

The Evolution of Physical Education in Ontario Schools

An in Depth Look at Social, Cultural and Intellection Influences on Ontario's Physical Education Program

Theresa Lynch
Geoff Hughes
Stephen Jodouin
Dylan Wyatt
Stephen Duncan

CURR 335-001

Dr. Theodore Christou

Table of Contents

Introduction.....	3
Pre-History.....	3
1950s and 1960s.....	9
1970s.....	15
1980s.....	18
1990s and 2000s.....	21
Looking to the Future.....	26
Conclusion.....	32
Bibliography.....	35

Introduction

Physical fitness has been a focus of our society for decades, being physically active, looking physically fit and being in peak physical condition to perform is a major influence on the way we live our lives. Physical education is an essential, but contested subject in the school system. What to teach, how long to teach it for, and how many times it's needed in a week, are all issues that are debated about every year. Ontario's physical education curriculum has undergone a number of changes over the past few years, new programs, initiatives and theories about how to educate our kids to live a healthy and active life, while trying to prevent childhood obesity. There are many questions that surround Ontario's physical education curriculum, much like there are many questions about other subjects that are in our school system. Our physical education curriculum has been shaped by a number of social, cultural and intellectual influences that over the last century, and the many years before that, has changed the way we think and feel about the physical side of life. The evolution of physical education in Ontario has been shaped by a diverse range of influences; from early civilizations, to world wars, and social initiatives of the 20th century.

Pre-History

World History

The development of physical education worldwide is fascinating and follows a particular pattern. In most cases, physical fitness and skill was encouraged not

because it was deemed important for health but only because it was a necessity. However, in many cultures and civilizations, physical education and fitness was discouraged because of religion and belief. While there is a substantial amount of history worldwide that occurred before the 1950's, there was very little differentiation between a number of cultures and ancient civilizations. In fact, aside from the Greeks, there was not much development in the realm of physical education until the 19th century.¹

In most cases, physical education was taught from father to son, generation to generation, for the sole purpose of survival skills and military use.² Men specifically needed to be able to hunt, live on the run, and defend their people at a moments notice, and the only way to be prepared for that kind of life was to be physically prepared and trained. This was a necessity for many cultures, from the from the early humans of our pre-historic period who needed to be able to swim, climb, run and hunt, to the Romans of 146 B.C who needed men capable of fighting in the army.³ However, the idea of developing the body as a part of developing as a person, like we see in today's education, had yet to emerge, and was far from doing so. One of the reasons that physical education was not a part of many cultures before the modern era was it was not valued as much as intellectual strength. While many needed to be physically fit, those who were used to fill that role were part of the lower class in

¹ Perry B Johnson and Wynn F Updyke, *Principles of Modern Physical Education, Health and Recreation* (Toronto: Holt, Rinehart and Winston Inc., 1970), 45.

² Johnson and Updyke, *Principles of Modern Physical Education*, 47.

³ Fred L Martens, *Basic Concepts of Physical Education: The Foundations in Canada* (Illinois: Stipes Publishing Company, 1986), 117.

society.⁴ In China for example, work and exercise was not valued and was only encouraged for military purposes.⁵ This was something that occurred in a number of cultures, those who had intellectual strength were the valued and respected members of society. This is comparable to education today, as the focus on academic over athletics still exists, however it is a more balanced system since we know the importance of being physically fit and properly educated on how to take care of our bodies. Another reason why physical education, if it can even be called that before the modern era, was so limited was because of religion. Many cultures deemed physical activity to be a gateway to evil things, or just put more emphasis on developing the mind over the body.⁶ Religion was a large influence on determining the importance of physical education in several cultures. For example in India, games were prohibited and the only physical activity that was accepted was yoga, practiced by the hermits.⁷ The true values of many societies before the modern era were wealth, religion and tradition, and the only real use for physical activity was that of the military.

Before the 19th century, the only civilization to really teach and value physical education was the Greeks, specifically the Athenians of 600 B.C. They used physical education as a tool to develop the person as a whole and created wrestling schools

⁴ Earle F Zeigler, *Problems in the History and Philosophy of Education and Sport* (New Jersey: Prentice-Hall Inc., 1968), 23.

⁵ Zeigler, *Problems in the History and Philosophy of Education and Sport*, 25.

⁶ Martens, *Basic Concepts of Physical Education*, 118.

⁷ Martens, *Basic Concepts of Physical Education*, 120.

and the “gymnasia” for exercising.⁸ Physical development, in the eyes of the Greeks, was used for more than the sole purpose of survival, it was actually seen as a way to develop a strong and more importantly, a whole person. This is a similar look on our physical education today, we use physical development to build confidence and grow as a person. The Greeks set a lot of the basic standards that we use in physical education today. However, that knowledge and value was not immediately taken by all and physical education as a whole, along with all education took a hit during the dark ages when we saw a loss in education in general, but after Reformation, physical activity started to grow as an important part of life.⁹ While it was still considered a necessity for the military, the idea for developing the ‘whole’ man once again began to grow; the human anatomy was also beginning to be studied as the Middle Ages were coming to an end.¹⁰ Despite physical education being looked down upon for centuries by religion and status, physical education was beginning to be seen as more important for body condition, and the connections between physical activity and school life were beginning to be made around the 16th and 17th centuries.¹¹

Developing both a sound body and sound mind was beginning to be seen as equally important. Finally, in the 18th century and the beginning of the Modern era, Europe saw a surge of individuals who were developing physical education. Johann Friedrich Guts Muths who was known as the Father of Modern Physical education and with

⁸ Johnson and Updyke, *Principles of Modern Physical Education*, 48.

⁹ Earle F Zeigler, *A History of Sport and Physical Education to 1900* (Illinois: Stopes Publishing Company, 1973), 206.

¹⁰ Martens, *Basic Concepts of Physical Education*, 119.

¹¹ Karl W Bookwalter and Harold J VanderZwaag, *Foundations and Principles of Physical Education* (Toronto: W.B Saunders Company, 1969), 47.

health as the basic objectives, he education many in Germany for over 50 years.¹²

Aside from Germany, there were many European countries such as Denmark, France, England and Sweden that saw their own growth in the field of physical education, having a focus on health.¹³ The 18th century was able to take what the Greeks has started and bring attention to it on a large scale, this was crucial for the development of physical education in Canada and Ontario because that movement in Europe came over in Canada to begin the evolution of physical education earlier in the country's development.

Physical activity has always been seen during the history of humans, there were sports played, and people did hunt and fight, however the idea of developing the body and educating oneself about the benefits of physical fitness was not encouraged until the 18th century. Many of the developments that occurred worldwide had an enormous impact on how Canada's and more specifically, Ontario's physical education program became developed.

Canadian History

The development of physical education in Canada and Ontario happened early on in the country's history. The need for physical education, like so many countries and civilizations before came from a concern for defense. However, with the period of industrialization and urbanization, physical strength and fitness was needed in

¹² Zeigler, *A History of Sport and Physical Education to 1900*, 32.

¹³ Martens, *Basic Concepts of Physical Education*, 276.

order to help build and develop the Canada.¹⁴ The necessity of being physically active was very much present in Canada and Ontario from the beginning. What made Canada different however was that early on, the thought that physical activity could improve the quality of life made a significant impact on the curriculums of each province.¹⁵ Prior to World War 1, Egerton Ryerson was able to get gymnastic exercises implemented in the School program and early in Ontario's education history, drill and gymnastics formed the core of the physical education curriculum, which was still quite sporadic at this point.¹⁶ Funding was also provided from the federal government under the Strathcona Trust, which saw a nation wide contribution of \$500,000 get divided among the provinces to put towards funding physical education.¹⁷ With so many programs being started, there had to be more preparation and training for the teachers to be able to effectively teach physical education. In 1900, men were being trained to teach physical education programs, and soon after in 1901, women were doing the same.¹⁸ During both World War 1 and World War 2 there was obviously a real emphasis on physical education. Men needed to be trained and educated about how the body worked and Canada needed strong and fit men to be able to fight and win. This filtered down to the school curriculum created drastic changes to the old standards. Existing programs were completely revamped and physical education was begging to gain status throughout the

¹⁴ Martens, *Basic Concepts of Physical Education*, 279.

¹⁵ Zeigler, *A History of Sport and Physical Education to 1900*, 28.

¹⁶ Martens, *Basic Concepts of Physical Education*, 280.

¹⁷ Martens, *Basic Concepts of Physical Education*, 149.

¹⁸ Zeigler, *A History of Sport and Physical Education to 1900*, 34.

province and country, becoming a compulsory subject from grade 1 to 9.¹⁹ After recognizing the need for physical education early in its history, Canada had gone through the beginning stages of developing its physical education program. With the contribution of key individuals as well as two World Wars, there was the creation of a necessity for fitness in Canada and Ontario. Ontario also helped to set the standard for physical education as it was among the first provinces to support physical education, create programs in schools and make it a part of general education. Physical education has developed slowly over hundreds of years, with the Greeks leading the way, Europe and Canada was able to follow suit and successfully establish physical education in the school system. Canada had finished its beginning stages of program development by 1950 but there were still many more changes to go through before reaching the point it is at today.

The 1950s and 1960s

When looking at any subject within the field of education, it is pretty safe to assume that any topic being taught within our schools today has been subjected to many drastic changes throughout the course of history. Physical education has witnessed many different changes; mainly relating to themes and what was deemed “important”, in terms of what the students should be learning during a specific time frame. The 1950’s physical education curriculum in Canada revolved around analyzing, constructing, and developing tests, in which students needed to master in order to

¹⁹ Zeigler, *A History of Sport and Physical Education to 1900*, 35.

pass and achieve success. When comparing this to the curriculum in the 60's, where more theoretical concepts began to emerge, there was a shift from approaching physical education strictly from a physical standpoint, to creating an environment where it was more based around a personalized learning experience, and setting individualistic goals.²⁰ The 60's also saw a rise in things such as inclusiveness to those typically referred to as "unfit to participate" (mentally delayed), and developed a shift from the practice of isolationism, to one of cooperation and interdependence with both social situations and the community at large.²¹

It is imperative that we look at physical education as a two headed coin. On one hand you have the development and maintenance of physical characteristics i.e. strength, endurance, flexibility and balance. On the other side you have what is happening to this specific person as he or she develops such as: attitudes, interests, and social and emotional qualities.²² The following section of this paper will analyze the main differences between the 50's and 60's Canadian physical education requirements, why certain changes took place and ultimately who benefitted from these changes.

The main themes and principals of the 1950's physical education programs in Canada revolved around ideas such as prestige, personal performance, and exclusion of those who were not able to perform at the optimal level. During this time period there was an extremely strong emphasis that persons with physical handicaps should

²⁰ Robert D. Steadward, Garry D. Wheeler & E. Jane Watkinson, *Adapted Physical Activity* (The University of Alberta Press, 2003), 32.

²¹ Steadward et al; *Adapted Physical Activity*, 32.

²² Clyde Knapp & Patricia Hagman Leonhard, *Teaching Physical Education in Secondary Schools: A Textbook on Instructional Methods* (McGraw – Hill Inc, 1968), 75.

rarely ever be involved within physical activity and sports²³. “The 1950’s were plagued by the effects of physical educators to utilize new evidence in psychology and educational concepts to define the commitments of their field.”²⁴ Social unrest was beginning to occur between social educators who had a hard time trying to distinguish what was important, in terms of specific values being taught, compared to course material that revolved heavily around exclusion and prestigious goals. Many physical educators during the 50’s began to grow extremely weary of the constant fitness themes that were being preached to them and wanted to develop more social value aspects into their course curriculum.²⁵ It is important to know and understand that indirectly, through contributions to student well-being, physical education improves the success, happiness and overall enjoyment levels of boys and girls in all aspects of their school and social life.²⁶

Studies began to be developed in Canada that showed that no minority group was excluded within the school system more than children with intellectual disabilities. In the 1950’s studies began to show that children with intellectual handicaps were much less fit than their peers.²⁷ Questions began to emerge in the 50’s as to how do we get these marginalized participants involved in physical activity, and how can we ultimately restructure our own theories, and goals, to make sure that these participants are not singled out or left behind? In 1952, the term physical

²³ Steadward et al; *Adapted Physical Activity*, 30.

²⁴ Janet Felshin, *Perspectives and Principles for Physical Education* (The Ohio State University Press, 1967), 124.

²⁵ Felshin, *Perspectives and Principles*, 126.

²⁶ Knapp & Leonhard, *Teaching Physical Education*, 107.

²⁷ Steadward et al; *Adapted Physical Activity*, 32.

activity was more widely accepted. The use and development of this term meant that a broader and more inclusive view of physical involvement for persons with disabilities was becoming more and more widely accepted.²⁸ By the late 1950's major changes were beginning to emerge. No longer was physical education based solely around development of one's physical body, but major shifts were beginning to take place that revolved more around the development of one's social skills, and more importantly, ideas around inclusiveness.

“The role of physical education in all cultures and civilizations consistently reflects the special characteristics of the times.”²⁹ No more was this quote evident that during the 1960's in Canada. The 1960's Canadian physical education curriculum saw many changes, mainly in regards to the theoretical concepts that they began to preach and incorporate into their classes. The aims of physical education began to switch directions from the 50's (prestige, profits, publicity) towards the 60's where ideas surrounding needs, interests, and potentialities were much more evident.³⁰

John Dewey wrote in 1916 in *Democracy and Education* that “experience has shown that when children have a chance at physical activities which bring their natural impulse's into play, going to school is a joy, management is less of a burden, and learning is much easier.”³¹ These were some of the most important concepts that began to be implemented into the Canadian curriculum. It began to be understood, accepted and deemed significantly important to have those citizens who had been

²⁸ Steadward et al; *Adapted Physical Activity*, 30.

²⁹ Knapp & Leonhard, *Teaching Physical Education*, 78.

³⁰ Craig Davis, *Philosophies Fashion/ Physical Education* (Iowa: WM Brown Company, 1963), 11.

³¹ Felshin, *Perspectives and Principles*, 119.

previously excluded because of circumstances they could not control; at this point in time “retards”, were involved within a physical education setting. For students who are either typically referred to as normal or handicapped students, when utilizing physical education they begin to have more social contact and social interaction with their peers; they develop new interests, learn new skills, and develop the feeling that they are a unique individual.³² “All maturing young people face special problems; the retarded teenager is no exception.”³³ Although obviously these terms are no longer used in a school setting, textbooks or the general population at large, it is important to note the shift within the confines of physical education. Certain participants and educators went from being totally excluded and preaching the benefits of exclusion, to all of a sudden understanding the benefits that can occur when students are included and placed into physical education programs.

When looking at the role of the educators during the shift from the 50’s to the 60’s the results are also quite shocking. Where the role of the “gym teacher” in the 50’s was to produce top notch athletes who would go onto achieve great things within the field of athletics; the 60’s saw the teacher take on more of a nurturing role where their goal was to not only shape their students physical bodies, but their minds and social credentials as well. “Physical education must always aim to produce certain essential experiences which cannot be achieved consistently by any other subject. What other division of the curriculum can give every child the opportunity to

³² Bernice Wells Carlson & David R. Ginglend, *Recreation for Retarded Teenagers and Young Adults* (Nashville and New York: Abingdon Press, 1968), 23.

³³ Carlson & Ginglend, *Recreation for Retarded Teenagers*, 31.

feel the glorious experience of what R.T McKenzie called “the joy of effort.”³⁴ No longer was it acceptable for the teacher or educator to simply help the students achieve success on a sports platform; they wanted to help the children develop skills that would benefit them outside of the confines of the gymnasium. Understanding hard work, team effort, morals and encouragement all became important themes added into the physical education curriculum. Basic needs such as sharing interests, acceptance, encouragement, friendship and someone to listen to all became important concepts that were passed onto the students.³⁵

The information above paints a very vivid picture of the curriculum shift between the 50’s and 60’s with regards to the physical education requirements in Canada. Where the 50’s was built around creating more of an athletic approach, the 60’s was based around creating more of an inclusive environment for those that were typically excluded because of physical or mental disabilities. The 50’s physical education focused on creating athletic perfection and peak physical conditions. The 60’s in turn, revolved more around the social/educational benefits that could emerge when students took part in “gym class.” It is also extremely important to note that social values began to be taught in physical education and where ideas around acceptance began to become the most important. It is imperative to look at and understand physical education as a “field of action” in its effort to achieve and

³⁴ Davis, *Philosophies*, 11.

³⁵ Carlson & Ginglind, *Recreation for Retarded Teenagers*, 33.

acquire a meaning that is rarely found elsewhere or in any other subject that can be taught in our schools.³⁶

The 1970s

The 1970's saw a gradual increase in woman's participation not only in society, but sport as well. For example the National Conference on Women in Sport held in Toronto during the year of 1974 was conducted by the Fitness Amateur Sport (FAS). This conference suggested projects that would promote women's participation in sport.³⁷ The successes of Canadian female athletes in international competition such as Abbey Hoffman, Elain Tanner and Nancy Greene, as well as other female athletes from around the world during the 1976 Montreal Olympics provided a great tool for marketing women in sport. However, despite a rise in women's participation in sport on the international stage, there was a push for more female involvement in the physical education classes of Ontario. The Canadian Association for Health, Physical Education and Recreation (CAHPER), an organization for physical health educators in Canada (now known as Physical and Health Education Canada) was a constant advocator for equal opportunity for young women in physical education. Figure 1 shows the cover of a CAHPER journal circulated in 1973. In a 1975 issue of the CAHPER journal, author Audrey Bayles argued that equal opportunity must be made available to young girls in regards to activities, programs and facilities in her article entitled,

³⁶ Felshin, *Perspectives and Principles*, 5.

³⁷ Susan Vail, "What the Federal Government is Doing to Promote Women's Sport," *Canadian Women Studies* 4, no 3 (1983): 75-76.

“Now is the Time to Act, Not Opt Out!”³⁸ Prior to this 1975 issue, in 1972, Dr. G.A. Wearing of the University of Waterloo Physical and Health Education department wrote an article entitled, “Sex Differences in Health Knowledge, Behavior and Opinion of Health Instruction in a Coeducational Health Program,” which focused on how students in Ontario were grouped for health instruction. Wearing released a study which, “investigated variations in opinion of health classes and teachers, health knowledge, and health behavior between the boys and girls enrolled in health classes



Figure 1: Cover of a 1973 CAHPER Journal. "A CAHPERD Timeline: 1970's," Health and Physical Education Canada. www.phecanada.ca/75thanniversary/e/past/1970s.cfm (accessed November 3, 2012).

in secondary school after three year exposure to a coeducational program.”³⁹

Traditionally, physical education classes have been segregated by sex and this separation tended to carry-over to health classes as well. Coeducational programs, similar to today, were offered in upper year levels. The study of 1972 showed that separate

classes for boys and girls were the most common practice in Ontario schools. Wearing pointed to the

Ontario Department of Education for this segregation

as their Curricular I-29 of 1966, “Suggested that there courses be taught to boys and girls in separate classes.”⁴⁰ A survey of 100 physical educators in Ontario conducted

³⁸ Audrey Bayles, “Now is the Time to Act, Not Opt Out!,” CAHPER Journal 41, no. 5 (1975): 8-9.

³⁹ G. A. Wearing, “Sex Differences in Health Knowledge, Behavior and Opinion of Health Instruction in a Coeducational Health Program,” *University of Western Ontario* 1, (1972): 13-15.

by health educator Giles Gelinas showed that twenty-seven percent felt health education should be co-educational for all grades where as seventy per cent of teachers believed it should be coeducational in grades eleven and/ or twelve. Interestingly, this is still part of the current Health and Physical Educational curriculum in Ontario.

In 1973, a Swedish physiology professor by the name of Dr. Pre-Olaf Astrand claimed Canada's physical fitness programs were almost a complete failure.⁴¹ Furthermore a 1972 survey of 67,000 Canadians showed that eighty-eight percent of participants over the age of twenty-five were dedicating less than an hour per week to physical fitness.⁴² Soon thereafter health education became a priority at all levels of



Figure2:

ParticipACTION ad from the CAHPER Journal 1973
 "A CAHPERD Timeline: 1970's," Health and Physical Education Canada.
www.phecana.ca/75thanniversary/e/past/1970s.cfm
 (accessed November 3, 2012).

government in 1975 after Ontario's first Health Promotion Branch was instituted. In 1978 Canada signed the International Charter of Physical Education and Sport which explained "opportunities" as a basic human right. As a way to promote healthy active living ParticipACTION was formed by Sport Participation Canada in 1971 and the

⁴⁰ Wearing, 13.

⁴¹ Canadian Broadcasting Company, "CBC Digital Archives - Getting Physical: Canada's Fitness Movement - A Swedish land of fitness," CBC.ca - Canadian News Sports Entertainment Kids Docs Radio TV. <http://www.cbc.ca/archives/categories/lifestyle/fitness/getting-physical-canadas-fitness-movement/a-swedish-land-of-fitness.html> (accessed November 3, 2012).

⁴² Ibid.

organization was nationalized by the Federal Government in 1972.⁴³ Figure 2 demonstrates a common ParticipACTION ad distributed during this era.

Beginning in the 1970's ParticipACTION became renowned for television segments such as *Body Break* which provided quick recommendations for healthy active living as well as nutritional eating tips. ParticipACTION health messages were soon translated into classrooms across the country as the Canadian Standardized Test of Fitness (CSTF) was introduced. The CSTF, introduced in 1979, was, "Designed to provide a simple, safe and, standardized approach to assess health-related fitness, with comparative norms for Canadians fifteen to sixty-nine years of age."⁴⁴ Studies since the implementation of such physical tests in schools such as the one conducted by American Alliance for Health, Physical Education, Recreation and Dance suggests that health-related physical education may have favorable effects on student's academic achievement.⁴⁵

The 1980s

The 1980's witnessed a decrease in emphasis on physical education. As a way to counteract this issue, CAHPERD began Quality Daily Physical Education (QDPE) during the later part of the decade. The QDPE offered a variety of learning

⁴³ "About – Participaction," *ParticipACTION – Where Canada Gets Moving – Participaction*, <http://www.participaction.com/about/> (accessed November 2, 2012).

⁴⁴ Robert Daniel Steadward, E. J. Watkinson, and Garry David Wheeler, *Adapted physical activity*, Edmonton: University of Alberta Press, 2003.

⁴⁵ James F. Sallis, Thomas L. McKenzie, Bohdan Kolody, Michael Lewis, Simon Marshall, and Paul Rosengard. "Effects of Health-Related Physical Education on Academic Achievement: Project SPARK." *Research Quarterly for Exercise and Sport* 70, no. 2 (1999): 127-134.

opportunities to all students on a daily basis.⁴⁶ The purpose of this program was to make physical education a more important issue across Canada. The QDPE addressed four ways to achieve this goal which were too, “create an awareness program, provide leadership in promoting awareness in cooperation with provincial physical education groups, to identify and provide resources for leaders to implement quality



Figure 3: Health Spell flyer from 1988. Government of Ontario, “Health Promotion in the Modern Era: 1974 and Beyond,” Archives of Ontario, <http://www.archives.gov.on.ca/english/on-line-exhibits/health-promotion/modern-era.aspx> (accessed November 4, 2012).

programs, and to recognize excellent programs across Canada.”⁴⁷ Large-scale health-promotion campaigns were also very prominent throughout the 1980’s and perhaps played a role in the launch of the QDPE. Figures 3 and 4 are examples of some of the types of flyers and pamphlets consistently distributed by the Ministry of Health during the 1980’s. In 1986, the Ottawa Charter for Health Promotion was produced which established the ground work for health promotion over the next two decades in Ontario, Canada, and the

world. The objectives of the Charter were to, “achieve health for all by the year 2000 and beyond,” and promoted the idea of, “health as a positive concept that governments and individuals needed to work together toward, through progressive

⁴⁶ Editorial, “Quality Daily Physical Education,” *CAHPER Journal* 1 (1987): 4-6.

⁴⁷ Editorial, 4.

policy initiatives and personal effort. It was an all-encompassing view that promoted good health as the basis of social progress.”⁴⁸

In the later part of the decade the issue of AIDS came to face school districts in Ontario. According to Helen Jefferson Lenskys, author of, “Clinically Correct? AIDS Education in Ontario in the 1980’s and 1990’s,” while some sex education was

provided by publicly funded school boards,

“public health departments did important

AIDS prevention education in the schools

including the distribution of print

materials.”⁴⁹ Furthermore, some Ontario

school boards used community-based AIDS

prevention organizations as tools for

educating students, as well as distributing

ACT materials including publications for gay

youth. As a focus on health education rose, the

emphasis on physical declined. For instance,

Ontario withdrew minimum requirements in the

physical education curriculum in 1988, the

average Canadian minimum time requirement reduced as did the hiring of physical

education specialists. Slowly, Health and Physical Education took a backseat to other



Figure 4: Eat Sensibly folder from 1988. Government of Ontario, “Health Promotion in the Modern Era: 1974 and Beyond,” *Archives of Ontario*, <http://www.archives.gov.on.ca/english/on-line-exhibits/health-promotion/modern-era.aspx> (accessed November 4, 2012).

⁴⁸ Government of Ontario, “Health Promotion in the Modern Era: 1974 and Beyond,” *Archives of Ontario*, <http://www.archives.gov.on.ca/english/on-line-exhibits/health-promotion/modern-era.aspx> (accessed November 4, 2012).

⁴⁹ Helen Jefferson Lenskys, “Clinically Correct? AIDS Education in Ontario in the 1980’s and 1990’s,” *CBMH/BCHM* 24, no. 2 (2007): 403-421.

school disciplines and more disastrous cut backs began to take shape into the following decade.

The 1990s and 2000s

It's just not gym anymore.⁵⁰ Physical Education in Ontario has progressed to a program beyond the motor skills and sports activities to include physical fitness in a variety of subsections. Physical education at the secondary level has expanded to encompass the sports, physical skills, but also student understanding about a variety of life choices that impact healthy living.

The 1990s in physical education are defined by an unravelling system. While the statistics and research were pushing for more physical activity in the daily routines of youth, the practice, handed down by the Provincial government produced a wide scale cut back on programs supporting physical education. The systems supporting physical education began to enter a crisis in 1996.⁵¹ This year was host to massive cutbacks to Sport Canada, ParticipACTION Canada as well as provincial programs. Both the Recreation Centre and Canadian Sport were disbanded at this time. These funding cuts set off a spiralled decline of reduced opportunities at all levels. This change to funding would be reflected in the direction given within Phys-

50 Bane McCracken, *It's Not Gym Anymore: Teaching Secondary School Students How to Be Active for Life* (United States, 2001), 7.

51 Physical & Health Education Canada, *Secondary, Education Resources* < www.phecanada.ca >

Ed classes.⁵² These federally funding programs struggled through cutbacks and setbacks which would funnel down to the education level within public schools.

The introduction of the Daily Physical Activity (DPA) in elementary schools has promoted a focus toward getting students moving, there has been no parallel program implemented into the secondary schools.⁵³ This system promotes student learning about physical activity only until the 9th grade. The initiative for healthy and active living does not expand into the secondary school system. In Ontario Secondary schools, the required credits in health and Physical Education boil down to only one credit which can be completed over the four years. This means, that in a semestered school, the only allocated time for physical education would be one credit a day for half the year. The greatest issue facing physical education in the secondary institutions is time allotted in the curriculum for this subject. Particularly after the elimination of OACs in 1999, the four year high school system forces students to streamline their course choices earlier on in order to fit in all required credits for the Ontario Secondary School Diploma. The need for physical activity has been both proved and documented repeatedly over this twenty year period, with facts that are not reflected by the curriculum requirements.

The 1999 curriculum document emerged as an adaptation to the new four-year high school plan. This curriculum reflects many of the important movements in physical education over the 1990s, however the document has not been updated

⁵² McCracken, *It's Not Gym Anymore*, 22.

⁵³ Physical & Health Education Canada.

since.⁵⁴ This is the most current curriculum, and also stands at the oldest, arguably most out of date secondary curriculum. The courses are all offered at the open level and are meant to be accessible to all students, providing the teacher with the opportunity to make specific accommodations.

The curriculum at both the nine and ten grade levels is divided into four different strands: physical activity, active living, healthy living and living skills. These strands offer a unique set of specific and overall expectations, and are related in ways that allow for cross-over in the actual phys ed. class.⁵⁵ Physical activity is the focus on students' individual motor skills, helping the students to learn and participate in movement activities. Active living is a combination of participation in the class, safety awareness, and personal physical fitness. The idea behind active living strand is to enrich students knowledge of sport and recreation. Healthy living is a focus on healthy growth for each individual by increasing their knowledge and understanding of sexuality, mental health and personal safety. This strand encompasses sexuality and safe practices, substance use and abuse as well as healthy eating. The final strand is living skills which develop a strong “sense of self” for each student.⁵⁶ This strand focuses on students' developing their abilities related to interpersonal skills, social skills, conflict resolution as well as decision-making processes in mediums which are most applicable and appropriate to the issues faced by adolescents in this period.

54 Ontario Ministry of Education. *The Ontario Curriculum Grades 9 and 10: Health and Physical Education*. (Ontario, 1999), 4.

55 Ibid., 6.

56 Ibid., 11, 16.

The senior courses in physical education provide opportunity for a more in depth exploration of active living and exercise. The strands are divided in four ways for the senior courses available.⁵⁷ The grade 11 and 12 Healthy Active Living Education follows the same strands and structure as their intermediate counterparts. These are both open courses, well the other credits differentiate into University or College Preparation. Grade 11 Health for Life focuses on each student developing a personalized plan for healthy living, comprised of eating habits, active lifestyle and a positive self-image.⁵⁸ There are three other strands, all offered at the grade 12 level. The first, Healthy Active Living Education is a focus on personalized approaches to active living through sports and recreational activities that students can continue into their adult lives.⁵⁹ The second course is exercise science. This course focuses on the effects of physical activity while studying the movement of human systems and the role of physical activity in society.⁶⁰ The final credit offered is Recreation and Fitness Leadership (grade 12) which guides students through developing leadership skills related to recreational activities.

Progressing into the 2000s, statistics and research on healthy living in Canada began to prompt a variety of new legislation in the area of sports and physical activity. The first outcome of this research came in April 2002 with the release of the Canadian Sport Policy.⁶¹ This agreement, signed by provincial and federal

57 Ontario Ministry of Education. *The Ontario Curriculum Grades 11 and 12: Health and Physical Education*. (Ontario, 1999), 7.

58 Ibid., 13.

59 Ibid., 18.

60 Ibid., 24.

61 Public Health Agency of Canada. *Canadian Sport Policy*. www.publichealth.gc.ca

governments set out the Priorities for Collaborative Action. These goals were divided into enhanced participation, excellence, capacity and interaction. They were designed to be met by 2012. Enhanced participation put a major priority on reviving the physical education in the school system, in efforts to significantly increase the proportion of Canadians involved in sport activities. Excellence was a focus on expanding the pool of Canadian athletes, to draw from all segments of society. A system continually modernized would mold and change to meet the needs of capacity. Finally, the policy set fourth to focus on collaboration across the stakeholders in the sport system.⁶²

The following year fell witness to another parliamentary movement, Bill C-12: The Physical Activity and Sport Act. Formed out of the “Fitness and Amateur Sport” bill, “physical Activity and Sport” was proclaimed in Parliament in march 2003.⁶³ The objectives for physical activity were to encourage all Canadians to improve health by integrating PA into their daily lives. There was a focus on removing barriers that prevent people from being active. This Bill C-12 was directly applied in Ontario with the introduction of Daily Physical Activity (DPA), but again this movement only has an impact on students in the elementary schools, not following through into secondary education.

While the new millennium sounded promising and a successful move into the future, the responsibilities for sport and fitness were split across multiple ministries and both levels of government. The funding by Canadian government overall was

⁶² Ibid., Public Health Agency of Canada.

⁶³ Canada, *The Physical Activity and Sport Act*, 2003.

still behind that of countries which traditionally compete with Canada. Broadly based physical activity did not receive any new money, and very little support for capital construction. Physical and psychological contribution of exercise have received tremendous support.⁶⁴ This combined with the long-term health risks associated with inactivity clearly explains the critical role of daily activity in a child and youth development. Not only does this physical activity actively aid physical development, but it also supports improved cognitive and psychological development. This evidence presses for ongoing physical activity in the school system, but at the end of 2009, the Ontario curriculum remained unchanged from the decade before.

Looking to the Future

In Ontario, the past of physical education up until the 1990's seemed to provide a positive indicator of its direction. Programs and curriculum began to be changed and modified to ensure groups that had previously been excluded were allowed to participate. Physical Education began to promote a more holistic view of health, with physical education being as important as mental health and a healthy lifestyle. Social, cultural, and political factors have all played a role in the development of the physical education programs in secondary schools.

The current Ontario curriculum is currently 13 years old and hopelessly out of date because of the many new issues cropping up in society which can be attributed to new technology. As all of the Ontario curriculums have been updated from 2008

⁶⁴ People for Education. *The Annual Report on Ontario's Public Schools: Physical Education*. (2008) www.peopleforeducation.ca

to the present or are due to be updated in the next few years, Physical Education is falling far behind. A new curriculum was developed and ready to be implemented in 2009/2010 for both elementary and secondary schools but was cancelled because of the protests of a small minority of people. This new curriculum document was set to address new issues facing the health of students such as the impact of relationships on students' health, mental health, cyber bullying and safety, physical fitness, and obesity.⁶⁵ The controversial area of this curriculum document was in the sexual education area where it was set to introduce homosexuality as a normal part of life.⁶⁶ Much of this controversy revolves around the elementary curriculum because of several items including the suggestion that teachers could "discuss 'invisible differences', including gender identity and sexual orientation, in an effort to reflect the fact that more and more students have same-sex parents".⁶⁷ Other topics of controversy include the introduction of the topic of puberty in the 4th Grade to reflect the fact that some children are reaching puberty at a younger age and it is important to educate children on why their bodies are changing, which means an introduction to more explicit descriptions of these changes.⁶⁸ Other issues raised include the

65 James Mandigo, "Shelved Curriculum puts students in peril, Health, Physical Education program is vital to Ontario's students", thespec.com, The Spec, <http://www.thespec.com/opinion/columns/article/820669--shelved-curriculum-puts-students-in-perilhealth-physical-education-program-is-vital-to-ontario-s-students>

66 Globe and Mail, "Sex Curriculum is about tolerance, not mechanics", theglobeandmail.ca, The Globe and Mail, <http://www.theglobeandmail.com/commentary/editorials/sex-curriculum-is-about-tolerance-not-mechanics/article4315980/>

67 Kate Hammer and Karen Howlett, "Ontario to introduce more explicit sex education in schools", theglobeandmail.ca, The Globe and Mail, <http://www.theglobeandmail.com/news/national/ontario-to-introduce-more-explicit-sex-education-in-schools/article4315814/>

68 Hammer and Howlett, "Ontario to introduce more explicit sex education in schools"

discussion of masturbation in the 6th Grade as well as vaginal and anal sex in the 7th Grade.⁶⁹ These issues have delayed the introduction of the new Physical Education curriculum with the elementary curriculum currently implemented without the Sexual Health section and the secondary curriculum still shelved.⁷⁰

The current updated curriculum documents have been shelved because of the protest of a minority within Ontario. Some conservative groups, mostly Christian and Muslim groups, object to the sexual development section of the document because of their religious beliefs.⁷¹ Some religious figures object to the inclusion of some of these issues because they will “... end up infringing on [students’] thought processes and their desires and ability to make correct choices”.⁷² Some of these groups have accused Dalton McGuinty of “... listening to ‘special interest groups with an agenda’, including former education minister Kathleen Wynne, who is openly gay.”⁷³ While the government has responded debunking this belief, it has stated that it has belief in its teachers to present this information in a responsible manner and that children need to get the correct information instead of possible seeking out and finding incorrect information on their own.⁷⁴ In response to these criticisms of the new sexual education section, educators have spoken out. One psychiatrist at the Hospital for

69 Louise Brown, “Ontario Health Curriculum Slammed: Province urged to update mental health, sex-ed programs in wake of teen suicide,” *Toronto Star*, Oct. 17, 2012

70 Mandigo, “Shelved Curriculum puts students in peril”

71 Globe and Mail, “Sex Curriculum is about tolerance, not mechanics”; Kate Hammer and Karen Howlett, Globe and Mail. “Muslims, Christians challenge Ontario’s more explicit sex ed”, [theGlobeandMail.ca](http://www.theglobeandmail.com/news/politics/muslims-christians-challenge-ontarios-more-explicit-sex-ed/article4189246/), The Globe and Mail, <http://www.theglobeandmail.com/news/politics/muslims-christians-challenge-ontarios-more-explicit-sex-ed/article4189246/>

72 Globe and Mail, “Sex Curriculum is about tolerance, not mechanics”

73 Hammer and Howlett, “Ontario to introduce more explicit sex education in schools”

74 *ibid*

Sick Children raised some important concerns in that,

“... [a] group of Grade 8 girls at a Toronto school a few years ago were running a little lunchtime business giving Grade 8 boys oral sex for money. The girls thought if they had toothpaste in their mouth while they gave oral sex they wouldn't get AIDS - as if the boys had AIDS, and as if toothpaste would prevent it. Thank God for the teachers who quietly disbanded the operation; but we can't let a small number of critics keep kids from getting the accurate information they need to make better decisions”.⁷⁵

A professor at Queen's University, John Freeman, warned that children could miss learning about mental health because it currently is only taught at the Grade 11 and 12 level but most kids stop taking Physical Education at Grade 9 or 10.⁷⁶ The Ontario government has shelved a very important piece of curriculum because of the protest of a minority despite the fact that it “involved input from principals and teachers in both the Roman Catholic and public school boards as well as parent groups and public health units in the province”.⁷⁷

Other groups have also raised concerns regarding the future of Physical Education in Ontario. The government itself has even made some strides in its development. The most recent was the introduction of anti-concussion legislation which makes it mandatory to teach students about the dangers and symptoms of concussions as well as to ensure student athletes are properly protected.⁷⁸ In other areas, school boards have taken it upon themselves to develop new courses because the current set of courses in the curriculum is not working to keep students

75 Brown, “Ontario Health Curriculum Slammed”

76 ibid

77 Hammer and Howlett, “Ontario to introduce more explicit sex education in schools”

78 Tanya Talaga, “Anti-concussion legislation coming to Ontario”, thestar.com, The Star, <http://www.thestar.com/news/canada/politics/article/1141674--anti-concussion-legislation-coming-to-ontario-schools?bn=1>

interested after grade 9. In the Essex school board, there has been a shift towards individual sports and activities such as golf, yoga, squash, and bowling.⁷⁹ This has resulted in a 20% increase in the number of students taking Physical Education after grade 9 and has also increased the participation of girls in Physical Education as they seem to engage more in these activities and sports.⁸⁰ Other areas of research have shown that some advancements in technology we thought might have aided in the physical health of children are not having the impact it was believed they would. This is the case with active video games using motion based sensors such as the Wii or Xbox Kinect. A study performed by Baylor University of 78 children has shown "... there was no evidence that children receiving two active video games and the peripherals necessary to run them were any more active over a 12-week period than those who received two inactive video games".⁸¹ Children either did not play the games on their own intensely enough, or moved less at other times in the day which ended up compensating for their earlier activities.⁸² Other recommendations have come forth to the Ontario government regarding the introduction of mandatory Physical Education all the way through until Grade 12 but the government has so far decided not to attempt to do so.⁸³ Organizations such as the Ontario Medical Association have called for this as well as the "development of food skills as a

79 CBC News, "Gym Class with yoga, pilates increases participation 50%", cbc.ca, CBC News, <http://www.cbc.ca/news/canada/windsor/story/2012/06/05/wdr-phys-ed-essex-high-yoga-pilates.html>

80 ibid

81 CBC News, "Active Video Games fail to improve Kid's fitness", cbc.ca, CBC News, <http://www.cbc.ca/news/health/story/2012/02/27/video-games-fitness.html>

82 CBC News, "Active Video Games fail to improve Kid's fitness"

83 Canadian Press, "Horwath supports mandatory phys ed through Grade 12", cbc.ca, CBC News, <http://www.cbc.ca/news/canada/toronto/story/2012/03/20/ontario-mandatory-physical-education.html>

compulsory component of elementary and secondary curricula, so young people are 'competent in food preparation'".⁸⁴

Physical Education in Ontario looks to be promising if the government is able to implement the policies and documents that are designed by experts and address the needs of children. Currently, this is not the case as teachers are using an outdated curriculum and are forced to create their own resources or even full units to deal with issues students are facing. Groups in the minority who object to specific sections of curriculum and the government not willing to go forward in the face of even minor protest is hampering the ability of teachers and parents to help children deal with many of the new issues being brought up in today's society. Physical Education in the future looks to branch out and become a very interdisciplinary subject that will incorporate not only physical activity but mental health, safety and security, and even food preparation as a part of its curriculum. Support for mandatory Physical Education all the way through secondary school looks to be gaining support as the numbers of children who are overweight or obese continue to rise. A more holistic approach to Physical Education is being called for, one that considers physical, mental, and in some cases (Catholic schools) spiritual well-being as all having an impact on children. Combining this into Physical Education along with taking Physical Education throughout their entire time in secondary school would mean students would emerge as individuals who know how to take care of their body in terms of physical activities. It would also provide a basis for a healthy lifestyle that includes

84 *ibid*

how to prepare good meals, taking care of their bodies physically, and knowing what options are available to get help for any physical and mental problems. In the future, this can only benefit students as they become more well-rounded individuals as a result.

Conclusion

Ontario has experienced many different phases of physical education throughout its history. As cultural values change, so does the content of the programs. Along with cultural influences, political and economic factors are also reflected in what is incorporated into curriculum in physical education. Some parts of physical education have not changed significantly while others have changed radically.

Physical Education in the province has gone through many phases to become what it is today. It has continuously strived to become more inclusive and encompass everyone to ensure that all students have access and knowledge of physical activities. In the 1950s and 60s, students classified as 'retarded' or with some type of development issue were incorporated into physical education. This continues with many students with some type of learning or development disability being active participants and well integrated into the class' social structure, often being a centre point for the students in regards to learning fair play and teamwork. The 1970's saw the inclusion of female participation in sports and physical activity as well as debate surrounding segregation of genders in physical and health education. This decade

also brought in the fitness testing that still continues to this day in many physical education courses. In the 1980's and 90's, physical education began to lose prominence and programs struggled because of funding cuts, a trend which still continues.

While many things have changed, some have stayed the same. Segregation of genders for physical and health education is still common in grades 9 and 10 while most upper year (11 and 12) courses are co-ed because of enrollment numbers. Fitness testing and an emphasis on team sports is also still an important part of the grade 9 and 10 phys. ed. courses. These trends seem like they will most likely stay the same with perhaps some small changes in the amount of team sports occurring in phys. ed. in the future.

The overall future of Physical Education in Ontario may be a bright one, considering that new curriculum was developed with many experts being able to aid in the writing of it. Teachers and school boards are continuously experimenting with new ways to modernize physical education courses as the current curriculum cannot address some of the challenges faced by youth today. Despite the limbo that current physical education teachers are stuck in because of the outdated curriculum, they are still able to create meaningful and relevant units within their courses to help students. Many organizations and programs are striving to make physical education a more holistic discipline and help prepare students to live healthy after leaving high school and being out on their own. If this approach is to be incorporated into physical education the provincial government needs be strong enough to implement these

suggestions into the curriculum despite minor protests. If this is done, the future of physical education in Ontario will be one of innovation and leadership in the world. If this does not happen, it may very well continue to be in limbo with an outdated curriculum that teachers will teach less and less as they develop their own resources and courses to help their students be healthy and productive people.

Annotated Bibliography

Bayles, Audrey. "Now is the Time to Act, Not Opt Out!." CAHPER Journal 41, no. 5 (1975): 8-9

In her article, "Now is the Time to Act, Not Opt Out!" from 1975 Bayles discusses the themes of equal pay, equal rights and equal opportunities for female students participating in physical education and women educators involved with the subject. She argued that women deserve equal opportunity in all aspects of physical education.

Bookwalkter, Karl W., and Harold J. VanderZwaag. *Foundations and Principles of Physical Education*. Toronto: W.B Saunders Company, 1969.

This book looks at the philosophical, historical, psychological, sociological and other foundations of physical education. The authors look at the profession of physical education and how it has grown. This book helps to establish what factors influenced the evolution of physical education.

Brown, Louise. "Ontario health curriculum slammed: Province urged to update mental health, sex-ed programs in wake of teen suicides across Canada." Toronto Star, Oct. 17, 2012

This article raises the issue that the current curriculum does not come close to providing what is needed for childrens' mental health and that introduce this in the younger grades is important because of how children are developing earlier and need to know this information

Canadian Press, "Horwath supports mandatory phys ed through Grade 12", cbc.ca, CBC News, <http://www.cbc.ca/news/canada/toronto/story/2012/03/20/ontario-mandatory-physical-education.html>

This article brings up the issue of whether Ontario should introduce mandatory physical education throughout secondary school. It also raised some reports that organizations have done that support this idea and give other ideas to incorporate into phys. Ed. to better prepare children for the future.

CBC News, "Active Video Games fail to improve Kid's fitness", cbc.ca, CBC News, <http://www.cbc.ca/news/health/story/2012/02/27/video-games-fitness.html>

This is useful as it shows how studies have found that active video games cannot replace actual physical activity for children. A growing trend has

been to attempt to get children to play games on the Wii and Kinect to engage students in physical activity but it does not seem to work.

Canadian Broadcasting Company, "CBC Digital Archives - Getting Physical: Canada's Fitness Movement - A Swedish land of fitness," *CBC.ca - Canadian News Sports Entertainment Kids Docs Radio TV*.
<http://www.cbc.ca/archives/categories/lifestyle/fitness/getting-physical-canadas-fitness-movement/a-swedish-land-of-fitness.html> (accessed November 3, 2012).

The CBC digital archives supplied a radio clip of a Swedish physiology professor by the name of Dr. Pre-Olaf Astrand who discussed the physical fitness habits of Canadians. Astrand's comments regarding the inadequacy of Canadian physical fitness programs and the alarming results of a random survey about selected leisure time activities of Canadians influenced a more rigorous campaigning approach surrounding physical fitness in Canada.

CBC News, "Gym Class with yoga, pilates increases participation 50%", *cbc.ca, CBC News*,
<http://www.cbc.ca/news/canada/windsor/story/2012/06/05/wdr-phys-ed-essex-high-yoga-pilates.html>

This article highlights how teachers and school boards have begun to change and modify courses and curriculum to meet the needs of children. It addresses how changing values and interests need to be reflected in the curriculum and course selection.

Carlson, Bernice Wells & Ginglend R. David. *Recreation for Retarded Teenagers and Young Adults*. Nashville & New York: Abingdon Press, 1968.

This source did a wonderful job at analyzing and giving specific examples of the types of theories and practices that became more widely accepted and put into action in the latter half of the 1960's. Specifically in relation to inclusiveness to those who were previously excluded because of their mental and physical disorders. This source underlined major curriculum shifts, and activities that became more accepted in order to make sure everyone was included in physical education, despite their physical ailments.

Davis, Craig Elwood. *Philosophies Fashion/Physical Education*. Iowa: WM. C Brown Company, 1963.

This source was utilized and valued because of its overwhelming emphasis and core beliefs as to what "physical education" actually is. The text

examines different time frames and how physical education was valued in relation to different culture settings however, ultimately arrives at the same conclusion that it should revolve around the bettering of one's self, not just in terms of physical attributes but spiritual gains.

Editorial, "Quality Daily Physical Education," *CAHPER Journal* 1 (1987): 4-6.

This CAHPER Journal from 1987 provided quality information regarding CAHPERS attempt to make physical education a more important issue in Canada at a time when emphasis on the subject was decreasing. It discussed the goals and objectives of Quality Daily Physical Education which was introduced in schools to create more opportunity for students on a daily basis.

Felshin, Janet. *Perspectives and Principals for Physical Education*. The Ohio State University Press, 1967.

Perspectives and Principals for Physical Education's greatest quality was its ability not only to demonstrate the importance of physical education, in terms of one's own health, but the importance of physical education and the benefits it can bring to other areas of one's own life. Themes such as improvement in social situations, increased motivation, increased self-esteem, and improved marks in other areas of academics were all areas that were drastically enhanced because of physical education. This source touched on many key areas previously left out in our research.

Globe and Mail, "Sex Curriculum is about tolerance, not mechanics", [theglobeandmail.ca](http://www.theglobeandmail.ca), The Globe and Mail, <http://www.theglobeandmail.com/commentary/editorials/sex-curriculum-is-about-tolerance-not-mechanics/article4315980/>

This is an opinion piece regarding the sexual health section of the new curriculum and why it is important to include it in Physical Education. It raises what some people have objections to and tried to refute those objections.

Government of Canada: Department of Justice. *The Physical Activity and Sport Act*, 2003.

Available online at www.laws-lois.justice.gc.ca/eng/acts/P-13.4/index.html

The goal of this Act was to deal with the problems and limitations for Canadians in integrating healthy fitness and physical activity into their lives. The policy plans to try and reduce barriers faced by Canadians that prevent Canadians from being active.

Government of Ontario, “Health Promotion in the Modern Era: 1974 and Beyond,” Archives of Ontario, <http://www.archives.gov.on.ca/english/on-line-exhibits/health-promotion/modern-era.aspx> (accessed November 4, 2012).

This website touched on health promotion campaigns, initiatives and directives in Ontario from 1974 to the modern era. It provided a specific example about the Ottawa Charter for Health Promotion in 1986 which set the criteria for health promotion in Ontario for the following decades. It also provided images of common brochures and pamphlets addressing the issue of AIDS that surfaced dramatically in the 1980s as well as illustrated what a typical cover page of the CAHPER Journal appeared as throughout the 1970s.

Hammer, Kate and Karen Howlett, Globe and Mail. “Muslims, Christians challenge Ontario’s more explicit sex ed”, <http://www.theglobeandmail.com/news/politics/muslims-christians-challenge-ontarios-more-explicit-sex-ed/article4189246/>

This is an article about the main groups that protested against the new curriculum and what they were planning to do about it.

Hammer, Kate and Karen Howlett, “Ontario to introduce more explicit sex education in schools”, <http://www.theglobeandmail.com/news/national/ontario-to-introduce-more-explicit-sex-education-in-schools/article4315814/>

This article explains what some of the new items in the sexual health section of the curriculum are. It also raised some people’s objections but provided for responses from the government.

Johnson, Perry B., and Wynn F. Updyke. *Principles of Modern Physical Education, Healthy, and Recreation*. Toronto: Holt, Rinehart and Winston Inc., 1970.

While this book focuses a lot on the actual make up of the body and how physical activity effects it, there is a large focus on how physical education has been influenced by our knowledge of the body. There is a history that the book covers which talks about a number of professions that deal with the human body, including physical education. This source helps to answer questions about why physical education has been important based on what we have known about the human body.

Kleinman, Isobel. *Complete Physical Education Plans for Grades 5 to 12, Second Edition*, Windsor, ONT: 2009.

This resource for teacher provides lesson plans, covering fitness, movement, organized sports and dance. This resource has ready-to-use assessment tools to monitor student development. The purpose of this book was to help teachers engage students more effectively into the enjoyment behind physical education, while providing a balanced program for all students in the class and addressing the needs of each individual.

Knapp, Clyde & Leonhard Patricia H. *Teaching Physical Education in Secondary Schools: A textbook on Instructional Methods*. McGraw – Hill Inc. 1968

Information pertaining directly to the physical education curriculum expectations with regards to the 1950's was extremely difficult to find. This source gave an excellent breakdown of key situations, events and themes that molded how the 50's curriculum expectations were shaped, and more specifically what was wrong with them and how they needed to be fixed. Themes such as exclusion, lack of inclusiveness and a constant emphasis on personal gain and prestige were all too evident. These were only a few of the issues addressed in this book, many more could be analyzed.

Lenskys, Helen Jefferson. "Clinically Correct? AIDS Education in Ontario in the 1980's and 1990's," *CBMH/BCHM* 24, no. 2 (2007): 403-421.

This article reviewed Canadian and United States AIDS prevention initiatives during the 1980's and 1990's. Lenskys discussed how the issue of AIDS was addressed in Ontario schools during the 1980's and explained how public health departments and community-based AIDS prevention organizations played a significant role in educating public school students.

Mandigo, James. "Shelved Curriculum puts students in peril, Health, Physical Education program is vital to Ontario's students", *thespec.com*, The Spec, <http://www.thespec.com/opinion/columns/article/820669-shelved-curriculum-puts-students-in-perilhealth-physical-education-program-is-vital-to-ontario-s-students>

This article discusses the issue of the new Physical Education curriculum being shelved and why that occurred. It highlighted what is the current status of this new curriculum.

Martens, Fred L. *Basic Concepts of Physical Education: The Foundations in Canada*. Illinois: Stipes Publishing Company, 1986.

Martens' book is perhaps one of the more detailed works about physical education. Getting right down to the beginnings of physical education

history, Martens looks at a number of civilizations to determine when and how physical education came to be. The history provide in the book helps to show where Canada's and Ontario's physical education program comes from, also covered in the book.

McCracken, Bane. *It's Not Gym Anymore: Teaching Secondary School Students How to Be Active for Life*. New York: Human Kinetics Publishers, 2001.

The focus of this book was the help students understand more than just the sports and physical activities, but also to comprehend the importance of these activities throughout their life. The goal is to introduce students to physical activities that they can continue outside their gym courses and maintain fitness in their daily lives.

Ontario Ministry of Education. *The Ontario Curriculum Grades 9 and 10: Health and Physical Education*. Ontario, 1999.

This curriculum document set down by the Ontario Ministry sets down the guidelines and expectations for the courses offered in the grade 9 and 10 physical education. It provides exemplars and assessment guidelines to help teachers outline their courses. Teachers are required to follow this document in each of the courses outlined.

Ontario Ministry of Education. *The Ontario Curriculum Grades 11 and 12: Health and Physical Education*. Ontario, 1999.

This curriculum document set down by the Ontario Ministry sets down the guidelines and expectations for the courses offered in the grade 11 and 12 physical education. It provides exemplars and assessment guidelines to help teachers outline their courses. Teachers are required to follow this document in each of the courses outlined.

ParticipACTION. "About – Participaction," *ParticipACTION – Where Canada Gets Moving – Participaction*, <http://www.participaction.com/about/> (accessed November 2, 2012).

This website gives a general overview of what the ParticipACTION organization is about as well as the programs and events it runs, and resources for prospective members. It helped explain the history surrounding the organization which gives readers a more in depth understanding surrounding its establishment.

People for Education. *The Annual Report on Ontario's Public Schools: Physical Education*. (2008) www.peopleforeducation.ca

The people for education is a non-government organization that works with the policy-makers, media, and parents as a consultation group. The report on Physical education addresses what the reality of physical education looks like in Ontario's school systems. The document also outlines ways to change and the improvement going forward.

Public Health Agency of Canada. *Canadian Sport Policy*. 2003.
www.publichealth.gc.ca

This document was put out by the government of Canada in conjunction with the provinces and territories with a common vision for the development of sport across the country. The policy was adopted in 2002, and the government believes it has helped open cooperation across the country for sport priorities. This revised issue also set out plans for the future (2007-2012).

Sallis, James F., Thomas L. McKenzie, Bohdan Kolody, Michael Lewis, Simon Marshall, and Paul Rosengard. "Effects of Health-Related Physical Education on Academic Achievement: Project SPARK." *Research Quarterly for Exercise and Sport* 70, no. 2 (1999): 127-134.

This article revealed the results of a study in which the effects of a two year health-related school physical education program on standardized academic achievement scores was assessed among 759 children who completed Metropolitan Achievement Test's before and after the program. The results of the study were discussed which revealed that students received positive results in their academics after completing the program.

Steadward, Robert D; Wheeler Garry D; Watkinson Jane E. *Adapted Physical Activity*. The University of Alabama Press, 2003.

This book looked directly and broke down the major differences and persistent themes that plagued the 1950's physical education curriculum, but were later broken down the following decade. In just a few short paragraphs it gave many different examples, key players including: doctors, lawyers and politicians who spoke to implement changes to the physical education curriculum.

Talaga, Tanya. "Anti-concussion legislation coming to Ontario", thestar.com, The Star, <http://www.thestar.com/news/canada/politics/article/1141674--anti-concussion-legislation-coming-to-ontario-schools?bn=1>

This is useful as Ontario is introducing anti-concussion legislation to protect student athletes. It also ensures that the proper information regarding concussions will be taught in science and Physical Education courses.

Vail, Susan. "What the Federal Government is Doing to Promote Women's Sport." *Canadian Women Studies* 4, no 3 (1983): 75-76.

This article talked about the establishment of federal organization in 1961 called Fitness Amateur Sport (FA). Vail touched on some of the events taking place during the 1970s and 1980s which were endorsing women in sport such as the National Conference on Women in Sport occurring in 1974.

Wearing, G.A. "Sex Differences in Health Knowledge, Behavior and Opinion of Health Instruction in a Coeducational Health Program." *University of Western Ontario* 1, (1972): 13-15.

This article concerned the research study of Wearing who explored difference in opinion of health classes and educators, health understanding, and health behaviour between male and female students enrolled in secondary school health classes after a three year introduction to a coeducational program. His research revealed that most educators involved in the study believed that grade nine and ten physical and health programs should be segregated by sex, where as the older grades should have coeducational programs.

Zeigler, Earle F. *A History of Sport and Physical Education to 1900*. Illinois: Stipes Publishing Company, 1973.

Similar to Marten's book, however the focus of this source is more in recent history as opposed to an entire history of physical education. There is discussion of pre-history however most of the content looks at the 18th century and the modern era of physical education.

Zeigler, Earle F. *Problems in the History and Philosophy of Education and Sport*. New Jersey: Prentice-Hall Inc., 1968.

This source focuses on how the state of physical education has changed, not because of world events but out of necessity since the physical education program has always had a number of flaws that needed to be corrected.