

LEADERSHIP AND SERVICE

A History of the Department of Recreation and Leisure Studies
University of North Carolina at Chapel Hill
1921 - 2001

Foreward

We are delighted to have the opportunity to share the history of recreation and leisure studies at the University of North Carolina at Chapel Hill through this publication. We are pleased to inaugurate it at the 80/60 Celebration of the Department of Recreation and Leisure Studies at the University of North Carolina at Chapel Hill on April 7, 2001.

The recreation curriculum at UNC-CH is among the oldest in the United States. Recreation coursework at UNC-CH was the first in the state, and the Department now shares a strong tradition of professional preparation with a number of other schools in North Carolina. As you will see in the history that Professor Emeritus H. Douglas Sessoms has put together, UNC offered classes in recreation 80 years ago and a major core of classes was designated 60 years ago. The work of Harold D. Meyer and Sessoms, as well as other outstanding faculty members and students, has sustained this program over the years. We are proud of our history and we look forward to the future.

We are glad to share this history with you and to invite you to revel in the decades of work that has been done by faculty, staff, and students at UNC-CH to make recreation an important contributor to individual and community life. May we have at least 80/60 years more.

Karla A. Henderson
Professor and Chair

Preface

When Karla Henderson told me of the plan to celebrate the contributions of the Department of Recreation and Leisure Studies to the life of the University and the Park and Recreation profession and asked that I do a history of the program, it was like putting Br'er Rabbit in the briar patch. I could hardly wait to get started. Since I had spent many hours with Harold Meyer, riding to various places in North Carolina, visiting local park and recreation systems or attending professional meetings, listening to him describe Chapel Hill and the University in the 1920s and 30s, I felt I could do justice to this history. Considering his comments and my own experiences at UNC there are eighty years of continuous involvement with the program.

To make sure, however, that I did not rely too heavily upon my own experiences and memory of Harold's comments, I read each of the University's catalogues, beginning with the 1921 edition. Although I did not cite specific references when compiling the history, my notes concerning faculty appointments, course adoptions and deletions, and the program's objectives came directly from the catalogues. I asked Lee Meyer, Karla Henderson, Deborah Bialeschki, and Karen Luken to read the first drafts to make sure the recounting was accurate and complete. I am indebted to them for their assistance and suggestions. I also reviewed the document prepared by the Department of Sociology as a part of its seventy-fifth year celebration, as well as William Powell's *History of the First State University*. My biggest fear is that in trying to identify our graduates who have given leadership to various park and recreation organizations I may have overlooked someone. If so, please accept my apology. Also, I apologize to anyone who may have served us as a visiting faculty member or adjunct faculty member, should your name have been omitted from one of the many lists consulted. The catalogue did not always identify adjunct and visiting faculty and some of our records were incomplete.

In addition to those previously mentioned who aided in this endeavor, there is "Miss Annie", my wife Anne, who read, edited, and typed more drafts of this history than she would have liked. Thank you for your patience and help. I hope all of you will enjoy this history as much as I did writing it. It represents eight decades of service and leadership for which we feel the University can be proud.

H. Douglas Sessoms, Professor Emeritus
February 15, 2001

History of the Department of Recreation and Leisure Studies
University of North Carolina at Chapel Hill
1921 - 2001

When Howard W. Odom was appointed director of the School of Public Welfare of the University of North Carolina in 1920 he quickly turned to one of his former students, Harold D. Meyer, to provide leadership in fulfilling the mandates of the school. Sensing the changes occurring in North Carolina as a result of industrialization, President Harry Woburn Chase had invited Odom to North Carolina to be a Professor of Sociology and Director of the School of Public Welfare. Odom was an activist and believed universities should be involved in influencing social institutions. The School of Public Welfare was charged with that responsibility as it affected North Carolina. Among its mandates were to emphasize social research and inquiry, cooperate with state departments of public service and welfare, and directly or indirectly affect various social services, including play and recreation opportunities.

Like Odom, Meyer was a Georgian and had done graduate work at the University of Georgia under the tutelage of Odom. Odom knew of his interest in youth work and his unbounded energies. Meyer was a natural fit for the challenge to "assist and prepare personnel for bureaus of community recreation ... [and] the development of the human wealth" (UNC catalogue, 1921-22). Although not trained as a social worker, Meyer's appointment as Associate Professor of Sociology was to supervise fieldwork, a responsibility that enabled him to develop a strong working relationship with various youth serving organizations in the state. It also influenced his interest in providing services for disadvantaged populations, one of the tenets this Department has followed throughout its history.

Initial Efforts

The School of Public Welfare was an administrative unit working cooperatively with the faculties of the School of Liberal Arts, the Graduate School, the School of Education, and the School of Commerce. It was not a degree-granting program. It relied upon the various departments to carry out its mission; the faculty and courses identified with the school were grounded in individual departments. Meyer's contribution was immediate. He developed the University's first course in play, Sociology 24, called Philosophy of Play. According the University catalogue, the course was "a study of the play instincts - the relation of play to physical growth, to mental, social and moral development - theories of play - social significance in modern times." It was taken in conjunction with Sociology 20 and 21 (Principles of Field Work, and Field Work in Community Services) that were

also taught by Meyer. To facilitate the development of professional leadership, one and two year certificate programs were instituted through the school along with the traditional baccalaureate and graduate degree programs of the various departments. Also, a select number of institutes were offered, including a special program for "county directors of community recreation". So successful were his efforts that in 1923 Meyer assumed a new title, Associate Professor of Sociology and Supervisor of Recreation.

The 1920s were a turbulent time. Great changes were occurring as a result of technological advances and the residual social effects of World War I. In Parks and Recreation the playground movement was giving way to the development of organized recreation services primarily administered by governmental units. The first national conference on state parks was held in 1924. Commercial and private recreation enterprises were expanding the number of opportunities available for people to enjoy their leisure. The automobile, radio, and telephone were affecting the way people lived and communicated. And, as one would expect, there was resistance to changes. There were those who believed government served best when it served least. Others were looking to government to improve the quality of their lives and make greater opportunities available to enjoy the benefits of society.

Meyer's efforts to develop and expand recreation opportunities were affected by these divergent views. He encountered many roadblocks. On more than one occasion he would comment about the reaction he received when he first proposed the provision of recreation activities and opportunities for persons incarcerated or in hospitals. He was laughed at when he suggested those populations also need recreation and activities. His efforts were also affected by the state's predominant attitude toward race that programs for Whites and Blacks must be separate. On the other hand, he found much support and success in developing summer institutes for recreation workers, extra-curricular activity programs, scouting and camping. Two of his allies in furthering these efforts were the School of Education and the University's Extension Service. His course on the Philosophy of Play and Recreation (formerly Philosophy of Play) was jointly listed by Education and Sociology, and, through the Extension Service, he created the Bureau of Recreation and Community Organization which "offered services in recreation and physical education ... bibliographies and reading lists on the subjects of sociology, community organization, etc., [and] are provided upon request." By 1927 correspondence courses in recreation programming were also being offered by the Extension Division.

Compulsory education was becoming a reality in North Carolina and Meyer's work with the school system was extensive. He authored a series of publications on

various extra-curricular activity topics such as festival days, homeroom activities, and school publications, and in 1927 was promoted to Professor of Sociology. Increasingly the term *recreation* was being used rather than play to describe the thrust of the program, and although the School of Public Welfare had been expanded to become the School of Public Administration, the change did not affect Meyer or the work of the Department of Sociology. Both continued to be much involved in the life of North Carolina. Their role and the role of the University were expanded during the 1930s as the nation sought to overcome the effects of the Great Depression.

The Depression Years

In many ways, Parks and Recreation benefited from the depression. To stimulate the economy, the federal government committed hundreds of millions of dollars in public works projects, many of which were of a park and recreation nature - the building of stadiums, swimming facilities, parkways and various amenities in our national and state parks. Thousands were employed as recreation workers. The University responded to the need for training by offering a variety of short courses, certificate degrees and consulting services. With the cooperation of the Boy Scouts, Meyer established a leadership certificate program and conducted a series of play institutes designed to "demonstrate the value of organized recreation in schools and communities" in addition to serving as a recreation consultant for the Works Project Administration. Unfortunately, these continuing education efforts and consulting activities limited his ability to expand the recreation offerings. According to the University catalog, only two courses - Sociology 173, Play and Recreation, and 175, Extra-curricular Activities - were offered during the 1930s.

The expansion of public recreation services at the community level was beginning to affect the delivery of recreation and youth services. The private non-profit sector, which had looked to the National Recreation Association for leadership and support, was having difficulty attracting funds for the expansion of their programs. The public sector was assuming the basic responsibility for the provision of community recreation services. Prior to the Depression the Association had been the major force in the stimulation of recreation services from a national perspective, and for ten years (1926-1936) had administered the National Recreation School. Due to costs and the growing demand for more recreation personnel, however, it was unable to meet the need. The profession had to look elsewhere for leadership and leadership development. The latter was to become a responsibility of the nation's universities. In 1937, with support from the Doris Duke Foundation and with a grant from the federal government, a National Curriculum Conference on Recreation Leadership was convened in Minnesota.

Although Meyer was unable to attend the conference (he was on sabbatical traveling in Europe), his influence and reputation were such that when the follow-up conference was held two years later, the University of North Carolina served as host.

Organizational change was occurring in the University. The School of Public Administration was disbanded with much of its work being assumed by the newly established School of Social Work. Social Work was no longer a part of Sociology. In many ways, the work of the Department of Sociology in developing and influencing the leadership and organizational structures of the state's human service organizations was coming to an end. These functions would now be assumed by various state agencies.

Recreation Expands

Meyer's work in the South was well recognized. In 1940 Florida Southern College awarded him an honorary doctorate, the first of three to be given to him during his distinguished professional career. The decade of the 1940s also saw increased recognition of the recreation leadership program. In a document entitled The Training of Recreation Leaders at the University of North Carolina Supplement to General Catalogue 1940-1941, the University announced Recreation Leadership as a distinct unit of study within the Department of Sociology. It cited that:

The *need* for Recreation is steadily on the increase in the United States as indicated by the development of labor saving devices, monotony of mechanical work, elimination of children's chores, the ever increasing demand for an economy of pleasure as opposed to an economy of drudgery, to offset high specialization, for the promotion of better health, to bring added joy to leisure interests, the forces of depression, the various and many aspects of pathology, to prevent and cure specific social and individual ills, national defense and civilian morale.

It was a typical Meyer statement, ending with the comment that "The *success* of organized community recreation depends more upon its *leadership* personnel than any other factor."

Reflecting the composition of the recreation profession at this time, a variety of vocational possibilities were identified in this document. They included employment with such agencies as local recreation departments, character building organizations (YMCA's, Scouts, etc.), federal and state agencies, national defense interests, industrial recreation, camping, and institutional recreation. It was an interdisciplinary program consisting of course work in Sociology, Art, Dramatic arts, Music, Physical Education, Psychology, and the Division of Public Welfare and Social Work. It encouraged a three-month fieldwork experience, blending of

practical and academic work. Graduate study could be pursued through the Department of Sociology, and a minor could be obtained in Dramatic Arts, Education or Social Work. A third recreation course, Recreation Planning and Research, had been added to the Sociology Department, to form a pattern of course work (Play and Recreation, Extra-curricular Activities, and Planning and Research) that held throughout the war years.

In response to community needs, particularly those adjacent to military installations, the federal government in 1941 created a recreation division within the Federal Security Agency to offer technical assistance in recreation program development. The approach was similar to the one used during the Great Depression. Meyer was again asked to serve as a consultant, working primarily with communities in the southern region. He was also involved nationally with the American Recreation Society, an organization dedicated to the upgrading of standards of performance of professional recreation personnel, serving as its president in 1946.

The Post-War Years

The post-war years at the University were traumatic. With the GI Bill available, thousands of returning veterans were seeking higher education degrees. Enrollments in the University nearly quadrupled. Meyer was spending a portion of his time giving leadership to the North Carolina Recreation Commission, a unit of state government providing consulting services to communities developing their local park and recreation systems. He was instrumental in the development of the North Carolina Recreation Society, laying the groundwork for what would become the annual meeting of the North Carolina Municipal and County Recreation Directors, and promoting the importance of recreation for those in hospitals. The curriculum was again revised to reflect the times with the inclusion of Sociology 276, Administration of Recreation, as a major course. Sociology 176 was re-titled Recreation Programming while Sociology 173 became Introduction to Community Recreation. The course in Extra Curricular Activities (Sociology 175) was dropped from the Department's list although the Department of Physical Education would continue to offer it for several more years.

Experiencing success with the undergraduate enrollment in the recreation leadership emphasis, Meyer sought support from the University's administration. His involvement with the North Carolina Recreation Commission and his promotion of a series of institutes on therapeutic recreation and recreation for the elderly was taking time away from program development. He felt that a second staff member in Sociology assigned to recreation leadership would allow the program to grow. Sociology was somewhat cool to the proposition as it was moving away from

its activist orientation. With assistance from the Chancellor, Robert House, Meyer was successful, and in 1954 H. Douglas Sessoms was appointed Instructor in Sociology with a primary commitment to the recreation program. Two new courses were quickly added, one dealing with recreation leadership and one with the design of recreation areas and facilities. Sessoms taught the new courses as well as courses in sociology. He had done his undergraduate work at UNC and was a recent graduate of the Master's program at the University of Illinois.

The decade of the fifties was pivotal for the program as the recreation emphasis took a contemporary turn while still retaining its tradition of concern for underserved populations. In addition to the introductory and program planning courses, there were now undergraduate courses in recreation administration, the planning and design of areas and facilities, and personnel practices in recreation (later known as Introduction to Group Dynamics and Community Leadership) as well as a graduate course, Problems of Organized Recreation in the United States. The Masters of Arts option in Sociology with a recreation emphasis was supplemented in 1957 with a new professional degree, Master of Science in Recreation Administration (MSRA). Both required a thesis, but the professional degree allowed greater flexibility in choosing minor course work.

Having achieved success with the biennial institutes on hospital recreation, and working cooperatively with the Department of Psychiatry at North Carolina Memorial Hospital, the recreation graduate program began attracting graduate students who had practitioner experience as hospital recreation specialists. Several had worked with the American National Red Cross during World War II. In 1955 Dr. George Hamm, Director of Psychiatry, had agreed to employ a graduate assistant to develop a hospital recreation program for the inpatient psychiatric unit. Meyer had convinced Lillian Summers, a recreation consultant with the national staff, to take a leave of absence from her Red Cross responsibilities to come to UNC to pursue her master's degree and create the hospital program. The experiment proved successful and the Department of Psychiatry made the assistantship a permanent one. The next step was to develop courses in therapeutic recreation at the graduate level. Interim action had to be taken, however. Whoever was to teach those courses needed to be a therapeutic recreation specialist. Inasmuch as the Department of Sociology was not inclined to give the Curriculum a third appointment, that individual would have to be employed as a recreation specialist in one of the nearby psychiatric hospitals. The logical place was the psychiatric unit of North Carolina Memorial Hospital.

In 1956 Frances Cleary, a former hospital recreation specialist with the Red Cross, had enrolled in the program as a graduate student. She had taken an appointment as a graduate assistant at NCMH with an understanding that a full

time position at the hospital might be in the offing. It was, and in 1959, upon her receipt of the master's degree, she became Director of Recreation Therapy at NCMH and an adjunct faculty member to the Department of Sociology. With her on the staff, the Curriculum was able to offer two graduate courses in medical recreation (Recreation in the Medical Setting and Program Planning in the Medical Setting). Having completed his doctorate, Sessoms was promoted to Assistant Professor.

The next act was to increase the identity of the program. That occurred quickly. In 1961 the College of Arts and Sciences and the Department of Sociology approved the program's request to have all recreation courses carry the prefix RECR even though the program remained administratively in Sociology. Also, the recreation program received a grant from Comeback, Inc., to support a graduate student in hospital recreation and enrolled its first foreign student, Thelma Suiza Castillon from the Philippines. With Comeback's support, and assistantships provided by the Department of Psychiatry, the program was able to increase significantly its graduate numbers to the point that in 1962 the Curriculum in Recreation Administration was identified in the University catalog as a separate and distinct graduate program.

More changes occurred in 1963. Comeback, Inc. had lobbied the federal government to create within the Office of Vocational Rehabilitation, a grant program to support programs of professional preparation of hospital recreation personnel. Six universities, including UNC, were selected as recipients of a grant that would provide stipends for graduate students and fund a faculty position. Mary E. Fortune was appointed Instructor in the Curriculum, and assigned the responsibility to coordinate the medical recreation option. A former Red Cross recreation specialist and graduate of the Curriculum, Ms. Fortune assumed responsibility for the medical recreation courses and supervising graduate internships. Two other events occurred that year which highlighted the Curriculum. H. Douglas Sessoms was promoted Associate Professor and appointed Chairman of the program. Harold Meyer was cited for his work and contribution to the University, becoming the first recipient of the Grandy Taylor Distinguished Professorship. In keeping with trends in the profession, the baccalaureate major in Recreation would require a field work experience of its undergraduates, the option in Medical Recreation would become Recreation for the Ill and Disabled, and the Curriculum would offer its own research course rather than depending on Sociology for that experience.

Meyer's Retirement

Upon Meyer's retirement in 1965 after forty-four years of distinguished service to the University, Thomas A. Stein joined the faculty as an Assistant Professor. A graduate of the University of Wisconsin, Dr. Stein had directed the National Easter Seal project on the removal of architectural barriers. He quickly became a part of the University and the recreation community of the state, serving as coordinator of the Municipal and County Directors Conference. Building upon Stein's background, the Curriculum developed its first undergraduate course for those interested in special populations. It was entitled *Community Action Programs for Deprived Groups* (to become *Recreation for Special Populations*). The Curriculum also received notification from the Administration on Aging (AOA) that it was to receive a major grant to assist it in its efforts to develop leadership for the emerging field of recreation services to the elderly.

For several years the Recreation Curriculum and the Department of Sociology had been traveling divergent paths. Increasingly, Sociology was committed to furthering its science and theory, whereas the Recreation Curriculum was interested in developing students who would be active as community leaders. In 1967 the situation came to a climax. Sociology would no longer house the recreation program, and since the Curriculum could not stand independently, a new administrative setting was sought. Conversations were held with Social Work, the School of Public Health, and the School of Education. Inasmuch as one of the component parts of the program, services to the elderly, involved adult education, and since the unit on vocation rehabilitation, a close ally to the Curriculum through support from the Office of Vocational Rehabilitation, was in the School of Education, the Curriculum accepted Education's invitation to become a part of its faculty. The move occurred in the fall of 1967.

The Aging grant provided financial assistance for graduate students as well as financial support for two faculty members. It also required students to do an extensive graduate internship. To accommodate that requirement, the Curriculum instituted two new options. Its graduate students could elect to do an internship or complete two independent studies in lieu of the thesis requirement. Four new courses were also added to the curriculum and William Paul Hawkinson, a social gerontologist, was appointed as a Visiting Associate Professor. Dr. Hawkinson came from the University of Minnesota where his primary concentration had been on the social aspects of aging. A year later Francis Anderson Fay was appointed Associate Professor to the Curriculum to coordinate the internship program and offer courses in adult education.

The Curriculum was literally bursting at its seams. Lee E. Meyer had joined the faculty in 1969 to give leadership to a third grant program funded by the Bureau for the Education of the Handicapped. It, too, provided support for a

faculty member and graduate assistantships. Meyer had worked as a recreation therapist in Illinois and was interested both in persons with physical disabilities as well as those with learning disabilities. Office space was at a premium. The Curriculum offices on the first floor of Pettigrew Hall, its location since its separation from Sociology, were no longer adequate. Additional space on the second floor was obtained and in time the Curriculum came to occupy the entire second floor of Pettigrew. Recognizing its new administrative location within the School of Education, the RECR prefix was changed to EDSP. However, the undergraduate degree program remained a part of the College of Arts and Sciences. Graduate students could either pursue the professional recreation degree (MSRA) or a master's degree in Education with an adult education emphasis.

One of the first students to be awarded a BEH grant was Zella Moselle Michael. She was the Curriculum's first African American student and completed her MSRA degree in 1971, the same year Mary Fortune completed her doctorate in Education and resigned to take a position at Virginia Commonwealth University. A year later Sessoms took a leave of absence to serve as a Visiting Professor at Texas A&M University. While he was away Tom Stein served as the Curriculum's acting head.

Administrative Independence

Although the move to the School of Education had advantages, including the ability of the curriculum to attract doctoral students, the stay within the School was a brief one. A policy change in the College of Arts and Sciences allowed the Curriculum to return to it as an independent program. That move was completed in 1974, the same year Cynthia Hampton joined the program as a faculty member. Ms. Hampton, an African American, had been a master's student in the aging program and had spent two years as a member of the faculty at North Carolina Central University. She enrolled in the doctoral program in the School of Education, and joined Mary Fortune, Lee Meyer, Max d'Amour and Erik Erikson as five recreation oriented students to earn their doctorates there during the 1970s.

The move to the College of Arts and Sciences was accompanied by Curriculum growth. Two new undergraduate courses, one in outdoor recreation and the other in recreation for the aging, were approved. But with termination of AOA support for faculty associated with its graduate program in aging, all the courses formerly taught by Hawkinson and Fay were deleted.

Recognizing the benefits of recreation in medical settings, especially for children, the Department of Pediatrics, North Carolina Memorial Hospital, had implemented a recreation program for its inpatients. Glen Van Andel, director of

the recreation program in Psychiatry, was asked to direct both services. With assistance from Dr. Floyd Denny, Chairman of the Department of Pediatrics, they were able to develop a playroom on the Pediatric ward. Their efforts were furthered by a grant from the Tri-Sigma sorority, which also established a graduate assistantship in therapeutic recreation.

Professional Growth

Nationally, the field of parks and recreation was taking major steps toward professionalization. It had field tested its institutional accreditation procedures and was applying to a national commission on accreditation for the right to accredit park and recreation curricula. With grants from various federal agencies, the National Recreation and Park Association had strengthened its research efforts. One of those was a manpower study [sic] that suggested an expansive role in parks and recreation for the remainder of the century. Responding to the manpower report, scores of universities and colleges implemented a recreation major. The Curriculum's faculty was much involved in these national efforts. They had assumed major leadership roles in the Society of Park and Recreation Education and the National Therapeutic Recreation Society and were well represented on the board of directors of both organizations and with the accreditation and certification efforts promoted by each. Tom Stein chronicled the growth of park and recreation education through his annual curriculum studies while Lee Meyer participated in the developing of the standards for the certification of therapeutic recreation professionals. Doug Sessoms had served as President of SPRE during the third year of its existence (1968-69) and was a member of the committee developing accreditation standards and procedures.

Majoring in Recreation Administration was popular. The number of undergraduates choosing recreation far exceeded the ability of the Curriculum faculty to maintain the fieldwork requirement. It became an elective. The small program that had begun in the 1920s with one faculty member, Harold Meyer, now had over 200 undergraduate majors. In 1978 it received accreditation for its professional degree program from the NRPA/AALR Council on Accreditation and in 1979 appointed several local park and recreation directors as adjunct and/or visiting lecturers in addition to the appointment of Charles C. Bullock, a doctoral candidate at the University of Illinois, as a lecturer. Bullock, whose position was supported by a grant from the Bureau for Education for the Handicapped (BEH), was to assist Lee Meyer in the expansion of the undergraduate and graduate programs in therapeutic recreation. Meyer's position became a permanent one, the third tenure track position assigned to the Curriculum. The Curriculum also added two new upper divisional courses, one on the evaluation of recreation services and one on clinical recreation.

One of the recommendations from the initial accreditation visit was that the University increase the number of full time Curriculum faculty. That was accomplished in 1980 with the appointment of Dr. Richard Gitelson as Assistant Professor. Both Gitelson and Bullock had completed their MSRA degrees at UNC and quickly fitted into the Curriculum. Dr. Stein, who had served the College as a General College advisor and Associate Dean for several years and received a reduced teaching load, returned to the Curriculum full time. But faculty demands continued. To alleviate the pressure, members of the therapeutic recreation program at North Carolina Memorial Hospital and select staff members of the Chapel Hill Department of Recreation were given visiting lecturer appointments.

The 1980s

The decade of the Eighties began with a bang. It was becoming evident that the Curriculum had evolved with two major thrusts: therapeutic recreation and general recreation administration. It was also apparent that at the undergraduate level two types of courses were being offered by the Curriculum faculty: those related to leisure, ones less professionally oriented, and those designed to move the student into an entry level position in recreation services upon graduation. It was concluded that the former group would fit nicely in the undergraduate general education program of the University. To enhance both opportunities, four courses - Recreation Management, Recreation and the Private Sector, Play in America, and Special Programs and Services in Therapeutic Recreation - were added to the curriculum between 1982 and 1986. The Curriculum's program was re-accredited for a second five-year period in 1983, a pattern to be repeated every five years (1988, 1993, 1998).

Numerous faculty appointments, promotions and changes occurred during the 1980s. Lee Meyer became an Associate Professor (1981), followed by the promotion of Cynthia Hampton from Instructor to Assistant Professor (1981). The mid-1980s was also a period of sadness for the curriculum. Tom Stein was diagnosed with cancer and died early in 1986. The students and faculty lost a true friend. During his tenure at UNC he served the profession as President of the North Carolina Park and Recreation Society and had been acknowledged as a Distinguished Colleague by both NCPRS and the Society of Park and Recreation Educators. He had continued his pioneering work to make sure that those with disabilities were not overlooked when programs and facilities were designed and implemented. He was the ambassador of the Curriculum, being the host and coordinator of the annual meeting of municipal and county directors for twenty years.

In addition to Professor Stein's death, two resignations and three new faculty appointments changed the composition but not the thrust of the program. It remained committed to the ideals of Harold Meyer and its tradition of leadership, especially in service to under served populations. Cynthia Hampton resigned her appointment in the spring of 1985; two years later Richard Gitelson left to accept a position at Pennsylvania State University. Two Midwesterners, Drs. M. Deborah Bialeschki and Karla A. Henderson assumed their roles and responsibilities.

A native of Illinois, Dr. Bialeschki had received her doctorate at the University of Wisconsin-Madison, and had taught one year at the University of Wisconsin - Milwaukee. An outdoor recreation enthusiast and strong advocate for women's rights, she brought a new prospective to the faculty. She assumed the major responsibility of coordinating fieldwork and quickly became a student favorite. A new course, *Women, Work and Leisure*, consistent with her interests and co-listed with the Curriculum in Women's Studies, was introduced and approved as an Arts and Sciences elective. It, along with *Play in America*, taught by Lee Meyer, strengthened the Curriculum's thrust in leisure studies. Both courses could be taken by non-majors to complete their upper divisional social science elective.

Dr. Henderson first joined the faculty in 1987 as a visiting Associate Professor. Her skills and service were quickly recognized and she was given a tenure appointment the following year. A prolific scholar, she, like Stein and Bialeschki, had a University of Wisconsin affiliation. She had served there as an Assistant Professor after completing her doctorate at the University of Minnesota. She had also taught at the Texas Woman's University and brought to the program a strong research agenda and experiences with services in the non-profit sector. She assumed leadership for the management option of the graduate program and developed a graduate course in human resource management. As a team, she and Dr. Bialeschki would bring international recognition to the Curriculum for its work related to women and their leisure.

With new faculty and new interests the Curriculum began to reassess its role and commitment. Its expertise in recreation for persons with disabilities was well known, as was its historic relationship with community recreation and services to North Carolina's municipal and county directors. It was now emerging as a leader in issues related to leisure. It had begun to attract a cadre of foreign students - from Canada, Northern Ireland, Australia, New Zealand, England, China, Japan, Korea, and Taiwan - to its graduate program. The issue was one of maximizing its limited resources to a limited number of specialties. The faculty reaffirmed its belief that the undergraduate major in recreation and leisure studies should be of a generalist nature, that specialization should occur at the graduate level. However,

to accommodate those students interested in certification as therapeutic recreation specialists, the Curriculum would offer the appropriate number and types of experiences that would enable them to take the Therapeutic Recreation Certification Examination. At the graduate level the program would have two emphases: recreation management and therapeutic recreation services. Each would have a separate required track in addition to a common core.

Dr. Lee Meyer had given leadership and attention to the therapeutic recreation majors since his arrival on campus in 1969. After having his position supported for several years by a grant from the Bureau for the Education of the Handicapped, the position had been assumed by the University. Upon the completion of his doctorate, in which he compared the various philosophical bases for the emerging model of therapeutic recreation, Meyer had been promoted to Associate Professor. In 1986, while Dr. Sessoms was participating in a faculty exchange program with the University of Ottawa, he served as acting Chair of the program. He had also become immersed in the work of the College of Arts and Sciences and in 1986 was appointed Assistant Dean of the College. Given these responsibilities, much of his work with therapeutic recreation had been assumed by Charles Bullock, who was becoming a proficient grantsman.

The Service Component

Working in close cooperation with officials of the Bureau for the Education of the Handicapped, Dr. Bullock had developed a program, Leisure is for Everyone (LIFE), to provide continuing education and instruction for recreation specialists working in the community to aid them in the integration of individuals with disabilities into local recreation programs. To assist Bullock with his Curriculum responsibilities, Leandra Bedini, who had just completed her doctorate at the University of Maryland, was appointed Lecturer in the fall of 1987. Carrie McCann, a recreation specialist and master's graduate of the Curriculum, who had worked in Greensboro as the Department of Recreation's coordinator of programs for special populations, was employed to assist with the LIFE project. That project, a National Gold Medal Award winner, became one of many assumed by the Curriculum under Bullock's leadership and served as the cornerstone for the Curriculum's Center for Recreation and Disability Studies. In 1988 Dr. Bullock was appointed Associate Professor and Director of the Center, and Dr. Christine Howe joined the program for one year as a Research Associate Professor in the completion of one of the Center's projects. The Curriculum now had an active research and extension program to complement its teaching and scholarship efforts.

Under Bullock's leadership the role of the Center was expanded. Not only was it developing educational materials, it began providing limited technical

assistance and program services to selected state agencies and local communities. These were done on a contract basis and additional personnel were employed to handle these new functions. Space was at a premium, and although the Curriculum had moved its offices to Evergreen House where it enjoyed more room, those affiliated with the Center maintained their offices in the Kron Building some blocks off campus.

New Leadership

The history of the Department has been one of changing requirements to meet the needs of the profession as the profession changed. Two major modifications occurred in the program in the 1990s. Having served as Chairman of the program for twenty-seven years, Dr. Sessoms relinquished that role. Dr. Lee Meyer was appointed Chair in the fall of 1990. Secondly, the Curriculum implemented a two-year residential requirement for the graduate program and began offering the specialization core requirements on an alternate year basis. It required all MSRA students to do a research project in which the second year graduate students would report on the findings of their individual studies in the format of a research symposium. The requirement that all undergraduate majors were to complete a supervised internship was reinstated.

The next two academic years were highlighted with promotions and additional Curriculum involvement in the life of the College of Arts and Sciences. In the summer of 1992 Lee Meyer completed his term as Associate Dean of the General College, Karla Henderson was promoted to Professor, and Deborah Bialeschki to Associate Professor. The Curriculum's course in Outdoor Education and Environmental Issues was approved as its third contribution to the general elective course offerings of the College of Arts and Sciences and a proposed undergraduate minor in Recreation Administration and Leisure Studies was approved by the College. In response to the successful legislation efforts in North Carolina to require certification of therapeutic recreation specialists an additional therapeutic recreation course for undergraduates was approved. Nationally parallel professional tracks had evolved within the therapeutic recreation specialty: one, working primarily with persons in the community to provide them with basic recreation services and the other a more clinical approach occurring in institutions of treatment and care. Also a new professional organization, the American Therapeutic Recreation Association, had been established with eight chapters, including one in North Carolina. Again, the Curriculum's faculty and graduates had been much a part of the process, both in giving leadership to the emerging organization and responding to the requirements of certification.

Faculty changes and requirements characterized the middle years of the 1990s. In 1993 Dr. Leandra Bedini resigned her appointment to take a position with the University of North Carolina at Greensboro. Dr. Bullock was promoted to Professor. Dr. Candace Ashton-Shaeffer joined the faculty on an interim basis as a research instructor and assumed many of the teaching responsibilities formerly held by Dr. Bedini. In 1994 Dr. Meyer took a leave of absence prior to a retirement three years later. He had served the Curriculum and University in a variety of capacities, including directing the emphasis in Therapeutic Recreation, being the third person to chair the program, and serving the General College and the College of Arts and Sciences as an adviser and Associate Dean. He had also followed Tom Stein as coordinator of the municipal and county directors conference, which honored his contribution to it by naming its annual golf tournament for him.

Sessoms Retires

Early in the fall of 1994 Professor Sessoms announced his intention to retire at the end of the academic year. With Lee Meyer on leave, Sessoms was asked to serve as Chair. His retirement concluded 41 years of full time service to the University, although he continued to teach one course a semester for the following three years. In total, his participation as an active faculty member of the University was identical to that of Harold Meyer's, forty-four years. Meyer had seen recreation develop as a field of service, while Sessoms' career was devoted to its emergence as a profession.

In 1995, Charles Bullock was appointed Chair of the Curriculum and Dr. Norman Bryan was invited to join the faculty as an assistant professor with major responsibilities to the recreation administration emphasis. His tenure with the University, however, was brief, (two years) as he resigned in 1997 to take a position at Georgia State University where he had done his doctoral work. Dr. Bullock had left the previous year to assume chairmanship at a newly created Department of Health Sciences at the University of Nevada-Reno. Karla Henderson was invited to serve as Curriculum Chair, with a major responsibility of having to recruit and/or appoint new faculty members. Dr. Ashton-Shaeffer, having completed her work with the Center, left for a faculty position at the University of Florida.

Given the need to continue the program of the Curriculum's Center for Recreation and Disability Studies while maintaining and expanding the therapeutic recreation option, the decision was made to employ two professionals, one to direct the Center; the other to coordinate the therapeutic recreation course work and supervise therapeutic recreation students. This was accomplished through the appointment of Dr. Jan Hodges as an assistant professor with major responsibilities to the therapeutic recreation emphasis and Ms. Karen Luken as Associate Director

of the Center. She had served the Center in a variety of capacities prior to Dr. Bullock's resignation and was well prepared for her new role. The two were able to continue the Curriculum's success in obtaining grants for support for graduate students interested in therapeutic recreation and its various research and service components. Ms. Beth Sorensen, who, like Ms. Luken, was a graduate of the Curriculum, was appointed project coordinator for the Center. With its work with the Community Reintegration grant, providing services to adults with physical needs living in their communities, and Peer Education and Advocacy through Recreation and Leadership project, the Center continued to provide leadership opportunities for the Curriculum's students and services in the tradition of Harold Meyer.

The following year Drs. John Hemingway and Beth Kivel joined the faculty. They, along with Hodges, brought new perspectives to the program. Dr. Hodges had done her doctoral work at the University of North Texas and had practitioner experience serving persons with disabilities as Director of the Bachman Center, Dallas, Texas. She was successful in maintaining federal grant support for the training of therapeutic recreation specialists, although she left the program in the spring of 2000 to return to Texas. Dr. Hemingway, who joined the faculty as an associate professor interested in leisure theory and administration, had received his doctorate from the University of Iowa, and had taught at Old Dominion and Washington State University prior to coming to UNC. Dr. Kivel had done her advanced degree at the University of Georgia, and had worked in California in serving youth-at-risk. Although none of the full-time faculty was a UNC graduate, all shared a common interest in maintaining the Curriculum's efforts to prepare professionals who were committed to provide leisure opportunities to all citizens, especially our under-served populations.

In keeping with the University's commitment to diversity the Curriculum created an undergraduate course entitled "Leisure in a Diverse Society," an undergraduate course designed to reflect the changing demographics in the University's undergraduate student body and in the major. This course demonstrated continued commitment to the general education program of the University and to profession preparation. In the fall of 1998 under Dr. Karla Henderson's leadership, the Curriculum achieved departmental status. The dream of Harold Meyer was being fulfilled. No longer an appendage to another department, recreation and leisure studies was now an independent academic department.

The Heritage

Throughout the history of the Department of Recreation and Leisure Studies, providing leadership to the profession has been paramount. This has taken

several forms: offering institutes and conferences, pioneering course offerings, graduating committed professionals, participating in national organizations and giving them leadership, and encouraging its graduates to assume the leadership mantle. Its faculty has been and continues to be role models for those aspiring to fill the leadership objective. Harold Meyer helped found the American Recreation Society, and served as its President. He was instrumental in the development of the North Carolina Recreation and Park Society and the Municipal and County Directors Conference. He worked tirelessly to promote public recreation throughout the state and region and was honored by the National Recreation and Park Association in 1972 as a Distinguished Professional. In 1994 he was elected to the NRPA Hall of Fame. An energetic ambassador for organized recreation services, he co-authored one of the profession's first basic texts. An annual student award is given to the outstanding undergraduate major in recreation and leisure studies in his honor.

Doug Sessoms followed Meyer's example. He, too, was a founding member of two national organizations, the Society of Park and Recreation Educators, and the Academy of Leisure Sciences. He served as President of both organizations as well as of the American Academy for Park and Recreation Administration and the North Carolina Recreation and Park Society. Like Meyer, he was recognized by the Society of Park and Recreation Educators as a Distinguished Colleague and received the NRPA Distinguished Professional award. He served as a member of the Board of Trustees of the National Recreation and Park Association and was a recipient of its Literary Award. He authored or co-authored numerous texts and scores of journal articles and served as chair of the committee that created the national certification examination.

The impact of Tom Stein's tenure of twenty years was significant. He served as President of the North Carolina Recreation and Park Society and received a SPRE Distinguished Service award for his work in analyzing curriculum patterns nationally and annually for fifteen years. He worked actively for legislation at both the federal and state level to assure access to all public places for those with physical disabilities. He, like Lee Meyer, promoted and hosted the North Carolina Municipal and County Park Director's Conference, making it one of the more significant annual meetings of professionals in our state.

Lee Meyer, too, served the profession in many ways. He was President of both the National Therapeutic Recreation Society and the North Carolina Recreation and Park Society. He was a member of the Board of Trustees of the National Recreation and Park Association and served as a commissioner of the Wheelchair Basketball Association - Southern Region. His paper on the "Philosophical Basis of Therapeutic Recreation" contributed significantly to an

understanding of the division occurring within therapeutic recreation and the emergence of the strong clinical component. He also served as a member of the committee that developed the national Therapeutic Recreation Certification Examination. Meyer was also deeply involved with the Municipal and County Recreation Directors Conference sponsored by the Curriculum at UNC-CH since 1947.

A prolific writer and scholar, Karla Henderson has worked at both the national and international levels to promote diversity and opportunities for women in parks and recreation. She has been President of the Society of Park and Recreation Educators, the Academy of Leisure Sciences, and the Research Consortium of the American Association of Health, Physical Education and Recreation. She is the recipient of both the NRPA Distinguished Professional award and the Roosevelt Award for Excellence in Research, and has served as a member of the NRPA Board of Trustees. In addition, she has held several key leadership positions with the World Leisure Association, and authored or co-authored numerous texts and journal articles, and has given presentations at research symposia throughout the world.

Like Karla Henderson, Deborah Bialeschki has promoted opportunities for women in parks and recreation, given numerous papers at national and international research meetings, and was promoted to the rank of Professor in 1999. She, too, has been President of the Society of Park and Recreation Educators. She has also been active in campus affairs, including being a member of the Administrative Board of the College of Arts and Sciences, and in 1998 was cited by the University as one of its more outstanding teachers by being given one of the coveted Tanner Teaching Awards. Deb has been a member of various editorial boards and has served as editor of numerous research journals.

Harold Meyer believed in the mentoring process and worked tirelessly to encourage his students to become professionally involved. So have subsequent faculty members of the Department, and their efforts have paid handsome dividends. Several graduates of the program have been presidents of national organizations, including the American Academy for Park and Recreation Administration, the National Recreation and Park Association, and the American Therapeutic Recreation Association. Sixteen of its undergraduates and or master's graduates have been President of the North Carolina Recreation and Park Society or President of the North Carolina Recreation Therapy Association. The program graduates have also influenced professional preparation in parks and recreation. Several have received doctorates and have held teaching positions at various universities, nationally and internationally, while others have been instrumental in the certification effort of therapeutic recreation specialists, serving either with

the Therapeutic Recreation Certification Board of North Carolina or as members of the National Council for Therapeutic Recreation Certification.

Throughout its existence the Department has been blessed with dedicated faculty, quality students, and a cadre of outstanding secretaries. The contributions of Joann Hudson, Dahlia Crim, Lou Sawyer, Robin Mullis, Neta Lord, Jeanette Rozier, Summer Montgomery and Meg Dawson to the spirit and morale of both the faculty and the students are legendary. They were full partners in creating a work environment second to none, making all a part of an extended family.

The history of the Department is rich and dynamic. Its growth has reflected that of the park and recreation profession. It has also influenced the direction of the profession. As indicated, its faculty and students have made a significant contribution to the literature of the field, the professional organizations representing parks and recreation, as well as providing valuable services to their communities and agencies. Its graduates have served as directors of municipal park and recreation departments, county systems, departments of recreation therapy, and as therapeutic recreation specialists, educators and consultants. Recently the Department's Center for Recreation and Disability Studies Recreation Access Project web site was cited as the Best Therapeutic Web site nationally for its outstanding design, service, and ease of use.

The Department has earned the respect of its peers within both the profession and the University. The faculty, staff, and students look forward to the future, mindful of Harold Meyer's challenge to the recreation and park profession and those who serve it to:

become a crusader of its potentials - a creative master of its art, inventor for the road ahead, the interpreter of its objective and values, the analyst of its procedures, the scientist of human relations, the researcher for its proofs, the explorer of its hidden possibilities, and the ambassador of its worth."

Appendix

Distinguished Professional Service

Graduates who have served as Presidents of National Organizations

Ray Kisiah - American Academy for Park and Recreation Administration; American Park and Recreation Society

Roger Brown - National Recreation and Park Association; American Park and Recreation Society

H. Douglas Sessoms - American Academy for Park and Recreation Administration;
Academy for Leisure Sciences; Society of Park and Recreation Educators
Karen Grody - American Therapeutic Recreation Association
Pamela Wilson Adams - American Therapeutic Recreation Association

Graduates who have served as Presidents of North Carolina State Organizations

North Carolina Recreation and Park Society

John Brindle
Clinton Faust
J. D. Faust
Alex Gilleskie
Ray Kisiah
Harold Moses
William Sapp
H. Douglas Sessoms
William Singletary
Wayne Weston

North Carolina Recreation Therapy Association

Pamela Wilson Adams
James Barrett
Peggy Comer
Richard Hatfield
Tara Hodges
Karen Luken
Wayne Pollock
Elizabeth Sorenson

Graduates who have had academic careers

Chris Auld, Griffith University, Australia
Charles Bullock, UNC-CH, University of Nevada at Reno
Louise Bynum, Springfield College
Mary Lou Cappel, Pepperdine University
Graham Cuskelly, Griffith University, Australia
Gerald Fain, Boston University
Kenyon Fairey, University of Massachusetts
Charlotte Ferris, Carteret Community College

Mary Fortune, UNC-CH, Virginia Commonwealth University, Georgia Southern University

Paul Gaskill, Appalachian State University

Richard Gitelson, UNC-CH, Pennsylvania State University, Arizona State University-West

Cynthia Hampton, UNC-CH, North Carolina Central University

Jimmy Hemphill, Caldwell Community College

James Herstine, UNC-Wilmington

Ann Johnson, Clemson University

Jesse Mann, North Carolina Central University

Thomas Melville, Pfeiffer College

Harold Moses, NC State University

Victoria Parker, UNC-Wilmington

David Sexton, Louisburg College

H. Douglas Sessoms, UNC-CH

Ira Shapiro, Temple University

Charlesena Stone, Winston-Salem State University, UNC-Greensboro

Glen Van Andel, Calvin College

Wayne Pollock, Virginia Wesleyan College

Curriculum Award Recipients

Harold D. Meyer Award

Undergraduate

1976 Tim Harrison
 1977 Judith Groelke
 1978 Mindy Engstrom

 1979 Denise Chatham
 1980 Gary Baker
 1981 Susan Kochel
 1982 Carol Drinkard
 1983 Allison Powell
 1984 Phillip Cress

 1985 Deanna Johnson
 1986 Keith Joyce

 1987 Sarah Davis
 1988 Kathy Vernelson
 1989 Jeff Smith
 1990 Benjamin Allred
 1991 Amelia Hall
 Shelley Vanderberry
 1992 Sue Ellen DeStefani
 1993 Kelly Brakefield
 1994 Catherine Mitchell
 1995 Patricia Rich
 1996 Sarah Kiser
 1997 Cari Sipe

 1998 Gretchen Willard
 1999 Michelle Cienek
 2000 Laura Pendergrass

Graduate

Peggy Pace
 Perry Crosswhite
 Darl Pothoven
 Paul Gaskill
 Joeann Strain
 Jane Close
 Karen Snipes
 Wayne Pollock
 Denise Chatham
 Chris Auld
 Bea Cravatta
 Becky Stone
 Graham Cuskelly
 Kathryn Spatz
 Charlsena Stone
 David Nass
 Teresa Parke
 Laurie Cucheran-Morris
 Stanley Latta

 Anne Douglas Miller
 Janet George
 Debra Tunnell
 Kimberly Pearce
 Jennifer Laughrun
 Cari Autry
 Eric Schubiger
 Corey Johnson
 Amy Thayer
 Heather Hicks Phillips

Distinguished Alumni Award Recipients

| | | | |
|------|------------------|------|---------------------|
| 1976 | Herbert Brantley | 1989 | Pam Adams Wilson |
| 1977 | Mary E. Fortune | 1990 | William Singletary |
| 1978 | Gerald S. Fain | 1991 | Hubert Henderson |
| 1979 | Ira G. Shapiro | 1992 | O. William Sapp |
| 1980 | Roger K. Brown | 1993 | Paul L. Gaskill |
| 1981 | Harold J. Moses | 1994 | Deborah K. Scales |
| 1982 | Ray Kisiah | 1995 | Victoria B. Parker |
| 1983 | Ann E. James | 1996 | Charlotte E. Farris |
| 1984 | Clinton Foust | 1997 | H. Douglas Sessoms |
| 1985 | Jesse A. Mann | 1998 | Mary G. Barry |
| 1986 | Thomas G. Martin | 1999 | James "Bo" Morgan |
| 1987 | Gene A. Hayes | 2000 | Lee Meyer |
| 1988 | Wayne Weston | | |

H. Douglas Sessoms Scholarship Recipients

| | |
|------|--------------------|
| 1996 | Eric Schubiger |
| 1997 | Kathryn King |
| 1998 | Christopher Frelke |
| 1999 | Kyle Rhodus |
| 2000 | Mike Thonnerieux |

Amy Elizabeth Lauth Memorial Scholarship Recipients

| | |
|------|------------------|
| 1998 | Amy Lockamy |
| 1998 | Mei-Hui Lin |
| 1999 | Owen Daniels |
| 1999 | Marian Kaslovsky |
| 2000 | Amber Correll |
| 2001 | Jessica Irvén |

Chisenhall Travel Scholarships

| | |
|------|------------------|
| 2000 | Mike Thonnerieux |
| 2000 | Owen Daniels |

Adjunct and Visiting Faculty

Adjunct Faculty

Roger Brown, Durham Parks and Recreation
Joe Davidson, Burlington Parks and Recreation
Alex Gilleskie, Durham Parks and Recreation
Richard Hatfield, UNC Hospitals
James Herstine, Chapel Hill Parks and Recreation
Terry Immershine, UNC Hospitals
Harold Moses, Parks and Recreation Division, State of North Carolina
Deborah Rollins, Chapel Hill Parks and Recreation
Ronald Secrist, Chapel Hill Parks and Recreation
Glen Van Andel, UNC Hospitals
Kimberly Warren, Orange County Department of Aging
Ray West, UNC Hospitals
Chris Wilsman, UNC Hospitals
Barbara Yoder, Duke Hospital
Mike Loveman, Chapel Hill Parks and Recreation
Ben Weber, Durham (YMCA)
Rom Alphin, Chapel Hill (ARC)
Kat King, Cary (Community Partnerships)
Beth Sorensen, Durham
Betsey Zook, Chapel Hill
Patti Fox, Durham (Five Oaks Athletic Club)
David Nass, Carrboro (Chapel Hill Tennis Club)
Wayne Pollock, Durham (Durham Regional Hospital)

Visiting Faculty

Geoffrey Godbey, Penn State University
David Gray, Long Beach State University
Arthur Haley, Arizona State University
Brad Hedrick, University of Illinois
Cliff Hutchins, University of Wisconsin
Ira Hutchinson, National Park Service
James Murphy, San Jose State University
Larry Neal, University of Oregon
E. A Scholer, University of New Mexico
Edward Storey, University of Ottawa
Jean Teague, Texas Woman's University
Don Warder, University of Wyoming