

A HISTORY OF PHYSICAL EDUCATION IN
THE PUBLIC SCHOOLS OF MANITOBA

An Abstract of a Thesis

Presented to

the Faculty of Graduate Studies
and Research

The University of Manitoba



In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

David Alexander Downie

Winnipeg, Manitoba

March 1961

PURPOSE OF THE STUDY

In this paper, the writer has attempted to trace the growth of physical education in the public schools of Manitoba. In meeting the immediate objective, the writer found it desirable to determine what influences had been significant in the establishment of a physical education program in Manitoba and the nature of the present philosophy of physical education in the province.

METHOD

Although there was a dependence on legislation, government reports and publications for the necessary information, considerable use was made of the minutes of a number of professional and sports organizations. These sources were supplemented by personal interviews with those who had been or still are active in the field of physical education.

FINDINGS

During the early development of physical education in Manitoba, there were several influences which directed the limited program into formal gymnastics and drill. Briefly, these factors were: the Swedish and German systems, the British system of the early twentieth century, and the Strathcona Trust.

Investigations indicated that, although facilities were in-

adequate, and direction was often lacking, it was the leadership of the enthusiastic teacher which determined the nature of the particular school program. This fact has pointed up the importance of teacher training and the need for improvement.

An additional factor which might be explored even further in a separate study is the influence of agencies outside the Department of Education, in determining the nature of the physical education program. Several professional organizations and sports bodies were considered and it was the opinion of the writer that although these groups have not appreciably influenced the nature of the official program of physical education, they have had considerable influence on the effectiveness of the actual program. Many of the programs could not have been carried out without assistance from some of these groups. With a very few exceptions, it was felt that these groups have made a real and positive contribution to the development of a physical education program.

In the area of teacher training, attention has been drawn to the value of in-service training at various levels and the problem of limited instructional time available at the Faculty of Education and Teachers College.

In considering facilities, the writer has been reminded frequently that they have been; most inadequate. The lack of

planning, resulting in unsatisfactory facilities, has been apparent, also in many of the new schools.

RECOMMENDATIONS

In the light of the findings the writer has made several suggestions which he considers would improve the level of instruction in physical education. Some of these are:

1. That until more adequate teacher training can be established, a more detailed program of studies should be set out with a large number of options to provide for the different abilities of the teachers.
2. That at least a diploma course in physical education should be offered at the University of Manitoba.
3. That an evaluation be made of the approaches to physical education taken at the Manitoba Teachers College and ^{at} the Faculty of Education, with a view to establishing co-operatively, a satisfactory and uniform method.
4. That plans for new schools be required to meet minimum standards in facilities for physical education and that such standards be established and checked for by the Director of Physical Education for Manitoba.
5. That the Government of Manitoba give early and sympathetic consideration to the report of the Study Committee on Physical Education and Recreation in Manitoba.

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PREFACE

This study had its origin in a course paper which outgrew its limits and had to be reduced in scope to "A History of Physical Education at the University of Manitoba." The preliminary investigations stimulated the writer's interest and when Dr. F. W. Kennedy expressed a need for certain historical material for the survey on the state of physical education and recreation in Manitoba, the decision was reached to proceed with the full study.

The writer wishes to express his sincere gratitude to all members of his advisory committee, particularly to Dr. J. M. Brown, Chairman of the Committee, whose unlimited patience, extensive suggestions and personal concern were a continual source of encouragement. Special thanks are conveyed to Dr. Eleanor Boyce who offered valuable advice on all phases of the work. Extra acknowledgement also is made to Dr. F. W. Kennedy whose detailed knowledge of the topic was readily shared and whose candid comments on all aspects of the subject were welcomed. Appreciation is extended to those who have given advice, and made available personal files, booklets, pamphlets, and letters.

Most deeply, the writer is indebted to his wife, whose advice, encouragement, and typing of the finished copy were a vital contribution to the work.

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CHAPTER I

INTRODUCTION

I. THE PURPOSE

This study has been undertaken to present a history of physical education in the public schools of Manitoba.

The completed work, showing the trends in physical education and many of the factors responsible for the direction of development, will provide a guide for students, teachers, and directors of physical education in their efforts to plan and implement a more effective program of physical education for the schools of Manitoba.

II. LIMITS OF THE STUDY

Since the area of physical education extends into a wide field of community activity, the study has been confined to the public schools system of Manitoba. The University is part of the provincial educational system, but the growth of physical education there has been summarized in another paper by the writer¹ and, therefore, has not been included in this study.

Certain material concerning agencies outside the public schools system has been dealt with in order to indicate the influence

¹D. A. Downie, "A History of Physical Education at the University of Manitoba," (unpublished course paper, the University of Manitoba, Winnipeg, 1957).

which these groups have had upon physical education in the public schools. No attempt has been made to give an exhaustive treatment of the development of these other organizations as they are not part of the school system and have become involved in the study only to the extent that they have caused changes to take place in program, have provided additional activities, or have assisted in the execution of the prescribed program of studies.

III. SOURCES AND TREATMENT OF DATA

Many histories of education in Manitoba have been written, covering very specific periods, but only one of these has included information regarding physical education.² A few studies have been made on such related topics as school cadets,³ the Strathcona Trust,⁴ and teacher training,⁵ but no attempt has been made to cover the full scope of the subject.

Newspaper files offered one obvious source of information and the first viewing of a micro-film record revealed the following

²W. G. Pearce, "Winnipeg School Days, 1871-1950," Winnipeg, 1952. (unpublished document).

³Richard C. Green, "The History of School Cadets in the City of Winnipeg." (unpublished Master's thesis, the University of Manitoba, Winnipeg, 1950).

⁴John A. MacDiarmid, "A History and Analysis of the Influence of the Strathcona Trust on Physical Education in the Public Schools of Manitoba." (unpublished Master's thesis, the University of Minnesota, Minneapolis, 1957).

⁵Frank W. Kennedy, "Health, Physical Education and Recreation in Canada: A History of Professional Preparation." (unpublished Doctor's thesis, Columbia University, New York, 1955).

item: "A number of English gentlemen with evil designs on buffaloes are in town."⁶

Although this does not demonstrate any particular point in public school physical education, it does indicate that physical activity was undertaken by early Manitoba residents and visitors.

This and other sports stories, although interesting in themselves, provided little information concerning the physical education program in the schools. However, the files of the daily newspapers did provide corroboration of information which otherwise would have had little more than hearsay status.

Many of the most likely sources of material proved to be disappointing. Of all the extensive files belonging to the Director of Physical Fitness and Recreation for Manitoba, only one small box of correspondence remained. Many of the minutes, upon examination, failed to reveal a record of the discussion leading up to decisions. This meant that in several instances it was necessary to search more extensively to ascertain reasons for the various changes in curriculum. Such investigations resulted in a considerable loss of time and, even more important, an increased possibility of error in the interpretation of events. In a number of cases, committees submitted reports which had not been attached to minutes nor included as appendices. The absence of such reports made it necessary to make general comments on the contents of such documents

⁶ Daily Free Press, Winnipeg, July 6, 1874.

instead of supplying specific references supported by quotations from the report itself.

Although the search for records was discouraging and often fruitless, the writer found stimulation in the enthusiasm with which a large number of educationalists responded to requests for interviews, and the continued interest which they displayed in the prolonged study.

As the search for information proceeded, it became apparent that most of the material would have to come from statutes, official publications, and the minutes of professional organizations and sports bodies. Statutes and reports of government departments were taken as primary sources. Original, signed minutes also were taken as primary sources, but those which had been duplicated were considered to be of secondary nature. Interviews with individuals who had been active in the field were used to suggest new aspects of the topic and these were checked through the source areas indicated. Where verification of this nature was impossible, the information either was omitted entirely, or included with some reservation indicated.

CHAPTER II

PHILOSOPHY OF PHYSICAL EDUCATION

A philosophy of physical education must be a considered and articulated statement of the fundamental principles and objectives of physical education. To be adequate, such a statement would need to be accompanied by a considerable body of material supporting the position taken. Since such an undertaking would be a major item of research in itself, the purpose of this chapter will be to indicate some of the forces influencing the growth of a philosophy of physical education in Manitoba and to state what appears to the writer to be a philosophy most generally accepted in the province.

The present philosophy of physical education in Manitoba undoubtedly has been influenced in its growth by a great many factors: periods of war have stimulated an interest in fitness; economic depressions have encouraged those in authority to become concerned about the recreational aspects of physical education; philosophical concepts such as the "complete man" have prompted the growth of a physical education program to develop one aspect of man's nature.

These influences may be traced through the general history of education. Other more subtle influences include the contributions of many physical educators active within the province and the pressure of social acceptance of physical fitness as a desirable quality. (The establishment and support of "physical culture"

business ventures may be one indication of the beginnings of such an acceptance.)

I. ANCIENT AND MEDIEVAL INFLUENCES

Gymnastics originated in Sparta about the eighth century B.C. as part of the rigorous training given to young Spartan boys. In gymnastics, as well as in other activities, military efficiency and prowess were the only objectives and much emphasis was placed on physical fitness and training to endure hardship. Thus our inheritance from this part of Greece has not been so much in the relationship of gymnastics to the total program as in the very existence of the activity.

A considerable change in emphasis took place when the Athenians copied the formal gymnastic program of the Spartans. Here physical education occupied, in relation to general education, a place which was much closer to that supported by our present society. In Athens, the severity of the program was modified by the concept that the mind, body, and spirit are interdependent and therefore all must be developed in order to produce the truly educated individual. Plato's estimate of the place of physical education is clearly summarized in the following:

Neither are the two arts of music and gymnastics really designed, as is often supposed, the one for the training of the soul, the other for the training of the body. What, then, is the real object of them? I believe, I said, that the teachers of both have in view chiefly the improvement of the soul. How can that be?

he asked. Did you never observe, I said, the effect on the mind itself of exclusive devotion to gymnastics, or the opposite effect of an exclusive devotion to music? In what way shown? he said. The one producing a temper of hardness and ferocity, the other of softness and effeminacy, I replied. Yes, he said, I am quite aware that your mere athlete becomes too much of a savage, and that the mere musician is melted and softened beyond what is good for him. Yet surely, I said, this ferocity only comes from spirit, which if educated rightly would give courage, but, if too much intensified and exaggerated, is liable to become hard and brutal.¹

According to Xenophon, Socrates had similar views on the value of physical education and expressed them to a young friend:

The body is useful in all pursuits which men engage in, and in all matters in which the body is useful it is of great importance to have it in the best possible condition. And even in those things in which you may think the body is least useful, namely, in intellectual pursuits, who does not know that even in these many men fall into great aberrations through not possessing good bodily health? Nay, weakness of memory, low spirits, ill-temper, and even insanity, often penetrate the minds of many persons so deeply, through their bad physical condition, as to cast out and dispossess knowledge itself. There is a great security, on the other hand, for those whose bodies are in good condition, they run no risk of suffering any such evils through a low physical condition. Rather, it is natural that good bodily health conduces to the very contrary of those evils which arise from bad health. What is there that any reasonable man would not undergo for the sake of securing the opposite of those evils which I have spoken of?²

To meet their objectives, the Athenians provided the younger boys with graded exercises to suit the varying capacities of the

¹Plato, Republic 410, cited by Frederick Eby and Charles Flinn Arrowood, The History and Philosophy of Education Ancient and Medieval (New York: Prentice Hall Inc., 1940), p. 242.

²Joseph Payne, translation from Xenophon's Memorabilia, Lectures on the History of Education, (London: Longmans, Green and Company, 1892), II, 275, cited by Frederick Eby and Charles Flinn Arrowood, op. cit., p. 243.

students and with games such as tug-of-war. As the youth reached sixteen he was provided with instruction and competition in the events of the Pentathlon which comprised the five activities of running, throwing the discus, throwing the javelin, jumping, and wrestling.

Throughout all these elements of the work in physical education, a vital concern for moral development was maintained. That such an objective was consciously sought after and not left to chance may be seen in the following:

Training was adapted to individual capacities. Care was taken in pairing the boys to bring together only those who were well matched. The weaker and more diffident were matched with those whom they could overcome with good effort. Confidence was developed through self-exertion and the encouragement of the trainers. The overconfident and conceited were paired with boys who were able to defeat them readily. In this way proper self-esteem was fostered.

Furthermore, the Greeks required the boys to enter into the contests with spirit and a strong desire to win. They were masters in stimulating and directing the instinct of rivalry. They provoked the contestants to white heat, but insisted rigorously that passion must not overstep the strict rules of the game. As the iron is tempered only when heated, so self-control and sportsmanship can best be developed when the contestant is passionately intent on winning. The Greeks strove by these means to produce modest winners, and good losers; spirited antagonists, who at the point of greatest temptation played fair and used no underhanded means. In this manner they trained the youth in courage, self-control, endurance, spirited action, and true sportsmanship. No better training of the will of the individual in interaction with others could be conceived.³

About 440 B.C. there began a major change in the position

³Frederick Eby and Charles Flinn Arrowood, op. cit., p. 246.

held by gymnastics in the general framework of education. In explaining this change, Eby and Arrowood have stated:

An enormous change took place in Athenian gymnastics beginning about 440 B.C., strangely coincident with the death of the poet Pindar, who had done more than any other man to celebrate gymnastic prowess. First of all, a distinction arose between gymnastics and athletics. The one pertained to the schools and physical education of boys and youth, the other had to do with training youth and men for winning in the great games. The one aimed at the development of will-power, self-control, and all-sidedness. The other aimed only at muscle and brawn trained along some special line such as running, boxing, or wrestling. The testimony of contemporaries agrees that gymnastics suffered a great decline and that athletics were in the ascendancy.

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The most important reason for the lack of interest in gymnastics was that the enthusiasm of Athenian youth had found a new object of devotion. The heroes who attracted the greatest adulation at the end of the fifth century B.C., and for years to come, were the Sophists and teachers of rhetoric. No one can read the story of Protagoras in Athens without discovering that a new era was opening. While the interest in intellectual culture was not universal among the youth, its appeal to the best of them was all-powerful.⁴

In spite of the decline of gymnastics in Athenian education, there continued to be a growth of this system of education in either its earlier or later form, as the Greek influence spread into parts of Europe and Asia.

Following the complete fall of Greece to the Roman Empire in 146 B.C., the influence of Greece did not cease, for much of Roman culture was founded upon Greek literature and the Greek system of

⁴Ibid., pp. 306-308.

education. It would be logical to assume, considering the military strength of Rome, that the Romans would have restored the Spartan emphasis on rigorous training and gymnastics to fit every male citizen for his responsibility to the state. However, the Roman concept of citizenship was quite different from that of the Spartans, and education in the Roman Empire followed more closely the Greek pattern established under the influence of the Sophists. Military training, as such, was kept quite separate from the area of general education.

Two evaluations of the state of physical education at approximately the fourth century A.D. particularly are appropriate. Eby and Arrowood state:

What was the fate of gymnastic training during the Roman era? This was set forth by Philostratus in his work, Concerning Gymnastics. After giving a historical sketch of the origin of the various exercises, he discussed the trends in his own times, which was the beginning of the fourth Christian century. The youth were no longer trained for all-round action; health, military fitness, sportsmanship, and virtue were no longer the ends sought. Professionalism had become the order of the day. A youth was selected for one or another exercise according to his special physical fitness. The regimen of training made them gluttonous eaters.

The last traces of physical education in Sparta are found early in the third century of our Christian era. In spite of strenuous efforts at revival, athleticism finally crushed gymnastics even in Sparta. Interest in the welfare of the body was dying throughout all the Greek world. After enduring for over a thousand years the Olympian games were abolished in 394 A.D. Thus one more of the main branches of Hellenic humanism finally ceased.⁵

⁵Ibid., pp. 503-504.

A summary written by Dr. Thomas Woody is significant, too, to this study. He writes:

Hero worship of the successful athlete, the increase of athletic festivals to engage the time of idle spectators, the increasing weight of the purse awarded, nicety of the requirements of training--ten months of training, one month in Olympia was required--the luxurious habits of an age of decadence, the centering of the athlete's attention upon himself rather than on any useful social end and the competition of cities for successful athletes all combined to produce a contempt for earlier standards of sportsmanship and morality.⁶

A moment's reflection will reveal the fact that the comments just quoted could very easily have been written about our present society. The same criticism has been directed against present-day society and the place of physical education in the plan of general education. Leaders in all areas, as well as physical educators, have emphasized repeatedly during the past decade the desperate need for an awareness of physical fitness and its importance to the individual and to the nation.

Current trends, which will be considered later in the chapter, lead the writer to believe that the phase of concern upon the part of a few is drawing to a close and that the period of action to correct the deficiencies has begun.

However, in the course of history, the revival of concern for gymnastics or physical education of any kind was to wait many centuries before it became discernible.

⁶ Thomas Woody, "Professionalism and the Decay of Greek Athletics," School and Society, Vol. 47, p. 524, cited by Frederick Eby and Charles Flinn Arrowood, op. cit., p. 504.

With the decline of the Greek and Roman civilizations and the ascendancy of the barbarians, came the Dark Ages and the decline of learning. During this long period of intellectual stagnation, the Church was the one agency which kept alive the light of knowledge. Here, however, the chief concern was for the liberal arts: grammar, rhetoric, logic, arithmetic, geometry, astronomy, and music. There may have been exceptions where certain forms of exercise were undertaken. At the Catechetical school of Alexandria, for instance, Clement advocated activities such as wrestling, ball-playing, and walking. "Health now show, is the object to be attained."⁷

The revival of learning, born out of the Renaissance and spread throughout Europe by the Humanists, provided little in the way of growth in physical education. However, provision was made for it in the curriculum at La Giocosa, a school conducted by Vittorino Rambaldini for the Marquis of Mantua. With respect to physical education at the school, Eby and Arrowood write:

Vittorino for his part harmonized the classical form of physical culture with the knightly arts. He held the opinion that not only was the alternation of study with games and exercises needful for real intellectual quickness, but that the teacher must provide ample variation in the subjects of instruction themselves. It was a common slogan of humanist writers on education that the mind needs variety of food not less than the body. This would seem the more necessary, since school lessons lasted seven or eight hours daily. Spontaneous play and occasional excursions to the mountains broke the monotony of instruction at La Giocosa.

⁷ Frederick Eby and Charles Flinn Arrowood, op. cit., p. 612.

Vittorino gave serious attention to the health of his pupils. To this end, life out of doors was carefully organized, and daily exercises in some form were compulsory regardless of the weather. As methods of physical instruction Vittorino used riding, running, games of ball, leaping, and fencing. These activities laid the foundation of health and habituated the boy to regular exercise. Care was taken to increase the strain by slow degrees. After the age of ten, regular training was required, then archery, fencing, the use of the sling, and military exercises. These had in view not only military skill but also gracefulness and good deportment. Physical exercise had as its aims: preparation for military life and the prevention of self-indulgence. As a humanist Vittorino believed that skill as a sportsman was no less praiseworthy than literary ability and scholarship.⁸

Since La Giocosa became a model for other such schools throughout Italy, it is possible that some of them also included elements of physical education in their curricula.

It has been seen, then, that although the contribution of the ancient and medieval period was a vital and fundamental one, it was nonetheless simple in nature. It was, in fact, the origin of gymnastics and the development of competitive games. Both of these contributions were made by the Greeks and neglected by later cultures until the Renaissance. In the interval, there occurred a number of developments which discouraged any growth of the beginnings made by the early Greeks.

The fall of Greece itself was the first change which deterred any expansion of the early program.

In the eleventh and twelfth centuries the growth of scholast-

⁸Ibid. , p. 880.

icism did much to establish the philosophy that matters of the mind and of the body were in opposition to each other. Therefore, anyone concerned with intellectual pursuits must, by the very nature of things, ignore the physical.⁹ Such a view, although archaic, still is widely held, and for many years has been one of the stumbling blocks to an effective physical education program.

Since the preservation of learning during the Middle Ages was achieved by the Church through its monasteries, it is apparent that gymnastics and physical education would not be developed or even maintained. While it is true that a Church school such as that at Alexandria¹⁰ would be more likely to consider physical education in its program, from this period there appears to be no further example where such was the case. It should be pointed out that the Alexandria School was under strong Greek influence and this may explain why there was at least some concern for physical activity as part of the program.

As shown in this one given example of a Renaissance school, this age marked the return, on a limited scale, to the acceptance of physical education as a necessary part of the school program.

⁹Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education (Philadelphia: W. B. Saunders Company, 1952), p. 25.

¹⁰See Page 11.

As the more important schools of this period were under the direction of Humanists, it is essential to be aware of the attitude of the Humanists to physical education. Eby and Arrowood have given a careful analysis of this:

In summing up the discussion on physical education, little needs to be said as to the aims and kinds of physical education. These men discerned the fact of the interdependence of mind and body as it had not been discerned since the days of the ancient Greeks. They believed in the hardening process in accordance with Stoic ideals. Health, grace, and good deportment were also major interests. Care was exercised to see that the growing child was not subjected to strain. As to the forms of physical exercise, they advocated the practices of the Greeks and the Romans and added also the plays and games and military exercises that had grown up with the knightly age. All heartily asserted the value of free play as a means of recreation.¹¹

II. MODERN INFLUENCES

In this section, attention will be focused on the contributions made through the German gymnastic activities, the Swedish Ling system of gymnastics and the British interest in team games and sports.

The rise of the German gymnastic system was largely the work of Friedrich Ludwig Jahn, who opened his First Turnplatz (playground) in 1811. This led to the establishment of the Turner movement throughout Prussia and received further impetus from Jahn's book, German Gymnastics, published in 1816.

¹¹Frederick Eby and Charles Flinn Arrowood, op. cit., p. 901.

Jahn's general approach to physical education is briefly summarized in the following statement:

Gymnastick Exercises are intended to restore the just proportion of the two principal parts of human education, moral and physical, the latter of which had been neglected for the space of several ages. As long as man has a body, it is his duty to take care of it and to cultivate it, as well as his mind, and consequently gymnastick exercises should form an essential part of education.¹²

Adherents of the Turner societies were basically interested in gymnastics and at the same time, they were strong supporters of liberal thought and personal freedom in matters of government. As a consequence of this involvement in political affairs, the movement was outlawed in Prussia in 1819 and similar action was taken by other German states within a very short period. In spite of this action, the movement remained alive and in 1884, the first program of school gymnastics in Prussia was modelled on the community type initiated by Jahn.

The first attempt at a school program was not entirely successful but in 1850, Adolph Spiess took over direction of the program advocating a much more formal type of training, as noted in the following:

Spiess did not concur with Jahn's ideals of cultivating freedom and initiative because he thought such goals would result in untidy

¹²Friedrich Ludwig Jahn, Treatise on Gymnastics, trans. Charles Beck (Northampton: Simeon Butler, 1828), p. 151, cited by Deobold B. Van Dalen, Elmer D. Mitchell, and Bruce L. Bennett, A World History of Physical Education (Englewood Cliffs: Prentice-Hall Inc., 1953), p. 219.

and haphazard work. He declared, "Here as everywhere else, the pupil must first learn what it is to obey, before he is allowed to do as he pleases." With considerable pride he emphasized that gymnastics was the one subject that teaches how to practice and display discipline. Although he endeavored to seek an efficient and thorough development of all parts of the body, such objectives were achieved through submission, training of the memory, and quick and accurate responses to commands.¹³

During the period from 1865 to the early 1900's, slight revisions were made in the program to introduce some of the Swedish views, but essentially, the Spiess approach to gymnastics was retained until after World War I.

The large scale emigration from Germany to North America during the second half of the nineteenth century meant that the physical education practices current in Germany under the leadership of Spiess were the ones which influenced the direction taken by the early development of physical education in the United States. As early as 1913, it was apparent that physical education in the United States was far outgrowing its early beginnings and reaching toward new methods and objectives. German authorities were sufficiently aware of this progress to send a commission under the chairmanship of Dr. Carl Diem to observe the nature of physical education in various parts of the United States.¹⁴

¹³ Deobold B. Van Dalen, Elmer D. Mitchell, and Bruce L. Bennett, op. cit., p. 220.

¹⁴ Ibid., p. 230

One of the moderating forces which was felt by physical educators in the United States and Canada was the influence of the Swedish gymnastic program. The core of this program was developed by Per Henrik Ling along the following lines:

Deeply tinged with the nationalistic purposes of raising the physical standards in the army, Ling's program was naturally high-lighted by emphasis on power, alacrity of action, and the ability to endure strain. As a modern pioneer in the field of medical gymnastics, he was also intensely concerned with the possibility of restoring health to the weak through exercises. Pedagogical gymnastics were designed to develop the innate potentialities of the body, creating a well-balanced and perfected organism. They were to teach the individual to hold his body erect and bring it under the control of his own will. Aesthetic gymnastics, which were left to be cultivated by more modern successors, were to give bodily expression to inner feelings, emotions, and thought. Ling merely touched upon these latter themes; but he believed all military, medical, pedagogical, and aesthetic goals to be mutually interdependent and that to disregard the unity that should exist among these parts was merely to base a gymnastic system on whim and fancy. Although the Swedish physical education system was not completely realized by Ling, he provided the philosophical framework upon which it was built.¹⁵

The influence of the Swedish gymnastics on Manitoba was to some extent, the result of the immigration of Europeans familiar with the Ling techniques, but to a much greater degree, it came by way of Britain through the medium of The Syllabus of Physical Exercises for Public Elementary Schools adopted by the Manitoba Department of Education in 1911.

Although the details of The Syllabus are dealt with in Chapter

¹⁵Ibid., p. 247.

IV, a brief examination of the early growth of physical education in Britain should clarify the nature of the British influence. The following quotation gives a concise summary of the first stage of that growth:

Although games and sports were indigenous to the English people, they borrowed gymnastics from the Continent. In the post-Napoleonic era, Clias introduced the German exercises, combining the essential features of Guts Muths and Jahn with his own ideas. Later, Archibald Maclaren, who had studied various systems on the Continent, developed his eclectic system. Maclaren is to be remembered as a research pioneer who tried to devise scientific methods of evaluating teaching. The results of his work are shown by the periodic photographs and anthropometric measurements he took of his students. Maclaren argued that the British school games and sports were valuable to the national character, but that they were not capable of producing an all-round physical development. In his program games were supplemented by gymnastics. Activities on each piece of apparatus were arranged in progressive order, terminating with the most difficult.¹⁶

The British Royal Commission of 1903 recommended that some attention be given to formal gymnastics. This resulted in the preparation of The Syllabus of Physical Exercises for Public Elementary Schools in 1904 which was based on the Ling system of gymnastics. Manitoba did not adopt this syllabus until after the first revision and, by that time, the natural inclination of the British had prompted the adoption of a "more informal and recreative approach to gymnastics".¹⁷

¹⁶Ibid., p. 301.

¹⁷Ibid., p. 302.

By the time Manitoba had authorized the 1933 edition of The Syllabus, it had been revised sufficiently to allow the British interest in games to show itself and thus to bring that contribution to the province.

In summary, then, the modern period has provided Manitoba with a background in apparatus work from Germany, formal free standing gymnastics from Sweden, and an emphasis on games and sports from Britain. The fact that the basic physical education curriculum in Manitoba was patterned on the British program, has meant that the pure gymnastics and apparatus work, as practised in Europe, have been modified from the very beginning of the Manitoba system and have been supplemented by a considerable emphasis on physical education through games.

This trend has been further strengthened by influences from the United States which itself, was subjected to the same varied background. Physical educators who were trained or who worked in the United States before coming to Canada brought with them a fair knowledge of fundamental gymnastics, but a much greater concern for the teaching of physical education through team game activities. Such an approach was not fully accepted in Manitoba, but the tendencies introduced by the British were reinforced and Manitoba's composite type of program was established.

II. CONTEMPORARY INFLUENCES

Although the basic contributions have been from other countries, these are far from the only factors affecting the growth of our philosophy of physical education. Many individuals, working within the program in a variety of ways, have had a strong impact upon the formative stage of physical education in Manitoba.

At a time when the official program was still rigid and formal, Miss Emily Fabian¹⁸ introduced rhythemics to her classes at Saint John's Technical High School in Winnipeg. As a result of this work, Miss Fabian established an approach to the teaching of physical education which has continued to the present through the influence of her pupils. In her program for girls the emphasis was on grace and rhythm in movement, rather than on precision and strength.

Robert Jarman's influence was felt chiefly through the impact of his mass displays of physical education activities which were held for several years during the annual convention of the Manitoba Educational Association. Teachers from many parts of Manitoba attended these displays at the Winnipeg Auditorium and were able to observe a wide range of activities demonstrated by pupils from all grade levels. Following each display, all members of the Manitoba Physical Education Association received the "Physical

¹⁸See Chapter V.

Education Pamphlet"¹⁹ giving detailed instructions and music where applicable, to cover each activity. Although Mr. Jarman did not select or supervise all the items in the display, his influence in drawing up the program was considerable and, consequently, many teachers across Manitoba patterned their physical education work on those activities promoted and developed by Mr. Jarman. This tendency to copy the display items was supported further by the many personal visits made by Mr. Jarman to rural areas.

During his term as supervisor of physical education for the Winnipeg school system (1951-1957), Andrew Currie emphasized the need for a total organized program of physical education, progressing from grade one to grade eleven and utilizing proven methods of teaching and testing. Possibly less apparent from outside the system was his concern that teachers of physical education recognize their subject as a part of the total picture of education, and plan their programs to make an effective contribution toward the achievement of the general aim of education.

Mr. Currie was able to achieve this objective through close personal contact with his physical education staff. This was particularly true of the senior high school group which met monthly in the homes of members.²⁰ Such an influence could have been of a

¹⁹See Appendix G.

²⁰The writer was a member of this group for five years.

temporary nature, but in the year before Mr. Currie left the Winnipeg schools a beginning was made in recording the details of these programs. The same general approach was continued by Kasmer C. Vidruk who followed Mr. Currie.

Hart M. Devenney stimulated a concern for the recreational values inherent in the physical education program and encouraged the formulation of programs which would have a recreational carry-over into adult life and which would, as well, meet the present needs of physical education. Mr. Devenney was able to establish this influence through personal contact on his extensive program of visitation to rural points and also through the medium of the Manitoba School Journal. Here, Mr. Devenney provided hints on organizing track meets, coaching various events, and planning parties or tabloid meets. He also reproduced in the Journal a great deal of material summarized or quoted directly from writers in the field of physical education.

The following excerpts from one article will illustrate the nature of much of the material that appeared on Mr. Devenney's page in the Journal:

Let us examine some of the objectives of athletics as they are related to some school practices. In this way each administrator, teacher or principal may be aided in an "on-the-spot" assessment.

1. Any programmes of competitive athletics in the school should complement and supplement the general objectives of education in the broadest use of that term; and specifically to the objectives of the local school or community.

All too often the over-emphasis charges that may be laid at the door of athletics are the result of the enthusiast or coach forgetting that a programme of competitive athletics, although contributive to educational goals, is of secondary importance to the primary purpose of the school. . . .

2. Any programme of competitive athletics, within the framework of the school particularly, must place the welfare of the participant above any other consideration.

How many times do interested and concerned school people forget that the game exists for the participant and not the reverse situation. By all means insist on the best performance the player can give but definitely not at the expense of the player's physical, mental, moral or spiritual welfare. . . .

3. All programmes of competitive athletics within the framework of the school situation should be confined only to those activities where bona fide and qualified teachers, educators or administrators, exercise complete control over all aspects of the programme.

As has already been indicated we can justify the inclusion of athletics in the educational programme of the school only when, as and if they make a contribution to the over-all goals of education. . . .

4. All programmes of competitive athletics in the school should provide instruction in the motor skills involved in the various sports.

There is a very high correlation between skill in activity and participation in it. We only do those things we enjoy doing and the things we like to do well. Satisfaction in skilful performance is valuable mental hygiene and contributes much to the development of personality. . . .

5. In all programmes of competitive athletics it is imperative that the officiating of games should be of such quality that the contest is played under conditions which will ensure educational outcomes implicit in the rules and in the best traditions of the game.

In all too many cases the attitude that "this is just a kid's game" is adopted when scheduled competitions are held. Once the pupils have been properly instructed by the teacher concerned and the game scheduled is commenced, then the best possible "job" of officiating must be carried out, no matter what age the participants. If the educational outcomes, which are implicit in the rules and the traditions of the game being

played, are to add to the development of those playing then the officials concerned must have the amateur as well as the educational point of view together with the ability to interpret and apply the rules.

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If the purpose of education in its broadest sense is to provide opportunities for each student to develop himself to the limit of his capacities in skills, knowledge and appreciations, then all schools will be exploring all means for attaining this purpose. Athletics will be part of the picture. They must be co-ordinated with the total instructional programme to the end that all pupils will go forth from the school socially useful and personally satisfied.²¹

Arthur A. Leach, as teacher of physical education, coach, principal, and superintendent, has made a distinct contribution. In the field of coaching he has emphasized the scientific approach in all areas.

This approach has involved analysing skills to determine their level of efficiency and then attempting to devise adjustments to training plans or individual styles in order to produce a more effective athlete. Such a procedure led him to take motion pictures of his athletes in action and to develop the loop training film long before similar aids were available commercially. Mr. Leach made extensive use of outlines and diagrams in his instructions both to his athletes and to the teachers under his supervision.²² Several of these aids are still

²¹Hart M. Devenney, "The Place of Athletics in the School Physical Education Programme," Manitoba School Journal, XIV (September, 1952), 18.

²²See Appendix H.

being used in schools in which he formerly taught or administered. His insistence upon sportsmanship and high moral and ethical standards was refreshing and encouraging in an era when such attributes were being ignored by many in the desire for winning teams. His belief in a broad but intensive program for the greatest number of pupils was contrary to the then current practice of specialized activities for the few. He continued to sponsor the highly trained team, but this was the culmination of a total program and not a substitute for it.

Frank W. Kennedy spearheaded the movement to establish physical education at the University, a satisfactory level of professional training in physical education for student teachers, and an adequate scheme of supervision at the provincial level. The extensive work leading up to the appointment of the Manitoba Physical Education and Recreation Study Committee and the report of the Committee is, to a large extent, the result of Dr. Kennedy's efforts.²³

Dr. Kennedy's influence has been felt in professional organizations such as the Canadian Association for Health, Physical Education and Recreation (Manitoba Branch), and at the University rather than more directly upon the physical education teachers in Manitoba.

The influence of teachers in rural Manitoba on the general

²³See Chapter VI.

philosophy of physical education is more difficult to estimate since personnel are much more transient than in the urban areas. However, there is at least one who has made a long-term and distinctive contribution.

Norris G. Aitken served as teacher and principal at Dauphin for several years and during that time did much to develop athletes in team and individual athletics, placing a great deal of emphasis on physical condition and hard training as well as on extensive drill in fundamental skills.

Throughout this survey of contemporary influences, it has been apparent that each of the aforementioned persons would not have had the same impact on the progress of physical education. However, each contributed to the body of objectives and practices in a way as to influence his immediate co-workers and successors who, in turn, helped to crystalize a considered, conscious philosophy of physical education.

As more professionally trained physical educators enter the schools systems of Manitoba, the subtle influence of their predecessors probably will be weakened considerably and replaced by the more formally developed philosophies propounded by their respective university instructors. Even if such should be the case, it will not lessen the contribution made by those who worked during the formative years.

A number of objectives, practices, and general concepts appear to receive a considerable degree of support from present teachers of physical education. The Report of the Study Committee

on physical education and recreation in Manitoba contains this statement:

The purposes which give direction to physical education are focused on the same general goal that motivates general education, namely, to make a significant contribution to the development of the total competence of children and youth to adjust to a rapidly changing and demanding society.

The individual in our society has been, to some extent, deprived of the natural opportunity for vigorous physical activity which is a biological necessity for optimum growth. The development of strength and endurance, the mastery of body mechanics, and the acquisition of a wide variety of motor skills are fundamental human needs. The physical education program should aid in meeting these needs through a program of activities selected and presented to meet these objectives. The natural interest of children in various activities may also be a method to aid in the development of an understanding and appreciation of the human organism.

While it is not always possible or essential that the individual be highly skilled in order to derive some of the benefits of physical activities, maximum satisfaction, enjoyment, and relaxation, resulting from the skilful expression of motor activity can only be experienced by the physically educated person.

Under responsible leadership physical education activities provide an environment for the development of socially acceptable behavior, self-discipline, and an appreciation and understanding of others.

Physical education is purposeful. It seeks to develop motor efficiency, fundamental motor and sports skills, social and emotional competence, physical and mental health, knowledges and appreciations of the human organism, healthful practices and the need for physical activity in modern living.

In order to make the acquisition of these objectives possible, schools must establish a sound program of physical education, provide adequate facilities and equipment, and recruit expert leadership to develop individual competencies.²⁴

²⁴Province of Manitoba, Physical Education and Recreation in Manitoba (Winnipeg: Queen's Printer, 1958). p. 24.

Some of the current practices have been dealt with in the following excerpt:

During recent years the trend has been toward more informality. The pupil has been given more freedom in the selection of "gymnastic" activities--in determining his own progress in tumbling and apparatus--and to a lesser extent the practising of skills.

The role of the teacher in the conduct of the Physical Education lesson has also changed. There has been less emphasis on the "command-response" type of lesson in which every activity is teacher directed. Much greater use has been made of pupil leadership. The teacher is spending more time in planning his lesson so that every pupil has more opportunity to actively participate. He has been organizing the class into more squads and has made much more equipment available.

There have also been a considerable number of changes in the testing programme. The emphasis on this phase of the programme has varied a great deal from school to school. Attempts to test strength, endurance, and skill have frequently been much too time-consuming and purposeless. The trend at the present time is toward more and more self-testing activities which are more closely related to the teaching programme.

During the last couple of years a great deal of public interest has been aroused in Physical Fitness. While this new interest was probably inspired by the publicity given to the controversial Kraus-Weber tests, it is another indication that there will always be a basic interest in fitness by both pupils and parents.²⁵

The foregoing quotations contain all of the essential elements of objectives and practices which are currently supported by physical educators in Manitoba. It may be presumptuous to state that such a

²⁵Jack Passmore, "Trends and Development in the Physical Education Lesson", Journal of the Canadian Association for Health, Physical Education and Recreation, XXV (February-March, 1959), II.

concept, or any other, represents a generally accepted view, but a number of incidents and activities have been observed to give support to this position.

Evidence of the concern of physical educators for the importance of planning may be taken from the fact that a number of school divisions are developing more specific programs covering the entire school grade system. Such activities have been undertaken at least in the divisions of Winnipeg, Seven Oaks, Saint James, Saint Vital, and Norwood. That there have been organized programs of in-service training in most of these areas is further evidence of the awareness of teachers for the need for an improved standard of professional work in physical education.

In areas outside Metropolitan Winnipeg, the Manitoba Director of Physical Education has conducted clinics in track and field, basketball, and football. These clinics were conducted at Swan River, Dauphin, Brandon, Morden, and Neepawa during 1959 and received strong support from the teachers in the respective areas.

Some indication that school administrators are concerned about developing more satisfactory programs in physical education may be seen in the growing trend to appoint supervisors of physical education in school divisions. This policy already has been established in nearly all divisions of the Metropolitan Winnipeg area and there are strong indications that other divisions in Manitoba will follow the example.

CHAPTER III

LEGISLATION

To determine the constitutional assignment of responsibility with respect to education, it should not be necessary to examine legislation passed prior to the British North America Act of March 29, 1867. Although earlier documents can be used to clarify some of the underlying reasons for preserving provincial autonomy in education, that area will not be explored here. In instances where acts deal exclusively with physical education or related subjects, the complete legislation has been placed in Appendix I.

The British North America Act provides that:

In and for each Province the Legislature may exclusively make laws in relation to Education, subject and according to the following provisions:

- (1) Nothing in any such law shall prejudicially affect any right or privilege with respect to Denominational Schools which any class of persons have by law in the Province at the Union:
- (2) All the powers, privileges, and duties at the Union by law conferred and imposed in Upper Canada on the separate Schools and School Trustees of the Queen's Roman Catholic Subjects, shall be and the same are hereby extended to the Dissentient Schools of the Queen's Protestant and Roman Catholic Subjects in Quebec;
- (3) Where in any Province a system of separate or Dissentient Schools exists by law at the Union or is thereafter established by the Legislature of the Province, an appeal shall lie to the Governor-General in Council from any act of decision of any Provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's Subjects in relation to Education;
- (4) In case any such Provincial law as from time to time seems to the Governor-General in Council requisite for the due execution of the provisions of this Section is not made, or in case any decision of the Governor-General in Council on any appeal

under this Section is not duly executed by the proper Provincial authority in that behalf, then and in every such case and as far only as the circumstances of each case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this Section, and of any decision of the Governor-General in Council under this Section.¹

These conditions affect the situation in Manitoba, inasmuch as the Manitoba Act of 1870 made provision for the British North America Act to apply to Manitoba.² To meet the requirements, as laid down in the British North America Act, to the effect that the provincial legislature is solely responsible for education, the Manitoba Legislature passed a series of acts providing for schooling in Manitoba. The complete details are not relevant to this study but the following items relate to this particular topic: "The Minister may . . . prescribe the courses of study, including correspondence and other courses."³ "A board of trustees may . . . provide materials and appliances for school sports and games and supervise and direct sports or games during vacation or school terms."⁴

It will be seen that the Minister of Education is directly responsible for determining those courses of study which will be taught

¹Statutes of Canada, 30 and 31 Victoria, c. 3.

²Statutes of Canada, 33 Victoria, c. 3.

³Revised Statutes of Manitoba, 1952, c. 56.

⁴Statutes of Manitoba, 1952, c. 50.

and, therefore, the inclusion of physical education is probably somewhat dependent on the general attitude of the public during a particular period. When this^{is} coupled with the permissive legislation, relative to the provision of equipment by local boards, the position of physical education in the public school program is bound to be precarious at best. The fluctuations in the concern over physical education on the part of both the Department of Education and teachers during the period of Manitoba's history as a province will become evident as the study develops and, perhaps, some indication of important factors in this trend will be of value in the formulation of a more stable policy for the future.

The assignment of governmental responsibility was certainly clear with respect to the traditional concept of education. However, as military preparedness, physical fitness, technical education, youth training, adult education, and recreation gained more prominence, the federal government came under pressure to provide aid for certain aspects of education. This seemed to be expressly forbidden under the terms of the British North America Act, but Section 91 of the Act provides that:

The Parliament of Canada has authority to make laws for the peace, order and good government of Canada in relation to all matters not coming within the classes of subjects by this Act assigned exclusively to the Legislatures of the provinces.⁵

This part of Section 91 was the subject of very broad interpretations by a succession of federal cabinets as they sought to find

⁵Statutes of Canada, 30 and 31 Victoria, c. 3.

authority for the provision of provincial aid in fields dangerously close to the classification of education. "The peace, order and good government of Canada" have been of concern to opposition parties as well as to those with a majority and, apparently, general education can be set apart from a variety of special categories such as vocational training, physical fitness, and others. Such a combination of broad and strict interpretations has made possible many activities undertaken by the federal government, some of which could be considered unconstitutional, according to a narrow interpretation of the British North America Act.

The first of these deviations from accepted policy took place in 1908 when the province of Nova Scotia entered into an agreement with the department of militia respecting physical education and military drill in public schools. Under the terms of the agreement the province undertook:

(a) To enforce more generally their regulations respecting physical training and military drill in the schools.

(b) To encourage the formation of cadet corps and the practice of rifle shooting.

(c) To adopt a system of physical training uniform with that of the other provinces of the Dominion and Great Britain.

(d) To require all teachers (of both sexes) to obtain certificates of competency to instruct in physical training, and also to encourage male teachers to obtain certificates in advanced physical training, military drill and rifle shooting.⁶

⁶Certified copy of a Report of the Committee of the Privy Council, approved by His Excellency the Governor General on August 13, 1908, cited by Frank W. Kennedy, op. cit. p. 58.

In return, the Department of Militia agreed:

- (a) To provide competent instructors to enable teachers to qualify in physical training and military drill.
- (b) To pay a bonus to qualified teachers who instruct cadet corps.
- (c) To provide arms, accoutrements and Drill books.
- (d) To conduct the necessary examinations.⁷

This plan attracted the attention of Lord Strathcona who wrote in part:

I have long entertained the opinion that such training as that you are striving for is of the highest value in developing the moral, physical and intellectual qualities of children, as well that valuable quality known as patriotism and I am anxious to take part in the good work that is being done . . . the methods you have in view . . . appear to me to be admirably adapted for carrying out in the most effective way the very important work you have happily taken in hand of training up the youth of Canada to be in every way useful citizens.⁸

This interest led to the establishment of the Strathcona Trust Fund which was set up under an agreement between Lord Strathcona and the Government of Canada, signed April 17, 1909.⁹

In 1939, the federal government took steps to assist the provinces to relieve some of the social problems of the severe economic depression and unemployment which had become a characteristic of the decade. Evidently, the federal authorities believed

⁷Ibid.

⁸Ibid., p. 60.

⁹John A. MacDiarmid, op. cit., p. 13.

that the scheme under consideration could be effected at their level in accordance with the part of Section 91 here quoted. Such being the case, "An act to provide for the Training of Young People to fit them for Gainful Employment"¹⁰ received royal assent on May 19, 1939. Provision was made for the expenditure of \$4,500,000, with payments to be made to each province conditional upon an agreement being entered into by the Minister of Labour and the government of the province. The grant was not to exceed the amount paid by the province.

The war brought about a renewed concern for the inadequacy of our national standard of physical fitness and consequently attention was focused at the federal level upon a nationally supported program. The Physical Fitness Act was passed during the 1943-44 session of parliament. This act provided for the establishment of a Council in the following terms:

Section 4

1. It is the duty of the Council to promote the physical fitness of the people of Canada and in the performance of such duty it may:
 - (a) assist in the extension of physical education in all educational and other establishments;
 - (b) encourage, develop and correlate all activities relating to physical development of the people through sports, athletics and other similar pursuits;
 - (c) train teachers, lecturers and instructors in the principles of physical education and physical fitness;

¹⁰Statutes of Canada, 3 George VI, c. 35.

- (d) organize activities designed to promote physical fitness and to provide facilities therefore; and
- (e) co-operate with organizations such as indicated in section 7 engaged in the development of physical fitness in the amelioration of physical defect through physical exercise.¹¹

Section 7 of the act laid down the basis for financial arrangements to be, briefly, that the Minister might enter into agreements with provinces and pay out funds according to the formula:

$$\frac{\text{population of province}}{\text{population of Canada}} \times \$232,000$$

or half of the amount expended by the province, whichever was the lesser.

This act required parallel legislation by the participating provinces and accordingly the Manitoba Physical Fitness Act¹² was passed by the Manitoba Legislature in 1945. This provided for a council made up of the Minister of Health and Public Welfare, the Deputy Minister, the Director of Physical Fitness, three members of the staff of the Department of Health and Public Welfare (appointed by the Minister), one ex-officio member each from the Departments of Agriculture and Immigration, Education, and Attorney-General (to be appointed by the respective Ministers), and ten members appointed by order of the Lieutenant-Governor-in-Council for a term

¹¹Statutes of Canada, 8 George VI, c. 29.

¹²Statutes of Manitoba, 1945, c. 44.

of two years. Ten members were to constitute a quorum.

In 1951, the act was amended to include the word "Recreation" in the title and throughout the act. In 1952, the act was again amended to reduce the size of the council. In addition to the Director, one civil servant from each of the Departments of Agriculture and Immigration, Education, Attorney-General, and Health and Welfare, and four other persons appointed by the Lieutenant-Governor-in-Council, the eight members to be appointed for two-year terms. The quorum was changed to five members.

The act establishing the new division gave adequate scope to the Minister, if he chose to use it, for he was given power to provide training, facilities, scholarships, bursaries, and loans for the purpose of promoting the development of physical fitness and recreation. However, the council's function was limited to "report and recommend" to the Minister.

By the middle of 1954, the Federal cabinet had reached the decision that the Physical Fitness and Recreation program was not serving the purpose for which it was designed and the legislation was repealed. In the following paragraph, F. W. Kennedy summarizes the reasons for this decision:

The name of the Act, however, limited its interpretation by the public, who did not grasp the full intent of its provisions. Its administrative body, the Department of Health and Welfare, showed such unconcern that since the creation of the Act, the Division of Physical Fitness has been without a director more than half the time. The failure of the Act to define clearly the

functions of the National Council of Physical Fitness (composed of professional physical educators) contributed to a conflict between that group and the Department of Health. These factors led to the repeal of the Act, June 15, 1954.¹³

On February 16, 1955, Manitoba followed suit and returned to a state of little or no provincial direction or supervision in physical education.¹⁴

¹³Frank W. Kennedy, op. cit. p. 153.

¹⁴Statutes of Manitoba, 1955, c. 69.

CHAPTER IV

PROGRAMS OF PHYSICAL EDUCATION

Although Manitoba was to wait until 1912 before a definite program of physical education was made part of the required curriculum, attention had been drawn to the subject as early as 1882, when W. Cyprian Pinkham, Superintendent of Education for the Protestant Schools of Manitoba, returned from a trip to Eastern Canada and wrote that he was "pleased to find considerable attention given, both in Toronto and Montreal, to singing and calisthenic exercises".¹

An expression of interest by one official however, did not mean that an immediate effort was made to establish such activities in the official Programme of Studies for the public schools of Manitoba.

In spite of the absence of an authorized course, there is reason to think that physical education of a type was being undertaken in some of the schools of the province. Evidence in support of this opinion is contained in the 1902 minutes of the Advisory Board of the Department of Education in which reference is made to the authorization of a new syllabus for the Normal Schools.²

¹Province of Manitoba, Report of the Superintendent of Education for the Protestant Schools of Manitoba for the year ending 31st January, 1882 (Winnipeg: Queen's Printer, 1882).

²See Chapter V.

Although the syllabus outlined for First Class Certificates contained no reference to physical education, the syllabus outlined for Second Class Certificates included the item "Drill Practical Instruction".³

Discussion of the subject is not recorded in any of the earlier minutes of the Advisory Board nor of its predecessor, the Board of Education, but it seems reasonable to assume that some physical drill was being given in the schools. If such had not been the case, it is unlikely that the subject would have been placed on a Normal School curriculum without some explanation being offered to the Advisory Board by the special committee which submitted the new syllabus.

Official authorization of a physical education course appeared in the Programme of Studies of 1909. In this publication there appears, under the main heading 'Subjects for all grades':

Physical Culture.

Suitable instruction and exercises 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 shall be studied and exercises given to meet them . . . In connection with this subject, such exercises should be given as are necessary to give power of free and easy speech.⁴

³Minutes, Advisory Board, Manitoba Department of Education, February 26, 1902.

⁴Province of Manitoba, Programme of Studies for the Schools of Manitoba (Winnipeg: Queen's Printer, 1909), p.2.



No details of the course are given but the following references are listed in an appendix:

Physical Education:

Morris-Physical Education in Public Schools, American Book Co., Chicago.

Blaikie-Sound Bodies for our Boys and Girls, American Book Co., Chicago.⁵

It is interesting to note that the new provisions in curriculum led to a further departure before the school term had advanced very far. In October, the Advisory Board passed the following:

McIntyre Cherrier	That School Boards in Cities be allowed to give such instruction in instrumental music as may be found necessary in connection with physical and military drill.
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carried.⁶

This initial attempt to establish some physical education in the schools was immediately followed by negotiations to include Manitoba in the Strathcona Trust scheme.⁷

On September 9, 1909, Robert Fletcher, Deputy Minister of Education for the Province of Manitoba wrote:

Our Advisory Board has for some time contemplated incorporating elementary drill and physical culture in the programs of work for public schools, and I should be pleased if you could furnish me with the manual containing the exercises you propose to adopt.⁸

⁵Ibid., p. 59

⁶Minutes, Advisory Board, Manitoba Department of Education, October 29, 1909.

⁷See Chapter III.

⁸A letter from R. Fletcher, Deputy Minister of Education, Province of Manitoba to the Secretary, Strathcona Trust, dated September 9, 1909.

Even before there were further developments in the authorized program for the public schools, considerable reorganization had taken place in the curriculum of the Normal Schools.⁹ In this area, physical education had at least retained its position and may have advanced its status by being included with drawing, music, hygiene, and morals in a group labelled "Special Instruction" which was given eighteen per cent of the total teaching time.

In the meantime, further discussions on the possibility of participating in the Strathcona Trust plan were in progress. It appeared to a number of observers¹⁰ that there would be strong opposition from members of the legislature and citizens at large to signing an agreement which might have military implications and might infringe on provincial autonomy in education. Dr. Fletcher discussed this problem with General Sir Samuel Steel, former commander of the Strathcona Horse, and received assurances that Manitoba could obtain the benefits of the Trust without actually signing an agreement.¹¹ This procedure was finally adopted and approval was given by the Advisory Board on January 6, 1911.

On motion of Messrs. C. K. Newcombe and D. McIntyre, the Board decided to incorporate the subject of Physical Culture

⁹See Chapter V

¹⁰Personal interview by the writer with Dr. Robert Fletcher, Secretary, Advisory Board, Manitoba Department of Education, April 23, 1960.

¹¹Ibid.

into the Programme of Studies for Public Schools, and authorize The Syllabus of Physical Exercises for Public Elementary Schools as issued by the Board of Education, London, England, with the amendments approved by the Executive Council of the Strathcona Trust.¹²

Thus, later in the month, Dr. Fletcher was able to write:

"Since that time (September 9, 1909) we have adopted the physical exercises which were then under consideration."¹³

An examination of the main regulations will indicate why the Strathcona Trust had such a lasting influence on physical education in Manitoba. The two main regulations are given here:

8. (a) Physical training to form an integral part of the curriculum in every school, or public educational establishment maintained mainly on public funds, at which a teacher holding a certificate other than that of the lowest grade is employed.
- (b) A certificate of ability to instruct physical training to form a part of every teacher's certificate, other than that of the lowest grade, granted by the Education Department of the Province.
- (c) The Education Department undertake to encourage the formation of cadet corps, including the practice of rifle shooting under suitable conditions by the older boys, in all educational establishments under its control.
- (d) The System of Physical Training adopted to be that in force in the elementary public school in Great Britain (which has been recently revised in view of the latest development in Sweden, Switzerland and other countries), with such modification therein as the local conditions of any province may show to be necessary.
- (e) The Education Department to undertake to require within

¹²Minutes, Advisory Board, Manitoba Department of Education, January 6, 1911.

¹³A letter from R. Fletcher, Deputy Minister of Education, Province of Manitoba to the Secretary, Strathcona Trust, dated January 26, 1911.

a specified period, all teachers who are already in possession of its certificate other than those of the lowest grade to qualify themselves to instruct in physical training (subject to the exemption of such teachers as are physically unable to qualify, or are nearly at the end of their term of service, so that in every school there shall be at least one teacher capable of imparting the necessary instruction.

9. The Militia Department will, on its part, aid the Education Department by affording the necessary facilities to the teachers of both sexes to qualify themselves in physical training, by providing instructors until such time as the Provincial Authorities are in a position to undertake this duty themselves. ¹⁴

The decision to have Manitoba participate in the Strathcona Trust scheme was reflected in the 1912 Programme of Studies for the Schools of Manitoba which stated:

Physical Exercises and games.

The Syllabus of Physical Exercises for Public Schools, Canadian edition.

This manual must be followed and instruction given daily. ¹⁵

The above applied to grades I to VIII only, and no mention was made of physical education for the senior grades.

The text indicated was actually The Syllabus of Physical Exercises for Schools, published by the Executive Council, Strathcona Trust. This was essentially a reprint of the 1909 edition of the British Board of Education Syllabus of Physical Training for

¹⁴The Strathcona Trust (Department of National Defence pamphlet. Ottawa: January 2, 1948).

¹⁵Province of Manitoba, Programme of Studies for the Schools of Manitoba (Winnipeg: Queen's Printer, 1912).

Schools and represented the beginning of a trend in the Manitoba Physical Education outlines, which trend was to continue until after the beginning of World War II. Although the exercises given in The Syllabus were quite formal in nature, there was an excellent attempt to give guidance in the form of the objectives of physical training, physiology, and directions to the teacher.¹⁶

It is interesting to note that the copy examined by the writer contains over two pages of pencilled notations in the front of the book and all refer to drill and military terminology. It would seem reasonable to conclude from this and other evidence¹⁷ that there was a considerable emphasis on drill during the early period and that the term "physical drill" as used in several of the inspectors' reports, accurately describes the program followed by most schools in the province.

The new course was well received throughout the province, but many communities were unaccustomed to this type of physical exercises, as may be seen from the following item:

A letter was presented from the Secretary of the Kemnay S. D., to the Hon. the Minister of Education, objecting to the use of the Syllabus of Physical Exercises in the School, and pointing out certain cuts which, in the opinion of the Kemnay School Board should be eliminated. The Secretary was instructed to advise the Board that the Syllabus has been used in England for several years and in some other Provinces of the Dominion of Canada for

¹⁶See Appendix J.

¹⁷John A. MacDiarmid, op. cit., p. 21.

some time, and no serious complaint against it has reached the Board previously, but that the book will be carefully examined to see if there are any objectionable features.¹⁸

General satisfaction with the arrangements for physical education existed during the next ten year period. No references to the subject are to be found in the Minutes of the Advisory Board, and no changes appeared in the Programme of Studies. The only critical comments of an official nature appear occasionally in an inspector's report.¹⁹

The first specific objections to the program itself were raised at the Alberta conference in 1921.²⁰ In Manitoba, these objections and criticisms resulted in no immediate changes in program or policy, but considerable activity in general education was beginning to take place. On June 13, 1923, a commission made up of Walter Murray, chairman, Daniel McIntyre, G. F. Chipman, F. W. Ransom, and William J. Bulman, was appointed by Order-in-Council ". . . to consider among other matters the possibility of readjusting the relations of the higher institutions of learning" ²¹

¹⁸Minutes, Advisory Board, Manitoba Department of Education, March 29, 1912.

¹⁹See Chapter VI.

²⁰See Chapter V.

²¹Minutes, Advisory Board, Manitoba Department of Education, June 13, 1923.

The work of this committee was related to the public school system only in that it investigated the wisdom of moving teacher training from the William Avenue site to Saint Vital, now the University campus, or to Tuxedo, the present site of the Manitoba Teachers College.

However, the members of the Advisory Board felt that the existence of such a committee warranted the postponement of a notice of motion to appoint a committee to revise the Programme of Studies.²² This motion, originally proposed by Dr. J. A. MacLean on May 31, 1923, was finally acted upon at the meeting of October 30, 1924. At that time the general basis for representation on the committee was determined and provision was made for the actual committee to be set up at the regular meeting of the Advisory Board to be held in January, 1925.²³

Although the general committee was set up in 1925, it was not until 1928 that a committee to revise the physical education curriculum was appointed. In the minutes of the September meeting of the Advisory Board, the following item occurs:

There being two vacancies on the Committee on Social Sciences in connection with the Programme of Studies these were filled by the appointment of Professor Chester Martin and Mr. George Florence.

²²Ibid., May 31, 1923.

²³Ibid., October 30, 1924.

Other committees in connection with the Programme were appointed as follows:

French . . .

Latin . . .

Physical Education - J. E. Carroll

Marjorie Hoole

Miss A. M. Johnson

Robert Jarman²⁴

The fact that Mr. Jarman had just arrived from England to establish a system of physical education in the schools²⁵ was certainly a major factor in the decision to appoint the committee at that particular time.

The final report of the committee on Health and Physical Education was considerably delayed because much of the work was undertaken by Mr. Jarman and a great deal of his time was spent in training personnel rather than in planning curricula.²⁶ However, in the interval, several lesser changes in the program were instituted.

In 1928, the Department of Education issued a curriculum and teachers' guide for grades I - VI. This was the first attempt at revision of the physical education program following the appointment of the main curriculum revision committee. The foreword and the introduction to the physical education section indicate the tentative nature of the revision:

²⁴Ibid., September 28, 1928.

²⁵See Chapter VI.

²⁶See Chapter VI.

Foreword

This programme is somewhat modified from that issued a year ago, but is still in the making. Like all other programmes being issued today, "its interpretations and recommendations are frankly advanced as provisional and subject to correction."

As to subject matter there is little change from programmes previously in use here and elsewhere. In arrangement and methods there are great alterations.

.....

B Physical and Remedial Exercises

The authorized syllabus for schools - Syllabus of Physical Training for Schools (Board of Education) is a sufficient guide. All teachers have had instruction at Normal School, and should know how to use this Syllabus. The Board of Education (London) publishes also "Suggestions in Regard to Games", which is published for 15 cents. It is an excellent guide.²⁷

In the 1929 Programme of Studies appeared the statement:

"Physical Education is compulsory for all students in Grades IX, X and XI".²⁸ No mention was made of physical education in the detailed outlines of the various courses, but under Text Books is shown:

Physical Education --- Human Physiology-Ritchie

IX -- Chapters 1 - 8
X -- Chapters 9 - 16
XI -- Chapters 17 - 26²⁹

²⁷Province of Manitoba, School Curriculum and Teachers' Guide, Grades I - VI (Winnipeg: King's Printer, 1928) p. 335.

²⁸Province of Manitoba, Programme of Studies for the Schools of Manitoba (Winnipeg: King's Printer, 1929).

²⁹Ibid.

This text dealt with physiology alone, and only indirectly was related to the physical education program.

In the 1930 Programme of Studies, no reference was made to physical education in grades I to VI, apparently assuming that teachers would follow the booklet issued in 1928.³⁰ Grades VII and VIII were to continue to follow the text authorized in 1912 and grade IX was given a revised program. Under the grade IX list of texts, the following appeared:

Reference Book of Gymnastic Training for Boys
Syllabus of Physical Training for Schools--
Supplement for Older Girls
The Department will furnish, on request, an
explanatory pamphlet.

Note:

One period per week should be given to the text
on Physiology and two periods to Physical Exercises,
Games, etc.³¹

Grades X and XI were to continue as before.

The Syllabus of Physical Training for Schools--Supplement for Older Girls was another British Board of Education publication, parts of which were included in the 1933 edition of The Syllabus of Physical Training for Schools. Therefore, the work being suggested for girls was a continuation of the formal Swedish type of exercise and little, if any, provision for rhythmic was made.

³⁰Province of Manitoba, School Curriculum and Teachers' Guide, Grades I - VI (Winnipeg: King's Printer, 1928). pp. 319-345.

³¹Province of Manitoba, Programme of Studies for the Schools of Manitoba (Winnipeg: King's Printer, 1930).

In 1932, the grade VII and VIII courses were modified slightly by the authorization of the Syllabus of Physical Training for Junior High School Grades. This booklet, prepared by Robert Jarman, gave detailed tables of exercises for boys and girls, relay races, and apparatus work.³² It, also, provided a list of English and Scandinavian dances which might be taught.

The emphasis of the booklet was definitely on formal exercises and apparatus activities, with only one page devoted to a consideration of team games. Mr. Jarman painstakingly defined all terms used in his description of exercises and indicated in an explanatory note the general pattern to be followed in the class period. A section of the booklet contained a list of thirty-five free running movements and thirty breaks which could be chosen to fit into the tables of exercises. One of the free running movements listed was: "Marching on toes, change to hop march--two hops with knee raising forward, two with leg raising backward."³³ An example of a break listed was: "Odd Numbers Under Even Numbers: Those in first and third files pass between the legs of their partners in second and fourth files and back to places--vice versa."³⁴

³²See Appendix A.

³³Robert Jarman, Syllabus of Physical Training for Junior High School Grades, the Department of Education for Manitoba and the Winnipeg School Board, p. 27.

³⁴Ibid., p. 29.

The publication was compact and complete. It provided an excellent handbook for those teaching the formal program of free standing exercises and simple apparatus work.

The following excerpt from Mr. Jarman's section on team games will serve to indicate his attitude to these activities and the way in which they should be conducted:

The atmosphere of team games should be one of life, vigor and enjoyment, and the first work of the teacher should be to stimulate interest in the pupils so that this atmosphere is gained. But it is a mistake to suppose that children do not enjoy games unless they are shouting and cheering. While it is desirable that children should not be quelled, and the freedom and spirit of the game be stifled, yet it is essential that they should be led to realize that shouting and cheering are unnecessary, and interfere with the real progress of the game. The maximum enjoyment can only be obtained if their whole attention is centred on watching the ball, following the game closely, and being always ready to do their part.

In this way an excess of shouting and cheering will disappear, and the children will have learnt much self control.³⁵

The work of the revision committee was finally presented to the Advisory Board in 1936. The minutes of the September meeting include the following:

The report of the committee on Health and Physical Education was before the Board for consideration. Moved by L. Palk, seconded by C. W. Laidlaw, that the Advisory Board adopt the Report on Health and Physical Training in principle and refer it to the Departments of Education and Health with the request that they work out a plan for making it progressively effective and

³⁵Ibid., p. 53.

advise what steps it is necessary for the Advisory Board to take to do its part.³⁶

For over two years the report of the committee on revision received consideration by a number of special sub-committees of the Advisory Board. This delayed any possibility of implementation and provided no appreciable change in the recommendations.

The first referral to the committee was made in October, 1936, by the Advisory Board:

Moved by Dr. Pincock, seconded by S. E. Smith, that the Chairman be authorized to name a committee to consider the special recommendations of the committee on Health and Physical Education and to report to the next meeting of the Board.

Carried.

NOTE: The chairman named the following committee to consider the report of the committee on Health and Physical Education: Dr. A. A. Alford, C. W. Laidlaw, R. Durward, together with the Chairman and the Secretary of the Board.³⁷

The activities of the sub-committee are reported in the minutes of the Advisory Board as follows:

The sub-committee on Health and Physical Education met in the office of the Secretary on Monday, November 30, 1936, at 4 p.m. Present: W. Sadler, C. W. Laidlaw, R. Durward, H. G. Mingay, and R. Fletcher. Dr. Alford wrote that owing to a recent illness he would be unable to attend.

The Secretary submitted a summary for teachers in rural schools prepared along practical lines by Dr. W. A. McIntyre at his request.

³⁶Minutes, Advisory Board, Manitoba Department of Education, September 11, 1936.

³⁷Ibid., October 30, 1936.

W. Sadler That we approve of the summary submitted
C. W. Laidlaw by Dr. McIntyre and recommend that it be
 published and distributed to the teachers,³⁸
 Carried.

The next group to consider the report of the revision committee was the textbook committee of the Advisory Board. The minutes indicate the appointment of a further committee to study the problem:

Moved by L. Palk, seconded by G. M. Churchill, that the original committee on Health and Physical Education, together with Messrs. C. W. Laidlaw and W. Sadler, be asked to submit recommendations to this committee on suitable texts to implement their report as already adopted.

Carried.³⁹

Action on the report was further delayed by an additional referral made to the committee by the Advisory Board in January, 1937:

Moved by L. Palk, seconded by M. J. Stanbridge, that certain correspondence between the Secretary, Mr. Palk, and Dr. Jackson concerning sex education in the schools be referred to the original committee on Health Education under the chairmanship of Dr. W. A. McIntyre for consideration, comment and recommendation.

Carried.⁴⁰

The Advisory Board made no further recommendations to the committee and consequently, in 1939, the first results of the long study were incorporated into the curriculum. The main proposal

³⁸Minutes, Sub-Committee on Health and Physical Education of the Advisory Board, Manitoba Department of Education, November 30, 1936.

³⁹Minutes, Textbook Committee, Advisory Board, Manitoba Department of Education, December 4, 1936.

⁴⁰Minutes, Advisory Board, Manitoba Department of Education, January 29, 1937.

involved the adoption of the 1933 edition of The Syllabus of Physical Training.⁴¹ This publication provided detailed instructions covering tables of exercises similar to those of the 1909 and 1919 editions, but a fairly adequate section also dealt with team games, organization, and the teaching of swimming and dancing.

The 1919 and 1933 editions of The Syllabus showed a clear trend away from the severely formal exercises toward those of considerably more freedom. The preface to the 1933 edition indicates this general tendency:

The formal nature of the lessons was greatly reduced and every effort was made to render them enjoyable and recreative. It was suggested that not less than half the lesson should be devoted to active free movements including games and dancing. The "Tables of Exercises" were remodelled in such a way as to place increased responsibility upon the class teacher and to allow scope for personal judgment, freedom and enterprise.

. . . Emphasis is laid upon the importance of good posture both in rest and in action, and on the cultivation of agility and suppleness through active movement; consideration has been given to the modern desire for rhythm in movement and the elimination of stiffness and rigidity from formal gymnastics.⁴²

It is significant that less than half the volume dealt with tables of exercises and that the other sections gave a thorough treatment of the more general objectives of physical education teaching

⁴¹Province of Manitoba, Programme of Studies for the Schools of Manitoba (Winnipeg: King's Printer, 1939).

⁴²Board of Education, loc. cit.

methods, class and game organization, coaching, basic game skills, and special adaptations of the program.⁴³

The new syllabus represented a major departure from the established program and marked the beginning of a new phase in physical education with an emphasis on much greater freedom of movement, not only in exercises, but in the extensive use of games and rhythmic.

In 1944, the Programme of Studies authorized Physical Fitness by Fitzpatrick and Griffiths as a reference book for grades VII and VIII and gave a statement of objectives for the first time.

The following objectives were outlined for these two grades:

Physical exercises and games are complementary to the health course in that they develop the desire to keep physically fit, and offer the means of the development of organic power and neuro-muscular skill, and give training in the skills and technique of wholesome physical activities. Such a course, well-conceived and regularly and properly applied, should bring to the students pride in physical well-being, leadership, initiative, discipline, fair play, and a keen spirit of co-operation and competition---all so essential in full citizenship.

Physical training is to be taken regularly and systematically throughout the year. The specific minimum time allotment is the equivalent of eighty periods each of forty minutes. This time should be so divided that there is systematic physical training daily. It is not to be assumed that this limited amount of time will meet the need for organized games and track and field activities. Provision should be made so that pupils may participate regularly and frequently in organized games in recess periods and in recreational periods, before, during, and after school hours.

To be effective, activities must be chosen with the needs of the students continually in mind, and they must be suited to the

⁴³ See Appendix B.

age and sex and be within the physical limitations of the students. The activities should be given outside in good weather, but in inclement weather, suitable exercises should be given in the gymnasium or classroom. Conditioning exercises are vitally essential. They provide a most economical means of big muscle activity, can be given indoors or outdoors, and large or small groups can participate in relatively short time with or without equipment.⁴⁴

During the period covered by the Physical Fitness administration, two revisions were made in the elementary program (1946 and 1951), one in the junior high program (1947), and one in the senior high program (1948). It is important to note that this series of revisions represented the first attempt to establish a complete and consistent program of physical education throughout all grades of Manitoba schools. The growing emphasis on free movement and rhythmic was reflected in these new outlines.

The revised curriculum of the elementary school included a short section on the psychological and organic development of the child. This was a new departure and one which may have had some value for teachers who were prepared to study it carefully. Here, also, a chart was provided to assist teachers in determining the appropriate grade level of various activities.⁴⁵

The revision for the junior high school showed the same general pattern as that for the elementary school and, again, it indicated a greater emphasis on rhythmic and games, although

⁴⁴Province of Manitoba, Programme of Studies for the Schools of Manitoba (Winnipeg: King's Printer, 1944), p. 7.

⁴⁵See Appendix C.

gymnastics were still a definite part of the program.⁴⁶

In the revision of the senior high school course, even more freedom of choice was given the teacher, as no specific allocation of time was given to any one part of the work. This freedom frequently meant that teachers of physical education emphasized sections of particular interest to them and ignored other aspects of the program. Objectives had been stated, normally, in the Programme of Studies, along with an outline of the course, while the detailed program, "Physical Education--Senior High School", was contained in a separate mimeographed publication prepared in the office of the Director of Physical Fitness. The objectives and outline have remained basically the same for the last ten years.⁴⁷ At the time of writing, the Director of Curriculum for the Manitoba Department of Education had taken steps to appoint a committee for the revision of the physical education curriculum.

Although this chapter has dealt with the official curricula of physical education, it should not be assumed that all teachers limited themselves to these outlines, or even that all teachers carried out the full program as authorized by the Department of Education.

The emphasis of the Strathcona Trust was on physical drill and formal exercises. However, many communities organized field days which provided for a culmination of the year's physical activity

⁴⁶ See Appendix D.

⁴⁷ See Appendix E.

in more than drill.

Killarney held school field days as early as 1910, and these included almost a full range of track and field events plus boys' and girls' baseball, basketball, football, drill, tug-of-war, three-legged races, and sack races.⁴⁸ These school field days normally were arranged to include the schools from an entire inspectorate and, therefore, brought together large numbers of children. In the report of the 1919 field day at Virden, for example, it was stated that there were 5,000 people present and that 2,000 school children took part in the parade.⁴⁹

Although the numbers were not always so great, similar field days took place during these years in such areas as Swan River, Deloraine, Miami, and Carberry. With slight variations from year to year, or place to place, the programs were basically the same as that outlined for the 1910 Killarney field day.

Possibly, these activities might be more rightly described as belonging to the field of recreation rather than to physical education, but it is felt that they do serve to illustrate the point that all programs were not the same nor were limited, necessarily, by the curriculum.

The summer playground programs in Winnipeg also may be

⁴⁸Killarney Guide, June 18, 1910.

⁴⁹The Empire-Advance, June 10, 1919, Virden.

considered relative to the topic, although the earliest ones were operated under the City Council. In 1910, the Winnipeg City Council offered a summer playground program under the direction of the Young Men's Christian Association. This institution brought some of its own men from the United States to give instruction and direction to local leaders. The chief significance of this particular program lies in the fact that several teachers acted as local leaders and made use of the experience and training in their own areas. For example, D. S. Woods worked as a leader from 1910 to 1915, and put his experience to use in the organization of field days in his inspectoral districts, and later, in the planning of courses for the Faculty of Education. This particular group of summer activities was placed under the direction of Arthur Morrison in 1911 or 1912, but continued to be sponsored by the city council.

A more significant program, from the point of view of physical education, was that which operated for several years from 1930. These were summer programs sponsored by the Winnipeg School Board and all supervisory personnel were teachers under the direction of Orville Holmes. The actual programs were preceded by a training session for prospective supervisors, at which time the successful candidates were selected. On the playgrounds a certain amount of instruction was given to the younger groups particularly, and this, undoubtedly, carried over into the school program. The activities were centered chiefly on team games and a tabloid type of track and

field competition.

It has been pointed out previously, that the personnel of any particular school district is a more important determining factor in the nature of the program than is the actual curriculum. This will continue to be so until the dependence upon people with merely native ability and boundless enthusiasm is supplemented by an adequate supply of men and women trained to teach courses in physical education.

As the thesis develops it will become apparent, also, that even the most carefully designed curriculum can be ineffective if facilities are too far below a desirable standard.

CHAPTER V

TEACHER TRAINING

This chapter deals not only with the teacher training institutions but, also, with the various phases of in-service training programs. For convenience of treatment, the Normal School, Faculty of Education, in-service training programs, and certification have been considered separately.

I. PROVINCIAL NORMAL SCHOOLS

Prior to 1882, prospective teachers in Manitoba were required to attend normal school in Eastern Canada as there were no teacher training institutions in this province. In September of that year, however, the Provincial Normal School was established in Winnipeg. This new school had no buildings or equipment for the first year, but instruction was carried out through the use of facilities made available by the Winnipeg School District.

As far as can be determined from an examination of curricula, annual reports, and minutes of the Board of Education and its successor, the Advisory Board, physical education was not taught during the first twenty years of the Normal School's program.

However, in 1902 the following item appeared in the minutes of the Advisory Board:

R. R. Cochrane
S. McIntyre

That the Syllabus presented for First
and Second Class Professional Certif-
icates be adopted. Carried.

Syllabus
Second Class
Philosophy of Education
History of Education
Psychology
Logic
Methods

Rosenkranz pp. 19-157
Painter
Ladd's Primer
Lectures based on Creighton's
logic
Lectures on Methods of
Teaching the subjects of the
school course special study of
the following texts: Hinsdale's
"Teaching the Language Arts."
McMurry's "Special Method in
Literature and History."
Carson's "The Voice and
Spiritual Culture."
Lectures based on School Room
practice.
The Public Schools Act, Regula-
tions of the Department of
Education and Advisory Board.
Theoretical and Practical
Knowledge
Theoretical and Practical
Knowledge
Practical Instruction¹
Practical Instruction¹

School Management

School Law

Music

Drawing

Drill

Manual Training

There was no mention of Drill or Physical Education in the outline of
courses for the First Class Professional Certificate.

No further changes were made in the teacher training program
until 1910, when the Advisory Board approved a suggested curriculum
for the Normal Schools of Western Canada. Of the outlines presented,

¹Minutes, Advisory Board, Manitoba Department of Education
February 26, 1902.

the one for the Third Class Professional Certificate was the only one which specified Physical Culture as a required subject. The following excerpts will indicate the general framework of the course:

That the Third Class course of study be as follows:

(a) Science of Education.

. . . .

(b) Methods.

. . . .

(c) Observation and Practice.

. . . .

(d) Academic Instruction.

. . . .

(e) Special Instruction.

1. Drawing
2. Music
3. Hygiene and Morals
4. Physical Culture

NOTE: For detailed information as to the meaning of this course reference may be made to the syllabus in course of preparation.

The amount of time to be devoted to the various topics should be approximately as follows:

Science of Education	.16
Methods	.48
Academic Instruction	.18
Special Teaching	.18 ²

²Ibid., May 27, 1910.

After 1911, students at the Normal Schools in Manitoba were required to complete a much more definite course in physical education, for the provincial government had decided to adhere to the Strathcona Trust regulations. These regulations required that students qualifying for second class teaching certificates be given sixty hours of instruction in physical education. Those qualifying for third class certificates were to receive thirty hours of instruction. This instruction consisted of the exercises prescribed for the Strathcona "B" certificate, with the addition of folk dancing and school games.³

The Report of the Department of Education for the year 1912-1913 contains references indicating that progress had been made in providing some training in physical education for student teachers. Comments on the new Normal School in Brandon showed that it had a gymnasium and, later in the report, the Principal of the Provincial Normal School in Winnipeg wrote:

. . . adequate provision is made for physical training in a convenient and well-equipped gymnasium in each of these schools, and trained instructors have been provided for both boys and girls.⁴

For the next twenty-five years, the pattern of training in physical education remained essentially the same. Instruction was frequently given by Army personnel, and examinations invariably were administered by the Army, representing the Strathcona Trust.

³MacDiarmid, op. cit., p. 22.

⁴Province of Manitoba, Report of the Department of Education, 1912-13 (Winnipeg: King's Printer, 1913).

During this entire period, physical education in Manitoba was dominated by one figure whose name already has become legendary, that of Sergeant Carroll. Carroll was attached to the Manitoba Normal School staff for the 1914-15 session⁵ and may have been appointed to his position as early as 1912.⁶ It seems likely that Carroll was not at the Normal School during the latter stages of World War I, but he was giving instruction again shortly after the conclusion of the war and was conducting the examinations as late as 1936.⁷

During the interval, under the immediate influence of the Army in general, and Sergeant Carroll in particular, there had been some reaction against the type of training required by the provisions of the Strathcona Trust. An expression of this feeling was contained in the report of the Alberta Conference of 1921: "These educators saw a need for teacher training in the area being conducted by professional educators rather than the military."⁸ As has been the case on other occasions, the philosophy preceded the action by many years and it was not until the late 1930's that a new trend appeared in

⁵Ibid., 1914-15.

⁶Personal interview by the writer with Robert Fletcher, April 22, 1960.

⁷Personal interview by the writer with M. A. Yeomans, January 21, 1961.

⁸MacDiarmid, op. cit., p. 22.

the instruction given in physical education to the students of Manitoba Normal Schools.

Although this does mark the beginning of a new trend, it must not be assumed that all physical education instruction in Manitoba's Normal Schools followed the rigid pattern of the Strathcona Trust requirements. For eighteen years, M. Almena Yeomans conducted physical education classes at the Brandon Normal School with enthusiasm, imagination, and skill.

It may be significant that Miss Yeomans was trained in secretarial work and not physical education. Her interest in gymnastics and dancing was developed at the Saint Andrews Church gymnasium in Toronto where evening classes were conducted by Mary Hamilton, who later became principal of the Margaret Eaton School of Literature and Expression. Miss Yeomans went to Brandon in 1912 to accept a secretarial position in a law office and almost immediately persuaded Major McLaren, physical education instructor for the Brandon Public Schools and the Normal School, to organize a class in gymnastics for girls. Largely as a result of this early contact, Miss Yeomans and Jessie Matheson were sent to Ottawa early in 1914 to take a course under the direction of Strathcona Trust representatives. The course was an extensive one, including dancing, drill, rifle shooting, and The Syllabus. With the outbreak of World War I, Major McLaren went overseas and the two young ladies were called upon to take charge of physical education work at the Brandon

Normal School.

The following year Miss Yeomans was asked to undertake the full instructional work in physical education at the Normal School. This was only a part-time position which she held in addition to her regular secretarial position. In 1916, Miss Yeomans was placed on full-time staff, her physical education work being combined with the positions of librarian and office secretary.

During her entire career at the Brandon Normal School, Miss Yeomans had complete freedom in determining the details of her course. Throughout most of the period, students were given three hours of instruction each week, generally made up of two hours of physical training and one hour of dancing. Thus, the required course as prescribed by the Strathcona Trust regulations represented approximately two-thirds of the total time, with the remaining one-third being devoted to the more informal and interpretative work.

Miss Yeomans frequently attended summer courses at such institutions as the Columbia College of Expression in Chicago and the School of Arts in Colorado. At these schools she studied dancing, fencing, and sculpturing, among other minor subjects, and made use of this new knowledge in her Normal School classes of physical education and art.

When the Brandon Normal School was closed in 1942, Miss Yeomans was asked to go to Winnipeg, but she preferred to remain in Brandon, thus bringing to an end a most productive career in training

and in stimulating a creative interest in successive classes of student teachers.

Following the conclusion of Sergeant Carroll's long term as physical education instructor at the Manitoba Normal School in Winnipeg, Beatrice Graham took charge of the program. Miss Graham, a former pupil of Miss Yeomans, had gone on to take the diploma course in physical education at McGill University. She, therefore, became the first of a group of professionally trained teachers who led the trend away from military drill.

This trend was further strengthened when Dorothy Forsythe returned to Winnipeg in 1942. Miss Forsythe had graduated in Physical Education from the Margaret Eaton School in Toronto and, consequently, brought with her that school's emphasis on rhythmic, games, and the development of graceful movement as well as skill.

By the time Miss Forsythe completed her term in 1946, the office of Physical Fitness and Recreation had been established under the Director, H. M. Devenney. In September, 1946, when it had been found impossible to replace Miss Forsythe, George Nick was assigned to take charge of the physical education program at the Normal School although he remained on the Physical Fitness staff. Mr. Nick continued to serve in this capacity until a replacement for Miss Forsythe was secured in the person of Eunice Campbell, in January, 1947.

In 1949, Shirley Nalevykin, another graduate in Physical Education, was appointed to the Normal School staff. She resigned at

the end of the year to join the staff of the University of Manitoba, but the policy of hiring graduates in Physical Education to teach the subject was established.

There was a short break in the provision of full-time physical education staff during the 1950-1951 term, when Mr. Devenney took charge of the program. In September, 1951, Mr. Nick of the Physical Fitness Division returned from studying and teaching at the University of Toronto. He was assigned once more to the Normal School where his continuous and relatively long tenure in the position has enabled him to provide the essential professional direction and planning. From 1952 until the time of writing, there, also, has been a female physical education teacher on the staff of the Normal School. Until 1955, Arva Shewchuk of the Physical Fitness staff acted in this capacity. Since that time, except for the occasional short period, an additional full-time female staff member has been provided.

At the present time, the Manitoba Teachers College (formerly called the Provincial Normal School) provides a compulsory course and an optional course in physical education. All students taking the compulsory course spend a large proportion of their physical education class time working through the elementary school curriculum.

This situation exists in spite of the fact that the objective of the courses is to provide all students of physical education with a basic knowledge of methods, materials and techniques. Unfortunately,

the instructors in physical education at the Manitoba Teachers College feel that the lack of knowledge in skills is so serious that the curriculum must be taught first, leaving little time for methods and techniques. This is not as critical a problem with those pupils who take the option course, as they normally are much more interested in physical education and, frequently, have mastered many of the basic skills.

In the matter of time allocation, those taking only the compulsory course take three periods in an eight day cycle. This represents about six per cent of the total time available. Those taking the optional course receive more detailed and advanced courses in the same general areas, using one extra period in each block of eight days.

II. THE FACULTY OF EDUCATION.

In 1933, the School of Education was established in connection with the University of Manitoba to provide teacher training for university graduates. Two years later, the School was reorganized into a regular faculty of the University. Beginning with the session of 1933, Wray Youmans offered gymnasium classes to the Faculty of Education students, but during the war years, these classes were replaced by military training and war effort projects connected with such organizations as the Red Cross and Saint John Ambulance.

During the 1940's, considerable discussion and some detailed planning had taken place with the view to organizing a Department of

Physical Education at the University of Manitoba. Other than coaches, the first new staff member appointed to do physical education work was W. F. Kennedy who had received his Physical Education degree from the University of Toronto and who had joined the University of Manitoba staff in 1947.

In 1950-51, an optional course in physical education was provided for students in the Faculty of Education. This involved a General Course of two hours per week and a Specialist Course requiring an additional hour per week. This optional plan continued until 1956, when a compulsory course of two hours per week in physical education was offered during the first term and an optional course of four hours per week was provided for those who wished more advanced work.

For the sessions of 1956 to 1959, the compulsory course was made up of a general introductory section of five lectures followed by eight lessons covering more detailed activities. The general work covered such topics as orientation, factors influencing the selection of activities, class management, and teaching skills. The latter part of the required course provided the men with four lessons in soccer and four lessons in stunts and tumbling. The women received the same number of lessons each in volleyball, stunts, and tumbling. In the portion of the course covering specific activities, the emphasis was placed on teaching techniques, and not on game skills.

The second term optional course provided students with the

following schedule of instruction:

Men:

Basketball	- 6 periods
Volleyball	- 3 periods
Track	- 5 periods

Women:

Rhythmics	- 6 periods
Soccer	- 3 periods
Basketball	- 5 periods
Track	- offered if sufficient interest.

Both men and women received two periods of instruction in the organization of inter-room activities.⁹

At the present time, in the Faculty of Education, pupils selecting the secondary program may choose a physical education course which involves a total instructional time of forty to fifty hours. This course is similar in content to those previously offered, but is somewhat more limited in scope due to the reduced time allowance. Pupils selecting the elementary program must include the physical education course, although it is a first term subject only and, therefore, a minimum of instruction is provided for these students.

The chairman of the Physical Education Department of the University has kept in close contact with the supervisors of physical education in the Greater Winnipeg area and has planned his Faculty of Education courses with their needs in mind. Throughout these

⁹A summary of course notes obtained from the personal file of Dr. W. F. Kennedy, Head, Department of Physical Education, University of Manitoba.

courses, the emphasis has been placed on teaching methods, as it is recognized that the time is much too short to teach skills which have not been mastered at the high school or undergraduate level.

The wide difference in emphasis placed on the courses at the Manitoba Teachers College and the Faculty of Education indicates that a plan of evaluating the two methods should be instituted so that an attempt could be made to achieve greater uniformity in objectives.

III. IN-SERVICE TRAINING

Further training in physical education has been provided during the summers for teachers who wished to improve their qualifications in that field.

As early as 1912,¹⁰ and at least as late as 1922,¹¹ a summer course in physical training was offered under the supervision of the Strathcona Trust officials. Basically, the course was designed for cadet instructors but, since most of these teachers also taught physical education, the training obtained was reflected in both areas.

The Department of Education frequently has provided supplementary material and summer school courses to assist teachers in their attempt to improve instructional techniques and to gain additional knowledge in their special subject field. Normally, some

¹⁰Province of Manitoba, Report of the Department of Education, 1912-13 (Winnipeg: King's Printer, 1913).

¹¹MacDiarmid, op. cit., p. 22.

provision has been made for physical education, although the amount of attention given to it has varied considerably.

The 1916 summer school syllabus included in it a section entitled "Social and Playground Work". The general program was outlined in the following terms:

Instruction will be given in organization and supervision of play, field day contests, technical knowledge of games and athletics suitable for both rural and urban schools, as well as equipment and materials for same. As folk dancing is gradually finding its way into our schools a portion of the time will be given to practical instruction along that line.¹²

The copy of the syllabus obtained for examination from Dr. Woods contained on the back page a pencilled outline of the course which he had given. The scope of the work covered is indicated as follows:

Course

1. Games - 25 to 40
Rural and Urban
 2. Athletics and Athletic Tests
 3. How to play and Teaching to play games
 4. The referee and Art of refereeing
 5. Teacher and Leadership
 6. Organization in Rural and Graded Schools
 7. Teaching civics and Government and
Control through practical Play-Organization
 8. Playground apparatus and equipment
Care of same (spirit of protection)
 9. The field-day, the school picnic
Relating school play to community play, etc.
- Social--Rev. Woodsworth, Rev. McIntosh, Mr. Morrison.
Folk-dancing (not definite yet, question of time).¹³

¹²Manitoba Department of Education, A Summer School for Teachers (Winnipeg: Kelvin Technical High School Press, 1916).

¹³Ibid.

At the 1918 summer school a booklet was available to teachers taking the physical education work under Dr. Woods. The objectives of the course were outlined in an introduction:

In this short course we hope to gain a limited technical knowledge of active games, athletics, principles of organization and supervision; the application of the same to our school grounds and a vision of the possibilities of such work in the life of our schools and the school in relation to the recreative side of community life.

In the selection of games special attention is given organized games with fixed rules and formal mode of procedure. The field of unorganized play games such as "playing house" and "sand pit games", ring and singing games for the little tots is but indicated and may be outlined in a later course combined with a series of folk dances. Though both sides of play and as well the folk dancing might naturally be combined in one course I am of the opinion that we should commence with that which we know best, and which has already to a considerable extent, built for itself a place on our school grounds. Though we, in a direct manner, but touch the fringe of the play problem of the community which is of necessity secondary in such a course, we, nevertheless, in the play of our schools set up the foundation upon which the community structure is built.

Believing that a few games well played, are better than a large number indifferently played, attention is focused on sufficient to fully meet the needs of all grades above the primary of both urban and rural schools and that during all seasons of the year.¹⁴

The course, itself, covered general objectives and organization, descriptions of ring and singing games, several team games, and track and field events, as well as hints on playground equipment, first aid, winter sports and other items of interest.

In 1920, a booklet entitled School Games and Directed Play

¹⁴Manitoba Department of Education, School Games (Winnipeg, 1918).

was prepared by Dr. Woods and distributed as an aid for the rural teachers. It was a revision and expansion of the booklet which Dr. Woods had developed for his 1918 summer course.

In 1937, a summer course was offered at the University for professional credit and, in recent years, the University Department of Physical Education has offered courses which are accepted for credit by the Faculty of Education.

Through these summer courses in physical education, instruction has been offered in basketball, rhythmic, social dancing, tumbling, conditioning exercises, flag football, track and field, and in general administration of a school program.

The Gimli summer courses, which were begun in 1939, have provided teacher training in several fields, but physical education has been the most prominent.¹⁵ An examination of an instructor's handbook for one of the summer school sessions shows the wide area covered in the physical education periods.¹⁶ The lesson plans indicate that the chief concern has been to give the teacher an elementary understanding of the basic techniques and skills involved in each of the areas of physical education dealt with in the course. In recent years, however, the value of the Gimli

¹⁵See Chapter VI.

¹⁶See Appendix F.

course in physical education has been limited seriously by the reduction of total course time devoted to this subject.

School districts which employed physical education directors were able to give training to teachers during the school year. Brandon provided such assistance under Arthur Black as early as 1920.

In Winnipeg, Emily Fabian, a graduate in Physical Education from Liverpool, was appointed supervisor of physical education in September, 1921. Although there is no record of any in-service training being conducted by Miss Fabian, it is significant that the majority of women who became Mr. Jarman's leading physical education teachers, were students under Miss Fabian.¹⁷ The same group made an important contribution to the success of Mr. Jarman's in-service training program which was instituted in 1928. It is interesting to note that a similar program was carried out for a number of years following World War II, under the auspices of the Winnipeg Physical Education Association, a group comprised chiefly of teachers of physical education from the Greater Winnipeg area.

This Association provided instruction in such activities as country dances, softball, shot put, high jump, tumbling, games of low organization, basketball, and volleyball. These courses were presented by guest instructors as well as by members of the organization.

¹⁷Interview with Miss Elsie Gauer, December 9, 1958.

The following annual report indicates the extensiveness of the program:

The 1950-51 season opened on October 17th in Sargent Park School with an evening of entertainment. This took the form of a Fun Fest under the direction of Mr. Frank Kennedy. The novelty of the events was exceeded only by the novelty of the reward that went to the winners of the contest.

During the course of the winter many activities were presented. The group participated in rhythmic, leadup games for volleyball, softball and soccer. Miss Gauer, Miss Nalevykin, and Mr. Hrenchuk instructed this work in a manner that left little to be desired. Mr. McConnell demonstrated Irish folk dances with the aid of a group which he had trained. This demonstration introduced the Irish dances as only an expert of Mr. McConnell's stamp could. We were all left profoundly impressed with the beauty and technical excellence of what we had witnessed.

Mr. Russell Pastiuk demonstrated a class of tumbling with the careful attention to detail that has always characterized his contributions to our programs. Mr. Devenney showed the intricacies of the Kentucky Running Set in a most illuminating fashion.

Track and Field was dealt with by Mr. Andy Gibb of the W. A. A., Mr. Jim Daly of the same body, Mr. Frank Kennedy of the "U" of Man. and Mr. Gordon McLennan of the A. A. U. of Canada.

Mr. McLennan and Mr. Daly instructed in sprint starts and running form. This was practical work on a high level and was deeply appreciated. Mr. Kennedy demonstrated the fine points of scissors jumping in a manner filled with helpful detail. Mr. Gibb spoke and demonstrated the finer aspects of broad jumping with understanding and a delightful presentation that entertained as it educated.¹⁸

¹⁸Minutes, Meeting of Winnipeg Physical Education Association, May 8, 1951.

IV. CERTIFICATION REQUIREMENTS

In the early period, the terms of the Strathcona Trust laid down the requirements for certification:

. . . prospective teachers generally received forty-five hours instruction from non-commissioned officers of the permanent force . . . officers of the particular Military District conducted the examination of the student teachers, who were expected to demonstrate their ability to perform and instruct by command.¹⁹

At the present time, pupils of the Manitoba Teachers College are required to complete the course in physical education which takes approximately six per cent of the total instructional time. Pupils with failures are given a conditional certificate which may be cleared at the Gimli or Teachers College summer sessions. At the same time, physical education is not required for Faculty of Education students to qualify for an interim collegiate certificate.

A graduate in Physical Education will generally fit into one of two categories. He may have taken teacher training in addition to the Physical Education degree, in which case his teaching certificate will be honored or given provisional status, pending further courses. He may have taken teacher training as an integral part of the Physical Education degree, in which case a special certificate in physical education is granted. To qualify for full standing and certification,

¹⁹Kennedy, op. cit., pp. 56-66.

the individual must take a full year of teacher training by one of the several methods currently available.²⁰

²⁰Personal interview by the writer with H. P. Moffat, Director of Teacher Training, Manitoba Department of Education, December 28, 1960.

CHAPTER VI

DIRECTION AND SUPERVISION

The planning and execution of the physical education program have shown considerable variation both in the concept of the task and in the personnel assigned to do the work. For convenience of treatment, the topic has been subdivided into a number of periods.

I. BEFORE 1928.

Prior to 1928, the supervision of physical education throughout the schools of Manitoba fell to the Inspector of Schools for each Division. Judging from the Inspectors' reports, as published in the annual reports of the Department of Education, the main criterion of excellence in physical education was the frequency with which "physical drill" was carried out. For example:

Physical Exercises--The general efficiency of this department of the work is very gratifying. Daily exercises are taken in practically every school in the division. In Spring and Fall, as a rule, all classes are conducted in the open air.¹

Some of the more critical inspectors wrote: "In many schools physical drill is receiving the attention it merits. This is not generally true of the secondary departments,"² and also, "One subject of school work

¹Province of Manitoba, Report of the Department of Education 1917-18 (Winnipeg: King's Printer, 1918), p. 30.

²Ibid., p. 51.

which for some unknown reason appears to have lost ground, is physical education. I have felt called upon to urge teachers not to overlook this important branch."³

II. 1928-1938

Through the joint efforts of Dr. D. M. Duncan and Dr. D. McIntyre, Assistant Superintendent and Superintendent, respectively, of the Winnipeg schools, Robert Jarman was brought to Manitoba in September, 1928, "on loan for six months from Leeds, England, to introduce and establish a system of physical education in the Manitoban Schools."⁴

The Minister of Education allowed Mr. Jarman to concentrate largely on the city schools and during this five month period (the first month was lost because of an outbreak of polio) his work was "largely spent in the training of teachers of the various grades in a progressive series of activities for all the grades from one to eleven."⁵ It soon became apparent that a director was needed for the program and so, in September, 1929, Mr. Jarman assumed the dual position of Director of Physical Education in Manitoba and in the Winnipeg

³ Ibid., p. 20.

⁴ Robert Jarman, (address given at the Lord Roberts Home and School Association meeting, Winnipeg, March 21, 1951).

⁵ Ibid.

schools. During the period in which Mr. Jarman acted as Director, he made many visits to rural areas where he spoke to teachers at conventions, assisted in the conduct of activities and gave advice in planning.

As Director, Mr. Jarman's responsibility was chiefly that of helping the teachers with methods and activities, whereas the inspection and report on the quality of the teaching and adequacy of the program were left to the regular inspectors.

The curriculum, itself, showed no apparent influence of the Director until the new Junior High Syllabus appeared in 1932. There were no further developments until after Mr. Jarman resigned his post in 1938, although the revision of the program for grades I to VI had already been conceived and was authorized for 1939.

The Inspectors' reports covering this period are somewhat conflicting, but the general feeling of those who did report on physical education seemed to be that progress was being made. The following excerpts will illustrate:

Mr. Jarman's address and demonstration at our teachers' convention last fall was most stimulating. It put physical education in a new light and gave it a new spirit.⁶

Physical Education and organized play are responsible to an extent for the changing attitude of the parents to the school. These

⁶Province of Manitoba, Report of the Department of Education, 1929-30 (Winnipeg: King's Printer, 1930), p. 72.

create a healthy school spirit and are important aides to discipline.⁷

Physical education and health are receiving more attention than ever before . . .⁸

Considerable progress has been made in the development of a physical Education Scheme throughout the schools of the city . . .⁹

. . . the practical work in Science and Physical Education is slipping . . .¹⁰

Mr. Jarman, through his visits to the various schools has done much to stimulate a liking for physical education.¹¹

We have an up-to-date physical education course on paper, but in far too many schools that is about all it amounts to . . .¹²

Although the sections quoted are representative of those Inspectors' reports which did contain references to physical education, a considerable number of inspectors made no reports at all on this subject. It must be assumed, however, that the provincial standard was approximately as indicated by our selections.

III. 1938-1945

With the resignation of Mr. Jarman from the provincial post in 1938, the supervision of the physical education program in the schools reverted to the plan of the period before 1928 which had involved only the routine inspection made by regular inspectors of the Department

⁷ Ibid., 1931, p. 63.

⁸ Ibid., p. 64

⁹ Ibid., 1932, p. 47.

¹⁰ Ibid., p. 55.

¹¹ Ibid., p. 75

¹² Ibid., p. 76

of Education. This meant, of course, that specialized assistance to the teachers could not be offered during the school year.

To some extent, this deficiency was relieved by the establishment of youth training centres, first by the Government of Manitoba alone and then, in co-operation with the Federal Government under the Youth Training Act.

Mr. D. Bruce Moorehead's first report as Director of Dominion-Provincial Youth Training for Manitoba provides a very complete summary of the origin of the plan in Manitoba. The following excerpt is particularly informative:

This project was begun when a selected group of Manitoba Young People were assembled in Winnipeg in November, 1938, for a special training in recreational work. Mr. Robert Jarman directed the training of this group and initiated the first programme. This preliminary training extended over a period of five weeks and included Physical Training, Folk Dancing, Drama and Handicrafts. As a result of this training experimental centres were operated in twelve Manitoba towns and met with the wholehearted support of the local authorities. As a result of observations made in this initial enterprise it was decided to undertake an enlarged programme for the year 1939-1940. It was essential that a course in leadership should be set up and a site at Gimli was selected for this purpose.¹³

The fact that among the students attending the first Gimli Leadership Training camp in 1939 were seventy-six teachers, is a fair indication of the influence that this project was bound to have on physical education in the schools of Manitoba. Many centres were

¹³ Ibid., 1939, p. 94.

organized throughout Manitoba and a considerable quantity of valuable literature was made available to all leaders. One of the most useful items was the pamphlet entitled "Physical Education" which appeared in January, 1940. This publication covered a broad area of physical education and gave detailed instructions for every topic. A partial list of Mr. Moorehead's acknowledgements might give some indication of the scope of the work:¹⁴

General activity exercises, etc.	- Robert Jarman
Folk Dancing	- Robert Jarman
Direction and instructional services at the camp	- Wray Youmans
Bibliography	- H M Devenney
Tumbling and Pyramid Building	- George Nick
Swimming	- Wayne Shelley
Weight Lifting	- Robert Meinhart

The Gimli Leadership Training camp was probably the most important single contribution made by the Dominion-Provincial Youth Training plan to the development of physical education in Manitoba, for this camp has continued to be operated by the Department of Education each summer, and here, many hundreds of teachers have obtained help in the planning and teaching of a physical education program.

IV. 1945-1955.

Mr. H. M. Devenney first entered the Manitoba picture when he was brought to the province in 1939 by the Manitoba Government,

¹⁴Province of Manitoba, "Physical Education" (Winnipeg: Department of Education, 1940), p. 3.

to carry out a preliminary organization in connection with Urban Youth Training. However, in 1940, he was attached to the Armed Forces with the Young Men's Christian Association and served until 1945.

The passage of the Manitoba Physical Fitness Act in 1945 initiated a new attempt to provide leadership for physical education and recreation at the provincial level.

For the period from January until June, Wray Youmans filled the post of Acting Director until Mr. Devenney arrived. During this time, some organizational work was done, and the first recreational school was conducted at Earl Grey school, Winnipeg, during April, 1945.

Mr. Devenney took office in June, 1945, and by the end of the year, two recreation centres had been established, one at Carman and one at Beulah.

Coupled with Mr. Devenney's appointment as Director was a stipulation that a portion of his time be spent on the school physical education program of the province. The influence of the Director, then, was felt in the school program, both directly in his official capacity with the Department of Education, and indirectly, through the work done in the training of recreation leaders, many of whom happened to be teachers.

During 1946, Leadership Training refresher courses were conducted at ten centres for three hundred people. In addition to this,

the Gimli summer course was offered again to nearly two hundred teachers and the physical education curriculum for grades I to VI was revised. By the end of the year, twenty communities outside of Winnipeg had organized their plans for recreational programs. This work was characteristic of the Department and year by year, a gradual increase in the amount of activity made additional staff members necessary. Mr. George Nick joined the Department in January, 1946, Mr. George Senyk in 1947, and Miss Arva Stewart in 1948.

During the next few years, the Physical Fitness and Recreation Division did a great deal of work in co-operating with other groups to provide leadership courses, advising communities on plans for recreational centres, providing leadership refresher courses, giving assistance to schools in the conducting of track and field meets, team game events, planning of grounds, provision of rules and pamphlets, revising schools curricula (elementary, 1946; junior high, 1947; senior high, 1948; elementary, 1951) and giving talks and providing clinics to groups of teachers throughout the province.

In addition to the complete revision of the physical education curriculum, Mr. Devenney provided for the training of teachers at the Gimli summer courses, leadership courses throughout the province during the year, and professional teacher training at the Provincial Normal School.

Inspection of teachers for physical education teaching in the

schools continued as always to be in the hands of the regular school inspectors.

V. 1955-1958.

With the repeal of the Physical Fitness and Recreation Act by the Manitoba Legislature in February, 1955, a new period in the rise and fall of physical education was begun.

There had been some hope, supported by official representation from professional and sports organizations to the Manitoba Government, that, even with the repeal of Dominion legislation, Manitoba would follow the lead of some other provinces and retain a Physical Fitness and Recreation program, or even maintain a director or supervisor within the Department of Education. The provincial government was not in sympathy with these requests and consequently, the Physical Fitness and Recreation office was closed.

On December 5, 1955, a meeting was initiated by the Recreation Division of the Welfare Council of Greater Winnipeg to consider the problem of Physical Education and Recreation in Manitoba. At this meeting:

It was moved by Mr. Fairfield and seconded by Mr. Barbour "That a Manitoba Recreation and Physical Education Committee be established to define recreation needs existing in the Province and suggest ways and means of meeting these needs." Carried.¹⁵

¹⁵Minutes, Meeting of Manitoba Recreation and Physical Education Committee, December 5, 1955.

Members of the initial committee were: F. W. Kennedy, chairman; B. R. Wolfe, Alice Shewman, C. A. Barbour, L. Fairfield, K. C. Vidruk, and Miss Lyon as secretary.

This committee, with some changes in personnel, met regularly from the time of its inception until the spring of 1957. The minutes reveal it to have been a very active committee. It gathered information on the physical education programs of other provinces, investigated the possibility of conducting a study of the physical education and recreation situation in Manitoba, approached a number of people who might be able to do the work and considered a variety of possible methods to raise the funds needed to carry out the study.

An informal meeting of Premier Campbell and B. R. Wolfe took place during the summer of 1956. The Premier showed some appreciation of the problem, but indicated that there would need to be some interest shown in rural areas before anything could be done. A specific request for assistance was made in December of the same year¹⁶ but the provincial government was not prepared to take action at that time.

On February 8, 1957, contact was made with the Federal Department of Health and Welfare, asking that a study be initiated. This request resulted in the suggestion that an official request come from the

¹⁶See Appendix K.

provincial government.

On March 1, 1957, Dr. Kennedy, acting as chairman of the committee, sent letters to the Premier, the Minister of Education, and the Minister of Health and Public Welfare, concerning the matter of an official request being sent to Ottawa to have a study conducted.

The work of the committee finally showed results when, on March 19, 1957, the Legislature of Manitoba passed the following resolution:

WHEREAS Physical Fitness is a matter of great importance to present and future generations;

AND WHEREAS Physical Fitness depends in large measure on facilities for recreation, training and leadership;

AND WHEREAS it has been suggested that the present Physical Fitness Programme is inadequate to the needs of the Province;

THEREFORE BE IT RESOLVED that the Government give consideration to the advisability of having a study made of the provincial needs on physical education and recreation, as recommended by the Manitoba Recreation and Physical Education Committee.¹⁷

The survey committee was appointed in July, 1957, with Dr. Kennedy as chairman. The work of the survey began in August, 1957, and at the time of this writing, the report is being studied by the Provincial Cabinet.

A further important decision was reached by the government when a new Director of Physical Education was appointed on August 1, 1957. The first appointee, Andrew Currie, was to hold the

¹⁷Journals and Sessional Papers, Legislative Assembly of Manitoba, 1957.

additional post of Civil Defence Co-ordinator for Manitoba and his Physical Education duties were to be confined, chiefly, to acting as secretary of the survey committee until that project was completed.

CHAPTER VII

FACILITIES

The absence of available records on the nature of facilities in the early schools of Manitoba has made it impossible to draw a complete picture of the growth or the changes which occurred in the provision of physical education facilities throughout the province. In the first three sections of the chapter, certain trends in the Metropolitan Winnipeg area will be outlined as a guide to the general changes in attitude toward physical education in Manitoba. The final section will trace the current development of rural facilities as well as provide a summary of present Department of Education policy in the area of capital grants and control of school construction.

It is true, that in certain areas, there were noticeable exceptions to the general level of accommodation. For example, in the early 1920's, Sperling had school tennis courts and Saint Vital had a cinder running track. However, these exceptions in outdoor facilities could almost always be traced to one or two enthusiastic teachers or principals and rarely represented a physical education policy of either the school board or the community at large. Since considerably more expense is involved, indoor facilities probably give a much truer picture of the communities' feelings in these matters.

I. BEFORE 1919

Since statistics for school units have been recorded variously under "school districts", "school buildings", "school departments", and "classrooms", an exact comparison or graphical representation of the development of facilities is not possible. Some general conclusions from this collection of information, however, may be drawn. The annual reports of the Department of Education indicate a gradual increase in school population from 1880 until about 1900 and then a more rapid increase until the outbreak of World War I. The fact that the number of new school districts closely paralleled the increase in school population supports the deduction that the greater part of school construction at this time was of the one-room school type.

Insofar as can be determined, the first school to provide facilities for physical education was the Collegiate, built on Kate Street in Winnipeg. On this topic, W. G. Pearce reports:

As early as 1889, the gymnasium was beginning to appear. In that year there were added at the Collegiate several chest Machines, a quarter circle and some mattresses, (later known as mats). A student humorist wrote: "Mr. Garrett, our principal has shaved off his fine moustache. By a coincidence, the boys report having received two new mattresses for their gymnasium."¹

A period^{of} strong growth in physical education was begun in

¹ W. G. Pearce, "Winnipeg School Days, 1871-1950", Winnipeg, 1952. (unpublished document), p. 31.

1909 with the government's decision to proceed with the Strathcona Trust Plan.² The general lack of school building activity, coupled with a normal lag between theory and practical application meant that this new attitude toward the place of physical education in the school program was not reflected immediately in the school buildings. However, the Kelvin and the Saint Johns' High Schools, built in Winnipeg at the close of this period, were well-equipped with gymnasia containing running tracks, parallel bars, travelling rings, vaulting boxes, and spring boards. The facilities provided were an indication of an influence somewhat beyond that of The Syllabus recently adopted, but were to a large degree, a direct outcome of the new program. Earl Grey School, an elementary and junior high school, was built in Winnipeg at approximately the same time, but had only a low-ceilinged auditorium. This may be considered as still in accordance with school needs as required by the Strathcona Trust program, for free standing exercises could be given to large classes in such an auditorium.

This pattern in new school construction appears to reflect the emphasis on exercise tables and apparatus work which was to be found in the syllabus suggested under the Strathcona Trust.

II. 1920-1945

School population and school building continued to increase

²See Chapter IV.

steadily until the mid-twenties and then gradually declined to the point where the school population in 1945 was 1,180 less than what it had been in 1920. At the same time, the number of school buildings was only 250 more, with nearly 150 of those being built between 1920 and 1923. The balance of the increase may have been necessary to provide for the relief of general overcrowding and the large increase in the secondary school enrolment which was only 7,996 in 1920 but had risen to 20,904 in 1945.

This entire period, and particularly the twenty years from 1925 to 1945, was one in which facilities already built were adequate to provide "housing" for all pupils in attendance at school. When this condition is examined in the light of the disastrous depression of the 1930's and the all-consuming World War of 1939-1945, it is easily understood why there was a bare minimum of school construction during the period. The fact that the physical education program, itself, had received no major alteration meant that the traditional facilities (or lack of them) were still considered adequate and, therefore, no pressure for new construction was brought to bear from that direction. As a result, there was no need for a building program of any consequence until after 1945.

III. 1946-1960

Schools built early in this period showed the influence of a new concept in the use of school buildings and the nature of the physical education program. In Winnipeg, several elementary schools,

such as Sargent Park, Inkster, and River Heights, were built during this time with quite large gymnasium-auditorium space which catered more to the emphasis on team game activities and provided facilities which could be used by the community at large.

Some indication of the strength which the move toward community use of school facilities had gained, may be seen in the fact that the Winnipeg Board of Parks and Recreation contributed substantially toward the equipping of the gymnasia in these schools.

Generally, this attitude has been reflected in more recent elementary school construction, but gymnasium space has been somewhat reduced and the idea of community use has lost much of its impact, although it has remained a factor.

In recent years, the facilities provided in Metropolitan Winnipeg high schools such as Daniel McIntyre, Churchill, Sisler, Elmwood, Glenlawn, and Vincent Massey, have been on a much larger scale than previously, but have avoided the emphasis on fixed apparatus noted in the first period mentioned.

As the level of supervision has progressed in the various School Divisions and as the Superintendents have gained more control over construction, it can be noticed that increased attention has been paid to the wishes of physical education teachers and supervisors in the planning of gymnasium facilities. Certainly all the demands have not been met but this is probably a cost problem, rather than a conflict of thinking. The period of physical drill, or even a strong emphasis on

gymnastics, apparently has been replaced by a period of emphasis on mass participation in team games coupled with some apparatus work and free exercises.

IV. CURRENT RURAL FACILITIES

An examination of the questionnaires sent out by the Physical Education and Recreation Study Committee reveals that rural Manitoba is still seriously short of even minimum space for physical education work. Of the one-room schools, approximately 54% have nothing better than a playing field, 38% have a corridor or basement area available, 5% have an empty classroom, and about 2% have a community hall available. In view of the size of these units, such a situation probably is understandable; nevertheless, it is one which requires an early remedy.

In the group comprising all the remaining schools, other than recognized collegiates, the picture is only slightly better. Here, 38% have nothing better than a playing field, 30% have an auditorium, 8% have a gymnasium, and a similar percentage have only an empty classroom, a corridor or basement, or a near-by community hall. Nothing in the questionnaires indicated the size of the gymnasium or equipment provided, but the information serves as a general guide to current trends across Manitoba.

In the collegiates of the province, however, an improvement began to appear during the early 1950's. Almost without exception,

where new schools were built, a gymnasium or a combined gymnasium-auditorium was included. Examples of these may be seen at Hamiota, Warren, Morris, Brooke, Dauphin, and other towns. Such improvement in facilities may indicate a recognition by administrators and the public that physical education must receive its proper place in the total program.

Many of the new gymnasia, however, were not planned to fit the program of physical education. Such conditions as low ceilings, improper relationship between length and width, and inadequate change areas limited seriously the usefulness of these facilities. The problem was not lack of funds so much as the failure to secure the advice of competent physical educators.

During the two years immediately following the organization of school divisions, the large increase in capital grants encouraged school boards to provide facilities which might heretofore have been considered too costly.

Since the Provincial Government was now obligated to pay up to 75% of capital costs, it became necessary to give closer scrutiny to all school plans to be certain that all grant requirements were fulfilled and that local division or district boards were not providing unnecessary accommodation. As the volume of school construction increased it became desirable to centralize this examination of plans therefore, a new group was formed known as the School Buildings Projects Committee comprised of the Director of

Administration, the Director of Instruction, and Supervisor of Buildings, from the Department of Education, as well as the Local Finances Authority Officer from the Municipal Board, and a representative from the Treasury Department.

At the time of writing, this Committee had no fixed policy with regard to adequate physical education facilities but used a general "rule-of-thumb" that gymnasium size should represent approximately one-half of the size of the total classroom count.³ Such a policy does not take into account the requirements of a teaching program which is not a reflection of school size. It, therefore, will tend to restrict the provision of facilities in the smaller schools while allowing fairly adequate total space in the larger schools.

The situation would be remedied if school plans, submitted to the Department of Education for approval, could be checked by the Director of Physical Education before final acceptance is considered. An alternative plan might be to provide closer liaison between the Supervisor of Buildings and the Director of Physical Education.

³Personal interview by the writer with R. W. Lightly, Director of Instruction, Manitoba Department of Education, January 23, 1961.

CHAPTER VIII

THE INFLUENCE OF OTHER AGENCIES

The very nature of physical education makes it inevitable that agencies outside the Department of Education have had and will continue to have a strong influence on the formation and implementation of programs. Certain of these agencies have formulated specific plans to carry out, supplement or modify the existing program of physical education. Other groups have, in the development of their own programs, either consciously or unconsciously influenced physical education in the schools. Still other groups have attempted to encourage and support the school program by providing from their own resources assistance of a specialized type.

To facilitate the treatment of this topic, it has been found desirable to set out the particular groups of agencies as indicated, and deal with each group separately.

I. ORGANIZATIONS OF TEACHERS AND PROFESSIONAL PHYSICAL EDUCATORS

In some of the earliest records of physical education may be found references to various groups which had been formed to govern all aspects of inter-school sports. The description of some of these follows.

Winnipeg Inter-High School Athletic Council.

Excerpts from the Constitution as amended October 4, 1916,
will indicate the nature of the Winnipeg Inter-High School Athletic
Council:

Article 2. Purpose:-

The functions of this organization shall be legislative and advisory, aiming to encourage and regulate all forms of athletics in connection with the High Schools of Winnipeg.

Article 3. Membership:-

The membership shall consist of one teacher from each of the High Schools and an additional teacher appointed to act as treasurer . . . treasurer appointed by the High School Principals in Committee. . . .

Article 8. General:-

Clause I.

The three representatives to the Winnipeg Public Schools Athletic League shall be appointed by the Council and shall include one of its members.¹

This Athletic Council operated continuously until, at least 1936, and was reorganized on March 7, 1956. The new council was composed of the Principal and two representatives from each school. Each school had one vote and it was assumed that major issues would be discussed at the school so that the principal and the teachers of physical education would be able to present a common view. This council still concerned itself with the extra-curricular program only.

The Manitoba Senior High Schools Athletic Association.

The Manitoba Senior High Schools Athletic Association was formed

¹Minutes, Meeting of Winnipeg Inter-High School Athletic Council, October 4, 1916.

in 1934 to bring together representatives from all Manitoba high schools for the purpose of providing more effective control over inter-high school athletics. It would appear that the original function of the organization was not so much to encourage further school competition, as it was to solve some of the existing problems, chief of which was that of outside sports organizations gaining the first loyalties of students. Gradually, however, this body and its successor, the Manitoba Physical Education Association took over the complete operation of all province-wide inter-school athletic competitions.

The Manitoba Physical Education Association.

The Manitoba Physical Education Association continued the work done by its predecessor in the matter of organizing inter-school competitions on a provincial scale. This was expanded to include basketball in 1949. For the first three years, provincial basketball play-offs were on a rather indefinite basis, with games arranged through Mr. Devenney's office. In 1952, the Association divided the province into eight zones, each with a representative in a tournament type of play-off held during Easter week. This new arrangement proved to be a much more satisfactory plan for basketball play-offs.

This Association was also responsible (with much of the organizational work being done by Mr. Jarman) for the introduction of the large scale physical education display which was presented for many years during the Easter convention of the Manitoba Education Association.

The Canadian Association for Health, Physical Education and Recreation (Manitoba Branch).

From 1947 on, there had been considerable discussion among executive members of the Physical Education Association concerning the desirability of affiliating the Manitoba body with its Canadian counterpart. At the annual meeting held on March 27, 1951, a motion was passed stating: "That the Canadian Association for Health, Physical Education, and Recreation (Manitoba Branch) Constitution be adopted."²

The new affiliation probably had very little to do with the developments of the next year, but there was a definite attempt made to provide more effective professional leadership in physical education. The following excerpts from minutes will illustrate the point:

That we endorse what has been done in respect to a Sports Program (Radio) and ask Mr. Spack to carry to the original committee the suggestion that C. A. H. P. E. R. (Manitoba Branch) will be willing to accept responsibility for such a program.³

It was decided to ask the M. E. A. (Manitoba Educational Association) for two meetings: (a) Physical Education business meeting in the morning (b) A C. A. H. P. E. R. meeting, including an inspirational meeting, in the afternoon.⁴

²Minutes, Meeting of Manitoba Physical Education Association, March 27, 1951.

³Minutes, Meeting of Executive of Canadian Association for Health, Physical Education and Recreation (Manitoba Branch), October 18, 1951.

⁴Ibid.

Mr. Downie reported that he had presented our recommendations for speakers at the public meeting, to the M. E. A. executive and that Avery Brundage and Claire Bee were placed on the speakers' list.⁵

It was decided to have a demonstration clinic at the 1952 convention.⁶

Devenney--Leach---That we invite the C. A. H. P. E. R. 1954 Convention here; and that letters from civic and provincial officials be obtained to support the official bid. carried.⁷

The convention program arrangements made in 1951 and 1952 have continued with some slight modifications and this has meant that the annual meetings have been somewhat more than planning and reporting sessions for inter-school athletic competitions.

The Suburban Collegiates Athletic Association.

The Suburban Collegiates Athletic Association consisting of members from the high schools of suburban Winnipeg was organized about 1930 to direct inter-school athletic competitions. The number of schools involved in this group has varied somewhat since areas such as Transcona and Selkirk have not been consistent competitors. Further fluctuations in activity have been a reflection of personnel changes in various school districts as teachers with an interest in certain sports have moved to other fields. With the appointment of physical education supervisors in several of these areas, it may be

⁵Ibid., December 18, 1951.

⁶Ibid., March 20, 1952.

⁷Ibid.

expected that the teaching program and the extra-mural activities will become more constant.

The Greater Winnipeg Physical Education Supervisors Association.

The personnel involved in the Greater Winnipeg Physical Education Supervisors Association met informally during the 1956-1957 school year and, in the spring of 1957, the organization was established formally with elected officers. In its short existence, up to the time of writing, it has submitted two briefs on physical education, one to the Royal Commission on Education, and the other to the Manitoba Physical Education and Recreation Study Committee. These in themselves represent a considerable contribution to the progress of physical education, but the pooling of ideas and concerted influence of another professional group is bound to stimulate further the general concern for physical education and its place in the school curriculum.

II. ORGANIZATIONS WHICH INDIRECTLY HAVE
INFLUENCED PHYSICAL EDUCATION
IN THE SCHOOLS

The Manitoba Amateur Basketball Association.

Prior to 1952, the Manitoba Amateur Basketball Association had conducted its program without any particular concern for the schools' basketball activities. This, inevitably led to many instances

of pupils playing for junior or juvenile teams when they could have been playing for a school team. It would be impossible to give all the true reasons for the loss of high school students to outside leagues, but certainly, the greater glamour, the lure of jackets, possible trips, and generally, superior coaching would be important factors.

During the 1951-1952 school year, Andrew Currie, Director of Physical Education for the School District of Winnipeg, held a number of discussions with Junior League officials in an effort to solve the problem. Agreement was reached between the two groups and, at the 1952 annual meeting of the Manitoba Amateur Basketball Association, the following resolution was adopted:

1. That the Junior League and the Winnipeg Schools are agreed that mutual cooperation is desirable and essential for the good of basketball generally, and teenage boys in particular.
2. That we are mutually agreed upon the principle of the schools' prior right to train, and responsibility for training, those boys in attendance who are under 18 years of age on December 31st annually.
3. That we are mutually agreed upon the principle of freedom of choice for all boys, in attendance, who are 18 years of age and older on or before December 31st annually.
4. That we are mutually agreed that no boy, in attendance at school who is under 18 years of age, on December 31st, shall be allowed to play for any team other than one sponsored by his school--except where a written release has been granted by the principal of the school concerned. The breaking of this clause of agreement will bring an automatic suspension to the player(s) concerned and such disciplinary action against the team(s) involved as may be decided by the M. A. B. A.
5. That we are mutually agreed that any boy in attendance at school who is 18 years of age or older on or before December

31st, shall have the option of deciding for himself whether he wishes to play for his school team or for a junior team--but having signed with either will not be permitted to transfer during that playing season.⁸

Since that time there has been excellent co-operation between the Manitoba Basketball Association and school officials. The fact that Mr. Currie, in his official capacity on the Winnipeg Board of Parks and Recreation, had considerable influence in the assignment of playing space to Manitoba Amateur Basketball Association teams, may have had some effect in the reaching of an understanding. However, an honest attempt was made to solve the problem in the interests of the pupils and to the satisfaction of all parties concerned. As recently as November 26, 1958,⁹ the executive of the Manitoba Amateur Basketball Association re-affirmed its support of the 1952 agreement and indicated that it would take action on any cases referred to it.

The Manitoba Amateur Hockey Association.

The activities of the Manitoba Amateur Hockey Association and groups affiliated with it probably have come into greater conflict with the school program than those of any other sports organization. The nature of the relationship between local amateur clubs and their

⁸ Minutes, Meeting of Manitoba Amateur Basketball Association, September 24, 1952.

⁹ Minutes, Meeting of Executive of Manitoba Amateur Basketball Association, November 26, 1958.

parent professional body has made it difficult for the Manitoba Amateur Hockey Association to relieve the situation even if it so desired. During the years that the Winnipeg and suburban schools operated high school hockey leagues, there was a continuing conflict with junior and juvenile teams. Frequently, a pupil would be discouraged from playing for his school because he might be too tired for his other practice which followed. Instances occurred in which school team members were unable to play school games because the "amateur" club would not allow them to take their club skates from the practice rink.

A more serious problem, in some respects, was the operation of professional hockey schools in Winnipeg. Prior to the late 1940's it was possible for a professional club to sign a sixteen year old boy to a try-out card. Generally, this meant that he would miss a full week of school. After this time, the age minimum was placed at eighteen but, as little or no co-operation existed between the two groups, it is unlikely that the objections of the schools brought about the change.

This conflict was a major factor in the discontinuance of both the Winnipeg and the suburban leagues, but it must be pointed out that the cost of sticks and practice space was another very vital consideration.

It is interesting to note that about 1939, Mr. Jarman

proposed to the Winnipeg Juvenile League executive that the schools take over the entire Juvenile League provided the schools had first choice of the service of all pupils. This offer was not considered seriously by the League executive or by the Manitoba Amateur Hockey Association, although a similar suggestion was accepted by the Manitoba Amateur Basketball Association thirteen years later.

The Manitoba Rugby Football Association.

There is a rather close parallel between the Manitoba Rugby Football Association and the Manitoba Amateur Basketball Association in that the football officials have taken definite and effective steps to co-operate with school authorities. The Manitoba group abides by the constitution of the Junior Section of the Canadian Rugby Union which contains an article prohibiting the recruiting of any high school player without a written release from his principal.

Y. M. C. A.'s, Y. W. C. A., and Y. M. H. A.

The personal experience of the writer has been such as to indicate that these agencies have had a distinct influence on the school physical education program in one field at least. Many Young Men's Christian Association, Young Women's Christian Association or Young Men's Hebrew Association members who have been trained in gymnastics have proven to be invaluable leaders in the school gymnasium class work. This is true, particularly, of the teacher who has below average training or interest in gymnastics.

The Manitoba Gymnastic Association.

Although this organization is concerned chiefly with senior men and women, the Manitoba Gymnastic Association has sponsored an annual high school gymnastic competition. Only a very few high schools in the province follow a sufficiently advanced program in gymnastics to make it worthwhile for students to enter. However, it is possible that this group may have something to offer for potential instructors as fundamental gymnastics become a more important part of the school physical education curriculum.

III. ORGANIZATIONS WHICH HAVE PROVIDED DIRECT SUPPORT FOR THE SCHOOL PHYSICAL EDUCATION PROGRAM.

To facilitate treatment, the organizations will be grouped according to the nature of their influence on the physical education program.

Agencies Which Have Provided Organizers and Officials.

In this group may be included such organizations as:

- The Manitoba Speed Skating Association
- The Manitoba Ski Zone
- The Young Men's Section of the Winnipeg Board of Trade
- The Manitoba Section of the Canadian Amateur Swimming Association
- The Amateur Athletic Union of Canada (Manitoba Branch)
- The Manitoba Football Association
- The Manitoba Curling Association
- The Manitoba Badminton Association
- The Manitoba Lawn Tennis Association

These organizations have all provided officials to assist in the carrying out of the physical education program. Normally, these people have been experts in their fields and have not been paid by the schools. The following excerpts from the Winnipeg Physical Education Director's reports may serve to show the form of this assistance:

In co-operation with the Young Men's Section of the Board of Trade the schools have been circularized about the arrangements for a Snow Shoe and Ski Meet to be held in February.¹⁰

. . . Due to the efficient handling of the various events by members of the Winnipeg Skating Clubs . . .¹¹

The Manitoba Section of the Canadian Amateur Swimming Association gave its full co-operation and provided all the officials for the meet.¹²

In cooperation with the Manitoba Speed Skating Association it has been possible to offer the schools practical assistance in the coaching of speed skating in preparation for the annual schools' skating relay races . . . The Winnipeg Speed Skating Club has allowed students from schools in the neighborhood of Wesley Rink to attend that rink on Tuesday and Thursday evenings, free of charge, and has provided expert coaching for these students.

. . . In addition to this, the Manitoba Speed Skating Association has provided coaches at fourteen centres, thus catering for thirty schools.¹³

. . . Much credit is due to the Manitoba Curling Association, to Mr. Ken Watson and Mr. R. C. Green, and to numerous teachers in the city for their fine co-operation in making this Bonspiel such a great success.¹⁴

¹⁰ School District of Winnipeg, Report of the Director of Physical Education, January, 1943. (mimeographed.)

¹¹ Ibid., February, 1943.

¹² Ibid., March, 1943

¹³ Ibid., January, 1944.

¹⁴ Ibid., December, 1944.

The Manitoba Football Association Executive kindly agreed to allow groups of students from the schools to attend games, free of charge, under their jurisdiction. . . . the M.F.A. has provided a coach for the Gordon Bell School.¹⁵

Organizations Which Have Provided Facilities.

At various times, the Winnipeg Rowing Club, the Winnipeg Canoe Club, the Manitoba Badminton Association, and the Manitoba Golf Association have made available their facilities and personnel to high school students for either a regular instructional program or a special event. Certainly, the officials concerned hoped that they would gain new members as a result of the effort, nevertheless, a definite contribution was made to the progress of physical education. The following additional quotations will illustrate this particular type of assistance:

With the co-operation of the Winnipeg Rowing Club, a scheme has been arranged whereby pupils from the Senior High Schools may receive instruction and practice in rowing. . . .¹⁶

The Director of Physical Education has had meetings with the members of the executive of the Manitoba Badminton Association with the view to introducing badminton for the students of senior high schools. It is expected that with the close co-operation of the Manitoba Executive demonstrations and clinics will be arranged.¹⁷

The Winnipeg Board of Parks and Recreation.

The chief support provided by the Winnipeg Board of Parks and Recreation has been in the provision of facilities for the school program.

¹⁵Ibid., September, 1946.

¹⁶Ibid., May, 1946.

¹⁷Ibid., January, 1949.

The two outstanding examples are Sargent Park for track meets and the public swimming pools for the swimming instruction program formerly carried on in the elementary grades. In addition to this, there are other isolated instances such as Sargent Park and River Heights school gymnasias being equipped partially by the Parks Board. Most other aspects of co-operation between the two boards have been examples of assistance provided by the school officials to the Board of Parks and Recreation.

Some further treatment of the Amateur Athletic Union seems necessary in view of the great contribution made to the work of track and field. The Amateur Athletic Union under James Daly, organized track and field training sessions in the winter of 1948-1949 at Kelvin school. These sessions were sponsored by the Junior Chamber of Commerce the following year, and in 1950-1951, further sessions were organized at Saint John's school, followed by an indoor meet.¹⁸ In the fall of 1954, Mr. Daly and Gordon McLennan organized the cross-country event for high school boys. This has expanded gradually into a program involving about one hundred fifty boys from fifteen schools.

The Amateur Athletic Union under Mr. Daly and Mr. McLennan, also has sponsored coaching clinics with a number of rural sessions being held in the spring of 1958, at such places as: Roland, Morris, McGregor, and Fisher Branch.

¹⁸Ibid., March, 1951.

It is encouraging to note also that, through the efforts of this group, twenty students at present are attending United States universities on track and field scholarships. The first of these now has graduated and is teaching in the Greater Winnipeg area.

The record of all the other agencies outlined in this chapter has made it clear that most of our sports-governing organizations are quite prepared to give direct help or to adjust their programs to support the physical education work of the public schools. Certain of these groups have failed to show any inclination to co-operate in the past, but the newly organized Sports Advisory Group could do much to rectify this situation.

This new group is still in the formative stages, but is being patterned roughly on the Canadian Sports Advisory Group which has been active for a number of years. The Manitoba organization gained its original initiative from the Canadian body acting through Mr. Daly. Through the co-operation of the newly appointed provincial Director of Physical Education, organizational meetings have been held and an executive has been elected. As presently determined, the objective of the group is mainly to act as a clearing house for development plans of all sports bodies in Manitoba. It is the executive's hope that such plans can be presented to the appropriate municipal and provincial officials so that adequate co-operation and assistance may be obtained.

The executive expects that the existence of an associate membership of people professionally concerned with sports and physical

education, will do much to provide better liasion between sports organizations and the school. Such co-operation may well be achieved, for the history of organizations such as the Manitoba Amateur Basketball Association has shown that the presence of physical education teachers on the executive has made it possible for the school viewpoint to be understood and thereby, to bring about greater co-operation.

CHAPTER IX

CONCLUSION

The study has shown that no continuing trend or major course of development in physical education has occurred in the Manitoba public schools. An examination of the periods of greater emphasis on physical education has shown that a contributing factor from outside the educational circles usually has existed. Some of these factors have been major wars, the Strathcona Trust, the presence of a federally sponsored scheme such as the Youth Training or Physical Fitness program, or the pressure of professional and other organizations.

Any consistency in the changes made through the revisions of curriculum has been in the tendency to move from a program of formal gymnastics and drill to one of rhythmic and games. However, conversations with physical educators seem to indicate that the current feeling is toward the need for a balance between the two extremes and considerably more emphasis on fitness.

Even after Department of Education officials provided for physical education in the curriculum, the subject often has been taught poorly, or sometimes not at all.¹ This state of affairs is the result of a variety of conditions, several of which may be remedied without

¹Province of Manitoba, Physical Education and Recreation in Manitoba, Winnipeg, 1958, p. 28.

too much difficulty.

One of the most important factors in this problem is that few teachers are prepared adequately to teach physical education. More time devoted to the subject in teacher training institutions and the establishment of a diploma course in physical education at the university level would have some merit. Such an improvement seems hardly likely for some time. In the meantime, the average teacher would be helped considerably if the curricula of physical education were detailed and, at the same time, options were provided to allow for the special aptitudes of different teachers. In this way, the present freedom of the teacher would be retained, but the additional guidance would be given for those who required such help.

The present status of physical education in the curriculum is such that teachers and pupils alike are encouraged to believe that the subject is relatively unimportant. The experience of the writer has been that most schools and officials of the Department of Education require only letter grades in the reporting of physical education, whereas percentages are employed for other required subjects. Further observation has indicated that inspection of physical education work normally has been quite casual and sometimes, inspection has not been done at all. Finally, a failure in physical education rarely is given any weight in decisions relating to the promotion or failure of a pupil.

Many of these problems are of greater or lesser significance

depending upon the individual teacher or administrator concerned.

Some improvement could be achieved if each of these items relating to the status of physical education were given some consideration by all those involved.

A third factor contributing to the unsatisfactory state of our present physical education program is the inadequacy of facilities. Many schools have no facilities for an indoor program, while others have space that is much too small for their needs.² With the continuing urgent need for additional classroom space, the needed gymnasias cannot be provided readily. However, as has been shown in Chapter VI, much more satisfactory space is being built. The present regulations of the Department of Education providing for greatly increased capital grants should do much to further this tendency. Nevertheless, facilities for the physical education program are not likely to be entirely adequate until a minimum standard is established by the Director of Physical Education and enforced by the Department of Education.

The influence and assistance of groups outside the Department of Education, itself, have been important factors in the growth of the Physical Education program. Some concern was expressed regarding the attitude shown by a few sports' organizations, but this refers to very few groups and by far the majority of such organizations are most co-operative with school authorities.

²Ibid.

In considering the present objectives and methods of those engaged in teaching physical education, mention was made of the movement toward a greater emphasis on free exercises and a growing concern for physical fitness. It should be pointed out that a similar attitude on the part of the general public is developing.

In indicating this growing concern for physical education and fitness, recommendations of the Royal Commission on Education in Manitoba have not been ignored but, rather, greater weight has been given to a number of other items of evidence.

An examination of the completed questionnaires and the submissions made to the Manitoba Physical Education and Recreation Study Committee indicates a considerable concern for the state of physical education in general, and for the level of physical fitness in particular.

The 1959-1960 convention committee of the Winnipeg School Division brought Dr. R. Donnelly, Chairman, Department of Physical Education, University of Minnesota, to speak to the physical education section. Dr. Donnelly placed considerable emphasis on the balanced approach to the physical education program and stressed the importance of fitness as one of the aims.

Although the action of the Winnipeg group in bringing a guest speaker for their physical education section was worthy of note, the decision of the Fort Garry and Saint Vital School Divisions was of even greater interest. The convention committee of this association

brought Dr. W. A. R. Orban, Chairman, School of Physical Education, University of Saskatchewan, to speak to their general session on the topic: "Fitness as an Objective of Physical Education." It is significant that this was the first occasion on which an out-of-town speaker had been invited to address the convention of these divisions. Although not one physical education teacher was on the convention committee, the original plan to have Dr. Orban speak to the physical education section alone was changed in favor of having him address the general assembly.³

Although the Government of Manitoba has not yet indicated whether it proposes to put into effect the recommendations contained in the report of the Manitoba Physical Education and Recreation Study Committee, undoubtedly the preparation of this report has been the most important development in physical education in recent years. If all the recommendations were implemented, it would appear inevitable that physical education in the public schools of Manitoba would take tremendous steps forward in the next few years.

³Minutes, Meeting of Convention Committee, Fort Garry and Saint Vital School Divisions, January 14, 1960.

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APPENDIXES

APPENDIX A

SYLLABUS OF PHYSICAL TRAINING FOR JUNIOR HIGH SCHOOL GRADES

GIRLS' TABLES

GRADE VII

TABLE I.

1. Free running.
2. (St.) Skip Jump on the spot with a high Jump forward on the 5th count.
3. (St.) Head Bending backward.
X Break.
4. (Strd St Grasp L Heel with Rt Hand.) Trunk Swinging rhythmically grasping alternate Heels.
5. (Bd St.) Arms Stretching sideways, Swinging upwards with 2 claps in Stretch position.
6. (Yd Kn Ra St.) Clap under Knee and return to Starting position.
X Break.
7. (Strd St.) Trunk Turning rhythmically with loose Arms Swinging.
8. (Wpg St.) March on spot with high Knee Raising.
9. General Activities.

TABLE II.

1. Free running.
2. (St.) Star Jumping
3. (St.) Head Dropping forward and Stretching upward.
X Break.
4. (Rest Strd St.) Trunk Leaning forward.
5. (St.) Arms Swinging forward and downward sideways (rhythmically).
6. (Toe St.) High Jump to Knee full Bend position with Hands on Knees.
X. Break.
7. (Strd St.) Trunk Bending sideways (rhythmically) stopping in sideways Bend position on command.
8. (1/2 Reach St.) Kicking the Hand.
9. General Activities.

BOYS' TABLES

GRADE IX

TABLE I.

1. Free running.
2. (Wg Toe Supp sdwys St.) Hopping with Toe Support sideways and Bending of opposite Knee.
3. (St.) Head Bending forward, backward, Stretching upward.
X Break.
4. (Long Sitt) Ankle Grasping.
X Break.
5. (S Bd Strd St.) Arms Pressing backward and Flinging.
6. (Wg Toe Supp bkwd Lunge St.) Leg Raising.
X Break.
7. (1/2 Wg Side Supp Sitt.) Body Raising--(Bridge Building).
8. (Yd Back Lying) Knee Raising, Leg Stretching upward, and Lowering.
9. General Activities.

TABLE II.

1. Free running.
2. (St.) Skip Jumping with Arms Bending and Stretching sideways and downward.
3. (Bd St.) Head Turning with slow 1 Arm Stretching sideways.
X Break.
4. (Front Lying) Head Pressing backward with Chest Raising.
X Break.
5. (St.) Arms Swinging sideways, Bending, Stretching upward and Swinging sideways downward.
6. (St.) With one Step, Jump forward to Crouch Standing.
X Break.
7. (Rest Strd St.) Trunk Bending sideways with opposite Heel Raising.
8. (Bd Kn St.) Trunk Leaning backward.
9. General Activities.

FORM EXERCISES

LATERAL TRUNK MOVEMENTS:

RIDE SITTING POSITION: (Ride Sitt.) Sit on form with feet astride and with the feet on the floor vertically under the knees, grasping the form firmly between the legs.

1. TRUNK TURNINGS taken from the following Starting Positions:
 - (a) Wg Ride Sitt.
 - (b) Bd Ride Sitt.
 - (c) X Bd Ride Sitt.
 - (d) Rest Ride Sitt.
 - (e) Head Rest Ride Sitt.
 - (f) Yd Ride Sitt.
 - (g) 1/2 Wg 1/2 Yd Ride Sitt.
 - (h) 1/2 Rest 1/2 Yd Ride Sitt.
 - (i) 1/2 Hd Rest 1/2 Yd Ride Sitt.
 - (k) Ring Ride Sitt.
 - (l) Stch Ride Sitt.
 2. (Bd Turn Ride Sitt.) Arms Stretching sideways.
 3. (Bd Turn Ride Sitt.) Arms Stretching upwards.
 4. (X Bd Turn Ride Sitt.) 1 Arm Flinging.
 5. (X Bd Turn Ride Sitt.) Arms Flinging.
 6. (X Bd Ride Sitt.) Trunk Turning with 1 Arm Flinging.
 7. (X Bd Ride Sitt.) Quick Trunk Turning with Arms Flinging.
 8. TRUNK BENDING SIDEWAYS taken from the Starting positions (a) to (l) shown under 1. --Trunk Turnings.
 9. (1/2 Stch Ride Sitt.) Trunk Bending sideways.
 10. (Bd Tr sdwys Ride Sitt.) Arms Stretching sideways.
 11. (Bd Tr sdwys Ride Sitt.) Arms Stretching upward.
 12. (X Bd Tr sdwys Ride Sitt.) Arms Flinging.
- (Side Foot Rest St.) Stand with side to form, the instep of one foot resting on edge of form, both legs stretched and body square to the front.

GENERAL ACTIVITIES

A. JUMPING EXERCISES

1. Free practice of Jumping forward from a short run and followed by a deep landing with finger support.
2. High Jump for controlled landing--3 steps--take-off left and right. (a) Forward, (b) Turning left, right, or about.
3. Front High Jump over Rope. Free.
4. Fence and Ditch Jump.
 - (a) Ditch on take-off side.
 - (b) Ditch on landing side.
 - (c) Ditch on both sides.
5. Rope Jumping in stream, landing on one or both feet, without controlled landing.
6. Jumping swinging rope--standing, crouch standing, and running in same or opposite direction.
7. Broad Jump--standing, running.
8. Spring Sitting--Broad Jump.
9. Standing Sideways--Broad Jump.
10. Standing--Front High Jump.
11. Standing--Sideways High Jump.
12. Standing--Backward Broad Jump.
13. Standing--Two or more forward, backward or sideways Broad Jumps.
14. Side High Jump over Rope with 3 or 5 steps.
15. Two or more Strides.
16. Two or more Hops.
17. Hop Step and Jump--standing, running.
18. Hurdle Jump--free.
19. Hurdle Jump over three ropes--three steps in between.
20. Window Jump--2 Ropes on Jumping Stands.
21. Preparation for Leap Frog in pairs.
22. Leap Frog--Free.
23. Upward Jumping in threes.
24. Jump off top of Box--over rope--single or double take off.

D. RELAY RACES.

The following are given only as types:

1. **HAND IN HAND RELAY:** Teams in file. No. 1 stands on mark twenty feet away, facing file. On signal No. 1 runs, gives left hand to right hand of No. 2 and both run back to twenty feet mark. No. 1 stays behind mark and No. 2 runs to bring No. 3, and so on until all are standing in file behind the mark.
2. **CHAIN RELAY:** Teams in file, No. 1 runs and grasps the hand of No. 2. Both run back, round the mark, and grasp the hand of No. 3, and all then run round the mark. Continue until all, with hands joined, are standing behind the mark.
3. **POSTMAN RELAY:** Each team divided into two equal groups A and B. Groups in rank formation, facing each other about thirty feet apart and numbered A 1, 2, 3, 4; B 1, 2, 3, 4. Envelope given to A1 of each team. On signal A1 runs to B1, gives him the envelope, and remains in his place. B1 runs and gives envelope to A2 and remains in his place. The game is continued until the envelope is carried by the last player to the place vacated by A1.
4. **ARCH RELAY:** Each team divided into two equal groups. Players face each other and join both hands to form arches. First couple separate, run down behind lines and meet at bottom, and joining hands they run under the arches, back to places. Second couple then pass under first couple's arch, separate, run down outside of lines, then meet and run up under arches back to places. Each couple in turn passes under arches to top of lines, then separate and run down the outside of the lines. Continue until all have passed under the arches and are back in original places.
5. **GIDDY RELAY:** Teams in file. A stick about 3'6" long, held by a pupil fifteen feet from head of each file. Stick held perpendicularly and pressed firmly against the floor. No. 1 runs to stick, grasps it with both hands, runs round it twice, passing under the arms of the holder. No. 1 runs back and touches the hand of No. 2 who repeats. No. 1 runs to end of file. Continue until all are in original places.

E. VAULTING.

THE BUCK

1. Preparation for Vaulting. (a) The Start. (b) The Run. (c) The Take Off.
2. Astride Vault to Sitting and Off. The Landing.
3. Astride Vault. (a) Lengthwise. (b) Crosswise.
4. Up Spring to High Kneel Sitting. Crosswise.
5. Up Spring to High Standing. Crosswise.
6. Between Vault.
7. Preparation for Astride Vault Backward. Lengthwise.
8. Astride Vault Backward.

THE HORSE--(a) With Pommels--Crosswise.

1. Preparation for Vaulting. Astride and Between.
2. Up Spring to High Standing.
3. Up Spring to High Stride Standing.
4. Between Vault.
5. Astride Vault.
6. Face Vault with Knees Raising.
7. Face Vault with Knees Raising and Legs Stretching.
8. Face Vault (Stretched Legs).
9. Side Vault.
10. Thief Vault.

THE HORSE--(b) Without Pommels--Crosswise.

1. Astride Vault.
2. Between Vault.
3. Up Spring to High Kneel Sitting.
4. Face Vault with Knees Raising.
5. Face Vault with Knees Raising and Stretching.
6. Face Vault (Stretched Legs).
7. Side Vault.
8. Oblique Vault.
9. Back Vault.

APPENDIX B

SYLLABUS OF PHYSICAL TRAINING FOR SCHOOLS 1933.

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CHAPTER VIII

DESCRIPTIONS OF EXERCISES AND POSITIONS

GROUP V. TRUNK TURNING AND BENDING SIDEWAYS

These exercises develop the flexibility of the spine and strengthen the muscles of the body wall. In common with abdominal exercises, they help to preserve the correct poise of the spine. They cause free movement of the ribs and so tend to increase the capacity and flexibility of the chest.

Trunk turning.

The body turns as far as possible to the left or right. Both knees are quite straight and both feet kept firmly on the ground. The body and head are well stretched throughout the movement. These main points of trunk rotation must be observed in all forms of the exercise. With young children the head should also turn, as this ensures a fuller range of movement.

Commands:

"Trunk and head to the left--turn!

As far as possible to the right--turn! etc.

Trunk forward--turn!"

When the children are familiar with the movement it should be performed continuously, finishing in the turn position to give opportunity for testing the position and correcting if necessary.

"Trunk to the left (right)--turn! Trunk and head turning from side to side--begin!--Stop! Trunk to the front--turn!"

The body and head are turned as far as possible to each side.

Note. From the introduction of the exercise the turns are taken from side to side without pause in the forward position. The arms are relaxed and swing with the body. As momentum is gained the arms help to pull the body further round.

There are various forms of this exercise, many of which are described in the Tables as they occur. Kneeling and sitting positions are particularly suitable in the early stages as they prevent a hollow backed position of the body and so aid in correct performance.

CHAPTER IX

DESCRIPTION OF GAMES AND PRACTICES

TEAM GAMES

These games are contests between two groups or small teams of equal number in which the scoring of goals and general action of the game is brought about by combined passing and co-operation of players of the same side. Characteristics of these games are that:-

- (1) They can be quickly organised and played under various conditions. The size of the court or playing space can be adapted to suit the numbers playing and the facilities.
- (2) They are simple in form, consisting often of single features of one of the recognised field games, and yet they are complete games in themselves, providing full scope for training in sportsmanlike behaviour and skilful team play.

....

CIRCLE BOUNCE BALL

Apparatus. A tennis ball for each group of players.

Description. The players are divided into groups of four and a circle about 3--4 feet in diameter is chalked out for each group of players. The players stand round their respective circles. The game consists in pat-bouncing the ball into the circle from one player to another, the players trying to make as many continuous bounces as possible without actually catching the ball. When the ball bounces the player nearest to it takes the next ball. The ball must be hit on the first bounce and, to be a good return, must bounce within the circle.

Variation. When some skill has been acquired two players in each group may play against the other two. Each side plays the ball alternately, the aim being to make it difficult for the opponents to return the ball into the circle. This may be done by giving strong slanting shots which in bouncing go far outside the circle or by varying the strength of the bounce so that the ball rises at different heights from the ground.

Players must be ready to move aside to allow their opponents to return the ball, any unintentional obstruction is counted a "let".

Failure to return the ball into the circle scores a point to the opposing team.

CHAPTER X

LESSONS AND TABLES OF EXERCISES

LESSON X

INTRODUCTION TO LESSON

1. Free running, stopping at signal in crouch, on toes, or standing one leg.
Jumping Jimmy (Lesson 6).
2. Free Galloping. Form four groups. Each group performs a different activity; e. g. skip in a ring, run on the spot, hop on one leg, skip jump, etc. At signal change places and activities with opposite group. Form ring holding hands. Brisk walking to left or right with quick turns.
3. Race across playground galloping, skipping, etc. See who is first to stand up straight at the other side. Walk quickly back and repeat.
Keep the basket full (Lesson 7).
4. Cat walk anywhere, at signal stop with one foot and opposite hand off the ground.

ARM AND TRUNK EXERCISE

- (a) Run and stand facing the wall. Stand on toes and reach up wall with arms. Turn round, lean against wall, feet a little forward. Touch toes and unroll. (Cross-legged sitting holding toes, turn each way to see the wall behind. Lie on backs, try to touch wall overhead with toes.)
- (b) Feet astride, touch toes with fingers and fists. Bear walk anywhere, at signal change to brisk walking.
- (c) Free running, stop and turn to see teacher. Skip jump forward and backward as directed. Then lift one knee and bend to touch raised knee with forehead. Repeat with each leg several times.
(Crook lying, stretch each leg in turn as high as possible.)

BALANCE EXERCISE

- (a) Form groups in Homes (give names), skip round as names are called. Finish all skipping, at signal crouch, change to "rabbits with ears up". Rabbit hop anywhere and stop at signal with "ears up".
- (b) Spring step on the spot, at signal moving forward. Thread the needle each foot in turn, and stand up with hands behind still clasped. Bend down and unthread each leg. Repeat several times.
- (c) Free skipping, at signal stop on toes. Knees full bend, Crow hop anywhere. Stand up and repeat.
- (d) Run across playground stopping with a turn about at signal. Follow behind a leader in a loose group, skipping forward and little running steps backward.

JUMP

- 1. Each group following its leader, jump the Fish, Widening Brook or series of objects.
- 2. Follow a leader in single file up a marked chalk line. At signal change to skip jump from side to side over line.
- 3. In single file, run up the centre under a turning rope, and down the side jumping from side to side over chalk line.

GAME

- 1. Pop Goes the Weasel.
- 2. Throwing Beanbags into Basket. A basket and several bags to each group (page 144).
- 3. Soldier and Brigands. Variation.
- 4. Free play with balls (a ball each) running, bouncing, Long high bounces, chase and catch ball before it hits the ground a second time.

TABLE 19

PART I.

I

Introductory Activity.

1. Running, at signal jump upward with about turn and continue running in the opposite direction. Walking, change to running on the spot with knees high.
2. All in Tag. (page 159).
3. Change between running, running in slower rhythm, walking, and walking on the toes.
4. Free spring step with a hop.

Skipping forward and backward. (two lines wide apart.)

Rhythmic Jump.

1. Astride jump with rebound, moving forward to 6 and backward to 6.
2. Hopping on the spot to 8 counts, holding foot behind with opposite hand. (Change feet with a spring, short spells.)
3. Brisk walking anywhere, at signal walk to open files and mark time with ankle stretching. Running on the spot, quick turn about at signal.

2

(a) Feet close (Cross-legged sitting). Head dropping forward and stretching upward.

(Astride) Trunk bending downward with hands behind knees. (page 95.)

(b) (Feet close) Head bending from side to side.

(Lean standing) Trunk bending downward to touch toes, unrolling against a wall. (page 95.)

(c) Running on the spot with knees high, at signal stand on one leg grasping foot with both hands and pull foot to forehead. Change to running on the spot and repeat.

(Long sitting) Trunk bending downward with rhythmic pressing. Change between crook sitting and long sitting several times.

3

(a) Elbow circling to 4 counts, arm stretching sideways to 4 counts.

(b) Single arm swinging forward, backward and circling, (one arm sideways supported at wall, or in twos shoulder grasp.) (page 98.)

(c) Arm swinging sideways-upward to clap overhead, sideways-downward to slap the legs, twice. Arm bending and stretching sideways once. (Table 11.)

4

(a) Gallop step sideways. At signal skip jump on the spot, at second signal jump to knees full bend with hands on knees. Knee springing to 6 counts. (Repeat whole.)
(One arm sideways supported at wall). Free leg circling. (Table 2.)

(b) Round your partner on the run. Running in twos to a given rhythm at signal, inside file run forward and round partners and continue as before. (The running in both files should be smooth and continuous and speed should be checked as little as possible.)
(In twos, Crook sitting, Feet touching, Hands joined) Trunk falling backward and forward alternately. (Table 9.)

(c) Change between skipping forward and walking backward on the toes (Toe forward) Continuous high knee raising. (Chain grasp or in twos.) (Table 16.)

5

(a) (Cross-legged sitting) Head and trunk turning from side to side to touch ground behind with both hands. Quick changes between lying and cross-legged sitting.

(Wide astride) Trunk bending sideways to touch the ground. (page 112.)

(b) (Feet close, One arm sideways) Head and trunk turning to point behind. (Table 16.)

(c) Tug of war with one hand.

PART II

6

Class Activity.

1. Dodge and Mark. (page 149.)
2. Free running in twos, partners alternately bouncing and throwing a ball to each other. (page 141.)
3. Running, jumping a series of ropes with controlled landing. (Ropes 5 to 6 yards apart, 4 or more children jump at once.)

Group Practices.

1. Running Circle Catch without centre player. (page 142.)

2. Standing Broad jump. (Try to beat own record.)
3. Stepping Stones. (Sideways jump with feet together). (page 121.)
4. Crouch jump sideways progressing forward over a rope. (A rope to 6 or 8 children.)
5. Jump the Waving rope. (page 124.)
6. Free practice, running batting a ball in the air taking it on the bounce. (page 140.)

Game.

One against three. (Groups of four. Three form a ring holding hands and the fourth tries to tag his partner.)

Team Race (Skipping with a rope.)

7

Running in rhythm, change to walking.

APPENDIX C

PHYSICAL TRAINING

GRADES I - VI, 1946

Classification of Activities by Grades

The x indicates the grades in which the activity may be used.

Types of Activity	Grades					
	1	2	3	4	5	6
1. Calisthenics or Free Gymnastics and Marching--without apparatus				x	x	x
Close marching order, including simple formations (for the orderly handling of groups)				x	x	x
2. Mimetics						
Action stories or story plays	x	x	x			
Athletic or Game Actions				x	x	x
3. Rhythmics and Dances						
Fundamental Rhythms	x	x	x	x	x	x
Singing games	x	x	x			
Folk Dancing		x	x	x	x	x
Creative and Natural Dancing	x	x	x	x	x	x
4. Games						
Group games	x	x	x	x	x	x
Relay games			x	x	x	x
Team games					x	x
Dual games					x	x
Team game skills				x	x	x
5. Posture Training and Related Exercises	x	x	x	x	x	x

Types of Activity	Grades					
	1	2	3	4	5	6
6. Athletics or Fundamental Skills						
Running, Jumping, Throwing,						
Kicking				x	x	x
Ball Throwing and Tossing . . .	x	x	x			
Target Throwing (circle targets						
on floor), Hopping and Balancing	x	x	x	x	x	x
7. Self Testing Stunts						
Individual Tumbling	x	x	x	x	x	x
Miscellaneous stunts--multiple						
or contest					x	x
8. Miscellaneous						
Outdoor Activities, where						
facilities permit such as						
skating, hockey, swimming,						
horseshoes, quoits, and						
other individual activities . . .	x	x	x	x	x	x

APPENDIX D

JUNIOR HIGH GRADES

HEALTH EDUCATION AND PHYSICAL EDUCATION

1947

SCHEDULING ACTIVITIES

Suggested Schedule to Complete Year's Programme--Grades VII
and VIII (Boys and Girls)

Activity	No. Times to be Repeated		Units per Year	
	Boys	Girls	Boys	Girls
Mimetics	4	10	40	100
Rhythms and Dances	4	10	20	200
Games	7	5	140	50
Free Gymnastics	2	6	20	60
Self Testing Ac.	4	6	80	60
Athletic Skills	6	3	120	30
Apparatus	6	8	120	40
			<u>540</u>	<u>540</u>

Suggested Schedule to Complete Year's Programme--Grade IX
Boys and Girls

Activity	No. Times to be Repeated		Units per Year	
	Boys	Girls	Boys	Girls
Mimetics	10	10	50	100
Rhythms and Dances	10	10	50	200
Games	6	5	150	50
Free Gymnastics	5	5	50	50
Athletics	5	3	100	30
Self Testing Ac.	2	3	40	30
Apparatus	4	4	40	20
Individual Sports	6	10	60	60
			<u>540</u>	<u>540</u>

APPENDIX E
PROGRAMME OF STUDIES
FOR THE SCHOOLS OF MANITOBA
SENIOR HIGH SCHOOLS 1956-57

Specific Objectives:

1. To provide opportunities for a wide range of vigorous and dynamic activity which will add in the promotion of normal growth. These may be play activities of a free and individual nature, games and sports, rhythms, self-testing activities, corrective activities and other types of natural motor activity.
2. To provide opportunities for the development of socially sound attitudes and habits for wholesome living.
3. To provide opportunities for the development of emotional control.
4. To provide opportunities for activities which will widen and extend satisfaction in the positive use of leisure time.

Schedule of Activities:

1. Fundamental gymnastics
 - Exercise tables for girls
 - Exercise tables for boys
2. Apparatus work, tumbling and stunts
 - Individual tumbling
 - Group tumbling
 - Pyramid building and stunts
 - Dual combat stunts
 - Vaulting box, balance beam, horizontal bar
 - Practice and competition
3. Ball and club drills
4. Rhythm and dances
 - (a) Review of fundamentals taught in Junior High School
 - (b) Folk dancing and national dancing
 - (c) Square dancing
 - (d) Character dances
 - (e) Creative and interpretive dances
 - (f) Social dancing

5. Games

- (a) Group games
- (b) Relay games
- (c) Team game and team game skills: soccer, softball, volleyball, basketball, hockey, Canadian football, touch rugby

6. Track and field athletics

- Dashes, hurdles and relays
- Field events

7. Extra-curricular activities

APPENDIX F

GIMLI SUMMER SCHOOL, 1952.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:45	B R E A K F A S T					
8:45 - 9:15	A S S E M B L Y					
9:20 - A	Sch. Admin.	Pub. Sp.	Pub. Sp.	Sch. Admin.	Music	Music
10:00 B	Pub. Sp.	Sch. Admin.	Sch. Admin.	Pub. Sp.	Mucis	Music
10:10 - A	Pub. Sp.	Phys. Ed.	Sch. Admin.	Music	Sch. Admin.	Sch. Admin.
10:50 B	Sch. Admin.	Options	Pub. Sp.	Phys. Ed.	Pub. Sp.	Sch. Admin.
11:00 - A	Phys. Ed.	Phys. Ed.	Phys. Ed.	Phys. Ed.	Phys. Ed.	Phys. Ed.
11:40 B	Phys. Ed.	Options	Phys. Ed.	Phys. Ed.	Phys. Ed.	Phys. Ed.
N O O N						
1:00 - A	Music	Sch. Admin.	Options	Pub. Sp.	Pub. Sp.	
1:45 B	Phys. Ed.	Music	Phys. Ed.	Sch. Admin.	School Admin.	
1:50 - A	Options	Music	Phys. Ed.	Options	Phys. Ed.	
2:35 B	Music	Public Sp.	Options	Phys. Ed.	Options	
2:45 - A	Options	Phys. Ed.	Music	Options	Phys. Ed.	
3:30 B	Phys. Ed.	Phys. Ed.	Music	Music	Options	
4:00 - 5:00	S W I M M I N G - O P T I O N A L - Under Supervision					

APPENDIX G

PHYSICAL EDUCATION PAMPHLET 1949

PROGRAM

Under the direction of Robert Jarman, Director of Physical Education.

- | | |
|---|---|
| 1. Primary Grade Exercises:
Champlain School, Gr. 1 | Miss F. Miller |
| 2. Elementary Girls' Dancing:
Greenway: "If All the World were Paper"
Wm. Whyte: "Terschelling Reel" | Miss G. Kavanagh
Miss G. Gillis |
| 3. Elementary Boys' Breaks and Stunts:
Aberdeen | Miss D. Dutton |
| 4. Primary Grades' Dancing
Lord Roberts Grade 2
1. "I See You"
2. "Peasant Lance"
3. "O Dear, What Can the Matter Be" | Miss J. Sinkwich |
| 5. Elementary Boys' Exercises:
Alexandra Grades 5 and 6 | Mrs. J. Robertson |
| 6. Elementary Girls' Dancing
Mulvey: "The Bow"
Riverview: "Sir Roger de Coverley" | Miss J. Harrow
Miss W. Bawden |
| 7. Primary Grade Games:
Victoria Albert | Miss E. Warkentine |
| 8. Junior High Girls' Skipping:
Laura Secord | Miss M. Tait |
| 9. Elementary Girls' Relays:
Wolseley School Versus Grosvenor School | Miss E. Thomas
Miss J. Cameron |
| 10. Junior High Girls' Dancing
Faraday: "Oaken Leaves"
Hugh John Macdonald: "The Irish Lilt" | Miss N. Robertson
Mrs. D. Bebbington |

- | | |
|---|--|
| 11. Junior High Boys' Mat Work
Cecil Rhodes | Mr. W. Madder |
| 12. Junior High Girls' Maypole Dance
General Wolfe | Miss M. Crawford |
| 13. Junior High Boys' Sword Dance
King Edward: "Flamborough" | Mr. J. Kereluk |
| 14. Junior High Girls' Dancing
Brooklands: "Dutch Dance"
Robert H. Smith: "Largason" | Mrs. M. Shaw
Miss S. Mercer |
| 15. Senior High Mixed Square Dance:
"You Swing Your Girl: I'll Swing Mine"
"Captain Jinks" Lord Selkirk School | Miss M. Perfect |
| 16. Senior High Girls' Dances
Kelvin High School: "The Hornpipe"
Isaac Newton: "Greek Ball Dance"
Daniel McIntyre: "The Swedish Dal Dance" | Miss R. Duncan
Miss C. Griffiths
Miss M. Leggatt |
| 17. Senior High Girls' Club Exercises
Gordon Bell | Miss H. Robertson |

PRIMARY GRADE EXERCISES

1. Children standing in four lines.
2. Free running and on the whistle hug knee (back quite straight).
3. Moving freely hop like rabbits and on the whistle sit with ears straight up.
4. Moving freely waddle like ducks.
5. Free running like bees and on whistle settle on a flower.
(Back to line formation.)
6. Arch Back like a Cat
Children on hands and knees, hands close to knees.
On signal, without moving feet, they stretch their legs and arch their backs hissing and mewling at the same time.
7. Go to Sleep
Children in cross-legged sitting position. On "Go to Sleep!" they round the back and drop the head forward and pretend to go to sleep. On "Wake Up!" they sit up straight again. If "Wake Up!" is given slowly, they stretch and yawn when waking up.
8. Rain, Thunder and Lightning
Soft running on spot for rain, running and stamping for thunder, and quick running with slapping knees for lightning.
9. Jack in the Box
Children kneel down and sit on heels with head touching the floor. On signal, they quickly sit up with back quite straight, with arms raised upwards and fingers apart, saying "Oh" as they do so.
10. Swaying Trees
Hands clasped above the head, arms stretched. Trunk bending from side to side. Children make the noise of howling wind.
11. Game - Mr. Wolf
One child is chosen as the Wolf. All the others are lambs. The lambs advance towards the Wolf, asking "What time is it, Mr. Wolf?" Mr. Wolf answers "Two o'clock" or three o'clock etc. etc. But when he says "Dinner Time", he chases the lambs home. Those caught assist Mr. Wolf in catching when the game is repeated.

APPENDIX H

PHYSICAL EDUCATION, PHILOSOPHY, POLICY, PROGRAM

GLENWOOD SCHOOL, ST. VITAL, MAN. ,

JANUARY, 1958

OBJECTIVES OF OUR PROGRAM

- (1) to be educational rather than recreational.
- (2) to cultivate sportsmanship--the finer feelings of competitive play.
- (3) to cultivate the serious, scientific attitude towards physical education.
- (4) to be cultural, designed to give the students an appreciation of the values of true physical education as opposed to the effects of poorly organized "play periods".
- (5) to discourage the rabid competitive attitudes that disregard personal feelings for the sake of winning.

IMPORTANCE OF PHYSICAL EDUCATION

It is felt that the place of physical education is one of considerable importance. Even a superficial study of history shows that many nations placed considerable emphasis on the physical side of their cultural development. In recent times the physical education programs of England, Sweden, Denmark, and pretty well all the European nations have developed an appreciation of the needs of physical education that is well recognized. The emphasis in U.S.A. should be worthy of study. While we do not care to have it said that we accept a philosophy or trend because it is popular, neither do we feel so self-satisfied that we cannot afford time to examine the wider application of educational thought wherever it may occur, confident that thorough study and good fundamental reasoning will show us the light truly, unaffected by bias.

THE FUNDAMENTAL PREMISE

The chief characteristic of youth is activity. (John Dewey). All the restraining influences of school life are contrary to the nature of the child but nonetheless molding factors that socialize and breed the co-operative characteristics necessary to develop harmony essential in our democratic way of life. If, then activity is the nature of the

child and organization (with all its degrees) the nature of the adult, what better would serve in the transition than organized activity. This is the fundamental concept on which our physical education program is based at Glenwood. We hope to treat the game as a problem, enjoyable perhaps, but still a problem to be solved by preserving diligence exercised in the spirit of thoroughness.

Techniques are learnable skills. Correctness of technique is as desirable in an exercise or a game as in multiplication. Through good posture, exercise and good body conditioning we can promote good health-forming habits and attitudes can be so important in the well rounded development of the individual. The folly of the position of disregarding physical development should be readily appreciated. A trained mind in a broken body is of little service. It is felt that the skills of exercises, dances and games serve as a good means to an end which is designed to elevate and inspire general cultural development.

MORE SPECIFIC CONSIDERATION

We have shaped our program to apply to the entire population rather than a few. By so doing we will give knowledge and experience to all. This necessitates a plan with a maximum of instructional activity, drills, etc. and a minimum of actual games. Our program at present dovetails with the extra-curricular in such a manner as to provide opportunities to practise the lessons learned in class time. To do this a wide intra-mural program is used including all students. The particular games, drills, exercises, and dances must be chosen carefully for they must be of such character as to be consistent with our general objectives of learning, sportsmanship, intrinsic cultural values, available space, and facilities.

From this point of view we must be prepared to evaluate actual dances, exercises, games, and drills. The dances and exercises can be more or less readily evaluated due to their nature but games are a little more difficult nevertheless it can and must be done. It was after such a careful study that the present program was implemented. This program should leave its mark on the pupils in terms of abilities and attitudes.

PHILOSOPHY TO PRACTICE

To make the program more than words, the lessons must be specifically planned and the objectives of the plans, carefully considered, realized. The program shown below is a good comprehensive outline that was carried out with careful attention to detail and standards of achievement. It should be noted that this is a program and not necessarily the program. The essential point is

that it represents an all-over plan framed within the limits of local facilities.

FITNESS - - NEW HORIZONS

Recent studies on fitness have suggested that the North American child is less fit than his European counterpart. Naturally the very term "fitness" is subjective in nature. Nevertheless the findings of the Kraus-Weber study were sufficiently impressive to cause President Eisenhower considerable alarm at the White House Conference on Physical Fitness. A sound attitude towards fitness may be summed up in the words of Hans Kraus M.D. who writes, "Clinical Studies over the years have convinced us that there is a minimum of muscular strength and flexibility below which the individual must not drop if normal healthful living is to be enjoyed".

Because the Kraus-Weber tests are frequently the basis of discussions on physical education it is appropriate that all teachers of physical education know the details of these tests and what they claim to test. The validity of the tests themselves is not the point in question; as a matter of fact there are many who would claim that the tests are invalid, misleading and consequently unworthy of consideration. It is not the purpose here to take sides in such an argument. Suffice it is to say that the tests focussed the attention of the North American Public on the subject of fitness. Practically every investigator has pointed out fitness less than we would like by ANY standard. Many point out the lack of walking and running in our now normal routine. (With this in mind an encouragement of middle distance running on a properly scheduled training program seems most appropriate.) Health and fitness are too important to be left to chance or to be assumed that they will follow a good games program. We must have a direct approach, a frontal attack. We must train for fitness.

Indirect evaluations of fitness are often indulged in. It is assumed that a person is physically fit because he plays golf, volleyball or tennis. This still an assumption and assumptions are dangerous. A foot print is often taken as a measure of height---generally it may be close to accurate but it is still indirect. (I have a relative who by this measure would be nine feet tall!). Lloyd Percival reveals some startling facts about the correlation of fitness and some popular games.¹ (In the "Sample Programs" Tabled Exercises have been included.

¹"Fitness is Easy" Lloyd Percival.

The details will be shown later in a bulletin to physical education teachers following a co-operative study on the problem.)

We can make a real contribution if--

1. We familiarize ourselves with the problem as understood by reputable professionals in the field.
2. We work out the details of a good fitness program.
3. We sell the idea to students to a point where they assume the responsibility of daily exercise to acquire fitness (not mere muscles),

BASIC POINTS ON POLICY

Policy will always be the rule in effect whether written or not. This is not peculiar to physical education, nor to Glenwood School, nor to schools in general---rather it is a characteristic of any operation where a pattern of behavior exists. Sometimes the policy seems to be to have no policy. Even there, there is a policy or a rule; the rule is to have no rules. To avoid falling in such a category of low organization a number of basic tenets will be listed below. It is not to be implied that these are the rules for all times; rigid beyond change but until changed they will constitute our pegs upon your program must be built.

.....

APPENDIX I

3 GEORGE VI.

CHAP. 35.

An Act to provide for the Training of Young People to fit them for Gainful Employment.

(Assented to by His Majesty, 19th May, 1939.)

His Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

SHORT TITLE.

1. This Act may be cited as The Youth Training Act, Short title. 1939.

INTERPRETATION.

2. In this Act the expression
- | | Definitions. |
|---|------------------------------------|
| (a) "Minister" means the Minister of Labour; | "Minister" |
| (b) "Department" means the Department of Labour; | "Depart- |
| (c) "province" means and includes each of the provinces of Canada, but not the Northwest Territories or the Yukon Territory; | ment".
"province". |
| (d) "unemployed young people" means male or female individuals between sixteen and thirty years of age, inclusive, not gainfully employed and whose families are not in a position to pay the full cost of their training; and who are, | "unemploy-
ed young
people". |
| (i) registered for employment with the Employment Service of Canada; or | |
| (ii) certified as eligible by the Clerk of the individual's home Municipality or by an appropriate provincial authority; or | |
| (iii) deserving transients certified as eligible by an appropriate provincial authority. | |

3. For the purpose of promoting and assisting in the training of unemployed young people to fit them for gainful employment in Canada, the following sums aggregating four million five hundred thousand dollars, shall be appropriated and paid out of the Consolidated Revenue
- | | Sums |
|---|------|
| appropriated for the training of unemployed young | |

Fund of Canada during each fiscal year for the period of people three years beginning with the year ending the thirty-first day of March one thousand nine hundred and forty, namely:

- (a) during the fiscal year ending the thirty-first day of March, one thousand nine hundred and forty, one million five hundred thousand dollars;
- (b) during the fiscal year ending the thirty-first day of March, one thousand nine hundred and forty-one, the sum of one million five hundred thousand dollars;
- (c) during the fiscal year ending the thirty-first day of March, one thousand nine hundred and forty-two the sum of one million five hundred thousand dollars.

4. Any portion of any appropriation authorized under this Act which may remain unexpended at the expiration of any of the said fiscal years, shall be carried forward and remain available according to its apportionment for for the purposes of this Act during any one or more of the succeeding fiscal years: Provided that no portion of the said four million five hundred thousand dollars shall be paid to any province after the thirty-first day of March, one thousand nine hundred and forty-three.

Unexpended
moneys to
be carried
forward.

5. This Act shall not apply to any province unless and until the Government of such province has, by Order in Council, signified its agreement to co-operate with the Minister in carrying its provisions into effect.

Application
to provinces.

6. The grant payable to any province in any year under the provisions of this Act shall be determined by the Governor in Council: Provided that the amount allotted to a province shall not exceed an amount equivalent to that which the provincial government shall agree to expend on projects undertaken under the provisions of this Act within such year.

Grants to be
determined
by Governor
in Council.

7. The Governor in Council may appoint a supervisor of youth training who shall hold office for such period of time and upon such terms and conditions as may be determined by the Governor in Council.

Supervisor
of youth
training.

8. Payments made to any province under the provisions of this Act shall be conditional upon an agreement being entered into between the Minister and the government of the province as to the terms,

Agreements
with
provinces.

conditions and purposes of and for which payments are to be made and applied, and such agreements shall be subject in all cases to the approval of the Governor in Council.

9. The Governor in Council may make all such orders and regulations as may be deemed necessary or desirable to carry out the purposes and intentions of this Act. Orders and regulations.

10. This Act shall be administered by the Department of Labour. Administration of Act.
Report to be laid before Parliament.

11. A report containing a full and correct statement of moneys expended and obligations contracted under this Act shall be laid before Parliament within thirty days after the end of each fiscal year or, if Parliament is then not in session, shall be published and made available for distribution by the Department of Labour.

7 GEORGE VI.

CHAP. 29.

An Act to establish a National Council for the purpose of promoting Physical Fitness.

(Assented to 24th July, 1943.)

His Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

1. This Act may be cited as The National Physical Fitness Act. Short title.
2. In this Act unless the context otherwise requires, Definitions.
 - (a) "Council" means the National Council on Physical Fitness "Council".
 - (b) "Director" means the National Director of Physical Fitness; "Director".
 - (c) "Fund" means The National Physical Fitness Fund established by this Act; "Fund".
 - (d) "Minister" means the Minister of Pensions and National Health. "Minister",
3. (1) There shall be a council to be called the "National Council on Physical Fitness" which shall consist of not less than three members and not more than ten members who shall be appointed by the Governor in Council. Constitution of Council.
- (2) The members shall hold office for a period of three years, provided that of those first appointed, three members shall be appointed to retire in one year, three members in two years and the remaining members, if any, in three years. Tenure of office of members.
- (3) Any retiring member shall be eligible for re-appointment. Re-appointment.
- (4) Each member shall hold office during good behaviour for the period of his appointment, but may be removed for cause at any time by the Governor in Council. Removal for cause.
- (5) In the event of a casual vacancy occurring in the Council, the Governor in Council may appoint a person to fill such vacancy for the balance of the term of the member replaced. Filling casual vacancy.

- (6) The Governor in Council shall designate one of the members to be chairman of the Council who shall be known as, and bear the title of "National Director of Physical Fitness". Chairman.
- (7) No member of the Council, with the exception of the Director, shall receive any payment or emolument for his services, but each member shall be entitled to receive and be paid out of the Fund his actual disbursements for expenses necessarily incurred in connection with the discharge of his duties under this Act. Expenses of members.
- (8) The Director shall be paid out of the Fund such annual salary as may be determined by the Governor in Council. Salary of Director.
- (9) The headquarters of the Council shall be at the City of Ottawa, in the province of Ontario, and the Council shall meet at such times and places as the Minister may appoint, but not less than twice yearly, in the said City of Ottawa. Headquarters of Council.
- (10) Such professional, technical and other officers, clerks and employees as may be required for the purposes of this Act shall be appointed or employed in the manner authorized by law. Employment of staff.
- (11) The Council may make rules for regulating its proceedings and the performance of its functions. Power to make rules.
4. (1) It shall be the duty of the Council to promote the physical fitness of the people of Canada and in the performance of such duty it may Duties and powers of Council.
- (a) assist in the extension of physical education in all educational and other establishments;
 - (b) encourage, develop and correlate all activities relating to physical development of the people through sports, athletics and other similar pursuits;
 - (c) train teachers, lecturers and instructors in the principles of physical education and physical fitness;
 - (d) organize activities designed to promote physical fitness and to provide facilities therefor; and
 - (e) co-operate with organizations such as indicated in section seven engaged in the development of physical fitness in the amelioration of physical defects through physical exercise.
- (2) The Council shall carry out such other duties as are Idem. required by this Act or regulations made hereunder.

5. The Director shall be the chief executive officer of the Council and shall perform such of the duties and exercise such of the powers of the Council as are from time to time imposed upon or delegated to him by the Council and if authorized by the Council, he may execute instruments and documents on its behalf.

6. (1) With the approval of the Minister, the Council may enter into contracts and acquire personal property on behalf of His Majesty for the purposes of the Council, but no contract shall be entered into by the Council involving an expenditure in excess of five thousand dollars unless authorized by the Governor in Council.

Powers
respecting
contracts
generally.

(2) Real property may be acquired on behalf of His Majesty pursuant to this Act with the approval of the Governor in Council.

Real
property.

7. Where a province establishes an organization for the purpose of co-operating with the Council in carrying out the provisions of this Act, and such province undertakes to develop a plan of physical fitness satisfactory to the Minister, the Minister may, with the approval of the Governor in Council, enter into an agreement covering any period with such province to provide, out of the Fund, financial assistance for the purpose of assisting such province in carrying out such plan, but the amount of such financial assistance in any year shall not exceed a sum which bears the same proportion to the sum of two hundred and twenty-five thousand dollars as the population of such province as shown by the last decennial census bears to the population of Canada as shown by such census, or an amount equal to one-half of the moneys actually expended by such province in carrying out such plan, whichever is the less.

Power of
Minister
to make
agreement
with province
to give
financial
assistance.

8. There shall be a special account in the Consolidated Revenue Fund to be known as "The National Physical Fitness Fund" to which shall be credited all sums of money which may be appropriated by Parliament for the purposes of this Act, and all sums of money received by way of grant, bequest, donation or otherwise for the purposes of or on behalf of the Council.

"The
National
Fitness
Fund!"

9. Notwithstanding the provisions of The Consolidated Revenue and Audit Act, 1931, the Minister of Finance may, subject to the provisions of this Act, make disbursements

Power of
Minister of
Finance

from the Fund on the requisition of the Council for the following purposes, or any of them;

- (a) the payment of the salaries of all persons appointed or employed under or pursuant to the provisions of this Act;
- (b) the payment of all sums of money required by the Council for the carrying out of its duties and the exercise of its powers under this Act, together with all necessary expenses in connection therewith;
- (c) such other payments as may be authorized by this Act.

to make disbursements on requisition on Council.
1931, c. 27.

10. The Minister may, from time to time, refer to the Council for consideration and advice, such matters relating to the operation of this Act as he thinks fit, and the Council shall investigate and report thereon to the Minister.

Power of Minister to refer matters to council for investigation and report.

11. The Council shall, on or before the thirtieth day of April in each year, submit a report to the Minister upon all activities of the Council during the last preceding fiscal year, and shall, whenever so required by the Minister, furnish the Minister with such information and reports as he may require.

Annual and other reports of Council to Minister.

12. This Act shall be administered by the Minister of Pensions and National Health.

Administration of Act.

13. The Minister shall, as soon as possible, but not later than three months after the termination of each fiscal year, submit an annual report to Parliament covering the administration of this Act for such fiscal year, and such report shall contain a statement of all amounts paid into or credited to the Fund and all disbursements therefrom and shall include the regulations made under this Act.

Report to Parliament.

14. The Governor in Council may make regulations for the purpose of giving effect to this Act.

Regulations.

15. This Act shall come into force on a date to be fixed by proclamation of the Governor in Council.

Proclamation.

STATUTES OF MANITOBA

CHAPTER 44

AN ACT TO PROVIDE FOR THE PROMOTION OF PHYSICAL
FITNESS IN MANITOBA.

(Assented to March 23rd, 1945)

His Majesty, by and with the advice and consent of the Legislative
Assembly of Manitoba, enacts as follows:

Short Title

1. This Act may be cited as "The Manitoba Physical
Fitness Act".

Short title.

Interpretation

2. In this Act,

Definitions:

(a) "council" means The Physical Fitness
Council for Manitoba established under section 5;

"council,"

(b) "director" means The Director of Physical
Fitness for Manitoba for whose appointment pro-
vision is made in section 8;

"director,"

(c) "minister" means the Minister of Health and
Public Welfare;

"minister,"

(d) "physical fitness" includes all physical,
mental, moral, and cultural conditions, capacities
qualities, characteristics, skills, aptitudes, and
qualifications, that better fit a person to become a
useful citizen.

"physical
fitness".

3. The minister shall take such measures as are
deemed necessary for the purpose of promoting the
physical fitness of the people of the province; and,
in particular, shall co-operate with the National
Council on Physical Fitness and the National Director
of Physical Fitness, appointed under The National
Physical Fitness Act (Canada).

Promotion
of physical
fitness.

4. (1) For the purposes of this Act the minister may

Power of
minister.

(a) assist in the extension of physical edu-
cation in all educational and other establishments;

(b) encourage, develop, and correlate, all
activities relating to development of the people

through sport, athletics, and other pursuits;

(c) provide for the training of teachers, lecturers, and instructors, in the principles of health education and physical fitness;

(d) organize activities designed to promote physical fitness and to provide facilities therefor;

(e) co-operate with organizations in the province engaged in the development of the physical fitness of the people; and

(f) make such other provisions for the promotion of physical fitness as he may deem advisable, or as may be recommended by the council.

(2) The minister may refer to the council for consideration and advice, such matters relating to the operation of this Act as he thinks fit; and the council shall investigate and report thereon to the minister.

Council to act in advisory capacity.

5. (1) There is hereby established a council which shall be called The Physical Fitness Council for Manitoba, and shall consist of,

Establishment of council.

- (a) the minister,
- (b) the Deputy Minister of Health and Public Welfare,
- (c) the director,
- (d) three members of the staff of the Department of Health and Public Welfare appointed by the minister,
- (e) one member each from the staffs of the Department of Agriculture and Immigration, the Department of Education, and the Department of the Attorney-General, appointed by the respective ministers of those departments,

all of whom shall be ex officio members, and ten members appointed by order of the Lieutenant - Governor-in-Council.

(2) Each member of the council other than the ex officio members, unless he shall sooner resign or be removed from office and unless a shorter term is fixed by the Lieutenant-Governor-in-Council, shall, subject to subsections (3) and (4), hold office for two years from such date as shall be fixed in the order-in-council appointing him, and thereafter until his successor is appointed, but may be re-appointed for a further term.

Appointment and term of members.

(3) In making the first appointments to the council after First ap-
this Act comes into force the Lieutenant-Governor-in- Council may appoint any one or more of the members to hold office for such term or terms, less than two years, as the Lieutenant-Governor-in-Council may fix. appointments.

(4) If any member of the council, other than an ex officio member, ceases to be a member prior to the expiration of his term of office, any person appointed to fill the vacancy so created, unless he shall sooner resign or be removed from office and unless a shorter time is fixed by the Lieutenant-Governor-in-Council, shall hold office for the remainder of the term of office of the person in whose place he is appointed, and thereafter until his successor is appointed. Filling of vacancies.

(5) The Lieutenant-Governor-in-Council may appoint from among the members of the council a chairman of the council; but the council may appoint an acting chairman with power to act in the absence of the chairman or in case the chairman is unable to perform his duties by reason of illness or for any other cause. Appointment of chairman.

(6) Ten members of the council present at a meeting thereof shall constitute a quorum. Quorum.

(7) The council may appoint from among its members an executive committee and such other standing or special committees as it shall deem necessary and prescribe the duties of any such committee. Committees.

(8) Subject to the provisions of this Act, the council may make rules governing the number of regular meetings, the place of meeting, the calling of regular and special meetings, and all other matters relating to its own proceedings and the performance of its functions; but the rules shall have no force or effect unless approved by order of the Lieutenant-Governor-in-Council. Rules for meetings.

(9) The headquarters of the council shall be at the City of Winnipeg, and the council shall meet at such times and places as is provided in rules made under subsection (8) but not less than twice yearly, and shall also meet at any other time and place that may be fixed by the minister in a written notice sent by him to the members of the council. Headquarters.

(10) The members of the council other than the ex officio members shall serve without remuneration; but there shall be paid to each member thereof such actual travelling and other necessary out of pocket expenses as may be approved by the Comptroller General.

Remuneration
of members.

(11) On the recommendation of the council, and subject to The Civil Service Act, the Lieutenant-Governor-in-Council may appoint a secretary to the council and such other officers, clerks, and employees as may be deemed necessary for the purposes of the council; and each of them, if not already a member of the civil service of the province, shall on appointment become a member of the civil service.

Appointment
of secretary
and assistants.

6. The council shall,

(a) consider proposals by the National Council on Physical Fitness respecting the development of a programme for the promotion of physical fitness;

Duties of
council.

(b) report on such proposals to the minister and make recommendations to him as to how such proposals can best be applied in the province;

(c) recommend to the minister any other activities which would, in its opinion, promote physical fitness among the people of the province;

(d) recommend to the minister suitable persons who may be trained as teachers, lecturers, or instructors, in the principles of health education and physical fitness;

(e) consider proposals submitted to it by the minister and make recommendations thereon to him;

(f) perform such other duties for the purpose of this Act as may be designated by the minister;

and may, on its own initiative, and shall, on the request of the minister, make investigations for the purpose of obtaining information that may assist in the promotion of physical fitness in the province; and shall report to the minister respecting the information obtained by any such investigation and as to its findings thereon, if any.

7. The council shall, on or before the thirty-first day of March in each year, submit a report to the minister upon all activities of the council during the last preceding calendar year; and shall, at such other times as it deems advisable or whenever so required by the minister, furnish the minister with such information and reports as it considers necessary or as the minister may require.

Annual
report to
minister.

8. The Lieutenant-Governor-in-Council may, subject to The Civil Service Act, appoint a director who shall have powers, rights, and duties, as herein provided and who shall be called The Director of Physical Fitness for Manitoba.

Appointment of director.

9 The Director shall be the chief executive officer of the council, and for the purposes of this Act shall exercise, perform, and discharge, such powers, rights, and duties, as may be conferred or charged upon him by this Act or any other Act, or by the minister.

Duties and powers of director.

10. (1) The minister, subject to the approval of the Lieutenant-Governor-in-Council, may, on behalf of the government, enter into an agreement with the Minister of National Health and Welfare, covering any period, pursuant to any Act of the Parliament of Canada heretofore or hereafter passed and the regulations made thereunder, whereby the Government of Canada will provide financial assistance to enable the Government of Manitoba to carry out the purposes of this Act.

Power to enter into agreement with Dominion.

(2) The minister, subject to the approval of the Lieutenant-Governor-in-Council, may, on behalf of the government, enter into an agreement with a municipality, or with an institution, association, or other organization, for promoting any of the purposes of this Act.

Agreements with municipalities, etc.

11. All expenses of the council, and the salaries and expenses of the director and of the officers, clerks, and employees of the council in any year shall be paid from and out of the Consolidated Fund with moneys authorized by an Act of the Legislature to be paid and applied for the purposes of this Act or of the promotion of physical fitness.

Payment of salaries, etc.

12. (1) The Lieutenant-Governor-in-Council may make such regulations and orders, not inconsistent with this Act, as are necessary to carry out the provisions of this Act according to their obvious intent, or to meet any cases which arise and for which no provision is made in this Act, and such regulations and orders shall be part of this Act.

Regulations.

(2) Every regulation and order made under this Act shall be published in The Manitoba Gazette.

Publication.

13. This Act shall come into force on assent.

Commencement of Act.

STATUTES OF MANITOBA

CHAPTER 48

AN ACT TO PROVIDE FOR THE PROMOTION OF PHYSICAL
EDUCATION AND RECREATION IN MANITOBA.

(Assented to April 3rd, 1952)

Her Majesty, by and with the advice and consent of the
Legislative Assembly of Manitoba, enacts as follows:

1. This Act may be cited as: "The Physical Fitness and Recreation Act". Short title.

2. In this Act Definitions:
 - (a) "council" means The Physical Fitness and Recreation Council for Manitoba, established under section 5;
 - (b) "director" means The Director of Physical Fitness and Recreation for Manitoba for whose appointment provision is made in section 8; "director"
 - (c) "minister" means the member of the Executive Council who is designated by order of the Lieutenant-Governor-in-Council as the minister responsible for the administration of this Act; "minister"
 - (d) "physical fitness and recreation" includes all physical, mental, moral, and cultural conditions, capacities, qualities, characteristics, skills, aptitudes, and qualifications, that better fit a person to become a useful citizen. "physical fitness and recreation"

3. The minister shall take such measures as are deemed necessary for the purpose of promoting the physical fitness of and recreation for, the people of the province; and, in particular, shall co-operate with the National Council on Physical Fitness and the National Director of Physical Fitness, appointed under The National Physical Fitness Act (Canada). Promotion of physical fitness and recreation.

4. (1) For the purposes of this Act, the minister may Power of minister.
 - (a) assist in the extension of physical education and recreation in all educational and other establishments;
 - (b) encourage, develop, and correlate, all activities relating to the development of the people

through sport, athletics, and other recreational pursuits;

(c) provide for the training of teachers, lecturers, and instructors, in the principles of health education, physical education and recreation;

(d) organize activities designed to promote physical fitness and recreation and to provide facilities therefor;

(e) co-operate with organizations in the province engaged in the development of the physical fitness and recreation of the people;

(f) assist by bursaries, scholarships, loans, or otherwise, in the training of persons in the fields of physical fitness and recreation; and

(g) make such provision for the promotion of physical fitness and recreation as he may deem advisable, or as may be recommended by the council.

(2) The minister may refer to the council for consideration and advice, such matters relating to the operation of this Act as he thinks fit; and the council shall investigate and report thereon to the minister. References to council.

5. (1) There is hereby established a council which shall be called: "The Physical Fitness and Recreation Council for Manitoba", and shall consist of, Establishment of council.

(a) the director;

(b) four persons, appointed by the Lieutenant-Governor-in-Council, and each of whom shall be a member of the civil service of the province on the permanent staff of The Department of Agriculture and Immigration, or The Department of Education, or The Department of The Attorney-General, or The Department of Health and Public Welfare; and

(c) four other persons appointed by the Lieutenant-Governor-in-Council.

(2) Each member of the council other than the director, unless he sooner resigns or is removed from office and unless a shorter term is fixed by the Lieutenant-Governor-in-Council, shall, subject to subsection (3), hold office for two years from such date as is fixed in the order-in-council appointing him, and thereafter until his successor is appointed, but may be re-appointed for a further term.

Term of office of members.

(3) If a member of the council, other than the director, ceases to be a member prior to the expiration of his term of office, any person appointed to fill the vacancy so created, unless he sooner resigns or is removed from office and unless a shorter time is fixed by the Lieutenant-Governor-in-Council, shall hold office for the remainder of the term of office of the person in whose place he is appointed, and thereafter until his successor is appointed.

(4) The Lieutenant-Governor-in-Council may appoint from among the members of the council a chairman of the council; but the council may appoint an acting chairman with power to act in the absence of the chairman, or in case the chairman is unable to perform his duties by reason of illness or for any other cause.

Chairman.

(5) Five members of the council present at a meeting thereof shall constitute a quorum.

Quorum.

(6) The council may appoint from among its members an executive committee, and such other standing or special committees as it shall deem necessary; and may prescribe the duties of any such committee.

Executive committee.

(7) Subject to this Act, the council may make rules governing the number of regular meetings, the place of meeting, the calling of regular and special meetings, and all other matters relating to its own proceedings and the performance of its functions; but the rules shall have no force or effect unless approved by order of the Lieutenant-Governor-in-Council.

Rules respecting procedure.

(8) The headquarters of the council shall be at the City of Winnipeg; and the council shall meet at such times and places as is provided in rules made under subsection (7) but not less than twice yearly, and shall also meet at any other time and place that may be fixed by the minister in a written notice sent by him to the members of the council.

Headquarters and meetings.

(9) The members of the council other than the director shall serve without remuneration; but there shall be paid to each member thereof such actual travelling and other necessary out-of-pocket expenses as may be approved by the Comptroller-General.

Payment of expenses.

(10) A secretary to the council, and such other officers, clerks, and employees, as may be deemed necessary for the purposes of the council, may, on the recommendation of the council, be appointed as provided in the Civil Service Act, and every person so appointed

Appointment
of staff
for council.

(a) shall, as may be prescribed by the Lieutenant-Governor-in-Council, discharge the duties of, and hold, any office authorized by law; and

(b) may be paid a salary or other remuneration as provided by law.

6. The council shall

Powers and
duties of
council.

(a) consider proposals by the National Council on Physical Fitness respecting the development of a programme for the promotion of physical fitness and recreation;

(b) report on the proposals to the minister and make recommendations to him as to how such proposals can best be applied in the province;

(c) recommend to the minister any other activities that would, in its opinion, promote physical fitness and recreation among the people of the province;

(d) recommend to the minister suitable persons who may be trained as teachers, lecturers, or instructors, in the principles of health education, physical education and recreation;

(e) consider proposals submitted to it by the minister and make recommendations thereon to him;

(f) perform such other duties for the purpose of this Act as may be designated by the minister; and may, on its own initiative, and shall, on the request of the minister, make investigations for the purpose of obtaining information that may assist in the promotion of physical fitness and recreation in the province; and shall report to the minister respecting the information obtained by any such investigation and as to its findings thereon, if any.

7. The council shall, through the director, on or before the thirty-first day of March in each year, submit a report to the minister upon all activities of the council during the last preceding calendar year which report shall be forthwith laid by the minister before the Legislative Assembly if then in session, and if not then in session, within fifteen days of the opening of the next session; and shall, at such other

Annual report
of council.

times as it deems advisable or whenever so required by the minister, furnish the minister with such information and reports as it considers necessary or as the minister may require.

8. An officer, who shall be known as: "The Director of Physical Fitness and Recreation for Manitoba", may be appointed as provided in The Civil Service Act; and he shall

(a) as may be prescribed by the Lieutenant-Governor-in-Council, discharge the duties of, and hold, any office authorized by law; and

(b) be paid a salary or other remuneration as provided by law.

9. The director shall be the chief executive officer of the council, and for the purposes of this Act shall exercise, perform, and discharge, such powers, rights, and duties, as may be conferred or charged upon him by this Act or any other Act, or by the minister.

10. (1) The minister, subject to the approval of the Lieutenant-Governor-in-Council, may, on behalf of the government, enter into an agreement with the Minister of National Health and Welfare, on behalf of the Government of Canada, covering any period, pursuant to any Act of the Parliament of Canada passed before or after the coming into force of this Act and the regulations made thereunder, whereby the Government of Canada will provide financial assistance to enable the Government of Manitoba to carry out the purposes of this Act.

Duties and powers of Director.
Agreement with Govt. of Canada.

(2) The minister, subject to the approval of the Lieutenant-Governor-in-Council, may, on behalf of the government, enter into an agreement with a municipality, or with an institution, association, or other organization, for promoting any of the purposes of this Act.

Agreement with municipalities.

11. All expenses of the council, and the salaries and expenses of the director and of the officers, clerks, and employees, of the council in any year shall be paid from and out of the Consolidated Fund with moneys authorized by an Act of the Legislature to be paid and applied for the purposes of this Act or for the promotion of physical fitness and recreation.

Expenses chargeable to Consolidated Fund.

12. (1) For the purpose of carrying out the provisions of this Act according to their intent, the Lieutenant-Governor-in-Council may make such regulations and orders as are ancillary thereto and are not inconsistent therewith; and every regulation or order made pursuant to, and in accordance with, the authority granted by this section shall have the force of law.

Regulations
and orders.

(2) Every regulation and order made under this Act shall be published forthwith in The Manitoba Gazette.

Publication.

13. (1) The following Acts are repealed:

Repeal.

(a) The Manitoba Physical Fitness and Recreation Act, being chapter 44 of the Statutes of Manitoba, 1945 (First Session).

(b) An Act to amend The Manitoba Physical Fitness Act, being chapter 45 of the Statutes of Manitoba, 1951.

(2) Notwithstanding the repeal of the Acts mentioned in subsection (1), The Physical Fitness and Recreational Council for Manitoba established under The Manitoba Physical Fitness and Recreation Act, repealed by this Act, shall continue and shall be the council under this Act, and the members thereof in office at the time this Act comes into force shall continue in office and be members of the council under this Act until such time as their successors are appointed under this Act.

Continuation
of Council.

14. This Act shall come into force on the day it receives the royal assent.

Commence-
ment of Act.

APPENDIX J

SYLLABUS OF PHYSICAL EXERCISES FOR SCHOOLS

PUBLISHED BY THE EXECUTIVE COUNCIL, STRATHCONA TRUST

GENERAL PRINCIPLES

The Object of Physical Training.

The object of Physical Training is to help in the production and maintenance of health in body and mind.

The conditions of modern civilisation with its crowded localities, confined spaces, and sedentary occupations; the increasing need for study and mental application; and the many social circumstances and difficulties which restrict opportunities for natural physical development, all require that children and young people should receive physical training by well-considered methods, not for the purpose of producing gymnasts, but to promote and encourage, by means of such training, the health and development of the body.

The purpose of Physical Training is not to fit the child to perform certain more or less difficult 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.

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THE APPLICATION OF PHYSIOLOGY TO PHYSICAL

EXERCISES

An important physiological effect of physical exercise is to promote the functional activity of the various parts of the body, either directly or indirectly. Increased activity will, within limits, produce increased efficiency. It is necessary to a right understanding of this matter, which lies at the foundation of the science of physical exercises, that brief consideration should here be given to the elements of physiology which are chiefly concerned. A subsequent section will deal with the application of this knowledge to the work of the Syllabus.

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GENERAL DIRECTIONS TO TEACHERS

Method of Giving the Lesson.

In order to obtain the best results from a lesson in Physical Training it should be rendered as enjoyable and interesting as possible to the children. This will depend partly on the selection of exercises, but also, to a very great extent, on the personality and methods of the teacher. Impatience on the one hand, and hesitation on the other, should be avoided, and, while cheerfulness is greatly to be desired, the manner should be firm and decided in order that discipline may be maintained.

Selection of Exercises.

With regard to the selection of exercises, a certain number of familiar movements which can be performed easily with energy and vigour should always be given. In addition, running and jumping and the various kinds of marches and games are always popular with the class, and are very valuable in re-awakening the interest of the children after comparatively dull or difficult exercises. New exercises should be judiciously introduced, but too much of the lesson should never be taken up with explaining and teaching fresh movements. A game should be introduced into every lesson, as far as possible, if only for a few minutes.

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APPENDIX K

C O P Y

December 3, 1956.

Premier Douglas Campbell,
Legislative Buildings,
Winnipeg, Manitoba.

Dear Sir:

In December, 1955, as a result of a continuous number of enquiries from all parts of the Province requesting professional leadership and program assistance, a Manitoba Recreation and Physical Education Committee was formed.

After due consideration, the consensus of opinion of this Committee, which represents both urban and rural groups, was that the facts regarding needs in the areas of physical education and recreation are not clearly enough known or understood to warrant definite recommendations at the present time. Rather, it was the unanimous opinion of the Committee that a study of Provincial needs in physical education and recreation should be made so that recommendations, based on actual fact, may be made.

It has come to the attention of the Committee that the Physical Fitness Division of the Department of National Health and Welfare has ~~no~~ necessary funds and personnel for such a study. A request for assistance from that Division, if deemed advisable, should however be made only at the provincial level.

Representatives of this committee would be glad to meet with you to discuss this matter further. I believe Mr. B. R. Wolfe, who is a member of this committee, has already mentioned this subject to you.

Members of this committee and the organizations they represent would be glad to co-operate with the Government to discover a solution to the problems facing physical education and recreation in the Province. A list of organizations interested and active in the work of the Committee is attached for your information.

Yours sincerely,

F. W. Kennedy, Ed. D.,
Chairman.

FWK/b

C O P Y

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MANITOBA PHYSICAL EDUCATION AND RECREATION COMMITTEE

February 27, 1957.

Dr. George F. Davidson,
Deputy Minister of Welfare,
Department of National Health and Welfare,
Ottawa, Canada.

Dear Mr. Davidson:

The Manitoba Physical Education and Recreation Committee has further considered the necessity for a comprehensive survey of provisions and needs in this Province. It is the unanimous opinion of the Committee that a study is of extreme importance and urgency.

The Committee, therefore, officially requests that the Department of National Health and Welfare undertakes the study through the Consultant Services of the Division of Physical Fitness.

The Manitoba Government has been asked to forward an official request for this assistance as well.

Yours truly,

F. W. Kennedy, Ed.D.,
Chairman.

FWK/b
Department of Physical Education,
Recreation and Athletics,
University of Manitoba,
Winnipeg, Manitoba,
Canada.

MANITOBA PHYSICAL EDUCATION AND RECREATION COMMITTEE

March 1, 1957.

The Hon. Douglas Campbell,
Province of Manitoba,
Legislative Building,
Winnipeg, Manitoba.

Dear Sir:

You may recall that on December 3, 1956, I wrote you, on behalf of the Manitoba Physical Education and Recreation Committee, concerning a proposed study to be carried out in the Province of Manitoba. It was noted that such a study might be carried out through the Consultant Services of the Physical Fitness Division of the Department of National Health and Welfare.

Subsequently an interview with the Honourable W. C. Miller and Honourable Robert Bend was arranged and the overall problem was discussed informally. Your Ministers evidenced interest in a new approach to the problem through which the physical fitness of the youth of the Province might be improved. It was also felt that a study which would highlight provincial needs and include recommendations as to the best method of meeting these needs would be beneficial. It was their recommendation, however, that the Committee should pursue further both the possibility and feasibility of the National Physical Fitness Division doing such a study.

On February 8, 1957 the Committee approached both the Honourable Paul Martin and his Deputy, Dr. George F. Davidson noting the need for a study and asking if this might be possible through that department. A reply from Dr. Davidson, February 11, noted their interest and asked that an official request be made. A copy of this letter is forwarded for your information.

An official request for the implementation of a study has been forwarded to the Department of Health and Welfare by the Manitoba Physical Education and Recreation Committee. We would now ask that the Government of Manitoba further consider the need for a study at this time and forward an official request to the Department of National Health and Welfare for their consideration.

I have reason to believe, Sir, that if an official request is forwarded to the Honourable Paul Martin from your government, the necessary assistance and technical leadership will be forthcoming. Such an arrangement would have considerable merit. However, if for any reason the Government of Manitoba would prefer not to request the services of the Department of National Health and Welfare, the Committee would ask that a grant be made available for a study. In this regard the Committee would assist in finding personnel to carry out the actual survey.

You may be assured that the members of the Committee, and professionals working in the related fields of physical education and recreation in the Province will assist in the study in any way possible.

I trust that you will give this request your sympathetic consideration.

Yours truly,

F. W. Kennedy, Ed. D.,
Chairman.

FWK/b

cc. Hon. W. C. Miller.
Hon. Robert Bend.

C O P Y

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March 7, 1957.

Honourable Paul J. S. Martin, P.C., Q.C., M.A., L.L.M.,
L.L.D., M.P.,
Minister of National Health and Welfare,
Ottawa, Canada.

Dear Dr. Martin:

The Manitoba Physical Education and Recreation Committee has requested the Department of National Health and Welfare to conduct a comprehensive study of Manitoba's needs in connection with physical education and recreation. The Committee has also asked that the Manitoba Government make an official request that this study be undertaken. After consideration, the Government is of the opinion that such a study would be very helpful and therefore officially requests that the Department of National Health and Welfare undertake this study through the Consultant Services of the Division of Physical Fitness.

The Manitoba Government would appreciate it very much if this assistance could be given.

Yours very truly,

"W. C. Miller"

W.C. Miller,
Minister of Education.