

THE EMERGENCE OF PHYSICAL
FITNESS AS A CONCEPT IN THE
PUBLIC SCHOOLS OF MANITOBA

by

David A. Fitzpatrick

A Thesis Submitted to
the Faculty of Education
The University of Manitoba

In partial fulfillment of
the requirements for the degree of
Master of Education

Winnipeg, Manitoba

March 1982

THE EMERGENCE OF PHYSICAL
FITNESS AS A CONCEPT IN THE
PUBLIC SCHOOLS OF MANITOBA

BY

DAVID A. FITZPATRICK

A thesis submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
of the degree of

MASTER OF EDUCATION

© 1982

Permission has been granted to the LIBRARY OF THE UNIVER-
SITY OF MANITOBA to lend or sell copies of this thesis, to
the NATIONAL LIBRARY OF CANADA to microfilm this
thesis and to lend or sell copies of the film, and UNIVERSITY
MICROFILMS to publish an abstract of this thesis.

The author reserves other publication rights, and neither the
thesis nor extensive extracts from it may be printed or other-
wise reproduced without the author's written permission.

ACKNOWLEDGEMENTS

I would like to take this opportunity to acknowledge those who have helped me with this thesis. I am appreciative of the assistance provided by my thesis committee, for their advice and guidance, particularly Professor Ken Osborne who unselfishly offered suggestions and encouragement at every stage of the study. He taught me the meaning of historical research.

I would like to thank those individuals who kindly granted me interviews and ongoing advice, particularly Jim Daly, John McDiarmid, Fred Gutoski, Kas Vidruk and Sid Chapman.

I want to acknowledge my colleagues Carolyn Graham, Wayne McMahon and Bill Crook for their research assistance and advice.

Bernice Birch deserves a special thank you for the efficiency she demonstrated during the typing of the thesis.

The Faculty of Education Library, the Elizabeth Dafoe Library, the Department of Education Library and the Manitoba Archives as well as Gerry Brown and the reference librarians of the Teachers Library and Resource Center of the Winnipeg School Division No. 1 have been most cooperative and helpful.

Finally, I express my sincere appreciation to my family for their encouragement, patience and understanding especially to my wife, Leona.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
ABSTRACT	vi
Chapter	
1 INTRODUCTION AND BACKGROUND	1
2 THE EARLY YEARS, MILITARY DRILL, PHYSICAL TRAINING, THE STRATHCONA TRUST AND WORLD WAR I TO 1928	26
3 ROBERT JARMAN, GIMLI LEADERSHIP TRAINING CAMP, WORLD WAR II, FITNESS ACTS AND HART DEVENNEY	48
4 DR. DORIS PLEWES, KRAUS-WEBER, 5BX, KENNEDY REPORT, DUKE OF EDINBURGH'S ADDRESS, FITNESS AND AMATEUR SPORT ACT	79
5 THE FIRM ESTABLISHMENT OF PHYSICAL EDUCATION IN MANITOBA, THE FITNESS TESTING MOVEMENT, PARTICIPATION AND INCREASED AWARENESS OF FITNESS	116
6 THE RECOGNITION OF PHYSICAL FITNESS IN MANITOBA SCHOOLS	147
CONCLUSION	170
BIBLIOGRAPHY	177
APPENDIX A	209
APPENDIX B	211

ABSTRACT

The intent of this study was to investigate the emergence of physical fitness as a concept in the public schools of Manitoba. The Winnipeg School Division No. 1 was used as a focal point. Relevant influences at the provincial, national and international levels were also described. The time period studied was from the 1870s to the mid-1970s, when fitness was generally accepted and acknowledged as a legitimate goal of the education system in Manitoba. The concept of fitness was seen as the attempt to develop in students the knowledge of the principles of exercise, a positive attitude towards physical activity and a functional level of physical well-being. Fitness has had different interpretations during its emergence in Manitoba. The concern for fitness has been part of a much wider social concern such as military preparedness, proper use of leisure time or for reducing the high costs of health care. There has been an interconnectedness among Physical Education, sport and physical fitness so that often one was seen as synonymous with the others. The three were not always as clearly distinguished as they could have been. There were particular periods of increased attention to fitness during such times as war, the depression, and from the late 1950s when low levels of fitness in youth gained considerable publicity. Such factors as leadership, politics and economics have affected the emergence and acceptance of physical fitness in the schools. The acknowledgement of fitness has not guaranteed improved physical fitness levels in Manitoba school students.

Chapter 1

INTRODUCTION AND BACKGROUND

"Physical Education is an integral part of the school curriculum". This statement has been made so often that although the message is generally accepted by all, the phrase has almost become meaningless and redundant. Of all the values purported to be goals of Physical Education, physical fitness has been one of the most consistent and longstanding. Fitness, as a primary goal of Physical Education, was illustrated in an April 10, 1979 motion of The Winnipeg School Division No. 1 Board of Trustees.

that the administration initiate a study which will identify well balanced physical education programs that enhance physical fitness at the elementary, junior and senior high levels, and make recommendations . . . to enable the Board to develop a comprehensive physical education policy for the Division (Winnipeg School Division No. 1, April 10, 1979, p.603).

As a result of this motion and succeeding reports by various committees of teachers, principals and support staff, the Board adopted a "Physical Education and Fitness Policy" (appendix A). The interest and subsequent action by the school division was an indication of the concern within the division, the community and society in general with respect to the low levels of students' physical fitness. In fact society, for almost all time and throughout the history of Physical Education, has been very conscious of the need to encourage fitness.

Physical Education and the goal of fitness have in recent

times been of interest to many groups. For example, the medical profession and other related health associations have made numerous statements concerning the need for students to have greater opportunity to develop fitness (Daly, 1975; Manitoba Medical Association, 1978). One reason for this interest has been the high incidence of heart disease in recent years and the increasing cost of curing diseases which might better have been dealt with preventively and, thus, much more cheaply.

We are currently experiencing a time when fitness is receiving a great deal of attention both in Physical Education and in society generally. Frequently one is exposed to television, radio, newspaper and magazine messages pointing to the low level of fitness, or attempting to motivate all people to increase physical activity on a regular basis (Participaction, 1971-1982).

Various studies have shown that levels of physical fitness in Manitoba and in the Winnipeg School Division No. 1 student population are low and have improved little over the past years. In fact, a 1976 survey conducted by the Department of Education, of which several Winnipeg schools were a part, showed that the physical fitness levels of school children had not improved since the last major testing in 1970. The Winnipeg division did not compare favourably with the provincial norms (Gutoski & Fitzpatrick, 1977).

For some years the Winnipeg School Division has emphasized physical fitness in its Physical Education program. It is one of the first in Canada with such a policy.

The purpose of this study is to review the emergence of physical fitness as a concept, influence and factor in the public schools of Manitoba, by using the Winnipeg School Division as a reference point. However, other local, provincial, national and international influences are also discussed. The Winnipeg School Division was selected because it is the oldest and largest school division in Manitoba and over the years it has either been an educational leader or reflected educational change in the province.

Other divisions, particularly in the early years, were slower than the Winnipeg School Division No. 1 in their development, since they were smaller and did not have the resources Winnipeg 1 had.

As a result of this study the author has a better understanding of the events and influences leading to contemporary thought in Physical Education, relative to fitness as a motivation and goal, and of such events as the adoption of the Winnipeg 1 policy. The study has identified various modifications and interpretations of physical fitness, in Manitoba and the Winnipeg School Division.

There have been related historical studies done. Downie (1961) completed "A History of Physical Education in the Public Schools of Manitoba". Anderson wrote "A History of Physical Education in Winnipeg Schools" (1964). Tarbuth, in 1970, completed "A History of the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation from 1950-1970" and Wark (1972),

compiled "A Brief History of the Development of Physical Education in Manitoba, 1939-1971". Other related historical studies have been completed on; Sport (Mott, 1980), Cadets (Green, 1950), Gimli Camp (Connell, 1967) and The Strathcona Trust (McDiarmid, 1957, 1970). There has not been a similar attempt to trace fitness as a factor in education. For example, Downie ended his study by indicating that physical fitness was gaining increased attention in Manitoba programs (1961).

There are and always have been varying philosophical viewpoints as to the role of and responsibility for fitness development in education and society. There have also been numerous events influencing the emergence of fitness, as this study will detail. Over the years, these events have generally been noticed in the Winnipeg School Division. The responsibility for fitness has been attributed to and adopted by several professions, associations, agencies and institutions. Attribution for low levels of fitness has been directed towards these same segments of society, including physical educators.

This study was limited by the availability of accurate and reliable sources, as well as by the difficulty of locating individuals and their recollections. Some primary sources have been personal interviews, past minutes and annual reports of; the Board of Trustees of Winnipeg School Division, the Manitoba Department of Education and articles from various educational journals. The author has investigated Physical Education in

relation to the identification and emergence of fitness, with the exclusion of detailed reference to the development of specific sports, athletics, the intramural and the interscholastic programs. Relevant social and political events, forces, factors and influences such as the Fitness and Amateur Sport Acts of 1943, 1945 and 1961 not directly related to Physical Education but having a significant impact on the topic have been included. No attempt was made to make value judgements or any evaluation until the conclusion.

For the purpose of this study, the concept of fitness is seen as the attempt to develop knowledge and a level of functional physical well-being in students, in the areas of cardiovascular endurance, flexibility, muscular endurance, and muscular strength. These are the four most important measurable physiological areas of physical fitness. This concept of fitness implies the acquisition of the knowledge of fitness and the application of the principles of exercise physiology in order to develop and maintain desirable levels of fitness, as recommended by the Department of Education in their Desirable Fitness/Lifestyle/Objectives (1977) (Appendix B).

A thorough investigation of the development of Physical Education in Manitoba was made in order to identify the role of fitness in the history of the discipline. A detailed historical analysis of fitness is beyond the scope of this study, although the following overview provides useful background.

A review of the role of fitness and activity in Physical Education throughout its history illustrates how various factors have interacted and modified thought on fitness and activity in Physical Education in the past. This directly or indirectly has influenced the situation in Canada, Manitoba and the Winnipeg School Division.

With respect to education it appears that eventually most if not all concerns of a society find their way into the education system and in this respect physical fitness is no different. The application of exercise to develop the body was apparent long before Physical Education was recognized. The concern for fitness of youth is certainly not recent. There is evidence of the use of exercise by early Egyptians, Hindus, Greeks and Romans. The gymnastic exercises given to the Spartans at their schools were a chief instrument for the initiation of youth into a physical conditioning program (VanDalen, Mitchell & Bennett, 1963).

Schools did not always positively encourage physical activity. As education developed in early nineteenth century England, for example, some schools "had hedged their students' independence to such an extent that no activity could be carried on without the school authority's permission. Homework became . . . so heavy as to regulate most of a students' time" (Gillis, 1974, p.109).

The eventual importance attached to team sports by the 1880s in England made them compulsory in most schools of the country. Edward Thring, a well known and influential headmaster, was a

sports advocate who believed that activity was the key to the formation of a new national élite composed of the most fit. The importance attached to sports took over many of the functions once attributed to the Latin language. Boys who did not participate, were looked upon as misfits. It was felt that a poor physique was associated with the loafer and negative characteristics (Gillis, 1974).

Thomas Arnold, the headmaster of Rugby School in England during the 1830 s "proclaimed his calling as an educator to be that of the keeper of the whole person . . . of bodily and mental exercise . . . every part of his pupils' nature, physical, intellectual and moral (Gillis, 1974, p.106).

Over the centuries educational philosophy evolved to the point where most people agree about the need and importance of physical activity in the school setting. For years facilities and play areas have been a planned part of school construction. Improvements in teacher preparation have had a positive influence on Physical Education, sports and fitness (Kennedy, 1955).

Initially, fitness was important for survival. In early times, "hairy, unclothed men wandered about like animals in search of raw food, slept without shelter, used sticks and stones to protect themselves . . . [from] . . . their environment" (VanDalen, Mitchell & Bennett, 1963, p.5). Fitness, necessary for survival, was not a matter of choice. Physical activity was very much a part of prehistoric man's life. One's ability to hunt, fish,

fight or flee from animals or enemies was essential for survival and the young realized this.

The nineteenth century concept of Social Darwinism alerted some to the danger of physical and mental degeneration. It was in the name of the survival of the race that physical and military training flourished (Gillis, 1974).

To some extent this survival need re-emerged whenever man explored and attempted to develop new territories. For the most part, the original inhabitants of Manitoba, for example, had to be active and fit to succeed in a physically harsh environment, in a land initially yielding "hardship, deprivation, work, more work, terror, and disappointment" (Howell & Howell, 1969, p.3). Later on, immigrants had to pass a medical examination before being allowed into the country. All who failed the examination were returned to their place of origin. Once early explorers, traders and settlers became more established the struggle for survival was not as intense, but life continued to be active.

Another major need for fitness resulted from man's conflicts and wars which required that individuals and armies be fit enough to protect national interests and policies. One example was Sparta, where the goal of fitness for military ends was so pronounced that progress in the areas of art, literature, science, and philosophy was retarded. The aim of the Spartan education system was "to create obedient and courageous soldiers of such physical perfection that they could stoically endure pain and

discomfort" (VanDalen, Mitchell & Bennett, 1963, p.47). Spartan education was not a free choice.

Personal self-defense and feelings of nationalism have motivated man to stress physical training. Feelings of pride for one's country have mobilized individuals and nations to improve fitness levels. For example, as a result of the 1864 war between Denmark and Germany, Denmark lost a great deal of territory, which crushed the Danish spirit. Some leaders encouraged a new culture and sought a common bond to inspire the people to create a vigorous society, with the view of regaining their loss. Exercise was employed as a means of endowing the people with good health to raise their morale in order to develop a proud Denmark. The country has survived several wars and each time the people seem to have withstood the crises (VanDalen, Mitchell & Bennett, 1963).

In many cultures and countries at various times, religion has been a factor in the encouragement or discouragement of physical activity, depending on the particular religious beliefs. Luther advocated "the cultivation of buoyant health in order to be able to devote energy . . . to Christian service" (VanDalen, Mitchell & Bennett, 1963, p.165). Zwingli, the Swiss religious leader, had a great appreciation of the values of physical activity. In nineteenth century England, under the leadership of such leaders as Thomas Arnold and his followers, the ideal of "Muscular Christianity" flourished. It emphasized the pursuit of "manliness", a combination of physical fitness, toughness and the christian

ethics and spread to many parts of the English-speaking world. This concept is aptly described in the book *Tom Brown's School Days* (Hughes, 1967).

Festivals, ceremonies and puberty rites often stressed physical prowess. The puberty rites provided a testing program for primitive education. They offered the children the satisfaction of achievement, and the pressure of competition. Tests of endurance, strength and skill, often of a very extreme nature, were common.

Feats of strength, hero worship and the admiration of a well-developed body encouraged others to attempt to achieve the same. Some annual festivals were traditionally associated with dancing and games (Gillis, 1974). Gillis suggests that many of these physical activities originated from early pagan society. On the other hand, religion could also work in the opposite direction. An example of how religion suppressed activity is provided by the banning of all non-religious activities on Sundays. Additionally the education program in the monastic schools during the dark ages restrained physical activity.

The evolution of medicine, research, testing and the realization of health benefits related to physical fitness, including the remedial and therapeutic value of exercise have served to draw attention to the need for fitness. The result has been improved methods of achieving the goal of a more fit, healthier, more productive society. "In the eighteenth century physicians and

and informed laymen authored a number of medical and educational treatises which devoted considerable attention to . . . the role of science . . . in the attainment, maintenance, and restoration of health" (Park, 1976, p.756). This process has evolved to the point where in the 1980s there is a growing interest in Holistic Health, emphasizing a state of "wellness", as a preventive approach to illness and disease (Bean, 1981).

The growth of the play movement in the early part of this century, the recognition of the physical needs of children, and awareness of the value of physical activity for children contributed to improvements in their school and recreation programs. This has led to improved playground facilities and the formation of teams, clubs and associations to encourage and organize activity.

Man's competitive drive and desire for activity have resulted in society being obsessed with sport. Mott (1980) has written about "manly" sports and their acceptance in early Manitoba. The sport movement has been prominent in Winnipeg throughout its history. It is a direct influence from the early settlers and has contributed to the popularity of interschool sport competition. With respect to the sport movement a constant underlying reason for participation was the notion that it was good for one and would increase fitness.

Increased mechanization has for many years resulted in the decreased use of man's energy to do physical work. Additionally, it is increasingly the case that, in industrialized societies,

people have as much or more time available for leisure pursuits as they have to spend on work-related activities.

The growth of large cities over the last one hundred years has created a concern for the well-being of youth and adults alike. Industrialization broke up the family as a working unit. Although in its initial stages the Industrial Revolution made widespread use of child labour, it generally made youth redundant. The result was that large numbers of mostly working class children and youth came to be seen by middle class reformers as a danger to society. Organized physical activity has been one method in an attempt to control delinquency and unemployment (Kennedy, 1955). An example is the Youth Training Act in Canada in 1939.

Manitoba and the Winnipeg area were initially explored, inhabited and influenced by several different peoples including the Indians who were the native inhabitants; the eighteenth century French fur traders; the Metis who were the offspring of the fur traders and the Indians; the Scottish settlers; the Irish and the German and Swiss veterans of the Napoleonic wars in the early nineteenth century (Morton, 1957).

The latter part of the nineteenth century saw the arrival of what was to become the dominant ethnic group to show its influence on Winnipeg and Manitoba, with the arrival of large numbers of British Protestants, mainly from Ontario, who began firmly to establish their institutions, values and style of life, including their love of activity, sport and competitions, as the dominant

one (Morton, 1957; Mott, 1980).

The growth of Winnipeg as a separate and distinct center began with Manitoba's entry into Confederation. From a small community in 1870, Winnipeg expanded until on November 8, 1873 the community was granted incorporated status as the City of Winnipeg. It then had a population of 1,869 (Artibise, 1977).

Life in the early days was harsh and physically demanding -- the original physical fitness test for Manitobans.

There was little free time in such conditions although some "men's chief diversion was smoking . . . and drinking and bandying words" (Chafe, 1967, p.6). However, skating, snowshoeing, curling and hockey were all popular sports of the day. Feats requiring physical fitness were performed by many people, mainly in the form of competitive foot, snowshoe or skate races and in contests that involved jumping for height or distance. Mott, (1980) has described the purpose of these competitions as providing a way to display highly regarded attributes namely "endurance, strength, toughness, speed, dexterity" (p.44). Interestingly, these are components presently included in definitions of fitness.

Our obsession with sport and activity came mainly from these British Protestants who were:

enthralled with manly sports in their serious forms. They assumed that good athletes represented communities and therefore embodied the strength and weakness of the people cheering for them. Furthermore these highly skilled individuals dramatized the manly attributes and revealed the ways in which these contributed to success (Mott, 1980, p iii).

These references to sports illustrate the emphasis that sport has had from earliest times in Manitoba. This fondness for sport has continued right to the present.

At the periphery, physical fitness has provided an indirect reason for participating in sport and games. Indeed throughout history the quality of fitness for personal health has always been discussed and associated with sports.

The English speaking world of the nineteenth century held similar values, beliefs and attitudes with regard to activity, sport and competition. These attitudes stemmed from a general concern for the young dating back as far as early Greece and the feelings of the adults who were "perturbed to see their young people evolving a sort of counter-culture . . . openly directed against the established customs . . . [rejecting] . . . educational patterns and social conventions" (Heer, 1974, p.10). Sport was one way to try to instill proper morals, obedience, uniformity, manliness and hopefully to prevent delinquency. Fitness and well-being were not the only motivators for the growth of the sport movement period.

The post Industrial Revolution era began the period when the concern for youth became increasingly important. As a result of the growth of cities in North America and the extension of education, youth eventually spent less time working and more time in school, with more opportunity for leisure and activity (Gillis, 1974). Kett, (1977) makes several references to the transition of

youth from the 1800s to the 1970s. He discusses three periods relative to youth in America and the change from a rural to an urban society. His interpretation can be most definitely applied to Winnipeg, although naturally the time line is different.

Youth went from a rural agricultural base to life in a large city, followed by increased opportunities for the middle class in terms of their choice of work and leisure. Mott, (1980) reports on the same attitudes to sport in Manitoba that Kett does for America.

These feelings in North America originated largely in the England of the nineteenth century, where because of the increase in leisure time, wholesome diversions were used to distract youth from disreputable pastimes. Exercise was recognized as one desirable and legitimate way to prevent the young acquiring bad habits.

In many ways, as will be shown, similar developments in the United States and elsewhere in relation to fitness influenced the thinking of those people in Winnipeg who attempted to provide physical activity opportunities for the young.

During the latter half of the nineteenth century, a feeling emerged that country life was good and a corresponding uneasiness arose about the cities and their effects on the well-being of the young. The idea of a good country life as opposed to the evils of the city fostered the belief that country youth were healthier and more fit as a result of their access to open space, fresh air and more opportunity for vigorous movement. City youth were described

as "flabby, underdeveloped, anemic, easy-living" (Kett, 1977, p.219). Kett refers to Edgar M. Robinson's description of the state of health of boys in general:

the disadvantages of the boy who has been coddled all his life and kept so carefully . . . till he is more effeminate than his sister, and his flabby muscles are no less flabby than his character (Kett, 1977, p.224).

Joseph Lee, a leader in the playground movement, is reported to have said in 1929 that what the world needed is "more steel and less flab in its young people" (Kett, 1977, p.226). People began to propose:

ways to make the city more like the country . . . [various activities and] . . . sports . . . [were] . . . all designed to distract youthful attention from opulent and meretricious urban culture (Kett, 1977, p.219).

This caring for youth, paired with the love and the encouragement of sports, were both predictable and logical. It was firmly believed that sports would be an ideal solution to the urban problems and that, through sports, the lack of fitness would be eventually eliminated. It should be noted that, during the period when leisure time and sports participation were increasing, there was also a corresponding increase in lack of activity through the growth of spectators.

The feeling that sport was a healthy outlet made it a natural solution to the problem of "coddled" youth. Most participants did not then, and do not now, require much coaxing since activity was enjoyable to them. Fitness development in sport, however, was

looked upon as a by-product, rather than as, a primary focus in its own right.

Increasing numbers of youth counsellors in the late nineteenth century became obsessed with physique and fitness (Kett, 1977). This led to the development of the cult of body building. In the late 1800 s numerous books were printed on "the glorification of physical strength, the need to build in youth . . . vital energy" (Kett, 1977, p.162). In fact as recently as the 1940s, strength was looked upon as the most important quality of fitness.

There also evolved a belief that play for children had to be organized and supervised. Competitions and teams were perceived as a means to prevent delinquency and to channel the potentially dangerous energies of youth into desirable directions. At the same time, sport and competition began to be observed as a preparation for business, leading to success, as well as building character and moral development.

In some societies competition was evident.

The activities of our ancestors conventionalized and adapted to present conditions . . . [1870] . . . They are reminiscent of the physical age, of the struggles, of the hunt, of the chase, and of war (Kett, 1977, p.225).

Two analogies are offered regarding the love for activity and competition. "The first compared life to a horserace . . . [where] . . . competitors were scrambling for a prize . . . [The second] . . . compared man to a steam engine with muscle power providing the ironwork" (Kett, 1977, p.163). Some of the descriptions of

participation in sport are quite poetic. J. Adam Puffer wrote:

the hour of glorious conflict when the blood leaps,
and the muscles rally for mastery: the decent manly
pride in . . . fighting it out as long as one can
stand and see (Kett, 1977, p.224).

The comparison of participation in sport to war is interesting.

The threat of war has always served as a further incentive in the attempt to promote fitness in youth.

The efforts to help the young through drill, sport and clubs gained increased popularity in the late nineteenth century as Education became more important, as youth labored less and as leisure opportunities improved. As wages rose and health conditions improved parents' attention focussed on their children and they urged and supported more extracurricular activities. In addition, with the advent of protective legislation to prevent the abuse of children, more activities were organized, if for no other reason than to give the young the occasion to exhaust their energies, as a release from structure and discipline. Some of these activities were of a physical nature (Gillis, 1974).

The formation of early twentieth century youth movements such as the Christian youth associations and the Boy Scouts, the latter through the efforts of Robert Baden-Powell, encouraged physical activity and outdoor pursuits. However, fitness development was not as important as the desire "to harness the idealism of the young for the purification and preservation of existing values" (Heer, 1974, p.55).

Sports and athletics were offered by some people as alternatives to political and social thinking, considered to be potentially dangerous to the state (Gillis, 1974).

Another reason for offering physical activity was the desire to reduce class distinctions which were "difficult to maintain amid the healthy rivalries of the open air, and 'footer shorts' and naked bodies make for equality" (Gillis, 1974, p.139). It was believed that playing and marching would somehow override class-divisions by wiping away artificial barriers.

Although much has been written on physical activity relative to male youth, the value of activity for the health of females was also recommended, though not to the same degree, or as early. Popular attitudes toward female physiology expected girls to be less fit. Their early role was more of spectator than participant. Gillis, (1974) writes of the new cult of masculinity and manliness in the nineteenth century, with the sexes being separated for most youth activities. Furthermore, girls and women were associated with weakness and emotion.

However, during the height of the British Empire, it was indeed felt that in order to have strong male protection to preserve the Empire, it was necessary to have healthy women in order to bear healthy males. In fact, in early Manitoba it was said that "healthful recreation for women was essential for the physical perfection of the race". (Mott, 1980, p.212). This notion dates back to the times of early Greece, if not a good deal earlier.

Mott, (1980) has described very comprehensively the origin of our strong affection for sport, competition, activity and their role in correcting the health problems of youth who did not have enough exercise and needed more activity. At that time in Winnipeg, sport seemed the logical approach to use in dealing with what was seen as the problem of an inactive, unfit youth. It was believed that a great many other benefits would also result. It is understandable that future school Physical Education programs, including those of the Winnipeg School Division, would reflect the same thinking.

As with the rest of the English speaking world, early Winnipeggers appreciated sports simply for their enjoyment and not to specifically develop physical fitness. In Winnipeg sport was used as a vehicle to socialize youth, build character and counteract the "detrimental effect of modern civilization" (Mott, 1980, p.11).

Mott also refers to the term "manly" in describing the type of games played by early Winnipeg citizens. This was defined as consisting of those activities that seemed to test the quality of character called manliness. It was more specifically defined as "the ultimate masculine quality, the male attributes that incorporated . . . the equivalent of the old Greek thymos - physical energy, strength and courage. . . . [It employed] . . . the physical, non-effeminate aspect" (Mott, 1980, pp.58,59).

In a speech the Reverend Silcox made to the Winnipeg Y.M.C.A.

in 1884, he criticized "soft, pulpy, effeminate types . . . [and encouraged all] . . . to make a man of himself . . . one that was sturdy, valorous . . . rugged, robust . . . [and] . . . heroic" (Mott, 1980, p.54). A manly individual was to use "his trained body for the protection of the weak, and advancement of all righteous causes" (Mott, 1980, p.59). Clearly, this reflects the ethos of Muscular Christianity. It is interesting to note that the same terms that define thymos and manliness also apply to higher levels of fitness today.

This account, written in the early 1920 s, indicates that fitness was on the minds of early Manitobans.

Physical training as a means of providing better citizens was evidently recognized in the early ages, for on March 7th, 1883, a military gymnasium was opened to the public, the report reading in part: 'The Military Gymnasium was opened to the public today, a good number signing up as members - membership being \$5.00 for the season, to end in June. The appliances in the gymnasium are very complete, taking into consideration the fact that this is the first venture of its kind in Winnipeg. The services of an instructor have been secured and all necessary steps taken to make the institution a success.' (Lucas, 1923, p.51).

As mentioned above, in the early days of Winnipeg, competitive tests of physical feats were very common.

It was teeming with young active men who . . . constantly challenged one another to tests of male qualities and skills . . . which one could "prove" oneself by demonstrating strength (Mott, 1980, p.67).

Community celebrations, picnics and school field days were frequent and well attended, and formalized and organized the activities and became popular ways to spend leisure time. In fact,

Winnipeg was the site of the first of many sports clubs which in the future would influence school Physical Education.

Winnipeggers valued the benefits of sport participation for young men. "It was commonly assumed that a sound mind and good morals were linked with physical fitness." (Mott, 1980, p.109). Strength, co-ordination and endurance were terms used then, as now, in the jargon of fitness. Character building and success in future life endeavors as well as diversion from bad influences were also reasons for the popularity of participating in sport.

With this kind of attitude in early Winnipeg society, it was simply a matter of time that in various kinds of educational institutions but especially at the rapidly rising number of public schools, games had become more and more prominent and important, until by the 1880s and 90s the passion for games was almost a universal . . . mania" (Mott, 1980, pp.213,214).

The feeling that schools were not only for the intellect was growing. It was to spread throughout the entire educational system of the world. The attempts of some educators to discourage exercise and sport in the schools were largely ignored. The leaders of the day supported and encouraged such activity. The principal of the Winnipeg Normal School, W. A. McIntyre, was a believer in the benefit of physical activity. The Manitoba Normal School, in the early 1920s, had a physical training program based on the belief that invigorating exercise is necessary to attain the healthy development of the body. In the Winnipeg School Division,

Daniel McIntyre, the superintendent who is credited for actually building the division, was an avid sports enthusiast and continued to be active in games with the students (Chafe, 1967; Pearce, 1952).

Facilities were not always a priority. The first Physical Education teachers in Winnipeg received no training until 1902 (Downie, 1961). The feeling was that formal Physical Education, as it was understood, was unnecessary for organized sports and games. This, it was believed, could improve the students' health, even though only a minority participated. The better the athletes performed in competition at high levels, the more it was believed this was the proper method to ensure improved health for all. Mass participation did not occur as it is known today.

As Winnipeg and its school system grew so did the frequency of drill and sport participation. Military drill marked the first formal attempt to have physical activity in the school system. Along with this growth, the concern for the health of youth continued. The solution suggested was to continue to encourage drill, sport and athletics.

When Manitoba became a province in 1870, it was authorized to set up a system of education. Confederation did not really alter provincial educational structures. By Section 93 of the British North America Act "in and for each Province, the Legislature may exclusively make laws in relation to Education". In Manitoba as in all provinces local boards of trustees functioned as corporations and operated under their provincial School Act and

Regulations.

Before the arrival of the first Selkirk settlers in 1811, there had been some rudimentary attempts to offer formal education to the area, mainly by the Hudson Bay Company and the Churches. A school was established at Red River in 1815 but lasted only a short time.

In 1871 the Manitoba Schools Act was passed, dividing the province into 24 separate school districts of which 12 were Protestant and 12 were Catholic. Winnipeg became Public School District No. 10 - to become No. 1 in 1875 (Wilson, 1967). In 1959 the Winnipeg School District No. 1 became the Winnipeg School Division No. 1.

Concern for the health of youth was reflected in early Winnipeg education. A committee in 1871 planning to arrange for the building of an academy in Kildonan, included in their plan "the health and general well-being of the students" (Lucas, 1923, p.24).

Through the early years of the Winnipeg School Division, school attendance was poor as a result of illness, cold weather and probably the lack of importance attached by many adults to schooling. There were several other problems, including cramped quarters, muddy roads, poor water, large classes and there were a number of "take outs" who were children whose fathers believed should not have any more education than they themselves had. Health was a particular problem. Medical care was expensive and

illness was often accepted as part of life. Immigration presented an added problem to the school system as many children could not speak English. There was limited funding for education. However, the school population grew rapidly and more schools began to be constructed around the central part of the city.

The City of Winnipeg, the Winnipeg School Division and education in general was to come a long way in the next century. Physical Education under the names of Play, Physical Drill, Military Drill, Physical Training, Physical Development, Physical Culture, Interscholastics Sports, Movement Education, Lifetime Sports, Credit Option Courses and Fitness Education have evolved in terms both of increased content and status in Manitoba since 1871.

Chapter 2

THE EARLY YEARS, MILITARY DRILL, PHYSICAL TRAINING, THE STRATHCONA TRUST AND WORLD WAR I TO 1928

In the early 1870s the three R's were the main focus of education in Winnipeg and Manitoba. Physical Education and fitness were not a consideration.

Trustees, who had very little education themselves, saw little value in any learning beyond the 3 "R"'s and criticized everything else as frills. One trustee commented . . . 'physical training . . . we did not have . . . [this] . . . when we went to school. No good. We pay our teachers to 'learn' our children not to play with them' (Wilson, 1975, p.83).

The first Manitoba curriculum came from Eastern Canada and was influenced by the British system of education. The first Programme of Studies for public schools was distributed in 1876. There was nothing said about Physical Education in the outline. In fact, very little reference is made to the subject in the first several years of education records.

In 1882, W. C. Pinkham, Superintendent of Education for the Protestant Schools in Manitoba, visited schools in Eastern Canada. In reference to their programs, he wrote that he was "pleased to find considerable attention given . . . to . . . calisthenic exercises" (Pinkham, 1882, p.9). Pinkham continued to show interest in Physical Education as evidenced by his continued reference to the need for physical training in his annual reports.

From early years some form of Physical Education programs were in existence in Manitoba although there was no official course. During the 1880s outside of school hours, "school games were played and encouraged . . . and principals seemed to have both coached and played (Chafe, 1967, p.22). Football was played during the fall and spring and "shinny" (hockey), in winter. The feelings of the public and educators were that these activities provided all the exercise that youngsters needed. It is not known whether these games were seen as a means of physical activity and exercise; a necessary release for pent-up energy or simply something to do. Perhaps it was for all the above reasons.

In 1882, the Provincial Normal School was established in Winnipeg. Initially, instruction took place in the Winnipeg schools. There were no buildings or equipment until the second year of the Normal School. Physical Education did not receive any degree of attention during its first twenty years of operation.

The first school in the Winnipeg system to have facilities for Physical Education was the Collegiate, where in 1899, gymnastic mats were acquired.

Superintendent McIntyre "believed that all . . . boys needed P.T., did all he could to stimulate it, even saw to it that modern gymnastic equipment such as chest machines and mattresses (mats) were provided. Games, of course required little encouragement" (Chafe, 1967, p.48).

Eventually the school board had to decide whether elementary

schools should be furnished with gymnasias. In 1890 they opposed it, fearing that intellectual subjects could not be carried on successfully under the same roof with such distracting activities as games. One suspects that this may have been an excuse for an unwillingness to raise taxes which in turn reflects the state of public opinion. By 1894 they changed their minds. They agreed that since children remain seated for several hours each day, physical training should be a part of the program. Nevertheless, not all trustees were convinced, for some schools built in the early 1900s did not have gymnasias. Financial considerations were also a factor.

Some Winnipeg elementary schools, by 1899, were being built or remodelled with basement playrooms. Many of the first gymnasias in the system were located in basements. This reflected the emphasis on drill and calisthenics at the time, although in years to come, the low ceilings of the basement rooms would prove to be extremely frustrating to those who sought a more active type of Physical Education.

The origins of the first type of formal physical activity programs in the schools were in the form of military drill. In a letter to the board in 1888, the principal of the Winnipeg Collegiate requested a definition of policy regarding military drill. He had, without authorization, introduced it to the Collegiate (Winnipeg 1, School Management Committee, March 13, 1888). The reply to this and other inquiries recommended a trial program be

attempted and "a competent drill instructor be employed"

(Winnipeg 1, School Management Committee, April 7, 1888, p.529).

Sergeant-Major Watson was the first drill instructor. He worked in the schools for several months in 1888.

A committee, a short time later, approved compulsory military drill for Winnipeg schools during the months of May and June. This began a long history of cadet and military training in the division. "The result of the work was improvement in bearing and carriage, and, educationally, in forming habits of attention, alertness and prompt obedience" (Wallis, 1906 (a), p.7).

Obedience and discipline were of primary importance in a drill program, but health was also a consideration. "It is hygienic training . . . the exercise itself is invigorating to both mind and body" (Belton, 1900, p.440).

In 1895, Thomas Billman was engaged as a permanent drill instructor in the Winnipeg School District, thus formally recognizing military drill and calisthenics as a branch of instruction in the schools (Wallis, 1906 (a)). Military and physical drill competitions between schools were common by 1897, with prizes and shields being awarded to the winners.

Military training was not reported as the chief objective of the early drill programs. "A large part of the training program has been allotted to . . . organized sports . . . to maintain the interest" (Green, 1950, p.7). Colonel Billman held his position until his death in 1923, and as Supervisor of Drill in

the city schools, he taught thousands of Winnipeg children.

Billman did not solely emphasize the military in his program. He also took the opportunity to teach the students physical activities and, as is shown in the following passage, the importance of a healthy lifestyle.

In addition to the military . . . training it is a fact that gymnastics and rhythmic exercises constituted an important part of the school program . . . He foresaw the modern approach to physical culture and gave it significant attention . . . Training for healthful living . . . had become a part of the plan for physical training under his direction (Green, 1950, p.48).

Billman visited the schools once every two weeks and worked with as many companies of students as possible.

Certain class exercises for straightening the body are shown the teachers, who use the same exercises, each day in class. These exercises properly taken, are as good as any exerciser and have the advantage of being able to be done by a large class in concert (Wallis, 1906 (a), p.9).

The arrival of military drill in the Winnipeg public schools was also accompanied by a long history of public debate and dissatisfaction. Many resented the military involvement in education. The argument against military training was more often expressed by those who taught Physical Education and had some professional training. They resented the military influence in their specialty. Early examples of the controversy were evident in issues of the Western School Journal. One teacher wrote:

I have tried the usual military drill . . . but . . .
I cannot say that the results have been very satisfactory . . . Last winter I did away with drill, and substituted a simple course in Whitely's Exercises. The apparatus

is very simple, can be set up in a few minutes, occupies but a small space . . . These few suggestions were offered . . . in the hope that they may prove of use to others who feel the lack in our educational system of adequate means of physical development (Plea for Physical Development, Sept. 1906, pp.9,10).

A rebuttal to the above letter defended military drill.

The value of military drill . . . does not lie in its effects on the muscles of the body, but in the training it affords in attention, self-control, alertness, obedience and smartness. The necessary physical development may well be obtained in small schools by exercisers, etc., but in large schools such are out of the question (Wallis, 1906 (b), p.12).

An editorial in a 1907 issue of the Western School Journal compared military drill and physical drill. The writer criticized the objectives of military drill and questioned the exercise value of the program. (Physical Training and Military Drill, 1907). In spite of the objection, by 1902 military drill was taught in many Winnipeg schools. In fact, during the early part of the twentieth century, Physical Education was closely associated with military drill. However, competitive sports and games continued to be popular.

In the years between 1900 and the First World War, participation in games and sports in Manitoba expanded. Causes of this increased participation in sports included the consequences of a rising population, the formation of several sport clubs, and a decline in the number of work hours. People were motivated through the self-satisfaction provided by the activities and the rewards of winning. Increasing numbers of the working class

were becoming more involved in sport activities.

It was a matter of time before the emphasis on sport and gymnastics found a response in the school system, although most of the activities took place in the higher grades. The gymnastic program was based on the Ling Swedish drill system. The Ling system gradually found its way into the Winnipeg School Division from programs in Eastern Canada and England. The system in England had been influenced by Ling during the latter part of the eighteenth century.

The Ling program was named after Per Henrik Ling (1776-1839). Ling strove to make Swedish Physical Education a science. Formerly the programs of Physical Education had been conducted because people believed they were good for the human body. Ling, through the sciences of anatomy and physiology examined the body to determine what was inherent in physical activity to enable the body to function to its optimum capacity. He attempted to determine such things as the effect of exercise on the heart, the musculature and the various organic systems of the body (Bucher, 1968). It appears as if the Ling system was to some extent, fitness oriented.

School officials and trustees in the Winnipeg School Division regretted they had not previously been more conscious of students' health and physical development. Superintendent Daniel McIntyre often referred to programs he saw in his travels to the United States (Pearce, 1952).

Supportive articles about physical training appeared with

increased frequency.

One of the marked features of educational progress during the past few years has been the increased attention to physical training. There is no city or town of any size with any pretensions to educational standing that does not make provision for systematic instruction in physical culture, and normal schools and training institutes are each year laying more emphasis on the preparation of their students for carrying on this important department of educational work. The increased attention given to outdoor games for boys and girls is another evidence that teachers everywhere are awakening to the importance of physical training (Physical Culture, December, 1900, p.570).

This interest had an impact on the Normal school. In 1902 its syllabus included practical instruction in drill and manual training (Downie, 1961).

Articles in the Western School Journal described the value of exercise, hygiene and nutrition. For example:

The prime object . . . is improvement of the general health . . . To obtain good health muscle building is not a necessity . . . To obtain health one must not be in a perfectly trained condition, owing to the effects of severe training on the system. There is no evidence to prove that athletics and muscle building improve the constitution. One must always keep in mind the fact that built up . . . muscle has a tendency to degenerate. The heart being a muscular organ shares in this tendency (Value of Athletics, June, 1906, p.19).

An article written by a New York doctor appeared in the 1907 issue of the Western School Journal.

The greatest product of modern civilization is urbanization . . . Through the application of machinery to agriculture, fewer men are required to do work of the farm . . . the application of machinery . . . has brought into existence the

factory . . . Such work involves but little muscular expression . . . Life in the city . . . results in physical deterioration . . . Of even greater significance is the effect of modern school experience . . . the greatest sedentary institution . . . This lack of activity causes a great many physical disorders . . . No school is complete without its department of physical training . . . there must be frequent intermissions of physical recreation (Fisher, 1907, pp.3,4).

Local educators agreed with the above and made similar statements. There was an increase in the number of articles, letters and editorials referring to play, games, playgrounds, drill, athletics and physical training. Most of the articles pleaded for increased activity in the schools.

The results of health and posture testing in 1907 at the Model school of Winnipeg showed that although the students compared favourably with elsewhere "the facts brought to light . . . point to a great need of physical training in our schools". (Hadcock, 1907, p.37). Hadcock, the writer of the above, worked at the Y.M.C.A. He referred to some breathing and posture exercises prescribed for some children to do at home. For example, he noted that some students needed to be taught correct deep breathing exercises while others needed exercises to improve poor form.

Joseph McLaren was Director of Physical Education in Brandon. Most of his duties were at the Brandon Normal school. He wrote a number of articles on exercise and activity. He offered suggestions on the type of exercise in which students should participate.

Exercise in all grades ought to be simple. The child's brain is generally taxed enough during its studies, hence complicated movements destroy one object we ought to have in view . . . the resting of the brain . . . exercises which employ large muscles are the most useful . . . [and] . . . have a powerful effect on the circulation and respiration (McLaren, 1909).

McLaren recommended arm, trunk, leg and deep breathing exercises as a panacea for colds and other ills. He also encouraged mouth breathing during vigorous exercise, at a time when many believed nose breathing was the proper method, in order to avoid inhalation of germs.

In 1909, for the first time, Physical Education was included in the Manitoba Programme of Studies. "The program included aspects of fitness, grace, body control, remedial exercise and education." (Cosentino & Howell, 1971, pp.38,39). The program spoke of "Physical Culture" and urged that:

Suitable instruction and exercise in all the grades, vigor, strength and grace, normal action of the vital organs, control of the body by the will are aims to be sought. Prevailing weaknesses of the pupils should be studied and exercises given to meet them . . . In connection . . . such exercises should be given as are necessary. (Programme of Studies, 1909, p.2).

Tables of formal exercises taught by prescribed commands were included. In the appendix of the 1909 program, a book, Sound Bodies for Boys and Girls, was recommended. The title of this book suggests the importance of physical well-being.

A major influence on Physical Education in Manitoba and all of Canada occurred in the first part of the second decade of the

twentieth century with the origin and development of the Strathcona Trust. In 1908 there was a proposal from the Department of Militia to encourage more military drill in the public schools of Nova Scotia. This proposal was a forerunner of the Strathcone Trust, which will be referred to as the Trust. Donald A. Smith, later given the title Lord Strathcona, donated money to a variety of educational and social causes, and one of his donations was "The Strathcona Trust for the Encouragement of Physical and Military Training in the Public Schools of Canada". It was a significant factor in the history and development of Canadian Physical Education. He donated a total of \$500,000. for the promotion of physical, military and cadet training in the schools, with the interest on the money being made available to provinces in proportion to their public school enrolment. Lord Strathcona's motives for establishing the Strathcona Trust were to "improve the physical and intellectual capabilities of the children, by inculcating habits of alertness, orderliness and prompt obedience, also to bring up the boys to patriotism" (Green, 1950, p.13). It is possible that the aftermath of the Boer War and the high rejection rate of volunteers, on the grounds of unfitness, influenced Strathcona to act. Therefore, a concern, solely for fitness, was not the major motive of Strathcona.

Departments of Education who wished to participate in the Trust, were required to ensure that teachers were qualified to instruct in Physical Education. The system of physical training

in Great Britain was followed. The Militia provided necessary facilities and instructors in order that teachers could qualify to teach the course.

All provinces eventually participated in the program, although there was some reluctance on the part of Manitoba's officials. However, Manitoba agreed to take part when they were informed that they could receive the benefits of the Trust without a formal signing. Manitoba's concern was partly constitutional, as education was a provincial responsibility. Since the scheme involved a strong military emphasis, some objected to the military influence in education, purely on philosophical grounds. The same arguments used to criticize military training were applied to the Trust, as mentioned previously.

The federal government's interpretation of Section 91 of the British North America Act was offered as the justification for national participation in education. Section 91 states that the Parliament of Canada has the authority to make laws for the peace, order and good government of Canada. The federal government interpreted this to mean that, in order to assume peace and good order, the population had to be instructed in specific ways, including the encouragement of proper health and fitness, necessary to defend the country.

In any case, as a result of Manitoba's involvement in the Trust, on June 6, 1911, formal approval was given by the Manitoba Advisory Board of Education, and the subject of physical culture

was incorporated into the Manitoba Programme of Studies in line with the requirements of the Trust. The Syllabus of Physical Exercises for Public Elementary Schools, as recommended by the Board of Education, London, England, was authorized and remained in use for a number of years.

The Trust agreement provided the first professional instruction for many teachers in physical and military training. After 1911, students at the Normal school had to complete a more intensive course of physical training, with instruction being given by army personnel, with the Department of Education providing supplementary materials. As a result of the work of the Trust, military drill was taught almost to the exclusion of other Physical Education activities, because of the influence of the inspection provided by the Militia.

The Winnipeg schools approved a plan for increased cadet training and competition shortly after the Trust was accepted by the provincial government. Even though the Trust increased the incidence of drill in the school system, the sport movement continued as well. A prevailing assumption was that organized manly games could inculcate health and discipline in young people just as well as, if not better than, formal drill (Mott, 1980).

The Winnipeg School Division defined the objectives of physical training in 1911:

The objective of Physical Training is to help in the production and maintenance of health in body and mind. The purpose . . . is not to fit the child

to perform certain . . . exercises, but to give him a stronger and more healthy body and to aid him to approach more nearly to the ideal of perfect physical development (Anderson, 1964, p.5).

The Winnipeg Division School Management Committee made their first official commitment of support for a necessary program of Physical Education in 1912. They stated: "no educational system that had efficiency as its aim could ignore the fact that physical efficiency underlined effective work in every department of life." (Anderson, 1964, p.9). The Board hired four physical training instructors to teach in Kelvin and St. John's. Kelvin school was opened in 1912. It had a gymnasium with an indoor running track, fixed wall bars, suspended ladders, ropes, rings and other apparatus for upper body development. Elsie Gauer, a former teacher and supervisor in the Winnipeg School Division, informed the author that the equipment was eventually taken down as a result of a fear for the safety of the students. (Gauer, 1981). St. John's school, in the northern part of the city, was completed shortly after Kelvin. The fact that these two were built, and so well equipped, demonstrates the increasing acceptance of Physical Education and fitness in the school systems. Both gymnasias were used well into the 1960s.

Most journal articles of the time, continued to be supportive of physical training; however, not all were in the form of a plea for more exercise in the schools. There were some who represented the negative opinion that:

physical exercise, taken as such, is in most cases injurious or at least useless . . . The idea of a sound body seems to be associated in many minds with the idea of a rigid course of physical exercise . . . There are better ways of reaching the same results. Authorities have pointed out that . . . vigorous exercises are often only further calls upon a man's reserve at a time when he should give himself up to relaxation and sleep. Certainly, one should have plenty of fresh air, but is it necessary for one to exhaust himself by muscular effort? . . . The only effort we need to make is to raise the ribs and lower the diaphragm (Physical Exercise, February, 1912, pp.67,68).

The writer of the above also referred to an article entitled "Man and Wife" where the claim that athletics made men old before their time was presented.

Dr. Mary Crawford, the Medical Inspector for Winnipeg Schools, writing in 1912 on the subject of physical training, recommended physical exercise and offered specific suggestions to the teachers.

Attention should be paid to breathing exercises, correct position, the inspiration through the nose and not the mouth. No classroom exercise should be prolonged beyond what might be termed the 'dew point' in the child. The moment perspiration appears the exercise must stop . . . Boys should have exercises to develop control and muscular strength; girls, exercises to develop control and grace of motion (Crawford, 1912, p.177).

Many of the suggestions indicated the limited level of comprehension of the principles of exercise held by some at that time.

In April, 1912, Winnipeg hired Hugh Urquhart as Assistant Director of Physical and Military Drill to assist Billman, the Director. Both men attended a course in physical training in Toronto at the expense of the federal government in connection

with the Trust. The above is further indication that Physical Education was receiving more attention and therefore, indirectly so was fitness.

However, all this was taking place at the secondary level. During the first years of the 1900s the elementary Physical Education programs in Manitoba were not functioning. Occasionally a teacher might direct calisthenics with a class, but on the whole, there was not much physical activity at this level.

D. S. Woods, at the time, a school inspector and future Dean of the Faculty of Education, wrote a number of articles about children. In a journal article of 1913 he commented on the lack of student involvement. "The few who need it least are selected, while the many are consigned to seats in the rooters' stand" (Woods, 1913, p.136). Woods argued that the school was the best place to teach physical training.

We have the force of workers . . . We have the buildings and grounds, financial support, the boys and girls within our reach. It is educational work. Above all, there is no other body or institution in the land in the same position to deal with the problem (Woods, 1913, p. 137).

The Winnipeg School Division, Inter-High School Athletic Council met formally for the first time in 1913. Informal meetings arranging friendly competitions among the three high schools had previously occurred. This is an example of the attention the secondary schools were receiving, compared to the elementary level. The purpose of this council has been the planning and organization

of the various interscholastic sport competitions. They decide on most matters relative to this phase of the program. For numerous years following the formation of the Athletic Council there was very little distinction made among the instructional, intramural and interscholastic programs. All programs were considered physical training, physical culture or Physical Education. The focus was on activities; not fitness. Nevertheless, there were some Manitoba educators who indicated a desire to improve the instructional program or consider more fitness content. Some Winnipeg teachers and individuals such as McLaren, Woods and Sargent Carroll of the Normal school expressed such a desire. McLaren wrote in the May 1914 issue of the Western School Journal and discussed the value of cardiovascular and flexibility activities (McLaren, May, 1914).

For several years after the establishment of the Trust, a feeling of inertia was evident in Manitoba Physical Education programs. There was no reference made to Physical Education in the minutes of the Advisory Board at the Manitoba Department of Education. The Programme of Studies did not change. The annual reports of the Manitoba Department of Education contained regular reference to successful field days and playground development. A few inspectors expressed the desire to improve the general health of students through better instructional programs.

World War I focused public interest on the need for fitness. However, this was directed more towards increased military drill

with greater attention given to the terms of the Trust. A report submitted to the Winnipeg School Division revealed the low fitness levels of young people:

The medical examination . . . of men of military age . . . revealed an enormous proportion of the physically unfit and this . . . should make the community quick to apply corrective measures. A . . . far greater emphasis . . . [is needed for] . . . physical training to promote . . . physical development (Winnipeg School District, Annual Report, 1918, p.43).

One negative effect of the war on Physical Education was that instructors were in short supply. Many men enlisted for war service (Kennedy, 1955). More women began to instruct Physical Education. They did not emphasize the military approach as much. Several encouraged games and rhythmic activities. There were only two qualified Physical Education teachers in Winnipeg School Division from 1915-1920, a reduction since the beginning of the war.

The concern for fitness, however, generated discussion which eventually resulted in Physical Education programs receiving more attention. At a conference of superintendents of education and Normal school principals in May of 1918, the value of the Trust was questioned. A motion was considered which would broaden the physical training courses offered through the teacher training institutions. Health and fitness considerations motivated the same association to initiate a course in health in 1919 for the Normal schools. The course consisted of, among other items,

"elementary physiology, recreational exercise, physical training (including corrective exercise of an individual nature), with medical examination providing the basis of individual corrective exercises" (Cosentino & Howell, 1971, p.40). The prosperity of the post war period increased the enthusiasm for games and sports. "Competitive athletics entered an unprecedented era of expansion and acceptance" (Kennedy, 1955, p.80). This enthusiasm continued through the 1920's and beyond.

The Trust, meanwhile, authorized the 1919 Syllabus. The curriculum was extended to include instruction in anatomy and physiology. The inclusion of these subjects was a sign of a more scientific approach to Physical Education.

The Manitoba Department of Education, during the last years of the second decade, offered summer school courses for teachers. The 1916 physical training course had a section on athletic tests. At the 1918 summer school, a booklet, School Games prepared by D. S. Woods, was used. A review of the booklet indicates that fitness was not a main consideration. However, there is a section entitled, "Efficiency Tests," which were really novelty tasks of throwing and jumping for height or distance (Woods, 1918). These tests were the same type as those used on the playgrounds. The term "efficiency" was popular at that time. As Callahan, (1968), indicated efficiency was a major concern of education, indeed all segments of society, during the early years of the twentieth century.

Even though the Physical Education programs varied a great deal at the school level, the official stance was always one of encouragement. For example, the Manitoba Deputy Minister of Education, made repeated references in his annual reports to the need for improved physical training.

Emily Fabian, a Physical Education teacher at St. Johns Technical School, was appointed Assistant Director of Physical Training for Winnipeg School Division in 1921. This is an indication of increased action relative to program supervision and support. She was responsible for the girls' program. Superintendent McIntyre, in late 1921, indicated a desire to reorganize the Department of Physical Training in the division, no doubt because it had not received the attention it should have. He suggested that "great care be taken in the selection and appointment of a new director and if possible one who held every qualification that can be desired" (Winnipeg 1 School Management Committee, 1921, p.150). Unfortunately no further action was taken until the late twenties.

McIntyre was not the only educator in Winnipeg 1 interested in the improvement of the instructional program. Major Duncan, in 1923, assisted part time in the athletic program. He also wanted to better the physical training in the schools.

At a meeting of the Winnipeg 1 Inter-High Council on September 12, 1923 a principal, "A. C. Campbell, expressed himself as being well pleased with the idea of holding meetings from time

to time to go into the questions of recreation in the High Schools" (n.p.). Notwithstanding the above attitude, the period between 1922 and 1928 saw little mention of physical training.

The 1927 Manitoba Department of Education Programme of Studies recommended that components of health and exercise be included in the Physical Education program. Daily physical training instruction was prescribed for grades one through eight in the 1928 Programme. Grades nine and ten were assigned two periods per week of physical training and one of health. It was advised that the grade eleven classes follow the grade ten program. This was a significant difference compared to the past. It indicated further, the growing interest and recognition of Physical Education at least at the elementary level. However, in practice daily programs of Physical Education were rare then and still are today.

In the 1929 Programme of Studies Physical Education is listed as compulsory for all students in grades nine, ten and eleven. There is no mention of the subject in the outline of the various courses. However, under recommended textbooks, a book by Ritchie called Physical Education - - - Human Physiology was suggested. It dealt with physiology but not in relation to exercise.

Dr. D. S. Mackay addressed the gathering at the 1928 Manitoba Education Association convention. He made reference to physical fitness as the objective of the physical training program.

The object of physical training is the production of a state and general physical fitness in order that the body may be enabled to withstand the strain of daily life, and to perform the work required of it without injury to the system (Mackay, 1928, p.109).

He referred to the scientific basis of physical training with the goal, not to "aim at developing specialists in any branch of athletics, but in raising the general physical standards of the people as a whole" (Mackay, 1928, p.111). Mackay concluded the address by citing the importance of preventive medicine. He postulated, "unless preventive measures are adopted more fully in the matter of physical training in our schools, it is questionable whether the general health of the people as a whole will be greatly improved" (Mackay, 1928, p.111).

In 60 years the Winnipeg School Division, the education system, and Manitoba, had grown tremendously. Physical Education had become, at least in theory, an acceptable part of the program. Physical fitness had received limited attention.

Chapter 3

ROBERT JARMAN, GIMLI LEADERSHIP TRAINING CAMP
WORLD WAR II, FITNESS ACTS AND HART DEVENNEY

The Winnipeg School Division reorganized its Department of Physical Training in 1928 when Superintendent Daniel McIntyre arranged for Robert Jarman to come to Manitoba from England. Jarman, a physical educator from Leeds, came to Winnipeg for seven months to give assistance to the division's physical training program. He helped with the writing of program support materials and also conducted inservices.

Jarman so impressed the Winnipeg School Board that they persuaded him in 1929 to remain as the Director of Physical Training. The Winnipeg School Board negotiated with the Manitoba Department of Education to share his services. The fact that Jarman, a British physical training specialist, was appointed the new Director of Physical Training in the Winnipeg School Division, is a further indication of the British influence on the Winnipeg education system as recently as 1929. No doubt there were other qualified specialists in Eastern Canada and the United States.

Therefore, what was to be an initial stay of a few months resulted in a permanent full-time assignment for Jarman. He greatly influenced the Physical Education programs in the Winnipeg School Division and Manitoba.

Jarman was quick to criticize the military drill programs,

in favor of a broader, games-orientated form of Physical Education. However, physical fitness as such did not receive specific stress in his philosophy. Jarman questioned the notion that Physical Education should be regarded as only bodily development. He believed that organized games, gymnastics, dance, swimming and exercise should form the basis of the program which should be activity orientated. He said, "we do not need to think in terms of muscle and bones and physical exercise . . . get beyond that to the general development and growth of the individuals" (Education for Leisure, May, 1929, p.176). Jarman implied that fitness was nothing other than one by-product of the activity program.

Jarman arrived in Winnipeg just prior to the start of the depression. The depression years, following the stock market crash of 1929, had far reaching effects on all aspects of life in Winnipeg. It affected Physical Education by reducing the school building program, including gymnasium expansion. In these circumstances, Jarman concentrated his efforts on program content and made use of existing facilities.

The general attitude towards Physical Education and the goal of fitness continued to be one of encouragement as judged by the journals. For example, an article under the heading of "Physiology and Hygiene" appeared in the February, 1930 issued of the Western School Journal. Its unknown author pointed out that "the study of physiology . . . is as important . . . as science, or history or

any of the other subjects" (Physiology and Hygiene, (1930, p.69). The writer of the above article felt that physiology should be taught "in a way that will quicken the interest of the pupil in healthful living; and that it will give him a scientific background to shape his attitudes" (p.69). An outline was presented detailing the various systems of the body with particular reference to the role of exercise. Ritchie's book on physiology was once again mentioned. As indicated earlier, since the book had little to do with physical exercise, it is questionable how relevant it was to the new program, but perhaps nothing better could be found.

D. S. Woods, in an article entitled "The Psychology of Physical Education in Secondary School", emphasized the role of physical fitness and its scientific potential (Woods, 1930). Woods continued to express his views on the need for physical activity. All the same, not all agreed or were as positive as Woods in seeking a Physical Education program which gave more emphasis to student activity. Many simply did not care or preferred the old programs.

Immediately following the Winnipeg School Division's appointment of Jarman, "the old and new theories of physical training clashed; the latter receiving vigorous support from the new Superintendent of Schools and the newly appointed Director of Physical Training" (Green, 1950, p.51). The new superintendent continued the reorganization plans for physical training, initiated

by Daniel McIntyre. Cadet or military training came under increased criticism from 1930 on, except during World War II.

Jarman was opposed to the military influence in public school physical training programs. His desire to reorganize the Winnipeg programs met with some opposition from people who favored the military influence. Various delegations representing points of view for and against military training appeared before the school board in 1930. The issue debated was the rigid, military influenced, calisthenic programs versus the freer games approach, proposed by Jarman. Proponents of the cadet programs undoubtedly argued in favor of the values of obedience and discipline as by-products of their program.

Jarman wrote the occasional article for the professional journals. One called "Physical Training for High School Boys" appeared in the March, 1931 Western School Journal. He outlined his philosophy for a broader program of Physical Education. He recommended organized physical exercises, games, athletics, swimming and dancing. All activities were progressive. He commented on the need to emphasize formal posture and included exercise tables. He suggested that "it is of value to give up half the period to Physical Exercises and the other half to Recreational Activities" (Jarman, 1931, p.101). The exercises indicated a blend of the old drill and the broader program.

In 1932 Jarman wrote the Syllabus of Physical Training for Junior High School Grades. The book gave detailed tables of

exercises and activities for the program. The activities included free running, balance exercises and neck, leg, trunk and abdominal exercises. Jarman instructed teachers "to make a choice of Free Running Movements, Breaks, and Generalized Activities for each lesson" (Jarman, 1932, p.4). The book was published jointly by the Manitoba Department of Education and the Winnipeg School Board. It was similar to other books of the time. No special mention was made of fitness.

In 1933 the new British "Green" Syllabus was distributed through the Strathcone Trust. It replaced the 1919 edition and indicated a clear trend away from the formal exercises towards more activities and games in the program. Though fitness as such is not mentioned, the 1933 Syllabus shows signs of dealing with it to a greater extent than any previous document. The preface of the 1933 edition stressed the importance of the development of agility and suppleness, both components of fitness. This is one of the first mentions of such components. However, agility is not a major component of fitness and, furthermore, it is extremely difficult to develop and improve in an individual. Much of one's level of agility depends on factors such as speed and heredity. Suppleness or flexibility, on the other hand, is considered an important component of fitness and is easily developed and improved under correct conditions.

An event of national scope, in terms of professional interest in activity and health programs, occurred in 1933 when the

Canadian Physical Education Association (C.P.E.A.) was formed. This was the forerunner of the present Canadian Association for Health, Physical Education and Recreation (C.A.H.P.E.R.) For the first time Canada had a national interest body to encourage the development of health and physical activity programs. Robert Jarman was the first vice-president of the new association. He served as president from 1944 to 1946.

Those individuals behind the movement for fitness were in a more organized position as a result of the birth of the Canadian Physical Education Association. The formation of this association did not have an immediate effect on the Manitoba scene. There were very few members from Manitoba until recent years. They were, however, at times able to offer recommendations to the provincial school officials.

In 1938, at the request of the Manitoba Minister of Education, Jarman began to devote half of his time to the rural schools. The Minister of Education may have desired to expose Jarman and his new program to the rural area of Manitoba, possibly at the request of some rural inspectors. The success of the Jarman program in the Winnipeg School Division drew a great deal of attention and publicity through his Physical Education Displays at the Manitoba Education Association Annual Easter Conventions.

As a result of Jarman's rural responsibilities, the Winnipeg School Board appointed Ruth Jernholm as the Assistant Director of Physical Training to make up for the loss of Jarman's time. This

indicates there was a desire to continue with the support of the Physical Education programs. In 1939 Jarman resigned from the Manitoba Department of Education to work full time in the Winnipeg School Division. The stage was set for the type of Physical Education program in the division that continued into the 1960s.

The early developments at the University of Manitoba are not directly related to this study since initially, all events related to university physical activity were in the form of sport competitions. However, in 1933, Wray Youmans was appointed Athletic Director at the university. In the same year the School of Education was established to provide teacher training for university graduates. Beginning in 1937 Youmans offered gymnasium classes to education students. Fitness was not a main aim of the classes but this represents the origins of teacher training for Physical Education at the university.

The depression years and the forced leisure time did, in an indirect way, have a positive influence on the growth of Physical Education and the fitness movement in Manitoba. Since the depression had effects on unemployment, particularly for the young, a widespread dismay existed that they had little else to do but "loaf in poolrooms and at street corners" (Stewart, 1939, p.7). One way of dealing with this program was the opening of youth recreation centers. British Columbia had already initiated such programs in the early 1930s under their Provincial Recreation, "Pro Rec" plan. This was a model for similar programs elsewhere

in Canada, including Manitoba.

The Manitoba recreation program was initiated in November, 1938 when several young Manitobans received training in the teaching of recreation activities. Robert Jarman directed this training and organized the first program. The five week course included instruction in physical training, dancing, drama and art. As a result of this initial training, experimental recreation centers were operated in 12 rural Manitoba towns. The success of these rural programs led to a plan to undertake an enlarged program in 1939. In order to accommodate the expanded programs, the decision was made to offer a course in leadership to train recreation leaders.

A 52 acre site at Gimli, Manitoba was chosen as the location for the course to teach leadership skills in the recreational field. "The development of leadership in the wider sense, however, was attempted and a more idealistic conception, in a measure at least, was attained" (Province of Manitoba, Department of Education, 1939, p.95). It was hoped that one other aim of the program would be to develop leadership and good citizenship. Citizenship was understood to include public speaking, drama and health instruction.

The federal government assisted by funding the provinces through the Youth Training Act, passed in May, 1939. This allowed the recreation programs in Manitoba to expand.

The purpose of the Youth Training Act was to promote and

assist in the training of unemployed youth between the ages of 16 and 30, in order to fit them for gainful employment. In teaching work skills, it was soon discovered that the fitness levels of the youth involved were so low that they were unable to carry out their new skills. Consequently, a program was introduced with emphasis on leadership training, exercise and sports (Van Vliet, 1965).

The Gimli Leadership Training Camp was officially opened in July, 1939. It was administered by the Department of Education. The first director was D. Bruce Moorehead, later the principal of the Winnipeg Normal school. Moorehead was pleased with the calibre of the young people and was impressed by their obvious physical fitness. The fact that the first students looked fit might raise doubts about the need for a fitness program. However, it was natural that the most fit young people were initially selected in order that they could, in turn, instruct others in the concepts of exercise and fitness through physical recreation activities.

Students, for the first Gimli courses, were selected by town councils, school boards, boards of trade and other agencies. There were a number of teachers in that first group. They were recommended in most cases by inspectors. "The fact that among the students attending the first Gimli Leadership Training Camp were seventy-six teachers is a fair indication of the influence that this project was to have on physical training in the schools of

Manitoba" (Province of Manitoba, Physical Education and Recreation, June, 1958, p.5). Prospective teachers were selected over others, no doubt because of the contact they would have with the students of the schools. The teachers and other leaders could also in turn offer recreation programs for the youth.

The recreation programs operated successfully with more than 100 Manitoba centers until communities were depleted of young people as a result of World War II. However, the Gimli Leadership Camp continued under the authority of the Minister of Education and assisted thousands of teachers in developing skills to teach Physical Education. The Gimli camp was used as a Teacher Training Supplement Course for several years. The course, from the 1940s on, was a requirement for fulfillment of the Manitoba permanent teacher certificate. The Gimli summer course supplemented the instruction at the Normal Schools.

Through the Physical Education program at Gimli it was hoped that the teachers of the province should become seized with the importance of physical exercise in their schools (Connell, 1967). This is evidence of the increasing reference to the need for fitness in the school programs. In fact, the Minister of Education said that the basic activity in the youth center was physical training in order to develop healthy bodies. In some respects, the youth training movement was a fitness campaign in Manitoba because a great deal of the program at Camp Gimli was devoted to physical training and the goal of increasing fitness.

In turn, teachers were encouraged to transfer their knowledge to their school students.

Hart Devenney, the Director of Physical Education at the Camp, provided an intensive program of supervision for the preparation of teachers. He was assisted by Wray Youmans, Athletic Director at the University of Manitoba. Some of the courses were fitness related and included applied anatomy, body mechanics, practical activities as well as leadership training in Physical Education. George Nick, a future Manitoba Department of Education Physical Education supervisor, taught gymnastics and developed exercise tables of calisthenics. He also lectured on the biological need for these types of exercises. This part of the program at Gimli relates to fitness. This presumably was a more sophisticated approach than simply teaching activities. He also offered a justification for the physical values of different activities.

The London Board of Education Physical Fitness Manual for Boys and Girls was used at the Gimli Training Center. The choice of this text was probably due to the continuing influence of Jarman and the British system in general on Manitoba Physical Education. Later a physical training manual was compiled by the instructors as a supplement (Connell, 1967).

The Physical Education programs in the Winnipeg School Division in the early 1940s began to show Jarman's influence.

The Winnipeg 1 annual reports indicated that the Physical

Education program had expanded in the years since his arrival. He continued to hold massive Physical Education displays which were attended by thousands of people. A swimming program was begun in the early 1940s. The Inter-High Athletic Council was still operating successfully. Physical fitness, as such, did not receive special attention other than as one of several goals of the broadened program of Physical Education.

Although World War II had begun and cadet programs flourished, Jarman continued to assist Physical Education. One of the first major steps in fitness testing and evaluation in the Winnipeg School Division began in 1942. Although the war was in progress, it does not appear that this evaluation was related to the conflict. It does suggest that some aspects of Physical Education continued during the war. In an attempt to evaluate students and to grade their performances in physical activity, an experiment was done to classify height, weight and age. This classification was correlated with their performances in some activities. The results were recorded in tables in order that teachers could award marks for achievement. The program was justified by Jarman as a method of evaluation in the same manner as other school subjects. The classification system was modified and refined, and remained in use for several years. This program assessed achievement and was intended to maintain the interest of the students as was stated in the minutes of the Inter-High Athletic Council (1943). Jarman's interest in objective

evaluation may have represented an attempt to make Physical Education more sophisticated and respected as other subjects.

Another significant event of 1942 was the beginning of the development of an individual comprehensive card for recording the Physical Education history of each student during their secondary school experience. Jarman referred to the Physical Education cards as "a scientific and systematic form of measurement of physical education" (Inter-High School Athletic Council, Minutes, 1943, n.p.). These cards and the attempt at evaluation suggest an interest in making Physical Education capable of being reported on. The scope of the Physical Education program in the Winnipeg School Division, under Jarman's direction, was widening and testing was becoming part of it.

Many school Physical Education instructors enlisted for military duty with the outbreak of World War II. Some general confusion resulted when they were replaced in the schools. The new instructors were not initially able to give leadership in the Jarman programs. They reverted to their teacher preparation programs of calisthenics.

The war did, however, create a new awareness of the need for fitness. Teachers were encouraged to pay close attention to students' posture. A pamphlet on posture was developed and distributed. Posture is not generally looked upon today in a fitness sense but it was noted that posture did improve during the war. At that time posture probably was believed to be

important for fitness as it was referred to on a number of occasions. Perhaps posture was considered important in a soldierly way, given the war.

Canada's involvement in the war paved the way for school cadet activities to recommence and expand. The increase in this training was accompanied by renewed criticism of military involvement, but it was reluctantly accepted by Jarman and others, as a "war time emergency". For example, Jarman was concerned that cadet training would be substituted for the regular Physical Education programs. Some of the Winnipeg Principals were concerned that the school cadet programs caused some students to neglect their studies. "They asked that the schools be left free to attend to the main job, that of producing intelligent, educated, physically fit future citizens" (Green, 1950, p.75). Fitness activities were a part of the cadet programs, however, the emphasis was without doubt, on military factors. Medical examinations, once again revealed that many men and women were not fit enough for military service. Forty-four percent of the first 100,000 or more recruits were found to be physically unfit for active service. "Can any teacher fail to see . . . the responsibility for building up a Canada . . . physically fit (Hardy, 1942, pp.35,36). Recommendations were proposed by leading educators, and others urging the government to develop a national fitness program.

Similar programs had been established in the United States,

Great Britain, Australia, the Scandinavian countries and Czechoslovakia. There were also some direct international influences to have Canada establish a fitness policy. Great Britain became more interested in fitness as the war continued, and encouraged Commonwealth countries to deal with the fitness problem. The Health Committee of the League of Nations in 1937 called for the appointment of national organizations on physical fitness. Notice was sent to several countries including Canada. The advise was not ignored. The National Physical Fitness Act was passed on July 24, 1943 (House of Commons, Debates). The Act was an attempt to improve low fitness levels. It provided for the promotion of physical fitness of the people of Canada. It assisted in the extension of Physical Education in all educational institutions.

That low standards of physical fitness with regard to military enlistments was a motivation leading to the passing of the National Physical Fitness Act is obvious. However, this was not the only consideration. Physical educators from Canadian universities recommended the passing of the Fitness Act and several hundred organizations from across the country offered to assist and cooperate. Among the groups in support of a Fitness Act, the Canadian Physical Education Association, the Manitoba Physical Education Association and the Greater Winnipeg Association of Physical Education were listed. This is the only reference the author has seen of the latter association. Perhaps

this may have been the Winnipeg Inter-High Athletic Council or another group of Winnipeg physical educators indicating support for a Fitness Act.

The Commons debates and decisions prior to the passing of the National Physical Fitness Act were positive and supportive. This was considered a non-partisan issue. The Minister of Pensions and National Health, the Honourable Ian A. Mackenzie stated "the programme is not one of compulsion or coercion . . . it is one of cooperation . . . the legislation is non-contentious and non-controversial" (House of Commons, Debates, July 21, 1943, pp. 5188, 5189).

The comments made in the House prior to the passing of the National Fitness Act offer some insight on the thinking and attitudes of the politicians. Members of Parliament spoke on a variety of matters in reference to the fitness problem.

T. L. Church offered the most comments prior to the passing of the National Physical Fitness Act. In discussing the effect of the war on education, Church indicated "the war has brought to light great defects in our physical education and our educational system generally" (House of Commons, Debates, July 21, 1943, p.5189). He concluded that Canada would have to embark on a system of national education. In reference to the above suggestion he referred to Thomas Arnold's philosophy of Christian principles and physical fitness. The reader may recall the reference to Muscular Christianity in Chapter 1 of this study.

Church concluded his comments by saying:

After all is said and done, one of the mistakes of the fathers of confederation was not to give the dominion and the provinces concurrent jurisdiction in the matter of education. The result has been that medicine, science and all these other things that are so essential to physical fitness have had little or no support from the federal government, with the awful cost to our man-power in the war (House of Commons, Debates, July 21, 1943, p.5190).

The provincial jurisdiction was viewed as an obstacle to the federal government's passing of the Fitness Act. The government indicated that the responsibility for improving physical fitness in the school setting would remain the jurisdiction of the provinces.

The politicians also made a number of statements on fitness in the context of sport. Church suggested that sport should be fostered and encouraged at both the amateur and professional levels. He stated:

Canada has excelled in this war, as it did in the last, largely through sportsmanship of all kinds and branches. Our young people rushed to the colours, and the first to go were those who had had cadet training and the best of those who had engaged in all sport. It was a retrograde step to abolish cadet training. Then there were those who enlisted early in the war who had taken part in sports and all kinds of games (House of Commons, Debates, July 21, 1943, p.5189).

In reference to school Physical Education programs, it was said that physical fitness was promoted by coaches through every sport.

Other members discussed fitness relative to health, nutrition, employment and finances. With respect to interest in

health, Gordon Graydon, the Leader of the Opposition, pointed out "one only needs to note that there are large numbers of people in Canada to-day who are reading those columns that discuss the health of the individual" (House of Commons, Debates, July 21, 1943, p.5190). He also emphasized that any solution proposed for the problem of physical fitness has the corollary of full employment and of full pay envelope. It is obvious that before one can be motivated to improve fitness, basic human needs for food and shelter must be available.

One member suggested that all politicians should set an example in order to promote the physical fitness of Canadians. However, his first suggestion was the unrelated recommendation for the installation of an air-conditioning system in the House of Commons.

Notwithstanding the above, most comments made relative to fitness were appropriate.

We have always been fond of games, and I hope there will be a united effort from coast to coast to make this national physical fitness campaign a success. The medical profession has urged it for years. Physical fitness has always on a large scale been an important part of the work of secondary schools and universities (House of Commons, Debates, July 21, 1943, p.5190).

In spite of this the point was also made that "no provision is made in most of our public schools for physical education" (p.5196). This is a hint of the magnitude of the task, of improving fitness of the students in the schools of Canada at

that time.

The National Physical Fitness Act was passed as a public attempt to deal with the problem of low levels of fitness. This Act encouraged, developed and correlated all activities related to the physical development of people through sports, athletics and active recreational pursuits. It encouraged and assisted in the professional preparation of teachers, lecturers and instructors in the principles of Physical Education and physical fitness.

The Act's broader purpose was simply to develop a desire for well-being and fitness in Canadians of all ages, as well as strengthening morale through a nation-wide program. The initial motive was military efficiency. Support was recruited from interested volunteers. Organized physical fitness agencies were established to provide grants-in-aid to the provinces conducting satisfactory programs.

A National Council on Physical Fitness was formed in 1944. It consisted of a national director and provincial representatives. Ian Eisenhardt, who was the Director of the British Columbia Recreation Program, was appointed as the national director. He commented on the Act in the April issue of the American Journal of Health, Physical Education and Recreation. "There is a revival in Canada today in the interest of keeping fit, and our boys and girls in the Navy, Army and Air Force are setting good examples for the whole country" (West, 1973, p.36).

The Canadian legislation for the National Fitness Act won a

citation in 1946 from the American Academy of Physical Education "for pioneering legislation in the interest of human development" (Cosentino & Howell, 1971, p.56).

Doris Plewes was initially appointed to the position of Assistant Director of the National Council on Physical Fitness. Under her initiation and action, as will be demonstrated, a number of positive steps were taken to increase the awareness of physical fitness in Canada and Manitoba.

Six provinces, including Manitoba, agreed to participate in the National Fitness Act by 1944. The funding requirements of the Fitness Act called for corresponding provincial legislation and accordingly, steps were taken to pass the Manitoba Physical Fitness Act in 1945. The western provinces "concentrated most of their attention on the development of recreational programs for post-school youth" (Van Vliet, 1965, p.9). This does not suggest specific attention was given to fitness presumably because the war was over and military issues became less important.

A major event, organized through the assistance of the National and Manitoba Fitness Council, was the three day Canadian Physical Education Association national convention in 1944. It was held in Winnipeg. The Association pressed Manitoba to increase its time allotment for school health and Physical Education.

The time allotted for Physical Education in the 1944 program remained two periods per week. It was suggested that recess and

recreation periods be assigned before, during the after school. "Conditioning exercises are virtually essential . . . [and] . . . provide a most economical means of big muscle activity" (Programme of Studies, 1944, p.7). The fact that there was no change in the time allotment suggests that the conference (like many conferences) had no practical impact initially. Several Winnipeg School Division teachers from the junior and senior high schools attended the conference, which proved, "without doubt, to be the most important convention on physical education ever to be held in Canada" (Winnipeg School District, Annual Report, 1944, p.31).

The main address of the convention was presented by A. H. Steinhouse of George William College, Chicago. He spoke about his internationally renowned physiology laboratory. Miss D. LaSalle, a member of the United States Federal Committee on Physical Fitness, spoke on "Physical Fitness for Women" (Van Vliet, 1965). The Winnipeg conference had a great deal of reference to fitness, probably as a result of the war and the National Fitness Act.

The increased attention to fitness on the part of the National Fitness Council and the Canadian Physical Education Association at the Winnipeg Convention was evident at the Manitoba Department of Education. The 1944 Programme of Studies authorized a book called Physical Fitness by Fitzpatrick and Griffiths, as a reference for grades seven and eight. This was

the first "fitness" book officially recommended for the Manitoba Physical Education program. It is an indication of a more specific focus on the topic. The following objectives of Physical Education were stated for the program:

Physical exercises and games . . . develop the desire to keep physically fit, and offer the means of the development of organic power and neuro-muscular skill . . . Such a course . . . regularly and properly applied should bring . . . pride in physical well-being (Programme of Studies, 1944, p.7).

This is the first explicit reference to fitness and probably resulted from the influence of the war, the low fitness levels of recruits and the passing of the National Fitness Act. The fact that it was available to every teacher in Manitoba allowed for the cause of fitness to be publicized.

The Manitoba counterpart to the National Fitness Act was given royal assent on March 23, 1945. In the Manitoba Physical Fitness Act, physical fitness included "all physical, mental, moral, and cultural conditions, capacities, qualities, characteristics, skills, applications, and qualifications that better fit a person to become a useful citizen" (Statutes of Manitoba, Chapter 44, 1945). The goals of the Manitoba Physical Fitness Act were similar to those of the National Act.

The Manitoba Physical Fitness Act established a provincial council on which were represented a variety of agencies. The provincial council met regularly and considered proposals of the National Council relative to the Act. The group reported to the

provincial government and promoted activities to improve physical fitness. In addition, people who could be trained as teachers, lecturers or instructors in the principles of health education and fitness, were identified.

The Manitoba Physical Fitness Division was formed as a result of the Manitoba Physical Fitness Act. Hart Devenney was appointed Director of the Manitoba Physical Fitness Division in 1945. His duties included a stipulation that part of his time be spent assisting the school Physical Education programs through the Manitoba Department of Education. This is most significant, for Devenney's term became one of the most active times ever for the assistance of Manitoba public school Physical Education programs. His approach was much like Jarman's in his vision of a broad program of Physical Education. He believed that Physical Education should provide opportunities for normal growth through a wide range of vigorous activities such as "games and sports, rhythmic, team games, self-testing activities, relaxation and rest, corrective exercises, outdoor activities . . . [and] . . . free and individual play" (Province of Manitoba, Department of Education, Annual Report, 1947, p.93). Even though the Fitness Act led to the formation of a Manitoba Physical Fitness Branch, the activities of the staff were directed to broad programs of Physical Education.

Devenney and his staff attempted to assist with Physical Education in a variety of ways including curriculum preparation,

summer courses and the writing and distribution of support materials. The division also loaned sport instruction films and compiled and administered the Physical Fitness and Recreation library, the best in the province.

Devenney wrote numerous articles on Physical Education for publication in The Manitoba School Journal. A few of the articles referred to physical fitness, but many were on athletics and other areas of the program. In 1945, he did, however, write one article specifically on fitness called "What Do We Mean By Fitness". Devenney probably wrote this article in the context of the Fitness Acts and the general interest they must have raised. He offered the following definition:

Fitness includes freedom from defects, physical strength, skills, organic vigor and endurance. But what is not always appreciated is that fitness is not alone physical. Fitness includes measurable mental and emotional adjustment . . . moral and spiritual values . . . in the home, the church, the school and the community (Devenney, 1945, p.9).

It can be seen that fitness was defined in a broad sense, not merely as exercise to improve well-being but also to include emotional, social, moral and spiritual values. He felt that total fitness originated from the home, the church and the community, as well as the school. The educational system was responsible for the physiological aspects of fitness. This concept of total fitness is still held by some Physical Educators today (Province of Manitoba, The Physical Fitness Objective, 1981).

Devenney, in the above article, pointed out that during the war years, "the physical aspects of fitness . . . received attention due to the results of their significance to the war effort" (Devenney, 1945, p.9). He listed the specific problems of low levels of fitness. They included a lack of strength, endurance, stamina, balance and flexibility. These are the main measurable components of fitness. This is one of the first indications in Manitoba of what has become the contemporary interpretation of fitness.

Devenney also encouraged Manitoba educators to be more attentive to the needs of fitness.

When we look around us, there are so many things which are pulling away from total fitness that sometimes in our desire to improve, the recognition of physical fitness disappears. It, therefore, is incumbent upon all who have anything to do with educational processes, to plan for the inclusion in their curriculum of the necessary time for learning those skills which as has been pointed out, will lead toward physical fitness (Devenney, 1945, p.9).

He concluded with vague references to some principles of exercise, and indicated that health education should be an integral part of any approach to fitness. This is significant because it shows that at that time increased knowledge of exercise physiology was being recommended for application to activity programs in Manitoba.

The military emphasis in Physical Education programs diminished and virtually disappeared after the war. Almost all

the cadet programs in the schools were halted and have never resumed (Green, 1950). The concern for physical fitness also diminished at the end of the war. Instead, the broader program of Physical Education emerged again.

Nationally, Dr. Plewes of the Division of Fitness (Ottawa) published several series of pamphlets dealing with posture and exercise in the hope of promoting physical fitness. Plewes held a number of meetings and conferences mainly with sport governing bodies. It was becoming more apparent that because of the federal government's reluctance to trespass on provincial jurisdiction on education, it sought alternate ways to deal with the provinces, for instance through sport programs and their encouragement.

Nevertheless, physical fitness did continue to receive local expressions of interest. At the Manitoba Department of Education ministerial level, the following suggests that fitness had not received enough attention during the war.

In close co-operation with the Department of Health and Public Welfare, the Department of Education is paying particular attention to the problem of national fitness. As part of the campaign, the annual camp at Gimli is laying special stress upon community leadership in developing physical fitness and a special effort is being made to emphasize physical training in our schools. Despite the fact that physical training has been accorded a priority place in our time-tables it has not, except perhaps in the case of the larger centres, received the attention that it should have had. Amongst the factors that have contributed to this neglect have been lack of resource material, lack of correlation in theory and practice and lack of trained leadership (Dryden, 1945, p.3).

The growth of curriculum guides were greatly accelerated in Manitoba during the Devenney years. The 1946 Manitoba Department of Education elementary curriculum, with which a number of Winnipeg teachers were associated, was the first one published locally. It dealt with grades one to six and was developed through the efforts of Devenney and his staff at the Physical Fitness Division.

The elementary curriculum contained a section on the organic development of the child; a further sign of a more scientific approach to fitness. There was also comment on children "susceptible to fatigue and unable to endure strenuous exercise over long periods" (Province of Manitoba, Department of Education, Annual Report, 1947, p.93). This is an early indication of a desire to deal with children who have low fitness levels.

In 1947 a special committee completed a junior high curriculum on Health Education and Physical Education (1947). Devenney claimed that for the first time anywhere the relationship between Health Education and Physical Education was recorded. The document suggested the connection between physical activity and a healthy body.

The senior high school Physical Education program was revised and ready for use in 1948. It allowed for more freedom at this level. The growing emphasis on freedom of movement and rhythm activities was reflected in the outline. This freedom usually meant that Physical Education and other teachers emphasized areas

of personal interest and ignored other parts of the program.

In 1951 the elementary physical education curriculum guide was revised and distributed for the new school year. With the completion of this curriculum, it meant that for the first time, all levels had access to a current program. This represented the first attempt to establish a complete and consistent program of Physical Education for all grades in Manitoba.

There were many materials written and distributed to support the new Manitoba curricula. They dealt mainly with sports skill development, but there was a booklet entitled Fitness for All which was prepared and distributed to 200 people in the 1951-52 school year. George Nick compiled the booklet with the assistance of Miss D. Forsyth and some of her Normal school students. It contained a number of exercise tables, games, gymnastics, songs and dances. The exercise tables were closely related to those of calisthenics and the physical drill programs. No special mention was made of fitness through definition or specific suggestions.

In an interview with the author, Kally Kennedy, a former Assistant Director of Physical Education in the Winnipeg School Division, talked about exercise tables. She indicated that if the exercises were done regularly and for sufficient time, they would produce improvement in some components of fitness (Kennedy, 1981).

The inspectors at the Manitoba Department of Education had always been responsible for the supervision of Physical Education programs but they "had neither time, interest, inclination or

ability to carry out adequate supervision" (Province of Manitoba, Physical Education and Recreation, June, 1958, p.27). There were few qualified physical educators at that time to challenge the inspectors.

Many Physical Education teachers, working in Manitoba in the late forties, expressed an interest in having an association to affiliate with the National Canadian Association for Health, Physical Education and Recreation. There had been a Manitoba Physical Education Association which was organized in 1934, but it mainly dealt with administrative details relative to inter-school sports competitions.

The formation of the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation led to more effective professional leadership for the high school inter-scholastic sport program as well as attempts to improve other facets of the program. The Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation was active for some 25 years.

Mary Jackson was appointed to assist Jarman in the Winnipeg School Division Physical Education program in 1945. Elsie Gauer, who had taught Physical Education in Winnipeg schools from 1929 to 1949, replaced Jackson in 1949. She was responsible for the elementary and girls' Physical Education programs. For the next two decades and beyond, the Winnipeg School Division would hire a full complement of supervisory support staff for Physical Education.

In 1951 Jarman, who had been active in Physical Education for 23 years in the Winnipeg schools, retired. He was respected throughout Canada and in 1950 he was presented with the Canadian Association for Health Physical Education and Recreation Award of Merit for outstanding achievement in the field of Physical Education.

Andrew Currie, a teacher and coach at Daniel McIntyre Collegiate Institute, took over the position of Physical Education Director in the Winnipeg School Division and continued many of the activities of the past. Currie was interested in achieving an organized Physical Education program which was progressive from grade to grade. Currie, hoping to improve fitness, equipped some gymnasiums with climbing equipment which offered increased opportunity for upper body muscular development. He attended the First Commonwealth and Empire Conference on Physical Education in Vancouver in the summer of 1954. He presented a session on his plans to install gymnasium climbing equipment. Among other topics discussed at the conference were tests and measurements in Physical Education and research. Dr. Plewes spoke at the conference and made the following comments:

Experience has shown that physical inefficiency and physical illiteracy are expensive . . . This applies to . . . [all] . . . Nor is the economic aspect the only one . . . attitudes and habits which are not desirable . . . [develop] . . . If the schools assume responsibility for the results of their programs as they function in adult life, then the physical deficiencies as revealed in the world of work . . . provided

related information for their consideration
(Who said What? 1954, p.4).

It was through the efforts of people such as Plewes that physical fitness continued to attract attention. Although the topic certainly had not been widely accepted, there was a small and growing movement. This was related to a general improvement in Physical Education in Manitoba through the efforts of such people as Jarman and Devenney and the result of such actions as the Gimli Leadership Training Camp and the Fitness Acts.

Chapter 4

DR. DORIS PLEWES, KRAUS-WEBER,
5BX, KENNEDY REPORT, DUKE OF
EDINBURGH'S ADDRESS, FITNESS AND
AMATEUR SPORT ACT

The National Physical Fitness Act, (1943) and the Manitoba Physical Fitness Act, (1945) undoubtedly had a positive influence on Physical Education and on the emergence of the fitness movement in Canada and Manitoba. The main benefit to Manitoba was the establishment of Physical Education support service at the Manitoba Department of Education. Devenney and his staff, although they did not specifically emphasize the fitness goal in the public schools of Manitoba, offered a great deal of support for Physical Education. In an indirect way, this assisted the encouragement of fitness as one part of the total Physical Education program.

In 1952 the name of the Manitoba Physical Fitness Act was changed to read An Act to Provide for the Promotion of Physical Education and Recreation in Manitoba (Statutes of Manitoba, Chapter 48, 1952). The new name allowed for a wider interpretation of the Act, but the fact that fitness was deleted from the title indicated a desire to have more varied activities fall under it. For all intents and purposes, the national Fitness Act was operating satisfactorily in Manitoba. However, there were some serious problems at the national level.

These problems were in the areas of leadership, finances and

interpretation of the Act. There had been disputes between the National Physical Fitness Advisory Council and the federal government. The provinces considered funding inadequate, since the focus had expanded from fitness to a wider range of recreational activities.

The interpretation of the Act became so broad that programs such as sport, recreation, health, Physical Education and passive cultural activities all came under its jurisdiction. This broad interpretation of physical fitness led to the federal government's transfer of the program to the Welfare Branch of the Department of National Health and Welfare (West, 1973).

Details surrounding the reasons for the failure of the National Fitness Act are not relevant to this study. Debates in the House of Commons concerning the repeal of this Fitness Act revealed no opposition. Comments by the Members were critical of the Act, complaining of the expenses involved. The following statement by one member essentially sums up the feeling of the federal government.

When this legislation was inaugurated during the war, it was for the purpose of co-ordinating physical fitness programs among the various provinces. Actually, while it has done a certain amount of good in distributing literature, and the like, by and large the program has been a disappointment . . . the division which was supposed to be interested chiefly in physical education has, in later years, become mainly interested in adult education, including such things as the drama. I do not think the taxpayers are getting value for their money and I suggest the item should be deleted from the estimates (House of Commons, Debates,

May 3, 1954, p.4333).

There was no opposition to this suggestion. The National Physical Fitness Act was repealed in 1955. This caused identical action to be taken relative to the Manitoba Physical Fitness Act in the same year. The repeal of the Act in Manitoba was motivated purely by economic reasons. Premier Campbell in no way wanted to assume the expense for the support to Physical Education and Recreation once the federal government repealed the National Fitness Act. The major impact of the repeal of the national Act for Manitoba was the withdrawal of Hart Devenney's assistance to school Physical Education through the Manitoba Department of Education. However, the Manitoba government made an announcement indicating that the support services program through the Manitoba Department of Education and the instructional program at the Normal School would be expanded. George Nick became a full-time instructor at the Normal School. Beyond that, it does not appear as if further action was taken immediately (Province of Manitoba, Physical Education and Recreation in Manitoba, June, 1958, p.78).

While Devenney was at the Department of Education (1945 to 1955), he wrote monthly articles on Physical Education in The Manitoba School Journal. After his departure there was much less reference to Physical Education or physical fitness in the journals or the Annual Reports of the Manitoba Department of Education. Nevertheless, school Physical Education survived and so did the fitness movement.

Kas Vidruk was appointed as Assistant Director of Physical Education of the Winnipeg School Division in 1955. "This made it possible to give increased attention to the elementary schools" (Winnipeg School District, Annual Report, 1955, p.18). This appointment represented an increase in the Physical Education support staff. Vidruk has remained in a similar position to the present, and has been instrumental in many of the decisions affecting Physical Education in the Winnipeg School Division.

Physical Education in Winnipeg was highlighted in 1955 when the city was the host of the national Canadian Association for Health, Physical Education and Recreation convention. The Technical Vocational School in the Winnipeg School Division was used for the sessions. Many Winnipeg School Division teachers were in attendance. A major presentation dealt with fitness. Dr. Fred V. Hein, Consultant in Fitness for the American Medical Association, addressed the teachers on the importance of physical activity. Every national Canadian Association for Health, Physical Education and Recreation conference, from that time on, had major presentations related to fitness, as the fitness movement was gaining momentum. For example, at the 1957 Halifax Convention of the Canadian Association for Health, Physical Education and Recreation there were several panels and presentations on physical fitness (Orban, 1965).

Notwithstanding the repeal of the Physical Fitness Act and the loss of Devenney, the decade of the 1950s became the take-off

point for the physical fitness movement in Canada and in Manitoba public schools.

Dr. Doris Plewes, Executive Secretary for the National Physical Fitness Council, remained with the federal government as a physical fitness consultant in the Division of Fitness under the Welfare Branch. This was a positive step. She would become a key in the fitness movement in Canada through leadership, research, fitness testing and the distribution of fitness literature.

A major development that increased concern for physical fitness in Manitoba was the Kraus-Weber publicity which was the result of tests indicating low physical fitness levels in the United States. The Kraus-Weber test is an evaluation of minimum muscular fitness. It has its origins in posture research and testing conducted by Dr. Hans Kraus and Dr. Sonya Weber in the 1940s.

In the early 1950s the Kraus-Weber test was developed by Kraus and Ruth Hirschland, his associate. The test is an evaluation of minimum muscular fitness and originally was used as a test of the lower back for adults. It consists of six items including trunk-hip flexion and five minimal strength challenges such as a single sit-up. The items are scored on a simple pass-fail, since they indicate minimal standards. Dr. Kraus explained the test as follows:

The K-W test gauges a minimum of muscular strength and flexibility compatible with healthy living. Dropping below this level indicates that the body had had too little of the right exercise to . . . function efficiently and to balance emotional

strains of daily living (Clarke, Feb. 1956, p.4).

Kraus and Hirschland, (December 1953) published an article in the American Journal of Health, Physical Education and Recreation entitled "Muscular Fitness and Health". It detailed the results of Kraus-Weber testing on United States' children and found the results to be inferior to those of their European counterparts. This revelation alarmed the leaders of Physical Education and related areas in the United States. For example, John B. Kelly, who was head of the United States Division of Physical Fitness during the Second World War, drew the article to the attention of President Eisenhower.

The alarm surrounding the Kraus-Weber test results was directly related to the Cold War, which raised concern about a national state of preparedness in the United States. Physical fitness was viewed as a necessary component of this preparedness. The Korean War had just ended, therefore concerns for military and physical efficiency were prevalent (Bucher, 1968).

President Eisenhower convened a 1955 luncheon of prominent sport figures to explain the fitness problem. At the luncheon Kraus presented the results of his testing.

Some physical educators were upset by the fact that the President would turn to sport personalities to deal with the problem of low levels of fitness. Even in the 1950s, apparently, sport was seen as synonymous with fitness, and sports figures, at least in the eyes of many, were regarded as having the answers to

the problem of the low level of fitness in the general population. A solution offered by some sports figures involved the establishment of an intensive, competitive sports program for children.

Physical educators were among the few who disagreed on the role sports personalities should have dealing with low levels of physical fitness. For example, H. Harrison Clarke, a Research Professor of Physical Education, wrote the President.

The roster of those at the luncheon well represents leading personalities of the sports' world, both as performers and coaches. Their support of and active participation in an athletic program designed to reduce juvenile delinquency should be tremendously effective. The contributions these men have and will continue to make to American life are very great indeed. May I have the temerity to say, however, that the major problem in raising the physical standards of U.S. youth is to improve the fitness of those boys and girls who are sub-par in basic strength and stamina. Effective treatment of those below standard should be fundamentally quite different from those who are athletically inclined . . . Furthermore, this sub-par will not respond to a voluntary sports' program as they lack the strength, endurance, and skill for successful and enjoyable participation in it (Clarke, 1955, p.1).

President Eisenhower appointed a committee to develop a physical fitness program. In 1956 he issued an Order which led to the formation of what came to be known as the President's Council on Physical Fitness and Sport. Its function was to launch and promote programs to enhance fitness. Eisenhower, a former military man, may have been motivated by the Cold War and the need for military and physical efficiency, however he was also worried by the danger of the United States becoming too

militaristic. He may have been more motivated by a kind of old-fashioned Americanism. Eventually the United States' interest led to the development of the American Association for Health, Physical Education and Recreation Fitness Test in 1958.

The events and the publicity in the United States eventually spilled over into Canada, where until 1956 interest in fitness was localized and sporadic. However, by the end of 1956, a number of Canadians had conducted studies using the Kraus-Weber test, with results that were similar to those of the original United States' findings (Orban, 1965). The Kraus-Weber test publicity was a catalyst for the fitness movement in Canada. It became fashionable among physical educators to use and discuss the Kraus-Weber test. Subsequently Plewes generated interest in the development of a Canadian test battery to measure the fitness levels of Canadian children.

Until the mid 1950s all of the physical fitness tests done in Canada were based on standardized tests developed in the United States. Lack of trained people in Canada meant that little activity in this area took place. In fact, there was very little research undertaken in this country before that time.

Plewes designed the Canadian Physical Efficiency Tests with the assistance of the Recreation Branch of the Royal Canadian Air Force. A battery of several tests was developed to measure the main components of fitness and other motor abilities.

After the development of the test battery, several provinces

showed an interest in determining the fitness status of their people. As a result many co-operative physical fitness testing projects were initiated.

In mid October, 1957 Plewes co-ordinated the administration of the Canadian Physical Efficiency Test to 400 Winnipeg School Division children. The testing program took place at Sargent Park school with the assistance and co-operation of the Winnipeg School Division Physical Education Department. The testing team consisted of local volunteers from St. John's Ambulance, the Volunteer Bureau and the Armed Forces. The fact that special volunteers needed to be trained to administer the tests, is an indication of the complexity of the tests and it may reflect on the lack of confidence for the physical educators at the time.

Overall results of the testing by Plewes indicated that Canadian children were not as physically fit as some physical educators thought. In presenting her report to the Winnipeg School Division, Plewes indicated that some practical means of increasing fitness should be found. Results specified that the Winnipeg School Division students were particularly weak in stamina (cardiovascular endurance) and upper body strength. "Since modern living conditions . . . afford few opportunities to develop arm strength it is likely that a conscious effort must be made to obtain it" (Vidruk, 1957, p.3).

As a result of this testing, Vidruk and his staff in the Winnipeg School Division Physical Education Department encouraged

more running programs. In addition, they recommended that climbing apparatus be purchased and installed in the gymnasias, to give children an opportunity to develop upper body strength and endurance. The Board was extremely supportive (Chapman, 1981). Sid Chapman, the Assistant Director of Physical Education initiated an elementary schools running program. Sets of portable, tubular steel climbing equipment were eventually installed in all elementary schools. "It was found that children . . . gained appreciably in upper body strength" (Winnipeg School District, Annual Report, 1958, p.26). Appropriate climbing apparatus was also placed in secondary schools.

The Plewes Efficiency Tests were never generally accepted by most people, since a large amount of space, equipment and trained people were required to administer the tests. However, they did lead to increased encouragement for fitness in the Winnipeg School Division as is indicated in the Annual Reports of the remainder of the fifties (1957, 1958, 1959). These reports made reference to fitness testing and the need for fitness in the program. This increase in fitness at the school level was not restricted only to Winnipeg. The Brandon School District Board set up a policy to include and emphasize more physical fitness activities in their Physical Education programs. No details on the policy have been located by the author, but it represents one of the earliest attempts in Manitoba to improve student fitness levels.

In 1957 the Manitoba Department of Education appointed Andrew

Currie as a replacement for Hart Devenney who had left when the Fitness Acts were repealed. However, the position was part-time, as he was also assigned as Civil Defense Co-Ordinator for Manitoba. Such a part-time assignment in Physical Education suggests that there was not a strong commitment.

The increased attention Physical Education had received in the Winnipeg School Division was not without its critics. During a February, 1958 Board meeting, trustees debated the need for added funds for Physical Education. One trustee criticized the program as "muscling in on our schools too much . . . I'm all in favor of physical fitness. I think its a splended thing . . but too much window dressing . . . is needed to get it across" (Trustees' Tete-A-Tete, 1958, p.6). Nevertheless, Physical Education continued to expand and fitness became a more obvious part of it.

After Devenney's departure The Manitoba School Journal made very little mention of Physical Education. There were still only a few degreed physical educators in Manitoba at that time and no one had continued Devenney's practice of writing articles for the journal. However, in May, 1957 a Physical Education article called "Testing and Grading in School Physical Education" by R. J. Keefe, Director of Physical Education, University of Saskatchewan appeared in the journal suggesting that fitness was at least important enough to include.

The interest in fitness and fitness testing was nation-wide. For example, in January 1958, the Royal Bank of Canada published

its regular monthly newsletter. The newsletter has dealt with a variety of topics of interest to society over the years. This particular issue, "In Search of Physical Fitness", was a timely article. The choice of fitness as a topic was consistent with the attention it was receiving across Canada at the time. The article described the fitness problem and interest in Canada and in the schools. It was referred to often in speeches, briefs and presentations on fitness. The newsletter referred to the Kraus-Weber test results and also quoted Plewes and fitness presentations from conferences on the topic. The letter offered the following summary and evaluation of the fitness problem in the schools.

Physical training in our schools needs an overhauling according to those experienced in physical fitness. We have spectator sports in plenty, but only a few children are on the teams. Only the members of the team and their replacements and the cheerleaders get any muscular exercise: the rest are admirers, exercising nothing but their lungs . . . Participation should be required for every child, just as strictly as attendance at academic classes . . . It is evident that anything that can be done in childhood and adolescence and young adulthood to develop top quality in . . . the body will be a service of great value in middles and later years . . . [also] . . . it is of value here and now (Royal Bank of Canada Monthly Letter, 1958, pp.2-3).

The message in the article is similar to expressions of concern for fitness dating back to the early part of the twentieth century. The arguments for physical fitness had remained unchanged over the years, as had the problems.

A number of exercise programs were introduced to combat the fitness problem. One of the most successful was the program called Five Basic Exercises (5BX). It was developed through the Royal Canadian Air Force in the late 1950s. It was motivated by the concern for fitness which was growing throughout the 1950s after the Kraus-Weber publicity. Doris Plewes stimulated interest in the development of the program and acted as consultant.

After the Second World War, the military increased their attempts to initiate programs to improve fitness in their personnel. The Air Force was particularly interested in the fitness problem.

Dr. William Orban, on contract with the Royal Canadian Air Force, determined the necessary ingredients for the new physical conditioning program. He wanted to develop an interesting, practical and effective program to improve fitness.

Orban coined the name 5BX, for five basic exercises and wrote the booklet in early 1958. Basically the program is a series of calisthenic exercises to be performed for 11 minutes each day. It has six charts with 12 different levels which are progressively more difficult.

Over the next few years the 5BX program gained universal appeal. Several sports teams adopted it. Many schools in Canada, including the Winnipeg School Division, used the program. An article in an August 27, 1960 issue of Macleans Preview reported "5BX has been adopted by all Winnipeg schools" (Jackson, 1977,

p.73). Vidruk confirmed that the Winnipeg School Division endorsed the 5BX program for use in their Physical Education classes but said that it did not adopt the program.

Over 12 million copies of 5BX were sold or distributed. It was published in several languages. Records and films of the 5BX plan were also developed (Jackson, 1977).

The program was not without criticism. Over the years, all exercises in the plan have been questioned. Nevertheless, for a time, "5BX had become universally synonymous with fitness" (Jackson, 1977, p.76). The plan, in the late 1950s and 1960s, became a milestone for the fitness movement in Canada.

The 5BX Plan was followed by another program specifically designed for women, the Ten, \bar{X} BX Plan (1960). The new plan did not have the impact of the 5BX plan, but the two are usually associated with each other.

In addition to the 5BX and \bar{X} BX plans, other fitness programs began to emerge and become popular throughout Canada and Manitoba in the 1950s. One was "Circuit Training" which was developed originally in early 1953 at the University of Leeds, England by Morgan and Adamson. It was an attempt to find an individual type of fitness program involving stations and levels that would appeal to students. It was a method of conditioning, variations of which remain popular today.

Other exercise methods used in Manitoba Physical Education programs were isometrics and the exer-genie program. Isometrics

is a series of static muscular contractions over six second intervals. The exer-genie is an apparatus involving the methods of isometrics and resistance training. Both programs were designed to improve strength. The principles of both programs date base to the early 1900s when Charles Atlas published his commercial program of "Dynamic Tension". Thom Murray, a former physical education teacher at Daniel McIntyre Collegiate Institute, used the exer-genie apparatus in teaching some of his Physical Education classes and in training his track and basketball teams. The author used the exer-genie as a member of Murray's teams.

One individual, who received a great deal of publicity nationally as a result of his efforts to improve fitness, was Lloyd Percival. He was founder, director and head coach of the Sports College which was based in Toronto and founded in the mid 1940s. The purpose of the College was to conduct research, consult with experts and distribute information in order to raise the standards of health, sports efficiency and physical fitness in Canada.

Percival published a number of booklets and other instructional aids for sale. One of his most famous booklets was entitled Fitness is Easy, (1957). It was one of the first books on fitness written in Canada. It detailed specific concepts and principles of exercise.

Commencing in the 1950s, the number of physical fitness support materials available in the form of pamphlets and booklets

increased continually. They were produced and distributed through a variety of agencies, including government at all levels. Most were "how to" materials used to promote fitness and sport. The majority of these support materials have been distributed to Physical Education teachers and coaches. Most of the information in these booklets is basic and repetitive. The materials should have been directed to administrators to inform them of the importance of physical fitness in their school curricula rather than physical educators. In recent years, from the early 1970s on, the content and distribution of these materials have improved considerably (Astrand, 1972; Participaction, 1979). P.-O. Astrand, a Swedish exercise physiologist, wrote Health and Fitness, which is considered to be one of the best booklets of its type, written and directed to inform the general public. His booklet has been widely distributed in Canada.

One of the most significant, important and influential contributions to the development of Physical Education, and subsequently, the physical fitness movement in Manitoba was the work of a committee originally formed in late 1955. Its report, called Physical Education and Recreation in Manitoba, is the most comprehensive report of its type in Manitoba. It is usually referred to as the Kennedy report and stemmed from the work of a committee formed in 1955 by the Recreation Division of the Welfare Council of Greater Winnipeg. This was an independent social service agency made up of various organizations, sharing a common interest

in recreation. There is no counterpart to this group today. The Council was comprised of representatives from such groups as the Young Mens' Christian Association, Scouts and Guides, inter-school athletic associations, Community Boards of Parks and Recreation and physical educators (Vidruk, 1981).

After the repeal of the National and Manitoba Physical Fitness Acts, the Manitoba Government received extensive correspondence, briefs, statements and numbers of delegations seeking to replace the repealed legislation. These requests came from all of the various groups who had received the benefits of the Fitness Acts.

Representatives of the Recreation Division, Welfare Council of Greater Winnipeg offered their assistance "in helping the Manitoba Government to study the situation and shape new legislation" (Province of Manitoba, Physical Education and Recreation in Manitoba, June, 1958, p.80). Members of the Council called together representatives of interested organizations and citizens to consider such facets of recreation as Physical Education, physical fitness, dramatics, music, arts and crafts and so forth. It was suggested that a committee be formed to study recreation needs in the province and offer solutions to the problems.

At a meeting in December, 1955 the Manitoba Recreation and Physical Education Committee was formed. Members of the committee included such key figures as Frank Kennedy, as chairman, as well

as Currie, Nick and Kas Vidruk. The committee conducted a study of Physical Education and Recreation in Manitoba and submitted a report to the provincial government. Doris Plewes assisted in the design of the research method. The Kennedy Study received funds from the federal government.

It is interesting that physical educators would align themselves with other groups not involved with education or their discipline. However, since there were few degreed physical educators in Manitoba and the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation was a small group in its infancy at the time, Kennedy and other physical educators must have realized that it was necessary to seek public support for their needs through established avenues. In fact, some members of the Welfare Council of Greater Winnipeg were very politically astute and had frequent communication with Premier Campbell (Daly, 1981; Vidruk, 1981).

The Kennedy committee studied the needs in Physical Education and recreation in Manitoba and made detailed recommendations for improvement. The study was organized in three stages. Initially, there was an appraisal of current practices in Physical Education. This was followed by consideration of the needs expressed and finally recommendations were offered for action. The committee gathered information from formal hearings, briefs, expert opinions, interviews and correspondence.

The definition of Physical Education for the purpose of the

Kennedy report was as follows:

Physical education refers to the program of activities which are designed to provide instruction followed by participation in vigorous activity to achieve (1) improved health, (2) increased muscle and organic growth and development, (3) . . . increased knowledge of the human organism (Province of Manitoba, Physical Education and Recreation Study Committee Briefs, May, 1958, p.405).

This definition shows that fitness was considered synonymous with Physical Education. All the terms relate to physical fitness. However, in the final report of June, 1958 Physical Education is defined in a broad sense, consistent with the Jarman-Devenney philosophy. Physical fitness was listed as one of the main components and the previous quotation is included under the broader definition of Physical Education in the final report.

Nevertheless physical fitness was used as a strong justification for Physical Education and during the discussions surrounding the Kennedy Study, numerous references were made to children's low levels of fitness. Several briefs referred to the Kraus-Weber testing results, the 1958 Royal Bank of Canada Monthly Letter on fitness and the need to improve physical fitness in the school system.

A number of groups took the opportunity to make formal presentations and submit briefs to the Kennedy committee. The need for greater physical fitness content in the school Physical Education system was stated often.

In gathering the information for the Kennedy Report, the

Study Committee found that people throughout the province:

want to know and to understand what we mean by "Physical Education" and "Recreation". What should each contribute to physical fitness? What kind of programs are desirable? What do schools and communities require in leadership, equipment, and facilities (Province of Manitoba, Physical Education and Recreation in Manitoba, June, 1958, p.xv).

This indicates there was interest in fitness in Manitoba other than in the Physical Education community.

The Manitoba Provincial Council of Women felt that "children enrolled in our public schools should receive suitable training for physical fitness" (Province of Manitoba, Physical Education and Recreation - Study Committee Briefs, May, 1958, p.183). They also referred to a 1957 presentation made by the Physical Education Supervisors' Association of Greater Winnipeg to the McFarlane Royal Commission on Education in Manitoba. The supervisors at that time stated: "it is our belief that Physical Fitness is fundamental to . . . every girl and boy in every school in Manitoba" (p.190).

The McFarlane Royal Commission on Education in Manitoba did not deal with Physical Education in detail because it was known that the Kennedy committee studied it thoroughly. One way in which the McFarlane Commission affected Physical Education was in the area of facilities. As a result of this Commission, many rural school districts amalgamated. Funds were provided for new and larger schools with large gymnasias.

The Manitoba Branch of the Amateur Athletic Union also expressed concern about the low fitness of children. They pointed out that many of the public school Physical Education teachers knew very little about physical fitness.

Presentations, of particular interest and relevance to this study, were made by groups of educators from the Winnipeg School Division. Most indicated that there should be more emphasis on fitness in the school Physical Education programs. The Winnipeg Junior High Principals' Council brief focussed on the areas of teacher preparation, time and supervision. The principals stated that their teachers had inadequate training, specifically in their knowledge of physiology and child development. Most of the principals felt that the Physical Education programs of the Winnipeg School Division were not meeting the needs of the students. They, however, could not agree that physical fitness was a primary concern.

Most principals had little background or experience in Physical Education other than through their previous teaching or coaching assignments. It is unlikely that they took Physical Education or fitness seriously, for, as principals they were in the best position to affect change in the school system and presumably could have acted at any time to improve the situation, although in fact they did not.

The brief submitted by Arthur A. Leach on behalf of the St. Vital School Division teachers, represented the best argument for

increased fitness in the schools. He said, "health and fitness are too important to be left to chance or to be assumed as an expected by-product of a good games program . . . We must train for fitness" (Province of Manitoba, Physical Education and Recreation - Study Committee Briefs, May, 1958, p.259). Although most educators would not disagree with that statement, in practice, the philosophy was not followed.

Much of the present day structure and organization of Physical Education in Manitoba schools was the direct result of the Kennedy Report recommendations. These included permanent support for Physical Education through the Manitoba Department of Education and the provision of school division supervisors, the establishment of the School of Physical Education at the University of Manitoba, financial grants for school gymnasium construction and curriculum development. The recommendations, although not directly related to physical fitness, served to improve all facets of Physical Education in Manitoba schools over the next ten years.

After the early 1950s fitness, as part of public school Physical Education, steadily grew. The year 1959 was the most active year, to that time, with respect to the encouragement of physical fitness in the school system of Manitoba. This was due to an increase in fitness testing, publicity and a greater interest in fitness in people other than physical educators.

By the end of the decade, not only physical educators were talking about physical fitness. On June 30, 1959 the Duke of

Edinburgh addressed the Canadian Medical Association convention. In his speech to the doctors, he took the opportunity to appeal to them to initiate attempts to improve the physical fitness of the nation. Prince Philip "made some rather startling statements that will go down in the annals of physical education in Canada as a milestone in the fitness movement" (Orban, 1965, p.244).

Prince Philip reported extensively from a report by Plewes which had been published in Britain in 1958. The report dealt with low fitness levels of Canadians. Given that the "royals" are not supposed to speak out of turn, this suggests that his speech was, in fact, engineered and programmed by the physical fitness lobby, probably led by Plewes. He stated:

Canada's standard of living - almost the highest in the world - is having the same effect upon the community as a plaster cast has on the muscles of the body. The answer . . . is proper physical education in schools . . . and an organization to publicize . . . and to encourage participation . . . This problem lies in the state of the physical fitness of the young generation (Duke of Edinburgh, Oct.-Nov. 1959, cover).

The Prince concluded his address by asking the doctors not to ignore the problem because of the feeling that it was not their responsibility. According to one commentor this speech "set off a spark which lit the public interest and spread across the nation like a prairie fire. It once more aroused the interest of the general public leading them to think more seriously of fitness" (Orban, 1965, p.245).

If the speech by the Duke of Edinburgh started a wave of

interest in fitness in the general population "it rocked the Canadian Medical Association. In the face of the challenge made to the doctors, the Medical Association took action" (Orban, 1965, p.246). Although Orban may have been exaggerating and romanticizing over the impact of the Duke's speech, it did cause some action.

The 1960 Canadian Medical Association convention had some discussion on fitness. They issued press releases encouraging all age groups to exercise and follow a healthier lifestyle. A committee on public health reported to their convention and made statements in support of physical fitness. The Canadian Medical Association supported the recommendation to request a conference with the Canadian Association for Health, Physical Education and Recreation.

The Canadian Association for Health, Physical Education and Recreation and the Canadian Medical Association met less than a year after the 1960 medical convention to discuss fitness.

For the first time medical people sat down with physical educators to explore and discuss the various phases of physical fitness from the pre-school child up to and beyond the middle-aged. This meeting demonstrated the necessity for interdependence of the two professions if physical fitness programs were to be successful. As a result of this meeting, the need for a closer liaison between the two professions was recommended to the respective parent bodies (Orban, 1965, p.247).

Both the Medical and Physical Education Associations formed committees to meet regularly to discuss the fitness problem.

In 1961 the Canadian Medical Association and the Canadian Association for Health, Physical Education and Recreation sponsored a conference on fitness. The research personnel attending this meeting included exercise physiologists, neurologists, biochemists, cardiologists, medical doctors, and Physical Education researchers. Their discussions pointed to the fact that research should be undertaken in the areas of the effects of exercise on growth and development and fitness testing. This has led to increased Canadian research in the physical fitness area.

After the publicity generated by Prince Philip's speech, there were increased physical fitness testing programs in Manitoba. For example, in 1959, a physical fitness testing and awards program was developed for the Winnipeg School Division elementary grades by Vidruk and his staff. Achievement standards were established in several physical skills. The program was used to encourage students to be more active. Over 4,600 students were awarded participation certificates. Physical fitness was apparently now considered important enough to have a division-wide program.

In October, 1959, the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation and the Manitoba Department of Education organized a province-wide physical fitness testing project. A total of 115 secondary schools administered the tests themselves. More than 20,000 students were involved, including 8,500 from the Winnipeg School Division. The test items were taken from the Minnesota Physical Efficiency Test. The

objectives of the scheme were to assess the level of performance in a variety of physical skills in order that teachers would be able to evaluate their programs. It was also hoped that the project would provide motivation for all to achieve higher levels of physical fitness (Currie, 1981).

A 1959 summer school Physical Education course on fitness was offered at the University of Manitoba. The advertisement for the course was as follows:

New approaches to the old problem of physical fitness

- what is physical fitness?
- how do we measure it?
- how do we develop it in our schools?
- relative to sports training programs

(Physical Education 700, May 1959, p.24)

Although a course description illustrates only the ingenuity of the person who writes it; the University of Manitoba certainly would not offer a summer course unless they felt there was an interest and adequate enrolment. Most significant is the fact that this was the first university course devoted solely to physical fitness. The interest in fitness was not limited to the schools and the Physical Education community.

Dr. Gordon Cumming, a cardiologist from the Children's Hospital in Winnipeg, administered cardiovascular physical fitness tests to a number of children in the Winnipeg School Division. His testing was part of a research project, comparing Winnipeg children to those in Sweden. Winnipeg results compared favorably. This is inconsistent with the previous testing which indicated

the local students were unfit. Cumming continued his physical fitness testing of Winnipeg School Division children throughout the 1960s and 1970s.

In the 1961 Winnipeg School Division Annual Report, an interest was expressed in Cumming's fitness tests because "the present program includes some simple objective tests . . . which are not valid or reliable for a scientific point of view but are useful as motivating devices" (p.7). This suggests fitness testing was not sophisticated in the division at that time.

With respect to conference activity relative to fitness, the St. Vital and Fort Garry School Division's 1960 in-service committees brought two outstanding speakers to address their teachers. Dr. Richard Donnelly, Chairman of the Physical Education Department at the University of Minnesota, and Dr. Orban, Director of Physical Education at the University of Saskatchewan spoke to the Fort Garry and St. Vital teachers. Both speakers stressed fitness as an aim of Physical Education and indicated that the schools should play a larger role in stressing physical fitness. This type of professional development is a marked deviation from the sport coaching and skill-oriented types of in-services previously common. The fact that fitness was selected as a topic by the speakers and the conference committee indicates progress for the fitness movement.

At the October, 1961, Manitoba Education Association conference Dr. M. VanVliet, Director of the School of Physical

Education, University of Alberta, addressed the total convention. He expressed the hope that more attention would be given to physical fitness in the public schools. The fact that VanVliet was asked to address the entire convention, not solely the physical educators, is a good indication of the high level of interest in fitness by 1961.

Nationally, the Canadian Association for Health, Physical Education and Recreation also paid increased attention to physical fitness in its journals. The April-May 1960 journal was exclusively devoted to physical fitness. Dr. Max Howell, a fitness advocate and a Physical Education historian and a colleague, W. Morford, wrote an editorial for the special edition. They stated that "the fitness movement is upon us, and is obviously here to stay. Canadian physical educators have generally been slow to alarm, and have watched with great interest the developments within the United States . . . Let FITNESS be our FOCUS" (Howell & Morford, 1960, p.4). Although the fitness movement had arrived in the sense that some leaders of Physical Education at the national level were promoting the fitness goal, Howell's and Morford's remarks were a little premature. Physical educators at the school level had yet to fully acknowledge physical fitness in such an enthusiastic way as Orban, Howell and other fitness advocates. Howell and Morford also advised cautious progress. "But let us view with alarm infringements on our other accepted objectives such as the development of sports and recreational skills and social and emotional

development" (p.5). This suggests the acceptance of fitness as only a partial goal of Physical Education with skills and social emotional development as equal parts of the program. This is strikingly similar to the Jarman-Devenney-Kennedy philosophy where physical fitness is but one goal and not necessarily the most important.

It should be noted that there still was opposition to the fitness emphasis in Physical Education. There was "a substantial number of professionals . . . not completely receptive to the concepts that there was a lack of physical fitness and that physical fitness should be the primary concern in the physical education programs" (Orban, 1965, p.244). This opposition is still evident at the present time. For example, John Devine, at present a Consultant for Physical Education and Physical Fitness in the Winnipeg School Division, made a presentation in early 1976 to a Physical Education Provincial Workshop in Exercise, Fitness, Physical Education. Devine stated:

I am also very much alarmed that the REASON for public concern about Physical Education programs is centred on a lack of fitness. The teacher of Physical Education is also concerned about fitness, but I think that there are greater priorities.

The Physical Education teacher is employed as an educator whose responsibilities are to provide children with a variety of movement experiences and an appreciation of the importance of looking after their physical well-being for the rest of their lives. To this end, activities which can be pursued individually, or in groups, should play a big part in the program. There are many such activities ranging from mild to violent exercise; and we must devote time-consuming skills practices to cover the whole gamut. Much of this time

would rate very low from a fitness point of view, but it must be spent if ALL children are to develop the appropriate skills of the activities which they will incorporate into their lifestyles.

I think it a higher priority to develop lifetime sports. Fitness, which is relative to lifestyle, can be a by-product of such life-time sports to enable each individual to function adequately as a biological machine able to cope with day-to-day living. As a teacher, I would like to be accountable for that, rather than held responsible for the fitness-level of the student population.

It is dishonest, then, to jump on the Fitness bandwagon in order to obtain an increased time allotment, better facilities, bigger budgets and so on, so that we can come closer to achieving our idealistic goals? Or should we very firmly enunciate our aims, our long-term goals, our priorities? Should our profession refuse to compromise our ideals for a short-term increase of time in order to promote such a transient thing as fitness (Devine, 1976, pp.2,3).

This statement by Devine as well as showing that there is opposition to the fitness movement, also is significant to this study, in that Devine is one of the Physical Education decision makers in the Winnipeg School Division. His philosophy has influenced actions relative to fitness in the division.

In recent years, Bill Smith (1978) expressed a similar concern to that of Devine. Smith, the founder and a president of the Manitoba Physical Education Teachers' Association, wrote in the April 1978 issue of the Association's journal

The use of fitness as a seller for more physical education grants and specialists scares me. Suppose we get more money and the students are just as unfit, or don't show enough gain in fitness level? Will physical educators turn into fitness instructors so that they can say their students are fit and hence a good program must be running at that school. It is my contention that many students may not be physically fit, but they are physically educated by

the time they leave school. For example, a female student in Grade 11 may learn how to cross-country ski, shoot golf, and play tennis, while realizing the benefits she can have from these activities (including personal fitness). But take the same girl out to the track and ask her to run two miles and take a fat caliper test and she will probably be unfit. What is more important? I say, that she knows these activities and enjoys them is most important. Physical fitness is one benefit, but not the only one!

Perhaps an over-emphasis on fitness may be turning people off on physical education and a healthy body (Smith, 1978, p.40).

Although the opposition expressed by Devine and Smith did not appreciably harm the fitness movement, it is significant that both are leaders in Physical Education in Manitoba.

Leaders in the fitness crusade continued to publicize their position. In late 1960 Orban wrote:

We have been delayed and diverted from the task of developing fitness long enough. Physical education now has the tools; the evidence; and the facts from scientific research to recognize, describe, measure, interpret and evaluate physical fitness. There is no choice for physical education but to accent the responsibilities for the fitness of our people (Orban, 1960, p.11).

Similar articles, making the same appeal, appeared more frequently in future journals. Articles, conferences and annual reports from the Winnipeg School Division and Manitoba Department of Education continued to reflect the high interest in fitness. For example, in the 1961 Annual Report of the Winnipeg School Division the following is found. "Physical Education is the only subject in the curriculum which can aid in the development and maintenance of physical fitness" (p.55). Although there was an increased

acceptance of physical fitness in the Physical Education program, it was felt that the limited time allotment recommended by the Manitoba Department of Education made it impossible "to develop and maintain an adequate level of physical fitness. It is only possible to teach a minimum of skills and endeavour to inculcate in the students an appreciation of the value of physical activity" (p.57).

The Manitoba Department of Education did not alter its time recommendations for Physical Education. In fact, the Department once again was left without supervisory support for Physical Education when Andrew Currie resigned in 1961 to take an unrelated position with the Metropolitan Council of Winnipeg. Immediately pressure was applied to persuade the Manitoba Department of Education to reestablish a Physical Education branch. At that time Manitoba was the only Canadian province without such a service. The pressure came from the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation, the Welfare Council of Greater Winnipeg, and individuals such as Frank Kennedy and Jim Daly, a sports advocate (Daly, 1981). The Manitoba School Trustees Association passed a resolution in 1961, indicating their concern for the lack of an adequate provincial physical fitness program (Poyser, 1961). It is significant that the Trustees, most influential in public school education, would be interested in school physical fitness. This is a further example of attention to fitness coming from a group other than physical educators.

Efforts to persuade government, at the national and Manitoba levels, to act in the name of Physical Education and fitness contributed to the passing of Bill C-131, The Fitness and Amateur Sport Act, by the federal government in 1961. Canada's poor performance at the 1960 Rome Olympics and criticism of the national sport programs and Prince Philip's 1959 address to the Canadian Medical Association were major factors in the passing of the Act.

The debates leading to the passing of Bill C-131 were by far dominated by interest in sport, not fitness. The Honorable Lester Pearson, at the time, the leader of the opposition made the following comment. "I think we would all agree that the training of minds is even more important than the training of bodies" (House of Commons, Debates, 1961, p.8719). There was no disagreement with Pearson's statement. In reference to Pearson's comment, P. J. Galasso of the University of Windsor wrote "this statement . . . ushered in the new era of federal government involvement in fitness and amateur sport . . . It nevertheless indicated that fitness and amateur sport as an entity was ushered in via the back door" (Galasso, 1972, p.42).

Since the members of parliament felt that training the mind was more important than fitness and sport, then fitness was certainly a distant third in the hierarchy. The House of Commons debates on Bill C-131 focussed on the Olympics, national prestige through sport and professional sport and its heroes. "What young man has not dreamt some day of being as great as Maurice Richard,

Gordie Howe, Robert Bedard or Babe Ruth? We must replace this inclination to dreams by the desire to undergo training" (House of Commons, Debates, Sept. 22, 1961, p.8737).

A member from Manitoba, The Honorable Robert Simpson, spoke proudly of his home town hockey team. "I believe the number of provincial championships won by teams and individuals representing the town of Flin Flon is a record unsurpassed by any other town in Manitoba" (House of Commons, Debates, Sept. 25, 1961, p.8857).

This is an indication of Simpson's fondness for sport. Nevertheless there was a minority opinion suggesting more consideration for fitness. The Honorable E. J. Campbell in reference to the 5BX Plan stated "I suggest that something continued along that line and broadened to include all the people of Canada might perhaps be of greater benefit than just to train athletes" (House of Commons, Debates, Sept. 25, 1961, p.8852). Campbell, in referring to one of his previous speeches said:

I am one of those who believe that health and strength is just as valuable and important to the average businessman and other people as it is to the athlete, and that the same things which the athlete does . . . would also promote strength and health for the one who may not wish to participate in organized sports . . . I should also like to point out that the need for a physical fitness program on a national scale is becoming more important . . . since the government has become responsible for the health insurance of the people (pp.8852,8853).

Campbell also added that it was not going to be easy to convince the people of Canada of the value of being fit. "In my opinion,

physical fitness comes ahead of athletic prowess" (p.8855). He was, by far, the most knowledgeable speaker on the topic of fitness, for he spoke knowingly and extensively about fitness research.

Other comments in the House of Commons with respect to the passing of the Fitness and Amateur Sport Act mentioned fitness in relation to military efficiency, finances, urbanization, increase in leisure time and moral or total fitness. The latter, moral fitness, is much like the description of Muscular Christianity. All of these reasons for fitness are not unfamiliar to this study.

One member of parliament suggested that a special army corps be formed to teach young people the science of sport and Physical Education. This would certainly have been unpopular with the physical educators of Canada given the history of criticism of military involvement in Physical Education. A more foresighted member suggested the building of exercise facilities for Members of Parliament and government employees. In the seventies, employee fitness programs have become extremely popular in government business and industry, as well as the school system.

Another member offered the following suggestion: "I think if we start to encourage our children who cannot be one hundred yard sprinters in 9.6 seconds to get into some other things by mass participation, we shall eventually have a great deal to look forward to in the future" (House of Commons, Debates, Sept. 25, 1961, p.8848). The concept of mass participation became very

popular during the 1970s and remains so today.

One of the final comments with respect to the passing of the Fitness and Amateur Sport Act referred to the education system.

The Honorable Donald MacInnis said:

Mr. Speaker, I believe that educationalists are becoming more and more aware of the fact that in our educational system physical training should hold a place co-ordinate with that of the intellect. There is no doubt that it should be a part of all academic training. Exercise does for the body what intellectual training does for the mind; it educates and strengthens it (House of Commons, Debates, Sept. 25, 1961, p.8849).

His comments were indeed perceptive as the 1960s would mark a continued increase of fitness emphasis in the education system.

The Fitness and Amateur Sport Act was given royal assent on September 29, 1961. For the first time a federal Act concerned with fitness was not motivated by war or by military influence. Unlike the 1943 National Fitness Act, Bill C-131 was not controversial. It received full support of all parties because great care was taken to eliminate the shortcomings of the previous Act. Once again a National Advisory Council for Fitness and Amateur Sport was formed to advise on matters to do with the Act. The Council advised the federal Minister of National Health and Welfare.

The objects of the Fitness and Amateur Sport Act were similar to its predecessor, that is to encourage, promote and develop fitness and amateur sport in Canada. Specifically the aims were to provide assistance for the promotion of Canadian participation in

physical activity through training programs, personnel, research, conferences and the preparation and distribution of support and motivation materials (Statutes of Canada, Bill C-131, 1961).

Physical fitness was defined in 1962 as the "state in which a person is able to function at his physical and mental optimum" (Regan, 1981, p.25). Amateur sport was defined as "any athletic activity, when engaged in solely for recreation, fitness or pleasure and not as a means of livelihood" (p.25).

It was once again necessary to make agreements with the provinces and provide payments to assist in local programs. Negotiations to that end were begun after the passing of Bill C-131.

This chapter has shown that the 1950s and early 1960s were most important years for the emergence of physical fitness in the school systems of Manitoba and Canada as well. Although the concept of fitness had not become widely acknowledged throughout the schools of Manitoba, the foundation for its eventual acceptance had been laid. As a result of such influences as Doris Plewes, the Kraus-Weber publicity, physical fitness testing, conference activity, the 5BX and other fitness programs, as well as the distribution of more fitness support materials, the Kennedy Report and Bill C-131, the 1960s and beyond saw the start of the greater acceptance of fitness in the public schools of Manitoba.

Chapter 5

THE FIRM ESTABLISHMENT OF PHYSICAL EDUCATION IN MANITOBA, THE FITNESS TESTING MOVEMENT, PARTICIPATION AND INCREASED AWARENESS OF FITNESS

There were numerous events and influences which contributed to the growth of Physical Education, and to the fitness movement specifically, between the early 1960s and the early 1970s. It was probably the most active times ever in Manitoba in the development of fitness. Some incidents had a direct bearing on the increasing emphasis on fitness in school Physical Education. Others had an indirect effect in that they did not specifically relate to fitness, but did assist in the acceptance of it as a greater part of Physical Education.

Examples of indirect influences, which improved Physical Education in Manitoba include the reestablishment of the Physical Education Branch at the Manitoba Department of Education, the formation of the Manitoba Secondary Schools' Athletic Association and the establishment of the University of Manitoba School of Physical Education. Additional influences leading to the greater acceptance of fitness in Physical Education programs were the increase in the number of Physical Education supervisors and teachers in Manitoba, as well as the continued growth and acceptance of Physical Education not only in Manitoba, but by the rest of Canada and the United States.

The formation of the Manitoba High Schools' Athletic Association in 1962 may seem unrelated to the emergence of physical fitness as a priority in the public school system, however, as a result of the new Association, there was finally a separate distinct structure to administer high school athletics. This allowed the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation more opportunity to concentrate on other parts of the school Physical Education program in Manitoba. The fitness goal in Physical Education was one aspect of the program which received greater attention.

The Fitness and Amateur Sport Act had little influence on school Physical Education and the school fitness movement. However, the debates in the Manitoba Legislature deserve mention. The Honourable Laurent Desjardins was the earliest and most determined Member in support of youth physical activity programs. His remarks in 1959 parallel several points made in Chapter 1 of this study. For example, he talked about the necessity of building youth. Desjardins stated, "if we wish to build a strong country we must start by building strong future citizens and leaders" (Manitoba, Debates and Proceedings, June 22, 1959, p.153). He also made reference to the effect of modern conveniences on fitness and the growth of delinquency and the role sports participation can play in its control. He urged the Legislature to establish a Manitoba department to be concerned

with such matters as "crime prevention, moral education for children, . . . rehabilitation, recreation direction, physical education" (p.155). He particularly expressed an interest in organized supervised sports.

In 1960 Desjardins continued his crusade for a Department of Youth and Recreation. He discussed physical fitness in connection with mental fitness, the Church, the family and the school in much the same way as Hart Devenney referred to the topic in his 1945 article in The Manitoba School Journal. The above concept of fitness is strikingly similar to Thomas Arnold's philosophy of "Muscular Christianity". In 1961 Desjardins described physical fitness in the context of total fitness. Total fitness included "emotional stability, mental security, social adequacy and physical fitness" (Manitoba, Debates and Proceedings, April 4, 1961, p.1591).

Desjardins' knowledge and justification of fitness are related to his enthusiasm for physical activity based upon his experience as an athlete and coach. The Manitoba Debates and Proceedings, (March 1, 1960) also reveal his respect for William Orban. "I think that Dr. Orban is probably the Canadian that is the most qualified in this field of physical fitness" (p.1088).

A later reference to physical fitness in the Manitoba Legislature referred to the Kennedy Report and the fact that, by 1961, nothing had evolved from its recommendations. There was also little reference made to Manitoba school Physical

Education. The fact that at the Department of Education Andrew Currie was responsible for both Physical Education and Civil Defence was criticized. In spite of the above, Desjardins claimed "the Department of Education takes care of physical fitness" (Manitoba, Debates and Proceedings, April 4, 1961, p.1592). Later debates relative to the Fitness and Amateur Sport Act, (1962) showed that Desjardins and the provincial government were far more interested in community youth sports development than they were in specifically physical fitness or school Physical Education. (Manitoba, Debates and Proceedings, March 13; April 9, 1962). However, the Honorable David Orlikow's comment in the Manitoba Legislature shows that physical fitness continued to be an underlying concern, as identified throughout this study. "I hope that the people who are making the plans for this don't equate physical fitness with amateur sport . . . and I hope that we're going to have a good deal more physical fitness and less sport than we've had in other programs in the past" (Manitoba, Debates and Proceedings, March 20, 1962, p.877). Sport, in the context of the Fitness and Amateur Sport Acts, proved to be dominant in the years after 1962.

Fitness received some limited attention generally as a result of the Acts, but it was not connected with the Manitoba school system. One minor way in which the Fitness and Amateur Sport Departments contribute to the schools, is in the publication and distribution of program support materials on physical fitness.

These have been available upon request or through the Manitoba Department of Education. The 1962 Manitoba counterpart to the federal Fitness and Amateur Sport Act (Bill 87) established the hiring of staff to administer the Act in Manitoba. Alan Miller was appointed as director in May, 1962. Much of his work related to community recreation so that his department had limited contact with the schools. There was a lack of Manitoba Department of Education support for the school Physical Education programs after Currie resigned in 1961.

It is interesting to compare the two different directions Manitoba took in administering the 1945 Manitoba Physical Fitness Act and the 1962 Fitness and Amateur Sport Act. In the first instance, public school Physical Education programs received most of the attention. In 1962, amateur sport, outside the school system was the focus. The federal Fitness and Amateur Sport Act was motivated by discussions on amateur sport as was the Manitoba counterpart. Most of the debates at both levels of government were dominated by the concern for amateur sport and national prestige through sport.

In any case, in mid 1963, George Nick was appointed Supervisor of Physical Education at the Manitoba Department of Education. The return of Physical Education support at the Department has remained intact and uninterrupted to the present. The reestablishment of Physical Education support at the Manitoba Department of Education was the result of a recommendation of the

Kennedy Report. In January, 1967, Dick LaPage was appointed as Assistant Supervisor of Physical Education. This addition enabled the Physical Education Branch to expand and broaden its activities in all areas of Physical Education, including the pursuit of the fitness goal.

There was a steady increase in professional development programs offered to stimulate interest in fitness in the public schools of Manitoba, through the Manitoba Department of Education, the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation and the University of Manitoba. They all sponsored inservices, courses and conferences related to fitness.

For example in 1962 the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation planned a two day conference. "Fitness for All" was the theme. Bonnie Prudden, who had been involved with Kraus-Weber testing and the promotion of fitness was the guest speaker. She has written a number of books on the topic of fitness and remains active today as the Director of the Bonnie Prudden Institute for Physical Fitness in Massachusetts. She was one of the first experts in fitness to be invited to speak in Manitoba. Her invitation illustrates the interest in fitness on the part of the conference planning committee.

In the late fall of 1962, Orban of 5BX fame presented a local lecture-discussion on "Criteria For Physical Fitness"

(Specialist Groups, Nov., Dec., 1962). During the 1960s Mike Yuhasz and Max Howell, known for their work in Canada related to fitness, spoke at conferences in Winnipeg. Speakers invited to make presentations or speeches were not only from North America. Miro Mihovilovic, a physical fitness expert from Yugoslavia, gave an address in 1962 on the physical fitness emphases in his country.

The incidence of presentations and discussions dealing with physical fitness continued throughout the 1960s. The Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation sponsored a display and workshop at the 1963 Easter convention of the Manitoba Education Association. The theme of the program was "Sound Mind in a Sound Body". The keynote address was "Fitness For Survival" (Specialist Groups, March-April, 1963).

At the national level conferences paralleled the fitness theme characteristic of Manitoba gatherings. For example, Manitoba had one of the largest delegations at the 1963 national Canadian Association for Health, Physical Education and Recreation convention in Saskatoon, where fitness was a focus.

A major step, most significant for the growth of public school Physical Education in Manitoba, occurred in 1964 when the School of Physical Education at the University of Manitoba was established. Throughout the forties and fifties an increasing number of requests had been made to the university

and the government of Manitoba by concerned educators for a Physical Education teacher preparation program. The Kennedy Report had strongly recommended such a program be initiated.

In February, 1964 the University of Manitoba senate approved a three year course leading to a Bachelor of Physical Education degree. In September of the same year the first students entered the program. Frank Kennedy became the first director of the School of Physical Education.

The Physical Education degree program has been extremely popular. Entrance to the course has always been restricted as there has been a large number of applicants (McDiarmid, 1981). The degree program has not specifically emphasized fitness. Courses are offered in a variety of subjects related to Arts, Science, Physical Education and sport activities. Physical fitness has not received any special attention, however, although such courses as Exercise Physiology and Fitness Methods are offered. Vic Corroll and Fred Gutoski were two staff members who emphasized physical fitness in their lectures.

In the fall of 1967 most students from the first graduating class from the School of Physical Education enrolled in the Faculty of Education at the University of Manitoba. Many of them began teaching in Manitoba the following year. The significance of this is obvious. For the first time ever Manitoba physical educators studied locally. The increase in degreed Physical Education teachers in the Manitoba school system was

constant from 1968. The school Physical Education programs naturally improved as a result of the influx of professionals. Initially most of the Physical Education teachers were assigned to the secondary level, as the classroom teachers were, in the main, still responsible for the elementary program. As the overall Physical Education program in the schools improved, it was natural the physical educators would take note of the growing fitness movement.

The School of Physical Education, the University of Manitoba Extension and Adult Education Department, the Manitoba Teachers' Society and the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation sponsored a series of lectures on exercise physiology beginning in 1967. Lee Coyne from the School of Physical Education presented the first sessions. These lectures continued throughout the remainder of the decade and into the early seventies. Lecturers included Gordon Cumming, a cardiologist at Children's Hospital, Max Avren, a local medical doctor, Vic Corroll and Fred Gutoski. All the above individuals were among those particularly active as advocates for more physical fitness in the schools.

The physiology lectures offered in 1971 were entitled "Fitness Today". They were designed for physical educators, to increase their knowledge of fitness tests and principles of exercise. Physical educators from the school system were always encouraged to attend the lectures.

These lectures on fitness were an attempt by the School of Physical Education and the University of Manitoba to offer programs to the community. More important was the fact that the focus of the presentations was fitness, a further indicator of its emergence in Manitoba.

Another major consequence of the reestablishment of the Manitoba Department of Education's Physical Education Branch was increased curricular development. The sixties were the most active time for the design of new curricula.

In the fall of 1963 a new Grades VII - XI Physical Education Programme of Studies was made available to the schools. The preface focussed on fitness.

In recent years there has been an increased awareness in our society of the importance of physical well-being. Numerous studies have indicated that life in our modern society is characterized by an ever increasing lack of physical activity. Recognizing this weakness in present day living, positive steps have been taken to help rectify this situation in our schools (1963, p.iii).

The first objective of the total Physical Education program was listed as physical fitness, a sign, at least officially, that the Manitoba Department of Education recognized the importance of fitness. Unfortunately, the curriculum was not always used, and was often ignored as a guide for the school programs in Manitoba (Downie, 1961; Vidruk, 1981). There is no detailed evidence that Physical Education programs of the time generally reflected the fitness content. There were isolated examples as has been

suggested previously in this study.

In the Manitoba junior and senior high program of 1963, there was a subsection on conditioning. It stated: "Every lesson must contain eight to twelve minutes of conditioning activities designed to promote fitness" (Programme of Studies, 1963, p.4:00). Suggested fitness activities listed locomotor activities, calisthenics, circuit training, isometrics, \bar{X} BX, running, weight training and fitness testing. The fitness test that was recommended was made up of five calisthenic items, tests of muscular endurance. There was no cardiovascular test. A sample record card and standards were detailed. The influence of previous drill programs was still evident in the regimented instruction for the teaching of exercises.

The fitness content in the 1963 program was brief, but it was substantially more detailed than had been the case in the past. Manitoba complemented the national trend towards increased fitness in the Physical Education programs. However not all Manitoba curricula showed this trend.

The new primary Physical Education curriculum became effective in the fall of 1965. This guide replaced the 1951 program which had been reprinted in 1959. The 1965 curriculum contained mostly practical activities. It was designed for use by the classroom teachers who by and large were responsible for teaching Physical Education at that level. They had limited or no training in Physical Education or fitness.

Physical fitness is not specifically mentioned in this 1965 curriculum but there was a section called "Whole Body Movements" which is closely related to the development of fitness in children.

The activities of this section have been given many varied names -- "Big Muscle Activity", "Compensatory Movements", "Functional Exercises", "Conditioning Activities". Regardless of the name, the object of this section of the lesson is to promote the development of strength, endurance, flexibility and agility through continuous vigorous activity. The activities aim to provide vigorous movement for all the large muscle groups of the body, (the legs, trunk and arms) in order to compensate for the limitations imposed on growth and development by inadequate opportunities for movement in everyday living (Province of Manitoba, Physical Education, Grades I, II, III, 1965, p.20).

The concern for fitness is obvious in these comments.

However, the dominant feature of the 1965 primary curriculum was the trend towards allowing more freedom of expression in the children. This signalled the arrival in Manitoba of the movement education philosophy for elementary Physical Education. It was initially called movement training and originated from the theories of Rudolph Laban; a dancer who fled Germany during World War II. He eventually settled in England. Laban believed strongly in exploratory movements. He was opposed to the rigidity of set exercises characteristic of military drill and the Ling physical training program. His theory of movement education was refined in England during the war and brought to Canada by British physical educators. This is a further example of the British influence on Manitoba Physical Education (Bucher, 1968).

Briefly the approach to movement education is one of freedom of movement on the part of the child. Although the fitness value of this type of program has been questioned by some physical educators, movement educators claim that fitness can be improved through this method of instruction. It is, of course, possible to improve fitness through movement education, or through any other approach for that matter. Principles of exercise must be a consideration regardless of the teaching method. One must consider such factors as duration, intensity, frequency and type of exercise.

Generally as a result of the growth of movement education in Manitoba, many people interpreted the program as a substitute for Physical Education. This has not contributed to the growth of the fitness movement in the schools.

The 1965 Manitoba primary curriculum was reprinted several times and was the official guide for the early grades from 1965 until the 1981 curriculum was distributed.

A new curriculum for grades four, five and six was completed in 1969. This program took the form of one theoretical and four practical activity booklets. There is brief mention of fitness components and fitness testing, but it received only limited stress: "Remember Fitness and Skill tests are evaluation tools, NOT a Physical Education Program" (Province of Manitoba, Physical Education Grades 4 - 5 - 6 Related Activities, 1969, p.10).

Certainly fitness testing should not dominate a Physical Education

program, however, it can play an important part, other than evaluation. One should test for fitness in order to educate the student and motivate them to maintain strengths and improve weaknesses.

In mid 1970 the revision of the 1963 secondary program for grades seven to twelve was completed. It was mainly philosophical leaving a great deal of choice to physical educators. By 1970 there were more degreed physical educators in the high schools of Manitoba and less need to present the prescriptive activity approach characteristic of previous guides. The fact that there was this choice for the teachers meant that, in most cases, they taught and emphasized favorite activities. The fitness goal did not necessarily have priority.

The 1970 secondary Physical Education guide suggested that twenty percent of the program be devoted to lifetime fitness and conditioning activities. This represented 12 minutes per class per period. The lifetime sports concept, encouraging physical activity for life gained considerable attention during the early 1970s. Physical fitness was used as a justification for this kind of program. LaPage was an advocate for lifetime sports programs. In theory, fitness through lifetime sports was becoming a greater part of high school Physical Education. In practice it did not initially receive the stress necessary to improve fitness levels. With reference to the physiology of exercise, the 1970 secondary curriculum guide stated that:

Activities which promote and improve physical fitness should be included in each lesson . . . Many of the training methods utilized in conditioning . . . will lend themselves to discussions, whereby the physiology of exercise comes into focus. Simple participation tests . . . may be conducted to study the effects of exercise. Studies in some depth on work capacity and oxygen utilization could become interesting projects for students wishing to look at some of the more scientific aspects of exercise physiology (Province of Manitoba, Physical Education, 7 - 12, 1970, p.15).

Several conditioning programs were listed and suggested for use.

The above reference to physiology was the most comprehensive official statement on fitness ever to appear in a Manitoba Department of Education curriculum. The statement indicates strong official support for physical fitness, however, the remainder of the curriculum guide does not support the rhetoric.

All of the curricula developed in the sixties were in use until 1981. Although there was some attention devoted to the concept of fitness in the curricula of the time, there was a good deal more attention to the topic through other factors and influences such as conference activity and fitness testing.

One way in which the concept of fitness gained considerable notice throughout Canada and in Manitoba from the 1960s was through the growth and acceptance of the fitness testing movement.

In 1963 the Board of Directors of the Canadian Association for Health, Physical Education and Recreation requested its research committee to design and undertake a project for the

purposes of establishing national norms of physical fitness for Canadian children and youth. This was to become Canada's first national test of physical fitness. The desire to have such a test for Canada was no doubt stimulated by the Plewes tests and the American Association for Health, Physical Education and Recreation test battery. The American test battery was developed in 1957 after the formation of the President's Council on Youth Fitness.

The research committee of the Canadian Association for Health, Physical Education and Recreation planned the fitness testing project. A representative sample of 1000 students between the ages of seven and seventeen from all grade levels were tested. There were six schools selected in Manitoba.

The interest in fitness testing was caused by the desire to have more physical educators in Canada administer fitness tests to their students in order to provide up-to-date local information about fitness levels. It was logical that a standardized test battery be developed for use across Canada, as was the case in the United States.

The test items selected were one minute speed sit-ups, standing broad jump, shuttle run, flexed arm hang, 50 yard and 300 yard runs. After analysis of the results, a protocol and activity booklet was prepared (Fitness Performance Test, 1966).

At the 1965 Fredericton convention of the Canadian Association

for Health, Physical Education and Recreation the Fitness Performance Test was presented. The test manual was distributed nationally in 1966.

Some of the items of the fitness performance test were introduced to the schools of Canada in the form of the Centennial Athletic Awards Program to celebrate Confederation. The awards program involved participation in fitness tests and skating, swimming or cross-country running.

The objectives of the Centennial Athletics Award Program were to offer the youth of Canada an opportunity to participate in a physical fitness program; to recognize outstanding physical performance and to stimulate, encourage and motivate children and youth to improve their fitness levels in recognition of the Canadian Centennial. All students who participated received awards. Students who achieved certain standards were eligible for special award badges.

The response to this fitness testing awards program in Manitoba was extremely enthusiastic and positive. By the end of 1967, 70 percent of the provincial school enrollment had taken part in the program (Manitoba Physical and Motor Fitness Performance Manual, 1969). Manitoba's results were encouraging.

"A preliminary scanning of test results . . . suggested that Manitoba students performed considerably higher than the Canadian norms" (p.6). In addition, Manitoba had the highest per capita participation of any province (p.6). The fact that Manitoba

physical educators found the fitness tests to be so popular shows that one aspect of fitness was gaining a foothold in the Physical Education program. It also suggested Manitoba was emerging as a leader in Physical Education and the fitness movement. The tests were supported by the Manitoba Department of Education and the Physical Education Supervisors as a Centennial project in Manitoba. The fact that the testing was new appealed to the schools.

In addition to the above awards program, a modified Centennial Athletic Awards program was designed for retarded children. "It was hoped that for many Canadian children and youth . . . 1967 . . . [would] . . . mark the time when they learned about their fitness . . . to keep it at a high level for the future - the next one hundred years" (Centennial Athletic Awards, 1966, p.3).

The overall national response to the Centennial awards program was so overwhelming that in November 1967 the federal cabinet recommended that a national system of awards be established on a permanent basis. The result was the establishment of the Canada Fitness Award Program which was introduced in late 1969. The fitness performance test was used to offer four levels of awards to participants.

The results of the 1967 Centennial Athletics test performances were compiled into Manitoba norms by Vic Corroll of the School of Physical Education. As a result of his study the Manitoba Physical and Motor-Fitness Performance Manual was published and distributed (1969). Corroll also prepared norms

for trainable mentally handicapped children and published a similar booklet. The above was the basis for the 1970 Manitoba Centennial awards program called "Fit for 70".

The "Fit for 70" program was introduced by the Manitoba Department of Education in January, 1970 with incentive awards for participation and achievement, modelled after previous award programs. By the early seventies "fitness testing became an important aspect of many physical education programs" (Manitoba Physical Fitness Performance Test Manual and Fitness Objectives, 1977, p.3). Included with the instructions for the "Fit for 70" awards program was the suggestion that fitness tests "should be integrated naturally with the regular physical education program . . . not . . . a replacement or substitute" (Manitoba Centennial Physical Fitness Awards Plan, 1969, p.8). This hinted of a reluctance on the part of the Manitoba Department of Education to over emphasize fitness in the schools. The broad Physical Education program philosophy was very much evident as in the past. Notwithstanding the above, the program was extended until June, 1971 by popular request. Norms were developed for the program and they were distributed in 1973. The acceptance of physical fitness testing in the public schools of Manitoba was an important initial step to the overall acceptance of the fitness concept in the Physical Education program.

The Winnipeg School Division Physical Education program reflected the growth of fitness testing. Its annual reports,

throughout the sixties and early seventies, made frequent reference to the need for fitness. For example, the 1963 Annual Report listed four broad objectives for Physical Education. The first was the "development and maintenance of physical fitness" (Winnipeg School Division, Annual Report, 1963, p.32). "The broad general objectives of physical education are met by the inclusion of activities that will contribute to physical fitness" (Winnipeg School Division, Annual Report, 1971, p.12). Fitness, as a goal of Physical Education was repeatedly discussed in reports on Physical Education from the Winnipeg School Division.

Kas Vidruk, the Director of Physical Education in the Winnipeg School Division, wrote one of a series of newspaper articles in 1962, in which he made several references to the need for fitness. However, he also drew attention to some of the problems counteracting the goal of fitness. Specifically he commented on the lack of time allotted to Physical Education. He concluded the article by saying the "responsibility for providing the opportunity to develop physical fitness is shared by the home, school and other organizations" (Vidruk, Oct. 20, 1962, p.2).

A 1964 letter to the editor of the Winnipeg Free Press criticized the Winnipeg School Division Physical Education programs. The writer suggested that the program had slipped from the principles introduced by Robert Jarman. Jim Daly, for many years an advocate for Physical Education, physical fitness and sport programs in Manitoba responded by defending the Winnipeg School

Division program. He referred to fitness research studies which showed the need for violent exertion to promote physical stamina (Daly, 1964). He felt the Winnipeg School Division programs were in touch with the fitness need. Certainly the fitness goal in Physical Education was more prevalent by the mid 1960s, but it was not highly evident in most Winnipeg programs (Anderson, 1981). At the time there were still few trained physical educators on staff in the Winnipeg School Division. At the elementary level, classroom teachers, with little or no background in physical fitness or Physical Education taught the program.

Fitness continued to be used as a justification for Physical Education. Other newspaper articles of the 1960s made further references to fitness in the Winnipeg School Division Physical Education programs. The "School Where Fitness Counts" was the name of a Winnipeg Free Press article devoted exclusively to fitness. The following quotation from the article is indicative of the general attitude towards the need for fitness. "To deprive a school-age youngster of the opportunity to develop his physical fitness to the maximum is to cheat him permanently" (Clark, 1965, p.10). The article described in detail a physical fitness oriented school program in La Sierra, California, as compared to the situation in the Winnipeg School Division. The American program was said to be successful because there were more staff, facilities and time devoted specifically to the fitness goal. The Winnipeg School Division could well have had the same

type of program given the same supports. What was significant was the fact that in Winnipeg, people were stating that there was a need for physical fitness in the Physical Education programs.

The Winnipeg School Division celebrated the 1967 Centennial in a number of ways. More than 32,500 students were presented with awards in the Centennial Awards program. One major project in the division was "Canada 100", a massive display to commemorate Confederation. The program, held at the Winnipeg Arena concluded with the message of fitness, a theme for the future (Gauer, 1981).

The hiring of Physical Education itinerant teachers for grades four to six classes in the Winnipeg School Division, beginning in 1969 significantly improved the quality of the program in those grades. Previous to that, classroom teachers operated the program. The itinerant program began as an attempt to provide qualified Physical Education instruction at the upper elementary level. Initially there were five teachers assigned. This has expanded, such that at present, every elementary school has at least part-time instruction from a Physical Education teacher. The best situation would be for every school to have a full time physical educator, but economics dictate otherwise. The Physical Education support staff for the Winnipeg School Division was the largest ever by the late 1960s.

Physical fitness, as a concept in Physical Education, was generally accepted by the end of the 1960s. However, negative attitudes could still be found. The following comment by Dr. Max

Howell, speaking on a physical fitness panel at a conference on education in Montreal illustrates this.

You may talk of fitness, you may show movies and give clinics on the subject, you may give free copies of the 5BX and the 10BX to every family, but how do you get people to actually do anything about their fitness, other than talk about it? Past prejudices and beliefs . . . are difficult to change, and the truth is that physical education has an accepted, but a very minor role (Noble, 1962, p.19).

Other events which occurred in Manitoba during the late 1960s drew further attention to physical activity. For example, the 1967 Winnipeg Pan American Games was the largest sports event in the city's history. The games gave Winnipeg new and improved facilities and increased the awareness and knowledge of sport and activity in the city. Many of these facilities are still used by the public schools.

During the Pan American Games the International Congress of Sports Medicine was held at the University of Manitoba where papers related to exercise were presented. At the same congress the Canadian Association of Sports Sciences was formed. Its purpose was to promote research on exercise and fitness in Canada. Over the years this Association has undertaken and reported on a number of studies related to fitness. These studies, reported in Physical Education journals are accessible to Manitoba teachers.

Manitoba's centennial as a province in 1970 was highlighted through many sports attractions. The theme "Sports' 70" encouraged participation for all Manitobans, including the school system.

An international experimental Physical Education project which began in the 1930s in France, began to draw notice in Canada and Manitoba in the late 1960s. The Vanves Project named after Vanves, a town near Paris, came to be known as the one-third time Physical Education program. "Out of a weekly 27 hours of school, 6 are reserved for physical and sporting activities . . . as against 2½ hours out of 30 in the old system" (Hall, 1971, p.5). According to the reports, those taking the increased physical activity had better academic standing and improved fitness levels. Jack Mackenzie, the Physical Education supervisor in Regina, drew the attention of Physical Education teachers in Canada to the Vanves program. Similar programs were attempted in Regina and throughout Canada. In Manitoba, the Vanves program encouraged daily activity programs, most notably in the St. Boniface School Division (Parker, 1975).

The St. Boniface School Division held a meeting in December, 1975 with Dr. John Kos, a Winnipeg chiropractor, Dr. David Mymin, a local cardiologist and Dick LaPage. The purpose of the meeting was to discuss physical fitness and Physical Education. The Vanves study was referred to, along with reports on similar programs throughout Canada. This meeting led to the adoption of daily Physical Education in the St. Boniface School Division.

Another incident which focussed the attention of Manitoba educators on Physical Education was the work of the CORE committee on the Reorganization of the Secondary School Program in Manitoba.

One recommendation of the CORE committee would have resulted in the elimination of Physical Education as a required subject at the secondary level.

The possibility that Physical Education might become an option for high school students alarmed the Physical Education community. As a result, Physical Education professionals and associations organized and presented briefs to the CORE committee (Report of the CORE Committee, 1973). This recommendation by the CORE committee may seem to contradict the argument that the late 1960s and early 1970s saw growing acceptance of fitness. The fact is, however, that although physical fitness was becoming more accepted by physical educators, it did not mean that fitness was widespread in the schools or in the thinking of non-physical educators such as the CORE committee. The significance of this was that in most of the briefs presented to the CORE committee, physical fitness was used as the key justification to persuade the committee to keep Physical Education as a required subject at the high school level. As it turned out, Physical Education remained as one compulsory credit. However, the final result of the work of the CORE committee gave more choice to the high schools and students in the preparation and selection of option subjects. A number of credit option courses were designed in anticipation of the possibility of offering Physical Education as an elective.

Many of these credit option courses contained lifetime sports and fitness concepts. Such activities as tennis and other racquet

sports were taught more frequently because of their potential lifetime application and fitness value.

Another activity sweeping North America in the late 1960s and beyond was recreational jogging. A number of books and pamphlets were published on running and fitness in general. One of the most famous was Aerobics (Cooper, 1968). Aerobics is a term meaning "with oxygen" and is a concept that stresses cardiovascular fitness. Cardiovascular fitness has come to be accepted as the most important aspect of physical fitness. The aerobic types of activities which develop heart fitness are described in Cooper's book. Although the term aerobics dates back to the 1920s, it was not until the late 1960s that it received wide attention. The contemporary concept of fitness stems from that time.

Cooper was the sole speaker at a conference sponsored by the Manitoba Dental Association in 1977. The fact that the Dental Association would bring Cooper to speak on fitness is interesting. One would expect a Physical Education association to sponsor such a presentation, nevertheless, a number of school Physical Education teachers were in attendance.

The national recognition of the importance of physical fitness in Canada, in large measure, was the result of Participaction, a national movement to persuade Canadians to improve their physical fitness. In 1971 a group of concerned Canadians chartered a non profit company known as Sport Participaction Canada. This has become one of the most innovative fitness campaigns in the world

(Participaction, 1979). The program has been active to the present.

The concept began as an idea of Philippe DeGaspé Beaubien, a business man who was chairman of the Fitness and Amateur Sport Advisory Council. Beaubien commissioned a study which confirmed that in 1970 fitness generally was a non-issue in Canada. His study found Canadians to be among the least fit people in the world and they seemed to care little about it. Even though fitness was more widespread in the school system the general public was not totally supportive. In fact the same is probably true today, although Participaction has made people more aware of fitness.

Beaubien developed the concept of a fitness promotion agency and obtained funding from the federal government. A staff was hired under the direction of Keith McKerracher, and a public awareness program began.

The purpose of Participaction was and is to promote improved physical fitness through physical activity among average Canadians. The method that the organization used is the same as businesses use to market their products. In this case the product is fitness through participation and regular exercise.

The original Participaction message was a comparison of the fitness level of a 30 year old Canadian with that of a 60 year old Swede. This was originally shown as a 15 second television commercial a total of six times in one day. It has been referred to repeatedly and it stimulated much discussion about fitness among physical educators and in the media throughout Canada. It

made many Canadians at least think about fitness.

Over the past eleven years Participaction claims to have found the freshest, most energetic and entertaining ways to present the fitness message (Participaction, 1971 - 1982). The Participaction message has been seen through all possible advertising techniques. Many of the advertisements have been donated free of charge by corporate sponsors. A recent estimate of the value is ten million dollars (Kisby, 1982).

Numerous pamphlets, booklets and posters on fitness have been distributed throughout Canada. In Manitoba the Department of Education continues to circulate Participaction literature. Participaction has claimed moderate success in getting the message of fitness to Canadians. The program has been one reason for the increased participation in physical activity of Canadians. The concept has drawn the attention of politicians, trustees, school administrators, parents and students to physical fitness. Participaction has publicized the importance of physical fitness in Canada but it has not necessarily improved levels of physical fitness in Canadians.

One of the most significant conferences relative to fitness ever to be held in Canada took place on December 4-6, 1972, in Ottawa. The National Conference on Fitness and Health was organized by the Fitness and Amateur Sport Branch of the Department of National Health and Welfare.

The conference had as its mandate the task of examining the

effects of exercise on general health. Among its objectives were discussions of ways to improve communication, increase the understanding and formulate recommendations concerning fitness and health.

One presentation of note was given by D. Bailey, an exercise physiologist from Saskatchewan. He reported on his longitudinal study on the fitness of school children. He indicated that, "physical activity for our school children is important for the support of normal growth and . . . may have a direct bearing on adult health problems" (National Conference on Fitness and Health, 1974, p.15). Statements such as the above indicate that advocates for fitness in the school program were beginning to offer more scientific proof, based on research, as justification for fitness.

One of Bailey's conclusions shocked many Canadian educators.

For the ordinary Canadian child (not the athlete or the exceptionally skilled, but the ordinary boy) physical fitness as expressed by aerobic power . . . seems to be a decreasing function of age from the time we put him behind a desk in our schools . . . It is the school that must play a decisive role in leading people to physical activity . . . the schools have failed . . . the time allocation for physical education in the school day in Canada ranks among the lowest in the civilized world (Bailey, 1973, pp. 425, 426).

One can see, in spite of the recognition of the importance of fitness in the school system, problems such as time allotment remained a hindrance to the achievement of higher fitness levels of students.

The recommendations arising from the National Conference on

Fitness and Health contributed significantly to the acceptance of physical fitness as part of Manitoba public school Physical Education. They included increased publicity and research for physical fitness and the development of a safe, simple self-administered fitness test for Canadians. In 1976, the Canadian Home Fitness Step Test was advertised for sale in Canada. In addition the conference report suggested that the provincial departments of education and local school boards give high priority to physical fitness. Most of the recommendations have received consideration in the last ten years. The Winnipeggers who attended the National Conference on Fitness and Health outlined plans to encourage increased attention to physical fitness in Manitoba. They planned to publicize the recommendations of the national conference and to develop a physical fitness testing and information program.

Three other national conferences have been held. They were "School Health", (1972), "Child in Sport and Physical Activity", (1973) and "Employee Physical Fitness", (1974). All the above conferences strongly urged increased attention to physical fitness in school Physical Education programs. In short, the conferences felt that physical fitness programs and training for teachers should be given special emphasis because of their influence on students.

One direct result in Manitoba of the Fitness and Health Conferences was the formation of Project Re Nu which was a

combined Recreation and Nutrition approach to fitness. This was developed through the efforts of Corroll and other local participants in the 1972 National Conference on Fitness and Health. Re Nu was a student summer employment scheme under the STEP program. The program initiated in 1973 was based "on the concept that quality of life could be improved through better physical fitness and nutrition (Re Nu, 1973, p.1).

A mobile testing clinic travelled throughout Manitoba beginning in 1973. The staff was composed of Physical Education, Home Economics, medical and laboratory technology students hired through a summer student employment program. Re Nu consisted of evaluations of fitness, nutrition and health. Counselling was an important part of the program. The Manitoba Department of Education assisted with the successful implementation of the Re Nu program in several Manitoba high schools including some in the Winnipeg School Division.

A number of briefs were directed to the Manitoba Minister of Education during the early 1970s. All shared the common theme of a concern for the fitness of school students and the suggestion that the Manitoba Department of Education initiate action to solve the problem. Briefs were sent by the School of Physical Education, (1974); the Manitoba Physical Education Supervisors' Association, (1974) and John Kos, a private citizen. Subsequent events in Manitoba, as will be shown in the next chapter, firmly established physical fitness as a recognized goal of Physical Education.

Chapter 6

THE RECOGNITION OF PHYSICAL FITNESS IN MANITOBA SCHOOLS

Of all the briefs and submissions to the Manitoba Minister of Education requesting action regarding low fitness levels, the ones that attracted the greatest reaction were those by John Kos, (1974). Kos, a Winnipeg chiropractor and a leading advocate of fitness, was the most vocal Manitoban seeking more physical fitness programs in the schools.

During 1973 and 1974 Kos presented three briefs to the Manitoba Department of Education. He recommended increased time for exercise on a daily basis and listed specific exercises designed to improve strength and posture. He also advocated vigorous activities to develop cardiovascular fitness. He supported his requests by citing research confirming low fitness levels in children.

Kos subsequently was asked to speak on local radio talk shows and was quoted in newspaper articles. He was also asked to speak to Physical Education teachers. He took advantage of these opportunities to restate his concerns about the low fitness of students in the school system. All the publicity contributed to the impact of his brief to the Manitoba Department of Education.

In response to Kos, the Manitoba Department of Education, Physical Education Branch prepared a report in 1974. This report, although not widely distributed, revealed the position and

philosophy of the Manitoba Department of Education Physical Education Branch on physical fitness in Physical Education. The department report compared Kos's brief to the Kraus-Weber publicity of twenty years previously. This report both agreed and disagreed with Kos's proposals for increased fitness content in the public schools of Manitoba. The report indicated some support for fitness in Physical Education. "The main objectives of physical education should be directed towards the development of physical fitness, recreational competency and social efficiency. Physical fitness measures correlate quite highly with recreational competency" (Comments on the Brief Presentation by Dr. J. Kos to the Minister of Education, May, 1974, p.3). There are three objectives listed here and fitness is only one of them. This suggests that it was not given a high priority, or it would have been singled out in its own right. Fitness and recreational competency are certainly related, however, social efficiency or the acquisition of socially accepted skills through Physical Education is more a hopeful by-product of Physical Education. It is a goal even more difficult to measure and achieve than physical fitness. The Department agreed with the statement by Kos that it is necessary to help people take better care of themselves and that the schools should allow more time for fitness programs.

This view is held and has been expressed by various authorities and agencies in the past. It is very likely that this particular aspect of the overall Dr. Kos proposal had the strongest appeal to most of the individuals and organizations contacted by

Dr. Kos in support of his recommendation for raising the level of fitness of Manitoba youth (Comments on the Brief by Dr. J. Kos to the Minister of Education, May, 1974, p.5).

The Manitoba Department of Education Physical Education Branch strongly disagreed with Kos's major proposal that the government insist on 30 minutes of compulsory daily physical exercise for all school students. "To adopt a proposal such as this with its narrow emphasis and implied regimentation for all and sundry, would set back physical education by many years and certainly not raise the level of 'fitness' as we understand it today. We do not want our children and youth 'turned off' - but 'turned on' - for life - through enthusiastic participation in a varied and comprehensive program which is palatable, meaningful, interesting, challenging, physically beneficial, and appropriate for each age level" (p.5). The department indicated that Physical Education should attempt to offer the type of program that it is capable of providing. "Physical education deserves the opportunity to prove that it is equal to the educational task expected of it, while recognizing its role in partnership with other educational areas and the community at large" (p.5). The above comments and the entire report in general suggest that the Department of Education was politely refusing to take Kos seriously. This, perhaps, represents an example of professional physical educators refusing to accept the views of an outsider. The department criticized some of Kos's exercise suggestions, implying that they were a

return to the formal drill and calisthenics programs. The issue at hand was not the value of specific exercises but the desire to improve physical fitness in the schools. The department report did not address Kos's main concern - fitness.

The Manitoba Department of Education Physical Education Branch concluded its response to the Kos brief with reference to several contemporary newspaper and magazine articles showing that fitness was viewed to be more important than ever before. An April, 1974 issue of Sports and Fitness Instructor which contained an article dealing with physical fitness and Physical Education was cited.

In Canada we say that we realize the importance of fitness - but there is no strong conviction or emotion behind the statement . . . One of the incongruous things about our government's present interest in promoting fitness in Canada, is that so little effort appears to be being made to provide motivation, support and status for our physical educators . . . This is true at all levels of government (Comments on the Brief by Dr. J. Kos to the Minister of Education, May, 1974, p.26).

This suggests that the concern for fitness at many levels was largely rhetorical. One would think if the concern was so prevalent, stronger action would have been taken earlier by governments including the Manitoba Department of Education. The report simply recommended that the Manitoba Department of Education and local school divisions reaffirm their position on Physical Education, hardly a decisive action. However, the department did indicate that "the 'climate' is right for the schools and

educational leaders at every level to respond to the growing concern for a greater emphasis on preventive health measures" (p.28). The climate was indeed right as was shown by subsequent events in Manitoba.

The Manitoba Department of Education Report on Fitness and Physical Education contained some strong statements concerning support for fitness as part of the schools' Physical Education program. Nevertheless, many of the statements sound like no more than classic bureaucratic responses.

The publicity generated by Kos began to increase. Local newspaper articles indicated support for more fitness in the schools (Martin, 1974; Orchard, 1974) on the part of the public, physical education teachers and supervisors.

The Winnipeg School Division was quick to react to all the interest, discussion and publicity concerning fitness. On May 9, 1974 a meeting was held of the Winnipeg School Division Board of Trustees and the Winnipeg School Division Physical Education Department. Kas Vidruk and his staff of Janet Sampson and John Devine were asked to discuss various aspects of the Division's Physical Education program. The meeting led to an "expressed interest in encouraging some pilot projects in physical education with attention to fitness levels and daily activity" (Winnipeg School Division, Physical Education, June, 1975, p.1). It was suggested by Vidruk and his staff that the elementary schools could offer daily periods of physical activity by utilizing all

available facilities. As a result of a later memo from Vidruk, a number of school principals expressed a desire to have their schools participate in a special program called the Accelerated Physical Education Program. This program emphasized fitness. The interest was no doubt stimulated by the increased publicity about low fitness levels in school students and probably by the media attention generated by John Kos and by other briefs on physical fitness to the Manitoba Minister of Education.

The first objective of the Accelerated Physical Education Program was to increase the physical fitness levels of elementary school children. "The program was started to fulfill a need for fitness in students. It aimed at making students aware of the importance of taking part in physical activities for their own good rather than for the purpose of competing with others" (Julien, 1975, p.1).

The Winnipeg School Board authorized additional funds and staff time to 15 schools in the Winnipeg School Division to begin the program. Five Physical Education itinerants were assigned to the accelerated schools for an extra administrative half day per cycle. Their purpose was to assist the school staffs to implement the new program.

The time allocated to Physical Education had, in theory, been increased to 150 minutes per six-day cycle from 120 minutes per cycle. However, it should be remembered that, in those years, most schools did not meet the recommended time guidelines. "More than

80% of Manitoba's school children . . . do not receive this 100 minute per week time allotment" (The Manitoba Schools Physical Fitness Survey 1976-77, 1978, p.8). This included lessons given by the classroom teacher. The main thrust of the program was at the grades four to six level. There were a few schools which attempted to include the primary grades as well, but by and large the primary teachers still taught their own lessons.

The accelerated program was designed so that the classroom teacher could observe the Physical Education itinerant teaching their class. Part of each lesson "might include a fitness circuit, a games circuit, an outdoor activity or whatever 'theme' being stressed at that particular time" (Winnipeg School Division, Physical Education, June, 1975, p.3). The classroom teacher would, in turn, repeat some of these activities emphasizing maximum activity.

A number of mass participation activities were organized as part of the Accelerated Physical Education program. These included such things as mass runs, gymnastic displays, dance festivals, daily running programs and exercise breaks to music. The Accelerated Physical Education program expanded to 35 out of 59 schools by the 1978-79 school year. Some other schools, although not specifically on the program, also increased fitness content in the program. Physical fitness, as part of the program, was more obvious than ever before. It is interesting that the arrival of

the fitness movement in the Winnipeg School Division would occur at the elementary level, the last grades to receive Physical Education teachers. The program at the secondary level has always been slower to change than the elementary level, holding on to past traditions. As a rule, degreed physical educators are more firmly established in their philosophy of Physical Education.

In celebration of the City of Winnipeg's Centennial in 1974 the Winnipeg School Division organized a number of physical activities. A major event was a running, swimming, snowshoeing and skiing program during the fall. Over 5,000 students of the school division were involved. Each student undertook to cover 100 "Centennial miles". One hundred runners commenced the program by running one mile each at the Winnipeg Stadium during half-time at a Winnipeg high school football game. The entire event culminated with the last mile of the Centennial activity run taking place on the grounds of the Legislative Building. The symbolism of the 100 mile Centennial activity program was obvious. The fact that an event such as a mass physical activity program was selected by the Winnipeg School Division to commemorate the city's Centennial, signalled the recognition and acceptance of the need for physical fitness in the Winnipeg school system.

As a result of the attention and publicity generated by the Kos brief in the media and interest by the Physical Education community, the Manitoba Minister of Education, the Honourable Ben Hanuschak appointed a Physical Education Working Group chaired

by Jim Daly. The Group was formed in response "to a growing concern expressed by teachers, parents, medical people and the press that Manitoba schools are still graduating many youngsters who are physically unfit and also fall short in the basic skills of physical education" (Daly, 1975, p.1).

The task assigned to the Physical Education Working Group was to review all pertinent documents and reports that would be of assistance in improving the kindergarten to Grade 12 Physical Education program, in addition to preparing a comprehensive report on the subject with realistic recommendations for improvement.

The Working Group attempted to deal with two essential needs which were identified through public concern. They were as follows:

1. To develop and ensure adequate physical health and fitness programs in Manitoba schools. The traditional approach . . . has not been adequate to produce healthy, fit children.
2. To develop and ensure co-curricular programs of physical education . . . to all children, not just the few who excel in given sports (Daly, 1975, p.2).

Daly, (1975) indicated that the committee's greatest concern was "that Manitoba children learn and maintain good fitness habits, so that they can enjoy good health for a lifetime" (p.2).

The report of the Physical Education Working Group resembled in many ways the Kennedy Report of 1958. The difference, significant to this study, was in the fact that, while the Kennedy

Report studied Physical Education and Recreation generally, the Daly Report focussed specifically on physical fitness in the Physical Education program. The Kennedy Report did much to improve Physical Education generally; the Daly Report, encouraged schools to consider physical fitness as a greater part of their Physical Education program. It is interesting to note that both reports made detailed reference to low physical fitness levels of school children.

The Working Group conducted discussions with interested individuals and associations. In addition they sought a variety of submissions and received relevant briefs, reports, resolutions, proposals and articles.

The Daly Working Group met with such organizations as the Manitoba Medical Association, the Manitoba Chiropractors' Association, the Manitoba Association of School Superintendents, the Manitoba Teachers' Society, the Winnipeg Chamber of Commerce, the Physical Education Supervisors' Association, the School of Physical Education and various school divisions and individuals. The report represented a wide cross section of Manitobans interested in the fitness problem.

The Physical Education Working Group visited Physical Education programs in Manitoba, Saskatchewan and Ontario. In addition, a number of reports of programs from all over Canada were solicited. The appendix of the Daly Report lists several articles and general references used by the study group, most of which have been reviewed

by the author and are referred to in this study where applicable.

The Working Group also sponsored a three day workshop called "New Directions in Physical Education for Manitoba". It was held in early June, 1975 in Winnipeg and was attended by over fifty Manitoba educators. Bailey from Saskatchewan addressed the workshop participants, referring to his child fitness study (1973). He spoke on the need for more vigorous School Physical Education programs. The conference participants met in groups to formulate recommendations to improve Physical Education and physical fitness programs in Manitoba schools.

The Daly Report called New Directions in Physical Education for Manitoba Schools contained recommendations to improve Physical Education generally and physical fitness specifically in the public schools of Manitoba. It should be noted that prefacing the stated concern for fitness and recommendations to improve it, the Report indicated there were good existing Manitoba Physical Education programs which emphasized physical fitness. "The province can boast of many ambitious and creative programs; i.e., Health and Fitness Centres in some schools. The problem is simply that we haven't been able to provide universal access to the best of which Manitoba physical educators are capable" (Daly, 1975, p.15).

There were a few Physical Education programs, at the time, which emphasized physical fitness. One example was the program at Kildonan East Regional Secondary School in the River East School Division directed by Ken Sturk. The program theme was and still

is "Fitness through Participation". There were other isolated examples of programs focussing on fitness but, by and large, physical fitness was not a major part of most programs, particularly at the secondary level.

The Physical Education Working Group made an interesting comment about the decline of physical fitness in Manitoba school children.

It must be said that some of the forces which have contributed to the decline of school-age fitness and some of the pressures for improvement have originated outside the school. Take elementary school physical fitness, for example: up until very recently, few schools have ever tried to offer it, and with good reason - before television, bussing, before the disappearance of vacant lots, before the growth in incomes which turned even little children into passive consumers, youngsters had many more reasons and opportunities to be active in play (Daly, 1975, p.15).

The notion that physical fitness was not a problem prior to television, bussing and so forth contradicts evidence found in this study. Reports of low fitness in students occurred in every decade of the century. The remainder of the previous quotation is not unlike remarks by D. S. Woods in his article in the Western School Journal (Apr., 1913). Daly stated:

It is incumbent upon the school system of Manitoba to deal with them. No other social agency touches every child. No other agency has the collective human experience to help children learn their physical needs and to integrate this learning with their understanding of and interactions with the world around them (Daly, 1975, p.16).

The Working Group's initial recommendation to the Manitoba

Minister of Education was to have specific learning objectives related to physical fitness identified and added to the school curriculum "so that every child at every level of the school system not only practices the habits of personal fitness but also understands at his/her level the principles which underlie them" (Daly, 1975, p.2). This was realized in 1978 when the "Desirable Fitness/Lifestyle Objectives" chart was distributed by the Manitoba Department of Education. This chart was referred to in Chapter 1 of this study, and is reproduced in appendix B.

Following is a summary of other recommendations from the Daly Report which are relative to this study.

That . . . all Manitoba schools be required to offer an average of 40 minutes physical education per day, at least 20 minutes of which involves vigorous physical activity

That the Department of Education ensure that appropriate in-service opportunities are provided for teachers and principals . . . The Department should be fully prepared to offer . . . workshops . . . during the summer . . .

That the Department of Education should acquire, effective September 1, 1976, on a seconded contract basis, three physical education consultants to assist and support schools/school divisions to implement the new program (Daly, 1975, pp.18,19,22).

These were the major recommendations. They were fulfilled between 1976 and 1978. Other recommendations which related to fitness, included the establishment of Health and Fitness Centres, the purchase of fitness testing equipment and the preparation and distribution of physical fitness support materials to encourage everyone in the school system to become physically fit. All of the above were attempted with varying degrees of success.

One of the final recommendations in the Daly Report, related to the public attitude about the awareness of the value of school physical fitness programs. To this end it was suggested that a major publicity campaign involving the Minister of Education and the Manitoba Department of Education staff be undertaken. Over the next three years there was increased media publicity for physical fitness in the schools of Manitoba (Gage, 1975; Wielaard, 1976). It was felt the success of the entire program depended upon public support.

Daly informed the author that he felt that all the recommendations of the report were realistic since many of the suggestions had been implemented elsewhere. He indicated that the limiting factor in any school was the existence of a principal willing to pursue the program with some degree of commitment (1981).

The concluding statement of the Working Group's Report indicated that the Group wanted the Report to be interim. "Further areas of study that the Group wishes to pursue are curricular areas and long-range facility planning" (Daly, 1975, p.32). Since the problems and solutions related to physical fitness were not short term, neither should be the task of the Physical Education Working Group.

In a subsequent news release Hanuschak, the Manitoba Minister of Education, indicated he had accepted almost all the recommendations in the Daly Report (1975). However, he refused to make the suggested 40 minutes of daily physical activity mandatory

(Wielaard, 1976). He said that such a move would be contrary to the general philosophy of the Department of Education of encouraging more local control. Perhaps he was cautious in anticipation of what other subject areas might demand if time requirements for Physical Education were legislated. Nevertheless, the fitness movement in Manitoba education gained considerably. The most significant result of the Daly Report was the appointment of Fred Gutoski, an exercise physiologist from Manitoba, as the co-ordinator of the New Directions in Physical Education Program at the Department of Education. This is not to suggest that the attempts to implement the New Directions in Physical Education program at the Department of Education caused the overall acceptance of fitness in Manitoba schools. However, the program was a significant contribution along with other factors, to the more visible acceptance of the topic in the schools.

It is the opinion of the author that subsequent events in the schools of Manitoba demonstrate the acceptance of physical fitness as a truly legitimate part of the public school system of Manitoba.

In any case physical fitness had become more accepted in the Manitoba schools than ever before. The years between 1975 and 1978 represented the most conscious efforts ever to have education for physical fitness become part of the program in the public school system in Manitoba by encouraging teachers to develop students' physical fitness knowledge, attitude and performance.

It is not the purpose of this study to describe events beyond

the mid 1970s, for at this point, physical fitness was finally recognized as a priority for Manitoba public school Physical Education. Much of what occurred after this period was more an extension and re-enforcement of physical fitness than a new development. The most visible attempts to deal with low fitness levels in the schools appeared at the Manitoba Department of Education between the years 1975 and 1978. Gutoski initiated much of this activity. He coordinated a provincial workshop called "Exercise, Fitness and Physical Education". The workshop focussed on fitness (Nick, 1975). In an attempt to publicize the fitness goal of Physical Education, Gutoski established an Employee Fitness Program at the Manitoba Department of Education, (1975). He also assisted in the development of fitness support materials and pilot fitness programs. He initiated the computerization of the Canadian Association for Health, Physical Education and Recreation Fitness test for use in Manitoba schools (Gutoski, 1976). The program was called FITNESC. In addition Gutoski, LaPage and Nick organized the 1976 Physical Education summer courses at four sites throughout the province. The courses focussed on fitness.

In September, 1976 the Manitoba Department of Education seconded the services of Elaine Andrew, Dave Fitzpatrick and Bob Webster to assist Gutoski, LaPage and Nick in the implementation of the recommendations of the Daly Report. In addition, Dawn White was hired as a Health consultant, assigned to Physical Education Services.

The Manitoba Department of Education, Physical Education consultants offered the most support that Physical Education had ever received in the history of Manitoba. The main focus was fitness, although other aspects of the program were not ignored. With respect to the fitness thrust, physical fitness support materials were developed, physical fitness testing equipment loaned and in-services and further pilot fitness projects were encouraged in the schools.

The most outstanding activity undertaken by the Manitoba Department of Education during the 1976-1977 school year was the development of the first Manitoba physical fitness test as a result of The Manitoba Schools Physical Fitness Survey, (1978). There was a year's delay in the publishing and distribution of the survey report due to the change in provincial government in the fall of 1977. This delay served to further publicize the fitness problem in the schools since the preliminary results had indicated that fitness levels of children were declining. This naturally drew increased response from the Physical Education community and the press. This was the largest fitness survey ever to take place in Manitoba. It was initiated by Gutoski with the assistance of the other Physical Education consultants. The project gave the consultants the opportunity to expose the test schools and all divisions and Physical Education supervisors to more sophisticated fitness tests and also encouraged all educators to make fitness a greater part of their programs. The results of the survey still

indicated low fitness levels among Manitoba schools' students as in the past. The acknowledgement and recognition of fitness as a greater part of Physical Education in Manitoba had evidently not guaranteed higher fitness levels. The most recent Physical Education curriculum has devoted a considerable amount of content to physical fitness as a goal of Physical Education (1981).

Another event in Manitoba which contributed to greater attention to physical fitness was the dissolving of the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation in 1975 into specific interest groups. The Manitoba Association had become so diversified in its activities that school Physical Education was but one of its responsibilities. The dissolution of the Association gave birth to the Manitoba Physical Education Teachers' Association, (1975) and shortly thereafter to the formation of the Manitoba Physical Activity Institute. For the first time Manitoba public schools' physical educators were responsible for their own professional association and able to concentrate more directly on their instructional program. Subsequently, the various concepts of the program, including fitness, received greater attention.

The formation of the Manitoba Physical Activity Institute, comprised of some former members of the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation, also contributed in a large respect to the further development of the school fitness movement. The objectives of this new association

were specifically to promote and stimulate physical activity throughout all Manitoba, including the school system (Physical Activity Week 1976).

The most visible aspect of the Institute has been, since 1976, an annual Manitoba Physical Activity Week (P.A.W.). The concept was initially proposed in the fall of 1976 by Dick LaPage. The major objective of Physical Activity Week is "to encourage all Manitobans to become physically active and create a greater awareness as to the benefits to be derived from physical activity and good nutrition" (Physical Activity Week, 1976, p.1). Manitoba schools have played the most active role in focussing on physical fitness during the annual Physical Activity Week. A number of school based activities have been undertaken each year during that week (pp.4-16). The Winnipeg School Division elementary schools have been particularly involved.

In the past few years there has been an increase in the number of divisions and individual schools throughout the province emphasizing fitness in their Physical Education program. These include the Winnipeg, St. James, St. Boniface, Intermountain, and Mystery Lake School Divisions. Individual schools such as Glenelm and River Elm in the Winnipeg School Division; Arthur Meighen School in Portage la Prairie and General Byng in the Fort Garry School Division are but a few places where physical fitness has become a greater part of the program. Specific examples of what is happening include more time devoted to the program, the installation

of fixed wall equipment, the use of fitness testing equipment, parental involvement and daily activity breaks. Generally the physical fitness goal is more obvious than ever before.

In-services, conferences and university courses have all had more fitness content in the last few years. The annual conferences and activities of the Manitoba Physical Education Teachers' Association and the Manitoba Physical Education Supervisors' Association have both had greater content related to fitness. In addition professional Physical Education publications have dealt with the topic more frequently in recent years. The Manitoba Physical Education Supervisors' Association distributed a newsletter on fitness where it made the following statement. "Physical fitness or physical well-being is a major goal of the new Manitoba Physical Education curriculum, and may well be the most important" (1981). It is interesting that the word "may" implies reluctance to accept fitness as the most important goal of Physical Education. However it is a stronger commitment than had been made previously.

At the national level, the Canadian Association for Health, Physical Education and Recreation continues to make positive statements in support of physical fitness in the school system. One of their most visible projects has been their School Physical Activity Program beginning in 1975. The purpose of this program was to identify criteria for good Physical Education programs and to recommend ways to implement these programs in more schools.

Physical fitness was a criterion identified repeatedly in

reference to Physical Education programs. Fitness was considered to be "of such importance that every part of the program must include vigorous physical activity" (New Perspectives for Elementary Education Programs in Canada, 1976, p.5). In 1980 the Canadian Association for Health, Physical Education and Recreation completed the revision of the Fitness Performance Test. The norms were updated and flexibility and cardiovascular tests were added. It is interesting to note that these test items were used in the Manitoba Physical Fitness Survey. In fact, the Manitoba test has been used and referred to elsewhere in North America. The Canadian Association for Health, Physical Education and Recreation requested and received permission from the Manitoba Department of Education to reprint and sell the Manitoba Physical Fitness Performance Test Manual and Fitness Objectives (1980). This is one of Manitoba's contributions to the fitness movement in Canada.

Finally activities in the Winnipeg School Division since 1974 demonstrate that the fitness movement is very much a part of the Physical Education programs. The Accelerated Physical Education Program gave rise to a wide range of fitness related activities. Although there were drawbacks to the program as a result of a staff reduction in the Physical Education department, the program generated much attention to fitness. This staff reduction was due to economic factors and the belief by the administration that Physical Education and physical fitness could survive at the school level. In 1978 the Physical Education consultant support in the

division has increased since it was recognized that the Physical Education program in general and the physical fitness goal required coordinated and consistent support.

Other activities in the Winnipeg School Division in support of fitness include an increase in fitness related in-services, pilot fitness programs, the installation of fitness apparatus and purchase and increased use of fitness testing equipment.

John Kos gave a fitness in-service to the Physical Education teachers in the Winnipeg School Division in 1974 in which he urged them to make fitness a greater part of their program. More classroom teachers, particularly at the elementary level have sought assistance for their daily physical activity programs.

The administration of the Winnipeg School Division has generally been supportive of the fitness goal. For example, in 1978, Marcel Pelletier, one of the superintendents, distributed the following memo to his schools.

I am pleased with the increased support given to physical education in Area I this year. In light of the results of the Manitoba Schools Physical Fitness Survey 1976 - 77, which indicated low fitness levels for Manitoba Students, I would like our area to emphasize fitness theory and activity. With this in mind, I encourage you to use the physical education support services of Area I and the division to develop students' awareness of the need and value of regular physical activity, now and their future leisure time (Pelletier, Sept. 14, 1978, p.1).

The administration and Trustees of the School Division further demonstrated their commitment to fitness in the schools when they

passed the original motion leading to the eventual adoption of the policy on physical fitness and Physical Education (appendix A). In fact, the original Board motion was motivated exclusively by a fitness concern. It was worded as follows: "that the administration investigate and report to the Board . . . alternating measures to improve the level of physical fitness of students of The Winnipeg School Division in order that the Board can develop a comprehensive physical fitness policy for the Division" (Winnipeg School Division Board, Minutes, Feb. 6, 1979, p.371).

The events of the latter 1970s saw the recognition and acceptance of physical fitness as a legitimate and visible part of Physical Education in Manitoba schools at all levels. The fact that it has been acknowledged was an important first step. The task ahead is to translate this acceptance into the program in order that physically educated students with adequate knowledge of fitness principles and positive attitudes can intelligently make the decision to maintain recommended performance levels of physical fitness throughout their lives.

CONCLUSION

The author has investigated the emergence of physical fitness as a concept in the public education system of Manitoba. The Winnipeg School Division No. 1, the largest and oldest division in the province, was used as a reference point. Although the study focussed on the Winnipeg School Division it proved impossible to separate this from provincial and national influences, since developments at both levels had direct impact on the Winnipeg School Division.

The Winnipeg division has always been a leader in developing or accepting various aspects of Physical Education including the fitness movement through leadership, fitness testing, pilot programs and the recent Physical Education and Physical Fitness Policy. (appendix A)

The initial recognition of Physical Education as part of the school curriculum was necessary before any of the aspects of the subject could improve. The influence of Robert Jarman, the father of Physical Education in Manitoba, and other leaders took physical training from its drill and calisthenic roots to the broad discipline it became.

Initially in the Manitoba education system, physical fitness, indeed Physical Education was not a consideration. However, it is apparent that the interest in fitness has always been a part of a much wider social concern. For example, at various times, fitness

has been encouraged for the development of character, obedience, discipline, the control of delinquency, military efficiency and the reduction of high costs of health care. Currently physical fitness is being stressed as a means of reducing heart disease, obesity, and stress. Thus fitness is seen as a form of preventive medicine, as a way of keeping people out of the hospital in the hope of keeping medical costs within reasonable limits. At the same time the increase in leisure time and automation have also contributed to the need and concern for fitness.

Throughout the history of Manitoba there have been particular periods of accelerated action for fitness. During times of war or the threat of war, the interest in developing physical fitness was high. There was a concern for idle youth during the depression years. An outcome of this was the organization of recreation programs in Manitoba stressing physical fitness. Subsequently, the teacher training program for Physical Education improved through the summer courses at the Gimli Leadership Training Camp. This was a significant contributor to Physical Education and indirectly to the fitness movement in Manitoba.

During the 1950s interest in physical fitness "took-off". No prior decade gave as much attention to fitness as did this one. Contributing factors were the dismay at low fitness levels, the growth of fitness testing and the increased interest in education as a result of the growing school population due to the post war baby boom.

The 1960s and 1970s saw the expansion of the fitness movement begun in the 1950s, leading to the firm recognition of fitness as a legitimate goal of public school Physical Education programs in Manitoba.

There has always been an interconnectedness among sport, Physical Education and fitness to the extent that often fitness was seen as synonymous with the others. The three areas were not always as clearly distinguished as they could have been.

Sports and competition, primarily motivated by Manitoba's obsession with these activities, have been continuously promoted. Physical fitness has always been an underlying reason and expected by-product of athletics. The improved organization of interschool sports programs were viewed as good for the pursuit of fitness even though they did not specifically deal with the fitness problem. On the other hand, as such facets as the sports programs in Physical Education improved so did the entire program including physical fitness. The concept of fitness grew with the entire Physical Education program in Manitoba.

Over the years concepts of physical fitness have changed. Initially the benefits of fitness were described in a general manner, as ways to improve health. Eventually such factors as posture, strength, moral development, total fitness, sport skills and finally cardiovascular endurance were seen as important aspects of fitness. These changing concepts have been due to advancements in knowledge, research and science relative to the importance of

fitness.

The role of leadership, through individuals and associations has been fundamental in the course of fitness as part of the Manitoba education system. Individual leadership has come under two categories. There has been a number of outstanding physical educators who have caused the improvement of Physical Education and in an indirect way, physical fitness. Such people as Thomas Billman, Joseph McLaren, Robert Jarman, Hart Devenney, Doris Plewes, Frank Kennedy, George Nick and Kas Vidruk have contributed to the Physical Education and/or the fitness movement. In recent times, William Orban, Max Howell, Mike Yuhasz, Vic Corroll, Ken Sturk, John Kos and Fred Gutoski are but a few who have specifically contributed to the cause of fitness in the Manitoba public school system.

Additionally there have been other advocates who have greatly assisted in the acceptance of Physical Education and/or physical fitness. Non-physical educators such as W. C. Pinkham, Lord Strathcona, Robert Fletcher, Daniel McIntyre, W. A. McIntyre, D. S. Woods and D. Bruce Moorehead were instrumental in the development of Physical Education in Manitoba. In recent times such advocates and administrators as Lionel Orlikow, Jim Daly, Victor Corroll, Gordon Cumming, John Kos, Fred Gutoski, Ben Hanuschak, Ian Turnbull and Marcel Pelletier have either directly contributed to the cause of fitness, or as administrators, have been catalysts assisting teachers in initiating fitness programs

in Manitoba schools. This suggests that prominent and strategically placed individuals have been instrumental in the advancement of the cause of fitness. Through their efforts all facets of the Physical Education program in Manitoba schools have improved. They have caused positive changes in curriculum, facilities, support services, teacher preparation, fitness testing and publicity for Physical Education and fitness.

It appears that advocates for fitness have always been in a minority. Fitness was described as a small but growing movement and even at present this is still so.

In addition to individual leaders, the work and efforts of associations and agencies have also been important to the development of Physical Education and therefore indirectly to the fitness movement. The National Branch and the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation have lobbied for the greater acceptance of fitness and Physical Education and offered conferences, initiated testing projects and distributed fitness support materials.

In recent times the Manitoba Physical Education Teachers' Association, the Manitoba Physical Education Supervisors' Association and the Manitoba Physical Activity Institute, have voiced their opinion in support of fitness.

The Physical Activity Institute has been particularly active in Manitoba, however, by far the most successful organization to lobby for fitness in Canada has been Participaction. This

publicity campaign has brought the fitness message to all Canadians. Support has come from outside of the Physical Education community as well from such groups as the Manitoba Medical Association and the Welfare Council of Greater Winnipeg.

The importance of government as an initiator of action through such legislation as the Strathcona Trust, the Fitness Acts, and the Kennedy and Daly Reports has been instrumental in the advancement of the fitness movement. Government action, however, although fundamental, has generally come about as a result of the urgings of the general public and leaders in Physical Education or related areas.

One should not ignore the impact of financial considerations on all aspects of education including fitness. Economics has always dictated the course of fitness. The repeal of the Fitness Acts was based, in part, on cost. The solution to the ever prevalent fitness problem, however, lies not only in the amount of money available to provide staff, facilities, equipment and publicity, but also in the determination of the physical educators to deal with the fitness problem.

The most recent example illustrating the role of economics in the fitness movement in Manitoba was the result of the 1977 provincial election which caused a government change in Manitoba. The new government, very conscious of the budget deficit, chose to eliminate the New Directions Program fitness thrust which had been initiated as a result of the Daly Report. Currently, there

are two Physical Education consultants at the Manitoba Department of Education, a reduction from five since 1977. The consultants offer support for Physical Education in a number of varied areas of the program. Physical fitness, although still receiving a high level of attention in Manitoba, is receiving less stress than it had during the peak period between 1975 and 1978 when the fitness movement arrived in Manitoba. In spite of all the efforts of government one thing apparent is the fact that it is not possible to legislate fitness.

To say the message of fitness has been heard is obvious, However, it is important to distinguish between talk about fitness, concern for low levels of fitness and actual improvement of children's fitness levels. There has always been a gap between theory and practice, rhetoric and reality. Time and time again, the results of fitness testing have concluded that not only are fitness levels low, but they are declining. The ultimate challenge facing Physical Education and the school system is the translation of the acceptance of fitness to the development of minimal fitness standards in children.

In conclusion, the author would like to reiterate the comment by W. C. Pinkham after his visit to schools in Eastern Canada. He would indeed be "pleased to find considerable attention given . . . to . . . calisthenic exercises" (Pinkham, 1882, p.9). In the one hundred years since Pinkham's remarks, the physical fitness concept in the public schools of Manitoba has progressed immensely.

BIBLIOGRAPHY

BIBLIOGRAPHY

A.A.H.P.E.R. Fitness Test Manual, The, (rev.ed.). Washington, D.C.:

American Association for Health, Physical Education and
Recreation, 1965.

Anderson, D. F. A History of Physical Education in the City
Schools of Winnipeg. Unpublished Master's Thesis, University
of California, 1964.

Anderson, D. F. Professor, Recreation and Athletics Department,
University of Winnipeg, Personal Interview, Jan. 6, 1981.

Artibise, A. Winnipeg, A Social History of Urban Growth.
Montreal and London: McGill-Queen's University Press, 1975.

Artibise, A. Winnipeg; An Illustrated History. Toronto: James
Lorimer and Company Publishers and National Museum of Man,
National Museums of Canada, 1977.

Astrand, P.-O. Health and Fitness. Stockholm: SKANDIA Insurance
Company, Ltd., 1972.

Bailey, D. A. "Exercise, Fitness and Physical Education for the
Growing Child - A Concern". Canadian Journal of Public Health,
Sept.-Oct. 1973, 64, pp. 421-430.

Bartlett, F. L. Games, Dances and Activities for Physical Education.
Toronto: Clarke, Irwin & Company, Ltd., 1938.

Bean, S. "Medical Profession Broadens". Winnipeg Free Press,
December 15, 1981. p.17.

Begg, A., & Nursey, W. R. Ten Years in Winnipeg. A Narration of

- the Principal Events in the History of the City of Winnipeg from the Year A.D. 1870 to the Year A.D. 1879, inclusive. Winnipeg: Begg and Nursey, 1879.
- Belton, F. "Military Drill in Ungraded Schools". Educational Journal of Western Canada, June-July 1900, 2:4, pp. 439-440.
- Bilborough, A., & Jones, P. Physical Education in the Primary School. London: University of London Press Ltd., 1968.
- Bowen, W. P. "Physical Education Problems". The Western School Journal, Sept. 1923, 17:17, pp. 278-280.
- Boyle, R. H. "The Report That Shocked the President". Sports Illustrated, Aug. 15, 1955.
- "Brief Presented to the Royal Commission On Education". Manitoba Educational Association, November, 1957.
- Brown, E., & Ducharme, A. Elementary Fitness Concepts and Activities. STEP Project. Manitoba Department of Education. 1976.
- Bucher, C. A. Foundations of Physical Education (5th ed.). St. Louis: C. V. Mosby, 1968.
- "CAHPER Report", The Manitoba Journal, Jan.-Feb. 1963, 41:4, pp. 58-59.
- Callahan, R. E. Education and the Cult of Efficiency. A Study of the Social Forces That Have Shaped the Administration of the Public Schools. Chicago: University of Chicago Press, 1968.
- Canada Fitness Award Information. Health and Welfare Canada, n.d.
- Canada, Parliament, House of Commons, Debates. Ottawa: King's

- Printer, July, 1943, 5.
- Canada, Parliament, House of Commons, Debates. Ottawa: Queen's
Printer, May 3, 1953-54, 6, pp. 4333; 5973; 6332-6334.
- Canada, Parliament, House of Commons, Debates. Ottawa: Queen's
Printer, Sept. 20, 1961, 8, pp. 8601; 8716.
- Canada, Parliament, House of Commons, Debates. Ottawa: Queen's
Printer, Sept. 22, 1961, 8, pp. 8717-8739.
- Canada, Parliament, House of Commons, Debates. Ottawa: Queen's
Printer, Sept. 25, 1961, 8, pp. 8832-8875.
- Canadian Home Fitness Test Leader Manual. Ottawa: Recreation
Canada, Canadian Department of Health and Welfare, 1975.
- Carroll, J. "Folk Dancing and Games". The Western School Journal,
Sept. 1924, 19:7, pp. 54-56.
- Carroll, J. "Physical Training". The Western School Journal,
Oct. 1924, 19:8, pp. 89-92.
- "Centennial Athletic Awards". CAHPER Journal, Aug.-Sept. 1966,
32:6, p.3.
- Chafe, J. W. An Apple for the Teacher, A Centennial History of
the Winnipeg School Division. Winnipeg: Winnipeg School
Division No. 1, 1967.
- Chapman, S. Former Assistant Director of Physical Education,
Winnipeg School Division No. 1, Personal Interview, January 20,
1981.
- Chatwin, N. Physical Education for Primary Grades. Toronto:
The House of Grant (Canada) Ltd., 1956.

- "Child in Sport and Physical Activity". A Summary of the Resolutions, Preliminary Report Submitted To All Delegates For Approval, Queen's University, Ontario, May 13-18, 1973.
- "Children Becoming Slouches, Prof Says". Winnipeg Free Press, Jan. 10, 1974.
- Clark, B. "The School Where Fitness Counts". Winnipeg Free Press, Feb. 6, 1965, p. 10.
- Clark, L. Former Physical Education Consultant, Winnipeg School Division No. 1, Personal Interview, November, 1981.
- Clarke, H. H. Physical Fitness News Letter. Sept. 1955, 2:1, p.1.
- Clarke, H. H. Physical Fitness Newsletter, Feb. 1956, 2:6, p. 4.
- Clarke, H. H., & Clarke, D. H. Developmental and Adapted Physical Education. Englewood Cliffs: Prentice-Hall, Inc., 1963.
- "CMA Says All Age Groups Should Exercise, Eat Less". The Winnipeg Tribune, June 16, 1960, p. 30.
- Collis, M. L. Moving into the Teens. Ottawa: Fitness and Amateur Sport, 1978.
- "Comments on the Brief Presentation by Dr. J. Kos to the Minister of Education on the Subject of Fitness and Hypokinetic Disease and a Report with Recommendations on Physical Education in Manitoba Schools". Winnipeg: Department of Education, Physical Education Branch, May 1974.
- Connell, S. J. A History of Gimli Training Camp. Unpublished Graduation Essay, University of Manitoba, 1967.
- Cooper, K. H. Aerobics. New York: M. Evans & Company, Inc., 1968.

- Corroll, V. A. AAHPER Youth Fitness Test Items and Maximal Oxygen Intake. Unpublished Doctoral Thesis, University of Illinois, 1967.
- Corroll, V. A. "Manitoba 'Fit For 70' Height and Weight Norms". Based on the 1970 Centennial Athletic Awards Program, Province of Manitoba, Consultant Services (Physical Education), Winnipeg, August, 1973.
- Corroll, V.A. "Manitoba 'Fit For 70' Performance Norms". Based on 1970 Centennial Athletic Awards Program, Province of Manitoba, Consultant Services (Physical Education), Winnipeg, Sept., 1973.
- Cosentino, F., & Howell, M. L. A History of Physical Education in Canada. Toronto: General Publishing Company, Ltd., 1971.
- Crawford, M. "Physical Training in Public Schools". The Western School Journal, May 1912, 7:5, pp. 176-178.
- Cumming, G. R., & Comming, P. M. "Bicycle Ergometer Studies in Children". Pediatrics, Aug. 1963, 32, pp. 202-208.
- Currie, A. Former Director of Physical Education, Winnipeg School Division No. 1, Personal Interview, January 27, 1981.
- Daly, J. M. C. Director of Private Funding, University of Manitoba, Personal Interview, January 7, 1981
- Daly, J. M. C. Letter to the editor, Winnipeg Free Press, 1964.
- Daly, J. M. C., et al. New Directions in Physical Education for Manitoba Schools. Winnipeg: Queen's Printer, 1975.
- Devenney, H. M. "Measuring Achievement in Physical Education." The Manitoba School Journal, Jan. 1948, 9:5, pp. 12-13.

- Devenney, H. M. "Physical Education Not Just Exercise". The Manitoba School Journal, Nov. 1947, 9:3, pp. 12-13.
- Devenney, H. M. "What Do We Mean By Fitness". The Manitoba School Journal, Sept. 1945, 8:1, pp. 9; 24.
- Devine, J. A presentation to Gimli Workshop on Exercise, Fitness and Physical Education, Gimli, Jan., 1976.
- Dobson, P. "Circuit Training as a New Way to Fitness". The Manitoba School Journal, Nov. 1958, 20:3, pp. 18-19.
- Downie, D. A. A History of Physical Education in the Public Schools of Manitoba. Unpublished Master's Thesis, University of Manitoba, 1961.
- Downie, D. A. Former Superintendent, River East School Division No. 9, Personal Interview, Mar. 17, 1980.
- Dryden, J. C. "The Minister's Page". The Manitoba School Journal, Nov. 1945, 8:3, p. 3.
- "Duke of Edinburgh Speaks on Fitness". CAHPER Journal, Oct.-Nov. 1959, 26:1, cover.
- "Education For Leisure". The Western School Journal, May 1929, 24:5, pp. 176-178. (Address by Jarman).
- "Elementary School Aged Child and Physical Activity Programs". CAHPER Journal, Jan.-Feb. 1975, 41:3, pp. 3-5.
- Employee Fitness Program. Department of Education Interest Survey. Winnipeg, 1975.
- Executive Council, Strathcona Trust. Syllabus of Physical Exercises for Schools. Toronto: Copp, Clark Company, Ltd., 1911.

Exer-Genie: Revolutionary Exerciser. (Instruction Manual).

California: Exer-Genie, Inc., 1966.

Exploring New Dimensions In Physical Education, Province of
Manitoba, Information Brochure Prepared by: Consultant Services
(Physical Education), Winnipeg, 1977.

Farenhurst, T. "The School Marathon". The Manitoba School Journal,
Oct. 1958, 20:2, pp. 18-19.

Ferris, A. C. Athletic Director of Department of Recreation and
Athletics, University of Winnipeg, Personal Interview,
January 19, 1981.

Ferris, A. C. The Attitude of Manitoba High School Principals
toward Physical Education. Unpublished Master's Thesis,
University of North Dakota, 1966.

Fifth Pan-American Games, Winnipeg, Canada. July 22-August 7,
1967. Winnipeg: Macfarlane Communications Services, 1969.

Findlay, H. "Physical Activity - More than Sport!" Manitoba
Journal of Education, Spring 1979, 13:2, pp. 1-32.

Fisher, G. J. "Physical Training in the Public Schools". The
Western School Journal, Jan. 1907, 2:1, pp. 3-4.

Fitness for All, Province of Manitoba, Department of Health and
Public Welfare, Division of Physical Fitness, 1951-52.

"Fitness Onus On Teachers". Winnipeg Free Press, June 5, 1975.

Fitness - Performance Test Manual. Canadian Association for Health,
Physical Education and Recreation, 1966.

Fitness Performance II Test Manual. Canadian Association for

- Health, Physical Education and Recreation, 1980.
- Five (5) BX Plan for Physical Fitness. Royal Canadian Air Force,
Ottawa: Queen's Printer, 1958.
- Gage, R. "Physical Education Takes A Back Seat In Elementary
Schools, Prof. Says". Winnipeg Free Press, June 5, 1975.
- Galasso, P. J. "The Involvement of the Canadian Federal Govern-
ment in Sport and Fitness". Canadian Journal of History of
Sport and Physical Education, Dec. 1972, 3:2, pp. 42-61.
- Gauer, E. Former Assistant Director of Physical Education,
Winnipeg School Division No. 1, Personal Interview, January 24,
1981.
- Gear, J. L. "Factors Influencing the Development of Government
Sponsored Physical Fitness Programs in Canada from 1850 to
1972". Canadian Journal of History of Sport and Physical
Education, Dec. 1973, 4:2, pp. 1-25.
- Get Fit - Keep Fit. A Physical Fitness and Training Guide for
Young Canadians. Ottawa: Department of National Health and
Welfare, 1967.
- Gillis, J. R. Youth and History Traditions and Change in
European Age Relations 1770 - Present. New York and London:
Academic Press, 1974.
- Goode, R. C. "The Physical Fitness of Our School Children".
Education Canada, Winter 1976, pp. 26-31.
- Goode, R. C., & Loflous, J. Physical Fitness in Your School.
Toronto: York-Toronto Lung Association, 1976.

Green, L. C. The History of School Cadets in the City of Winnipeg.

Unpublished Master's Thesis, University of Manitoba, 1950.

Gutoski, F. Physical Education Department, Kildonan East Regional Secondary School, Personal Interview, May 3, 1980.

Gutoski, F. "The Computer comes to the Aid of the Harried Phys.

Ed. Teacher". Manitoba Physical Educators Newsletter,

April 1976, 2:2.

Gutoski, F., & Fitzpatrick, D. "An Evaluation of the Accelerated Physical Education Program - A Report Presented To The Superintendents' Department, The Winnipeg School Division No. 1", 1977.

Hadcock, H. R. "The Need for Physical Training". The Western School Journal, Feb. 1907, 2:2, p. 37 ff.

Hall, A. "Physical Education for the Future". CAHPER Journal, May-June 1971, 37:5, pp. 4-7.

Hardy, E. A. "Physical Fitness and Canada's Greatness". The Manitoba Teacher, Nov.-Dec. 1942, 21:3, pp. 35-36.

Hayden, F. J. Physical Fitness for the Mentally Retarded.

Toronto: Metropolitan Association for the Mentally Retarded, 1964.

Hedley, G. W., & Murray, G. W. Physical Education for Boys.

London: Methuen & Co. Ltd., 1936.

Heer, F. Challenge of Youth. London: Weidenfeld and Nicolson, 1974.

"Highlights of the 1976 Fitness and Sport Survey", Fitness and Amateur Sport Directorate, Ottawa, 1977.

- Hogg, J. A Study of Recommendations in Physical Education and Recreation in Manitoba. Unpublished Graduation Essay, University of Manitoba, 1970.
- "How To Make Men". Educational Journal of Western Canada, Mar. 1899, 1:1, pp. 26-27.
- Howell, N., & Howell, M. L. Sports and Games in Canadian Life: 1700 to the Present. Toronto: Macmillan Company of Canada, Ltd., 1969.
- Howell, M. L., & Macnab, R. B. J. The Physical Work Capacity of Canadian Children: Aged 7 to 17. Canadian Association for Health, Physical Education and Recreation, 1968.
- Howell, J. L., & Morford, W. R. Fitness Training Methods. Toronto: Canadian Association for Health, Physical Education and Recreation, Inc., 1965.
- Howell, M. L., & Morford, W. R. "Words or Action". CAHPER Journal, Apr.-May 1960, 26:4, pp. 3-5.
- Hughes, T. Tom Brown's Schooldays. Markham, Ont.: Penguin Books Canada Ltd., 1967.
- Inter-High Athletic Council. Minutes of Meetings. Vol. I. Winnipeg School District, Winnipeg, September 1913 to June 1930.
- Inter-High Athletic Council. Minutes of Meetings. Vol. II. Winnipeg School District, Winnipeg, September 1930 to June 1936.
- Inter-High Athletic Council. Minutes of Meetings. Winnipeg School District, Winnipeg, 1943.
- Intermountain School Division #36. "Directions in Physical

- Education", 1977.
- Jackson, J. J. "5BX: A Retrospective Look at its Origin and Impact". A paper presented to the History Section of CAHPER, Wolfville, N.S., June 14, 1977. CAHPER Conference Proceedings, 1977.
- Jarman, R. "Physical Education - - - Article I". The Manitoba Teacher, Oct. 1928, 9, pp. 15-16.
- Jarman, R. "Physical Fitness for Girls". The Manitoba School Journal, Jan. 1942, 4:5, pp. 14-15.
- Jarman, R. "Physical Training for High School Boys". The Western School Journal, Mar. 1931, 26:3, pp. 99-101.
- Jarman, R. Physical Training Through Organized Games. London: Evans Brothers Ltd., n.d. (pre 1929).
- Jarman, R. Syllabus of Physical Training For Junior High School Grades. Winnipeg: Department of Education For Manitoba and the Winnipeg School Board, 1932.
- Jones, H. L. "Requests For Exercises Flood Into Professor". Winnipeg Free Press, May 15, 1961.
- Julien, K. "Accelerated Physical Education Program". Unpublished report. Winnipeg, 1975.
- Keefe, R. J. "Testing and Grading In School Physical Education". The Manitoba School Journal, May 1957, 18:9, p. 17.
- Kelly, K. D. Youth Humanism and Technology. New York: Basic Books, Inc., 1972.
- Kennedy, K. Professor, School of Physical Education, University of

- Manitoba, Personal Interview, November 18, 1980.
- Kennedy, W. F. R. Health, Physical Education and Recreation in Canada. Unpublished Doctorate Thesis, Columbia University, 1955.
- Kett, J. E. Rites of Passage. New York: Basic Book, Inc., 1977.
- Kisby, R. "Participaction". CAHPER Journal, July-Aug. 1972, 38:6, pp. 10-14.
- Kisby, R. "Principles and Promotional Approaches to Get People Involved in PARTICIPaction". A Presentation to Western Canada Sahper Conference, The University of Manitoba, Winnipeg, Jan., 1982.
- Kos, J. "Brief Presentation to the Minister of Education on the Subject of Fitness and Hypokinetic Disease". Winnipeg, 1974.
- Kraus, H., & Hirschland, R. "Minimum Muscular Fitness Tests in School Children". Research Quarterly, May 1954, 25:2, pp. 197-188.
- Kraus, H., & Hirschland, R. "Muscular Fitness and Health". Journal of American Association for Health, Physical Education and Recreation, Dec. 1953, 24, pp. 10-17.
- Lalonde, M. A New Perspective on the Health of Canadians: a working document. Ottawa: Department of National Health and Welfare, April, 1974.
- Leonard, F. E., & McKenzie, R. T. A Guide to the History of Physical Education. Philadelphia and New York: Lea & Febiger, 1923.

London Board of Education. Syllabus of Physical Education Training for Schools 1919. His Majesty's Stationery Office, London, England, 1925.

Lucas, F. C. An Historical Souvenir Diary of the City of Winnipeg, Canada. Winnipeg: Lucas & Cartwright, 1923.

Mackay, D. S. "Physical Education". The Western School Journal, Mar. 1928, 23:3, pp. 108-111.

Mackenzie, J. "The Vanves Experiment in Education". Regina: Regina Board of Education, 1972.

Manitoba Centennial Physical Fitness Awards Plan For Trainable Mentally Handicapped Children Teacher's Handbook, Province of Manitoba, A Project of the Manitoba Department of Youth and Education, in Cooperation with the Manitoba Centennial Corporation, Winnipeg, 1969.

Manitoba Centennial Physical Fitness Awards Plan Teacher's Handbook, Province of Manitoba, A Project of the Manitoba Department of Youth and Education, in Cooperation with the Manitoba Centennial Corporation, Winnipeg, 1969.

Manitoba, Legislative Assembly, Debates and Proceedings, June 22, 1959, 3:10, pp. 153-156.

Manitoba, Legislative Assembly, Debates and Proceedings, Mar. 1, 1960, 4:31, pp. 1088-1091.

Manitoba, Legislative Assembly, Debates and Proceedings, Apr. 4, 1961, 5:38, pp. 1590-1594

Manitoba, Legislative Assembly, Debates and Proceedings, Mar. 13,

1962, 7:27, pp. 671-673.

Manitoba, Legislative Assembly, Debates and Proceedings, Mar. 20,

1962, 7:35, p. 877.

Manitoba, Legislative Assembly, Debates and Proceedings, Apr. 9,

1962, 7:57, pp. 1550-1553.

Manitoba Medical Association, "MMA News Release", Winnipeg,

July 20, 1978.

Manitoba Physical and Motor Fitness Performance Manual for Manitoba

Youth 6 to 18 years of age, Province of Manitoba, Department of

Youth and Education, Based on the Centennial Athletic Awards

Program 1967, Winnipeg, 1969.

Manitoba Physical Education Supervisors' Association. "A Brief

to the Minister of Education on Elementary Physical Education".

Winnipeg, 1974.

Manitoba Physical Education Supervisors' Association, "Fitness",

Winnipeg, 1981.

Manitoba Physical Education Teachers' Association. Constitution.

NEWSLETTER, May, 1975, 1:1, p. 1 ff.

Manitoba Physical Fitness Performance Test Manual and Fitness

Objectives. Canadian Association for Health, Physical Education

and Recreation, 1980.

Manitoba Physical Fitness Performance Test Manual and Fitness

Objectives. Province of Manitoba, Department of Education,

1977.

Manitoba Schools Physical Fitness Survey 1976-77. Province of

- Manitoba, Department of Education, 1978.
- Manitoba Supervisors' and Directors' of Physical Education Report,
Second Annual Conference. Sept. 25-27, 1968.
- Martin, J. "Manitoba's Children are being cheated". Winnipeg
Tribune, Mar. 2, 1974, p. 17.
- McDiarmid, J. A. "A History and Analysis of the Influence of
the Strathcona Trust on Physical Education in the Public
Schools of Manitoba". Unpublished Master's Thesis, University
of Minnesota, Minneapolis, 1957.
- McDiarmid, J. A. Professor, School of Physical Education,
University of Manitoba, Personal Interview, October 7, 1981.
- McDiarmid, J. A. "The Strathcona Trust - Its Influence on
Physical Education". In Proceedings of the First Canadian
Symposium on the History of Sport and Physical Education,
pp. 397-413. Ottawa: Department of Health and Welfare, 1970.
- McLaren, J. "Physical Culture In Schools". The Western School
Journal, Apr. 1909, 4:4, n.p.
- McLaren, J. "Physical Training". The Western School Journal,
May 1914, 9:5, pp. 96-103.
- Métivier, G., & Orban, W. A. R. The Physical Fitness Performance
and Work Capacity of Canadian Adults. Canadian Association for
Health, Physical Education and Recreation, 1968.
- "Military Training As Educative". The Western School Journal,
Jan. 1930, 25:1, pp. 1-2.
- "Military Training in Schools". The Manitoba Teacher, Dec. 1959,

10:10, p. 16.

"Military Training in Schools". The Western School Journal,
Mar. 1930, 25:3, pp. 96-99.

Morgan, R. E., & Adamson, G. T. Circuit Training. London:
G. Bell and Sons, Ltd. 1958.

Morton, W. L. Manitoba: A History, (2nd ed.). Toronto:
University of Toronto Press, 1957.

Mott, M. K. Manly Sports and Manitobans, Settlement Days to
World War One. Unpublished Doctoral Thesis, Queen's University,
1980.

Mott, M. K. Professor of History, St. Paul's College, University
of Manitoba, Personal Interview, January 16, 1981.

National Conference on Employee Physical Fitness, Health and
Welfare Canada, Ottawa, 1974.

National Conference on Fitness and Health, Ottawa, Dec. 4-6, 1972.
Ottawa: Information Canada, 1974.

National Conference on School Health, Ottawa, Oct. 29-31, 1972.
"A Report of the Recommendations", 1973.

New Perspectives for Elementary School Physical Education Programs
in Canada. Canadian Association for Health, Physical Education
and Recreation, 1976.

Nick, G. A memo to Delegates Attending the Gimli Workshop on
"Exercise, Fitness and Physical Education", Province of Manitoba,
Department of Education, Winnipeg, 1975.

Noble, H. A. "Report on Physical Fitness Panel", Second Canadian

- Conference on Education. CAHPER Journal, June-July, 1962, 27:5, pp. 18-19.
- Nutrition: A National Priority. A Report by Nutrition Canada to the Department of National Health and Welfare Canada, Government of Canada, 1973.
- Orban, W. A. R. "Fitness Movement". Physical Education In Canada. M. L. VanVliet (ed.). Scarborough: Prentice-Hall of Canada, 1965.
- Orban, W. A. R. "Physical Education Looks at Fitness". CAHPER Journal, Oct.-Nov., 1960, 27:1, pp. 9-11.
- Orchard, J. "All about Johnny and Why he isn't fit". Winnipeg Tribune. Feb. 23, 1974, p. 21.
- Park, R. J. "Concern for Health and Exercise as Expressed in the Writings of 18th Century Physicians and Informed Laymen (England, France, Switzerland)". Research Quarterly, 1976, 47:4, pp. 756-767.
- Parker, A. "Daily Physical Education Survey". St. Boniface School Division No. 4, Winnipeg, Nov., 1979.
- Parker, T. "A Proposal for Daily Physical Education in Our Schools". Unpublished Report to St. Boniface School Division. Dec., 1975.
- Participaction. "Action". Toronto: 1972.
- Participaction. Fitness Now. A Report. Toronto, 1979.
- Participaction. "Physical Fitness . . ? Who needs it!" Sponsored and Distributed by the Manitoba Department of Education, 1975.

- Participaction. Selected pamphlets and brochures, 1971-82.
- Participaction. "Surprising . . . what you don't know about fitness". Sponsored and distributed by the Manitoba Department of Education, 1975.
- Pastuck, R. "Human Physiology and Exercise". CAHPER Journal, Dec. 1968 - Jan. 1969, 35:2, pp. 33-34.
- Pearce, W. G. Winnipeg School Days 1871-1950. Winnipeg, 1952.
- Pelletier, J. D. M., Superintendent Area I Schools, Winnipeg School Division No. 1, Memo to Principals, "Physical Fitness", Sept. 14, 1978.
- Percival, L. Fitness is Easy. A Basic Fitness Program for Canadians. Toronto: Canadian Amateur Sports and Physical Fitness Development Service, 1957.
- "Perhaps the Three R's Are the School Frills". The Winnipeg Tribune, Dec. 4, 1958, p. 12.
- Phillips, C. E. The Development of Education in Canada. Toronto: W. J. Gage and Company, 1957.
- "Physical Activity Makes People More Fit". Winnipeg Free Press, Apr. 10, 1976, p. 6.
- "Physical Activity Week". An Information Package prepared by the Manitoba Physical Activity Institute, Winnipeg, April, 1976.
- "Physical Culture". Educational Journal of Western Canada, Dec. 1900, 2:8, pp. 570-571.
- "Physical Education in Manitoba Schools" The Western School Journal, Apr. 1930, 25:4, pp. 174-176.

Physical Education in Rural Schools. The Strathcona Trust

Committee (Ontario). Toronto: Hunter Rose Company, Ltd.,

1954.

Physical Education Junior Division Grades 4, 5, 6. Province of

Ontario, Department of Education, 1960.

"Physical Education 700". The Manitoba School Journal, May 1959,

20:9, p. 24.

"Physical Exercise". The Western School Journal, Feb. 1912, 7:2,

pp. 67-69.

"Physical Fitness". CAHPER Journal, Apr.-May 1960, 26:4, pp. 1-47.

"Physical Training and Military Drill" The Western School Journal,

June 1907, 2:6, pp. 155-157.

"Physiology and Hygiene". The Western School Journal, Feb. 1930,

p. 69.

Pinkham, W. C. Report of the Superintendent of Education for the

Protestant Schools of Manitoba for the year ending 31st

January, 1882.

Planning Play. "The Play Needs of Children and Youths & How to

Meet Them", RCAF Pamphlet 96, 1959.

"Plea for Physical Development". The Western School Journal,

Sept. 1906, 1:7, pp. 9-10.

"Portage Collegiate Institute Physical Fitness Report". Physical

Education Department, November, 1978.

Posture's Important When You're in the Teens. Department of

National Health and Welfare, Ottawa: Queen's Printer, 1954.

- Poyser, A. "Manitoba Conference on Physical Education and Recreation". The Manitoba School Trustees' Association, Mar. 1961, 16:6, p. 38.
- Program for Everyone, A. Ottawa: Department of National Health and Welfare, 1967.
- Province of Manitoba, Department of Education, Annual Report, Physical Education, 1961.
- Province of Manitoba, Department of Education, Annual Report, Physical Education, 1963.
- Province of Manitoba, Department of Education, Annual Report, Physical Education, 1967.
- Province of Manitoba, Department of Education, Annual Report, Physical Education, 1969.
- Province of Manitoba, Department of Education, Annual Report, Physical Education, 1969-70.
- Province of Manitoba, Department of Education, Annual Report, Physical Education, 1970-71.
- Province of Manitoba, Department of Education, Annual Report, Physical Education, 1972-73.
- Province of Manitoba, Department of Education, Annual Report, Physical Education, 1973-74.
- Province of Manitoba, Department of Education, Annual Report, Physical Education, 1974-75.
- Province of Manitoba, Department of Education, Curriculum on Health Education and Physical Education for Junior High Grades

of Manitoba. Winnipeg: King's Printer, 1947.

Province of Manitoba, Department of Education, Junior High Grades Health Education and Physical Education. Winnipeg, 1958, Reprinted 1961.

Province of Manitoba, Department of Education, K-12 physical education. Winnipeg, 1981.

Province of Manitoba, Department of Education, Physical Education Grades I-VI. Winnipeg, 1951, Reprinted 1959.

Province of Manitoba, Department of Education, Physical Education Grades I, II, III. Winnipeg: Queen's Printer, 1965. Reprinted 1966, 1973, 1976.

Province of Manitoba, Department of Education, Physical Education Grades 4-5-6 Games Section. Winnipeg, 1969.

Province of Manitoba, Department of Education, the physical fitness objective in physical education, A Supplement to the K-12 Physical Education Curriculum Guide. Winnipeg, 1981.

Province of Manitoba, Department of Education, Physical Training Grades I-VI. Winnipeg, 1946.

Province of Manitoba, Department of Education, Programme of Studies. Winnipeg: Queen's Printer, 1909.

Province of Manitoba, Department of Education, Programme of Studies. Winnipeg: Queen's Printer, 1912.

Province of Manitoba, Department of Education, Programme of Studies. Winnipeg: King's Printer, 1921.

Province of Manitoba, Department of Education, Programme of

- Studies. Winnipeg: King's Printer, 1922.
- Province of Manitoba, Department of Education, Programme of Studies. Winnipeg: King's Printer, 1927.
- Province of Manitoba, Department of Education, Programme of Studies. Winnipeg: King's Printer, 1928.
- Province of Manitoba, Department of Education, Programme of Studies. Winnipeg: King's Printer, 1929.
- Province of Manitoba, Department of Education, Programme of Studies. Winnipeg: King's Printer, 1930.
- Province of Manitoba, Department of Education, Programme of Studies. Winnipeg: King's Printer, 1944
- Province of Manitoba, Department of Education, Programme of Studies. Physical Education Grades VII-XI Provisional Outline. Winnipeg, 1963.
- Province of Manitoba, Department of Education, Report for 1917-18. Winnipeg: Queen's Printer, 1918.
- Province of Manitoba, Department of Education, Report for 1918-19. Winnipeg: Queen's Printer, 1919.
- Province of Manitoba, Department of Education, Report for 1919-20. Winnipeg: King's Printer, 1920.
- Province of Manitoba, Department of Education, Report For 1922-1923. Winnipeg: King's Printer, 1923.
- Province of Manitoba, Department of Education, Report For 1927-28. Winnipeg: King's Printer, 1928.
- Province of Manitoba, Department of Education, Report For 1928-29.

- Winnipeg: King's Printer, 1929.
- Province of Manitoba, Department of Education, Report for 1929-30.
- Winnipeg: King's Printer, 1930.
- Province of Manitoba, Department of Education, Report for 1932-33.
- Winnipeg: King's Printer, 1933.
- Province of Manitoba, Department of Education, Report for 1937-38.
- Winnipeg: King's Printer, 1938.
- Province of Manitoba, Department of Education, Report for 1938-39.
- Winnipeg: King's Printer, 1939.
- Province of Manitoba, Department of Education, Report for 1939-40.
- Winnipeg: King's Printer, 1940
- Province of Manitoba, Department of Education, Report for 1945-46.
- Winnipeg: King's Printer, 1946.
- Province of Manitoba, Department of Education, Report for 1946-47.
- Winnipeg: King's Printer, 1947.
- Province of Manitoba, Department of Education, Report for 1957-1958.
- Winnipeg: Queen's Printer, 1958.
- Province of Manitoba, Department of Education, Report for 1964-65.
- Winnipeg: Dept. of Education, 1965.
- Province of Manitoba, Department of Education, Training Methods,
A resource package to supplement the Physical Education
curriculum in Manitoba schools, Winnipeg, 1981.
- Province of Manitoba, Department of Youth and Education, Physical
Education Grades 7-12, Winnipeg, 1970.
- Province of Manitoba, Department of Youth and Education, Physical

Education Grades 4-5-6 Gymnastics Section, Winnipeg, 1969.

Province of Manitoba, Department of Youth and Education, Physical Education Grades 4-5-6 Introduction, Teaching Methods, Winnipeg, 1969.

Province of Manitoba, Department of Youth and Education, Physical Education Grades 4-5-6 Related Activities Section, Winnipeg, 1969.

Province of Manitoba, Department of Youth and Education, Physical Education Grades 4-5-6 Rhythms and Dance Section, Winnipeg, 1969.

Province of Manitoba. Manitoba Physical Education and Recreation Study Committee Briefs. Copies of Original Briefs Submitted to the Study Committee on Physical Education and Recreation in the Province of Manitoba (revised draft). Winnipeg, May, 1958.

Province of Manitoba. Physical Education and Recreation in Manitoba. A Study of Needs of Physical Education and Recreation in the Province of Manitoba. Winnipeg: June 1958.

Pulford, M., Webster, I., & Whiteside, R. "Helpful Exercises in Physical Drill". The Western School Journal, Sept. 1927, 8:7, pp. 22-23.

Regan, G. A. A Challenge to the Nation. Fitness and Amateur Sport in the 80s. Ottawa: Minister of Supply and Services Canada, 1981.

ReNu A Guide for Participants, Winnipeg, 1973.

Report of the CORE Committee on the Reorganization of the Secondary School. Winnipeg: Manitoba Department of Education, 1973.

- Rice, E. A., Hutchison, J. L., & Lee, M. A Brief History of Physical Education. New York: The Ronald Press Company, 1969.
- Royal Bank of Canada Monthly Letter. "In Search of Physical Fitness", Jan. 1958, 39:1, pp. 1-4.
- Sampson, J. Former Physical Education Consultant, Winnipeg School Division No. 1, Personal Interview, Oct. 9, 1981.
- School of Physical Education, "A Brief to the Minister of Education Outlining Concerns and Recommendations in the Area of Physical Education". University of Manitoba, June, 1974.
- "Schools' Sports Program Boasts 'Forward Look'". Winnipeg Free Press, Nov. 5, 1960, p. 49.
- "Setting an Example". Winnipeg Tribune, Feb. 11, 1976, pp. 3; 7.
- Shephard, R. J. Endurance Fitness. Toronto: University of Toronto Press, 1969.
- Smith, B. "Physical Education - Fitness First". Manitoba Physical Education Teachers' Association, Apr. 1978, 1:3, pp. 39-40.
- Sorani, R. Circuit Training. Dubuque: Brown, 1966.
- Spalding, M. H. The Swedish Drill Teacher. London: J. Curwen and Sons Ltd., 1910.
- "Specialist Groups". The Manitoba Teacher, Nov.-Dec. 1962, 41:3, p. 49.
- "Specialist Groups". The Manitoba Teacher, Mar.-Apr. 1963, 41:5, pp. 71-72.
- Statutes of Canada. "An Act to Encourage Fitness and Amateur Sport", Bill C-131. Ottawa, 1961.

Statutes of Canada. "An Act to establish a National Council for the purpose of promoting Physical Fitness", Ch. 29, July 24, 1943, pp. 161-164.

Statutes of Manitoba. "An Act to Provide for the Promotion of Physical Fitness in Manitoba", Ch. 44, 1945.

Statutes of Manitoba (rev.). "An Act to Provide for the Promotion of Physical Education and Recreation in Manitoba", Ch. 48, Apr. 3, 1952, pp. 170-175.

Statutes of Manitoba. "An Act to Repeal an Act to Provide for the Promotion of Physical Education and Recreation in Manitoba", Ch. 69, 1955.

Stewart, A. M. "The Youth Problem of Manitoba". Economic Survey Branch, Province of Manitoba, Mar. 1939.

Syllabus of Physical Exercises for Schools. The Executive Council of the Strathcona Trust. Toronto: The Copp, Clark Company, Ltd., 1911.

Tarbut, L. A History of the Manitoba Branch of the Canadian Association for Health, Physical Education and Recreation from 1950-1970. Unpublished Graduation Essay, University of Manitoba, 1970.

Taylor, R. "It Could Be Done Here". Winnipeg Free Press. Feb. 6, 1965.

Ten (X) BX Plan for Physical Fitness. Royal Canadian Air Force, Ottawa: Queen's Printer, 1960.

"Testing Physical Efficiency". The Manitoba School Trustee

- Association, Sept. 1957, 13:6, p. 31.
- "Trustees' Tete-A-Tete: Gab-Fests . . . Muscling". Winnipeg Free Press, Winnipeg, Feb. 12, 1958.
- "Turnball Urges Expanded School Fitness Programs Endorses 'New Direction' Physical Education Report". Manitoba Information Services Branch, Winnipeg, Manitoba, October 8, 1976.
- Tyler, P. "The Physical Training of Girls". The Western School Journal, Dec. 1911, 6:10, pp. 37-38.
- "Value Of Athletics". The Western School Journal, June 1906, 1:6, p. 19.
- "Value of Military Training". The Western School Journal, Feb. 1930, 25:2, pp. 43-44.
- VanDalen, D. B., Mitchell, E. D., & Bennett, B. L. World History of Physical Education. New York: Prentice-Hall, Inc., 1963.
- VanVliet, M. L. Physical Education in Canada. Scarborough: Prentice-Hall of Canada, Ltd., 1965
- Vidruk, K. C. "Canadian Physical Efficiency Testing Project - Winnipeg School District". Winnipeg School District No. 1, 1957.
- Vidruk, K. C. Consultant, Interscholastic Activities, Winnipeg School Division No. 1, Personal Interview, January 8, 1981.
- Vidruk, K. C. "Modern-Day Life Tends To Make Youth 'Soft, Pampered'". Winnipeg Free Press, Winnipeg, October 20, 1962.
- Vidruk, K. C. "Physical Education Gets Shot in the Arm". The Manitoba Teacher, Jan.-Feb. 1963, 41:4, pp. 16-18.

- Wallis, J. B. "The Advantages of Military Drill". (Letter to the Editor). The Western School Journal, Nov. 1906(b), 1:9, pp. 11-12.
- Wallis, J. B. "The Military Drill in the Winnipeg Schools: An Historical Sketch". The Western School Journal, Nov. 1906(a), 1:9, pp. 7-9.
- Wark, R. W. A Brief History of the Development of Physical Education in Manitoba, 1939-1971. Unpublished Research Paper, University of Manitoba, Winnipeg, 1972.
- West, J. T. "Physical Fitness, Sport And The Federal Government 1909 to 1954". Canadian Journal of History of Sport and Physical Education. Dec. 1973, 4:2, pp. 26-42.
- "Who Said What" CAHPER Journal, 1954, 20:3, p. 4.
- Wielaard, R. "Student Fitness To Be Stressed". Winnipeg Free Press, Feb. 11, 1976, pp. 18-19.
- Wilson, K. The Development of Education in Manitoba. Unpublished Doctorate Thesis, Michigan State University, 1967.
- Wilson, K. Manitoba: Profile of a Province. Winnipeg: Peguis Publishers Ltd., 1975.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board. Winnipeg, 1908.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board. Winnipeg, 1918.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board. Winnipeg, 1933.

- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1937.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1938.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1941.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1942.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1944.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1951.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1955.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1957.
- Winnipeg School District No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1958.
- Winnipeg School Division No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1959.
- Winnipeg School Division No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1960.
- Winnipeg School Division No. 1, Annual Report of the Winnipeg Public School Board, Winnipeg, 1961.
- Winnipeg School Division No. 1, Annual Report of the Winnipeg

- Public School Board. Winnipeg, 1962.
- Winnipeg School Division No. 1, Annual Report, Winnipeg, 1963.
- Winnipeg School Division No. 1, Annual Report, Winnipeg, 1964.
- Winnipeg School Division No. 1, Annual Report, Winnipeg, 1971.
- Winnipeg School Division No. 1, Annual Report, Winnipeg, 1972.
- Winnipeg School Division No. 1, Annual Report, Winnipeg, 1974.
- Winnipeg School Division No. 1, Minutes of the Board of Trustees,
Feb. 6, 1979, 37:7, p. 371.
- Winnipeg School Division No. 1, Minutes of the Board of Trustees,
Apr. 10, 1979, 37:12.
- Winnipeg School Division No. 1, Minutes of the Board of Trustees,
Nov. 20, 1979, 38:2, p. 89.
- Winnipeg School Division No. 1, Physical Education, "The Accelerated
Physical Education Pilot Project In Some Elementary Schools in
Winnipeg". Winnipeg, June 1975.
- Winnipeg 1, School Management Committee, Winnipeg School District
No. 1, Minutes, Mar. 13, 1888.
- Winnipeg 1, School Management Committee, Winnipeg School District
No. 1, Minutes, Apr. 7, 1888.
- Winnipeg 1, School Management Committee, Winnipeg School District
No. 1, Minutes, 1921.
- Woods, D. S. "Playground Activities". The Western School Journal,
Apr. 1913, 8:4, pp. 135-138.
- Woods, D. S. "The Psychology Of Physical Education In The
Secondary School". The Western School Journal, May 1930, 25:5,

pp. 180-182.

Woods, D. S. School Games. Winnipeg: Department of Education,
1918.

Youmans, R. W. "Physical Fitness for Boys". The Manitoba School
Journal, Jan. 1942, 4:5, p. 15.

Yuhasz, M. S. "Educate for Fitness". CAHPER Journal, Feb.-Mar.
1964, 30:3, pp. 21-22.

Zeigler, E. F. ed. A History of Sport and Physical Education
to 1900. Champagne, Ill.: Stipes Publishing Company, 1973.

Zukaluk, B. The Organization of a Secondary Schools Athletic
Association for the Province of Manitoba. Unpublished Master's
Thesis, University of North Dakota, 1962.

APPENDIX A

Nov. 20, 1979, 38:2, p. 89.

Education & Student Services Committee Report No. 523

PHYSICAL EDUCATION AND FITNESS POLICY

Recognizing that a well-balanced physical education and fitness program develops positive attitudes toward personal fitness and the active use of leisure time so that physical activity becomes an integral part of each student's lifestyle, the Board of Trustees of The Winnipeg School Division No. 1 undertakes to provide comprehensive programs that enhance physical fitness at all levels of the school system.

Objectives of a Physical Education and Fitness Program

1. to provide opportunities for daily participation of all students in a wide range of activities which promote physical fitness;
2. to involve the whole school staff, supported by competent teachers who will provide instructional leadership;
3. to incorporate principles of child growth and development, with health and nutrition education viewed as an integral part of the physical education and fitness program;
4. to provide opportunities integrated within the regular curriculum for development of positive attitudes to physical fitness activities;
5. to provide opportunities for cooperation and competition appropriate to individual needs;
6. to provide special programs for children with identified needs;
7. to work toward providing adequate and appropriate indoor and outdoor facilities and equipment;
8. to establish procedures for periodic evaluation and progress reporting to parents, staff and School Board.

Guidelines for Implementation

To prepare for the implementation of the program beginning in September 1980, the following steps are recommended:

1. That schools initiate immediately implementation studies to design a program which would reflect the objectives listed above and any specific recommendations, and that these studies be appropriate to each school and take into account implications re staff, facilities and equipment.
2. That schools which already receive help from physical education specialists (IV-XII) re-align their programs to be in accord with the objectives stated above during the first year of the phasing-in of this program.
3. That in-service programs be developed to assist physical educators, classroom teachers, principals and other Division employees in the achievement of well-balanced programs that will enhance physical fitness, and that a one-day in-service for the total school staff be planned as early as possible to allow adequate preparation for the phasing-in of the program in September 1980.
4. That a report on the implementation studies, including a feasible time line for the school, be forwarded from each school to the Physical Education Working Committee, (c/o J. Devine, ERC Rockwood) before April 15, 1980.

Long Range Goals

That students in the Winnipeg School Division should receive a minimum of 180 minutes of physical education and/or fitness per 6 day cycle, and that the administration report on ways and means to reach this goal.

That each elementary school have on its staff at least one teacher who has had additional training in physical education and fitness who, along with teaching duties, will act as a resource teacher in assisting other teachers in developing the total physical education and fitness program.

APPENDIX B

Desirable Fitness / Lifestyle Objectives

The following specific objectives for school children and teachers have been identified by a Department of Education Physical Education Task Committee (1976-1977). These objectives are related to the physical/health needs of all individuals. Teachers

and administrators should recognize that specific fitness levels may be achieved in progressive stages. Handicapped individuals will be able to achieve, in some degree, all of the outlined objectives.

Physical Fitness Components	AGE GROUPS												TEACHERS						
	STUDENTS						STUDENTS						TEACHERS						
	5	6	7	8	9	10	11	12	13	14	15	16	17	18 & 19	20 - 30	30 - 40	40 - 50	50 - 60	60 +
Cardiovascular - 800 M	5:00	4:45	4:30	4:15	4:00	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M
-1600 M						9:00	8:30	8:00											
-2400 M																			
One Minute Speed Sit-Up	20	25	30	32	34	37	36	40	38	43	40	46	40	46	40	46	40	46	40
Sit & Reach Flexibility	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm	33 cm
Flexed Arm Hang	15	18	21	24	27	30	29	34	31	39	33	45	35	45	35	45	35	45	35
% Body Fat												Maximum of 15% 23%	Maximum of 15% 23%	Maximum of 15% 23%	Maximum of 15% 23%	Maximum of 15% 23%	Maximum of 15% 23%	Maximum of 15% 23%	Maximum of 15% 23%
Basic Motor and Activity Skills	Demonstration of: Basic motor skills affected by factors of coordination, rhythm, balance and body awareness, including: walking, running, hopping, skipping, catching, kicking, galloping, sliding, leaping, climbing, rolling, striking, skating, swimming.																		
Lifetime Sports	All students and teachers should be encouraged to participate regularly (all year) in vigorous physical activities at least four times per week. Students should be strongly encouraged to participate regularly in school and community physical activities.																		
Posture	For all students and teachers, good posture, flatness of abdomen and balanced muscular development is desirable. Teachers should assess their students' posture yearly and provide remediation or medical referral where necessary.																		
Nutrition	Teachers should become aware of overweight students and should encourage them to lose weight by increasing their activity levels and monitoring caloric intake. Teachers should be conscious of their own weight; set an example. Student nutritional status assessment should be undertaken yearly. Students should receive body weight control and nutrition education instruction and, if possible, integrated with other subject areas. Administrators and teachers should positively reinforce good nutrition practices in schools.																		
Lifestyle	Factors detrimental to good health, including smoking, drug and alcohol abuse, overeating and general lack of regular physical activity, are of concern and should be dealt with through appropriate educational processes.																		
All lifetime sports skills, exercises and fitness training methods.	Participation on a regular basis in a variety of activities is essential to maintain general activity skills and health.																		