

The Brunswickan

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UNIVERSITY OF NEW BRUNSWICK

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Challenge of Responsibility

We are trying this year to keep the subject content of the Brunswickan above mediocrity. Our editors will be putting in long hours in order to do it. We plan to put out only eight-page papers for the first term. Then, if we can keep up a good paper, we will try to get out 10-page issues during most of the second term. If you dislike something in the Brunswickan, join our staff and try to help improve it. Our paper is the students' paper, and any student is free to work on it. We can use more help at all times.

Criticisms will be most welcome, either good or bad, and we will print any signed letters to the editor which are not libelous or obscene. We believe in complete freedom of the press.

There will be a number of changes in the Brunswickan this year. The engineers and the foresters will each have a section of special interest to them. It has long been a criticism that the Brunswickan is an "Arts" paper. This has been a necessity because usually only the Arts students are interested in journalism. We hope that the Applied Science students will make use of their sections by contributing material of interest to engineers and foresters to be. The ladies' feature page has been combined with the main feature page to keep the accent on quality and not quantity. The ladies will be represented in a column especially for them edited by Betty MacDonald. We are not going to have any gossip or scandal columns as such in the Brunswickan this year unless the majority of students demand it, but there is always a place for a column with good ideas and good writing.

We are anxious to improve at all times. If you have an article, a poem, or any ideas you have written, drop them in the Brunswickan box in the library. They will receive attention.

Our Policy . . .

This year U. N. B. has the largest student body in its history. It will undoubtedly be U. N. B.'s peak year for years to come. We must not be deceived in the difference between LARGENESS and GREATNESS. With this concentration of brains and latent ability this should be a most outstanding year. Extra-curricular activities are recognized as being a very important part of university training; therefore, this editorial is directed towards the campus and the students in them.

This year more than ever, campus organizations will have many members and there will be lots of activities for everyone who wishes to prove his worth. They have been criticized in past years, and often rightly so, for being too superficial, too numerous, and of too little value. Every club president should make it his personal responsibility to try to improve his own organization and to develop activities which are not only for passing amusement, but which will make a lasting contribution to the development of individual students.

Education at the university level should be more than a mere feat of memory in learning facts, figures and ideas to be reproduced parrot-like at exam time. The modern conception already tends too much towards a trade-school university education. A college graduate needs to have qualities of leadership and responsibility developed within himself as well as he needs the background of learning in



"Just look at that pass! Perfection!"

"Check ✓ : : now pass those Sweet Caps!"

SWEET CAPORAL CIGARETTES

"The purest form in which tobacco can be smoked"



Letters To The Editor

Editor of Brunswickan,
Dear Sir,

Not long ago I met a middle aged gentleman in the U. N. B. library. It seems that he was getting some books or something for his son who was a freshman Forester. In the course of our casual conversation he said that his son did not like forestry very well, and was considering changing to civil or electrical engineering. Our remarks then went something like this, "What course are you taking?" "Arts," I replied. "Oh . . . a purely cultural course . . . My son has to get out and earn a living for himself."

There seems to be two interesting implications there. One, that because of the fact that I was taking a "purely cultural course" I obviously didn't have to earn a living (which is very untrue), and, second, he seemed to suggest that no one COULD earn a living unless he took a practical course such as forestry or engineering.

It seems regrettable that "cultural courses" could be of no earthly value to an engineer or forester, and should be limited to those students who either don't have to earn a living, or don't know any better . . .

A Sophomore Arts Student

his particular field. Here is where our extra-curricular activities can show their true worth—by helping to develop in every student participating a keen sense of RESPONSIBILITY. Whether his job is being president of the S. R. C. or a "printer's devil" on the Brunswickan, he has a duty to perform, and by performing it properly, he can develop that vital sense of responsibility. If he doesn't, the whole organization suffers, and that student hurts himself at the same time. Remember that poem. . . "For the want of a nail, the battle was lost. . ."

For instance, the Brunswickan is a fine place to build a feeling of responsibility in a student's character. We do not want people to offer to work on the Brunswickan who will not accept a duty and then be responsible to complete that job on time. We work against time and our staff must be responsible for work. Our news deadline is Tuesday noon. If stories are not in by then, the whole paper suffers and everybody gets behind. Our paper is a co-operative effort and each must do his share even if it means certain personal inconvenience.

Freshmen, interest yourselves in some organization and take an active part in it. Get yourself known as being dependable in doing a job no matter how small; your sense of responsibility to your organization and to your other duties will come automatically.

SYMPATHY

The Brunswickan wishes to extend deepest sympathy to the wife and parents of George Gray, Waterville, Carleton Co., N. B., who was suddenly killed while working on a sur-

vey party just a few days previous to registration this year. Gray was a graduate of Hartland High School, class of '39, a veteran of the Royal Canadian Navy and a third year student in Electrical Engineering. George will be missed at U. N. B.

FEATU

On Univer

By Grant Campbell

"Crafty men condemn studies, simple men admire them and wise men use them," wrote Bacon. At no time could this be more pertinently said of universities than today when their responsibilities are heavier and their opportunities greater than ever before. They are constantly "contemned" for being visionary, impractical and out of touch with the "real world."

The oldest fallacy about schooling is to suppose that it can train a man for "practical" life. Inevitably, while the plan of study is being taught, "practical" life has moved on. No employer who knows anything about men will value a beginner because he knows the ropes of a particular changeable routine. It would be as sensible to require that new comers know the floor plan of the factory ahead of time.

Universities, especially our own, have suffered severely from Spencer's conception of education as the adjustment of the individual to his environment. It is a dead, mechanical definition, distasteful to every creative spirit; it subordinates civilization to industry, biology to physics and manners and morals to wealth. An education that is purely scientific, technical and "practical" makes a mere tool of its product, it leaves him a stranger to beauty and gives him powers that are divorced from wisdoms. The reassuring factuality of it calls not for reflection, only for absorption. It highly trains practitioners, without perceptibly lessening ignorance, prejudice or dullness.

Its worst danger is the creation of a large powerful and complacent class of college-trained uneducated men at the very heart of our industrial and political system. Some corporations employing the largest number of engineers and scientific research men are not thus deluded. One such firm conducted a survey not long ago to find out where and how its first rate executives had been prepared. They came from the most unexpected places—including small liberal arts colleges, the teaching profession, the stage, and the Baptist ministry. It was found that the engineering schools—particularly those sensible ones who make no pretense of intellectual nonsense—turned out a good average product, but few leaders. The company's own institutes and night courses raised the chance of foremen and district managers—but only up to a point. The survey concluded that what was wanted as material to shape future executives was graduates of liberal arts colleges trained in history and economics, in philosophy and in good English and likewise possessed of an intelligent interest in science and technology.

The simple man expects education to do everything that the rest of the world leaves undone. Under new management, American History is to produce patriots—nothing to lessen the divorce rate; another asks that education root out racial intolerance. (In what grade, I wonder?). Education in the present confused sense of the word, is synonymous with civilization.

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