

Won or Lost We Win

The quiet campaigns are over now. A large turnout is expected at the SRC meeting Sunday night as many of the newly elected councillors watch a council meeting in action for the first time. The old SRC will step down February 12.

Both Weir and Beach had the idea that the president's main duty is to direct and delegate tasks and responsibilities to committees and various members of the council. Good luck to the winner, it is a great idea, it is a pity it is utopian.

Which ever candidate lost, the student body lost a potentially good president. Beach was pragmatic in his platform. Weir was more aware of the role of the student in his community of the university and in education. Beach would have probably developed this awareness of this basic student consciousness and Weir would have probably developed a realization of the value of pragmatism at the end of their reigns.

Congratulations to the winner — whoever he is. He might take some hints from his competition if he wants to be a success.

Amalgamation Mishandled

Amalgamation has been mishandled by UNB's student council. Ask any St. Thomas student and they will agree.

A poorly researched and written brief was presented to UNB's council before Christmas. St. Thomas did not see the brief until a recent *Brunswickan* publication and then only in summary.

If our council is really concerned with this matter of such great importance, something must be done immediately before harm is done.

Any St. Thomas student will admit that at some date they will be St. Thomas College of the University of New Brunswick. This would improve their degree, give them access to more courses and provide them with more services from Canadian University Press and the Canadian Union of Students for less fees. It would do away with duplication of delegations to be sent to conferences also. It would permit them to keep their sports status however.

No official delegation has gone to STU with the amalgamation proposition. Unofficial talks make the very suggestion appear subversive and secretive.

St. Thomas council should be approached immediately. A joint commission should be set up. A long range program should be developed if amalgamation is going to succeed in integrating the two student bodies.

Brunswickan

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Letters To The Editor

OPEN ROOMS — FOR STUDY

Editor:
With so much concern at present shown over open rooms in residence, may I, adding more fuel to the fire, suggest open rooms in Carleton Hall at night. The library is grossly overcrowded; its hours, naturally, restricting. There is something lacking in a university system which does not allow students to use existing facilities on campus for study. Could not the SRC arrange for student supervisors if such proved necessary? The space is there — why not use it at least until the existing library problem is alleviated?

Sue Grosweiner
BT 4

"IGNORANT" HAYNES

Editor:
I was shocked to see the glaring ignorance of our students regarding nurses with a baccalaureate degree. It is quite evident that this particular student has absolutely no idea of our nursing education programme, nor of the principles behind its existence.

We function on the basic assumption that, with a certain degree of intelligence, a student can learn a basic technical skill in a minimal amount of time. Thus having more time to devote to the patient in her care as an individual, and not merely as a bed to be made or a bath to be given. For example, one only has to make a bed a certain number of times before one has mastered the technique — beyond this point one does not learn any more about bed making. By having a programme wherein the student receives selective experience in as many areas of nursing care as is possible — the student's hours become a learning experience and she is not merely a source of inexpensive labor for the hospital; being put to work where and in which areas she needs experience and not simply where the hospital is short-staffed. Thus every hour as a student in the hospital or community situation is put to its best advantage and is a valuable experience in itself and not just another hour to be subtracted from those left till graduation.

The expressed opinion appeared to have as its main complaint that we, as university trained nurses, get no, or

at any rate, not enough clinical experience, and attempt on graduation to enter a hospital lacking any knowledge of the situation save that which we have gleaned from our textbooks.

Does Mr. Haynes realize that we spend a set amount of time every week during the academic year working in the local hospital — side by side — I might add, with "hospital" nurses. Furthermore, does he realize that we spend eight weeks each summer, immediately following final exams in a hospital, under the supervision of our professors — working with patients — not reading textbooks! And also, one might count the time most of us work during the remainder of the summer, on our own, in hospitals throughout the country — this usually amounts to another eight weeks in my experience. I ask Mr. Haynes to add these hours spent over a period of four years, and realize that we get as much if not more actual hours in the hospital as those trained under a three year diploma programme. More important, these hours are of closely supervised, selective experience — not merely service to the hospitals.

To conclude I should like to extend to Mr. Haynes, and any other misinformed individuals, for that matter, a sincere invitation to further information on this subject. I am sure any student of the University of New Brunswick School of Nursing would be more than happy to provide it.

Janet Gaskin
Nursing III

... PERHAPS UNDER-NOURISHED

Editor:

It was with dismay that I read Russel Haynes' "College Nurses? Never?" (*Brunswickan*, January 12). Seldom has such a negative and biased piece of misinformation sullied the pages of a Canadian university newspaper.

It is amazing that Haynes can exist at U.N.B. — the home of one of the ranking nursing leaders of the world (Katherine MacLaggan) and still be so ignorant of the aims, objectives and curricula of university schools of nursing. It is even more amazing that the *Brunswickan* would print a piece on nursing by a man

who obviously knows nothing about the subject.

Since Haynes presents neither a logical argument nor empirical evidence, his ridiculous allegations are not worthy of rebuttal. However, I cannot resist posing several questions.

Since when does an administrator (in any field) not have to be prepared for the unexpected? Where does Haynes think the "college nurse" learns to care for patients if not in the hospital? What girl who works "12 months a year for 3 years under appalling conditions" has time to study, let alone learn?

Finally, dear Editor, has Haynes always been that under-nourished (cf. photograph)? Or is it because he did "refuse to be cared for by a college graduated R.N."???

Sincerely,

Josephine Flaherty,
School of Graduate Studies,
University of Toronto.

GOLDBERG BURSTS BELL'S BUBBLE

Editor:

OK. I could put up with his weekly crap about "houses with children in them" and "the clean, honest smell of your mother's cooking". I mean, after all, only an Attila would write a letter criticizing a column about kids and Mom's cooking, no matter how insipid or soporific.

But Ed Bell has decided to branch out. No longer content to protect a lack of verbal facility with a barrier of sacrosanct subject matter, he has decided to apply his patented combination of Newspeak and innuendo to what may be our most horrific problem: Vietnam. It won't work, Ed.

It is difficult to refute what Bell tries to say because he really says so little. He insinuates a hell of a lot, however, about "doped-up draft dodgers" and "discontented folk singers". I am not, here, taking exception to his support of American policy; I am underlining a lack of logic which would be inexcusable for a Freshman. For a lawyer, it is criminal.

To the point. First Bell sets up a straw man (one of his doped-up draft dodgers, no doubt), who complains that the war in Vietnam is "dirty". Then Bell cuts down his cre-

(SEE page 3, column 1)

LETTERS

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