

THE OLYMPIAN



Education and human resources

Since we live in a dynamic society, there are always many problems in education, the solution of which brings up newer problems, and often more difficult ones. The post-war increase in the population, accompanied by the explosion of knowledge, the rapid development of technology, particularly in the areas of electronics, nuclear energy and jet propulsion, the growth of nationalism in the new countries of the world, the great increase in wealth, brought about by new discoveries and the increased use of power which have resulted in increased production per man hour — all of these have placed tremendous strains on the social and economic structures of all countries, including those of Canada. These conditions have complicated the ordinary problems of education; it is in the area of secondary education that the impact of these changes is greatest; secondary education literally bristles with difficult problems. No one can be engaged in education and not be aware of them; much has been done and is being planned to meet them.

It is becoming increasingly obvious that two main areas are of prime concern. The first

is curriculum — what to teach? The second is structure: what form or structure should the secondary school take to enable it to meet the demands of modern society.

National wealth is generally thought of in terms of natural resources. Economic development and planning have been concerned primarily with such resources as those of power, minerals, forests and agriculture. It is becoming increasingly apparent that human resources in terms of people — their health, abilities, skills, and education — are of equal, if not greater importance. The problem of manpower utilization and training has now been added to the many other problems facing educators. Since manpower training relates very directly to the field of secondary education, it is this area which is receiving most attention and in a sense has become the real centre of interest in education. The secondary schools hold the key to the solution of our manpower problems.

The increasing complexity of society is making it more and more necessary to plan the use of our resources. Logically, it would seem necessary to forecast the manpower needs and organize training programs to produce the required number of professional, technologists, technicians, tradesmen, and general workers. There are some educators who agree with this concept and would direct various percentages of students in streams leading to the training required. The Federal Department of Labour

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Recreation and the UNB student

To every student, recreation has a different meaning. To some, it is the thrill of playing on a team; to others, it is the opportunity of expressing oneself through painting or dramatics; while to still others, it is sitting in the shade of a tree admiring the world about. These are but a few of the many activities recreation may entail.

Recreation has been defined as the worthy use of leisure. The above are all examples of just such worthy use.

What does recreation mean to us — the U.N.B. students? Recreation is coming to play an increasingly important role involving activities of a physical, social, and cultural nature. Our opportunities for different types of recreational activity on this campus are enormous — our gymnasium, swimming pool, and playing fields allow us to participate in numerous sports (physical aspect of recreation); the Red and Black, Winter Carnival, and the Drama Society, to name but a few, give us the opportunity for self-expression (creative and social nature of recreation); while the Art Centre and Library give us a chance for artistic and aesthetic appreciation (cultural nature of recreation).

Recreation plays an even more important role for the U.N.B. student. All of us realize that mental fatigue is just as tiring, if not more so, than physical fatigue, and that some time or another during the year will find ourselves suffering from it.

This is the time at which recreation can benefit us most. Instead of lodging ourselves behind the books, why not get out and do something to relieve the tension? Anything

will do as long as you are making worthy use of leisure (I emphasize "worthy" for the benefit of those who insist that spending all afternoon in a tavern is worthy activity). Through occasional recreation rather than through constant study, we will find an answer to mental fatigue. Remember that "all work and no play makes Jack a dull boy". Upon relieving this tension through an activity of a physical, social, or creative nature, you are able to return to the books with a refreshed mind.

As our student body grows, I am sure that the recreational program will expand. This expansion will require sound leadership and direction. I am sure faculty and students on this campus will continue to provide for this need as they have done so well in the past. The Administration must also consider this in their planning for the growing years ahead. The importance of recreation must never be ignored.

Doug MacAulay
Phys. Ed. IV

Physical education week

Monday, November 16th

6:45 p.m. - 11:00 p.m. — Sports Night

Tuesday, November 17th

7:30 p.m. — Room 146, Loring Bailey Hall — Show Night

Wednesday, November 18th

7:30 p.m. - 11:30 p.m. — McConnell Hall—Hootenany & Dance

Thursday, November 19th

7:00 p.m. — Eden Rock Motel—Banquet and Semi-Formal Dance

Our role in rehabilitation

Every physical educator should be aware of the role he can play in the physical, emotional, and social well-being of the physically handicapped. Physical education programs are an essential in rehabilitation centres. An adaptive program will aim to teach the basic motor skills leading to improved physical fitness and general body mechanics. It provides an opportunity for fun and satisfaction through activity and resulting success.

In order to improve the total physical fitness of the crippled individual, physical educators should work in conjunction with physio-therapists. The two programs should be deliberately designed to complement one another.

The physical educator must understand the cause and nature of each person's disability

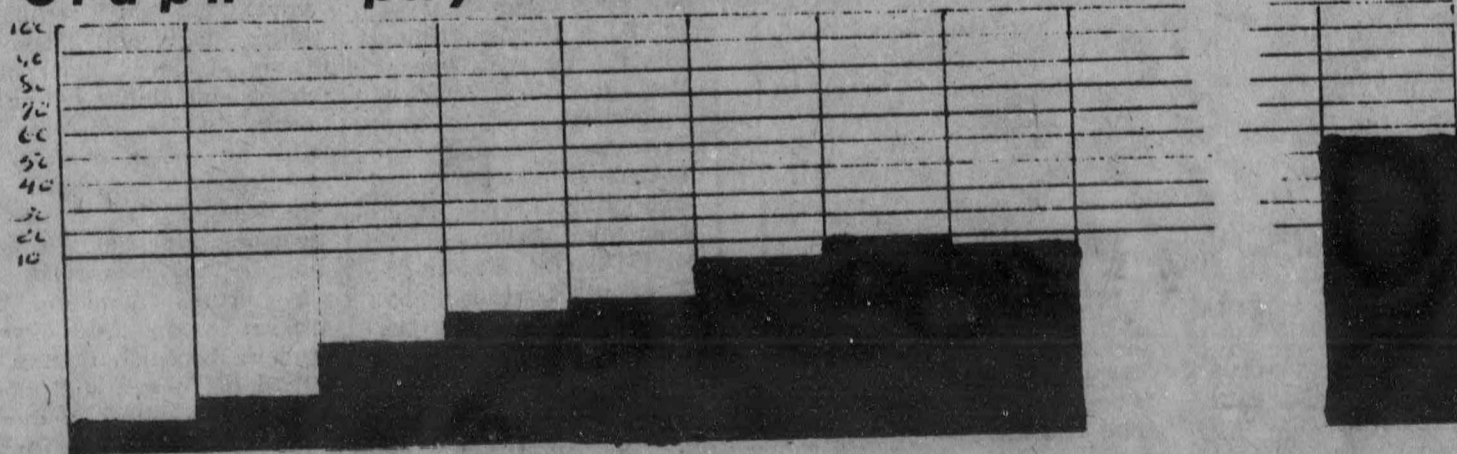
— also the effects of exercise (specifically adaptive) on each person's condition. Moreover, one must be aware of the psychological implications of each disability especially as they apply to specific individuals. Often, the disabled person has many emotional problems and is burdened with anxiety. Relaxation and self-confidence must be developed.

The physically handicapped person can participate in a wide variety of games and activities. However, individual adaptations must be made to suit different people. There are activities for all no matter how severe the disability.

Because physical education is important to the disabled person himself, it is an essential part of rehabilitation.

Jennifer Munro
(P.E. '64)

Graph - physical education enrollment



Percent figures based on total undergraduate enrollment of people seeking their first degree.