

Transfer from school to university not easy

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study is lack of interest. She has advocated in the strongest terms the need for guidance on what a

prospective study before he comes to University. I consider this absolutely vital not only to reduce student dropouts but also to reduce the number of students who soldier on through a degree course of little or no intrinsic interest.

Both Jean Mackintosh and myself have suggested that such guidance should also help the young person to question the basic promise that he should go to University at all. When most of my

generation left High School (mid 1950's) one thing was certain. If we were medically fit, we would spend two years in the army. Nowadays, if a school pupil is academically fit he expects to spend four years at University. Only by systematic pre-University guidance can we prevent University education degenerating into what I consider it has already become in Britain - Academic National Service.

If a University course is a training for a profession or particular type of career, we need to be sure that the prospective students understands what is implied and is suitable for that type of career. We may say it is the job of the school to prepare a young person for University. While we debate who should do the job it won't get done at all. Universities have more freedom to go ahead and do something. We are at least less controlled by Civil Servants than Schools.

Having guided someone into studying the subjects best suited to him can we leave it at that? I suggest we cannot. The transition from school to University is fraught with problems. Some of these could be avoided by Pre-University Training. A list of such problems would be exhaustive and there is scope for a whole research programme here but a few come immediately to mind.

Many students are notoriously bad at expressing themselves through the written word. In most disciplines students need help with this problem.

There are large numbers of students whose self confidence and academic performance would improve beyond recognition if they were given some help in expressing themselves through the spoken word.

New students leaving home for the first time and living on limited funds could be saved a great deal of worry by some instruction in personal budgeting.

Keeping notes, records and laying out a study room are all vital skills for the modern student.

Executives in industry are sometimes taught "Time Accounting", that is to say keeping a balance sheet on how they have

spent their time. Students need this just as much as executives, perhaps more so.

The maze of extra-curricular activities can be a daunting prospect for the new student and I for one cannot blame him if he takes the line of least resistance and participates in none of them.

These are a few of many vital topics which could be put over in Pre-University training. Surely it ought to be possible to bring new students to the University a few weeks before the beginning of the Fall Term and arrange their timetables so that they have an afternoon a week free to continue University training throughout that term. Pre-University dance would have had to take place several months before they actually came to University. I am not suggesting that UNB specifically should do this. It is not within my frame of reference to suggest anything of the kind. I am saying this should be standard procedure at ALL Universities.

Pre-University guidance and training would cost money. At the most conservative possible estimate, it must cost \$50,000 to educate a University graduate. As Jean Mackintosh has frequently pointed out in public, a fraction of what is wasted from University dropouts, which she has most aptly named "social redundancies" would enable us to provide an effective Pre-University service.

Houses torn down

Any problems in houses owned by Abe Levine and sons at 154 and 152 Aberdeen Street apparently have been rectified. Harry Levine reports that both houses have been torn down and replaced.

The Levine interests were cited in an article on downtown housing in the December 1 BRUNSWICKAN.

Education

Continued from page 5 will continue for approximately one more year. During this transitional period, while the members of the new Maritime Commission prepare themselves for assuming their full responsibilities, it is expected that all these agencies will function in close co-operation with each other.

In considering these proposals it should be borne in mind that the Council of Maritime Premiers, through the governments of the three provinces and with the co-operation of the institutions seeks to plan a co-ordinated activity that will assist in providing more effective educational opportunities for the people of the Maritime Provinces.

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