

ON BEING HUMAN:

AIMS OF UNIVERSITY EDUCATION

By David A. Stewart, Ph.D. Professor of Philosophy, U.N.B.

The fundamental aim of the Arts student is to learn how to become human, a process that terminates only with death. Thinking, feeling and doing are the three essential activities of human beings, variously expressed in different persons according to their insight, humour and judgment.

Education in the Arts course, and indeed in most university courses, might be said to be primarily concerned with insight, most in need of a sense of humour, and pointless without a concept of value. Insight is not necessarily gained in an Arts course — many wise men have not felt an urge to take a B.A. — but we believe that for the majority of us insight is sharpened by the experience gathered in a study of literature, of the scientific and social disciplines, of philosophy, of art and of music.

Of all education, technical and general it may be fair to say that learning is relating. The undergraduate is to subordinate all special motives, such as job-seeking, social prestige and academic honours, to the central aim is growing human, developing personality, deepening perception, and broadening judgement in a dynamic network of related knowledge. Requisite to this serious ideal is the fostering of a sense of humour. Nothing so well shatters pious dignity and vain pretensions, win enemies of clear vision, as the ability to laugh at oneself.

In relating university disciplines to one another and to life, the student is guided by some philosophy of value. It is hard to think of a concept of value more basic than a faith in life; indeed, without this faith our whole inquiry would be irrelevant. This faith in life presupposes the prizing of human dignity, the respecting of persons, of the self and of the others. We believe this faith in life to be the democratic faith.

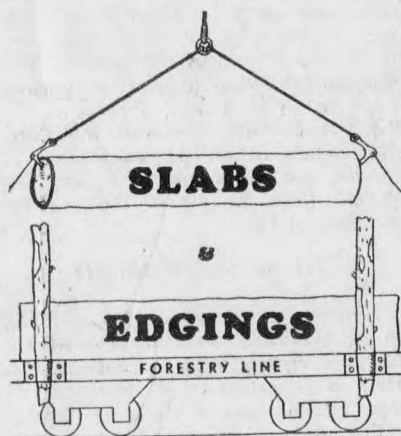
The Arts training, therefore, is gen-

eral. We do not understand it to be a technique for mastering particular areas of knowledge, nor do we say that it is a "higher" education in the sense that provokes an individual distinction between a privileged class and the masses. Though we appreciate, we do not quite endorse the aphorism "the liberal B.A. trains a man for nothing and prepares him for everything." We say simply that the undergraduate is potentially a human being who is alive, we hope, even under the discipline of his course. His time at university is a meaningful chapter in the human adventure, and therefore his training is a phase of the art of living itself. We wish to avoid the attitude that in these troubled times he is being armed against the slings and arrows of outrageous rivalries, or groomed for a safe spot in the aristocratic society. We regard the art of living, not as a facile technique in how to win friends and tip the servants gracefully, but a realistic insight into what it is to become human in a democratic society.

—Reprinted from the Dalhousie Review

By HATCH and MURPH

Doggone, but every time we get people trained nicely, this paper changes printers or editors and we have to start all over again. Please bear with us after last week's fiasco while we take our new boss in hand, and try to get him straightened out in this newspaper business.



It is with acute embarrassment that we find ourselves in an issue such as this one. Especially since the poetry in some of the editorials is going from B.Ed. to verse. (Please forgive us, but we couldn't resist it.)

Strong, rugged foresters were left drooling on their wood blocks last week as crowd after crowd of stary eyed young women shuffled through the Forestry Building as the FHS seniors climaxed their campus tour. A most commendable innovation! Without being too pointed we would suggest that there is also other fine groups such as T.C., nurses-in-training, government stenographers, CGIT (seniors only, of course), YWCA, business college and so on. Don't by all means, slight these groups. Guides will volunteer readily. (Come on down and see my dry kiln).

Horse sense: the sense that keeps horses from betting on things that humans do.

The small reading lamps in the Memorial Reading Room are a pleasant decoration. Decoration is surely the word, because there are no bulbs in them.

Contrary to what you may have read there was 67% turnout at the recent election. If all faculties had voted as the Forestry Faculty, we would have had an 82% vote. We get weary of saying it but the facts seem to indicate once again that the foresters have exhibited their superior sense of college spirit.

A statement made at the recent Commonwealth Forestry Conference deserves to be passed on. In dealing with the state of New South Wales, Australia, the forest service states that, "The chief limiting factors in the expansion of sawmilling have been a lack of adequate transportation facilities — both rail and coastal shipping, shortage of tractors and motor trucks for logging, manpower shortage and availability of accessible log supplies." And there are just the chief reasons.

We remember reading a while back about a fellow who walked into the Motor Vehicle Bureau of a New Brunswick town to buy his new license plates. He asked the clerk if he could possibly purchase a certain specific number. "Im sorry sir, but we have to sell the plates in numerical order. The number you want is 400 numbers ahead, and besides, that particular number has already been sold." The town — Fredericton.

DOZENS JOIN C.O.T.C. UNIT

UNB (Special)—Major R. J. Love, Officer Commanding UNB Contingent COTC has announced that recruiting for the unit has closed.

The following students were accepted for training in the Corps:

- O-C G. E. R. DeMille, Hampton, N.B., RCME; O-C R. G. Dyer, Juniper, N.B., RCAC; O-C M. F. Cain, Fredericton, RIC; O-C R. Harrowing, Montreal, RCA; O-C D.M. Lohnes, Lunenburg, N.S., RCIC; O-C W. L. Morrell, St. Stephen, RCAC; O-C R. W. Norrad, Sussex, RCIC; O-C R. J. Peterson, Marysville, C Pro C; O-C D. B. Reicker, Welsford, RCIC; O-C J. A. Swim, Doaktown, RCIC; O-C L. J. H. Washburn, Blackville, RAC; O-C R. S. Weaver, Doaktown, C. Int. C.

In addition the following students have joined the Canadian Army Active Force and are training with the Contingent:

- 2-Lt. H. Fairbairn, Fredericton, RCAC; O-C H. M. Peacock, Little Shemogue, RCAC; O-C J. D. Snowball, Chatham, RCIC; O-C J. A. Breaud, Donnacona, P.Q., RCE.

EIC PREXY VISITS CAMPUS

UNB (Special)—Dr. John B. Stirling, Montreal, president of the Engineering Institute of Canada, visited the University of New Brunswick on Monday, March 2. Dr. Stirling delivered an address to the engineering students of the university at 3 p.m., Monday, in the Memorial Hall.

At the same time he presented a plaque representing the Engineering Institute of Canada Prize to Robert John Kavanagh, of England, a member of this year's graduating class in electrical engineering. The prize is awarded to the UNB student having the highest standing in the fourth year engineering class.

Dr. Stirling is the president of the E. G. M. Cape Company of Montreal, one of the leading contracting firms in Canada. He has served as president of the Montreal Chamber of Commerce, and is a member of the Board of Governors of Queen's University. He graduated from Queen's University in 1909, receiving a Master's degree in 1911, and was recently honored by Queen's with the degree of Doctor of Engineering.

The U.S., Britain and Canada --- The Mean

by John Waterhouse

What has happened to North American Education? Out of a well-intentioned, democratic education has burgeoned a gigantic well-oiled assembly line of unparalleled Fordian proportions, carefully tended and maintained by that zealous Stakhanovite, the teacher.

Unit upon educated unit rolls of the moving belt, is packaged smartly in a white silk dress, (a yard added to its first communion length) or a navy blue blazer and flannels, and is sent out, an educated adult, to the "frontier of life."

What happens to them after this? Some few rare specimens fall from grace, freed from the scripture and the over-emotional drive of passing from factory number 6 to factory number 7. They lose their mortal fibre and begin to think "Alas for shame, woe, verily, woe, Kultur is dead!" These limbo souls doubt even the power of money. But there must be some rejects for every line of merchandise.

Fortunately the main bulk of production is one hundred per cent flawless. Happy, well packed cogs, bearings, screws, nuts, bolts, they carry out their replacement assignments within the industrial engine quite contentedly. They can read and they can write and they have all kinds of fantastic motor abilities like folk dancing and basket weaving, driving cars, running elevators and typing. They are educated. The system still runs smoothly.

Do we exaggerate? No. Thinking about it, well maybe just a little. Things aren't quite that bad yet. Especially in Canada, they aren't that bad, yet.

The Middle Way

Canada has become the middle of the road nation, a happy medium between European caste-system education and the American idea that all men are created equal and, by God, they'd better stay that way for a while. Canada, through her close bond with England has kept thus far from falling into the slough of uniformity. But now

that she is an emergent nation, strong, flexing the eulogistic muscle, unused for so long, she is apt in reaction to reject the waning influence of the mother country over educational thought, is apt to consider that the same factors which govern education in the United States should logically apply to her, now that she is big and brawling in her own right.

Which would be fatal. Really, the American way is very well-meaning—of course universal education is a good thing; of course we cannot have illiteracy any more (who would read the advertising?). The fault is all a matter of wrong emphasis. Children do not have uniform mental capacities and should not be banded together in a uniform mass as though they had. That's all that's wrong. Promotion along the network of pre-college education should follow not from age, but intelligence.

A New Method

There should be two planes of grade school education. Children, while starting all on the lower plane, should work toward a general examination taken at the age of eleven or before, depending upon the speed of their promotion. This examination combined with the reports of their teacher over their first years would determine whether they continue on with the large-class type of general instruction or whether they have sufficient dynamic and intelligence to move up to the more select upper plane, where small classes, a different, well-aimed curriculum, the fierce competition which always springs up between intelligent children, would all give sufficient impetus and support to the child of more than average capabilities. These of the upper plane would be the students who would form the backbone of college material, thus eliminating the present wastage of the first two years of college education, which, following the existing grade-school system, has to be given up to general education

—McGil Daily

ERROR, MARGIN . . . (Continued from Page One)

motion stunter, Dick Ballance, is now resting on his laurels. Besides being elected president for next year's SRC at last week's elections, Dick also pulled off what he described as "a great promotion stunt." When other students accused Dick of "hoaxing the students" concerning his give-away plan — a model car for the person guessing the closest percentage of blood donations on the campus — Dick de-

nied all. In "the music business for a long time," Ballance merely commented, "It worked, didn't it?"

Ballance, besides beating the drums for blood corpuscles, the SRC post, and his orchestra, also has found time to participate in other student activities during his university career; Canadian Football, skiing, yearbook business manager, social committee member, and SRC rep. (two years).

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