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EDITORIAL

This is U. N. B., and it's changed a lot since we last saw it. They've knocked down a few walls in the Science building to give us more room to work in; they've brought three H-Huts up to the campus and one of them is sitting between the Arts building and the Lady Beaverbrook Residence. We never did think those H-Huts were pretty, and this one doesn't add much to the campus but extra space yet we needed that space more than we needed the nice sweep of lawn.

Alexander College used to be an Army Basic Training Center. It's been reconverted to house the Class of '50, the largest ever to attend our university. Alexander College is not located atop a hill, none of its walls are ivy covered, but it is very much a part of U. N. B., and the tradition being built here.

We are building a new tradition here, if a tradition can be new. It's being built by individual endeavor, by self-discipline, and by an invigorating new community spirit. We are part of this new tradition and we feel a strong sense of pride in seeing it grow as the college grows.

A lot of us have matriculated from Ortona or the Schelde Estuary, or from a corvette, or from a bomber squadron. Some of us matriculated from high schools, and sometimes it seems that the Vets, as we call them, are a race apart. Nevertheless, we are all alike when confronted by English into Latin, calculus, or the War of 1812.

We are quartered from The Hill to Alexander, from Devon to the Woodstock Road, and many of us have to walk a good country mile to make first class in the morning. Some of us not only have homework to do, but dishes in the sink, diapers to wash, and grocery bills to pay. In this time of shortages, there is even a comparative shortage of co-eds, hardly enough for the proms and the big games.

It's a route-march from Alexander to The Hill, but the Library is there, as well as the gym and rugby field. The Beaverbrook Residence looks like the Waldorf compared to Hut 21 at Alex, but we know for a fact that the residents up The Hill sleep in Army double-deckers too. There was a time when some students had suites to themselves. Suites, that is.

We all wanted the chance to attend university. Some of us wanted it so badly we could taste it. It is not the glamorous, graceful, easy time it used to be. But we're getting our chance.

It takes a lot of nerve to attend college today. We've had two wars in our time, and it perhaps another one is breathing over our shoulder. It seems to us that the physical requirements for peace should be more demanding than those for war. Some hard-headed people tell us we will have more college graduates than jobs for them. They say we'll have more Foresters than we have trees. We realize only too well that competition is the basic ingredient of our economic system, and none of us expect handouts.

We know, as the pessimists tell us, that a period of economic retrenchment may be coming. But for some reason the classrooms are filled to the rear seats.

Although you can't spread your bread with a college diploma, neither can you build a nation without trained men and women. This is not to say that a college degree is a seal of wisdom, because we have no course in that here, but we feel that we can be better qualified for responsible service with the aid of a college education.

We get little economic assurance by writing an essay on reforestation or Chaucer's prose. Yet the discipline of research and the experience of creative exercise are surely needed by all of us. The simplistic conclusions of the demagogue and dogmatists are more easily detected by those disciplined in the pursuit of knowledge.

We can't remember a time in history when the individual was faced with so many dilemmas and frustrated by such a maze of perplexities. It seems that no show of force, sniling compromise, nor conciliation can solve these problems. Most of us can no more grasp the fundamental issues than we can realize the fatal consequences.

The precious destiny of the individual is menaced by a sort of violence which is beyond his comprehension; never before has the denominator of one human being been so low. That is saying a lot. Somehow, there must be a way of working out our own salvation without stripping the earth bare and starting from scratch. If we must kill a man before he is convinced we stand

U. N. B. History --By Dr. Bailey

By Alfred G. Bailey, M.A., Ph.D. At the University of New Brunswick in Fredericton the old and the new blend happily in beautiful surroundings. Founded by the United Empire Loyalists back in the eighteenth century, and possessing in its Arts Building what is now the oldest university building in Canada, the Provincial University is yet prepared to share with its sister Canadian universities in the enormous task of rehabilitating some 35,000 ex-servicemen and women who are now returning to the universities from the armed forces. These have, and will, greatly increase the enrolment from the civilian population which the university has already experienced and will continue to do in the coming years.

To this task the University brings competent resources in the form of a highly trained staff, modern laboratories and machine shops, and a well-stocked library. A new well-equipped Electrical Engineering Building is the latest addition to the campus, while this Fall sees the opening of the new Maritime Forest Rangers School on the University's extensive wood lot, and where in recognition of the prime importance of the role of the forests in New Brunswick's economic life, young men will be trained in the duties of protecting and preserving this major economic asset. Moreover this will offer a new field for employment for veterans who will constitute the main body of students in the school for the next four years. Already famous for its fine forestry course, the university has always kept in the forefront of developments in this sphere, as is evidenced by the fact that it established the first chair of forest entomology in Canada.

Associated with various departments of government, with which it co-operates closely, the university's trained personnel contribute essential services in many fields. The Provincial Department of Geology is located on the campus, and the Provincial Geologist is also head of the University's Department of Geology. The Chemistry Department lends its services to industrial undertakings such as the dehydration of potatoes, soil survey and soil analysis, and other projects, all of which are intimately related to the economic life of the province. Although engaged in important research projects under grants from the National Research Council and other agencies, the most spectacular contribution of the Department of Biology throughout the war years has been that of the Blood Processing Laboratories. Likewise as a war measure, the Departments of Electrical Engineering and Physics trained hundreds of service personnel, for both the Royal Canadian Air Force and the Royal Canadian Navy as radio technicians. Work of significance in other fields than science has not been neglected. Under grants from the Rockefeller Foundation the Department of History has been engaged in research into the growth of provincial institutions, the value of which will become increasingly apparent as the years go by.

The preparation of the recently submitted report on provincial reconstruction, and of its voluminous appendix on the regional economy of New Brunswick were the work of the regional economy of the University's professor of economics. Indeed, under the able leadership of its energetic president, Dr. Milton P. Gregg, V. C., the university is going forward to meet the future with confidence in its capacity to serve the people of the province in ways that are sometimes not suspected by the average citizen.

All these services are, however, aside from the main function of the University which is, and must con-

tinue to be, the education of undergraduates so that the young men and women of the country may be fitted to play their part as wise and healthy citizens in the Canada and the world of tomorrow. In a well rounded education for this purpose both the arts and the science courses play a crucial part; philosophy, languages and literature because of their emphasis upon aesthetic and moral values, and the social and natural sciences because of the capacity for critical and objective thinking which a study of them is intended to develop. All these fields are cultivated at U. N. B. for the knowledge to be derived from them as well as for the principles of correct thinking in the formation of which they are essential. The old idea of training students in a narrow vocational way by emphasis upon professional techniques so that they may be fitted to "earn their living" without any of the broadening influences that must occupy an important place in an educational system, soundly conceived, is going by the board at the University of New Brunswick, because it is becoming more generally understood that the human being must know "how to live" as well as "how to earn a living". Nevertheless a thorough training for the professions is assumed as the basis for the curriculum which is designed to meet the needs of those desiring to become foresters, electrical and civil engineers, chemists, geologists, lawyers, teachers, hospital technicians, and civil servants, to mention only a few of the numberless possible professions towards which a university education may lead.

For those who, like school teachers, are unable to attend the ordinary session, courses of study for matriculation preparation and for the B.A. and M.A. degrees may be taken in the U. N. B. Summer School which has been in operation for seventeen years and which, having been expanded this year, is now attracting an increasing number of students. For the past few years, in connection with the Summer School, a course in art has been given under the direction of the well known Canadian artist, Pegi Nicol. The fine Lady Beaverbrook Residence, with its swimming pool and squash courts, which is open only to men in the regular university session, is available to, and popular with, the young women who attend the Summer School. Both summer and winter the Lady Beaverbrook Gymnasium, the finest building of its kind in eastern Canada, is the centre of the athletic and much of the social life of the University.

The old college on the hill has thus come a long way since that remote day when, in the darkness of defeat, a little group of United Empire Loyalists, crowded together at the foot of Manhattan Island awaiting evacuation from the rebel colonies, made the first gesture that led ultimately to the founding of the University of New Brunswick. No sooner had they found refuge in the New Brunswick wilderness than they took the first practical step towards the establishment of an institution of higher learning. It was Mrs. William Paine whose regret at having no place to educate her children spurred her husband, a graduate of Harvard, to combine with Ward Chipman and other Loyalist leaders in petitioning Governor Carleton on December 13th, 1785, to establish in the infant province an academy of liberal arts and sciences. This early beginning gives U. N. B. a claim to being the oldest university in Canada, although Kings College in Nova Scotia received its charter while the Academy in Fredericton was merely functioning as a school. Not until much later, on February

12th, 1800, did the Academy receive its charter as the College of New Brunswick. Although it was liberally endowed with land, apparently the government recognized the inadequacy of its financial grant, for it is amusing to note that at the time of the War of 1812 the College was granted the exclusive right to operate the common ferry "in, upon, and over the River St. John, from one side to the other" and to collect all fees therefrom, in return for the duty of paying an annual quit rent of one penny on Mid-summer or St. John the Baptist Day to His Majesty King George III, his heirs and successors forever.

The first real impetus to higher education in New Brunswick was given when Sir Howard Douglas, as governor of the province, succeeded in having the charter revoked, and the new royal charter of Kings College, Fredericton, granted by the Crown. In opening the renewed college on New Year's Day, 1829, Sir Howard uttered the oft quoted words "Firm may this institution ever stand and flourish—firm in the liberal constitution and Royal Foundation on which I have this day instituted it,—enlarging and extending its material form and all its capacity to do good, to meet the increasing demands of a rising, prosperous and intellectual people; and may it soon acquire and ever maintain a high and distinguished reputation as a place of general learning and useful knowledge". His high hopes were realized only gradually although men such as Charles Fisher, champion of responsible government and Father of Confederation, and Henry Ketchum, distinguished engineer and chief promoter of the Chignecto Ship Railway, owed much of their success to the training they received at the College. But bitter sectarian quarrels involving non-conformist and other attacks on the Tory and Anglican dominance of the College vitiated its existence until it was transformed into the University of New Brunswick in 1859. Thereafter for the next thirty years it enjoyed what in many respects appears to have been its most distinguished period. Led by a small group of distinguished professors whose learning was broad and deep and who were in close touch with the new intellectual currents of their time, the University became a centre of intellectual enquiry in the field of natural history and literary studies that bore fruit in the many outstanding graduates of that time. W. O. Raymond, the author of "The River St. John", William Ganong, scientist and historian of his native province, Sir George Foster, a great Canadian statesman, Sir George Parkin, world-renowned educationist, Bliss Carman, Sir Charles G. D. Roberts, and many others, were graduates of those years. With respect to literature especially one seems justified in speaking of "the great tradition" of the University of New Brunswick. This tradition did not commence with Carman and Roberts, for Jonathan Odell, the Tory poet of the American Revolution, was a member of the first College Council, and others of less note, such as Peter John Allen, followed. But in the education of Carman and Roberts the University made its major contribution to the national culture of the new Dominion of Canada. It was shortly after his graduation that Roberts published "Orion and other Poems" which stimulated his colleagues of the "Group of '61" to carry forward the first national literary movement in Canadian history. It is regrettable that a misleading impression of the beginnings of this movement has been given by those recent biographers who have failed to recognize the crucial influence of the men of the University upon Carman and Roberts in their formative years.

During the present century the University expanded materially under the guidance of Cecil Charles Jones who was president from 1906 until his retirement in 1940; and a new type of inspirational teaching was experienced by those students who were privileged to attend the classes of Wilfred Carrier Kierstead whose broad liberalism and humanitarian ideals have been an influence for good which it is impossible to compute. By such men the tradition of the University has been con-

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