



# — FEATURES —



## Is Asking For Scholarships "Crazy"?

No doubt most students and faculty members are aware of the campaign for more scholarships and aid to education which is being directed to the Federal and Provincial Governments by the National Federation of Canadian University Students. Here are a few of the facts about the campaign and the reason that it was established.

NFCUS submitted during the first week of February a brief to the 11 governments of Canada. In every Canadian capital approximately at the same time a delegation met with representatives of the nation. Stated the executive-secretary of NFCUS, Mr. André L'Heureux, in Ottawa:

"This campaign is based on the resolution adopted at our October Congress in Quebec City which asked for an adequate scholarship for every student who satisfies university entrance requirements.

"When reading this resolution many people thought and said: 'This is Crazy', while others considered the attitude taken reactionary and believed NFCUS should ask for free education. Every enlightened human being, however, agreed that something has to be done. Nevertheless educational needs are not essential in the minds of many Canadians of former generations.

The reason for this is that:

1. Canada has been for a long time a country of hard and tough pioneers who succeeded without university education or benefited from it through initiative.
2. Public opinion is not aware of the cost nor of the needs of universities. For example, many parents believe that tuition costs are very high — they are — but even these do not represent the actual cost of the university administration of maintaining one student.
3. Our governments have not given priority to educational needs when redistributing the public wealth.

The terrible fact is that our universities face urgent needs while only 8% of the population of university age attends university. And yet there are proportionately from 3 to 4 times as many students in most countries of the Western Hemisphere with a comparable standard of living. Every country faces educational problems but Canada with one of the highest per capita income in the world endures tremendous problems even though its percentage of university students is the lowest.

What are we asking for? Our ultimate objective is a scholarship for every young Canadian satisfying university entrance requirements.

Now NFCUS asking for 10,000 scholarships worth \$550 each; the minimum difference between the average summer 'holidays' earnings and the cost of one session at university. 88% of the students work and save an average of \$449. per summer. One year at university costs from \$950 to \$1600. 22% of the students had part-time jobs during the regular session which required about 7 hours per week of their time.

Where will the money come from? The Federal-Provincial bursary scheme exists. The amounts should be increased.

Those governments who will refuse this moderate plan in the name of whatever reasoning will thus imply that there is no problem and that enough public funds are attributed to universities. By the same token they will deny the principle of equality of opportunity; anybody could recognize that the NFCUS plan offers only a relative basis conducive to the establishment of a policy which would give the chance to all who show the necessary ability to enter university whatever their financial condition.

To observe that only 8% of our youth, of university age is at university (from 3 to 4 times less than in Western countries) may seem trivial to many — but the fact, established by the Industrial Foundation of Toronto that 30% of the Canadians of university age possess the necessary qualifications shows that university education remains for the majority a luxury afforded only by the choiced or chanced minority. Proof of this statement lies in the most recent preliminary report published by the Dominion Bureau of Statistics showing 59% of the students at university in 1956-57 received cash donations from their parents averaging \$552 in addition to room and board.

It is in the light of these facts that we, Canadians, should view the problem of financial aid to the universities and their students and also the present actions of NFCUS and other organizations in their drive for more and better scholarships and the like.

## "seven year itch coming soon"

The production of "The Seven Year Itch" to be given by the U.N.B. Drama Society at Memorial Hall Theatre beginning March 22 is the real genuine article, namely the play as it was successfully presented on Broadway for close to three years, with none of its delightful frankness about infidelity having been expurgated.

It is "not a moving picture" not only in the sense of not being merely a film, but also in not evading the whole point of the story, as did the movie version that starred Tom Ewell as the timid husband and Marilyn Monroe as the luscious model he gets involved with.

In the film, Ewell day-dreamed about having a casual affair with his pretty neighbour during his wife's seashore vacation. But he had no reason to feel really guilty except for the sake of appearances — merely due to the girl remaining chastely in his living room to get relief from the heat from his air-conditioning machine. The movie was indeed much ado about nothing at all.

The humorous freshness of this carbonated comedy that made it a great hit on the stage in New York and other cities derives from the extravagant moral quibbles and imaginings of a fellow who actually does nerve himself up to taking a fall from marital virtue. All the hilarity stems from his really taking the scatter-brained siren from upstairs down the garden path — and being comically overwhelmed by his guilty conscience and his fears of his wife's retributions.

Is this more plausible version of the story that the stage production relates an endorsement of casual adultery? Literally it might seem so since the hero does indeed sin and come off unscathed except for some temporary anguish.

Yet his self-reproach and fear of detection are so sharp that the play-goer is assured that he will be the best of all family men for the rest of his life.

Tickets for the production are now available to students at 50¢ from members of the Society.

## Even YOU Can Pass Exams

(ED. NOTE: Because of University requirements, even Artsmen must Pass their Final Examinations. The following tips explain how some of them have managed to do so in the past. This information is being passed on to the student body in hopes that there is still time for them to squeeze themselves over the passing line.)

Bring the professor newspaper cuttings dealing with his subjects. Demonstrate fiery interest, and give him timely items to mention to the class. If you can't find clippings dealing with his subject, bring in any clippings at random. He thinks everything deals with his subject.

Look alert. Take notes eagerly. If you look at your watch, don't stare at it unbelievably and shake it.

Nod frequently and murmur "How true" . . . To you this seems exaggerated. To him, its quite objective.

Sit in front, near him (Applies only if you intend to stay awake) if you're going to the trouble of making a good impression you might as well let him know who you are, especially in a large class.

Laugh at his jokes. You can tell! If he looks up from his notes and smiles expectantly, he has told a joke.

Ask for outside reading. You don't have to read it. Just ask.

If you must sleep, arrange to be called at the end of the hour. It

creates an unfavourable impression if the rest of the class has left and you sit alone, dozing.

Be sure that the books you read during the lecture look like a book from the course. If you do maths in psychology class and psychology in maths class, match the books for size and color.

Ask any questions you think he can answer. Conversely avoid announcing that you have found the answer to a question that he couldn't answer, and in your younger brother's second grade reader at that.

Call attention to his writing. This produces an exquisitely pleasant experience connected with you. If you know he's written a book or an article, ask in class if he wrote it.

As to whether or not you want to do some work in addition to all this, well it's controversial and up to the individual.

(This was printed in the McGill Daily, February 18, 1958 which reprinted it from the British National Union of Students "Students Guide to London", which reprinted it from NUS News May 1953, which reprinted it from Student Chronicle, January 1950, which reprinted it from the Manchester University News Bulletin, of November 11th, 1949, which reprinted it from The Schoolmaster of July 21st, 1949, which reprinted it from the NEA Journal, an American teachers organ. Attributed to Robert Tyson.)

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