her reluctance to leave her mother, who had been widowed a few years earlier, and the fact that the department’s history position was already filled, but she had a tenured job as a supervisor of physical education and enjoyed many aspects of that work. In what little spare time she had she pursued her research interests about physical education and health in the seventeenth, eighteenth and early nineteenth centuries. The tragic death of the young faculty member who held the history position, the support of Mary Lou Norrie (who had become chairperson in 1973) and Larry Rarick (who had joined the Berkeley Department in 1969 as an expert in motor development) enabled her to transfer to the academic ranks, and she became an associate professor in the Department of Physical Education in 1976.  

Becoming a Sport Historian

Despite Huizinga’s classic essay, the distance between homo sapiens and homo ludens seems to grow no smaller. The strange suspicion, or even antipathy, that men of pen and study still show for research in the more vulgar manifestations of physical activity deserves a study in itself. . . . [T]his disinclination leaves us ill informed on activities that have always taken up a good deal of public attention — not least in the past century. . . . Journalists, psychologists, sociologists and sportsmen themselves have written about sport; historians have paid it only incidental attention.  

Eugen Weber wrote this around the same time that Park received her doctoral degree and became eligible to move into the ranks of the professoriate. She was no stranger to the lack of status of academic research in physical education on a campus such as Berkeley, and it was generally the case that sport history occupied a lower rung on the mobility ladder within the academy itself. Furthermore, sport history was largely a man’s world, exemplified already at her own door by the actions of two former chairpersons of her department, Frederick Cozens and D.B.Van Dalen. Regardless, she had already begun to
cultivate what would become a life-long passion for sport history, or more broadly, the history of physical education, sport and athletics, and embodied practices in general, broadening her knowledge by attending special history courses on campus and practicing her linguistic skills in the Bancroft Library reading French, Italian and Spanish books about the teaching of physical activities in other cultures. In the research sweepstakes (like the superb sportswoman she had become) she was incredibly fast out of the gate. She had six refereed articles written and published, four of them in Research Quarterly while still working long hours as the supervisor of the women’s physical activity program. In addition she had produced a chapter on "Education or Entertainment: The Controversial Face of American Collegiate Sport, 1880-1930" and a series of professional articles about physical education school programs all before being admitted to the professorial ranks.

The questions she began to ask were the same prescient questions put forward by Weber. Cannot the study of physical exercise and the role men (and women) attribute to it, that society envisages for it, help us to document times and mentalities as suggestively as the study of their industrial enterprises? Does not the study of physical training always beg the question: training for what? Not surprisingly, given her own training and background, Park's first major research publication focused upon the neglected area of the historical contributions to physical education made by women. It would become an enduring theme throughout her career, contributing to an important plank of second-wave feminism in promoting past and current efforts of women physical educators and sports-women both on the field and in the academy. The article also highlighted her linguistic skills in accessing and interpreting French history bringing us face to face with the Comtesse de Genlis, an ambitious and opinionated eighteenth-century French author of considerable talents and boundless energy whose advocacy for a comprehensive program of physical exercises which included girls as well as boys marked her as an innovator in the field of physical education. Park commended her interest in an education that paid attention to proper physical development of children and described in detail her practical views on healthy sports and gymnastics for all children, regardless of class or gender. Delving more deeply into the seventeenth- and eighteenth-century literature of France, England and Spain, Park went on to document the emerging concern for equality of educational opportunity for girls and women, and tied to it the growing interest in physical education for "the female sex." "Although it would be more than 150 years before women could achieve equality of opportunity in the eyes of the law," she wrote, "(if indeed they have yet achieved such equality), there were an impressive number of men and women in the 17th and 18th centuries who held out hope for a more enlightened treatment of women." It was a refreshing change to the endless lists of male biographies of "important" physical educators and sportsmen turned out by traditional sports historians and a prelude to a more interpretive and inclusive approach to sport history.

On the Cutting Edge of an Emerging Field

I want to make it clear from the outset that I consider sport history to be a category term that includes, at least, agonistic athletics, vigorous recreational pursuits and physical education, and intersects with aspects of medicine, biology, social reform and a host of other topics.
Park's Ph.D. was awarded in 1970, and it is useful to remember that until that year, not only were there no academic women historians at the rank of full professor in the United States, only 12 percent of doctoral degrees awarded in history went to women. Women's history through the 1970s and into the early 1980s was largely treated as marginal and as Jack Berryman pointed out, an emerging sport history catered largely to the history of man's involvement in sport. In many respects, therefore, Park, while not espousing radical feminist views, was part of the movement of women historians during these years who sought to restore women to history, to focus upon their existence as a meaningful category of analysis and to counter the dominance of traditional male-centered approaches to sport history.

Simultaneously, she worked to upgrade the status of scholarship in the history of sport, complaining eloquently, and rather boldly in 1980 that "in part due to a lack of depth in the knowledges and techniques of historical enquiry much of the research in the history of sport has been descriptive rather than analytical or narrative." Nor, she suggested, in a wide-ranging critique of sport history of the time, had sport been sufficiently placed within a broad cultural and intellectual context: "I would suggest that too many studies of sport are still too isolated, too narrow. . . . [Good] historical research consists of an exhaustive and exhausting review of everything that may conceivably be germane to a given investigation." This meant broadening the term sport to include play, games, athletics, healthful exercise, hygiene, physical education, and concepts of the body. Park's call for breadth as well as depth was enormously profitable for the future of the field, as was her call to pay more attention to theories of the body, "a topic which should be of vital importance to those who are interested in the history of sport. . . . In fact [she said] I would hazard the suggestion here that if one wants to understand the history of sport one must understand at a deep level the social, cultural and intellectual interpretations which different groups in the past have given to the concept 'body.'" Furthermore, she continued in support of intellectual and cultural history and anthropological enquiry. A deep understanding of cultural context was required to interpret human behavior and evidence from the past: "Perhaps the enthusiasm which many of us who pursue research in this area have for sport itself inclines us to assign to the evidence an interpretation which the actors themselves did not hold. (I am convinced that this has been the case in the majority of the histories of physical education and in almost all biographical studies of leading figures in the sporting world.)"

Park's determination at that time to insist upon physical education as a worthy focus of historical study was courageous. In the same conference proceedings that she outlined these views, Earle Zeigler underscored the prevailing academic climate in North America that "consider[ed] the person who attempted to analyze the physical education collectivity historically as something less than a true sport historian." Park, of course, held fast to her views on the breadth of embodied practices appropriate for examination by the sport historian helping to turn a narrow lane into the broad and busy highway sport history has become in the twenty-first century. In an article for the *American Academy of Physical Education* in 1986, and another in *Research Quarterly for Exercise and Sport* she reiterated her stance, even while acknowledging the prevailing narrow view that she laid at the feet of physical educators "who have tended to be content with a narrow pedagogical
"I want to make it clear from the outset that I consider sport history to be a category term that includes, at the least, agonistic athletics, vigorous recreational pursuits and physical education, and intersects with aspects of medicine, biology, social reform and a host of other topics." The warning fell largely on deaf ears, partly because the sub-disciplinary fragmentation occurring in physical education, sport science and kinesiology departments in the academy had stranded many professional physical educators in units focused upon school-based pedagogy and curricular affairs. Professional historians were now taking the lead as specialists in sport history and, said Park, "unless dramatic steps are taken immediately, once again physical educators will have lost the game."

The sporting analogy was apt and Park’s complaint was bolstered by her own experiences at Berkeley as well as those whom she had studied with and/or written about. The Academy article was a Henryesque plea for broad scholarly enquiry in physical education and a warning that an inability to reconcile professional and academic demands as well as increasingly narrow specialization were threatening the future of physical education as an organized field. In particular, the lure of scientism, or what one might term "science envy" to which physical educators have been particularly susceptible militated against a study of the insights and methodologies of history. "While [c]hairpersons and faculty committees who assign inadequately prepared individuals to courses that deal with the history of sport and physical education must bear much of the responsibility, the impoverished state of this area of study can also be traced to the inertia of some faculty who teach these courses."

Berkeley, said Park, had endeavored to answer this challenge. "At the University of California, physical education majors at all levels—bachelor’s, master’s, and doctoral—are expected to take course work in the biological, social and developmental aspects of the field . . . even Ph.D. candidates must take some academic work outside their area of specialization." Through her determination, the practice of historical study, in particular, helped serve as an intellectual bridge between the biological and socio-cultural aspects of the discipline of physical education.

Park, of course, was in an excellent position to promote this perspective and to cement its implementation. In 1982, somewhat reluctantly she had taken on the chairperson’s role at Berkeley’s Department of Physical Education with the retirement of Mary Lou Norrie. In an open letter to department members, she told them that although chairmanship had never been one of her career aspirations, she did have a deep and abiding interest in the department from which she had gained a great deal: "There is, I believe, a time to try to return part of what one has received, and this, in great measure, prompted my ultimate acceptance of this very important and demanding task."

Park knew that taking on the leadership position of "one of the preeminent physical education departments in the United States" and protecting its traditions of excellence was a formidable task during the 1980s given the forced retreat of physical education from the academy, an increasing number of departmental closures, and the impetus for scientific research to triumph over professional concerns.

During the ten years of her chairmanship, much of her research and professional writings and activities were designed to counter the problems of physical education in higher education and to foster what she believed could become a Renaissance field of the future. In "The Second 100 Years: Can Physical Education Become the Renaissance Field..."
of the 21st Century?" she laid out the early and noble aims of physical education as a scientific field and showed how interest in exercise, physical training and athletics, as well as a broad-based enthusiasm for physical education had permeated American society in the late nineteenth century. Of the three divisions into which the many experts divided bodily exercise—educative, curative (therapeutic) and recreative—all were bolstered by significant scientific and medical work that Park traced in meticulous detail. An important instance of these early years was the establishment of Harvard’s four-year B.S. degree in anatomy, physiology and physical training in 1891, a program which, although soon closed, may have served as the model for Berkeley’s future A.B. degree and as a beacon of research-based enquiry into the effects of exercise upon the human system. Its comprehensive and scientific physical education curriculum was "one that few if any institutions even today can equal," she wrote. Its unfortunate demise in 1898 was echoed a hundred years later with the termination of Berkeley’s A.B. degree. Park used her research into the origins and scientific underpinnings of physical education in this article, and many others, to explain the profession and its problems to itself as the twentieth century progressed and to plead for the unique contributions it could make.

"I find the debates of the 1980's to be both encouraging and deeply troubling," she stated in 1991. "At a time when Departments of Physical Education . . . have been targeted for reduction and elimination we must develop a supporting position. We remain too divided (and contentious) about the all-important matter of what constitutes the theoretical/academic core of knowledge that a physical educator should possess. Yet this knowledge determines how we compose our faculties, where we devote resources and how we train our students." Departments of physical education may be among the few repositories for those individuals who have the perspective to integrate the findings of various biological science specialties. Additionally, since human beings are biosocial creatures, the social and cultural sciences must continue to make important contributions to the field . . . the complexities of human behavior performance require a multi-faceted approach.

Of particular significance is the broad parallel Park has drawn in her research between the professions of physical education and medicine and the lessons the former might learn from the latter as both have leaned on the integrated study of human biology: "If we are to better understand the rise of interest in physical education in America in the middle decades of the 19th century, we must pay more attention to the history of medicine." History, she continued, has documented how medicine rose like a phoenix from a state of disarray in the late nineteenth century to a position of veneration during the twentieth. A hundred years later, physical education could profitably learn the same lesson for a better future. Or would it continue tilting at windmills while facing Armageddon? Indeed Park has not been subtle in her admonition to the physical education profession to learn from medicine. In a cogent and uniquely important monograph commissioned by the U.S. Department of Health and Human Services on the historical measurement of physical fitness she comments "hopefully AAPHERD will engage in more of the types of practices that enabled the AMA to become a highly regarded professional organization as it responded to the criticisms and recommendations of the 1910 Flexner Report. This would do much to foster stronger physical education programs and physical fitness efforts.

The relationship between physical education and medicine is an interesting one, open for a great deal more discussion and analysis. Park’s main point is that medicine found a
way—albeit imperfect—to combine practice and theoretical research more readily than physical education, and I am not sure that this has been borne out, at least in the teaching hospitals of my acquaintance. Just as in physical education, medical schools fight a rearguard action with their teaching clinicians while promoting ever more grandiose research facilities, often funded by the pharmaceutical industry with an eye on profit not service. However, the fact that Berkeley did not have a medical school was likely an important contributing factor to the lack of support for a physical education major in the late 1990s for it oriented biology toward cellular and sub-cellular "visions." 82 Where medical schools are part of the campus, kinesiology departments in higher education are increasingly becoming an attractive training avenue for pre-med and physiotherapy students. 83

**Returning to Gender**

I place the gymnasium above the meeting house and I have a great respect for saints with strong bodies. 84

What Park has underscored most importantly in the history of the profession and discipline of physical education, and indeed in the history of sport more generally, is that we have been locked into a view of its development written in the voice of our fathers who established the rules of enquiry in the first place. Virginia Woolf is one of many who have shown how women learned to think and write through their fathers rather than their mothers. She noticed the flaw at the center of many nineteenth-century women’s novels that "rotted them," and she traced its source to the authors having altered their values in deference to the opinion of others. 85 What is your thinking like, she might have said, when you are divided from your mothers, because no one who thinks only through their fathers can hope to solve the problems that face [physical] education today? 86

Park’s attention to women’s past accomplishments in sport and physical education and issues of gender relations has been balanced, while sympathetic. 87 Even in the title of her study of Elizabeth Cady Stanton, "All the Freedom of the Boy: Elizabeth Cady Stanton, Nineteenth Century Architect of Women’s Rights," Park’s admiration (and embodiment) of strong self-reliant women—whole, capable, achieving individuals—with the drive to equal and surpass "the boys" through education and physical competence shines through. 88 She reaches out to responsive if not similar territory in her selected subject drawing inferences without seeking to excavate the figure under the carpet. 89 This recent piece is a deeply sympathetic biography sketching out those moments in Stanton’s long life and singular dedication to the cause of women’s rights that were focused on sport, physicality and the drive to "be a son" to her father. "Abounding physical health," Park writes, "was united in Elizabeth Cady Stanton with a striking mental virility. She enjoyed that rare combination of bodily vigor and temperamental inclination to the sedentary life of the scholar." Like Park, Stanton’s vigor was cultivated in childhood: "As a child she roamed in the forests and sailed on the mill pond. . . . [S]he recalled climbing up and down huge piles of ice-covered wood, building snow statues and forts in the winter." At Johnstown Academy "girls and boys mingled freely in running races, sliding downhill and throwing snow-balls. 90

When Stanton’s father became disconsolate over the death of his last son and said, "Oh my daughter I wish you were a boy," Park knowingly describes how Stanton set out to
try to be all that her brother was. And not surprisingly it was through sport. "The chief thing to be done in order to equal boys was to be learned and courageous . . . so she learned to ride horseback, subsequently expressing pride in her ability to leap a fence or ditch." Furthermore, finding enjoyment in studying her father’s law books and talking to his law students Stanton showed her continued determination to be on an equal footing with the men. "I did not study so much for a love of the truth or my own development. . . as to make those young men recognize my equality." Sent to an all-female academy, Stanton immediately took to physiology but missed the company of boys with whom she had grown up, played for years and later measured her intellectual powers."

Nor can it be shown, states Park, that these women who attended the Women’s Rights Convention were embittered by hard experiences or filled with antagonisms toward men as newspapers so often portrayed supporters of women’s causes. Their quest was for equal opportunity and meaningful partnerships not a Herland where women killed off all the men allowing a female-only community to flourish. Stanton believed that "when women were allowed what society made possible for men there would be many great women. . . . We cannot say what the woman would be physically if the girl were allowed all the freedom of the boy in romping, swinging, climbing and playing hoop and ball. Physically as well as mentally it is use that produces growth and development."

These were not mere words. At seventy, Stanton was still stomping the circuit, lecturing regularly about "The Pleasures of Age" and the importance of a sound mind in a sound body, and in her last speech, "The Solitude of Self" (1892) she again stressed the critical need for woman’s absolute self-reliance—physical, emotional, financial, political, intellectual and legal independence. The sentiments were echoed by her granddaughter who called her the "Queenmother," and by Susan B. Anthony who declared her to be the central figure through two generations of women’s evolution, and they could properly be applied to Park’s approach to life and career as sportswoman, scholar and mentor.

In her writing of women’s lives, Park’s measured approach has allowed her to describe the landscape of their particular achievements (and difficulties) without placing their accomplishments outside the bounds of a womanly domain, that is without belaboring the notion that sporting women belonged in a separated category or sphere.

She has "lived" as well as written about the paradox of women in sport and physical education who have both embraced and contested male/female differences for a variety of reasons. On the one hand, she has written with empathy about how arguments of difference were deployed to solidify women’s position in physical education, to protect their sporting enjoyment and social solidarity. On the other hand, she has demonstrated how the ideology of difference all too often has fostered insularity or turned into a tool of discrimination, locking women and girls into a "womanly" arena where they come off second best in the allocation of resources, and justifying sexist practices which have constrained women’s pursuit of equity and opportunities to reach their potential. This complicated model of body and gender has both accentuated and minimized sex differences depending upon intellectual, cultural and professional context, and Park has straddled both sides of the divide as a sportswoman, professional physical educator and scholar.

Working as a female physical educator during the 1950s and taking a leadership role in the 1960s she understood why women took such intense control over what little com-
petitive athletics existed for college women, and she knew that the women’s physical education department was one of the few places on a college campus where women had any kind of opportunity to develop executive skills and exert authority. Her love of sport and experiences as an international level field hockey player brought her comfortably close to the traditional ideal community within the world of women’s field hockey led by the legendary Constance M.K. Applebee. Indeed field hockey, even at the international level, was one of women’s elite competitive team sports that found early approval within the female physical education profession, partly because it was not part of the mainstream North American sport scene. From 1959 to 1974, Park served as the coach of the University of California’s women’s intercollegiate field hockey team, captained a United States Field Hockey Pacific Southwest team that toured Australia and New Zealand in 1965, and played in tournaments in Canada and Mexico. In an article dedicated to an examination of women as leaders in physical education she brought the paradox to the fore in the final paragraph:

Would women who served as leaders in physical education from the late 1800’s through the 1930’s have applauded or rejected recent trends? Many would have been pleased to see the greatly expanded opportunities for female athletes of the 1970’s and 1980’s. Some would have been dismayed by the steady decline of women in leadership roles in intercollegiate athletics and their diminishing numbers among departmental chairs of academic physical education departments. Many also would have been disappointed that big-time college athletics so often seem to have lost much of the educational focus they labored so long and hard to ensure.77

As a sport historian, Park has not been constrained by the difference dilemma, using it to reflect upon the many ways that articulating differences onto sex have affected gendered practices in sport and exercise, and expanding historical inquiry around gender and the sporting body. The collection of essays she edited with J.A. Mangan in From Fair Sex to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras marked perhaps a watershed in scholarship on women’s sport history during the 1980s by focusing substantially upon analysis rather than description.78 While some reviewers criticized the organization of the book, its chapters nevertheless were representative of specific and significant themes emerging in the history of sport and gender relations at the time. In her own, often-cited chapter Park provided the impetus for sport historians to look more closely at gender from a comparative perspective and showed how commentators on both sides of the Atlantic employed the rhetoric of robust health and athletic prowess to portray masculine excellence and depict sport as the natural province of males.99 This then contributed to the maintenance of ideologies about female frailty and the proper (restricted) sphere of middle class women. The notion of gender, she insisted, "makes little sense in human societies unless male and female are compared and contrasted."100

Shortly thereafter, Park edited a special issue on sport and gender in the Journal of Sport History that displayed the growing maturity of scholarship in the area of gender relations and sport history in the 1990s.101 Dedicated to balancing male and female perspectives, Park included male and female constructions, interests and events, and extended gender analyses to race, ethnicity, class, location and aging. As R.W. Connell and others in their studies of masculinity have pointed out, she realized that it was not enough to simply
juxtapose social categories of gender, class and race and apply them to sport. They needed to be woven together by an inductive analysis of sport beginning with the most basic element of sport, the human body, and an investigation of its social meanings. Bodies, she pointed out, are used to convey a host of deep-seated cultural beliefs and values and Victorians were enormously concerned with bodies of both sexes, constantly playing off dialectical tensions in their presentations of each. In her essay on iconographic and metaphorical representations of male and female bodies in late nineteenth-century America she skillfully drew upon medical, educational, gynecological, exercise, athletics and physical culture literature to examine the multiple paths through which science has been invoked to sanction established dogma.

In giving prominence to issues related to gender relations, sport and representations of the body, Park allied herself with a burgeoning genre of body history which was raising provocative issues for sport historians about how the sporting body has been inscribed with the stigmata of gender, as well as age, race and ethnicity, and she began to discuss fruitful new approaches to the history of medicine, the body, health and fitness. The body commands our attention, she insisted, and "since health and fitness profoundly influence all aspects of life, using these as entry points to the past may prove to be very valuable." "Athletics, physical culture and exercise which intentionally and explicitly give prominence to the body," she stated, displaying her long term interest in anthropology, offered "rich and still untilled soil for historical investigations of icons and metaphors of male as well as female bodies."

Masculinity

Male bodies, of course, have been a consistent focus of Park's historical work on sport, especially in relation to constructions of masculinity through games and athletics at universities and colleges in the nineteenth and twentieth centuries. An early study based upon her Seward Staley Address at the annual conference of the North American Society for Sport History explored student customs and the rise of athletics at the University of California through a close examination of artifacts and documents from the turn of the twentieth century. Telling how "a male student entered Berkeley in the decade and a half between 1890 and 1905 a baby and left four years later a man," she shows how football and athletics with all the rituals that were attached to them played a large role in the socialization and competitive values required for this metamorphosis. The formation of men of character, the relation of muscle to mind, the nineteenth-century preoccupation with the morphology of the male body and the lessons of physical and moral courage supposedly learned on the football field at Yale, Harvard and elsewhere are all examined from a number of perspectives, most recently in the context of horrendous football injuries and the ways in which they were reported in the British and American Medical journals. Minor, major and even catastrophic injuries continue to occur in American football she concludes, a notion well supported by the research literature: "It might be well to stamp the football itself with the Surgeon General's warning that playing football may be hazardous to your health."
Two Decades of the Body: Researching and Writing about the History of Health, Fitness, Exercise and Sport

It is probably true that history becomes more interesting to those who have more of their own to ponder.\textsuperscript{111}

In 1994, the \textit{Journal of Sport History} published a substantive review article by Park entitled "A Decade of the Body: Researching and Writing about the History of Health, Fitness, Exercise and Sport, 1983-1993."\textsuperscript{112} It was a dense and lucid description with thought-provoking reflections upon a decade of research about the history of health, the history of medicine, and the history of the body—especially strong commanding bodies.\textsuperscript{113} It demonstrated, not only the range and depth of her scholarly reading, but her long-term interest and knowledge of cultural anthropology.\textsuperscript{114} In the review she raised a number of provocative questions, some of which have continued to engage her (and others) in the decade since 1994 and are bound to intrigue sport historians for some time to come. Among them were new questions about the historical origins of training regimens for sport and exercise and the suggestion that "the judicious use of models borrowed from exercise physiology and allied fields might be of use in helping to reconstruct certain parameters of fitness in past decades."\textsuperscript{115} These questions rested upon an already solid base of research collected by Jack Berryman and Park in their \textit{Essays in the History of Sports Medicine} \textsuperscript{116} and were followed up in "High Protein Diets, 'Damaged Hearts,' and Rowing Men: Antecedents of Modern Sports Medicine and Exercise Science, 1867-1928," which was a close examination of the causal relationships among health, longevity and athletic participation.\textsuperscript{117} In a particularly wide ranging and innovative article in \textit{Exercise and Sport Sciences Reviews} Park attempted to calculate human energy expenditure through physical activity across the ages from "Lucy"\textsuperscript{118} to the four-minute mile and to trace the origins of modern training practices such as over training, diet and performance aids.\textsuperscript{119} Such provocative studies, regularly shared at venues such as the American College of Sports Medicine, have provided food for thought for kinesiologists and health and exercise specialists endeavoring to promote physical activity among a sedentary population or redirect training practices predicated upon erroneous beliefs. "Discoveries and developments in biomedical sciences affect how people think about both health and fitness," she wrote. "A judicious use of history could shed light on such matters and help researchers to think more comprehensively about contemporary issues and practices."\textsuperscript{120}

Park’s decade review of studies focusing on the body also revealed other lacuna worth pursuing. She noted, "[S]ignificant but virtually unexplored matters like the health and fitness of many ethnic groups, working class females and males, children and youth await our attention."\textsuperscript{121} As well, she poked suggestively at studies around the history of health and physical education for women. It is a curious field, she noted, but one full of promise: "Perhaps those within it, who thus far have written the most, have been reluctant to raise the necessary questions."\textsuperscript{122}

In fact, some of her graduate students, under her tutelage were already asking provocatively new questions about these very issues. A particular area of interest has been to
rediscover the rich contributions of women to exercise science and sport medicine (as well as in physical education), many of which have been hidden from view. More broadly, her students have posed a series of challenges to accepted "grand narratives" of physical education programs and the deeds and contributions of important physical educators, arguing that we must claim a broader history that includes medicine, education, health, recreation and competitive sports. Alison Wrynn, for example, showed how narrowly focused and how selective has been the memory of physical educators and sport historians about the relative contributions of a number of outstanding women. She offered Delphine Hanna as a good example of a personality who is remembered in nearly all physical education histories as the first woman to become a full professor in physical education, while in fact Clelia Mosher could rightfully claim that distinction. "Why then is the reality of Mosher’s experiences pushed to the margins of our history," asked Wrynn. "Should we not identify the differences between what we recall and what actually occurred so that old stories are not repeated and new histories are uncovered?" Susan Zieff also took up this challenge, devoting her doctoral dissertation to women physicians and physical training between the critical period of 1870 to 1920 and bringing to light new information on physician/physical educators such as Eliza Mosher. Following this she worked to close the gaps in research dealing with the involvement of ethnic groups in North American sport through a close study of sport and recreation in San Francisco’s Chinatown. "Many important clues about the assimilation experiences of second generation Chinese Americans," she wrote, "can be found in their sport and recreational practices." Gwendolyn Captain also took up the issue of race and gender, examining physical education for women at historically black colleges and then turning to critique representations of the African-American female’s athletic ability. Park’s considerable interest in local history was reflected in Deane Lamont’s interesting examination of the role of sport and leisure in the building of a West Coast urban community in the second half of the nineteenth century. In fact, Park not only worked intensively with her doctoral and master’s students,
she often used to take her undergraduate students to Bancroft Library to "get their hands dirty" in the stacks examining local newspapers and documents related to sports and leisure in the San Francisco area.

A Lifetime of Achievements

An understanding of the past can be of greater importance to our field than many of us realize.\(^\text{129}\)

Despite Park’s well articulated warnings about the need for physical education departments to promote and publicize their programs and faculty accomplishments on campus and have the courage to defend their department’s programs to central administrators, once she had completed her term of leadership, her own department fell victim to the forces of Berkeley’s rationalization around the re-organization of the biological sciences. She had heeded the warning in the mid 1980s when numerous biological science departments, some large and some small, housed within Berkeley were being organized into two very large departments—Molecular and Cell Biology and Integrative Biology. In the first iteration of the reorganization plan, physical education was to be assigned to other units across campus and the Department of Physical Education disbanded. In light of Park’s strenuous objections, a series of academic reviews followed—each more positive than the last—about the research and teaching contributions of the Department of Physical Education.\(^\text{130}\) Park, however, retired in 1994, and without her leadership and ability to make the department’s case before the Academic Senate, the department was targeted for disestablishment in 1997.\(^\text{131}\) It was "exactly 100 years after its foundations had been created by the action of the Academic Council."\(^\text{132}\)

Berkeley did, however, have the wisdom to retain its exemplary instructional physical activity classes, now organized into a unit called the Physical Education Program. On the campus, scores of students enjoy a wide variety of sports, exercise and dance classes, while once again documents show the administration attempting to integrate several departments’ academic offerings in a broad ranging effort to expand the boundaries of teaching and research in the health sciences. The absolute irony of such a plan, as Park cannot help but underscore, is that the plan to "allow different departments to design interdisciplinary classes that are molded to specialized majors" was exactly what the A.B. major in Physical Education had provided for most of the 20th century."\(^\text{133}\)

Park, albeit "officially" retired, is still a force on the Berkeley campus, as chairperson of the University Archives Faculty Committee, Secretary of the Academic Senate, serving on the Editorial Board of the Chronicle of the University of California and occasionally acting as Director of the Physical Education Program.\(^\text{134}\) Her outpouring of closely documented and wide ranging sports history research continues unabated, as do the invitations to present her work at national and international conferences and academic and public venues. During her illustrious career she has won a string of awards for her academic excellence in sport history, especially in her specialty, the history of health, exercise and physical education in the eighteenth and nineteenth centuries. These include, to mention only a few, the D.B. Dill Historical Lecture, American College of Sports Medicine; The Reet Howell Memorial Address, Australian Society for Sport History; the Distinguished Scholar
Award, National Association for Physical Education in Higher Education; the Alliance Scholar, American Alliance for Health and Physical Education; International Sport History Scholar Award, International Society for History of Physical Education and Sport; Seward Staley Address, North American Society for Sport History; Fellow of the American Academy of Physical Education and Kinesiology and Fellow of the British Society for Sports History.

Her eminence in the field is exemplified by the leadership positions she has held, such as president of the American Academy of Kinesiology and Physical Education, and vice-president of the International Association for the History of Sport and Physical Education. She has been on the editorial boards of a large number of scholarly journals, including section editor of the Research Quarterly for Exercise and Sport, editor of Quest, publications editor for The Association for the Anthropological Study of Play, and the editorial boards of the Journal of Sport History, International Journal for the History of Sport, and the Journal of Physical Education and Recreation. As a token of appreciation for her collegiality and immense contributions to sport history, members of the North American Society for Sport History established a permanent Roberta J. Park travel fund to support graduate student travel to the annual conference.

You can bet her Dad would have been proud!

6Since the main focus of this article is upon scholarly contributions I am referring to Roberta, as I do other authors, as Park.
7Ibid., 95.
8Ibid., 92.
12Although Park studied the history of sport and physical education as an undergraduate she wrote later that "much of the published history of physical education is too narrowly informed; few physical education departments, it would seem, require their major students to study history . . . . [P]art of the responsibility for the impoverished state of history within physical education belongs to those colleagues who mistakenly believe that intellectual rigor is the exclusive prerogative of experimental science." "The Future of Graduate Education in the Sociocultural Foundations: History," Quest 39 (1987): 194-195.


For example, she provides a detailed examination of Harvard’s B.S. program in anatomy, physiology and physical training that on paper she says matched or exceeded in academic rigor the best undergraduate curricula that exists today. Of interest were the circumstances that surrounded the program’s inception and rapid demise—possibly providing a caution to recent debates concerning the future of physical education. "The Rise and Demise of Harvard’s B.S. Program in Anatomy, Physiology and Physical Training: A Case of Conflicts of Interest and Scarce Resources," *Research Quarterly for Exercise and Sport* 63 (1992): 246-260.

Park provides a detailed discussion of the programs and curricula that were developed at this time in her McCloy Research Lecture: "Health, Exercise and the Biomedical Impulse, 1870-1914," *Research Quarterly for Exercise and Sport* 61 (1990): 133-134.

Park, "For Pleasure?" 199. In the Harmon Gym ten hours a week were set aside for the women’s exclusive use. Dr. Mary Bennett Ritter was appointed as medical examiner to assist the women in the gymnasium. Later, Ms. Phoebe Apperton Hearst would donate Hearst Hall for the women’s use. A condition of the bequest was that two years of physical education would be required of all first- and second-year women students.

Park, "Health, Exercise and the Biomedical Impulse," 134.


The group major for the A.B. degree was approved in 1914 and had a strong focus upon teacher preparation. There were separate departments for men and women from 1914 to 1942. Park, "For Pleasure?" 199, 195.


Ibid., 301.

Franklin Henry, talk given at the Western Academy of Physical Education, 17 March 1965, p. 2.

Prior to 1959 for a number of years the A.B. degree had been called a group major of physical education in the College of Letters and Science.

Bob Morford, speech on the Occasion of Franklin Henry’s Retirement at Strawberry Canyon, Berkeley, California, no date, p. 3.

Justification of Request by University of California, Berkeley that the State Board of Education declare the major in physical education to be academic, as provided by the Education Code, section 13188(a), p. 1. 11 March 1964.


Ibid., 103.

Her dissertation focused on motor development in adolescents.

Espenschade became vice-chairperson of the department from 1959-1968 in charge of the Division for Women’s Physical Education.
Park, "Time Given Freely," 104.

Park would point out, of course, that until quite recently, most physical educators carried out multiple responsibilities in teaching, program administration, professional service and often athletics. Few had the luxury of devoting the majority, or even a substantial portion of their time to original (more likely applied) research. Roberta J. Park, "G. Lawrence Rarick: Gentleman, Scholar, and Consummate Professional," Research Quarterly for Exercise and Sport 68 (1997): 185.

Park, "Time Given Freely," 117.

Interestingly, Park saves the title "Father of Motor Development" (which may of course have been designated by someone else), for Larry Rarick who was recruited to Berkeley by Espenschade herself. It presses me to ask, do we have no mothers in sport science?

Smith, "Biographical Method," 289, 292. By the same token, I too have been constantly aware of the need to consider my own role in intruding into the life and work of my subject and making decisions about selection and focus that affect the construction of knowledge and understanding of the subject matter.

Though the death of Frank Kleeburger in 1942 had led to the merging of the men’s and women’s Departments of Physical Education, the teaching of physical education in the public schools remained its central function until the 1960s when Henry’s and others’ influences sharpened the focus of the department upon the scientific/scholarly enterprise.


Larry Rarick later became a useful research/practitioner role model in the department, which she would document in 1997. Anna Espenschade was largely responsible for recruiting him from Wisconsin saying, "[A]lmost certainly he is the finest scholar in physical education in the United States." Following the path of Franklin Henry, Rarick took on the task of developing a Ph.D. program for the department with a dedicated focus upon science and scholarship in the disciplines comprising physical education. Park, "G. Lawrence Rarick," 186.


Park was supervisor for seventeen years, moving from assistant to associate to supervisor.

In particular it was a chance discovery of an extraordinary number of references to physical education in eighteenth-century French political and educational texts that stimulated her interest in historical research.


46 Weber, ”Gymnastics and Sports,” 70.
47 Park, ”Stephanie-Félicité du Crest,” 39, 43.
48 Park, ”Concern for the Physical Education of the Female Sex,” 117.
49 For example, in Fred Eugene Leonard and George B. Affleck’s detailed, ”comprehensive” *Guide to the History of Physical Education* (Philadelphia: Lea and Febiger, 1947) one can barely find glimpses of female physical educators or their systems and practices.
54 Roberta J. Park, ”The Rise and Development of Concern for Physical Education, Active Games and Recreation for American Women, 1776-1865,” *Journal of Sport History* 5 (1978): 5-41. Park, indeed, points out that it was not in her mind to try to counter the male-centered approach but simply a matter of expediency to focus upon largely un-tilled soil.
55 Roberta J. Park, ”The Use of Hypotheses in Sport History,” in *Sport History Research Methodology, Proceedings of a Workshop*, eds. Robert Day and Peter Lindsay, University of Alberta, May-June 1980, p. 27.
57 Park, ”The Use of Hypotheses,” 29.
58 It was about this time that Park embarked upon a collaboration with a younger colleague, Janet C. Harris, to produce an anthology entitled *Play, Games and Sports in Cultural Contexts: Readings in the Anthropology of Sport* (Champaign, Ill.: Human Kinetics Publishers, 1983).
59 Park, ”The Use of Hypotheses,” 33.
60 Earle F. Zeigler, ”Issues and Problems Facing the Developing Research in Sport and Physical Education History,” in *Sport History Research*, eds. Day and Lindsay, 22.
61 Park was elected to the Academy in 1979.
63 Park, ”Sport History,” 97.
64 Ibid.
65 Ibid., 101.
66 Ibid., 102.
67 Ibid., 103.
68 In her paper on ”History of Research on Physical Activity and Health: Selected Topics, 1867 to the 1950’s,” Park stated, ”[I]t is time we historians contribute more broadly to the work upon which our
field rests and it is time that our colleagues in the biomedical and physiological domains support and lend their expertise to good historical endeavors." *Quest* 47 (1995): 283.

For example, she took very seriously the need to inform doctoral students in exercise physiology and other scientific fields about the history of their domain, reading widely in the history of medicine and science to support their studies and maintain their interest in the larger context of exercise and sport science.

My thanks to Roberta Park for showing me this open letter written to the Department of Physical Education at Berkeley on April 15, 1982.

She stated, "A realistic assessment of the contemporary scene should inform us that we face formidable tasks. It would be foolish to minimize the difficulties that must be overcome." Park, "The Second 100 Years," 19.

In both instances, the major contributions were scarce institutional resources and conflicts among involved and aspiring faculty.


Park, "Research and Scholarship in the History of Physical Education and Sport," 95.

One reason we sense so much fragmentation in our own field, she states, is that we lack an adequate understanding of its origins and the extent to which many important social, cultural and ideological issues coalesced in physical education at the turn of the century. "The Future of Graduate Education," 194.


Park, "For Pleasure?" 201.

This is certainly the case at the University of British Columbia and at a number of other research universities in Canada.


88Park, "'All the Freedom,'" 7-26.
90Park, "'All the Freedom,'" 9.
91Ibid., 12.
93Park,"'All the Freedom,'" 14.
94Ibid.,22.
100Ibid., 59.
105Ibid., 82. This was not, of course, a new thought. Park demonstrates her interest in the symbolic aspects of the sporting, healthy body in "Hermeneutics, Semiotics and the 19th Century Quest for a Corporeal Self," *Quest* 38 (1986): 33-49.

110Park, "Mended or Ended," 128, quoting a 1985 article in *Physician and Sports medicine*.

111Park, "Back Then Gloves," 96.

112Park, "A Decade of the Body."

113In a later article Park again commented upon the proliferation in the "body" literature of images of weak, disordered (or disorderly) and disarranged bodies that have been a major focus of cultural studies. Roberta J. Park, "Cells or Soaring? Historical Reflections on 'Visions' of the Body, Athletics and Modern Olympism," *Olympika, the International Journal of Olympic Studies* 9 (2000): 1-24.

114Park's use of cultural anthropology far predated the work of current cultural anthropologists claiming to be filling an absent voice in the discourse of theoretical developments in socio-cultural studies of women and sport. See, for example, Anne Bolin and Jane Granskog, *Athletic Intruders: Ethnographic Research on Women, Culture and Exercise* (Albany: State University of New York Press, 2003), 252.


116Berrymann and Park, eds., *Sport and Exercise Science*.

117Park, "High Protein Diets," 137-169.

118"It is generally though not universally accepted, states Park, that *Homo Sapiens* evolved from a common ancestor *Australopithecus Afarensis* named by her discoverer Lucy." Roberta J. Park, "Human Energy Expenditure from *Australopithecus Afarensis* to the 4-Minute Mile: Exemplars and Case Studies," in *Exercise and Sport Sciences Reviews*, ed. John O. Holloszy (Baltimore, Md.: Williams and Wilkins, 1992), 185-220, 186 (QUOTATION).


120Park, "History of Research," 274-287.

121Park, "Decade of the Body," 82.

122Ibid., 78.

123The terms of course are not necessarily distinct. The term "exercise science" became increasingly popular during and after the 1960s, but before that "physical education" encompassed much of what now falls under the rubric of "exercise science/sports medicine." Park, "The Contributions of Women to Exercise Science and Sports Medicine," 41.


These spanned a variety of topics, for example, Shoichi Fukushima, "Bushido in Tokugawa Japan: A Reassessment of the Warrior Ethos" (Ph.D. dissertation, University of California, Berkeley, 1984); Jamie Warren, "An Analysis of Change in a Non-Profit Health and Fitness Organization: Micro and Macro Perspectives" (M.A. thesis, University of California, Berkeley, 1990); Jerrod Schenewark, "’Strong to Save’: The United States Navy’s Athletic and Fitness Programs Conducted at Treasure Island and St. Mary’s, 1941-1945" (M.A. thesis, University of California, Berkeley, 1997). Park also chaired a considerable number of other M.A. degrees under the comprehensive examination plan at Berkeley.

In 1989, an extremely supportive review report called for an increase in faculty. The committee noted that Berkeley’s A.B. major already was an intellectually rich and diverse human biology major reflecting liberal education at its best.

Whether or not she would have succeeded is a moot point, but she could have insisted upon the department having an impartial hearing before all the duly established committees, and she believed that the department was well able to make its case for survival.

Park, "For Pleasure?" 203. Janet Harris, a former colleague of Park at Berkeley, told me that Park was very successful in a number of academic battles on campus through the years and that one of her favorite tactics (though by no means the only one) was one she articulated as "lurk and pounce." The goal was to wait for the ideal moment to move forward with a plan and then aggressively move when the time was right. Janet C. Harris to Patricia Vertinsky, 8 December 2003, in possession of author.

Park, "For Pleasure?" 204. Park quotes a *Daily Californian* headline in 1999 outlining this plan.

Roberta J. Park and James Kantor, eds. *The University at the Turn of Both Centuries* (Berkeley: University of California, 2000).