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Education

One of the peculiarities of life in the modern world is that we have to set aside a week for promoting the work of every charitable and otherwise, institution imaginable. For the past twelve years Education has been no exception. It appears that Education has become like religion, something that we take out of moth-balls once a year for public exhibition. But Education is everybody's business and should be of paramount concern to us every day of the year.

Why should Education be of such vital importance to us? The most remarkable thing about modern Education is its complete failure to do its job. Never in history has there been such a need for mature, enlightened thought and action as in this age of power and demagogues. Never has there been such a lack of truth and understanding. Yet again, never has Education been so widely disseminated, but never have there been so few educated people. One could add to the list of failures of modern Education. Is it necessary? Surely such a disastrous situation demands everybody's attention.

Perhaps the answer is that there has not been too little education, nay, rather the wrong kind of education. Let's look at the situation here at U. N. B. Every year we graduate foresters, chemists, psychologists, engineers, economists, ad infinitum. But do we graduate educated men and women? People who are able to discern the true from the false? The answer must be an unequivocal no. The great majority of people who leave this university with a degree are specialists in one field of study but are as unlightened as savages in fulfilling the normal responsibilities of educated men and women.

If we are to graduate an intelligent body of citizens; people who are not inarticulate robots, we must revive an interest in the humanities — Literature, Languages, History and Philosophy. At present these studies touch but a small proportion of the college population, and they seem to roll off these people like water off a log. They are practically ignored by all the professional faculties which concentrate their energies on intensely specialized vocational training. It is hardly necessary to say that in their own fields they do excellent works, but vocational training has little to do with preparing students to be intelligent citizens. And are these not the only people who can salvage the tattered remains of our civilization?

There is no more fundamental educational problem facing us today than this — to discover a working compromise between intense, specialized, professional training and a training that aims at producing good citizens. Intelligent citizenship depends on some real acquaintance with the history of men and their institutions. It is almost unrelated to vocational training.

Never did the world have greater need of wisdom in human relations, and it is a need that will not be met by vocational training.

Art Centre Concert

Sunday, March 11 : 8:30 p.m.

Egmano Overture	- - - -	Beethoven
Violin Concerto in E Minor	- - - -	Mendelssohn
Eighteenth Century Operatic Arias		
Sung by Maggie Teyte		
Jupiter Symphony	- - - -	Mozart

Letters To The Editor

The Editor,
 The Brunswickan.

Dear Sir,

Although several weeks have slipped by since the publication in the Brunswickan of my article on the S. C. M. I feel myself obliged to publicly correct the rather gross mistakes contained therein.

In the first place, I was writing about the STUDENT CHRISTIAN MOVEMENT — not about a fictitious Student Christian Mission. (The names of the S. C. M. and the University Christian Mission which was recently held on our campus must somehow have got mixed up.) In the second place, I described the S. C. M. as "living and expanding" — not "living and expounding". In the third place, I mentioned Christianity as being based on "clear thought" — not necessarily "clean thought" as the Brunswickan put it. In the fourth place, I said S. C. M.'ers were "seekers" — not "suckers".

Notwithstanding the humour in the last mentioned mistake, I trust that in the future the occurrence of such mistakes will be prevented. This would be greatly appreciated on my part since it would relieve me of the burden of having to write you special letters clearing up the confusion and misconceptions caused by printing mistakes in any article of mine.

Yours truly,

STIG HARVOR.

Ed. Note: Since there has been a change in the Editorial Staff, I have no knowledge of the article to which you refer, but I hope this will not occur again.

Opportunity For Service Great

(By Prof. Love)

Education as a university subject has been in the course of studies at the University of New Brunswick since the late 1920's. In line with the trend in other Canadian provinces and in keeping with the higher standard required for secondary teacher training, courses open to anyone holding a B.A. or B.Sc. degree, leading to the degree of Bachelor of Education which carries with it the New Brunswick High School license which were established in 1950. Eleven students, the B.Ed. class of 1951, are following the studies required for the degree. In addition some thirty undergraduates are taking courses in Education as credits for the degree of B. A. The department employs two full time professors with four teacher counsellors who supervise and instruct in practice teaching. Courses in Psychology and a course in Physical Education are provided by the departments concerned.

The work of the department of education is closely related to the work of the Summer Session which is conducted on the campus. Although the Summer Session is primarily for teachers, many students take advantage of the programme offered by taking extra courses and by clearing up supplemental. The Teachers' College Summer Session is conducted with the University Summer Session and in 1950 over five hundred teachers are using the Summer Sessions to obtain the Masters' degree and four are now working under the University Graduate School on these involving investigation of important educational problems. Over seventy-five others are taking the extension courses in Saint John pursuing courses for the B.A. or B.Ed. degrees.

Opportunities of employment for teachers with fairly good pay are plentiful. There is a deficiency of over seven hundred qualified teachers in New Brunswick this year. Salary scales in administrative and teaching positions go up to over five thousand per year. Those who feel that they might like to teach should investigate the possibilities. There is no profession in which the need is more pressing and the opportunity for service greater.

Figures Don't Lie

It has long been assumed by the Universities and leading educators that matriculation examinations are quite reliable as a measurement of a student's ability to succeed in college as well as a measurement of that student's knowledge. Others, however have claimed that different methods could be found with equal or greater validity in judging whether or not a student would have the necessary ability to pass successfully through college.

With these points in mind, the Education class in statistics recently conducted an investigation into the matter. The project was divided into four groups, each to find the correlation between two different factors.

At this point it is necessary to give an explanation of the data used in the survey. The marks of the last three years of the graduating classes of 1949 and 1950 at U. N. B. were averaged and tabulated. Also listed were: 1. the average that these same students made in their junior matriculation exams, (2) the average of the marks they made in English Literature, English Language, Algebra and Geometry from their matriculation results (3) and finally the results from the Thurston Aptitude Test which was given at the beginning of the Freshman year. It is also necessary to state that in obtaining the correlations the Pearson Product Method was used.

The first of the above mentioned groups was to find the correlation

between the average attained by a student on matriculation and the average mark made by the student during his sophomore junior and senior years.

The second group had the job of finding the correlation between the average marks for English and math combined on the matriculation and the average of the last three years at U. N. B.

The third group found the correlation between the scores made by the students on their Thurston Aptitude Tests and their averages for the last three years at U. N. B.

The fourth group found the correlation as the third group between the Thurston Aptitude Test scores and the average mark of the last three years but with this difference; they found the correlation of the veterans as one group and that of the non veterans as another. These two correlations were to be compared to the existing differences if any were to be noted.

The results from the project showed that the correlation between matriculation average and the college average was plus .37. That of college average and the English and the math average (taken together) was plus .44, while that of the college average and math and English taken separately was plus .34 and plus .29 respectively. The correlation between the Thurston Aptitude Test and the college average was plus .10. The final correlation between the Thurston Aptitude Test and the college average for veterans was plus .075 and for non veterans plus .09. In addition the last group found that the percent-

(Continued on Page Six)

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 OF ALL
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PLAIN ENDS—With "Wetproof" paper which does not stick to your lips.
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STUDENT

Fellow Students:

The policy of the government by student not by the platform date who is successful in elections. I therefore, to set what I shall or elected to the president of the A. A. in that position, mined by the will on this campus and personal prejudice.

There are, however, principles which I believe the proper function of A. A. They are:

(1) proper support of the sports.

(2) co-operation of A. A. and the Student Body in the aspects and in the regard to the support of the sports.

(3) efficient conduct of A. A. and the Student Body in the aspects and in the regard to the support of the sports.

Every student can rest secure that, if I am elected, I will do my best to carry out the student body. My experience as a member of the A. A. should be a valuable in serving you, in a manner which will be of benefit to the student body.

In closing, I wish to state the fact that the student should be the one who receives the full support. This support properly realized will be of great benefit to the student body in the conduct of the sports.

Thank

JO

If I am elected President of the Student Body, I will do my best to prove the student body and the support of the students on all Varsity and where the student interest.

THE D

The Department of Education needs for its fields:—

Electrician
 at H
 Mechanic
 at V
 Chemist

Metallurgist

The instructor will not be made for a domestic quality

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