

# Problems in Phys. Ed. at UNB

by LEN LAMROCK (Ph. E. 4)

The Bachelor of Physical Education degree course was first offered at UNB to twenty-nine students in 1957. There has since been a rapid increase into the student ranks so that there are now one hundred and fifty-eight enrolled in the course. The first graduating class of 1960 had five persons receiving the degree, but next spring twenty-six hope to reach that goal.

With this increased enrollment of almost six fold over the past four years there has not been a relative increase in staff and facilities. The result is evident. Individual instruction, which is of utmost importance especially in activity classes, has suffered, and the relationship between student and staff has become increasingly more impersonal.

At the present time one instructor is teaching sixty students enrolled in advanced gymnastics for three and one half hours per week. If the instructor spends five minutes with each student each week (less time would be of little value), he will have assisted only forty-two of the total number of students in the class. Surely such a situation is detrimental to instruction and to learning!

During the second term there will be sixty-seven students receiving swimming instruction from one instructor, for two hours weekly, in the sixty-foot pool at the LBR. Similarly, one instructor shall attempt to teach basketball to fifty-five students on the 72' by 102' gymnasium floor. This means that even in cross court play, only one third of the class can participate at one time.

In addition, sixty-two third and fourth year students are combined for administration lectures. This limits greatly the amount of work that can be accomplished.

I'm sure that everybody would agree that these situations are not desirable for learning, nor are they fair to the individual giving instruction.

One might immediately say that dividing such large classes into sections will help solve the problem. However, three full time instructors and one instructor cannot possibly handle such a teaching load when already they are on the job eleven to thirteen hours daily. Furthermore, two gymnasium activity classes could

not be carried on at the same time, if the staff were available, because the construction of the gymnasium makes division of the floor by folding doors or other means almost impossible — it would cost over \$10,000.00 to install such doors.

Some Physical Education schools across Canada are mainly interested in coaching, others in recreation, and others in administration. Our Physical Education school at UNB is quickly being recognized as a "program" school. That is, we believe that the responsibility of the Physical Education director is to develop a total program, involving instructional, intramurals, interscholastics, recreation and adaptives, at the high school level. All parts of this total must be considered equally important so that every student will be given equal opportunity to participate in, and receive full enjoyment from, one or more parts of the program.

It is evident that if one is to be fully trained for such a broad responsibility, he must be given ample opportunity to put into practice, prior to graduation and under proper supervision, what he has been taught. And so, if UNB is to continue developing "program" directors, practice teaching must hold an important place in our Physical Education course. The problem arises as to how one hundred and fifty-eight students can be given opportunity to practice teaching for at least a week each year (again, less time would be of little value), when there are only three junior high schools and one high school in the Fredericton area, and when the supervising staff is so limited.

Over the past four years the student enrollment in Physical Education courses across Canada has greatly increased so that it is expected that over five hundred new graduates shall be seeking employment in 1962. At the same time the number of new high schools being built has greatly decreased so that whereas the ratio of possible Physical Education teaching positions to graduating students was fourteen to one in 1960, it is expected to be one to eight in 1965. Therefore if students continue to graduate into the Physical Education teaching field faster than the professional openings can arise, there will no longer be certain employment in

Physical Education. This means that UNB shall have to limit enrollment in Physical Education, so that those being admitted will know that there is a possibility of employment after graduation.

I realize that the problems involving staff, facilities and student enrollment at UNB are extremely complex, and I am in no position to solve these problems. However, if the previous information is basically true, it seems to me that those in positions of authority must make drastic changes in the very near future if UNB is to continue developing graduates well trained in high school Physical Education program administration.

I suggest that one, or a combination of the following would be a step in the right direction.

- An addition to the staff of one male and one female as well as one practice teaching supervisor.
- Increased facilities in the form of an additional gymnasium, and swimming pool.
- Limited student enrollment based on higher entrance requirements, and more screening of the second and third year students based on ability displayed in university.

## CAMPUS CALENDAR

**Tuesday:** 8:15 — Girls in 509, presented by UNB Drama Society; 7:30 — UNB Scientific Society: Kenneth G. Roberts talks on the "Biological Effects of Radiation". Chem. Auditorium.

**Wednesday:** 7:00 — SRC Meeting, Tartan Room, Student Centre.

**Thursday:** 7:00 — NFCUS Ladies' Lounge, Student Centre; 7:00 — Co-ordinating Committee, Tartan Room, Student Centre; 7:30 — Rod and Gun Club, Oak Room, Student Centre.

**Friday:** 9:00 — Maggie Jean Christmas Party, McConnell Hall.

## Putting Theory . . .



## . . . into Practice



## THE PROFS REPLY

The following questions were asked of three professors who are engaged in teaching their respective specialties to UNB Physical Education students.

- What is your opinion of Phys. Ed. as a profession?
- Should Phys. Ed. be a separate faculty rather than part of the Arts faculty?
- In your opinion, are Phys. Ed. students on a par with students of other faculties with respect to academic ability?
- Do you think that there should be fewer Phys. Ed. students involved in the varsity athletic program on the UNB campus?

Their answers ranged as follows:

### Prof. L. Lane, English

**Ans. 1.** I feel that it is a perfectly fine profession from the point of view of teaching, but coaching on a university level puts too much pressure upon the individual.

**Ans. 2.** Definitely YES.

**Ans. 3.** Some are, but on the freshman level, comparatively speaking, Phys. Ed. students are less proficient academically than those in other faculties.

**Ans. 4.** Not really, but in some

cases individuals of other faculties who have athletic potential are hindered from trying out for teams because of the domination of Phys. Ed. students.

### Prof. H. V. Pritchard, Biology

**Ans. 1.** Opportunities are limited and Phys. Ed. teachers are required to carry out the work of ordinary teachers in teaching academic subjects.

**Ans. 2.** Purely an administrative matter. Physical Education should be a post-graduate course requiring students to obtain a B.A. or B.Sc., the same way that the B.Ed. course is carried out.

**Ans. 3.** Yes, all students are required to meet certain standards upon entering the university. Just look at the records.

**Ans. 4.** No, I feel it makes no difference; anyone should be able to participate.

### Prof. R. J. Love, Education

**Ans. 1.** Physical Education involves teaching and training for physical well-being. I can't name a more important profession.

**Ans. 2.** Physical Education might become a separate department of the Faculty of Arts rather than part of the Education department. If such a thing were established it would become part

of a college of Education.

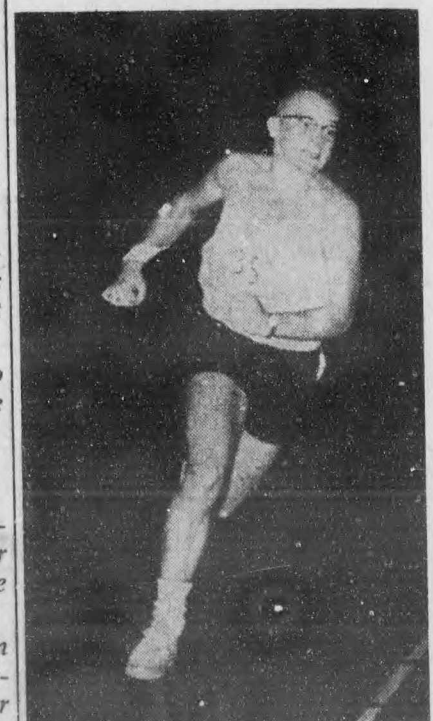
**Ans. 3.** A good many don't do their academic work as carefully as some students in other faculties.

**Ans. 4.** Absurd — there should be no restrictions.

## . . . and STAMINA



"Free Calisthenics" by Ann Bishop, Sharon Bickle and Nina Lacas.



Ralph MacLean sprints the half mile at track meet in the gym.