

# PHYSICAL EDUCATION

## MESSAGE FROM DR. MEAGHER FROM PROF. R. J. LOVE

It seems only appropriate that Physical Education Week at U.N.B. should coincide with Grey Cup Week—Canada's greatest annual sport spectacle. Intimate though the relationship must and should be between Athletics and Physical Education, one often forgets that we at U.N.B. are engaged in the preparation of professional teachers and recreation leaders. Ours is not and must never become a technical program.

Through the combination of courses in the Humanities, the Natural and Social Sciences, and professional theory and practical courses in Education and Physical Education, we are attempting to prepare individuals for positions of leadership in Canada's public and private schools and agencies.

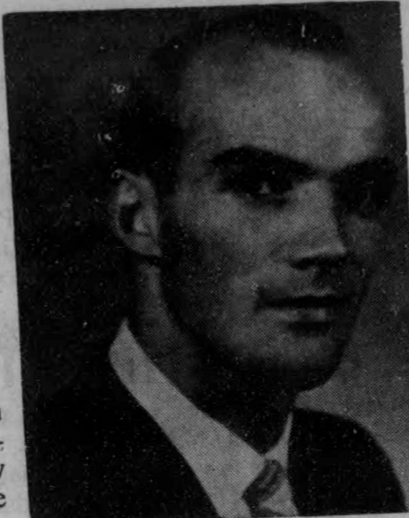
I am delighted that this Second Annual Physical Education Week has been organized because it provides a large number of students with additional opportunities for leadership de-

velopment. Roger Hull once stated in THIS WEEK MAGAZINE that there are two kinds of people—“those who are part of the problem and those who are part of the solution”. He goes on to ask: “Do you think only in terms of yourself — how much you can make, what you can get out of college? Those who think that way are definitely part of the problem.”

“Or are you concerned with the contribution you can make—how much you can give, how much you can put in? People like that are part of the answer.”

“Some people treat life (and college) like a slot machine, trying to put in as little as possible, and always hoping to hit the jackpot. But I believe that people are wiser, happier and have more inner peace when they think of life (and college) as a solid, intelligent investment from which they receive in terms of what they put in.”

Physical Education students,



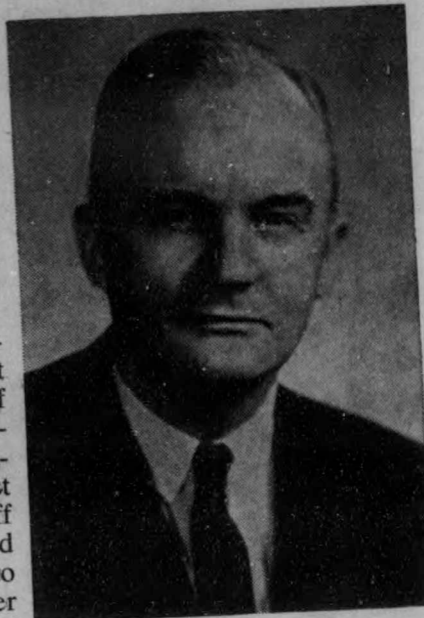
DR. J. W. MEAGHER

through their work in the classroom, the laboratory, the stage and rink, the gymnasium and field, the student government offices and club executives, and through weeks such as this, have been — and will continue to be — part of the solution.

Sincere best wishes for a successful Physical Education Week program.

The Physical Education students have established themselves on campus as a lively and interesting group. The success of the program is due to the enthusiasm of students and staff and to the unique program which combines practical work with a solid core of liberal arts subjects and professional courses for teaching.

We have been particularly fortunate in obtaining an excellent staff, which under the direction of John Meagher, has been responsible for making our Physical Education program one of the most outstanding in Canada. The staff is alert to change conditions, and plans are now being made to make our program even better and more challenging. Physical Education students coming from all parts of eastern Canada form the core of most of our varsity athletic teams. Their general behaviour and appearance as U.N.B. students continue to make



PROF. R. J. LOVE

the university proud to have them on the campus.

May I repeat my advice of last year—“Work hard and play to win but do not care who wins.”

## What Is Physical Education

by MARTHA SAUNDERS

Physical Education is not physical training. Nor is it “gym”. The two phrases, “P.T.” and “gym” are too often used by students and adults alike when they are referring to the classes in the school curriculum which are reserved for activity. Teachers like the period because it gives them a chance to have a rest from the students. Students like the period because they can be active and can let off steam; and because they don't have to study or pass an exam in the course. Physical educators like it because they are a group of professionals who know the value of properly directed activity under careful supervision in the building of a youngster's body and character.

Physical Education is what the name suggests — education through the physical. Webster defines education as “the impartation or acquisition of knowledge, skill, or discipline of character; the process or manner of training youth for their station in life”. This, in all the forms suggested in the quotation, is precisely what physical education does for youth in its own specialized field.

“The acquisition of knowledge . . .” In this respect, in the programs conducted for the elementary, junior high, and high school student in secondary schools, there is offered much more than mere exercise and body building. Certainly there is calisthenics, but if this were

to comprise the whole program, such instruction would be as obsolete as the streetcar. Calisthenics are used in warm-ups primarily, and also for mass demonstrations — which in themselves produce co-ordination, rhythm and flexibility as well as body fitness. However, knowledge of sports, games and dances are presented to the students in our programs today in which they not only learn how to do the particular activity, but they also learn its rules, and the sportsmanship, social behavior, and fun that go along with it.

“The acquisition of . . . skill . . .” Here again Physical Education adheres to the definition. The mere fact that there is such a thing as interscholastic sports shows that skill is required in order to obtain a position on any one of the school teams. We are in the habit of giving a skill test in a particular activity before the period of instruction starts, and then giving the same test after the course is finished merely to see how much improvement or learning has taken place. The purpose of these tests is made known to the students, and thus motivation for skill ability is forever present. In short, it is better to not learn it at all than to learn it badly.

Discipline of character is an area which is certainly not ignored. In order to live comfortably

and happily in the world today, one's character must be such that it facilitates the acceptance and approval of other people. Social behavior is stressed in Physical Education classes, and we feel that the varied program, co-educational at some levels, allows students to develop their characters in the form of sports and sportsmanship, consideration and discretion, as well as individuality and initiative. The assuming of leadership and of a certain amount of responsibility is also one of the prime aims of Physical Education.

In such a way does education through the physical prepare youth for their station in life. The world is one in which every man must stand on his own feet. Independence together with consideration is necessary; and in the contact with others which the students get in Physical Education programs through the sports and games which are offered, not only are these factors developed, but also an awareness of body health and hygiene.

Today, Physical Education is a professional and scientific field; not to be outdone by any other professional and scientific field. There is much research being done in methods to improve standards, to answer many of the “why” and “how” questions, and to perfect the methods of teaching and presentation themselves — all for the benefit of the Canadian public, young and old.

## Phys Eds In Research Work

by CHERYL PIERCE

Various members of the Department of Physical Education, under the leadership of Professor Barry Thompson, are involved in experimental work at the Forest Hill Rehabilitation Centre. The experiment is based on the principle that every muscle contraction produces an electrical current. The first phase of the project is to develop a method of amplifying the currents produced from a number of learned isolated muscle contractions, and use them to run a small motor (placed under the wheelchairs of the patients in the Centre) which will operate a mechanical device attached to the arm of the patient. This apparatus will enable the patient to open, close, turn, lift, or lower his hand allowing him to feed himself and do many more activities which he is now completely unable to do. The long range of the experiment is to use the current to actually produce, through the use of electrodes and surgically implanted transmitters, a contraction of the paralyzed limb itself, so that no mechanical device is necessary.

Working in conjunction with Professor Bob Scott (Electrical Engineering), and Doctors Bashow and Somerville of the Centre, the subjects, Phys. Ed. students, are attempting to produce at will, isolated contraction of several muscles in the neck, shoulder, and upper arm region. The amount of current produced by a contraction is measured by means of electrodes (small stainless steel wires) inserted in these areas, the electrodes are attached to amplifiers, and the increased current is recorded on an oscilloscope. At present, the group is testing the amount of isolation the students can achieve from various muscles (singly and in combination) and how long it takes them to learn this. It is expected that the first phase of the project will take two to three years to perfect, and the long range objective, about ten, depending, of course, on the success. So far, everything has gone extremely well, and we all hope it will continue to do so. Good luck to everyone involved in this worthy project!



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