



BRANDON UNIVERSITY

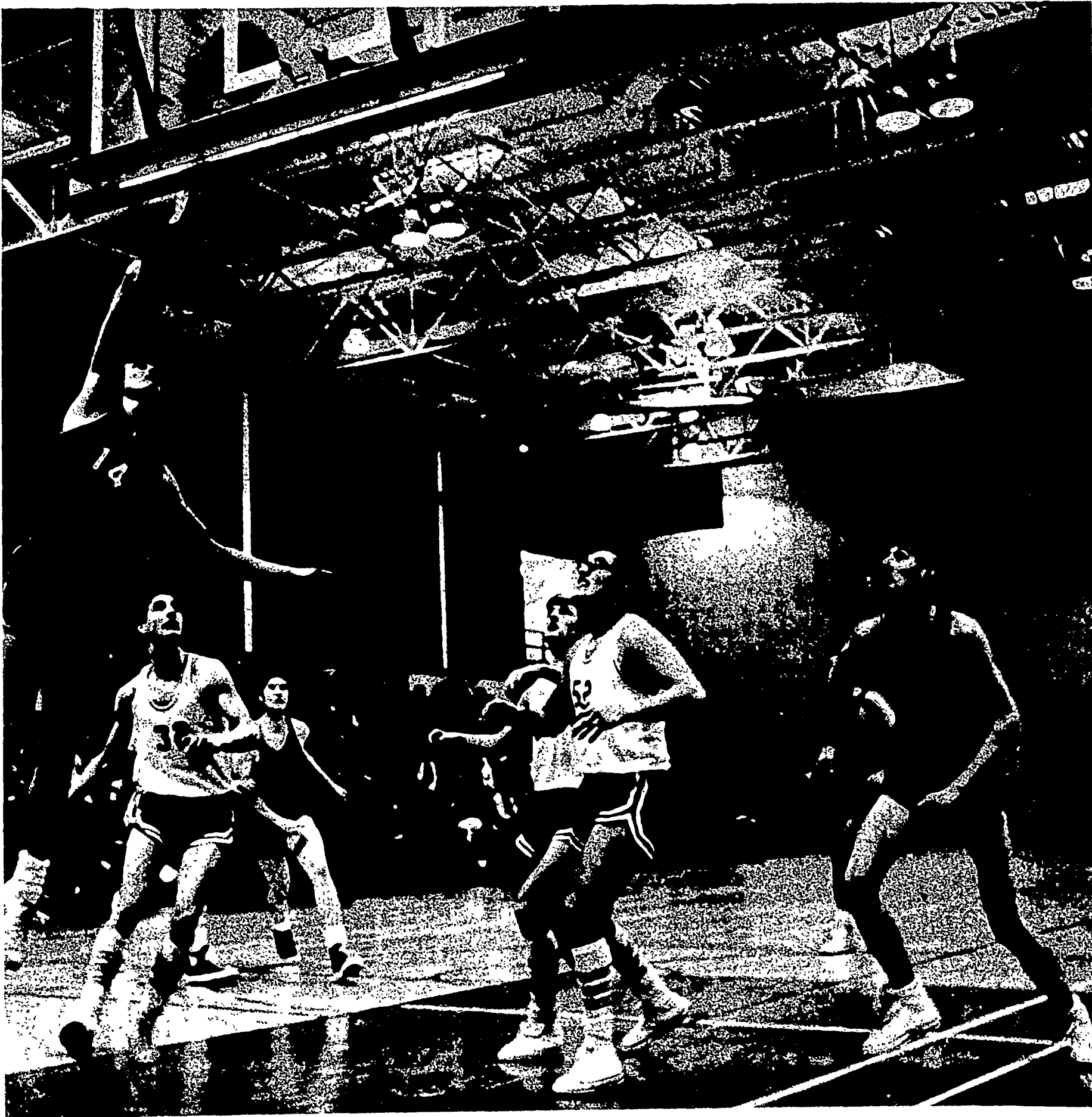
ALUMNI NEWS

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The Quill

GARBAGE ? OR HERALD OF A NEW SOCIAL ORDER ?

E. Brownridge '62

The term has been an especially successful one for Brandon University's student newspaper — if, that is, one considers the flowering of an ability to arouse interest, animosity, resentment, irritation, shock and pain as success.

A city Alderwoman has termed the paper "garbage." Was this a fair or accurate designation? The Quill, especially when its contents are sensational commands a wide audience in the community as well as among students. Some of its impressions have, no doubt, played a large part in the drying up of donated funds from "friends" of the University.

Certainly, we hear Alumni crying, "What has happened to the Quill?" "Why is this affrontery permitted?" "What happened to the paper we built and loved?"

Some of you will remember the secret publication of an auxiliary student newspaper, "The Feather" — of the late '50s and early '60s — its authors unnamed and unknown. Hiding away to print and distribute a scandal sheet or risque rag is no longer necessary here. Any of "The Feather's" most daring items would fit quite unnoticeable in with the present Quill's regular bi-weekly fare.

This is a fact. Is it a criticism? Not necessarily.

To sidetrack our theme — a criticism

of The Quill, shall we take a look at the function of student newspapers in general? It may help in clarifying our terms of reference to realize that what some may consider an intended reporter of campus social news or even a conveyor of student opinion on social and educational questions is to Quill Editor, Mr. Bill Gudnason, a Second Year Arts Student at Brandon University, "an agent for social change by educating the student body." He and his Quill cohorts and fellow student radicals, whom he admits to being a small minority of the campus population, feel that students need the benefit of a radical process of education on the facts surrounding their entire University environment. "They don't have an awareness of the real social problems that exist in the University and in the community."

The crux of the matter of what these people consider to be the objectionable focus of the University is its aim toward "mas produced degree students." This theme was characterized in a very obvious way in the January 30th, Quill issue. The front page displayed a magnified copy of a Brandon University degree in Arts. Beneath the degree was this caption: "CLIP AND SAVE THIS VALUABLE COUPON FOR INCREASED FUTURE EARNINGS!"

Yes, now you can have a degree of

your very own. Think of it — your earning capacity can be increased by more than \$100,000 and doors will open to you that were never open before. Simply clip this coupon, and fill in the spaces provided (gothic lettering preferred). Color the seal in red ink. Now you can prove to anyone you are EDUCATED."

Now that couldn't be clearer; could it? Can you remember, way back in your undergraduate years what meaning the sought-after piece of paper had for you? I must freely admit that to me it was a pass-port from the labouring to the professional class and that this was highly desirable at that time. By and by, things came about just as expected. What was gained in undergraduate years in knowledge and understanding however, helped immeasurably and imperatively in the short career which was chosen. Was it so with you? You may remember though, as many of us do, the voice of a professor, having enticed a class with the far ranging possibilities of persuing a certain subject — dragging the group back to the "reality" of the course material which "must" be covered before examination. "I would like to have time to go further into this, but we don't have time to go off on a tangent with so and so number of chapters to cover by May." Sound familiar? Ever stop to wonder what fields may have been

explored, what wonders unfolded for you had you been unleashed as a class to give and take — amalgamate your ideas and impressions with the others? (I admit "the others" may only have amounted to nine or ten people — not too likely in today's classes.)

An oft-heard refrain may characterize some responses to this. "The library was there. Why didn't you use it?" Of course, the books were there, but you had better stick to your assignments and memorizing the answers to questions found on old exam papers if you want to "get through" — an apt word picture of what we tried to do. Maybe it could rather have been an experience we more often delighted in and grew with. I don't know — these three words are hard to say but oh, if only the proponents of the various views today could sort out and categorize what they do and do not know, we might bring them closer to that common ground, the only place from where they can start off together.

Enough reminiscence and introspection. Mr. Gudnason has expressed the intention of operating his paper as he believes it should be, as an organ of education of the need for change in the University and society.

What change in the University? — and how? The first purported change is from a lecture to a seminar system with senior students heading discussion groups among those less far along on the subject (to alleviate the problem of numbers as well as for the practical benefits for all participants.) "The lecture system should be done away with to a large extent", says Mr. Gudnason. It is practically irrelevant. The student has difficulty relating the theoretical knowledge given to the practical problem of his field of study. He should be able to get the theory from books. Professors should cease to be dispensers of knowledge and begin to be guides toward it — guiding discussions and pointing out available references. If the student believes that theoretical knowledge is necessary, he should pursue this on his own. They should not be able to force the student to prove that he has learned this in exams."

"The University should give the student every chance to become himself. Instead the University alienates the student with tuition fees and televised lectures, and by

trying to instil conventional wisdom."

Again relying on the reactions of more eminent others, the next question must fall back on the responsibility of the University to measure and judge students, distasteful and inhuman as this sounds and no doubt is, for the sake of a standard for graduate schools, industry and the professions.

To this, Bill allocates only one function and responsibility to the University — the production [bad word] of students who can think. "It is up to industry and the professions [and, we presume, graduate schools] to set their own standards and test students for entry."

Now here is an answer. We of the older generation are continually lamenting that the radical reformers of today are only destructive in their thoughts, that they offer no concrete suggestions as to what practical measures might substitute for the present ways which they would abolish. Is such a scheme as this worth thinking about? Could a student use his university days to explore the natural bent and direction of his curiosity about various subjects with the aim of developing his own individual potential and fulfilling that nebulous concept which is his "self", and then (but when is "then" — perhaps the quest for "self" is a lifetime occupation) — and then (letting our question go for the sake of leaving discussion open) to choose what field he feels he could serve or would like (if any — let's not fall into the trap of the Protestant work ethic), — prepare himself with the necessary theoretical knowledge and practical experience (voluntary?) for that field — and, this done, present himself to the hiring officer or graduate school dean to be examined for entry. A training school might be necessary but this would separate the two institutions — training schools and universities.

It seems in speaking with proponents of the New Left ideals that, discarding violent eruption as an answer (and I know of only one Brandon University student who does not), they are setting for themselves a tremendous and overpowering task in aspiring to re-educate whole nations, indeed the world in such a wide range of accepted beliefs as those regarding morals, economics, social and human relations ('we meet but we do not touch') — there is hardly a field of human en-

deavour which would remain unaffected were these ideas to be accepted. I almost made the mistake of saying these "new" ideas. They are not new; they are the things to which we have been giving lip service for centuries. Who first said "love thy fellow man as thyself", "judge not lest ye be judged"

Bill Gudnason admits to being one of a very few people on campus who thinks the way he does. It happens though that student activists seem to be the ones who seek positions of power here — the Quill staff, some of the new B.U.S.U. Executive Council. "Almost all of the students are here to get a degree — a meal ticket, because of the false values instilled in them be corporate society. The first task set for itself by the Quill then, is to "educate" the many. "The rest of society will adapt as the University community takes the leading positions in the society."

Is this gigantic educational task to be handled by University student newspapers alone? No, but of the other cited agents of change, none is part of the commercial communications media; they are underground papers, new left students themselves, the university press. The students believe themselves to have a good deal in common with labour and hope that labour and student unions will work together for changes (Brandon University students actively supported the recent Brandon City Transit strike). Mr. Gudnason expressed the belief that as the movement grows stronger, the student radicals will be co-opted into politics and will be operational in changing the present democratic system into a social democracy. "This must be done through elections. Violence is no means. A great public education process is necessary and student newspapers will be in the forefront along with free radio stations."

Violence has been the result, however, at many universities throughout the world, and in discussing this our Quill Editor said, "What happened at Columbia and Berkley was not violent action but reaction — self-defence. It began as peaceful non violent demonstration and erupted into riots. This is definitely not the way it should have been but the administrations did nothing to discourage certain radicals. These radicals were mistaken in trying to force action in advance of being

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Midwinter Seminar



THE PHENOMENON OF PROTEST

Bill Potter '67

The Midwinter Seminar was held on February 7th and 8th — one week later than previous years. The last weekend of January is normally the coldest of the year and the Seminar hopes to "warm things up". This year the weather was much warmer and the theme: "the Phenomenon of Protest", promised to add to the warmth.

Dr. Robbins, as chairman, opened the Seminar by introducing the participating chairman, Dr. Eugene Forsey. In his comments Dr. Robbins seemed to foretell the main direction of the discussion. His statement that "protests are as fuzzy as some of the beards through which they are expressed", indicated a concern with a particular type of protest — student protest. Much of the discussion was centered around this aspect and even when other types were being discussed it seemed that always lurking in the background was the "student protest". The Seminar also looked into "religious", "economic", and "social" protest.

STEREOTYPES AND STRUCTURES

Professor Gerald F. McGuigan, editor of "Student Protest — — — The Student Radical in Search of Issues, or Please Don't Shoot the Piano Player", and associate professor of economics at the University of British Columbia, introduced the theme of the seminar. Speaking on "Stereotypes and Structures", he maintained that protest is not to be taken by itself but rather "part of a symptom of a broader more deeply seated unrest in society itself." He warned against grasping at simplistic solutions. This leads, he said, to polarization of the left and right and a danger of totalitarianism: "Polarization ends in destruction and violence."

According to McGuigan, nineteenth century solutions are obsolete but are still being used. Our existing political, legal and social means of organizing production are no longer capable of distributing the wealth. It is a system which merely tries to maintain the status quo.

This is true not in Canada alone, but between the rich nations and poor nations as well. In our society McGuigan charges that our universities merely train experts for a static society. This is due to their structures and their means of control. Universities must enquire into our present economic system to see if it is a just and adequate means of distributing our resources and seek means of improvement. He offered a number of suggestions as to the improvement of our universities and also to means of education outside the university. His position is that students have realized that our system is no longer relevant, now society must also recognize this. This, McGuigan, charges, threatens us in disturbing our traditional ways of thinking. There is ample evidence in our universities where faculty resist student's desire for change claiming that their academic freedom is being infringed upon.

Professor Hanley of the Brandon University Philosophy Department also made

some comments on the theme of protest. His comments were primarily directed toward youth. He pictured youth as becoming a class, "an oppressed group". He saw them as future vehicles of revolution in society. The "servitude" which students are compelled to undergo "thwarts the development of their own humanity." He sees youth dropping out others trying to "liberate" themselves. They have then a different sense of values where "productive work is replaced by song and drugs, sexual Puritanism is replaced by sexual freedom, and a penny saved is a penny damned."

Professor Hanley claims that this long apprenticeship of the student enables him to take his place as the "infinite consumer." His training is such that he is "socialized to adopt at will skills, masks, and roles which will gain him entrance into the corporate world of adults." The students, however see this "socialization" for what it is where he is made "a cog in the system not a person in a community."

RELIGIOUS PROTEST

The panel on "Religious Protest" was mainly a discussion between McGuigan and Rev. C. H. Forsyth of the United Church Board of Evangelism and Social Service. Rev. Forsyth felt that in religion today protest was "against sterility of that which should be the deepest and most real in its true form." He felt that the structures of religion have left little room for "our frail little lamp of freedom." To Forsyth, "man is the creator and fabricator of his own destiny." He also sees an adult as a dead child and adulthood as an expression of a dead childhood. Forsyth felt that this must be changed and the real matter of importance to all men is "to be real, to be free, to be human."

Rev. L. Guy, Dean, St. Boniface College, and Lorne Nystrom, the youngest member of the House of Commons ever elected, from Yorkton Melville, were the participants chaired by William Morgan, editor of the Brandon Sun. Rev. Guy chose to examine our political leaders for causes of political protest. He sees Quebec premiers as being embodiments of the Bourbon, Louis XIV tradition of pomp and splendor. Our English prime ministers have been Victorian and our

French prime ministers a mixture of both. Our reform leaders have been of a different nature, more of the common man.

Rev. Guy sees students as knowing "exactly what they don't want." It is the responsibility of society to work with them to produce something positive according to him. Society is not the sole reserve of adults but belongs to the student as well.

Lorne Nystrom opened with the statement that democracy has been tried by youth and the verdict is "guilty". To them it is irrelevant, lacks purpose, lacks meaning for their lives, and fails to produce results when people want them. The result has been political alienation and many have opted out of society entirely. The "apathetic majority" of students have been taught that they cannot do anything and as Nystrom sees it they have accepted it. He feels that they too have opted out in their own way. They don't turn to drugs and such things but refuse to accept their responsibilities as members of society.

STUDENT PROTEST

The most heat was generated on Saturday afternoon when "Student Protest" was the topic. The students were represented by Michael Tims, a self-described "non-student at the University of Manitoba", and "Lib" Spry, communications secretary of the Canadian Union of Students; drama major, University of Saskatchewan, editor campus newspaper The Sheaf 1966-67, and president Canadian University Press, 1967-68. Both students were most articulate in expressing their positions which were somewhat different.

Tims takes the "hippy" approach to the question where he feels we have lost trust in ourselves. He sees us as having "lost our ability to feel," and to regain this we must attempt to stimulate ourselves. In his estimation we must destroy the world in order to discover it. All that we know and do is force fed to us and to discover ourselves "each must find his own personal way of vomiting out the undigested past."

Miss Spry took a very different approach to society. She feels that we have been lied to, "presented with a myth", and live in a world of double standards.

Whenever students question the status quo, Miss Spry feels that university administrators level the charge that students are "anarchists, saboteurs, part of an international conspiracy." She argues that there is no proof to support such charges.

To Miss Spry, student reality is a reality of boredom where they are told what truth is but are not given the tools to use it. Students are not educated, but are "brainwashed". She recognized that we are better off materially, but asks, "at whose expense?" She rejects society's main ethic — — — competition, and offers cooperation as an alternative. All individuals should be able to decide for themselves what they want. To Miss Spry this decision must be in the interest of the community.

The third speaker on the topic was Hon. Donald Cameron, founder and director, Banff School of Fine Arts, member, Senate of Canada and Senate of the University of Alberta. Senator Cameron spoke with much pride of the technological accomplishments of our society such as jet planes hospitals, and the Strategic Air Command at Omaha, Nebraska. At this point several students attempted to interrupt but he was allowed to continue. Senator Cameron maintained that we must always remember the "proper way of doing things." He expressed the opinion that students should not be criticizing and protesting unless they have concrete alternatives to offer. Otherwise he saw their protests as purely negative and destructive.

The afternoon progressed with increasing polarization of views. As the evening session began it was obvious that communication had broken down. The evening speaker, H. D. Woods, Dean, faculty of arts and science, McGill University, set the tone in the afternoon in response to comments made by Harko Bhagat, president, Brandon University Students Union. Dean Woods felt that the real problem with the students' protest movement was that the radicals had gained complete control. He felt that these radicals were guilty of irresponsibility and distortion of the facts. Many students said that the Seminar was not a success, many adults that it was. One had to be there to make a judgement.

The Stress Dr. Hans Selye of Life

Dr. Hans Selye, Director of the University of Montreal's Institute of Experimental Medicine and Surgery and an eminent Canadian scientist and scholar, hosted by Medical conferences and Associations throughout the world, was guest lecturer of the Alumni Association for two days in November. Through his current exciting contributions to medicine and through his broad field of endeavours he was of wide interest to people in a wide variety of fields of study and professions. Students of biology, zoology, biochemistry, psychology and sociology in particular made use of his lecture time. Part of the objective of the Lecture Series program was stated at the offset to be service to this community, where our University thrives and receives support in countless ways. Accordingly the Psychological Association received Dr. Selye for a lecture one evening, following which he addressed an overflow crowd of doctors, nurses, laboratory workers, psychiatrists, guidance clinicians and councillors. We felt that the Manitoba Medical Association and this University could have a stronger tie as far as their common interest in experimental and practical work in several fields. Dr. Selye's time was made available to members of the Medical Association for a dinner and lecture on campus; he was also shared with the Ministerial Association who spent a morning learning from and discussing with him.

We have been granted permission to reprint from Chapter V of Dr. Selye's book "The Stress of Life" on a topic which concerns and will interest everyone.

TO KNOW THYSELF

The ancient Greek philosophers clearly recognized that, in governing human conduct, the most important, but perhaps also the most difficult, thing was "to know thyself." It takes great courage even just to attempt this honestly. As Logan Pearsall Smith says, "How awful to reflect that what people say of us is true!" Yet it is well worth the effort and humiliation, for most of our tensions and frustrations stem from compulsive needs to act the role of someone we are not. Only he who knows himself can profit by the advice of Matthew Arnold:

Resolve to be thyself: and know that
he Who finds himself, loses his misery.

It is well established that the mere fact of knowing what hurts you has an inherent curative value. Psychoanalysis

has demonstrated the soundness of this principle perhaps better than any other branch of medicine. The psychoanalyst helps you to understand how previous experiences—which may have led to subconscious conflicts, sometimes very early in childhood—can continue almost indefinitely to cause mental or even physical disease. But once you realize the mechanism of your mental conflicts, they cease to bother you. Sigmund Freud's efforts to develop a branch of medicine on the basis of this concept were sharply criticized at first, but now hardly anyone doubts that psychoanalysis can help those whose bodily disease-manifestations are due to unexplained mental tensions. Of course, here we are also dealing with diseases of adaptation. Our failure to adjust ourselves correctly to life-situations is at the very root of the disease-producing conflicts. Psychoanalysis cures because

it helps us to adapt ourselves to what has happened.

All this is sufficiently well known as regards mental reactions to deserve no further comment. But "to know thyself" includes the body. Most people fail to realize that "to know thy body" also has an inherent curative value. Take a familiar example. Many people have joints which tend to crack at almost every movement; by concentrating upon this unexplained condition, a person can talk or worry himself into a crippling arthritis. If, on the other hand, some understanding physician just explains to him that his cracking sensations are caused by slight, inconsequential irregularities in the joint-surfaces, and have no tendency to become worse, the disease is practically cured—just by the knowledge of its trifling nature.

Almost everybody has had, at some time or other, some insignificant allergic

condition of the skin, cardiac palpitations, or intestinal upsets; any of these can cause serious illness through psychosomatic reactions merely because not knowing what is wrong makes us worry. Every physician knows from experience how much can be done for a patient by just taking time to explain the mechanism of his symptoms which thereby lose the frightening element of mystery. To help with this is one of the principal objectives of this book.

DISSECT YOUR TROUBLES

We have seen that stress is an essential element of all our actions, in health and in disease. That is why we have analyzed the mechanism of stress so carefully in the preceding sections. Suffice it here to point out once more the principal lesson which we have learned: that most of our troubles have a tripartite origin. The tweezers of stress have three prongs. Whether we suffer from a boil on the skin, a disease of the kidney, or a troubled mind, careful study of the condition will usually reveal it to consist of three major elements:

1. The stressor, the external agent which started the trouble, for instance, by acting directly upon the skin, the kidney, or the mind.

2. The defensive measures, such as the hormones and nervous stimuli which encourage the body to defend itself against the stressor as well as it can. In the case of bodily injuries, this may be accomplished by putting up a barricade of inflamed tissue in the path of the invading stressor (the microbe, allergen, and so forth). Mental stressors (orders, challenges, offenses) are met with corresponding complex emotional defensive responses, which can be summed up as the attitude of "not being done in."

3. The mechanisms for surrender, such as hormonal and nervous stimuli, which encourage the body not to defend itself. For instance, not to put up barricades of inflamed tissue in the path of invaders, and to ignore emotional stressors.

It is surprising how often a better understanding of this tripartite mechanism of disease-production (and I use the word disease here in its widest sense, as anything that disturbs mind or body) can help us to regain our balance, even without having to ask the advice of a

physician. We can often eliminate the stressor ourselves, once we have recognized its nature, or we can adjust the proportion between active defensive attitudes and measures of surrender, in the best interest of maintaining our balance.

SOMATOPSYCHIC

vs.

PSYCHOSOMATIC

An enormous amount of work has been done by physicians in connection with problems of psychosomatic medicine. In essence, this specialty deals with the bodily (somatic) changes that a mental (psychic) attitude can produce. An ulcer of the stomach or a rise in blood pressure caused by emotional upsets are examples in point.

Almost no systematic research has been done, however, on the opposite of this: the effect of bodily changes and actions upon mentality. Of course, I do not mean physical damage to the brain, which could evidently influence the mind, but rather, such facts as that looking fit helps one to be fit. A pale, unshaven tramp, who wears dirty rags and is badly in need of a bath, actually does not resist either physical or mental stresses as well as he would after a shave, a bit of sunburn, a good bath, and some crisp new clothes have helped to rehabilitate his external appearance.

None of this is new. Intuitively, and merely on the basis of experience throughout centuries, these facts have long been recognized. That is why, to strengthen morale, armies insist on the spotless appearance of their men. That is also why opposite procedures are used (in some countries) for breaking down the physical and mental resistance of prisoners.

I was first introduced to these truths at the age of six, by my grandmother, when she found me desperately crying, I no longer recall about what. She looked at me with that particularly benevolent and protective look that I still remember and said, "Anytime you feel that low, just try to smile with your face, and you'll see . . . soon your whole being will be smiling." I tried it. It works.

There is nothing new here. But then, confession had been practised long before Freud; relativity was known before Einstein, and evolution before Darwin. Man

did not need Pavlov's investigations on conditioned reflexes to find out that a dog can be trained to come when you whistle, or a horse to stop when you say "whoa!" Yet history shows that only the scientific analysis of these subjects by these particular men gave the concepts of psychoanalysis, the relativity of all our notions, the evolution of man's body from lower forms, and the conditioned reflexes, that philosophic impact which they now exercise upon contemporary thinking.

The existence of physical and mental strain, the manifold interactions between somatic and psychic reactions, as well as the importance of defensive-adaptive responses had all been more or less clearly recognized since time immemorial. But stress did not become meaningful to me until I found that it could be dissected by modern research methods and that individual, tangible components of the stress-response could be identified in chemical and physical terms. This is what helped me to use the concept of stress, not only for the solution of purely medical problems, but also as a guide to the natural solution of many problems presented by everyday life.

Let us take a few examples of such practical applications.

ON BEING KEYED UP

Everybody is familiar with the feeling of being keyed up from nervous tension; this process is quite comparable to raising the key of a violin by tightening the strings. We say that our muscles limber up during exercise and that we are thrilled by great emotional experiences; all this prepares us for better peak-accomplishments. On the other hand, there is the tingling sensation, the jitteriness, when we are too much keyed up. This impairs our work and even prevents us from getting a rest.

Just what happens to us when we are alerted? Being keyed up is a very real sensation which must have a physico-chemical basis. It has not yet been fully analyzed, but we know that at times of tension our adrenals produce an excess, both of adrenalines and of corticoids. We also know that taking either adrenalines or corticoids can reproduce a very similar sensation of being keyed up and excitable. For example, a person who

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FILM FESTIVAL

The place is the campus of the university. The dates Thursday, March 13 thru Sunday, March 16. The event is a **FILM FESTIVAL** in every way more ambitious than last year's.

Why a Film Festival in March at Brandon University?

Three main reasons:

1. To bring movies of high artistic and entertainment value to an area poorly served by films.
2. To provide a representative sample of foreign and classic films at a particularly "dead" time of the year.
3. Because it is fun!

Fifteen programs are planned for the four days of the Festival. Both the Evans and the Little Theatre in the lower floor of the Education Building will be used. Over three dozen features and shorts from countries as far apart as New Zealand and Bulgaria will be on display. Space permits us to mention only a few of the shorts. Among the favourites are bound to be "The Apollo 8 Space Journey" with film never seen before in Canada from the actual record made by the astronauts for the N.A.S.A.; "The Most" — a candid portrait of Hugo Hefner, owner of "Playboy" surrounded by his Bunnies philosophising about life and money; "Abel Gance, Today and Tomorrow" the biography of an amazing film pioneer who was using CinemaScope and split-screen techniques in the early 1920's; "Pas de Deux" Norman McLaren's brilliant study of ballet movement, voted the most outstanding short of 1968 by the British Film Academy.

Now for the features

Here we have something for everyone.

HEART-THROBS OF YESTERYEAR: Greta Garbo in "Ninotchka" and Rudolph Valentino in "Son of the Sheik."

WAR: Lewis Milestone's "All Quiet on

the Western Front," with Lew Ayres and Freddie Bartholomew.

HISTORY: From Sweden, Ingmar Bergman's finest film, "The Seventh Seal" set at the time of the Black Death and starring Max von Sydow (last seen in "Hawaii").

SPECTACLE: Made in 1915 and still a staggering achievement, D. W. Griffith's "Intolerance" with Lillian Gish and Eric von Stroheim. The original Charles Laughton version of "Mutiny on the Bounty."

SCIENCE FICTION: "Alphaville" from France. A kind of high brow's "Barbarella" which its director, Jean Luc Godard subtitled, "Tarzan versus the International Business Machines."

CONTEMPORARY LOVE: Julie Christie in "Billy Liar" from Britain and "Living for Kicks" by Claude Lelouch who made that surprising hit, "A Man and a Woman" last year. "Living for Kicks" stars Yves Montand and Candice Bergen.

HORROR: The original "Phantom of the Opera" with Lon Chaney as the monster who haunts the Paris Opera and strike terror into a purer than gold heroine!

SATIRE: From Britain and Arthur Watkins of "The War Game" fame, "Privilege" a cynical look at today's teenagers and the Church. The stars are model Jean Shrimpton and pop-singer Paul Jones.

COMEDY: Buster Keaton in the little-known "Sherlock Junior" and Woody Allen's hilarious adaptation of a dreadful Japanese thriller which he has renamed, "What's Up, Tiger Lily?"

CHILDREN'S MOVIES: A special Saturday morning program (admission 25 cents for children) with shorts and a prize winning feature from Czechoslovakia, "The Fabulous World of Jules Verne."

PROGRAM (Subject to change)

EVANS THEATRE

Thursday, March 13

7:30 Living for Kicks

Friday, March 14

7:30 Mutiny on the Bounty

Saturday, March 15

10:00 a.m. Fabulous World of Jules Verne

2:30 p.m. Alphaville

7:30 p.m. Ninotchka

10:00 p.m. Seventh Seal

Sunday, March 16

2:30 p.m. Privilege

7:30 p.m. What's Up, Tiger Lily?

LITTLE THEATRE

Thursday, March 13

7:30 All Quiet on the Western Front

Friday, March 14

7:30 Sherlock Junior

Saturday, March 15

2:30 p.m. Billy Liar

7:30 p.m. Son of the Sheik

10:00 p.m. Phantom of the Opera

Sunday, March 16

2:30 p.m. Repeat of most popular program

7:30 p.m. Intolerance

Each program will be supplemented by shorts. Coffee and programs are included in the price. Admission is \$1.00 per performance or \$4.00 Membership (transferable) admitting one to all fifteen shows.

Last year we had an attendance of 2,000. This year we are hoping for nearer 3,000. To make it a success, we need YOUR presence. Please come along and bring your family and friends. Membership cards available from **Black Bond Books, Rosser Avenue.**

D. Eaton & J. M. Skinner, Directors

TORONTO ALUMNI



MERILYN McTAVISH '66, DR. TYLER
TREVA RICOU '65 (CLENDENNING)
MAJOR ROY OGLESBY

MARILYN McTAVISH '66

On January 24th, the Brandon Alumni held their first Toronto reunion.

For about a year now a small group, headed by Mr. Olgesby ('36) Secretary of Arts and Science at University of Toronto, have been attempting to establish some sort of core Alumni organization here. With a little investigation we were surprised to learn that about 100 Brandon grads are now living in Toronto and vicinity.

Several attempts at collecting said individuals at an eventful time and place proved abortive. Finally, when we heard that Dr. E. J. Tyler could come in January it was decided to assemble as large a group as time would permit and hopefully that would provide a nucleus for further gatherings. (Let's hear from you Toronto Alum's")

The "Group" turned out to consist of about twenty enthusiasts representing various years from '36 to '66 meeting for cocktails and a banquet. The U. of T. Faculty Club provided the environ for renewing old friendships and launching new. Next on the agenda was a briefing on the "Now B.U." given by our guest and speaker for the evening, Dr. Tyler, Department Head and Professor of Psychology at Brandon.

Even for those of us who had just

recently graduated and who had since been back to see many of the external changes of the campus, Dr. Tyler exposed new trends of thought and action sweeping Brandon University. The "expanding", or rather what almost seems like the "exploding" campus, was brought forcibly home to us. Old heart strings were plucked as we heard of the adventures of many of our fellows since the good old days of "Hippy Skippy". Many thanks, Dr. Tyler!

The evening provided too an opportunity to follow Dr. Tyler's suggestion that the key to modern communication is to keep in "touch". Many of us met fellow year'smen who we had not realized were also fellow Torontonians.

This we decided would be the future of the Toronto Alumni - to provide a base for Brandonites to contact in Toronto to find out who is here and where they



DON SHERRITT '65,
SANDRA McKINNON,
MRS. JOAN SHERRITT

are. (Interested? 'phone Mr. Olgesby at 928-2011). Perhaps an annual fall gathering might help start the season off for new arrivals from Brandon campus. "Social" will be the watchword of our new "non"-organization.

Those present included LAURIE AND TREVA RICOU '65, GEORGE INGHAM '42, MR. AND MRS. ROY OGLESBY '36, MR. AND MRS. DAVID FEWINGS (nee IRENE RINN)'64, VALERIE WALL (nee GREG)'64, DR. AND MRS. RAE, BILL HAMMOND '66, DON AND JOAN SHERRITT '65 and MARILYN McTAVISH '66.

Japanese Prints

Through a chance remark of Miss Eve Carpentier, Bernard Polly of the University's Extension Department, long an enthusiast of Japanese prints, was embarked on the long roundabout journey which culminated in the bringing of a sparkling exhibition to the Brandon University Education Faculty's campus studio. It happened that Miss Carpentier's recent visit to Japan had brought her into contact with Mr. W. H. Neale, an old friend and former student of Music here who is now Director of Far East Operations of the Canadian National Railroad in Tokyo. An avid collector of Japanese and oriental art himself, Mr. Neale through correspondence then initiated by Mr. Polly led the way for Brandon University's approach to the Fran-Nell Gallery of Tokyo with the request for an exhibition. Thus after some months of preparation the collection of thirty-nine prints by eighteen artists was hung up for display and the enjoyment of University and community art appreciates during January and February. Congratulations to the Extension Department for following up a lead to such a delightful conclusion.



DAVE FEWINGS '64,
LAURIE RICOU '65
BILL HAMMOND '66

ALUMNI ON SENATE ?

GOVERNORS REJECT ALUMNI BID

On January 13th, the Alumni Association submitted a request to the University Senate asking that while Senate recomposition was under examination, consideration be given to the inclusion of Alumni representation. The number of seats requested was three.

On January 29th, Dr. Robbins' reply indicated that the Senate had passed a proposal to seek an amendment to the founding Order-in-Council for the inclusion of one senate member to be named by the Alumni Association. The reason for the reduction was given as the presence of five Alumni now on senate in other capacities than as Alumni representatives. This proposal was understood to be subject to the approval of the Board of Governors of the University, who would in turn recommend to the provincial government.

On February 18, we learned through a press release that the Board of Governors had not included Alumni representation in their recommendations on senate composition and had in fact also reduced the number of students recommended from eight to five (original student bid was for twelve), disregarded the recommendation for a member to be elected by the Manitoba Teachers Society, and added a recommendation for the inclusion on Senate of the Dean of Student Affairs.

Alumni President, Mr. George Gooden, has informed Dr. Milton Holden, Chairman of the Board, and The Honourable Donald W. Craik, Minister of Education for the Province of Manitoba, that the Alumni Association will prepare an appeal to the Board's recommendations.

A look at some of the other Canadian Universities reveals that Alumni Senate representation has been accepted at the following:

University British Columbia (3 out of 68 seats); University of New Brunswick, (6 out of 29 seats); University of Manitoba, (1 out of 52 seats); University of Windsor, (2 out of 30 seats); University of Waterloo, (8 out of 32 seats); Waterloo Lutheran University (5 out of 87 seats); University of Victoria, (3 out of 34 seats).

Among those whose senates do not

include Alumni representation are Dalhousie whose Board of Governors include 9 Alumni of 40 members; Queen's, whose Board includes 2 Alumni in 32 members; McGill, whose Alumni Board representatives include 5 out of 38; Acadia, where 14 out of 36 Board members are elected by the Alumni Association. Among those who have no Alumni representation in University government are the University of Newfoundland, Carleton University and the University of Western Ontario.

RECAP OF SENATE RECOMMENDATIONS FOR CHANGE IN ITS COMPOSITION

Bill Potter '67

Since last fall the Brandon University Senate has come to a decision on the ad hoc committee's recommendation for student representation on the Senate. The committee's recommendation of 12 student senators was reduced to 8. In addition the Senate felt that representatives of the Alumni Association and the Manitoba Teacher's Society should also be on the senate. These proposals were passed on to the Board of Governors for their consideration. The Board has decided to reduce the number of students to 5 and rejected the recommendation for Alumni and MTS representation. The Board also saw fit to recommend to the Minister of Education that the Dean of Student Affairs be a member of senate. This was an additional member not recommended by senate.

The question remains, should the Alumni Association have representation on the Senate? The senate will determine the worth of your degree for your degree is only as good as the institution from which it was earned. As alumni each of us has something at stake in the day to day operation of the university and also to the type and quality of courses offered here. If this is a good university your degree will be enhanced by this fact. If it is not your degree will become less valuable. The senate should have representation of all vitally concerned bodies. It should also have representation

Campus '69 -F.M. Radio

A weekly program "Campus 69", produced by Brandon University, in cooperation with CKX-FM, has been on the air each Monday evening at 8:00 P.M. since December 2, 1968. Participants have included faculty, staff and students of the University, as well as guests from the Brandon community. Such distinguished visitors as Dr. Hans Selye and Dr. Robert McClure have also taken part in programs.

The F.M. Radio committee has aimed at presenting a variety of programs in the hope of attracting a wider audience. A list of titles of the programs recently broadcast will illustrate:

Conversation on "Work and Leisure".
The Spruce Woods — their Origin and Significance.

Stress and Modern Life.

The Spirit of Christmas.

Canadian Foreign Policy.

Chinese New Year — February 17th.

Dating the Past With Carbon 14.

Folk Music of the West Indies.

The Committee, chaired by Prof. W. G. Wong (Physics) include Dr. R. W. Brockway (Religion), Mr. Warren Brown (Student Union), Mr. R. B. Inch (Extension), Prof. Gordon MacPherson (Music), Mr. Terry Mitchell (Education) and Mr. B. Polly (Extension).

Programs projected for the future are:
Golden Age of Radio.

A conversation on "Welfare".

American Humour.

Midwinter Seminar Sessions.

The Spruce Woods (part 11)

Education Week.

School of Music presentation.

Life and Writings of Grove.

Pierre Berton Interview.

Human Rights Conference.

of those bodies which can offer valuable information and insight. This is also a reason why the MTS should be represented.

Both the Board of Governors and the Senate will be determining the direction of this university. What direction do you want it to take as an alumni? As an alumni do you feel you should have some voice in this matter?

Human Rights Conference

BRANDON — Is there discrimination in Manitoba? The question was a major theme at the Manitoba Human Rights Conference opening on Friday evening over which Dr. J. E. Robbins, the president of the university, presided.

Ralph E. King, a Negro who moved from the southern United States and has established a garment manufacturing plant at Morden, Man., presided over a panel on the discrimination question on the Saturday morning. Participants included Dave Courchene, president, Manitoba Indian Brotherhood; Rev. Adam Cuthand, president, Manitoba Metis Federation; John Robertson, Winnipeg Free Press columnist; and George Munroe, a teacher at Pembina House, representing the Manitoba Association of Native Youth.

The theme on Saturday afternoon was a proposal that Manitoba establish a human rights commission. Chris Westdal, recently president of the University of Manitoba Students' Union and now the acting chairman of the Manitoba Human Rights Association was chairman. In attendance was Herbert Sohn of Toronto, assistant executive director of the Ontario Human Rights Commission. Following introduction of the theme the conference, organized in ten discussion groups, re-

convening at 4:45 p.m. to report and consider resolutions.

Dr. John P. Humphrey, a New Brunswick native and the first and long-time director of the division of human rights in the secretariat of the United Nations in New York and now back at McGill University as professor of law, was special speaker at the opening session beginning at 8:00 p.m. on Friday evening.

Premier Walter Weir named the Brandon member of the legislature, Reg. O. Lissaman, to represent him. The conference ended with an "evaluation", aided by Isaac Beaulieu of the consulting firm of Hedlin Menzies & Associates Limited, Winnipeg; Garld Malin, a community development officer of the Department of Health and Social Service, Brandon, and Mrs. Audrey Silvius, a member of the Board of the Brandon Friendship Centre.

A dramatic feature of the conference was a display of art by two young Canadian Indians, arranged by the art exhibitions committee of Brandon University. The artists are Jackson Beardy, a Cree from the reserve at Island Lake, Man., and Carl Ray, an Ojibwa of Sandy Lake, Ont. These paintings adorned the walls of the interior of Evans Theatre

Theatre — Mar. 6, 7 & 8

The Brandon University Repertory Players will present August Strindberg's "The Father" in the Evans Lecture Theatre on March 6, 7 and 8, 1969. The author, a nineteenth century Swedish playwright was a misogynist, periodically psychotic, whose thought and writings were far in advance of his time. This particular play portrays a man — a sea captain who is insecure regarding his manhood and whose wife with a single-mindedness of undertone and innuendo does her best to undermine any remaining masculinity he might possess and goes so far as to implant the idea to himself and others (including the Doctor) that he is insane. The presenting difficulty is planning their daughter's future; the real conflict goes much deeper.

The cast includes Cam Forbes, Joan MacKay, Nyall Ross, John Lawrence, Katie Johnson, Julie Arthur, Jack Woodward and D'Arcy Bureyko. Direction and production are by Evan Pepper; sets by E. Murray Simpson. The Assistant Director is Barbara Landry. That's 8:30 P.M. in the Evans Theatre, first week-end in March.

GEOGRAPHY DEPARTMENT

Dr. Hewitt, who recently had published in *The Manitoba Geography Teacher*, an article entitled "Brandon — The Geographic Centre of North America", is leaving at the end of May to take up a post as Senior Consultant with the National Computing Centre, Manchester, England. The gap left by his departure will be partially filled by the return of Tom Carter ('67) who has been appointed to the faculty of the University after spending two years doing post-graduate work at the University of Saskatchewan. He will be teaching some of the courses formerly taught by Dr. Hewitt, in addition to a new course: "Geography and

Planning". Larry Clark ('67), after spending two years as an instructor at Lakehead University, has moved to Calgary where he is doing post-graduate work at the university and also managing a motel. Professor Tyman, who is now in England working on his doctoral thesis, is planning a journey to north and east Africa in September. Dr. Stadel will visit the West Indies during the early summer, before teaching at summer school, and Professor Welsted plans to attend the annual meeting of the Canadian Association of Geographers to be held in St. John's Newfoundland in mid-August.

SCHOOL of MUSIC

Professor Lorne Watson, Director, School of Music, was in North Battleford, Saskatchewan, late in January to conduct the annual Workshop for piano teachers and advanced students sponsored by the Registered Music Teachers' Association. In February he will examine for the Western Board of Music in Edmonton, Calgary, Lethbridge, and Winnipeg.

Brandon University will host the biennial meeting of the Western Board of Music on March 11 and 12. In attendance will be the presidents and music directors of the six prairie universities. For the next two years Dr. J. E. Robbins will act as Chairman, Prof. Watson as Secretary of the Board.

Recognize these people ?



BRANDON COLLEGE FACULTY....1937

SCIENCE FAIR

March seventh and eighth are the dates for the Western Manitoba Science Fair to be held in the University Gymnasium. This project is of special attraction to all who are interested in and concerned about the world around us and provides an excellent opportunity for students at all levels to gain experience and display their interest and talent in scientific fields.

Invitations have been sent to representatives of six school divisions close to Brandon as well as to Science faculty and students at the University to enter in any of three major divisions: General Science, Physical Science, or Earth and Space Science.

The fair's executive committee includes Prof. P. Klassen, chairman; N. Olynick (principal of Reston Elementary School,) co-chairman; Catherine Emond (Ed.1) secretary; D. Kusela (McLaren School), publicity; Z. Gryzbowski (B.U. Science), finance and awards; Dr. G. Senoff, service.

The objectives of the fair are outlined as follows:

1. to help to develop a respect for and an understanding of man's quest for knowledge, encourage "natural curiosity" and provide a basis for creativity.
2. to help to encourage the student to develop an understanding of the necessity for organization, planning, and experimentation in research; to encourage independent thinking; to develop mechanical skills.
3. to expose the student to and acquaint him with the use of scientific methods through practical application.
4. to provide an opportunity for self-expression and emphasize the necessity of having and developing the ability to communicate ideas.
5. to aid in channeling the students into worthwhile science endeavours, provide stimulation for scientific hobby pursuits and meet the needs of talented students.
6. to offer an opportunity for the students to consult and work with experts in science fields in the community and elsewhere and to provide constructive suggestions for teachers and pupils of science.
7. to serve as a show case for scientific talent and to report to parents and to the community about one phase of the academic performance of students and thereby stimulate a greater interest in science by all.
8. There are a very large number of entries from Winnipeg Schools in the Provincial Science Fair. More students from western Manitoba would participate in a science fair if held regionally.
9. to encourage teachers of western Manitoba to view Science Fairs, projects, and displays as an integral part of their science program.

Members of the public are welcome to attend on March 7th from 7:00 to 10:00 P.M. and on March 8th from 9:00 to 11:45 A.M. and from 1:30 to 4:30 P.M.

PHILOSOPHY DEPARTMENT

News of Philosophy Graduates: P. Wiebe ('67) is currently completing studies for his Master's in Philosophy at the University of Manitoba. Kam-Wing Lee ('68) is also doing graduate work in Philosophy at the University of Manitoba.

The Philosophy Dept. is pleased to announce the addition of Miss May Yoh to our staff. Miss Yoh received her B.A. from the University of Hong Kong, her M. Sc. (In Philosophy) from the London School of Economics, and will receive her Ph. D. from Johns Hopkins University on completion of her thesis. We hope that Miss Yoh will be able to teach two new half courses: one in the Philosophy of Science and one in the Philosophy of History. These new courses are designed to take advantage of Miss Yoh's special abilities as well as providing an opportunity for those studying History or the Sciences to become acquainted with philosophical problems within their disciplines.

The Stress of Life (cont.)

is given large doses of cortisone in order to treat some allergic or rheumatoid condition often finds it difficult to sleep. He may even become abnormally euphoric, that is, carried away by an unreasonable sense of well-being and buoyancy, which is not unlike that caused by being slightly drunk. Later a sense of deep depression may follow.

We first saw this condition in experimental animals which had been given large doses of corticoids. Here, an initial state of great excitement—corresponding to the euphoria of patients—was followed by depression which might even proceed to complete anesthesia.

It had long been known that not only mental excitement (for instance, that communicated by a rioting mob or by an individual act of violence) but even physical stressors (such as a burn or an infectious fever) could cause an initial excitement which was followed by a secondary phase of depression. It is interesting to learn that identifiable chemical compounds, the hormones produced during the acute alarm-reaction phase of the General Adaptation Syndrome, possess this property of first keying

up for action and then causing a depression. Both these effects may be of great practical value to the body: it is necessary to be keyed up for peak-accomplishments, but it is equally important to be keyed down by the secondary phase of depression, which prevents us from carrying on too long at top speed.

What can we do about this? Hormones are probably not the only regulators of our emotional level. Besides, we do not yet know enough about their workings to justify any attempt at regulating our emotional key by taking hormones.

Still, it is instructive to know that stress stimulates our glands to make hormones which can induce a kind of drunkenness. Without knowing this, no one would ever think of checking his conduct as carefully during stress as he does at a cocktail party. Yet he should. The fact is that a man can be intoxicated with his own stress hormones. I venture to say that this sort of drunkenness has caused much more harm to society than the other kind.

We are on our guard against external intoxicants, but hormones are part of our bodies; it takes more wisdom to recognize and overcome the foe who fights from within. In all our actions throughout the day we must consciously look for signs of being keyed up too much—and we must learn to stop in time. To watch our critical stress-level is just as important as to watch our critical quota of cocktails. More so. Intoxication by stress is sometimes unavoidable and usually insidious. You can quit alcohol and, even if you do take some, at least you can count the glasses; but it is impossible to avoid stress as long as you live and your conscious thoughts cannot gauge its alarm-signals accurately. Curiously, the pituitary is a much better judge of stress than the intellect.

HOW TO TUNE DOWN

It is not easy to tune down when you have reached your stress-quota. Many more people are the helpless slaves of their own stressful activities than of alcohol. Besides, simple rest is no cure-all. Activity and rest must be judiciously balanced, and every person has his own characteristic requirements for rest and activity. To lie motionless in bed all day

is no relaxation for an active man. With advancing years, most people require increasingly more rest, but the process of aging does not progress at the same speed in everybody. Many a valuable man, who could still have given numerous years of useful work to society, has been made physically ill and prematurely senile by the enforcement of retirement at an age when his requirements and abilities for activity were still high. This psychosomatic illness is so common that it has been given a name: retirement disease.

All work and no play is certainly harmful for anyone at any age; but then, what is work and what is play? Fishing is relaxing play for the business executive, but it is hard work for the professional fisherman. The former can go fishing to relax, but the latter will have to do something else, or simply take a rest, in order to relax.

What has research on stress taught us about the way to reach a healthy balance between rest and work? Are there objective physiologic facts which could guide our conduct in this respect? I emphatically believe that there are, but, in order to grasp their lesson, we must turn back to what we have learned about the most general tissue-reactions to stress: cellular fatigue and inflammation. This may seem odd; you may feel that there is no conceivable relationship between the behavior of our cells (for instance, in inflammation) and our conduct in everyday life. I do not agree. All the reactions of our body are governed by general biologic laws and the simplest way to understand these is to examine how they affect the simplest tissue-reactions.

STRESS AS AN EQUALIZER OF ACTIVITIES

It seems to be one of the most fundamental laws regulating the activities of complex living beings that no one part of the body must be disproportionately overworked for a long time. Stress seems to be the great equalizer of activities within the body; it helps to prevent one-sided overexertion.

To carry a heavy suitcase for a long time without fatigue, you have to shift it from one hand to the other occasionally. Here, local stress, manifested as muscular fatigue, is the equalizer; it acts by way of

the nervous system which experiences the feeling of fatigue and thereby suggests the change-over.

In other instances, general stress may arrange the proper equalization of local activities through the intermediary of the adaptive hormones. Suppose a person has a severe infection in his left knee joint. An arthritis develops with all the characteristic manifestations of inflammation. A strong inflammatory barricade is constructed around the joint to delimit the trouble; then, various cells and enzymes will enter the joint-cavity in order to destroy the causative germs. Now, suppose both knees are infected. There develops an inflammation on both sides, but its degree will be less severe. Why? Because local stress of the inflamed territory sends out alarm-signals, through the pituitary, to stimulate the production by the adrenals of anti-inflammatory corticoids.

This arrangement is also a useful defense mechanism, because there is a limit to how much inflammation the body can tolerate. If only a small region is injured, a strong inflammatory reaction will be the best response, since inflammation has a local protective value; but if several parts of the body are simultaneously injured, the patient may not be able to stand maximal inflammatory reactions everywhere. Thus it is often in the best interests of the body as a whole to sacrifice some of its parts by cutting down local defensive activities.

This situation is quite comparable to that of a country which, when attacked on one front only, can send all its armies to the endangered region, but not when several frontiers are simultaneously invaded.

Now, since stress is a common attribute of all biologic activities, these considerations apply not only to inflammation, but to all types of biologic work. For instance, the intensity of inflammation in a knee joint may be diminished, not only by inflammation in other regions, but also by excessive muscular work, nervous activity, or anything else that requires effort. This is so because any part under stress sends out alarm-signals to coordinate resistance. For the same reason, any intense reaction in one part can influence (and, to some extent, equalize) all kinds of biologic activities in

other parts of the same body.

THE STRESS-QUOTIENT

These facts, which have been established by laboratory experiments on rats, also hold remarkably true when applied to the daily problems of man, including even his purely mental activities. In analyzing our stress-status, we must always think, not only of the total amount of stress in the body, but also of its proportionate distribution between various parts. To put this into the simplest terms, we might say that the stress-quotient to be watched is:

$$\frac{\text{local stress in any one part}}{\text{total stress in the body}}$$

If there is proportionately too much stress in any one part, you need diversion. If there is too much stress in the body as a whole, you must rest.

THE IMPORTANCE OF DEVIATION

Deviation is the act of turning something (for instance, a biologic mechanism) aside from its course. It is not necessarily a pleasant and relaxing diversion. We have seen, for instance, how severe shock (electroshock, drug shock) can—through its general stress-effect upon all parts—deviate the body's somatic or psychic defense reactions from a habitual stereotyped course.

When the concentration of effort in any one part of our body or mind is not very intense and chronic, as we all know from experience, milder types of deviation are often quite effective (sports, dancing, music, reading, travel, whisky, chewing-gum). These do not have to act primarily through the stress-mechanism and the pituitary-adrenal axis, but they always cause a decentralization of our efforts, which often helps to restore a lopsided stress-quotient toward normal.

Deviation is particularly important in combating purely mental stress. Everyone knows how much harm can be caused by worry. The textbooks of psychosomatic medicine are full of case reports describing the production of gastric ulcers, hypertension, arthritis, and many other diseases by chronic worry about moral and economic problems. Nothing is accomplished by telling such people not

to worry. They cannot help it. Here again, the best remedy is deviation, or general stress. By highlighting some other problem, through deviation, or by activating the whole body, by general stress, the source of worry automatically becomes less important in proportion.

This fact can be consciously used in practice. Of course, for a person who is to undergo a very dangerous surgical operation, or who finds himself on the verge of economic disaster, it is impossible to stop worrying just by deciding not to—especially if he is the worrying kind. You must find something to put in the place of the worrying thoughts to chase them away. This is deviation. If such a person undertakes some strenuous task which needs all his attention, he may still not forget his worries, but they will certainly fade. Nothing erases unpleasant thoughts more effectively than conscious concentration on pleasant ones. Many people do this subconsciously, but unless you know about the mechanism of diversion, it is difficult to do it well. Some neurotics compulsively concentrate on the most extraordinary and harmful things in the course of subconscious efforts to divert themselves from sexual frustrations. Psychoanalysts call this sublimation, which is defined as "the act of directing the energy of an impulse from its primitive aim to one that is culturally or ethically higher." I would not know about that; but it is deviation.

Incidentally, another practically important aspect of deviation is the development of a competition between memory and learning power. It seems that to some extent newly learned facts occupy the place of previously learned or subsequently learnable ones. Consequently there is a limit to how much you can burden your memory; and trying to remember too many things is certainly one of the major sources of psychologic stress. I make a conscious effort to forget immediately all that is unimportant and to jot down data of possible value (even at the price of having to prepare complex files). Thus I manage to keep my memory free for facts which are truly essential to me. I think this technique can help anyone to accomplish the greatest simplicity compatible with the degree of complexity of his intellectual life.

INNATE VITALITY MUST FIND AN OUTLET

I have described elsewhere in this book the animal experiments which showed that every living being has a certain innate amount of adaptation energy or vitality. This can be used slowly for a long and uneventful life, or rapidly during a shorter and more stressful, but often also, more colorful and enjoyable existence. Let me add now that the choice is not entirely ours. Even the optimum tempo at which we are to consume life is largely inherited from our predecessors. Yet, what is in us must out; otherwise we may explode at the wrong places or become hopelessly hemmed in by frustrations. The great art is to express our vitality through the particular channels and at the particular speed which nature foresaw for us.

This is never very easy, but here again, intelligent self-analysis helps. We have seen, for instance, how deviation, not complete rest, may be the best solution for a person who feels generally slowed down, although he has temporarily overworked only one channel of self-expression. In some such cases, rather paradoxically, even general stress (for instance, shock therapy, strenuous work) can help by equalizing and decentralizing activities which have habitually become concentrated in one part of our being.

There are various ways of self-expression. The one which I have found most consistent with biologic laws and most effective in practice will be described later in Chapter 24 in the section on the "philosophy of gratitude."

But if we are doing too much—though even not too much of any one thing—the problem is one of excessive general stress. This can be met only by rest. It cannot be handled either by deviation or by more stress. Here the great remedy is to learn how to enjoy laziness and how to sleep. I have often tried to enjoy laziness, but I have never succeeded. I suppose it is just not in my nature. I am afraid, if you want to learn this art, you will have to read another author. But, for a long time, I have suffered from insomnia, and I did learn how to sleep, so perhaps I might say a few words about this now.

HOW TO SLEEP

The stress of a day of hard work can make you sleep like a log or it can keep you awake all night. This sounds contradictory, but if you come to analyze the work that helps you to sleep and the work that keeps you awake, there is a difference. A stressful activity which has come to a definite stop prepares you for rest and sleep; but one which sets up self-maintaining tensions keeps you awake. The fatigue of work well accomplished gets you ready for sleep but, during the night, you must protect yourself against being awakened by stress. Everybody knows the value of protection against noise, light, variations in temperature, or the difficulties of digesting a heavy meal taken before retirement. We need not speak about such protective measures here. But what can you do to regulate psychologic stress so it will not keep you awake?

If you suffer from insomnia, there is no point in telling yourself, "Forget everything and relax; sleep will come by itself." It does not.

Sheep-counting, warm milk, hot baths, and so forth, are also of little value, since they only help those who have faith in them. The fact is that by the time you retire it is too late for anything except the sleeping pill. It is during the whole day that you must prepare your dreams; for, if you are subject to insomnia, whatever you do during the day, your next night's sleep depends largely on how you do it.

The recipe for this preparation can be deduced from the preceding passages:

Do not let yourself get carried away and keyed up more than is necessary to acquire the momentum for the best performance of what you want to do in the interest of self-expression. If you get keyed up too much, especially during the later hours of the day, your stress-reaction may carry over into the night.

Keep in mind that the hormones produced during acute stress are meant to alarm you and key you up for peak-accomplishments. They tend to combat sleep and to promote alertness during short periods of exertion; they are not meant to be used all day long. If too much of these hormones is circulating in

your blood, they will keep you awake, just as a tablet of ephedrine would. (Incidentally, ephedrine is chemically related to adrenaline.) Your insomnia has a chemical basis, which cannot easily be talked away after it has developed; and at night in bed it is too late to prevent it from developing.

Try not to overwork any one part of your body or mind disproportionately by repeating the same actions to exhaustion. Be especially careful to avoid the senseless repetition of the same task when you are already exhausted. A moment of objective self-analysis will suffice to convince you that the same work could be done much more easily after a night's sleep, or even after only a few hours of doing something else (deviation). If you get yourself deep in a rut, you may not be able to stop, and mentally you will keep on repeating your routine throughout the night.

Nature likes variety. Remember this, not only in planning your day, but in planning your life. Our civilization tends to force people into highly specialized occupations which may become monotonously repetitive. Remember that stress is the great equalizer of biologic activities and if you use the same parts of your body or mind over and over again, the only means nature has to force you out of the groove is: stress.

Remember also that insomnia is a powerful stressor in itself. If a sleepless night follows a day of overexertion, next day your usual work will have to be done while you are sleepy. The stress of it may mean another sleepless night and the development of a vicious circle which is difficult to break. Fortunately, this complication will rarely develop if you follow my prescription; but if it does, the best way out is to sleep during the day if you can, or to take a mild sleeping powder at night.

To summarize: protect yourself against stress at night, not only by cutting out too much light, noise, cold, or heat, but particularly by never allowing yourself to be under the kind of stress during the day that may automatically go on throughout the night. This self-perpetuating kind of stress may be the result of a heavy meal, whisky, emotional upsets, and many other things. Watch for them. So, remember: stress keeps you awake while it lasts, but prepares you for sleep later.

The Quill (cont.)

well enough organized. They failed in setting up the free university by failing to see what the average student protestor should have been learning. They would have won more student support with a well-rounded system of student education. Instead, they put forward only one phase of radical education — stressed doctrines rather than processes — which is the same mistake of the University system. Rather than wanting people to live as free spirits, they preached specific ideologies."

Among those opposed to radical student ideas, a catch-phrase refers to an underground organization which is directing student leaders on all the campuses where unrest has resulted in activism; some go so far as to label the entire phenomenon as a communist inspired plot. To these remarks we receive denial in a tone that belies the question as ridiculous. Contrary to the situation in Europe, where the International Union of Students is very active, in the West, the student movement is said to be quite spontaneous and seems to gauge itself to the particular mood and circumstances of the individual campus. There are, of course, supporters of New Left ideals who travel and speak. Also, a great deal of literature espousing the new philosophy reaches our student editor's desk — much of this, we were surprised to find, from Communist countries — Cuba, Czechoslovakia, Hungary. Our confidant finds the Canadian Union of Students "not far enough left".

To my query for Bill's views on how the students' situation in the West was to be compared with that behind the iron curtain, he replied that "the communist government structure and the democratic corporate economic structure are both exploiting the peoples' resources."

Rather than attributing the widespread unrest to outside agitators he felt that "it is just a matter of a few student leaders gaining a consciousness of the problems at the same time."

Bill Gudnason, as Quill editor feels that his objectives are basically the same

as those of the Brandon University Student Union but that student radicals feel a more urgent need for change and are striving more impatiently for specific short term objectives. "Radicals are also more versatile; they have no responsibility of position and are freer to move in the University Community and to educate and organize the students. Council members are tied down."

It seemed rather a wonder that the official student newspaper — one would think the voice of the general student population — was so readily admitted to be the organ of only a very few of a certain type of thinker for the purpose of changing the majority. Is the majority so lethargic? Quill writers have long harped to the mass of students, "you are apathetic, indolent, non-interested boobs. Where is your college spirit?" One began to feel the minute one opened the paper the kind of dredging admonitions that cause any spark of said spirit to fizzle out immediately. You just don't insult people into enthusiasm — about anything. It used to be college spirit; now it's social conscience. The results of these particular methods are about the same; the more apathetic you accuse the mob of being the more indolent it becomes.

The new editor, as apparently did the old, feels that he has the autocratic right to determine editorial policy and that at times this is necessary. If the personal views of the editor conflict with the basic goals of an article which is submitted, then, the material is censored. "The Quill never has been the voice of the students editorially. Any student can submit an article. Among the reactionaries there is only a small minority on campus who care enough to do this."

Last term saw the appearance of an infamous article condemning a Brandon high school principal for autocracy in his school. The piece was entirely one-sided and justified this by petty complaints that the man being slandered had been too busy to see the writers. The article caused a widespread uproar and the man's own students insisted that his name be cleared and some fine points recognized. This particular write-up was one result of a series of visits to the high schools undertaken by Quill staff writers. "It was hoped that some urgent problems could be

brought into public light and cleared up". Fine — we well remember the resentment felt at being treated as children with no sense of responsibility in high school days. But, attack the system, not a man who is handling the old problems in some of the old ways. The new editor does not agree with the approach used at that time and feels that essential qualities of good journalism were lacking. Tact was not used — "the facts were enough without adding biased personal opinion."

Criticism has also been leveled at the language used in the student paper. The title "More Shit from Dr. Perdue" certainly took this writer aback because of the respect and friendship graduates feel for their former professor and dean. Perhaps if it had been someone I felt was pompous or unworthy the bold black heading might have been funny, or at least spitefully enjoyable. Certainly, no student who valued that "college spirit" we have mentioned could take this in his stride though. Maybe size prevents the type of human contact we had with faculty and administrators in many cases — one of the pains of growing up which must be borne for progress — sad, nevertheless.

What about the language itself though? Is it childish shock value being sought? — no it is sincerity. "It is hypocritical to write in a different language than that in which one speaks". Now that is going to be very hard for many people to accept but I believe I have seen a maturing in the last close to two years from the kind of writing which delighted in the type of behind-the-hand snide references to sexual topics and allusions which betrays immature non acceptance of what is natural and fine, to a more realistic questioning approach to sexual morés, and this influences one to go along with the explanation given as sincere. As to topics covered, why not the "inside" story of an exotic dancer? Culture isn't what a few people would like the rest to appreciate and enjoy, it is what they do like and do. And the culture of a good many college and university kids today still includes Friday afternoon pub. Learning what is behind the entertainment featured there is surely more to the point than commenting on an art exhibition or concert that perhaps 15 students attended.

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Breathes there an Alum with soul so dead, he never to himself has said, "T.G.I.F.?"

But then, of course, if you carry this to its logical conclusion the Quill should read like a college "bull session" — it does not, nor does its editor believe he could or should go the whole way with obscenity as a guy might in casual conversation with his buddies. "You have to compromise up to a point" — or you'll turn off a good many readers, of course. But that is likely what they are doing anyway by starting where they themselves are, rather than from that way-to-the-right point at which their readers and hoped for reformees hover. This is seen in philosophy as well as in style and language.

Any current crusades? "Only against fee hikes." The new student editor sees the University Board of Governors as being "excellent" and recognizes "some very broad-minded people in the senate who have seen their ways to listening to student demands". Has the senate acted through understanding or feared consequences? "Both".

Inquiries on campus among administration and faculty members result in a variety of reactions to the paper. From "my opinion of it is unprintable" to very favourable and encouraging remarks, most of these latter from young faculty personnel.

Dr. Kenneth Hanley, Assistant Professor of Philosophy commented, "I feel that the last two years of the Quill have been more stimulating and provocative than in the past, and have shown a greater concern with problems both within and outside the university. Though some of the articles have been in bad taste, unfair, and/or sensational the Quill has attempted to provoke interest in and discussion of important issues. It is a far cry from the milk-sop social columns of my day. I would hope that some of the unjustified character assassination and sleezy rhetoric would be cut out and that editors would make sure that they have facts basically correct and that what they are printing is not libelous. However, I feel that many faculty and others are oversensitive to attacks made on them or on institutions by the Quill. If it is garbage as these critics often say why do they get so worked up about it?"

Botanists **Pepper** and **Rogosin** agreed

in giving The Quill credit for attempting to deal with important issues but both feel that many of the qualities of good journalism are missing. Dr. Pepper felt the functions of a student newspaper to be twofold, the first being educational both in familiarizing the student writers with journalistic techniques and in educating the reading student public as to what a newspaper should be. The second function is shared with all newspapers, and is that of providing a certain amount of fact and opinion. "The Quill is doing this in part. My major objection is that they have, in fact, made every page an editorial page. There is still room for fair and objective printing of fact. Any paper has the right to give editorial opinion but it becomes less useful as it becomes a propaganda sheet for any particular group." He credits The Quill with 75% in fulfilling the proper functions of a student paper, commending the writers for converting the sheet from the kind of social column covering parties, pinnings and engagements. "They go far beyond this and for this I am grateful". The twenty-five percent in which The Quill falls down results from inobjectivity, failure to report all of the news, slanting of the facts which are reported. "It becomes yellow journalism when it becomes a destroyer of fact to further a particular image". Dr. Pepper would like to see space given to the reviewing of movies, plays and music.

Eileen McFadden '53, University Head Librarian, also gives The Quill credit along the lines already covered. She finds though that sloppiness in writing — grammar, spelling, etc., raises questions in ones mind about the authority of the paper. "If they haven't checked their spelling, have they checked their facts?"

University President, Dr. J. E. Robbins believes that "the function of any paper is to inform, not to inflame". Commenting on Mr. Gudnason's stated views of the paper's function, Dr. Robbins remarked, "It is permissible, of course, for any paper to espouse a cause in its editorial columns. Most do, and that is fine if the information, the facts and so on that they use are objective and well considered. But I think this purpose should not dominate the news columns. The news columns should be news, not editorials". Dr. Robbins views The Quill news stories as being very often highly

slanted and used as means of achieving the ends of the editors.

He mentioned a possible function of student papers which he himself has tried to encourage here ("with little result in the past few years") and this is encouragement for good writing by providing an outlet for it. For several years, Dr. Robbins offered \$25.00 prizes for what were judged by a panel to be the best student submissions to The Quill in each of four categories of writing — poetry, short stories, book reviews and short essays. The first year this was done, the results were worthwhile but the effort put into the project has apparently fallen away consistently since until last year when the only poem submitted (the poet, incidently, was Bill Gudnason) was judged worthy of the prize but never printed.

As to the direction of the student voice as heard in the Quill Dr. Robbins assures us, "I like to see young people concerned about the sort of society they live in and expressing their concern in legitimate ways — — — They are concerned about the right things — a great many things that should concern students." A word of caution well worth considering is given by the President in closing, "If you concentrate on smashing the system, you create a vacuum and something rushes in. It is not going to be a Utopia or a happy place where freedom reigns; it is going to be an authoritarian system of some variety."

I have in this article, I hope, transmitted some of the things The Quill has been trying to say. Some of it has been poorly said; some incidents have been unfortunately bungled to the regret of many and the justified anger of those who may have been criticized or maligned. Personalities instead of systems have come under fire.

Nevertheless, there has been, I believe, sincere attempts to expose or correct believed and actual injustices. Young people today could have things pretty easy, if they so chose. Perhaps it is a step toward our salvation that they are standing up and subjecting themselves to degradation and hardship for the sake of protesting.

Poor journalism? bad graphics? copy hastily thrown together? Often, yes. Garbage? I think not.

with the... **GRADUATES**

DENNY KELLS '68 past president of B.U.S.U. is presently employed in the Head Office of the Great West Life Assurance Company in Winnipeg. He and Eryl are the proud parents of a little boy named Dunlop Sean.

LINDA AND DAVE McDOWELL '68 are in Winnipeg this year, Linda's teaching in Tuxedo at Shaftsbury Collegiate and Dave in a Masters course in Geography at University of Manitoba.

KAREN KERR '68 has commenced post graduate studies towards her Masters Degree in Marine Ecology at the University of Hawaii.

RICHARD S. HANNAH '67 and his wife Kathy, are proud to announce the birth of their son, Richard Robert (Richard 111) on October 4th, 1968.

KEN ROBSON '67 is now teaching in Auckland, New Zealand.

The former **LAWRENCE A. MALAZ-DREWICH '67** has had his name legally changed to **LAWRENCE MARSHALL**. In July '67, he was married to Lorraine Kennedy of Brandon. The Marshalls are in Regina where Larry joined the announcing staff of the C.B.C. (Radio Station C.B.K.). They became parents to Rochelle Marie on May 17th, 1968.

DOUG SAWLE '67 is taking his Masters in Classics at the University of Alberta and teaching Latin on an assistantship. While studying in Rome last summer he met Miss Bonnie Montgomery and they were married in Sarnia, Ontario, in December. **BRIAN PHILLIPS '67** was in the wedding party.

GLEN EDWARDS '67 was married in Brandon to Carol Ellen Miller on December 21st. Glen is on the teaching staff at Fort Francis Collegiate.

WAYNE RAMAGE '67 was married to Maureen Rose Baillie in Hartney on December 21st. They are both on the staff of Treherne Collegiate.

RICHARD ONG'ANDA '67 is teaching in chemistry in Kisii Secondary School in Kenya. His wife Linet is School Nurse and Catering Supervisor. Their third son, Brian, was born January 14th, 1969.

ANDY HARRIS '67 and wife Rae (Tapley) are the proud parents of a wee daughter, Christina Rae. Andy is on the Social Work staff at the Children's Aid Society of Western Manitoba in Brandon.

WILLA (LEDINGHAM) MEYERS '65 received her Masters degree in Music last fall at Indiana University. She is working as school music supervisor in Oromocto, N.B. and serves on the music curriculum committee for the province's Department of Education.

BILL CARR '65 was married in December to Judy Lyon of Calgary. He is now working with Mobil Oil of Canada Ltd.

BOB WILKINS '65 is articling in Calgary with the law firm of Walsh, Egbert, Pitman, Young, and Harkness.

MORLEY ENGLISH '65 was married in December to Miss Glenda Thompson. They left in January for Melbourne, Australia, where he will lecture in Economics.

ELINOR ARMITAGE '65 is working as a Director of Christian Education in Wesley United Church in Regina.

WARREN VEALE '65 left in January for London, England, to accept an invitation to spend eight months there as a visiting researcher in the National Institute for Medical Research. He and Maureen plan to return to Lafayette, Indiana (Perdue University) in September.

GERALD BROWN B.Ed. '65 received his M.Sc. in Library Science and is currently employed by the Winnipeg School Division in developing elementary school libraries. He is also working on his M. Ed. program at the University of Manitoba in Winnipeg.

GARTH HUNTER '64 and his wife **LYNDA (FOSTER) T.T.C. '62** have been transferred to Calgary with Control Data Company.

JIM PARROTT '64 (M.D. '68; B.Sc. Med. '68) and **INEZ (IVERSON) T.T.C.** James, on December 22, 1968. Jim is now interning at Winnipeg General Hospital.

ALLAN BUDLONG '63 has received his C.A. degree and is presently employed with Clarkson Gordon and Company, Chartered Accountants in Winnipeg. He was married on August 19th to Eileen Handford in Morden, Manitoba.

DON EDWARDS '63 also a graduate in Chartered Accountancy, was married in September to Jacqueline Niles of Brandon.

ELEANOR (PENTON) ROCK '62 and husband, Tony, happily announce the birth of their first son on January 17th, in Melfort, Saskatchewan.

DOROTHEA (FRAZER) MARTIN '62 and husband Gary, are pleased to announce the birth of their daughter, Dena Lynne, on December 21st, a sister to Cheryle.

DELMER KITCH '59 and wife Ilene, announce the birth of their first child, Derwin Ashley, on December 2nd, 1968.

IAN DICKSON '59 has received his Ph.D. degree in Fishery Biology from Utah State University.

LORNE DAY '57 is Inspector of Schools in the Dauphin district.

ISOBEL (LYONS) SOKOL '52 and husband Ed became parents in the summer (August 23rd) of a daughter Cheryl, sister to Elizabeth and Sandra.

PLANNING TO MOVE?

Please keep us up to date on your address changes. You can save our staff a lot of detective work and be sure of receiving each edition of the News by keeping us informed in good time.

Medical Leader

A Brandon graduate of 1937 of which his Alma Mater has a particular right to be very proud is **DR. ROBERT E. BEAMISH**.

Dr. Beamish is Director of the Manitoba Medical Services Insurance Corporation and Vice President of the Manitoba Medical Association. Last fall he delivered a scientific paper to the annual meeting of the Canadian Cardiovascular Society in Vancouver, where he was installed as President of that body for a two-year term. (**DR. W. G. BIGELOW**, also a former Brandon College student, was elected Vice-President).

Additionally, he is Chairman of the Program Committee for the "First International Congress on Group Medicine" for which approximately 1500 delegates from throughout the world will visit Winnipeg in April.

DEATH

We were very sorry to hear of the death on December 21st, of **JOEL K. SMITH '35** at the age of 54 years. Born in Edmonton, Mr. Smith was educated there and at Brandon College (McMaster). He served with the South Alberta Regiment in the Second World War and was discharged in 1945 with the rank of Captain.

A prominent Edmonton businessman, he was also President of the Edmonton Y.M.C.A. and the Edmonton Junior Chamber of Commerce. An appointed life member and senator of the Junior Chamber International, he also served as general chairman of the Insurance Agents' Association of Alberta.

COVER PICTURE

Dave Bauman, captain of the Bobcat basketball team is shown driving for two points against the University of Saskatchewan (Regina) team. Dave set a new Brandon University record when he scored 40 points in a 90 - 81 overtime victory against Regina.

SPORTS

ATHLETIC PROGRAM SOARS

— Enthusiastic Response Received

Douglas G. Steeves
Director of Physical Education
and Athletics.

There has been a very marked increase in the amount of interest shown by students and the public in the Athletic program at Brandon University during the past year. This is very gratifying at a time when some of the publicity received by the University has been quite controversial.

There are several reasons for this healthy atmosphere in athletics and there is every reason to believe this situation shall continue to improve. The main influence has been a vigorous publicity campaign by the department to make more people aware of schedules, game results, trips and performances by players, etc. Regular news releases are sent out and excellent co-operation has been received from the Brandon Sun, the Winnipeg Free Press, The Quill, The Alumni news and CKX Radio and T.V. The team name "Bobcats" is getting to be very well known in western Canada as a result. The second factor, has been the improvement in the caliber of play by nearly all teams on campus. The field hockey and football teams had winning seasons in the fall and at the present time the Men's and Ladies' basketball and hockey teams are all on their way towards winning seasons.

The motto, "It's great to be a Bobcat!" was introduced by the coaches and seems to reflect the pride many players have in their teams; there is no substitute for the thrill a small University the size of Brandon gets out of knocking off some of the big names in the intercollegiate athletics. The hockey team experienced this when they defeated the University of Winnipeg 4 - 3 earlier this year, and then forced the Brandon Wheat Kings to come from behind to get a 2 - 1 victory. The biggest moment for the Men's basketball team occurred when they defeated the Williston branch of the University of North Dakota for their first victory ever over an American team as part of Winter Carnival festivities.

Attendance figures are up in all of the spectator sports. The football team set a record when they had 1200 spectators at their Minot game this year. Basketball has averaged about 250 per game and hockey has made a slight increase.

In order to attract top athletes to the campus the teams are playing more attractive schedules each year. The Hockey team enters the Western Canada Intercollegiate Hockey League next fall and this means home and home competition with the University of Winnipeg, University of Manitoba, University of Saskatchewan (Regina and Saskatoon Campuses), University of Calgary, University of Alberta, University of Victoria and University of British Columbia. The basketball team will fly to Vancouver for two games next fall and probably enter the W.C.I.A.A. within two years. The football schedule also looks very attractive with nine games that include trips to Montreal and Montana.

Plans are being discussed by the Athletic Department and University Administration for the construction of an ice hockey area and swimming pool adjoining the gymnasium. Both of these facilities would be welcome additions that are greatly needed to alleviate the overcrowdedness at the Y.M.C.A. pool and Wheat City Arena. The expense of the maintenance of this complex could be met by rental receipts from outside groups. It is also hoped that in the near future, Brandon University may be in a position to offer a degree in Physical Education as there seems to be a very definite need for a second institution in Manitoba to prepare more teachers and coaches in Physical Education.

Other projects include the formation of a "Varsity Letterman's Club" to promote athletics on campus, and a "Bobcat Boosters Club" made up of alumni, local businessmen, parents of athletes, etc., to promote and support the program off campus. All in all, the future looks very good and whether you're a fan, coach, or athlete, I'm sure you'll agree — "It's great to be a Bobcat!"

BRANDON UNIVERSITY ALUMNI NEWS
BRANDON, MANITOBA

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