

Letters

(From page 4)

the students want (or if they do not, they are not making anyone aware of it). Student disinterest is so great that I can easily conceive that if the council was not available to provide some form of leadership and action, that very little would be accomplished on this Campus — for two reasons: 1) that not enough people would be sufficiently interested to do the work, and 2) (Gary will love this) the students would have to pay directly for the services.

Thus a Council exists not simply to get things done but to ensure that they are done. This Campus is certainly a better place because of it. Radio UNB, the Brunswickan, student demonstrations, the housing study, architectural criticism all add to the atmosphere, excitement and education at college. Without the Council this would not be impossible but certainly more difficult to secure.

So Student Government, I feel, has purpose and benefits and must therefore remain public to the maximum extent ... not second hand news passed out through the colored view of observers but through direct personal contact by the individual.

My final paragraph must be already guessed:

Use YOUR opportunity to see Student Government in action, attend some of the meetings, form your own views and add your opinions and intellect to their operation.

Robert B. Edwards
Business Administration III
Bus. Ad. Rep. on SRC

RACIAL PREJUDICE

Editor:

A year ago, in October 1965, the UNB Anti-Apartheid Group was formed, with the aim to give information about the inhuman racial discrimination in Southern Africa and to help the victims of the racial persecution.

Last week, however, the Committee decided to expand its activities and to try to do something about the occasional discrimination within our own city.

The Group hereby invites everybody who has information about or has been himself the victim of racial "trouble" (e.g. in finding accommodation or employment, or in any other case), to contact us as soon as possible. We shall investigate each case and take the necessary action. As we know that these unfortunate cases are exceptions in Fredericton and that the vast majority of the population deplores them, we are sure that any student will be willing to help us to carry on this fight for a better community in a better world.

Sincerely yours,
**THE FREDERICTON UNB
ANTI-APARTHEID GROUP.**
P. O. Box 443, Fredericton

**Another Candidate
Uncovered For
Conservative Leadership**

A probable candidate for the leadership of the provincial Progressive Conservative Party is a Fredericton resident named Maynard McEwan.

He is President of the York County Progressive Conservative Association. The Progressive Conservatives have not lost an election in the area since he became president. Before his election, the area e-

lected both Liberals and Conservatives.

An informed source said that Mr. McEwan has been offered financial assistance by local businessmen, the most prominent of whom is a Mr. Corey, owner of the Waterloo Esso Station and a garbage collecting service.

"THE BEST NURSES COME FROM GOOD OLE UNB"

Editor:

The Second Annual Nursing Society Hootenanny was held on Monday, Oct. 3 at 8:30 p.m. in the upper lounge of the Student Centre. With the help of two efficient foresters, we had a roaring blaze in the fireplace to add to the atmosphere. The hootenanny opened with excerpts of songs composed by the second year nurses accompanied by Patsy Beattie and Jill Brewer who are known as "the Catheters." We then all joined in singing led by Art Tucker on his guitar and Jay Sewell with his guitar and harmonica. A variety of songs were sung from folk to the "Quebec" blues to country and western, with a few jokes and stories to add spice to the entertainment. The third year nurses attempted to entertain the

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Borrowers Increase

In a report covering the year July 1, 1965 to June 30, 1966 officials at the Bonar Law-Bennett Library at UNB report an increase in both the circulation of books and in attendance at the library over a similar period the year before.

Book circulation was up 18,000 over last year; periodical circulation was up 400 and non-circulating material (i.e. material that does not leave the library) was up 900. The three divisions together are up 19,000 over last year, or 18 percent.

Attendance figures show a similar climb with 7,600 more people using library facilities in the report period as compared with the year before. On 97 days attendance was over 1,000, an increase of 3%.

Not intended to be a cut but a mere whisp of humor

HEY FROSH — — you stupid dork
Kiss the ground, now eat a fork.
Walk the hall, but back to front,
Man you're scum to pull that stunt.

HEY FROSH — — measure blondette with your hands
In front of all those cheering fans.
Give a cheer then give a yell
Now clear out man; Go to hell!

HEY FROSH — — do some push ups in the dew,
A little water won't hurt you.
Now met your Dean — but say to him:
I've got to rush back for Orient'n.

HEY FROSH — — how 'bout a weed or two,
And twenty sit ups; that'll do.
Now turn around and bow to me
For I am superiority!

HEY FROSH — — come sing a song,
Make it fast I ain't got long.
Make it loud so they all can see
That you're a sign of vacuity.

Thus it was for many a day
Or it seemed to be that way,
And then they said with cheery smile,
HEY FROSH — — buddy, let's talk awhile!

James Sedgewick
Business I



by
Ed
Ball

"THE FUTURE OF THE UNIVERSITY"

It seems to this writer that there is an inordinate interest in the future of the institution. Of course, it would be unforgivable if those who are presently in command were to give no thought to future planning and the course the university will have to play in the troubled decades which everyone thinks are about to come. My point is that it is equally unforgivable for anyone to become so obsessed with future needs that they fail in their immediate obligations.

What then are the obligations of a university? To whom are they owed? And by what standards do you measure the success or failure of a university?

It would seem to me that the immediate duty of any institution of learning is owed to its students ... not the unborn generations to come, nor those who have already finished ... but those students who are presently enrolled. These students have come, largely of their own volition, to learn something ... however intangible ... which they believe that the university has to offer. It is true that it sometimes appears that large portions of the student body are there to become engaged in much more frivolous endeavours. I believe that the appearance belies the general truth ... and that the lack of serious, responsible direction in the students shows defects in the institution far outweighing the defects in the students themselves.

An institution of higher learning must then be judged, not by the number of bricks or books it contains, not by the clever intricacies of its administrative processes, and not by the image that it presents to the public through pomp and publicity ... but by the impact upon its students' mental processes by the primarily and overwhelmingly important group of people ... its teachers.

Any undue concentration of activity upon the building of buildings rather than upon the building of minds, any preoccupation with material 'progress' and politic reputation at the expense of basic academic integrity ... is a dereliction of the function which is the only justification of the institution. As in the field of modern commercial merchandising, the packaging only seems important ... but in the final analysis it is only the product therein contained that matters at all ...

It is one of the features of our time and society that we have concerned ourselves with status and forgotten utility. It is illustrated in our clothes, our cars, our economy and our personal lives. What is more lamentable is that we have allowed the same fallacy to permeate our universities ... the very agencies which should be best able to restrain us from our own future follies.

What now should be called for is a searching re-examination of the quandy of the university. We need more and better teachers ... and those teachers need to be accorded the dignity, the material compensation and the respect necessary to enable them to do the job they should be doing; free from dogma, free from administrative meddling and nepotism, free to perform the only important task of a university ... that of teaching those who are willing and able to learn. Should we fail to act, the future of the university will be as a memorial ... to a few great men and to a generation of lost minds.

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INTERVIEWS WITH REPRESENTATIVES

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