

ingness to help out, and from the other groups we have dealt with.

So while it's too early to tell in terms of our ten million dollar target how successful we are likely to be, I can only say at this point that I am sufficiently encouraged, notwithstanding the economic circumstances in which we conduct the campaign. I am encouraged to think that with a little luck and with a lot of help from a lot of people we can do it.

T.L. I understand that for the students and for the staff, they can contribute to the campaign by filling out pledge forms. Is there any facility for the general public to support the campaign, as many people in Fredericton are the spinoff effects of the university being here, and they may want to contribute.

J.D. Well indeed, we will respond very quickly to any request we receive to make contributions to the university of New Brunswick. And many of the people that I think you have in mind, small business people and people in the community will be approached one way or another through our campaign.

Obviously we won't be knocking on doors individually, we can't do that, we have to be selective. If we miss anybody who would particularly like to know more about our campaign or contribute to it then if they get in touch with my office, I will certainly be glad to see that they get the information.

T.L. The Third Century Fund of course goes to fund special projects, it does not go to fund general budget.

J.D. That's quite right, that's important.

T.L. However there are, as you mentioned, general budgetary problems. What is the outlook for the future Dr. Downey if the economic situation does not improve. What should the provincial government and the federal government do to help the universities out?

J.D. Well, of course, that's the subject of protracted discussions between the two levels of government as you know.

As to what should be done in the area of the funding of post-secondary education, negotiations are about to get underway between the federal government and the provincial governments precisely on this question of what happens in the future. What level of responsibility should be assumed by the federal government, what should be assumed by the provincial government; what interests does each party have in post-secondary education. What are the federal objectives in post-secondary education, what are the provincial objectives. And an attempt will be made over the next few months to work through these and to arrive at some equitable division of the costs of post-secondary education in the various provinces, though it may not obviously be the same, province to province.

My view is that a number of things are necessary at the present time. The most important is the recognition that the universities are a tremendously important national resource and a tremendously important provincial resource. They are important not just and in the same ways that other social services are important, they are important because to some extent the solution to the problems that we face as a society, as a culture and as an economy lies in the kind of work that we can do in the universities. So it's an investment indeed in the future and in the resolution of the major problems that confront our society.

I think that's the first thing one would like to get through to both parties. It's an investment, it repays with dividends. The second point that one would like to drive home is the necessity of having cooperation between the two levels of government in the funding of the universities and in the understanding of the objectives of universities. In that way one might get to the point where one could have multi-year financial planning for universities rather than the year-to-year business that we have at the present time, and which makes any kind of long-range planning if not impossible, then certainly very difficult.

T.L. One thing that felt the heavy axe of financial restraint over a year ago now was the football team. How do you think the university is adapting to being without football?

J.D. I think there are still people around who regret it, in fact I'm one of them, and particularly at this time of year.

There is something special, there's no doubt about it, there is something special. On a sunny Saturday afternoon such as we had last week going down to the field to watch your team play. There's a special excitement about it, there's a special atmosphere about it and there those of us around here who miss that. Mind you, other things tend to come along, and fill up the vacant space, I think to some extent it must be said that some of our other sports are enjoying

greater prominence, greater visibility, and are getting greater recognition than they did before. I think the interest that exists in our soccer team, the interest that exists in our women's field hockey team - these teams were somewhat in the shadow of football, and I think they have assumed a greater prominence and a greater recognition than they had before. So it isn't all negative, there are some positive aspects to it too. But nonetheless, as I said to somebody on Saturday, 'This would be a splendid day to see the Bombers play.'

T.L. Changing the topic a bit, some students feel the administration of the university is there to create a multiplicity of regulations and remain far removed from the mainstream of student life. Do you think this a fair assessment, and why do you think students perhaps might feel this way?

J.D. If students feel that I am sorry. That a multiplicity of regulation exists certainly is the case, and a lot of those regulations exist to protect students rather than just to harass them. The truth is, the university is a bureaucracy and a society in itself. When you look at the number of people who live and work here on this campus between September and May you realise that what you have is a town within a town and you need a multiplicity of regulations, in all sorts of areas - academic areas, and areas having to do with traffic and physical plant and a whole range of things; when people live together, there have to be certain rules and guidelines to abide by.

I hope that we have not created here more than we need, I don't think we have gone further than other institutions in this, and as I said, the object of the exercise is to indicate clearly to people where they stand, whether its in the area of their academic standing of what rights they have and responsibilities in the residence system, in connection with athletics... all of these areas of activity on a campus require that there be some guidelines.

We have a great range of services here, we have health services, counselling services, we have awards office, we have international students office, we have a bursar's or controller's office, the registrar's office; and all of these are necessary in fact if the needs and interests of the students are to be properly administered to. And for the people who live and work in these areas, some of them have direct contact with students and know the particular problems they are facing in these areas; others of them have to work behind the scenes, and see very little of the students; they are no less I think concerned with their welfare.

Personally, as a member of the administration, and a member of the faculty of the university I like to take advantage of opportunities that I have to meet with students and to get to know the concerns and issues that effect them.

T.L. A group of foreign students held an assembly in front of the old arts building earlier, they were dissatisfied with some of the operations of the International Students Advisor's office. Do you have any comments on this.

J.D. Well I think it would be premature of me to comment on that situation, you were there and you can see that a significant number of students share concern about certain procedures and the way certain things are being done. Where the source of that discontent lies is the subject of an

investigation I am carrying out and I wouldn't really want to say anything at this time which would in any way prejudice that situation. Its a complex, very complex situation and I would certainly want to give a little more time before saying anything publicly.

T.L. How does the university administration relate to the Student Union which has been having a few internal problems recently? Are you pleased or disappointed with the way it has been recently functioning?

J.D. Yes, I am disappointed, not in any kind of paternalistic sort of sense; I am disappointed because there are many things I think to be done, and because of disagreements that exist the will to do them just doesn't seem to be there. I regard these matters; however, as matters that the students themselves have to resolve.

I have tried in a number of ways to work with the executives of the SRC and have always been met with courtesy and cooperation, and I must say, despite the difficulties that have been going on, nearly all the students that I have had contact with have been cooperative on the matters that require action.

My hope would be that before long, the problems that have confronted the SRC can be sorted out and we can get on with the business together.

T.L. Speaking personally for a moment, what have you achieved personally from the UNB presidency to date?

J.D. Well I have achieved a great deal of personal satisfaction. The job has been immensely stimulating; I have met a great many interesting and indeed fascinating people that I would not have met had I not undertaken the job.

I have had a great deal of experience of the Fredericton community, the Saint John community, the New Brunswick community. That I suppose more than anything is what I feel I have achieved - I have achieved a measure of satisfaction for myself. What I have achieved objectively really is not for me to say.

T.L. If sometime in the future you were ever offered a position at a larger university, do you think you might consider it or do you expect to remain as UNB president until you retire.

J.D. Oh dear! That's one I can't answer. All I can say is that I am very happy here at UNB; that if I am here at UNB it is not because I haven't had opportunities to do other things. While I feel that I am achieving objectives which I set for myself and which the university has set for itself; and while those objectives are compatible then I am happy to stay at UNB, as long as UNB will have me.

T.L. Okay, one final question Dr. Downey; if there was one piece of advice you could give to all UNB students, what would it be.

J.D. I suppose, in the broadest sense, make the most of your years here, which will be briefer than you now imagine they ever could be. Don't get behind in your work because its awfully difficult to catch up, its much easier to stay up than to catch up, particularly in university.

Don't be taken advantage of or intimidated or harassed by other people. I say that particularly to first-year students as I said last week when I spoke to them...they really do have rights in this society, and they should insist on them. They should pursue whatever values they feel are worth preserving and not discard them too readily. I think a lot of students do that because they are somewhat embarrassed by them.

There's nothing I think finally so impressive to others as the ability to stick to ones sense of honor and worth and value, however one defines that. And that's the process of life and the process of education, arriving at those values and an understanding of those values.

I would simply say to students, while you are here, be skeptical, but don't be cynical. Keep an open mind, an open mind is not the same thing as a closed mind.