

Physical education versus public opinion



One of the Canadian Thalidomide victims who may be helped by Rehab Research.

A NOTE OF APPRECIATION

Rehabilitation research

I am delighted to have this opportunity to explain our myo-electric control research, and to acknowledge the invaluable assistance of members of the student body. It is fitting that this acknowledgement appear in the Physical Education issue of the Brunswickian for it is students in Physical Education who have volunteered in greatest numbers for this work.

To get a better understanding of the reasons for our work, try to imagine the feeling of futility which must attack a man who is totally paralyzed below the neck, or the future faced by a child born without either arms or legs. It is for these persons, and many thousands with lesser disabilities, that we are attempting to achieve better appliances.

One serious limitation on the versatility of appliances for these persons is their inability to control more than one or two functions by mechanical means. For example, a child without arms may control the operation of a hook and possibly elbow flexion, on an artificial arm — but not more. (Try eating some time with no motion except your thumb and elbow). Our research is an attempt to develop an alternative and more versatile control means.

In a myo-electric control system, the very small electric potential which accompanies a muscle contraction is used as the control medium. Our research has included design of suitable electronic hardware for such a system, studies of various possible electrodes for making connection to the patient, and studies of the ability of a human to control this electrical output of individual muscles.

Our volunteer subjects have found the work interesting and rewarding, but we must acknowledge that having up to thirteen hypodermic needles inserted into various parts of one's body in one session is not the most pleasant experience. Also, this work has consumed that valuable commodity, free time.

To all our subjects, then, may we express our sincere appreciation for a very worthwhile contribution to our research.

R. N. Scott
President,
Technical Assistance
and Research Group
for Physical Rehabilitation.

P.E. Co-ED

Physical Education co-eds, taken as a group, seem to have a very definite idea of where they are going. For women especially, a relatively open and widely varied field of opportunities awaits the graduate.

The greatest majority of this group are primarily interested in teaching at either the elementary or secondary school levels. They are by no means limited to this, however, and some will enter fields such as university coaching, recreation administration, and rehabilitation, to mention but a few.

Although qualified professionally in varying degrees for each of the above, success will be realized only to that degree in which the Physical Education co-ed possesses one further vital characteristic — a genuine interest in and concern for the total well-being of the people she serves.

Pat Martin
P.E. IV

Who are the most well known groups of people in Canada and the United States? It is plain that more people know who Bobby Hull, Russ Jackson, Mickey Mantle, and Bill Crowthers are than who are familiar with such persons as A. Y. Jackson, John Draine, Bruce Hutchison or Max Beerbhom. What sort of clubs do people belong to other than such organizations as the Masons, the Lions or the various Legions and Service clubs? A great many adults spend their weekends and one or two evenings a week bowling or curling; and thousands play golf or belong to the YMCA or to a Health Club. Furthermore, there is only one section in a newspaper which is devoted to a single area other than advertising — and this is the sports section.

All this indicates that sports, whether there be active participation or mere spectating, are of just as great interest, if not more, to the public of North America, as is politics or the Arts. Certainly, some people take no interest in sports or activity of any kind, and this is their privilege; but nonetheless it is still very evident that such things as the Grey Cup, the Stanley Cup, and the Major League Pennant would have long since become obsolete were it not for the nation-wide interest and support which keeps them so very much alive.

And yet Physical Education does not bring forth the same feeling of enthusiasm from people in general. The profession is put on a slightly lower level than academic teaching — this latter is at least respected to some extent; but often the intelligence of the people in the Physical Education field is questioned and even doubted. There seems to be a trend — perhaps a better word is "fallacy" — nowadays, for people from the uneducated layman to the college professor to assume that those who take up the physical education of children as a profession are automatically too stupid to do anything else.

A Physical Education student graduates with a Teacher's Licence and a Bachelor of Physical Education. This latter is a professional degree. He specializes in a particular form of education, and because he works in a gymnasium rather than in a laboratory, and trains and educates children's bodies — and minds — instead of doing work and research in science or literature does not mean that he is of an alien race with the main characteristic of muscle.

This attitude which is found in public and social circles is admittedly directed at the individuals in the profession

rather than at the profession of Physical Education itself. For the most part, people realize the need for physically fit youngsters, because it is these youngsters who will be running our nation in the next generation; but still Physical Education is a field which is accepted and approved of, but not respected or honoured, or recognized on the same level as other professions.

Perhaps the reason for this is because it is a new field, and because ours is a scientific and atomic age. There is far more concern about how long people are going to live than there is about how well they are going to live. Another reason may be because Physical Education is an integral part of child education and therefore not to be considered above the pushing, present-day, adult matters. The Government has voted a large sum of money to be spent on sports and athletics and in physical training. Out of this, Canada may get a better Olympics team — but is this providing city-bound school children with activity for normal and healthy growth?

The anti-Physical Education faction in our communities is a strong one because it is an ignorant one. It is one of our duties as the Physical Educators of the children of these communities to try to show their parents and the citizens in general how our programs in the schools build better adults through physical and mental development in the area of games and sports.

Facts and graduates

The Bachelor of Physical Education degree program at U.N.B., now in its eighth year of operation, has, to date, graduated 108 students.

It is interesting to note that from 1957 —

- 2 graduates have been appointed to positions of high school principals.
- 5 graduates have been awarded post-graduate scholarships by the National Department of Health and Welfare valued at \$2,000 each.
- 1 graduate has been named to the position of provincial supervisor of physical education.
- 8 graduates have earned Master's degrees at Canadian or American universities including Western Ontario, Alberta, Maine, and Oregon.
- 5 graduates have been appointed to positions on university staffs: U.N.B., Wisconsin, McMaster, Manitoba, Acadia.
- 9 graduates have been elected to executive positions in provincial or regional professional associations.
- 15 graduates have subsequently earned either the Bachelor of Arts or Bachelor of Education degree.
- U.N.B. has been the site of one Maritime physical education convention, three provincial conferences on health, physical education or recreation, nine provincial coaching clinics, four regional coaching clinics, one national coaching clinic, and will, in 1965, host for the first time a national professional convention.

However, on the opposite side of the ledger, it should be noted that —

- The staff-student ratio has become progressively worse in that in 1957-58 the ratio was one staff member for every 22 students; in 1960-61 the ratio was one staff member for every 41 students; in 1963-64 the ratio was one staff member for every 66 students; and in 1964-65 the ratio is one staff member for every 75 students.
- On the basis of the above, the full-time physical education staff should number ten if the 1957-58 ratio were to be maintained instead of the three full-time and two one-quarter-time staff members now in the employ of the university.
- The facilities available for instruction in 1964-65 are identical to those which existed when the program began in 1957 despite the fact that the university student body has more than doubled and the physical education enrollment has gone up 1000 per cent.

PERSONELL Cont. from Page 2

During the year, grants in excess of \$1,000,000, or over fifty per cent of the total funds available, were awarded to forty-three national sports governing bodies and to agencies and organizations operating national programs.

Considerable impetus has been given to the advanced academic training of physical education and recreation leaders and in assistance to young people entering courses in physical education or recreation, through the bursary and scholarship program. The scarcity of professionally qualified personnel in the fields of physical education and recreation has necessitated special attention to the scholarship program.

Three types of grants-in-aid for professional study were provided under the Act: post-graduate scholarships designed to assist superior students to progress towards the Master's and Doctorate degrees in Physical Education or Recreation; Post-Doctorate Research Fellowships designed to assist persons already holding a Doctorate degree in Physical Education, significant contributions in the fitness research field and outstanding research personnel in the same field; and Special Fellowships de-

(Cont. On Page 4