

Rust Extends Greetings

# CARNIVAL OPENS TONIGHT



STAN RUST  
Winter Carnival Chairman

This weekend is the culmination of a year of planning and effort by a committee of thirteen UNB and STU students. But we are not the only ones who deserve a vote of thanks. The UNB-STU Winter Carnival has succeeded where other University Carnivals have failed because of the keen support

given by the student body. Early ticket returns indicate that this year's carnival will be a success when measured from a financial standpoint, but for this to be a truly great carnival we would like to see more people playing a more active role. For example, opening night is developing into the largest

party ever organized on campus so why don't you plan on carrying a torch down to the ice castle and see for yourself who our new queen is. The hot toddies will be on us and the pizza courtesy of Dino's.

Several new events have been added. Why not try your hand at barrel jumping on

Sunday afternoon: the barrels are only cardboard and besides, you might win \$50.00. The Moosehunt, the Horror Show and the "In Thing" are all new and open to pass holders.

We have tried to make this carnival the best ever - we hope you have a ball!

# Brunswickian

VOLUME 101, NUMBER 17

FREDERICTON, N.B. FEBRUARY 1, 1968

The Voice of UNB

## UNB Asked To Attend Conference

French-speaking students and interested professors from the University of New Brunswick have been invited to participate in a conference at the Universite de Moncton, February 16-18, it was revealed here by SCM General Secretary George Mossman.

Principal speaker at the weekend event will be Claude Ryan, publisher and editor of Montreal's leading French daily, *Le Devoir*.

The conference will deal with issues relating to faith. "Faith and Society" (Est-ce que la foi n'est pas un 'Opium de Peuple?'), "Faith and Authenticity" (Est-ce que la foi est le 'refuge de faibles?'), and "Faith and Truth" are some of the topics with which ateliers (ferment groups) will deal.

Claude Ryan is as literate and incisive in theological matters as he is in political affairs, and is recognized to be one of the most perceptive and responsibly critical commentators on the Canadian religious scene.

The Moncton Conference is being organized by *La Communite Cretienne*, a French-speaking student organization similar to the SCM.

The invitation has come, according to Mossman, largely through good relations developing between the two groups through joint summer projects and conferences such as *Values, Change and Action*, organized by the SCM here last January.

Any UNB students or faculty interested in the subject and willing to speak French should contact George Mossman, 24 Annex 'B', university extension 350, or home phone 454-5214, sometime before February 12.

## Engineering Reps Walk Out - Meeting Disrupted

Two engineering representatives left a meeting of the UNB Students' Representative Council in order to block a motion on Viet Nam.

The motion supported the Canadian government's demand that the United States stop its bombing of North Viet Nam.

Both agreed that they had left the meeting in order to register

he went out the door.

President Beach left the meeting soon after, apparently in disgust with the Engineering representatives action. Comments of the executive on the engineering reps ranged from "childish" to "irresponsible". John Oliver said that their action "was not pertinent to their responsibilities as stu-

dent representatives."

The whole incident was, according to vice-president Mike Start, "a belligerent misuse of the SRC rules of order."

The debate attracted a large number of spectators but the debate was not heated.

The motion, drafted by Fin- (SEE page 5, column 3)



John McKeen Doug Robertson

vention as soon as possible. their strongest possible protest against the resolution.

The two representatives, John McKeen and Doug Robertson refused to vote on the issue and then left the meeting to prevent a quorum. Under Council rules, at least half of the meeting must be present before the meeting can be called to order.

Before they left it was obvious that the motion would have passed even if the two had voted against it.

McKeen, who identified himself as a "hawk" during the debate, said after he had walked out that, "of 150 engineering students that I know, 99 percent are for the Americans." Robertson, in an interview, made a loud clucking noise as

## Carleton Withdraws From CUP

OTTAWA (CUP) - The Canadian University Press national office announced last week that the Carleton, newspaper of Carleton University, has withdrawn from the organization.

The notice of withdrawal was contained in a letter from Carleton editor, Reg Silvester.

Silvester accused CUP of becoming an "ideological organization" at the expense of the quality of the news service it provided. "In its present form" the letter said, "CUP is of no value to the Carleton."

"Since we do not choose to fit the CUP mold, since we do not want to print bad copy, and since we are tired of paying more for less, our only alternative is to opt out of the organization."

CUP President Lib Spry said: "I think that it's a pity that the Carleton staff doesn't feel they can produce the changes they want within CUP."

Replying to Silvester's charges that CUP suppressed individuality among its member papers, Spry said "I disagree . . . it's up to the individual paper to produce the best paper they can."

The withdrawal leaves the student press co-operative with 48 members. The last withdrawal from CUP was the Ryersonian, published at Ryerson Polytechnical Institute, which withdrew in January 1961 after a controversy over administration control of the paper.

## Sexuality Teach-In Draws Capacity Audience

A near-capacity audience listened to Dr. Ted Mann give his sociological and moral perspectives on premarital sex at the SCM-sponsored Teach-In last Thursday.

After introductory and humorous comments by the chairman, Rev. Peter MacRae, Dr. Mann proceeded to explain how he became involved in the investigation of sex morals he has been conducting for the past decade. He then delved into the sociological results of the survey he had conducted at York, Western and Calgary.

On the moral issues, Mann made it quite clear that the views he would be giving were his personal views and that he did not provide ready-made answers for others. He reeled off a series of possible ethical questions. His main point seemed to be that questions of sexual ethics should always be taken in the larger context of inter-personal relationships and involvement in society.

The format of this SCM-sponsored teach-in varied from previous teach-ins in that it had a "reactor panel". Members of this panel were Prof. Neil MacGill, of the philosophy department and Mrs. Claudia Whalen, housewife and clinical psychologist lecturing at St. Thomas. Dr. Harold Good, Fredericton gynecologist and obstetrician, was to have been a third panelist. At the last minute, however, he was called to the hospital to deliver a baby. Many people felt that the potential of the reactor panel was not utilized to the full.

Audience participation was subdued compared to past teach-ins. It was generally felt that the topic had something to do with this; the conflict was internalized rather than made explicit and open. For the most part the audience listened intently, and the relatively few questions probed deeply.

Further upcoming campus events organized by the SCM under its arrangement with the SRC will be announced when plans are complete.

## Mackay Submits Bill - Council Refuses To Pay

John Oliver, SRC Finance Chairman, announced at the last SRC meeting that he had received a bill of \$175 from President Mackay for the repair of a bust of Lord Beaverbrook and a Renaissance statue that were ripped from their bases at the steps of the Beaverbrook Art Gallery during Forestry Week. The statues were later found in the basement of one of the university's mens residences, and it had been implied that the vandalism was committed by member(s) of the student body.

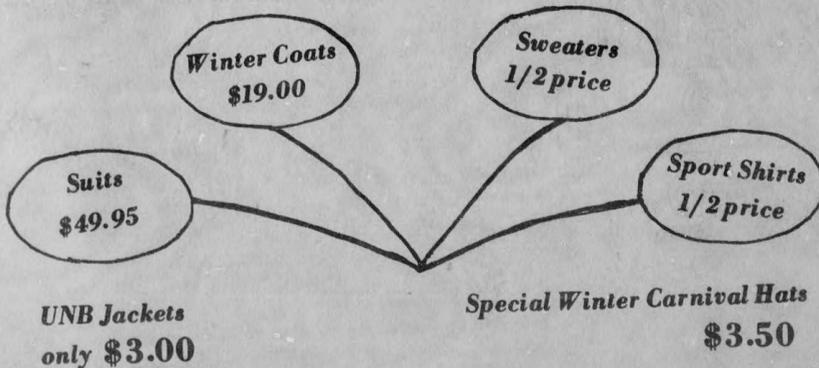
There was no discussion of the matter by Council. Council President Beach said "there is no reason to assume collective guilt" and marr the reputation of the entire student body by the actions of a few who might not have even been UNB students.

## RUNB Starts Special Programming Tonight

Radio UNB's marathon programming begins tonight at five o'clock. In its seventh year round the clock entertainment for Winter Carnival Radio UNB plans to add a few extras to help contribute to the carnival spirit. A challenge has been issued to the Brunswick and the SRC's of the University of New Brunswick and Saint Thomas University to join Radio UNB in a marathon Monopoly Game, lasting the length of the carnival programming. Radio UNB is planning live, on the spot coverage of the Monopoly Marathon so that its listeners can be kept in constant contact with the games coverage throughout the Carnival Weekend.

Radio UNB has invited students of the campus to visit their studios in Memorial Hall during the weekend to watch the Monopoly marathon in progress and to view their expanded facilities.

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## UNB Drama Society Presents Miller's Tragedy: 'A View From The Bridge' Opens In Two Weeks At Playhouse



David Attis plays Eddie the longshoreman.



Bonni Sherman plays Catherine, Eddie's niece.



Alvin Shaw plays Alfieri, Eddie's lawyer.



Linda Lean plays Beatrice, Eddie's wife.

Most playgoers will agree with the oft repeated remark, "When I go to the theatre I want to be entertained." By this they mean they want to be set laughing, and this explains the predominance of comedies among plays both old and new.

But apparently there are now and always have been considerable numbers of people who feel they are being entertained at tragedies, where they have their hearts touched with what Aristotle defined as "pity and terror." From the ancient Greek dramatists down through Shakespeare to Arthur Miller, tragedies have won large audiences.

The UNB Drama Society has selected just such a play for their Festival effort this year. "A View from the Bridge" is to be performed at the Playhouse on Feb. 16, 17 and 19. The success of this play in New York, London and Paris has proved again that Arthur Miller, one of the outstanding playwrights of mid-century America, knows how to make tragedy "entertaining" for modern audiences.

His pungent tale of the Brooklyn waterfront is concerned with a bewildered longshoreman, driven by a jealousy that he himself doesn't suspect, to the most degrading of betrayals and a destruction of his whole household.

Arthur Miller believes that the common man is as apt a subject for tragedy as Kings ever were. "We who are without kings," says Miller, "can find tragedy in the heart and spirit of the common man."

"When the question of tragedy is not an issue," Miller wrote in his preface to the published version of his most famous tragedy, "Death of a Salesman" "we never hesitate to attribute to the well-placed and exalted the some mental processes as to the lowly. If the exaltation of tragic action were truly a property of the highbred character alone, it is inconceivable that the mass of mankind should cherish tragedy above all other forms, let alone be capable of understanding it."

Miller stated his credo that a spectator feels a sense of tragedy when meeting a character ready to lay down his life to secure his

sense of personal dignity. He pointed out that from Orestes to Hamlet, from Medea to Macbeth, "the underlying struggle is that of the individual attempting to gain his 'rightful' position in his society."

This credo of Miller's, written in 1949, was clearly still held by him when he wrote "A View from the Bridge" in 1955. For in this play he is telling of a man who comes to tragedy because he cannot face an undignified picture of himself.

This longshoreman wants to think of himself as a hard-working, decent, self-respecting, virtuous family man. And to all appearances he is, until the niece he has raised from infancy falls in love with a fine young man.

"The quality of a tragedy that shakes us," Miller has said, "derives from the underlying fear of being displaced, the disaster inherent in being torn away from our chosen image of what and who we are in this world."

THE UNB DRAMA SOCIETY PRESENTS



## A VIEW from the BRIDGE

FEBRUARY 16-17-19 AT THE PLAYHOUSE

CURTAIN TIME 8:30 P.M.

ADMISSION: UNB students Free  
Students \$1.00  
Adults \$2.00

## Engineers Attack U of T Protestors

TORONTO (CUP) — More than 1000 University of Toronto engineers hooted, jeered, shoved, and threw snowballs Thursday as 300 demonstrators marched up and down in front of the Galbriath Building protesting recruiting by companies supplying materials for the war in Viet Nam.

The demonstrators started gathering across the street from the building at 1:00 p.m. The engineers filled the plaza on the other side of the street, waiting for the protest to start.

"One, two, three," they chanted, and let fly with snowballs. "Kill Faulkner, kill them all."

Tom Faulkner, student council president, and a moderate supporter of the anti-war movement, suggested the protestors disperse unless the police arrived.

The more radical demonstrators agreed they would cross the street and carry on with their plans. Faulkner and David Nitken, a council representative, crossed the street and pleaded for restraint.

"We are in favor of the same thing you are — free discussion. Will you stand back and let us cross?"

Engineers pelted the two with snowballs.

The initial violence died after the first fifteen minutes when several demonstrators were hurt.

A self-appointed group of marshalls from among the engineers helped to hold back the engineers from the sidewalk.

Dean James Ham of the faculty of Engineering exhorted his engineers: "Please, in the name of decency, step back and let them have their fun."

Demonstrators handed out leaflets which appealed to the engineers not to apply for jobs with companies which are supplying war materials to the U.S. for use in Viet Nam.

Engineers grabbed the leaflets and started burning them. They also snatched signs and tore them.

The demonstrations broke up after an hour. Faulkner asked the students to follow him to an open forum in Convocation Hall at which the issue would be debated.

"Let us try to preserve some of the integrity we've lost today," he said. About 500 attended the debate.

Only one Toronto policeman was on the scene during the protest.

# Brunswickan

Established in 1867, the *Brunswickan* is Canada's oldest student publication. It is published weekly for the students of the University of New Brunswick at Fredericton, N.B. Opinions expressed are not necessarily those of the Student Representative Council. Subscriptions \$4 a year. Authorized as second class mail, Post Office Department, Ottawa. The *Brunswickan* office is located at the Memorial Students Centre, UNB, Fredericton, N.B., telephone 475-5191. This paper was printed at Capital Free Press, Brunswick Street, Fredericton.

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Sports Editor - Joan Dickison

## Deplorable and Disgusting

It is not often that overt action by SRC members sinks to the depths that it did at last Sunday's meeting. Thank God.

The unprecedented walk-out staged by Engineering Reps Robertson and McKeen can only be termed in the mildest terms as deplorable and disgusting. Not only did they subvert the entire "democratic" process of the SRC, but they seriously jeopardized Council's already tarnished image of irrelevance and lack-lustre.

It is not a simple matter of being a "hawk" or "dove". It is not a simple matter of rationalizing any SRC legislation on matters of international concern as ultra vires. What is at stake is the entire administrative machinery of the SRC.

If no constitutional provision exists for such puerile activities, then such is certainly a priority for the new Council. To think two members of a student council could totally disrupt future meetings if the spirit moved them is totally unacceptable to this commentator.

What perhaps is even more deplorable is the shameful attendance of Council members under the Beach administration. As the swan song of this Council is sung, its accomplishments are few, its record far from impressive, and its promises far from fulfilled.

Even at last Sunday's meeting, as the debate wended its weary course to its premature death, a member of the executive had to have his coffee downstairs and did not bother to return.

The new Council has to justify its existence. It will be interesting to see in the coming weeks how the victorious presidential candidate will be able to mold his colleagues into a team of reformers, and a vanguard of popular support.

## Party Time...

Party time is with us once again.

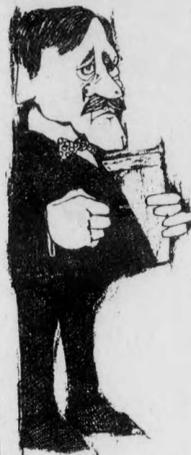
Carnival - with its Bacchian orgies - its gaiety and snow-frolicking. The third annual UNB-STU Winter Carnival has been billed as the greatest "participation" carnival ever. With your support it probably will be.

There are certainly wide enough activities offered to all. The worst part about Carnival Time, as the uninitiated will soon learn, is its ending. Like most parties, it will cause hangovers, if not hang-ups.

And then there is the small but powerful five letter words which casts terror in the hearts of even the most fearless - exams.

Only weeks away we all have our work cut out for us. But for now, let us enjoy the festivities to the lees for Monday morning comes soon enough.

TEACH THE KIDS ABOUT LIFE THEY SAID. TEACH THEM HOW THINGS REALLY ARE, TEACH THEM OF THE BITTERNESS, THE DECEIT, THE LIES, OF ALL THE WRONGS WHICH EXIST IN OUR COMPLEX SOCIETY. DON'T BE AFRAID OF ANYTHING THEY SAY. SHOW THEM OUTRIGHT THE DRUNKARDS AND THE DREGS OF OUR SOCIETY. TEACH THEM.



TOO MANY BAD WORDS!



AHA, I THOUGHT, WHAT BETTER WAY CAN I REALLY SHOW THEM, I MEAN A UNIVERSITY GROUP, THEY ARE GOING TO BE OUT ON THEIR OWN VERY SOON. THEY ARE GOING TO HAVE TO KNOW WHY BOOKS, OF COURSE! SO I WENT TO THE LIBRARY AND PICKED OUT A FEW THAT I THOUGHT WERE APPROPRIATE. NOW, MY STUDENTS WOULD LEARN IT AS IT IS, BUT OH THAT WAS OUT -

Reprinted From The Peak

## Letters to the Editor

Editor:

I read with interest the *Brunswickan* report on the SRC discussions of January 14th on the resolution "That the SRC of UNB call on the Canadian government to end its complicity with the U.S. re the war in Viet Nam. . ." I'm sure that the mover of the motion, and the SRC members who supported it, were motivated by idealistic and humanitarian considerations. But I would remind them that idealism today must go hand in hand with an acceptance of responsibilities, risks, and complexities. For many years the American people have accepted burdensome responsibilities - oftentimes entailing great risks - in various parts of the world. They have done this because they have been lead to believe that isolationism is an outmoded concept and that aggression in any corner of the globe is of direct concern to the United States. They helped to rehabilitate and rearm Western Europe; they contributed greatly to the reconstruction and democratization of Japan; they have contributed to the stabilization of South Korea, Indonesia, Thailand, Malaysia, the Middle East, and Latin America.

Editor:

Headlines of the *Brunswickan*: "Fee Hike Imminent?"; "No Money for Year-book"; and "Race is on". Well goody gumdrops! I'm only sorry that a few people, myself included, failed to create more interest in the SRC. I am so tired of listening to the petty issues they are so concerned with. Good grief! What has the B and B question have to do with the University of New Brunswick. It's fine to be interested, but "get off the pot"! Right on this campus as was stated in the very effective letter submitted by "members of the apathetic

Editor:

It seems rather ironic that the student council, in protesting an attempt by Fredericton Baptists to have UNB Faculty set the moral tone for the UNB community, decides to set the moral tone itself.

It is decidedly in the opinion of this writer that the grant or denial of a Faculty Club liquor license is outside the province of the Baptist Church.

Nonetheless, such a resolution as that

Now - in keeping with solemn commitments made in 1954 - they are attempting to end outside aggression against South Vietnam. Surely this is a record that merits not condemnation but praise. Would the champions of the resolution have the American people abandon all international responsibilities and turn again to isolationism?

As for Canadian "complicity", if what the introducer of the resolution had in mind is Canada's sale of military supplies and equipment to the United States, he should remember that since 1940 the two countries have maintained a Permanent Joint Board on Defence to concern itself with the defence of the northern half of the Western Hemisphere, and that since 1947 they have had a Defense Production Sharing Program, under which each produces certain military goods for the other.

Unless Canada wishes to terminate all joint efforts for the defence of North America, it would not be in her interest, it seems to me, to stop the sale of arms and equipment to the United States.

William R. Willoughby,  
Professor of Political Science

student body" are issues that should and have to receive more consideration. Example: open rooms. So many people do not understand exactly what is what. The issue on paying the SRC President - sure it's fine because he does do a lot, but the timing! Could not the student body learn more about why he is paid.

The point is, as I stated at first, I'm only sorry something wasn't said when the representatives first took office; we can only hope that the incoming SRC has a few more clues on student body issues.

J. Sheane

passed by the SRC in the name of a student body, many of whom are minors, could not conceivably carry the weight borne by those who set Fredericton's moral tone, the local Temperance Union.

Neither the student body nor the Temperance Union should concern itself with the private concern of the Faculty. Perhaps then the day will come when the government itself ceases to make moral decisions for the community.

Steve MacFarlane

# Chant

## "Hell Yes, Free Press."

By D. JOHN LYNN,  
Canadian University  
Press.

WINDSOR -- Over 50 students and a handful of professors marched in sub-zero temperatures in favor of a free student press for the University of Windsor Wednesday (Jan. 10).

They were protesting a senate committee's action in forcing the resignations of the co-editors of the Lance.

Several professors cancelled lectures to allow students to join in the protest.

Students carried placards reading "Our Money, Our Press," "A Free Student Press," and "Reinstate the Editors" as they marched from the administration building to the SUB chanting "Hell Yes, Free Press."

The Board of Publications called for a Canadian University Press Investigation Commission to look into allegations of censorship, coercion and obscenity. The board agreed to accept the findings of the commission, and asked the senate to do the same.

In Ottawa, CUP President Lib Spry said arrangements will be made to convene the three-man commission for Saturday.

The Commission will be composed of two student journalists and one member from the professional press.



Marian Johnstone  
CUP PHOTO

Windsor President J. F. Leddy declined an invitation to select a fourth member for the com-

mission. He said after consultation with various interested parties at the university he decided not to become involved with what he termed an "ad hoc" committee.

The controversy began last Dec. 4 when Leddy called a meeting of the senate committee on Student Conduct, Activities and Discipline (SCAD) to consider what he termed the Lance's "morbid obsession with squalid vulgarity."

SCAD at that time asked for student council support in cleaning up the Lance, but council refused, reiterating the right of the paper to operate freely.

Co-editor John Lalor told Canadian University Press the president and SCAD objected to several articles printed over the first term, particularly an article entitled The Student as Nigger, an analysis of university education in western society.

The article, which uses four-letter words liberally, has appeared in the Georgian, the Ulyssey, the Argus and several other campus papers with little reaction.

The controversy died down during the holiday break, but Lalor said it became clear SCAD would move to expel co-editor Marian Johnstone and himself if they did not resign beforehand.

In his statement of resignation, Lalor said: "I gather from threats made by Dr. Leddy and from the tenor of the meeting in general that the committee is hell-bent on a course that cannot be altered, and if carried to its logical extremes, could result in the expulsion of Miss Johnstone and myself."

In his letter of resignation, accepted with no comment by SCAD Tuesday, Lalor said he was not prepared to let any "arbitrary committee" play with his life.

He said he would not allow the committee to "roll up my future in a little ball and flush it down the toilet for the



John Lalor  
CUP PHOTO

dent body.

"It is further the belief of this council that the university community as a whole has suffered irreparably from high-handed interference of certain members of the community at large who have, without regard to the rights and prerogatives of a student government to publish in the sole interest of its students, shackled the privileges of freedom of the press."

Lalor told CUP the Windsor community had also reacted to the Lance, and said the SCAD was under considerable pressure from inside the university and outside to take strong action.

He said Dean G. A. McMahon, dean of students and chairman of the committee, along with Prof. Ron Wagenburg attempted to mediate the situation by suggesting Lalor and Johnstone accept "disciplinary probation."

This meant, said Lalor, they would have to promise not to use any more bad words.

He said he rejected the suggestion as a matter of principle, because it would put strings on all future issues of the Lance.

Turn to pages 6-7 for the controversial article THE STUDENT AS NIGGER.

# JELLYBEANS

by Tom Murphy

## A CHALLENGE TO RADICALS

Carman Guild, the speaker that was at the student power Teach-In a few weeks ago asked me if I were a radical or a revolutionary. When asked to define his terms, he said that a radical is a person who is willing to change his way of life for what he believes, whereas a revolutionary is one who is prepared to die for what he believes. It would be noble and self-flattering to label myself a revolutionary but probably not true. No one in fact can be labeled a revolutionary until he has died as a direct result of his beliefs. Nor could I accurately describe myself as a radical, since I am working within a system that I am attempting to change.

In fact, those people that could be labeled radical are those that could sometimes be called conservative. Radicals are people that join CUSO (Canadian University Service Overseas); radicals are wealthy people who just don't give to the poor, but live for the poor; radicals are students who set up co-operative universities so that they can get an education instead of a degree; radicals are the Albert Schweitzers and the Adolf Hitlers, the Benjamin Spocks and the Emile Zolas of this world. Radicals are the everyday people who see things they want to change and set about to change them. Most radicals are nameless.

At university it is common to call anyone that is slightly left-wing a radical. It is more common for people to call themselves radicals as it acts as a form of self-flattery. It's great for the ego. It allows people to think of themselves as individuals - way out radicals and all that jazz. It's nothing but one big self-delusion. From where I stand, I can count the number of radicals at UNB on one hand.

But then there are those with radical ideas. They call themselves radicals. But they're not. They are merely people with radical ideas . . . ideas without action. And ideas without action aren't worth a tinker's damn. The challenge put simply is this: be a radical, and not just a radical thinker. Change your way of life for what you believe. Put your radical marbles where your radical mouth is.

To some this challenge may mean quitting university. If so, quit. It may mean a decline in academic standing. If so, to hell with your marks. It may mean that you never live in a \$45,000 suburban home with a \$12,000 job. If so, take that risk. It may mean that you will have to repair the broken bodies of the children of Vietnam, or teach with minimal supplies in an open-air school in Tibet. If so, then find a way. It may mean that you will find fulfillment in being a complete man, who lives not by the pressures of society, but rather, the pressures of his inner self. If so, then you will have been rewarded. That is the challenge.

## CARNIVAL SCHEDULE CHANGES

### CARNIVAL BASKETBALL GAME

Originally: Wednesday, 7:00 p.m., vs. Acadia

Now: Friday, 8:30, vs. Ricker

Note: Passes including Wednesday basketball game will be honoured Friday until gym capacity is reached.

### GYM DANCE

Trevor Payne and The Soul Brothers will replace

The Ugly Ducklings at the dance, 9:00 p.m.,

Friday, February 2.

### BARREL JUMPING CONTEST

Originally: Friday 2 p.m., Buchanan Field

Now: Saturday afternoon in the Rink.

### ENGINEERS

(From page 1)

ance Chairman John Oliver was essentially the same one tabled two weeks ago pending re-writing. In Sunday's motion, a clause dealing with a reconvening of the Geneva convention had been dropped because of 'nit-picking' which took place the last time the motion was debated.

Most disagreement centered on the Council's policy in debating such motions. Oliver

defended his position by citing the Declaration of the Canadian Student adopted by Council as its policy. The declaration states that the student "has the duty to be concerned about his fellow citizens and the responsibility to promote human rights and mutual understanding. The motion will now be discussed at the February 11th meeting which is also the date for the new council to take over.



# THE STUDENT AS NIGGER

Art: The Ubysey

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hangups. From there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, look at the role students play in what we like to call education. At Cal State where I teach, the students have separate and unequal dining facilities. If I bring a student into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a "nigger-lover". In at least one building there are even rest rooms which students may not use. Also there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

#### CHOOSE HOMECOMING QUEEN

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections -- their average age is about 26 -- but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run, for the most part, by Uncle Toms, concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and, frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always living and every student knows it. Tell The Man what he wants to hear or he'll fail you.

When a teacher says "jump" students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did by God! Another, at exam time, provides answer cards to be filled out -- each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in rage when they fall asleep.

#### CLASS IS NOT DISMISSED!

During the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is not dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Even more discouraging than this Auschwitz

approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor, tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your finger, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

#### SIRENS AND A RATTLE OF BULLETS

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was no way out. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's the infamous "code of dress". In some high schools, if your skirt looks too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change while he, presumably, jacks off. Boys in high school can't be too sloppy and they can't be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties and stingy brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12 year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality; obliging and ingratiating on the surface but hostile and resistant underneath. Like black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others -- including most of the "good students" -- have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in general education requirements. They're like those old grey-headed houseniggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

#### THEY CHEAT A LOT

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State are expert con artists who know perfectly well what's happening. They want to degree and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and sub-

ject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor. They go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So student are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group their most striking characteristic is timidity. They're short on balls. Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state colleges the faculties are screwed regularly and vigorously by the governor and legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catchphrases like "professional dignity" and "meaningful dialogue".

#### THEY COPPED OUT

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment: "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors, who know perfectly well what's happening, are copping out again. And in the high schools you can forget it. Stillness reigns.

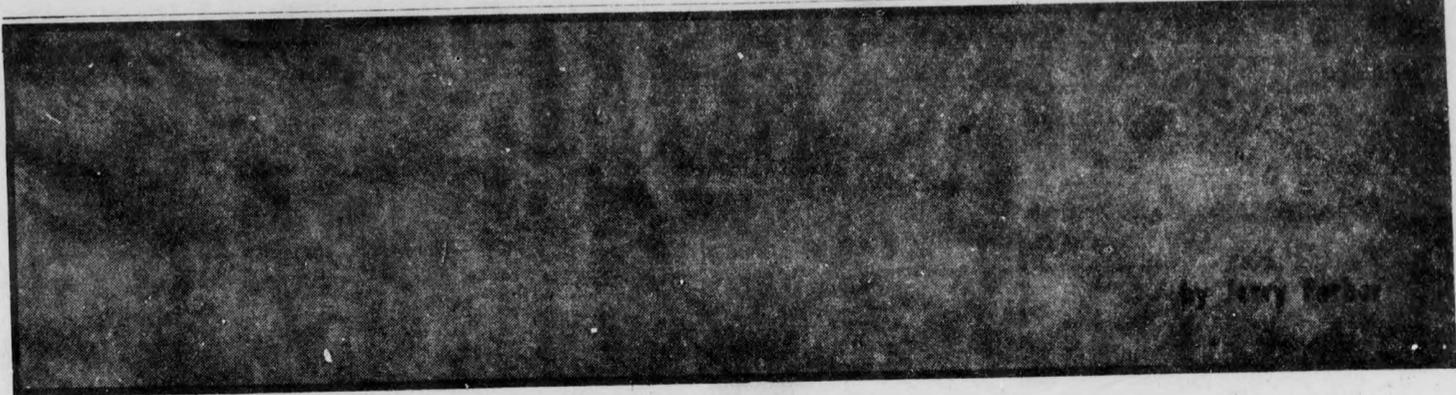
I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons who are unsure of themselves and need weapons and other external trappings of authority.

At any rate, teachers are short on balls. And, as Judy Einstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power.

Your neighbors may drive a better car; gas station attendants may intimidate you, your wife may dominate you; the state legislature may shit on you; but in the classroom, by God, students do what you say-or-else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim -- anytime you choose -- you can keep 35 students up for nights and have the "pleasure" of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with a title page, MLA footnotes and margins set at 15 and 91.

#### RESPECT FOR AUTHORITY

The general timidity which causes teachers to



make niggers of their students usually includes a more specific fear - fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse you may suspect that you yourself are not the most engaging person. What then can protect you from their ridicule and scorn? Respect for authority. That's what - It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance - and parade a slender learning.

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white man so fearful of integrated schools and neighborhoods, and which makes castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

**PERVERSION IS INTELLECTUAL**

How does sex show up in school? First of all, there's the sadomasochistic relationship between

teachers and students. That's plenty sexual although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher - a kind of intellectual rough trade - and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us their perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter - sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college classes: every one determined not to be embarrassed, to be very up-to-date. These are the classes for which sex, as Feiffer puts it "can be a beautiful thing if properly administered". And then of course, there's still another depressing manifestation of sex in the classroom: the "off-color" teacher, who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

**UNDERNEATH THE PETTI-PANTS**

What's missing, from kindergarten to graduate school, is honest recognition of what's happening - turned-on awareness of what's underneath the petti-pants, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is and like it is. I don't insist that ladies in junior high school lovingly caress their students' cocks (someday, maybe); however, it is reasonable to ask that the ladies don't by example and stricture teach their students to pretend that they aren't there. As things stand now, students are psychically castrated or spayed - and for the very same reason that black men are castrated in Georgia: because they're a threat.

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has ever really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the mean time what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an uglier and more timely word, you can only program them.

**HANDS IN SOME CLAY**

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms, they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe". And then the teacher graded him A, B, C, D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great right? Get your hands in some clay? Make something?

Then the teacher announced that a 20 page term paper would be required - with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I do it. I'm the Simon Legree of the poetry plantation. "Tote that iamb! Lift that spondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school and my own residue of UCLA method are turning them off.

**MAKE THEM WILLING SLAVES**

Another result of student slavery is just as dangerous - students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness - over 16 years - to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure.

What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is the fact you have to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

Educational oppression is trickier to fight than racial expression. If you're a black rebel they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do.

Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; it's more often the teacher. Others get tired of fighting and voluntarily leave the system. But dropping out of college for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell.

**ORGANIZE FOR FREEDOM NOW**

How do you raise hell? That's another article. But for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in the Great Watermelon Patch in the sky. They've organized. They've decided to get freedom now, and they've started taking it.

Students like black people, have immense unused power. They could theoretically insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration rather than on fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum.

They could raze one set of walls and let life come blowing into the classroom. They could turn the classroom into a "field of action" as Peter Marin describes it. And they could study for the best of all possible reasons - their own resources.

They could. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.

Farber teaches English at a college in Los Angeles. This article was reprinted from the Georgian, who reprinted it from the Ulysses, who reprinted it from the Indian Head.

**(Editor's Note:**

This article, which appeared in the Dec. 1 Lance, was apparently one of the causes of the action taken against the Co-Editors. It is reprinted here to allow readers to judge for themselves its "obscenity." We note in passing that the Administration's action seems to prove Mr. Farber's point. Ed.)

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## Raiders Lose Title?

by Charlie Khoury

"We have all but blown it" was the recurring echo of the words uttered in the Raiders' dressing room after they had just lost a 85-81 squeaker at the hands of St. Francis Xavier X-Men. The night before, the University of Acadia had given them the axe in a humiliating 81-48 trouncing which saw the Raiders' second string offence outscore the first 26-22.

### ROAD ROUGH

Head coach Don Nelson and assistant coach Don Patterson, who starred as centre on last year's championship team, agree that "the Raiders' do not work hard enough on the road." This is evidenced by the fact that in both games over the weekend the Raiders were out rebounded 4 to 1 in both games.

Now that the Raiders have finally lost two big games they may become more aggressive both at home and on the road. Nelson says "we have our backs against the wall... and things look bleak." Reliable basketball experts predict that the championship can be won with a 10-2 won lost record, tied with a 9-3 won lost record and lost with a 8-4 won lost record.

### ACADIA HOT

Within a minute the highly psyched up Acadia Axemen took a 5-0 commanding lead in the game -- never to look back. A gallant effort by the Raiders earned them the short end of a 9-7 point spread. Up to this point in the game, guard Rod Cox had contained the League's leading scorer Brian Heany to 2 points. However it was only a matter of time until Heany started hitting for his game total of 32 points. By the eight minute mark UNB was behind 20-7.

Freshman centre John Wallace's playmaking was the only bright light for the Raiders in the first half as they only managed a meagre one offensive rebound.

Dave Hill (alias T.R. -- Top Raider) and Bob Bonnell (alias the Leaper), the teams' leading rebound men, never managed one offensive rebound between them. Half time score: 41-20.

### SECOND STRING STARS

With 13 minutes left in the game, score 66-28, coach Nelson, perceiving the inevitable decided to give the second stringers a little experience. Led by Gord Lebel, Kevin Parkinson, Blair Kennedy, John Wallace and Alex Dingwall, they outscored the Axemen 20:15 in the final minutes of the game.

At the foul line Acadia was good on 19 out of 27 attempts. UNB made 12 for 23.

"Even better than when Aberdeen was here... he only beat them by 15," was the popular expression by the Acadia spectators after the final whistle blew to put an end to the disaster.

### X-MEN LOSS WORSE

The 85-81 loss to the X-Men was the worst game UNB has played this year. Even the visit-

ors performed poorly in the dull, full of mistakes contest. The X-Men out rebounded the Raiders 68-21 but only beat them by 4 points. Half time score saw UNB behind by 10 points (score 38-28).

Owen Cameron led the foul lined attack with 19 points.

Guards Cox and Nutbrown paced the Raiders, 23 and 21 points respectively. Nutbrown made good on nine out of twelve field shots attempted, for an unusually high 60%. Maybe the Raiders could have won if Nutbrown had shot more, had he been given the chance.

Peter showed good form at centre as he potted 10 points and led the team with five defensive rebounds.

At the foul line UNB was hard hit with 35 calls against them. The X-Men picked up 25 points at the foul line. UNB was good on 18 of 24 attempts.

The Raiders can partially redeem themselves for their dismal performance last weekend by defeating Ricker College of the North Eastern Collegiate Conference. A victory will give them the league championship. A loss to Ricker will mean second place. Game time tomorrow night is 8:30 p.m. at the Gym.

## BECOME A VARSITY TEAM MANAGER

What is a Manager?

The position of manager is an important one in that he/she can considerably complement the total team including the coach. It is his/her duty to help make the team an efficient unit by his/her presence. He/she must be a part rather than an appendage to the team. He/she is related to the coach insofar as the team is concerned and to the athletic director insofar as the administration is concerned. The manager will be afforded proper dignity and not be expected to perform all the mental tasks associated with total team operation.

Manager's Duties

1. Team public relations
2. Team finances
3. Home games
4. Away games
5. Practices

Fringe Benefits

1. equipment discounts
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3. drawing privileges
3. same privileges as players

AWARD: A managers' cardigan & "or crest" will be given as recognition for one seasons' service.

Those interested must apply on the prescribed S.A.A. form which can be obtained from the Athletics office in the L.B. Gymnasium. Applications will be received starting February 6, 1968. Deadline March 1, 1968.

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Clams Half pint	.85			
Pint	\$1.40			

"A MEAL IN EVERY LARGE ORDER"

# FRANK'S

(Exhibition Grounds)

## Red Devils Come Alive

by Pete Jensen

Two weekend victories vaulted an extremely "GO-GO" UNB Hockey club into a possible play-off berth. With the new system of play-off in the M.I.A.U., the top 4 clubs will battle it out at the season's end to decide the victor. Over the weekend the Red Devils proved that they plan to be one of these clubs.

UNB 7 - SMU 4

Friday night the Red Devils played a round of fast skating and back checking hockey that hasn't been seen here in 2 years as they defeated the determined SMU team 7-4. This fast moving game was hockey at it's best as UNB controlled the game from the start with the exception of a few minor lapses "to the form of old" in the early 2nd and late 3rd period.

Ron Pam opened the scoring for UNB at 4:07 of the first period with a goal from Dan MacIntyre and Rick Shannon. SMU's Bossy, the top league scorer, tied the score but UNB proved that they weren't quitters and ended the period with another goal by Bird with the assist going to Herb Madill.

In the second period, SMU shot ahead with two goals and lead 3-2 at the 12:08 mark. Murmurs of "what a bunch of chokers" and "they blew another one" were quickly hushed as UNB scored three goals in less than 3 minutes to turn the tables in favor of the Raiders with a score of 5-3. Geoff Sedgewick, Herb Madill and Ian Lutes were the scorers with the assistance of Ian Mullin and Duncan MacDonald.

The third period was slower and somewhat sloppier but UNB still out-scored SMU 2-1. Doug Cain, with a 100% effort all night got a well earned goal with the help of Ron Pam. A goal by SMU player Hornby was enough to fire up the Devils once more as Herb Madill scored a picture goal at 19:32 with a slap shot that caught the right hand corner and finalized the score at UNB 7 SMU 4.

Picking three stars would be impossible as the Devils functioned as a team and managed to stay out of the penalty box. Honorable mentions go to the "ex-J.V.ers" Ron Pam, Doug Cain and Duncan MacDonald and all the old regulars.

UNB 6 - Mt. A. 2

The Red Devils only outpointed Mt. A. in 2 categories at Sackville Saturday but one of those was goals scored. The Hawks out-shot UNB 42-19 and carried most of the play, but couldn't beat a brilliant performance by Mark Jacobson. Time and time again Jake was called upon to hold the fort as UNB clearly dominated the Penalty Department.

## Red Bloomers Victorious

The women's Varsity Basketball Team met the Mt. Allison Angels, in Sackville this past Friday in what appeared to be a cage game. The Allisonians putting up no offense and relatively no defense as well, proved weak competition for the strong home squad. UNB played a stable game throughout, scoring 37 points in the first half, 40 in the second and rallied well in the last quarter with a 1-3-1-offense scoring 21 points. The final score at game's end: 77-13 for UNB.

In the Bloomer's second encounter on the weekend against the Antigonish team from St.

Fx., Mt. St. Bernard - the tale was reversed with the score touch and go for the first half and UNB squeaking out a 29-27 lead at the half time buzzer. Mount St. Bernard, making use of an effective zone and series of fast breaks could maintain a lead however only up to the half as UNB took over having a better basic conditioning, playing control ball. The score during the second half ... 40-17 UNB; final score, 69-44 UNB.

Next weekend in a winter carnival preliminary to the Red Raiders tilt, UNB meets Moncton's St. Pat's in an exhibition game.

## Beavers, Mermaids Trounce Acadia and Memorial

The UNB Swim Teams scored their fifth victories of the year in Wolfville Saturday; the men winning a tri-meet against Memorial and Acadia, and the girls defeating the Acadia ladies team.

The men's meet couldn't have been more exciting as the Beavers and Memorial battled neck and neck throughout the competition, setting the stage for the final event, the 400 free style relay, at which time the UNB team led by a scant single point. However the Beavers came through as Peter Dimmell, George Peppin, Rowley Kinghorn, and team captain Brian Barry

combined to win the event and the meet. First place wins also went to Rowley Kinghorn in the 200 free style. Cluck Price in the 200 butterfly, and Gordon Cameron in the 200 breast stroke.

The Mermaids trounced the Acadia girls 62-30. Nancy Likely again won two events, the 200 individual medley and the 200 breast stroke, while Lynn Swift captured the diving, Trish Mahoney the 50 free style and Sue Kinnear the 100 free style. The UNB girls also took the 400 medley relay and the 400 free style relay.

Competitive swimming returns to Fredericton this Friday afternoon at 2:00 when the Beavers compete in the Invitational Winter Carnival Meet against the "Old Boys".

## WOMEN'S INTRAMURALS

Intramural Hockey Competition wound up last week. In the championship game, Maggie Murray defeated City 1-0 on a goal by McCurdy. This gave the residence team 5 points on two wins and a tie. City finished second with 4 points. St. Thomas, who won by default over 3rd Floor L.D.H. finished with 2 points and L.D.H. managed only a tie in their three games.

The Intramural Hockey was again well attended this year. The girls certainly demonstrated enthusiasm and interest. Thanks to Doug Richardson and Art Gremley who refereed.

The next sport is Basketball. Watch your bulletin board after Carnival for all the details.

## FRENCH CLUB

The second meeting of the French Club will take place on Friday, February 9 at 8:30 p.m. in the Art Centre.

The movie: "On ne badine pas avec l'amour" from Musset's play will be presented by Professor Szlavik from the Department of Romance Languages. The projection will be followed by informal discussion and chatter. Refreshments will be served. Everybody welcome.

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