Report of the Committee on Recreation and Social Services dated August 3, 1983

Sport Services Policy
File PR-2

1208 - 2. Your Committee on Recreation and Social Services has considered a request referred by His Worship Mayor Norrie from Mr. Vic Pruden, Manitoba Sports Federation Inc., for a concise outline of the City's policy in sport.

There is currently no established policy in sport existing within the Parks and Recreation Department.

The attached document provides an overall policy statement on sport as well as general and specific statements related to facility development, facility use, sport programming and sport education and promotion.

The policy addresses all areas of sport services either provided directly by or encouraged through the Parks and Recreation Department. The attachment entitled "Fair Play Codes for Children in Sport" is referred to in policy statement number 4 and will be used by the Department as a support document to the overall principals in sport education.

Your Committee on Recreation and Social Services recommends:-

1. That the attached document entitled "Sport Services Policy" of the Parks and Recreation Department, be approved.

2. That the proper officers of the City do all things necessary to implement the intent of the foregoing.

Moved by Councillor Rizzuto,
Adoption of the clause.

Carried.

(Note: See Minute No. 1211 for attachment.)

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1211 - Attachment referred to in Clause 2 of the Report of the Committee on Recreation and Social Services, dated August 3, 1983.

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Definitions

Sport	- is defined as a physical activity where skill develops along a continuum and a body of knowledge is required.
Recreational Sport	- is low level competition and lifetime sport activity.
Facilities	- include fields such as diamonds and pitches; buildings, such as arenas, pools and recreation centres; and rooms such as meeting rooms and gymnasiums.
Open Space	- outdoor areas free of buildings and other man-made structures.
Facilitate	- to make easier by providing facilities, materials, equipment, resource information or promotion; to assist in developing conditions that make it feasible for another person, group or agency to start or continue a program or service.
Sport Groups and Organizations	- to include sport teams, clubs, governing bodies, community centres and recreation associations.
Developmental Sport Programming	- programs that develop all aspects of sport-related skills i.e. coaching, officiating, playing and organizing.

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Introduction

Policy Statement – General

The Parks and Recreation Department will provide for and encourage, within available resources, a full range of sport/leisure opportunities for people of all ages with emphasis on recreational activities and lifetime interests. The department also realizes the importance of the role it plays in the development and use of facilities and the cooperation and liaison with various sport groups and organizations.

Facility Development

Policy Statement:

Through research and evaluation, the city shall, within its resources, develop or support the development of sport facilities in cooperation with other sport groups and organizations.

Policy Specifics:

That city land be reserved for future use/lease to answer the needs for facility development by the Department or jointly with various groups and organizations.

That all requests for use/lease of land reserves for facility development by various sport groups and organizations be considered and that such requests be granted or refused after a thorough process of research and evaluation of the program(s) offered is completed. That facility development and maintenance be the sole responsibility of the group or organization once the land is acquired from the city.

Facility Use

Policy Statement:

Department facilities will be made available for use by the total community in accordance with established practices and procedures.

Policy Specifics:

The allocation of facilities be on a fair and equitable basis within the framework of existing operational policies (e.g. Fees and Charges Policy, Indoor Arena Ice Allocation Policy, Summer Ice Allocation Policy, Athletic Grounds Allocation Policy).

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That full utilization of all facilities be encouraged for both structured and unstructured programs by adhering to sound program principles and answering the needs of all age groups and all levels of ability.

Sport Programming

Policy Statement:

The Department will offer introductory and developmental sport programming, within available resources, to the total community and will cooperate with other agencies and resources in the community to provide a full range of sport/leisure opportunities.

Policy Specifics:

That sport programs be offered to the entire community regardless of age and ability for the purpose of learning and developing sport skills and enjoyment of lifetime sport activities.

The Department shall cooperate with and encourage groups and organizations to organize league and highly competitive activities.

Sport Education and Promotion

Policy Statement:

The Parks and Recreation Department shall promote sport education and awareness to the public.

Policy Specifics:

That workshops, displays, and awareness programs shall be offered and shall serve to expose citizens to sport programs.

That pilot programs and new innovations will be used to assess interest that may lead to new programs in sport.

The Department will support the Canadian Council on Children and Youth (CCCY) “Fair Play Codes”.

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Fair Play Codes for Children in Sports

To the Editor:

Although I am only 12 years old I can tell poor sportsmanship when I see it. Not among young people like myself but among adults.

On June 16 our team (Laurentian Acadians) was playing the Rockway team. With four minutes left to play and the score 1-0 in our favor a Rockway boy kicked the ball down the sideline. I and most people thought it went out, and the ref called it that way. Suddenly a Rockway father jumped out on the pitch and started hassling the ref. After a great deal of arguing the man hit the ref. When the ref walked away the man spit at him. After the game the man punched the ref again. He hassled the ref all the way to his car.

We have had many similar experiences and it ruins the game. It must be very frustrating for the referees who are only trying to do their best.

My friends and I play soccer for the fun of it, and we wonder, what is the world coming to?

Nic Plattinger
Kitchener

By Nic Plattinger, young soccer player in Kitchener, Ontario
Letter to the Editor which appeared in the Kitchener-Waterloo Record June 19, 1976. Reprinted with permission of the publisher.

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Fair play codes for children in sport

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Introduction

The Canadian Council on Children and Youth is a national voluntary organization founded in 1958 to serve as an advocate for children and to encourage communication and cooperation among the diverse organizations working on behalf of Canadian children. In response to the growing concern about the child's need for rich and varied play experiences in a highly urbanized and technological society, the Council established the National Task Force on Children's Play. Its four major areas of study were: play leadership training; play in hospital; play space guidelines; and fair play in sport.

Prepared by the Task Force. *Fair Play Codes for Children in Sport* argues for sports as a source of healthy competition and participation, a source of fun, and satisfaction for all. It attacks the current over-emphasis on winning which is eroding the benefits of sports for children. The Task Force wants to redirect the focus of sport programs so that the expectations and the developmental needs and abilities of the child participants receive the attention they deserve.

The Fair Play Codes can be used as guidelines by all individuals who take part in children's sport programs – players, coaches, officials, parents, teachers, administrators, spectators and the news media.

Sports Can Offer Children …

… new challenges, improved skills, a sense of accomplishment, a lot of fun. Children who take part in sports are better for it. They learn to take the risk of accepting new challenges while they test the limits of their abilities. They learn about cooperation with teammates and about healthy competition. They learn to take pride in honest effort and achievement regardless of victory or defeat.

Sports can help children to develop new physical and psychological skills while the healthy stress of the competitive situation can help children to mature emotionally and socially. Through sports children develop an enthusiasm for active participation which can become the basis for lifelong interest in personal fitness and health.

And Yet …

While sports participation can be healthy for children, this is not always the case. This is particularly true when a child's happy participation is jeopardized by the unrealistic expectations and attitudes of the adults involved in children's sport programs. While adult involvement is welcome and needed, it is disturbing to see some adults make inappropriate demands which override the child's own needs and interests.

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It is crucial to make the distinction between encouraging children to do their best and gain satisfaction from it, and pushing children beyond their capabilities and interest levels. Each child must learn the value of going for a personal best rather than measuring his or her performance against that of others. A competitive setting can be of great value in providing the needed edge, the challenge to strive for a personal goal. But competition must be used to enhance the participant's performance, not to measure it.

Where is the "Play" in Sports?

Over the past ten years, some alarming trends have appeared in children's sport programs: the stress on winning at all costs; the increasing incidence of violence in children's sports; the pressure especially on talented participants for ever more rigorous competition and ever higher achievement.

These trends reflect adult-oriented attitudes and stem at least in part from the basic misconception that children's sport programs are merely miniature versions of professional sports. This notion is a false and dangerous one.

Children are not Miniature Pros

Professional sports likely influence the attitudes of everyone interested in sports in our society. It is up to interested and aware adults to ensure that the influence on children is positive and helpful. They can, for example, point out the skills and strategies of individual athletes; they can praise a club for its sportsmanship and teamwork. Adults can also counteract the false glamour of the athlete or team whose violent methods are crowd-pleasing techniques commonly exploited by the media. Thus adults can help children to watch professional sports and find appropriate values and models.

Most importantly, adults can make sure they themselves have realistic expectations of children in sports. If we lose sight of the special needs and characteristics of growing children the potential benefits of their participation in sports are lost. Spectators should always keep in mind that they are not being entertained by competing professionals. They are watching children at play.

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Wanted: A Fair Play Perspective on Winnipeg

With the present overemphasis on organization, winning and personal glory, many children get lost in the shuffle. Frustrated by the constant pressure to win. Dropping out because they feel inadequate or inferior. Never joining because of the prohibitive cost of equipment and coaching. As teams scramble for talented athletes, winning often becomes the only purpose in playing, rather than one result of playing.

Competition can be a valuable training ground for children, teaching them persistence, discipline, and teamwork. It can give them the opportunity to recognize and value skill and excellence – whether in themselves, in their teammates or in their competitors. But to teach children that the final score or standing tells the whole story is to teach them that nothing matters but accomplishment in doing something better – both disappear before the overriding need to win. From there it is only a small step for a child to believe that he or she must win at all costs – a poor attitude which of course carries over from the sport programs into other areas of the child's life.

Children in Sports – The Issues

Since the 1973 Conference on the Child in Sport and Physical Activity,* some disturbing issues in children's sports have been the focus of national attention and action. Among them:

- *Violence in children's highly competitive sport programs.*
- *The Win-at-all-Costs Syndrome, with its potentially detrimental effect on children's emotional development and skill improvement.*
- *A decline in respect for abilities and skills of others, resulting in an unhealthy atmosphere of discord and intimidation.*
- *The influx of inappropriate adult values and rules upon children, distorting the child's motivation and cooperative attitude toward participation.*
- *A lack of knowledge on the part of coaches and parents about children's growth and development which places unrealistic expectations on the child.*
- *Failure to ensure safety and enjoyment for the young participant.*
- *News media which tend to highlight violence and rough play.*
- *A lack of sportsmanship which is generally evident in many areas of children's organized sports.*

**The CISAPA Conference was held at Queen's University, Kingston, Ont. and brought together leading authorities in the field of child and youth sport and other related areas. (See Selected References.)*

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Fair Play in Sport Codes

To deal with these issues the Canadian Council on Children and Youth urges a return to child-oriented attitudes so that the quality of play experiences can be improved to meet the needs of all young sport participants whatever their abilities and skills. The Council offers the Fair Play in Sport Codes as a practical guide to reinforce the positive elements of children's participation in sports.

The Codes are designed:

- *to return the elements of enjoyment and satisfaction to the child participant;*
- *to make adults aware that children play to satisfy themselves and not necessarily to satisfy adults or members of their own peer group;*
- *to improve the physical fitness of youth by encouraging participation in some form of sports or physical recreation by making it attractive, safe and enjoyable for all children.*

The codes are action-oriented. We see them as guidelines for all persons involved in children's sports: players, coaches, officials, parents, teachers, administrators, spectators and news media. Everybody has a responsibility in the practice of fair play, from the children who participate in sport programs to the adults who organize and support them. Together, their attitudes and actions can ensure high standards of sportsmanship and fair play.

We hope the adoption of the codes and their wide use will introduce needed changes to present attitudes and actions. In this way, the philosophy of fair play – with its emphasis on fun, friendly competition and individual fulfillment – can shape sport programs in which children can participate happily with their peers, confident in their abilities and potential, and mindful of the lifelong benefits of sport activity and physical fitness.

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Player's Code

1. Play for the "fun of it", not just to please your parents or coach.
2. Play by the rules.
3. Never argue with the officials' decisions. Let your captain or coach ask any necessary questions.
4. Control your temper – no "mouthing off", breaking sticks, throwing bats or other equipment.
5. Work equally hard for yourself and your team – your team's performance will benefit and so will your own.
6. Be a good sport. Cheer all good plays, whether your team's or your opponents'.
7. Treat all players as you yourself would like to be treated. Don't interfere with, bully or take unfair advantage of any player.
8. Remember that the goals of the game are to have fun, improve your skills and feel good. Don't be a show-off or always try to get the most points or penalties.
9. Cooperate with you coach, teammates and opponents, for without them you don't have a game.

Coach's Code

1. Be reasonable in your demands on the young players' time, energy and enthusiasm. Remember that they have other interests.
2. Teach your players that rules of the game are mutual agreements which no one should evade or break.
3. Group players according to age, height, skill and physical maturity whenever possible.
4. Avoid over-playing the talented players. The "just-average" players need and deserve equal time.
5. Remember that children play for fun and enjoyment and that winning is only part of it. Never ridicule or yell at the children for making mistakes or losing a competition.
6. Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players.
7. The scheduling and length of practice times and competitions should take into consideration the maturity level of the children.
8. Develop team respect for the ability of opponents, as well as for the judgement of officials and opposing coaches.
9. Follow the advice of a physician when determining when an injured player is ready to play again.
10. Remember that children need a coach they can respect. Be generous with your praise when it is deserved, and set a good example.
11. Make a personal commitment to keep yourself informed on sound coaching principles and the principles of growth and development of children.

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Parent's Code

1. Do not force an unwilling child to participate in sports.
2. Remember children are involved in organized sports for *their* enjoyment, not yours.
3. Encourage your child always to play by the rules.
4. Teach your child that honest effort is as important as victory so that the result of each game is accepted without undue disappointment.
5. Turn defeat to victory by helping your child work towards skill improvement and good sportsmanship. Never ridicule or yell at your child for making a mistake or losing a competition.
6. Remember that children learn best by example. Applaud good plays by your team and by members of the opposing team.
7. Do not publicly question the officials' judgement and never their honesty.
8. Support all efforts to remove verbal and physical abuse from children's sporting activities.
9. Recognize the value and importance of volunteer coaches. They give of their time and resources to provide recreational activities for your child.

Teacher's Code

1. Encourage children to develop basic skills in a variety of sports, and avoid overspecialization in positional play during their formative years.
2. Create opportunities to teach sportsmanship, just as you would in teaching the basic skills.
3. Ensure that efforts for both skill improvement and good sportsmanship are rewarded by praise and reflected in grades.
4. Remember that players are also students so be reasonable in your demands on their energy and enthusiasm.
5. Ensure that skill learning and free play activities have priority over highly structured competitions for very young children.
6. Prepare children for intramural and interschool competitions by first providing instruction in the skills required.
7. Make a personal commitment to keep yourself informed on sound coaching principles and the principles of growth and development of children.
8. Help children understand the fundamental philosophical differences between the games they play and professional games shown on television. The professional is an entertainer and a wage earner whose play often reflects these facts.
9. Help children understand the responsibilities and implications of the freedom to choose between fair and unfair play.
10. Make children aware of the physical fitness values of sports and their lifelong recreational value.

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Official's Code

1. Modify rules and regulations to match the skill level of the players.
2. Use common sense to ensure that the "spirit of the game" for children is not lost by overcalling the game.
3. Actions speak louder than words. Ensure that both on and off the field your behaviour is consistent with the principles of good sportsmanship.
4. Compliment both teams on their good plays whenever such praise is deserved.
5. Be consistent, objective and courteous in calling all infractions.
6. Condemn the deliberate "good foul" as being unsportsmanlike, thus retaining respect for fair play.
7. Publicly encourage rule changes which will reinforce the principles of participation for fun and enjoyment.
8. Make a personal commitment to keep yourself informed on sound officiating principles and the principles of growth and development of children.

Administrator's Code

1 Ensure that equal opportunities for participation in sports are made available to all children, regardless of ability, sex, age or handicap.
2 Involve children in the planning, leadership and evaluation of the activity.
3 Do not allow any sport programs to become primarily spectator entertainment.
4 Equipment and facilities must meet safety standards and be appropriate to the maturity level of the children.
5 Rules and length of schedules should take into consideration the age and maturity level of the children.
6 Remember that play is done for its own sake. Downplay the importance of awards.
7 Distribute a code of ethics for good sportsmanship to spectators, coaches, players, officials, parents and news media.
8 Ensure that parents, coaches, sponsors, physicians and participants understand their authority and their responsibility for fair play in sports.
9 Ensure that proper supervision is provided by certified or proven coaches and officials capable of promoting good sportsmanship and good technical skills.
10 Offer clinics to improve the standards of coaching and officiating, with emphasis on good sportsmanship.

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Spectator's Code

1. Remember that children play organized sports for their own fun. They are not there to entertain you, and they are ***NOT*** miniature pro athletes.
2. Be on your best behaviour. Don't use profane language or harass players, coaches of officials.
3. Applaud good plays by your own team and the visiting team.
4. Show respect for your team's opponents. Without them there would be no games.
5. Never ridicule or scold a child for making a mistake during a competition.
6. Condemn the use of violence in all forms.
7. Respect the officials' decisions.
8. Encourage players always to play according to the rules.

News Media Code

1. Understand that children are not miniature pros. Do not place unfair expectations on young players.
2. Know the difference between adult sport programs and children's participation in sport programs.
3. Show that children's fair play and honest effort also can be newsworthy and of interest to readers.
4. Place in proper context the isolated incidents of unsportsmanlike conduct.
5. Know the differences between the goals of amateur sports and those of professional sports, and ensure that your readers are made aware of the differences: the professional is an entertainer and wage earner and this is often reflected in the many instances of unsportsmanlike behaviour.
6. Reveal the problems of children in organized sports and report the violations and distortions of their rights as participants.

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Promoting the Use of the Fair Play Codes

- Make "fair play" the basis of workshops and seminars at coaching and officiating clinics, home and school association meetings, community and recreation centre meetings.
- Print codes on players' membership cards, coaching and officiating certificates.
- Include codes in facilities rental or lease agreement, to ensure fair play on the premises.
- Ensure that business sponsors of league sports endorse the codes and that their teams practice them.
- Put codes onto posters to be displayed in locker rooms, gyms, classrooms and offices.
- Organize a debate on the Fair Play Codes for broadcast on your community television stations.
- As a parent or adult, "practice as you preach" the Fair Play Codes!
- Urge your newspaper to prepare a feature page on Fair Play in Sport in your community.
- What about a "Fair Play Award"?
- Establish the philosophy of fair play and the codes as an integral part of the National Coaching Certification Program and the Officials Development Program.
- As a teacher, introduce fair play codes both in the classroom and in the gym.
- Include fair play codes in league and sport organization constitutions.
- Write personal letters to your local editor supporting sport coverage which reflects the elements of fair play. Also, do not hesitate to express dissatisfaction with sport stories which do not reflect an appreciation of the fair play philosophy.
- Include the codes in sporting event programs, publications, newsletters and journals.

Selected References

The following references are not exhaustive; they have been selected especially to reflect the theme of the fair play codes. Regrettably, our research found no French materials tailored to this theme. We would welcome readers' suggestions about other resources that might be useful.

The Child in Sport and Physical Activity *edited by John G. Albinson and George M. Andrew, Distributed by the Canadian Council on Children and Youth, 323 Chapel Street, Ottawa, Ont. K1N 7Z2 $3.00*

Workshop summaries and resolutions from the national CISAPA Conference, held at Queen's University, Kingston, Ontario in 1973. Although somewhat dated, this handbook is relevant and informative on such topics as the role of competition in sports, sport safety needs of handicapped children, and others. Available in French and English.

Children and Youth in Competitive Sport *Guidelines for Teachers and Parents* *by Bryant J. Cratty. Educational Activities Inc., Freeport, New York, 1974. $5.40*

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Explores the various possible effects of sports upon children, and tells parents how they can help their children gain the most from sport participation. Looks at physical stress, reducing sport injuries, leadership, family influences, girls and young women in sports. Scientific reference bibliography included.

Coaching, A New Look … Strategies for Values Education in Youth Sports Programs *by Jerry Giashagel et al. Developed by the National YMCA Values Education Center, 6801 S LaGrange Rd., LaGrange, Ill., 60525, 1976.*

An excellence resource book for a training event in integrating values education in youth sport programs. Emphasizes the Coach as value educator, and shows how children's sports can present ideal situations for players (and coaches) to learn about themselves and their values. Practical suggestions and exercises for coaches on such topics as coaching (recruiting, working relationships); helping players think through value issues; relating to parents and encouraging them to get involved.

The Cooperative Sports and Games Book: Challenge Without Competition *by Terry Orlick. Pantheon books. New York, 1978. $10.95 Paperback $4.75*

A fully illustrated and practical book filled with fresh ideas on non-competitive games. Includes games for children 3-12 years old, remaking adult games, games from other cultures, plus tips on creating your own games. An excellent resource for all who play with children.

***Every Kid Can Win**, *by Terry Orlick and Cal Botterill, Nelson-Hall, Chicago, Ill., 1975. Paperback $4.95*

The authors challenge the myth that winning in sports is of the greatest importance. Furthermore, the book focuses on the social and psychological well-being of children who at one time or another experience failure in sports.

***Everybody's a Winner** *by Tom Schneider. Little, Brown and Company, Toronto, 1976. $5.50*

This guide to new sports and fitness presents a new approach to old games and a selection of new games. The emphasis is on giving one's best possible performance, so participants can look at winning and losing in a new light. Individuals of all ages and levels of ability will find the fitness ideas and suggestions most appealing.

For the Love of Sport – A Guide for Parents of Young Athletes *by Renata Wilson, J.J. Douglas, Vancouver, 1975. $5.95*

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The author shows how to choose the sport that fits the child, and gives sound advice on such topics as physiology and psychology. Discusses coaching, with tips on keeping the balance of power in the athlete-coach-parent triangle. Chapter on sports for the handicapped. Appendix on Canadian sports.

How to Change the Games Children Play *by G.S. Don Morris, Burgess Publishing Co., Minnesota, 1976. $3.95*

Describes the developmental stages through which youngsters seem to progress, through the medium of games. The teacher will find ideas on how to structure games, in order to account for individual differences and in terms of other "specific outcome behaviours". Excellent tables on games analysis are included.

***Joy and Sadness in Children's Sports** *by Rainet Martens, Human Kinetics Publishers, Box 5076, Champaign, Ill., 61820, 1976. $11.95*

Excellent, comprehensive look at over-emphasis on winning, excessive competition, the "elimination process". Incidence of sport injuries, adult involvement/interference. Directed at parents, coaches, teachers, recreators – all who care about children's sports. A total of 36 articles written by various authors, researchers, participants.

Learning About Human Behaviour through Active Games *by Bryant J. Cratty, Prentice-Hall, Inc., New Jersey, 1975. $10.95*

The purpose of this book is to teach children important lessons about human behaviour and about themselves through the constructive use of games. Specific games or sports experiences are discussed in every chapter. A practical, useful resource for those who work with children.

Sports for your Child *by George Sullivan. Winchester Press, New York, 1973. $7.95*

A comprehensive guide to sports that provides answers to: the basic nature of each sport; the right age for a child to begin; approximate costs; the physical and emotional value; and associations that provide further information. The author also points out the psychological aspects of sports and how forcing a sport on a child can only lead to disappointment.

Winning is Everything and Other American Myths *by Thomas Tutko and William Burns, Macmillan, New York, 1976. $8.95*

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The authors examine the growing preoccupation in North America with professional sports and the obsession to win. They feel that we should eliminate this obsession and concentrate on healthy recreation in the hope that children will develop physical skills and emotional maturity. Chapters on: Emotional child abuse; The Superstar: a curse or a blessing? Common coaching dilemmas. Includes the Young Athlete's Bill of Rights.

Winning Through Cooperation *by Terry Orlick, Acropolis Books, Washington, D.C., 1978. $12.95 Paperback $8.95*

The book reveals why the current emphasis on competition is so harmful to society. The author explores other cultures, such as the Inuit and the Chinese, where cooperative ideals have been practiced for many generations. His belief that introducing more non-competitive games into early childhood will greatly enhance the future, is presented in a very convincing and provocative manner.

***Youth Sports Guide for Coaches and Parents,** *edited by Jerry R. Thomas and others. Available from: AAHPER Publications, 1201 16th St. N.W., Washington, D.C. 20036, 1977. $3.00*

Well-written handbook for coaches and parents involved in youth sports. Chapters cover a wide range of topics: coaching roles and techniques; growth and development of young athletes; skill teaching and physical fitness; team management. The book's philosophy stresses participation and equal opportunity for all children and the importance of *child-oriented* sport programs. Includes Bill of Rights for Young Athletes.

*Excellent introductory and practical references.

NOTE: Except for ***The Child in Sport & Physical Activity***, none of the above are available from the Canadian Council on Children and Youth. Readers are advised to buy/order desired books from their local bookstore.

Further Information

National

In addition to the organizations listed below, the national sport governing bodies and the Fitness and Amateur Sport Branch of Health and Welfare Canada are valuable sources of further information.

Canadian Association for Health, Physical Education and Recreation, 333 River Road, Vanier City, Ont., K1L 8B9 (613) 746-5909

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CAHPER aims at: increasing public awareness; improving the standards and availability of physical activity programs and leadership; cooperation with like-minded groups concerned with physical activity and fitness. Organizes seminars, symposiums. Publishes journal (6 issues/year) and newsletter. Publications, fitness kits, and other materials available for purchase. Membership information available upon request.

Coaching Association of Canada
333 River Road, Vanier City, Ont., KIL 8B9 (613) 746-5693

Formed in 1971 to increase coaching effectiveness in all sports, and to encourage the development of coaching by providing programs and services to coaches at all levels. Services include National Coaching Certificate Program, Sport Information Resource Centre (see SIRC below), audio visual products, book sales, university scholarships. CAC membership available.

SIRC – Sport Information Resource Centre
333 River Road, Tower B, 11th Floor, Vanier City, Ont., K1L 8B9 (613) 746-5357

A documentation centre and data base developed by the CAC. Books, periodicals, theses and computer searches on topics pertaining to sport, physical education and recreation. The centre is available to researchers, students, coaches, sport participants and other interested individuals. SIRC publishes "Sport Articles", a monthly tabloid of periodical articles indexed for easy reference.

Canadian Parks/Recreation Association
333 River Road, Vanier City, Ont., K1L 8B9 (613) 746-7740

CP/RA is a voluntary organization involved in all aspects of parks, recreation and leisure facilities and programs. Publishes bi-monthly magazine; annual conference; bibliographies available; publication and distribution of books and other materials. Canadian correspondent for the International Playground Association (IPA). Application for membership available upon request.

Provincial / Territorial

At the provincial or territorial level, the government departments related to sport and recreation, as well as sport federations, are sources of further information.

National Task Force on Children's Play (1974-1977)

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Mrs. Cornelia Hahn Oberlander, Landscape Architect
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Report of the Committee on Recreation and Social Services dated August 3, 1983

***Ms. Barbara O'Brien**, Recreation Canada Directorate
Department of National Health and Welfare
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Dr. Henri Ouellet, Department of Psychology
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***Mr. Basil Robinson**, United Way of Greater Vancouver.
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Ms. Alex Semeniuk, Ministry of Culture and Recreation
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