

**October 14 Protest**

# No Formal Support From Students

By PETER SHERWOOD

FREDERICTON — UNB students will not be officially joining in the October 14 labour-protest. "Students (at UNB) have a fear of walks, marches and protests," said Jim Smith, Student Union President. "As far as I know, as a Union we're not doing anything. Nothing will ever be accomplished by marches and protests," added Smith.

About two weeks ago, a meeting was arranged between labour representatives and the Student Union no student representatives showed up at the meeting.

Smith claimed that he was at a Senate meeting. He had said he would also invite Miguel Figueroa, Atlantic field-worker for the National Union of Students (NUS), to the meeting, but later admitted that he forgot about this. Figueroa expressed regret at not having been told about the meeting. Figueroa said that the NUS was supporting the day of protest; but that the NUS was leaving it up to

local Student Unions to decide how they wanted to show their support.

**UNB TERMED "ISOLATIONIST"**

"I suggested to them (UNB) that they at least invite a labour speaker to a meeting on campus on October 14," said Figueroa. "However, the isolationist attitude that exists on many campuses across Canada is particularly bad at UNB. There is no awareness at all of the very real common interests shared by labour and students, both in general and, more specifically, concerning the AIP measures."

**REFUSE SUPPORT OUT OF HAND**

UNB student president Smith said that "When the march was mentioned to people on this campus, they were right against it." He then admitted that there had been no meeting held, no general publication of labour's viewpoint, and that: "We'll be deciding our official

position at a meeting of the Student Representative Council in a few days."

Figueroa said that this, and the lack of support shown by UNB students for protesting French students from Moncton last year, was typical of UNB. "They are basically very middle-class students on that campus who have never really had to worry about economic realities. Their attitude towards the outside world, and their bigotry towards French people can only be solved with stronger leadership within the Student Union. The Union should be disseminating much more information on campus and generally trying to raise the level of awareness amongst the student population," said Figueroa.

Not surprisingly, local labour union workers the plain dealer contacted for a reaction to the Student Union stance proved to have little time for: "Those rich kids up on the hill."

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## Heredity and the environment help form a child

By EMMANUEL OKUROTIFA

From where I sit, a lady jokingly asked, "How could you help a growing child?" My responses to this question are as follows.

Heredity determines the child's inborn and his physical and mental mechanism with all its strength and weakness. The extent to which all these natural characteristics are developed is a function of the environment in which the child grows. Environment in this context refers not just to the physical amenities of the home, the number of dependent children, parents' educational level and peer groups.

The environment begins to affect the course of development of a child as soon as he is conceived. Unsuitable diet, rest and activity during pregnancy and diseases carried by the mother before birth of her child may cause an abortion or death.

After birth, the child is subject to a more complicated environment. What he eats and how he lives greatly affect his physical development. Poor living conditions are bound to have influence on the health of the child.

The importance of parental interest and encouragement can not be over-looked. Literature has shown in the recent years that an 'over-protected' child is likely to be submissive and lacking in

self-reliance. The influence of other family members such as sisters and brothers upon the developing personality traits may be important later. Through family influence, the child learns that wisdom is better than physical strength and that humility is more to be prized than pride.

As the child grows, he begins to make close friends outside the family. In this way, he/she behaves like them. The behavior of a child at any given moment is the result of biological and environmental factors operating simultaneously.

The child behaves as he does because he is a human being with many needs (physical, social, emotional and environmental).

The teachers can do nothing about the child's heredity but they could create a friendly atmosphere. The child is honest, he/she doesn't expect distrust. Instead he needs confidence, assurance, cooperation and courage. In short, student-teacher relationship would foster the all round development of a child. Hence, the ball is rolling in your court, the "would-be" parents and teachers.

## Quellette...

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the amount of interest faced by graduates — because the federal government is responsible for funding the Canada Student Loans Program. The federal government said it won't make any increase in its funding until the end of the anti-inflation program and this means changes won't be coming until 1978.

The chairman of the New Brunswick caucus of the Atlantic Federation of Students, Ken

Heffernan, said he had "positive" feelings about the meeting and was encouraged by the minister's confirmation of his approval in principle of standardizing student loan requirements throughout the Maritimes.

Quellette said such standardization would give the Maritimes a stronger voice when approaching Ottawa for changes in student aid legislation.

Another meeting has been set for November 16.

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