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Congratulations SRC

The following letter was recently sent to Mr. Nelson Mann, Executive Manager of the Atlantic Provinces Economic Council, in Halifax, by the Students' Representative Council. It seems only right to present the students of this University with a copy. We would like to congratulate the SRC on its initiative in this matter. The Editors.

Dear Sir:

At a regular meeting of the Students' Representative Council of the University of New Brunswick on December 4, 1957, it was brought to the attention of the Council that there has been on the part of business firms in the Atlantic Provinces, almost a complete lack of interest in the hiring of university graduates.

On numerous occasions, including items on radio and television in the press and other publications as well as in speeches made by our political and economic leaders, our students have been impressed by the importance attached to our universities by these leaders who are striving to bring about what might be termed an economic revolution in the Atlantic Region. In spite of the encouraging words we hear and articles we read, we are not given the opportunity to assist in this important effort. Rarely, if ever, do even the large corporations in this area, other than those which are branches of Upper Canadian and American firms, send personnel managers or their representatives to the universities for purposes of interviewing and selecting prospective graduates to take up positions within their respective companies.

So often it has been said that the Maritimes is simply a "Brain Factory" for the rest of Canada and young graduates are considered almost disloyal if they leave their home to work in Ontario or Quebec. Mr. Mann, what course of action is there to take when it would seem apparent, at least from all actions of those involved, that it is no great concern to Industry in the Atlantic Region whether or not we become "exports"?

When one considers the size of many of the larger corporations in our seaboard Province, it would be absurd to think they could not afford to pay salaries comparable to those offered by outside firms. Please note that I have used the word "comparable", for we are convinced that if it were economically essential, many students would be more than willing to receive less in real salary in order that they could remain in their homes by the sea.

The conditions of which I speak are not imagined. They are most definitely real and, we believe, can be anything but beneficial to the future of the Atlantic Provinces.

In closing therefore, I wish to emphasize the concern over this matter held by each student of the University of New Brunswick as expressed by the members of the Students' Representative Council with the hope in mind that you will make every effort to consider this letter at the next meeting of the A.P.E.C.

Yours sincerely,
 William Ray,
 President.

From X² to X^N

By CHARLES BOLSTER

In conjunction with a recent panel discussion held at the Fredericton High School, a number of mathematics instructors of the Fredericton area gathered to air their views on the increasing difficulties in mathematical study in the Province of New Brunswick. As a result of this discussion, several aspects of the malignant problem have been brought to light and merit considerable consideration.

The high school system in vogue at the present time is definitely in need of reform. We need only to refer to the results of the freshman mid-year examinations to realize that most of the students have received inadequate groundwork in their pre-college institutions. The

remedy for this situation is self-evident. Students in New Brunswick high schools matriculate in algebra at the end of Grade XI and, as a result of an option offered in Grade XII, several are allowed to complete their high-school course without studying trigonometry. This means that the college-bound students enter their freshman year with a rapidly diminishing knowledge of algebra and, in some cases, no trigonometry whatsoever. The continuation of algebra into Grade XII and the compulsory study of trigonometry in that year would erase these two problems from the curriculum blackboard.

The appalling number of failures mentioned above may also be slightly justified through con-

demnation of the teaching methods employed in the high schools and colleges, since both institutions are at fault in this respect.

In high school, teaching, in preference to lecturing, is employed, the emphasis being placed on the student. At the college level, this method undergoes a radical change, with the stress being placed on the course itself. Therefore, students entering college are confronted with a completely new method of instruction, and during the process of adapting themselves to this new method, several become discouraged and allow their work to slide, hence the large number of failures.

This is a big problem and perhaps not so easily solved, but it has been suggested that if the high schools "go up" and the colleges "come down" so as to interweave the two methods, the gap may be bridged. This "going up" could be achieved by the subtle introduction of lecturing in the final year of high school and by the discontinuation of methods which encourage memorization. On the other hand, since a revision of the high school system would undoubtedly take some time, the colleges should condescend to teach at the beginning of the freshman year and then gradually ease the lecturing method. In this way, the student's adaption process is made easier.

There are several deep-rooted problems which cannot be dealt with here but which should be dealt with elsewhere. Indeed, there are probably several people who disagree with some or all of the points made in this article, but there is one thing with which we should all be in accordance: THE SITUATION MUST BE REMEDIED!

Letter in reply to
 "A Liberal".

Dear Liberal:

We Won,
 You lost.

Sincerely,
 "Journey's End"

**REMEMBER THE
 RED 'N' BLACK REVUE**

Letters to the Editor

Editor, Brunswickan,

Dear Sir:

Dr. Rosenburg, at a recent Fredericton Home and School meeting, gave his views on the why and wherefores of the failure rate in the Freshman Mathematics course. It appears that Dr. Rosenburg is trying to make a point—and a good point it is.

His point is that our educational system is 50 years behind the times; our teachers are antiquated in their teaching attitudes; and are presenting the High School Math courses as consisting mainly of memory work which does not prepare the average student for the thinking required in Freshman Math. There are other sound reasons such as poor teacher training, lack of mathematical scholarships, etc.

One can admire Dr. Rosenburg for the personal effort he is making to awaken the public, despite Home and School ambushes and nettled parents.

BUT, the fact remains that for each year conditions remain as they are, the Mathematics Department will be using hundreds of innocent Freshmen as "goats" to correct an educational problem over which they have little control.

Yours truly,
 FRESHIE FLUNK

The Editor,
 The Brunswickan,
 Sir,

Through the medium of the "Brunswickan", the actors in the U.N.B. Drama Society would like to express their appreciation of the untiring and entirely successful efforts of the backstage crew in Sackville, during the New Brunswick Regional Drama Festival. The glamour is invariably the actors', but so close was the final adjudication of "Journey's End", that had not make-up and costume, lighting and sound, and the set been of such a high standard, the festival would not have been won.

Yours Sincerely,
 The Actors
 "Journey's End"

To the Editor,
 The Brunswickan,
 Dear Sir:

The removal of that old eyesore and untidy hut — the old Arts' Centre — was most judicious. But what do we put in its place?

The right thing, of course, is a-a-A Tennis Court. Yes! The very thing. Two! The very things. And why not, Pray? Will we be told by the hierarchy (who are always so good to us) that the cost is too great? Or that it would be of no practicable use to University Men, well, women too, (for that matter, I cannot stand those tennis shorts they wear)?

On a choice September evening, you know, when the glorious Zeus on his coach, looks out upon our funny world; and all the world's a flame, and all that; the dry leaves crackle on the dusty paths moved by Zephyrus' unseen touch, can you not see the white ball bantering to and fro accosted by the happy dancing figures amidst the splendour of some gentle evening and the facades of the New and the Old.

O come, come, rake up the dingy labyrinths of your mind. I conjure you, a-a-A Tennis Court. I beseech you, cogitate on it for a while; and if not your purse but be of the satin lining, expand a bit, a bit. Immortality is at your beck. Embrace it! That those happy babes may know human life is not all toil, not all woe, when they can go, to a-a-A Tennis Court.

Yours truly,
 A Friend.

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