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On Mud-Slinging . . .

The ex U.S. Vice-Consul in Toronto, Mr. Frank B. Tinker, has published a recent article in MacLeans entitled, "I'm Leaving Canada and I'm Glad". He is glad, he says, because he is fed-up with having to listen to "malicious myths" which Canadians are spreading about the United States. In typical back-slapping American colloquialism he says that the "Canucks" should do less criticizing of the "Yanks" and more analyzing — stop going off half-cocked as it were. Examples of such ill-timed animosities as the Canadians' contempt for U.S. immigration policies, economic policies and practically anything American, he feels, might someday affect a serious rift in friendly relations between the two nations.

Mr. Tinker's explanation for this beligerent attitude places the roots of the controversy in the enormous size and wealth of the United States. "But, after all," he continues, "it is no one's fault that the U.S. is bigger than Canada in population and industrial wealth."

He points out also, "that the booming economic outlook of your country (Canada) is encouraging the surge of nationalism that usually goes with such growth. Pride in his country has always been considered an integral part of a happy citizen. But is it necessary that national pride be subverted and traded for childish spite?"

What is the cause of this growing animosity? Does this skinny display of independence shown by Canadians stem from the fact that Canada and the U.S. are becoming constantly more integrated economically and defensively? If so, then it is gross misinterpretation of current affairs that would lead us to believe that Canada is in danger of being absorbed by the U.S.

Such sarcastic needles as are jabbed at the United States daily by many Canadians in coffee-cup discussions do little to enhance the American's view of his northern neighbour. He does not demand an undue amount of respect; but neither does he deserve ridicule simply because he is a big boy for his age. He has not questioned Canada's ability to stand on her own two feet. On the contrary, the U.S. recognizes Canada as one of the most rapidly expanding nations in the world; the vast quantities of untapped natural resources which abound north of the United States border are placing Canada in a position of ever increasing prominence in the North American economy, and indeed, in world economy. She is everywhere being acclaimed as the land of opportunity; and few people realize it more than the Americans. Consequently, they have provided the capital which has financed much of Canada's recent economic expansion.

It is one thing to be "newly rich" but it is quite another to accept it gracefully and Canadians do not seem to be graceful by nature. To recognize and accept a friend is not to lose one's face.

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On Freshmen . . .

by R. P.

It has been noticed that many students of the Freshmen class are not yet acquainted with their class executives — a state of affairs which should be corrected immediately. Herein, it is not possible to affect a personal introduction of all Freshmen to class president, Ted Edwards and Vice-president Tom Foulkes, but by making a mental note of their names it would behove all first year students to meet these two friendly gentlemen.

Surely everyone realizes that the offices of class executive are not merely nominal positions. Already a considerable amount of time has been spent in the development of future plans for Freshman activities in the new year. Social evenings do not simply bloom by themselves. The seed of thought must be planted and cultivated with the amount of attention needed for anything which is to become successful and enjoyable.

Sometime Tom or Ted may be asking your help in organizing an event. It would be wise for you to know the people with whom you will be working.

Regarding the manner in which you are to be informed of the when's and where's of Freshmen activities: there are two ways in which information may be announced on the campus. First, and most often employed, is the bulletin boards located in all the main buildings. One should make a habit of examining these boards each day as he travels between lectures. The information there placed is for students alone. The second, and equally important means of announcing activities, is the Brunswickan. A few weeks ago the editor announced that unless additional help was acquired, publication of the paper would have to cease. The reason required to put the six pages together every week. It is sincerely hoped that students do not simply glance over this useful illustration of student endeavour. There are only a few pages. Read them carefully. Since you are a member of U.N.B. all the information contained therein is of interest to you.

You may feel that such obvious suggestions are not worthy of printing. Perhaps you do take an interest in what occurs about you and read all notices posted. However, there are a vast majority who do not. It was significant to notice that during the recent S.R.C. elections only 87 per cent of 234 Freshmen went to the polls. The most common excuse reported was, "I didn't know anything about it." Announcements of the elections and results were posted in all the above mentioned places.

With these few things in mind, it is hoped that the Freshmen of 1954-55 will realize their obligations and become a credit to themselves as well as the University.

WHO'S COMPLAINING?

by Dale MacMurray

A recent Brunswickan editorial dwelt on possible imperfections which exist in the educational systems of most Canadian universities. Now, let us look in the mirror.

What is the ratio between the average student's potential and kinetic energies — 2:1 or 20:1? Probably the latter. If so, what are the reasons for such a hiatus between ability and production? We can think of only a few — excessive extra-curricular activities, anxiety, indecision and (dare we mention it?) indolence.

Much has been said regarding the just-mentioned "distraction". However, even without recourse to statistics, it seems safe to say that social and athletic activity do not go hand in hand with poor scholarship — the contrary is often the case.

Personal worries (health, finances, etc.) can and often do present real obstacles to effective application of energies to studies. A tough set of calculus problems or an essay on British Imperialism seems unimportant when one is wondering how to pay for last month's board.

Regarding indecision — we have talked with more than one student (including a senior on the eve of graduation) who was in the state of complete frustration regarding his choice of studies. Any attempt at concentrated effort at such times is next to impossible. Consequently all of us tend to ask, during such confused moments, "What the devil are we doing here?"

Few of us will enjoy in later life the independence which is ours while at University; but in such an uncontrollable atmosphere the very human tendency to sit and contemplate one's navel can easily dominate all activity. This is, perhaps, the greatest theft of our valuable time. If you think that our time isn't actually valuable, divide last year's college expenditures by the number of working hours available and you will discover how much it is costing you, per hour, to sit on your thumbs. Of greater importance is the fact if we don't get what we want (scholastically) here and now, it is doubtful that we ever shall.

Certainly, the educational system with which we struggle leaves much to be desired, but of greater importance is our own responsibility in the matter.

Let's admit it — we've never had it so good.

FOUNDATIONS FOR CANADA

(Dalhousie Gazette)

At a meeting of the leading educators of the Atlantic Provinces in Halifax two weeks ago, it was announced that the demand for University-trained personnel exceeds the number of graduates by 10,000. This is indeed an enlightening view of the advance of Canadian industry, but at the same time is it an enlightening view of our University system? It is obvious that when such a demand is being made on the Universities, they in turn will do their utmost to fill such a demand. How they fulfill it is another question — a question which will have the most striking effect on Canada and her life during the ensuing years.

At present, there is much controversy concerning many Canadian Universities. The Maritime Universities are not exempt from such controversy. Many Universities today are offering a college education which is little more than a specialized high school course. It is because the country needs University graduates, or is it because the Universities, pressed by financial burdens, need more students? If the Universities are to view this demand as a good way to make money, then the effect of such a University training will have disastrous effects on the Canadian nation in the future.

Despite the cries of industry, the Canadian Universities must not fill the great void rapidly. If Canada is to become great, then industry must grow slowly and strongly. A rapid rise to power with poor foundations, will not enable Canada to maintain a high position for any considerable length of time. The foundations for the greatness of the nation lie in the Universities. They must make those foundations firm. Instead of lowering standards in order to produce graduates, the Universities must tighten all standards, not only entrance but also academic. It will be a sad day when a University diploma or degree becomes a meaningless and worthless, and such a day can come if Universities continue to produce graduates of low calibre.

The Maritime Universities have made a move to prevent such a practice. Investigations are to be made whereby the "feasibility of a Common Admission Board for all Atlantic Provinces' Universities" is to be found. Such a move is definitely a step in the right direction for graduating students of a high academic and mental standard. Moreover, a common admissions board would act as an incentive to students in high school to strive and maintain a high standard. Instead of "clueless apes" attending college, the new applicant would have to meet the standard required to enter college. Such a practice may be contrary to modern educational concepts of education for all, yet if Canada is to become great, her leaders cannot be every Canadian. The lot of leadership falls to a few, let those few be the best educated and wisest men in the land, and Canada will become great.

The Maritime Universities' proposal in itself will not solve the problem of low standards. It is well known that some Universities have built their reputation on the athletic instead of the academic field. While some call for higher standards, others fall back and lower them, luring students of poor standing in their halls. Hard-pressed by financial difficulties, some of these Universities have partially solved their economic maladies by turning out graduates en masse, graduates who are little more than "four years after high school." If University standards are to be raised, some Maritime Universities will have to raise their own academic standard and not only agree to a common admission board. Instead of competing for students the Maritime Universities should co-operate and strive with the few for better University graduates.

Canada has called and the Universities have a formidable problem. How they answer that problem concerns every Canadian. Let us hope that instead of filling the demand with "paper and text-book" graduates, the Universities will fill the demand with solid graduates, graduates who can think and act for themselves.

Then Canada will be ready to assume the role of world leader.



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