

# Bridges man is Mr. UNB

UNB, the place that brought you the Chicago Knockers, once again showed titillation-with-a-smile with the Second Annual Mr. UNB Pageant. This year's winner was Brad Steeves from Bridges House. The First Prince was Glenn Moore of Neill House, and the Second Prince was Ken Price from Neville. Mr. Nice Guy was Erik Gingles of LBR; Mr. Buns, chosen for his posterior pulchritude, was Duke Cormier of Harrison.

Contestants were chosen for their poise (read physique), originality in their "cosmic wear," clothes reflecting a certain planet in



the solar system, sense of humour, personality, enthusiasm, charm, talent, and their answer to a random question.

The judges were Prof. Auleen Carson, Resident Fellow of McLeod, SRC Vice-President Brenda Paul, and the general manager of the Cosmo, Marilyn Murray.

Mr. UNB, Brad Steeves, won the hearts of the crowd with a striptease to the tune of ZZ Top's "Sharp Dressed Man." He showed the most flesh. (Is that legal?)

Glen Moore wowed the fans with an interpretive dance to the tunes of "Music Box Dancer," "Time Warp," and "Sweet Transvestite".

Second Prince Ken Price did a Fred-and-Ginger Big Band dance with a dismantling mannequin.

Contestants gave their interests as such things as "tongue wrestling," and their pet peeves as "Beaver Foods".

The show ran for a longish two-and-a-half hours, with an intermission gap ably filled by Ed and Walter, the Constantine Brothers, accompanied by Chris Cosgrove on flute. The emcee was Janith Eddy.

The 1983 Mr. UNB, Jeff Helton, relinquished his title and robe of office at the end

## Study at An Audubon School

A unique National Audubon Society school in which the people and ecosystems of wild America serve as a degree granting campus, has tripled its size since its recent inception and is being incorporated into the program of other organizations and universities.

Audubon's Expedition Institute is a small group of inquiring college, high school, graduate students and staff members who travel across the country as a learning community--a one-room schoolhouse on wheels. As they camp out September-May and summers--hiking, canoeing and skiing--the Expedition visits people and places to observe, discover,

question and develop a practical awareness within and between America's ecosystems, cultures and history. The Institute also serves as a training program for people with professional interests in outdoor education.

Audubon believes you can't fully learn about the environment or careers by sitting in a classroom. That's why the Expeditions uses a hands-on approach. It teaches practical skills in ecology, community development, conservation, human relations, energy use and nutrition, as well as the academics of the natural and social sciences, music and art, education and personal psychology. Seventy-

five accredited courses are offered.

Expedition education has proven to be a profound course of study for those who want to experience an environmental education alternative, who want to lead an ecologically sound life, and who want to directly ask and find answers to important questions about the world they live in. Its advantages are that it incorporates all previous undergraduate coursework, offers accredited career internships, independent study and life experience, awards financial aid, post-graduate career grants, and AA, BA and MS degrees. The Institute's courses emanate from real-life en-

counters with community process and environmental issues. A special junior high school program will be available in September 1984.

Complete information is available by writing to the National Audubon Society Expedition Institute, Sharon, Connecticut, 06069.

## Seek Greater Grants

The 18 universities in the Maritime provinces are asking governments to increase their grants for 1984-85 by 11 to 12 per cent over the 1982-83 year to enable them to maintain educational standards for a student population that has grown by 25 per cent in the last four years.

Their call for a halt in the downward trend in the financing of post-secondary institutions was made in the annual brief submitted by the Association of Atlantic Universities to the Maritime Provinces Higher Education Commission.

The AAU said that three per cent of the amount requested should be an enrollment increase, "a request it believes to be very modest given the enormous pressures created by the extremely high enrollment growth of the last four years." The governments have not in recent years designated any additional funds for this purpose.

University administrators report that the greatest student demand is for programs that would prepare them to function effectively in rapidly-changing

economic, technical and social conditions. Numbers have increased most significantly in such areas as engineering, computer science and business.

Government grants provide about 80 per cent of university operating incomes. Fifteen per cent is made up by tuition fees and the balance comes from gifts, endowments and

other sources. During the 1982-83 year the grants totalled about 228 million --roughly \$5,500 for each

full-time equivalent student. The MPHEC had recommended to the provincial governments an increase of 12.1 per cent to

cover the maintenance of existing activities. The governments provided the institutions with about half

this amount and made no provisions for the enrollment factor.



We would like to take this opportunity to inform students of our phone number change

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