



The Brunswickan

Ken Quigley Editor
 Tim MacKinnon Managing Editor
 Derrick Stanford Business Manager
 Robin Geneau News Editor
 Leith Chu Assistant News Editor
 Karen Mair Entertainment Editor
 Jeremy Earl Sports Editor
 Richard Hutchins Features Editor
 Kathi Davidson Advertising Manager and
 Timothy C. Lethbridge Technical Co-ordinator
 Tim MacKinnon Offset Editor

Advisory Board

Timothy C. Lethbridge
 Michael MacKinnon

Typesetters

Cindy Davis, Cindy Scott,
 David Morrison, Kate MacKay, Marsha Phelps,
 Anna Trites, Laura Smith

Ad Design

Ernest Dunphy
 Kevin Grant

Staff this week:

Jamie Aitken, W. Grant, Ian Sutherland, Mary Scott,
 Colin Cadogan, Dave Morrison, Melynda Jarratt, Steve
 Boyko, Donna Russel, Eric T. Semple, Minister of
 Revenue—Customs and Excise, Jackie MacDonald,
 Manual Scoulas, Robin Geneau, Allan and Nushin
 Brouwn, Valerie White, Cal Johnston, Joey Kilfoil,
 Natalie Folster, Jim Ellis, Dan Samson, Donna Stephens
 and Spud

The *Brunswickan*, in its 120th year, is Canada's oldest of-
 ficial student publication. The *Brunswickan's* offices are
 located in Room 35 of the University of New Brunswick's Stu-
 dent Union Building, P.O. Box 4400, College Hill, Frederic-
 ton, N.B., E3B 5A3.

The *Brunswickan* is printed with flair by Covered Bridge
 Printing, Ltd., Hartland, N.B., (506)375-4458
 Subscriptions are \$20 per year. National and local advertis-
 ing rates are available at (506) 453-4974. General phone
 453-4983. News line 453-4973.

The *Brunswickan* is copyright 1985 the *Brunswickan*. The
 opinions expressed within are not necessarily those of the
Brunswickan's editorial board, its staff, its publisher (The
 UNB Student Union), or the administration of the university.

All letters to the editor must be typed and double spaced,
 and signed along with phone number. Names may be withheld
 by request. The *Brunswickan* reserves the right to refuse
 publication of letters with libellous, sexist or racist material.
 Letters over 250 words may be edited for brevity.

Articles in the *Brunswickan* may be freely reprinted pro-
 vided proper credit is given.

*Opinion is a forum for Brunswickan staff members to
 present their own viewpoints on various topics. Their
 opinions are not necessarily those of the Brunswickan's
 editorial board, its staff, or its publishers.*

OPINION...

MORE THAN THE CLASSROOM?

As the school year winds into the Spring Solstice many of us begin to ponder (as always) the gains and rewards to be offered by a university education. The conflicts between desire and action, pass and failure and most importantly graduation or prolonged pain present themselves constantly. To all of us these are huge mountains to be either overcome or succumbed to. The carrot and the stick approach that motivates many to succeed in education also often becomes clouded in the face of a crisis in values that must be applied as much as learned.

Spring comes as the season of concern, all the while nerves split like chords of dry wood. Ah yes! this season of destiny can raise many thoughts, it presents obstacles to be overcome and quite often humbles even the most confident mind.

T. S. Elliot once said; "It is in fact a part of the function of education to help us to escape, not from our own time - for we are bound by that - but from the intellectual and emotional limitations of our time." It is this escape that makes our educational experience so rewarding. Too often as students we place the immediate reward, or "paper chase" above the true value of intellectual enterprise. Education should make us think but it should also help us to act, to contribute our valued minds to the community, to address social issues and raise our voices in concern over what is wrong and right.

The capacity to think knows no limitations within our universities yet there are those who perceive the wealth of knowledge to be only self-serving. These individuals who perceive of education as a "tool" are submerged in false consciousness. They remain truly alienated from the very real pedagogy available. This pedagogy strives to defeat ignorance but also to install wisdom and values that help us as students to help our fellow man.

When we as students do not contribute to our environment, do not voice opinion and do not act on our beliefs then we have not really learned the true intent of knowledge.

Education is free thinking, our time at university allows us many influences that will shape future paths and enrich the pool of knowledge from which we can form our future. If we choose to shape our future by only digesting "inputs" of information, not unlike a bank account, then we will never be able to learn the virtues of co-operation and mutual interest.

A foreign student can expand one's mind more than any course available, a discussion amongst peers on great social issues can stimulate and promote further thought, all things that a university degree does not guarantee.

My opinion and central point is that "co-education" the use of knowledge gained and its application to real situations is the true value in higher learning. Without this, we are truly remaining ignorant and lacking in an understanding of the value in society, people and communication. Now, let us consider where we are.

At this time of year many of us question the true worth of our education, we ponder grade points, fight deadlines and succumb to massive caffeine benders. Let us understand all these factors as elements of the pursuit but not the whole story. The mind must stay tuned, alert and willing to digest, this is the true pursuit of excellence and the principle that motivates us to always seek more knowledge, to contribute and learn from action as well as classroom experience.

Meerly having an open mind is nothing. The object of opening the mind, as of opening the mouth, is to shut it again on something solid. Good luck on exams, make a contribution and it will aid you in the pursuit of "knowledge".

By R. HUTCHINS

Misunderstanding

I'm not entirely sure I understand what's happening between us as people. I don't remember ever deliberately hurting you. I think at first it was just a glance between us as students and maybe that should have built up into a kind of kinship. We already had so much in common; both students, both from nearly the same culture, both, like all students, poorer than we wish we were.

Maybe we both had a look that was not congruent to the other. It started with just a look and then it moved into an avoidance of glances. It seemed that neither one of us could see that people do not have to be the same to just survive the ongoing terminal illness that is life. Which one of us was the one with the lack of tolerance? I don't think life had to be based on such a distrust, suspicion. It is too easy to claim that life has been hard for you and that justifies your hatred for other members of the human race. It should increase your pity and caring for the human race that you are a part of; it should increase your realization of the hell that we all go through and the linkage there is between us because of that, not in spite of it. We are students, we already have so much in common, can we stop distrusting each other for the brief moment we are in contact. I send this appeal out to all you readers; I hear your breath and heartbeat.