

BLOOD & THUNDER

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METANOIA BY JOHN VALK

Alma Mater: Nourishing Mother

Not long from now a considerable number of students will graduate from UNB. What seemed like a never ending process is slowly reaching its culmination. Soon a new journey, with new challenges, will appear.

Universities have been chartered to prepare students for that new journey and those new challenges. They must see to it that the best available resources are in place for that task; quality faculty, facilities and resources.

Education is not, of course, confined solely to the classroom, and learning is not merely of the intellect. It is of the "whole person". Hence, the "community" approach, where a wide variety of opportunities and "services" are offered also outside the classroom, has become popular. One thinks of various clubs, or-

ganizations, residence life, Student Union, and Student Services. Even Campus Ministry has become part of that "community". Educators have become conscious that the task of preparation, and the journey afterwards, is complex and multivarious.

Yet, we increasingly act as if that new journey — some erroneously term it the "real world" — is rather narrow and confined. And students have picked this up. They hear from working adults that life's only challenge is economic prosperity and power positioning. They come to university to prepare for the (full-time) "working world" where this is acted out. They learn not for its own sake, but to train or develop skills for a particular job.

But our adult lives are filled with irony. We live as if we have learned very

little. In our machine-filled technological age, when we should have the greatest opportunities for rest, pursuit of higher culture, and exploring our interests, we are most absorbed by and enslaved to our work, ensnared by television and vicarious sports, and are anxious about our lives.

No doubt training and skills development is part of education, but it has a built-in anxiety and frustration. The more we job train — specialize to make ourselves employable — the more those specialized jobs seem to vanish just as we graduate, especially in this economic climate. Job skills, like my computer, can quickly become obsolete.

Education, on the other hand, even in the classical sense, never becomes obsolete. Furthermore, life is more than work, more than being plugged into a particular task, important as a job may be.

Educating the whole person does not have immediate monetary pay offs. Nonetheless it is time well spent. Life is a

journey and an experience, much of which comes after five o'clock. Its riches are to be discovered and explored, but not by that which enslaves or ensnares us.

One's university, college or school is often affectionately called one's *alma mater*. *Alma* is derived from the Latin, meaning life-giving, nourishing or fostering. One's university has, in this sense, frequently been called one's nurturing mother (*mater*).

Alma also has other meanings. In Italian it refers to spirit or soul. One could justifiably refer to one's *alma mater* as one's soul mother; the "mother who brings one's spirit, rather than one's body, to life" (Judith Bruder, *Convergence*).

Of the four universities from which I graduated, only one truly qualifies as my *alma mater*. It alone was a nourishing mother, the one which "brought my spirit to life". The others also assisted me, but in different ways, largely as institutions of information exchange.

They were helpful, but not in academically honing an outlook (a world view) that would help me journey through life.

A university can be many things for many people. And, it has been so historically. But not all universities become nourishing mothers, and increasingly fewer so today. A nourishing mother does not job train for economic prosperity. A nourishing mother helps bring a child's spirit to life.

When children leave their parental home, they sense whether their mothers (and/or fathers) prepared them to meet the real challenges of life, more than just the economic. Children who sensed that their mothers (and/or fathers) tried their best, return home frequently to visit. They keep in contact, communicating and sharing life stories. They also do not hesitate to support the family cause financially. What they have received from home they also wish others to have.

often lead to political instability. By tackling (sic) the root causes of instability, aid can help us build a safer more peaceful world.

Canada currently spends little more than \$1 in \$10 of aid monies on poverty reduction and meeting basic human needs. It is now time to increase to 50% the amount spent on programs which produce measurable improvements in basic education, primary health care, clean water and sanitation, adequate nutrition, and access to appropriate family planning measures. Canada should also make microenterprise initiatives a major pillar of our aid program. And we must fulfil the promises made at the World Summit for Children.

Let us make sure, that we clearly tell the government what we want, with regards to foreign aid, in the upcoming Foreign Policy Review. Sincerely,
Faaraynaaz Velji

ARTS 1000: Manufacturing Consent

To the Editor:

One would assume that at an institution of higher learning, such as the University of New Brunswick, we would not create an atmosphere which propagates ethnocentrism. Unfortunately, the lectures given in the Arts 1000 courses are lectures that not only assume a homogenous Judeo-Christian audience, but also presents the development of Western Civilisation in a vacuum. The curriculum of the course fails to recognise that one cannot understand Western reality without having some knowledge of the development of the Middle East. For this is where Christianity was born, where the Judeo-Christian tradition came from.

The assumption that Arts 1000 is in any way preparing students for advanced courses is wrong. Arts 1000 should be dismantled, with its individual components left to individual departments, political thought to Political Science, History of Civilisation to the History Department, etc. And for those

who wish to learn about their Christian roots, offer a course in Religious Studies.

Arts 1000 fails to equip students in understanding non-Western areas. Nowhere in the course is there any examination of Taoist, Confucian, Buddhist, Hindu, Islamic or African ideas, institutions, or concepts of change; worse there is seldom mention that such things exist or that they are worthy to study. Thus this course fails to examine the extent to which Western development has been affected and influenced by the above ideas and institutions. And not only does it fail to recognise other forms of development but it only presents one path of development. Therefore, students are left with the idea that the Western path of development is the only path, the right path; thus manufacturing consent.

If we are every to realise the Universality of our world, we must move away from Ethnocentrism in education. Name withheld by request

So, WHAT ELSE IS NEW?

Dear Editor,

During the 1993 election campaign, the Liberals promised to increase the ODA budget from 0.4% to 0.7% of GNP. The Liberals also promised to give a clearer focus to foreign aid and to concentrate more on the elimination of poverty. In the recent budget, delivered by the minister of Finance Hon. Paul Martin, the newly elected Liberal Government did not increase the ODA budget but instead cut it by 2% or 52 million dollars. A level which will be maintained for the next three years.

Since the Liberals took power they have been tossing about the phrase, "Doing more with less." The Government has allocated less to

Canada's foreign aid, therefore they must now accomplish more with the monies allocated. In other words Canada's Foreign aid must focus on the "poorest of the poor." Doing more with less means shifting the focus of the aid budget and eliminating competing interests. It is time to make a clearer distinction between aid which promotes true "development" and export assistance for Canadian business.

Famine in Somalia, ethnic cleansing in Bosnia, racial hatred in South Africa, and unemployment in North America are all symptoms of the dwindling of opportunities for people around the world to meet their own basic needs. Poverty, inequality, and lack of development

A RESPONSE TO THE "IRATE GRAD"

To the Editor:

A response to the "Irate Grad": The grad class executive would like to apologise to you, and any other students in your situation, about the inconveniences you may have suffered during the Light-A-Path Project Camping. With volunteers helping with the cam-

paigned and over 1800 students to contact, mistakes are difficult to avoid.

As students ourselves we do understand the financial situation encountered by many this time of year. But, in the big picture, a \$25 donation to such a worthwhile project isn't really that much. With respect to the campaign

aimed at parents of graduating students - last year their contribution accounted for over \$4000. This figure illustrates that parents are interested in becoming involved, and we regret that you may not agree with including them in the campaign.

Anyway, thanks for your input and best of luck after graduation.

Sincerely,
Grad Class Executive '94



Full-time Summer Employment Opportunities May - Sept.

The Bucket Club & Hartt Island campgrounds are now accepting applications for various summertime employment positions. The park offers a golf driving range, 18 hole minigolf, waterslides, batting machines, two beach volleyball courts & 100 campsites. Located 6 km. West of Fredericton on the T.C.H.

- Positions**
Food Service
 Supervisory & Line
 (Past fast food experience)
Children's Day Camp Supervisor
 (Certified Lifeguard Required)
General Park Attendants

These positions will demand a strong work ethic and will be service oriented, sales driven. Candidates with mature attitude & relevant experience prepare résumé and see representatives at:

Location: Room 225 Marshall d'Avary Hall
 Time: Tuesday, April 12, 1:30p.m. - 3:30p.m.

Applications For:

Advertising Manager

and

Business Manager

Anyone interested in applying for the position of Advertising Manager or Business Manager of the Brunswickan for 1994-95, please apply in writing to Room 35 of the SUB by 4:30pm April 14, 1994. All applications should be addressed to the Editor-In-Chief. P.S.:

These are paid positions!