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Frat Flats . . .

A little foresight at this time may make it possible for you, next year, to enjoy the close companionship of a group of students and earn a hundred dollars or more.

Some of the publishers of this issue of the Brunswickan have enjoyed such benefits for one or more years. The Deltas were organized in 1947, and only last year the Kappa Gamma Tau 'frat' was initiated. These organizations have no affiliation with national fraternities, and for this reason do not meet with the objections which have been raised on our campus against large fraternities.

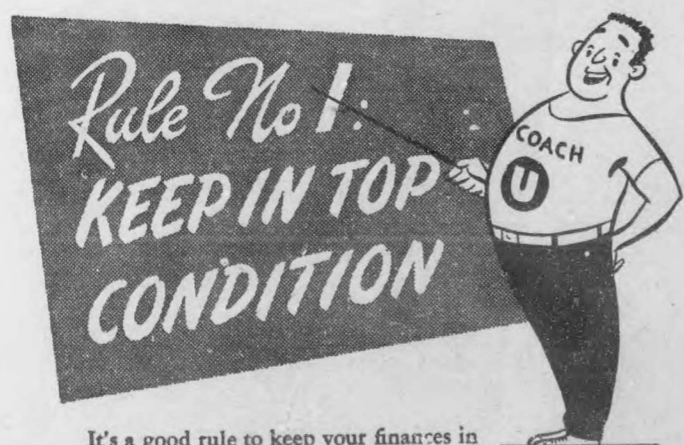
Probably the two most important thoughts that enter a student's head, other than sex, are food and money. Food, and money are benefits which go hand in hand at the houses being discussed. "Money saved is money earned" and this is how the 'frat' members become richer by \$100 to \$120. They purchase, and cook their own food with little inconvenience to themselves. Each of the six to ten members usually cooks no more than once a week, and this requires about three hours of his time. Bulk food orders in most cases are placed twice a year and all further orders are placed by telephone. The overall cost for room and board runs from \$11 to \$13.50 per week in comparison with prevailing rooming house rates of \$15 to \$18.

The advantages of occupying a suite of rooms with cooking and toilet facilities will be appreciated by any who have lived in confinement with a family, which often includes children. Living in close association with student friends makes joint undertakings, such as the production of the surrounding written matter, easily possible.

If good living conditions are your interest, and cooking one of your abilities then now is the time to search for new quarters because accommodation is bound to be limited next fall by the great number of army camp people.

Grumble Rumbles . .

In anticipation of the grumbles which will be heard too late this spring, this article is offered well in advance of exams. Each spring senior students who are not assured of graduating are in the difficult position of discouraging the attendance of the parents at the Encaenia exercises, while at the same time they wish them to attend if they graduate. This situation is the result of the short period of time between the graduate 'listing', and Encaenia which is about forty hours. Two days notice is completely inadequate for the notification of parents who live outside of New Brunswick. The group of students who hail from points elsewhere accounts for 40 per cent of enrollment. The task of finalizing results no doubt is handled as quickly as possible. Altering a few dates seems therefore, to be the best remedy.



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Letters to the Editor

Dear Sir:
 It is now recognized that the two primary reasons for Freshman academic failure are emotional maladjustment and the lack of study skills. Many surveys have indicated that a low intellectual level is seldom the cause of failure. It would seem therefore that any program which would assist the new student in making an adjustment to university life or which would improve his ability to study, would be of value to not only the student himself but to the University and for that matter the community also.

The first problem was attacked by the University in 1951 by the institution of a student counselling program. Some students were fortunate to have as their "counsellor" a man with experience in both the academic and administrative side of the University. Naturally, these men could give direct help with the problems associated with changing courses, loans and scholarships, and Summer jobs. Other students had indifferent counsellors which is hardly surprising since unless a man has special aptitude interest or training his success as a counsellor is likely to be largely a matter of chance. While this program has not been an outstanding success it has by no means been a failure. Many students have received moderate benefits from it and if the program is continued many more will in the future. The question is however, is this the best we can do? An obvious improvement would be the hiring of a full time trained counsellor of Ph.D. status. However, since the University is not likely to be able to afford this necessity for several years more modest proposals should be considered. These proposals should, if possible, relate to the second major reason for freshman academic failure, that of inability to study properly.

Students with sufficient intelligence to complete college work usually have one or two characteristic patterns of high school achievement. Either their grades are high throughout high school because they study and use the intelligence they have, or their grades show a marked falling off starting at about grade IX or X and continuing through to their matriculation. The reason generally advanced for this phenomenon is the upsurge of interest in the opposite sex or in sports. Even with this "outside interest" however, the potential college student still finds it possible to complete his high school work by studying only the night before the exam. Because of this the student misses the opportunity of learning how to study; a characteristic failing of North American high schools. He comes to college knowing no more about studying than the art of reading a book the night before the exam. Since the University

has only a tenuous association with high school training policy it can do little to prevent this situation from arising, it can however do much to alleviate its unfortunate results.

The proposal is this: A "How to Study" course lasting a few evenings should be given to all freshmen, it need not be compulsory. It should be given by competent sympathetic instructors and should consist of giving and interpreting diagnostic reading tests, sessions in speed reading, and discussions on study skills in general. If instituted, this course will fill at present a very real existing need, the cost little, its returns enormous.

This letter is but a drop in a very big bucket. Students themselves must demonstrate that they need the course—not by falling—but by asking for it.

Bill Reddin '55

Dear Sir:

This school year opened very nearly as previous years have but with two notable exceptions. First, a record freshman class, and secondly, seemingly a very different attitude towards the student on the part of the university administration.

Many changes, some small and on the surface insignificant, others more noticeable, have come about which tend to be an encroachment on the student. The sum total of these moves is to bring the student into a regimented line in thought, word and deed. This is not to say the professors as a group are taking a new line in regard to the people listening to them, but rather an overall feeling which seems to be seeping out, and into the university as a whole.

The entrance age of the student to this university is going down but this is no reason for the powers that be to treat the student with any less regard. Although the chief aim of any good university should be to provide a solid education, the development of character follows very closely behind. It would seem that the policy of the administration is an attempt to mould the individuals character along definite lines, rather than to allow the student a chance to evolve his own outlook on life.

The obvious start of this encroachment was the curtailment of parking space for students with cars as the more and better drained areas were earmarked for visitors, faculty and administration staff. The latter areas have been noticed to be far from crowded quite often. The result was that many students with access to cars did not bring them "up the hill." If this was the intended solution why was it not proclaimed September last.

(Continued on Page 6)

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