

THE
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THE DEATH OF A CIVILIZATION . . .

The assassination of United States' President Kennedy was a terrible tragedy and loss — not only for America, but for the world. . . However, his death is not merely personal, or political . . . it is an even greater social tragedy, for his murder has virtually set us back 2000 years; back to the Ancient Roman times when assassination was the only solution for government change that occurred to their primitive minds. . .

True, in many countries of the world, murder of political leaders is common, but these countries are of a low cultural level and their leaders tend to be dictatorial in policy. The people are oppressed and react accordingly. . .

The United States has the highest standard of living in the world. No people enjoy the luxuries of the educational, social, and political freedoms that the Americans do. . . Many of the world's most learned men are American citizens. They are provided with the most advanced facilities to impart their learning to their people . . . but apparently to no avail. . .

We read of the murder of the great President Lincoln with a detached interest — "We've come a long way in a century," we say. At least in Lincoln's time, there was the "excuse" of a divided country at war . . . we have no excuse. . .

Even his political opponents agree that John Kennedy was a great force for good. No one did so much to improve the American image overseas. The U. S. - Russian relationship was at a new high . . . his Peace Corps spread mutual understanding to less fortunate nations. He was a great popular leader . . . young, dynamic, the first Roman Catholic president. . . What possible justification could his assassin ever have for such insane primitivism. . .

Now we are faced with the terrible truth . . . the men and women through the ages who have dedicated their lives towards spreading education, understanding, and compassion for their fellow man have apparently failed. . .

There are still those who education can never help; psychopaths who live on violence; the so-called "war-mongers" who react against every constructive force in the world today. It is they who are rushing Mankind to its ultimate self-destruction. . .

RESULTS

(Continued from Page 10)

27	MacDonald, Wm.	33:34	U. of N.B.
28	O'Leary, Charles	33:41	U. of N.B.
29	Nichiporich, Walter	34:01	U. of M.
30	Tyrrell, Cliff	34:15	R.M.C.
31	Kempling, Jim	34:34	R.M.C.

NFCUS/CUS and You

The National Federation of Canadian University Students was founded in 1926 by a group of students who recognized the need for uniting all University students in Canada. At the recent National Congress in Edmonton the name was changed to the Canadian Union of Students (CUS). This was done primarily to enable technical schools to be represented within the organization and also to comply with recent structural changes. CUS is composed of 41 member universities having a total membership enrollment of 110,000 students. CUS has concerned itself with the problems and interests of Canadian students in general. It has taken active steps to introduce and promote scholarships and student loans. It has succeeded in unifying Canadian university students by convening annually at a National Congress where upon a great number of mutual problems are discussed and solved. CUS has made strong efforts to establish firm contacts with student organizations abroad, in this way improving international relations, at least on the University level.

Some of the accusations levelled at CUS have been justified; Schemes which have been adopted have not always been practical in all parts of the country. However, I am happy to say at this time that this problem was overcome at the recent National Congress,



Harold Geltman and Sandy LeBlanc at the conference.

where a priority system was inaugurated so the delegates could deal immediately with specific and urgent problems facing university students.

Another common complaint by students is that there are insufficient tangible results from their membership fees on campus. Here at UNB 2073 students pay one dollar each; 40% of that amount remains on this campus. Nevertheless one must remember that advantages are not all reduced to material terms. It is just as important to foster national feelings of unity, and to maintain a body representative of student interests. Possibly students are justified when they ask: "What has CUS done for me?" CUS at present is an organization capable of producing two main results: The

first may be termed long term functions and the second short-term functions.

The long term functions are those which require some time to put into effect and whose results are often felt only after several years of hard work. For example, after four years CUS was able to obtain the abolition of a 5% sales tax on textbooks. An increased number of reductions were obtained on sporting goods, and transportation systems. At present CUS is initiating these long term projects: the completion of the summer employment service, the preparation of a brief to be presented to the Royal Commission on taxation, the establishing of a student commission of biculturalism to which UNB will be submitting a brief. Another project CUS is working on is to begin talks with the BBC with the ultimate objective of gaining a special classification for university radio stations in order to secure a licence enabling them to operate as non-commercial enterprises on a four hour per day basis.

I shall now briefly outline the short term services initiated by CUS: a conference on student mental health, a seminar on international student affairs, national travel reductions, discounts service, national student magazine "Campus Canada", life insurance plan, national debating finals etc. The one point to keep in mind here is that it is up to the individual to take advantage of these benefits. One can't blame CUS if 2300 students at UNB are unable to partake in the debating finals. During the next subsequent weeks I shall deal individually with each of the above mentioned topics and explain how you as a student may benefit from them.

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