

SPECTRUM

The views found in Spectrum are not necessarily those held by the *Brunswickian*. People interested in writing for Spectrum must submit at least three (3) type-written articles of no more than 500 words each to the *Brunswickian*. The *Brunswickian* retains the right to publish material at its discretion.

Whosit? Whatzis? METANOIA

In last week's Opinion section, Kwame reported on his latest finds from *The Brunswickian* archives. He dug up what he termed "a curious discussion about religion and morality", which had taken place at UNB in 1962. Then came the question: "Could such a debate take place on this campus today?"

No report is given on the debate in 1962, or that it even took place. My guess though is that it did, and that it was well attended. After all, that was the beginning of the "Glorious Sixties". Students then were questioning everything conventional, protesting anything traditional, and rejecting all things stifling. Students apathy was not well known.

Students of today have heard that Sixties "song and dance" before (ad nauseam). Comparisons to a bygone era, they say, are unfair and inappropriate. We live, after all, in different times. There is more competition, jobs are scarce, and we have taken on a recession mentality. The concern today is not only that you must get a university degree, but that you must get an 'A' grade point average.

And so a dramatic shift has taken place at the university. Students focus their attention on what is required to get their grades and get out. Getting a job is the priority, plain and simple.

If we stress only the need to develop a "high technology, global economy" university education will take its direction from the demands of industry and the economy. Education then shifts from learning to job training. Students inevitably become affected by this mind set. And who can blame them?

No wonder then that little or no interest would be generated in debates of a religious or moral nature. These are perceived as peripheral; interesting if you have the time, challenging if you have the inclination. For the most part, however, they are deemed irrelevant.

We forget, though, that this very perception has been taught to students for a long time. From elementary school through to university the impression has been held that matters of religion are really best left to the private domain. Religion is equated with the church, and we speak about neither because we are too tolerant and/or too polite. And so our highly prized "freedom of religion" becomes "freedom from religion".

We are also much too polite to speak about morality. We have come to believe that moral standards are really what you make them. That is, in essence they are subjective and relative. What makes you feel good is OK. Ethical dis-

ussion centres only on technical information: legalities, individual rights, availability and proper use of condoms, etc. Crucial moral values are left to be formed unchallenged by our exposure to a variety of lifestyles, glossy magazines (soft porn, hard core), technical expertise and manipulative advertising.

There is, of course, a major difference between exposure and learning. Exposure is what you get at the magazine rack, movie theatre, drug store, video shop, etc. Learning is what you should get at the university. That is the appropriate forum to learn, discuss and develop proper and acceptable standards of morality. Even more

important, it is where one ought to learn also about one's religious nature, what it means to be religious, its relation to our studies, our work, etc.

Learning is different from job training. Learning has to do with broadening our horizons, understanding our prejudices and cur-tailing our ethno-centricities. All

of this cannot be done without an appreciation for religion. In short, we need to talk, not remain quiet, about religious concerns. And, what better place than at the university. "Could such a debate take place on this campus today?" I wonder!



Policing powers on campus

Campus Police and UNB Security

Campus Police is usually the first Campus enforcement organization a student will encounter. They are responsible for enforcing the provisions of the Student Disciplinary Code, the various liquor regulations and generally for maintaining order and ensuring proper student conduct at Campus events. Campus Police members have the authority to report students who commit a breach of the Student Disciplinary Code. Students must adhere to any orders made by the Campus Police within the scope of their duties.

UNB Security is given authority to enforce the University rules for traffic control and fire prevention. Like the Campus Police, they are also responsible for the protection of people and property on the Campus.

If Campus Police or UNB Security catch you committing a criminal offence, they may arrest you.

This type of arrest is known as a Citizen's Arrest in the Criminal Code. The Criminal Code allows an ordinary citizen to arrest another without a warrant if he or she finds that person actually committing an indictable offence or has reason to believe that the person has just committed an offence and is escaping.

Basically, the Campus Police and UNB Security handle most problems that arise on Campus. They may use whatever force is reasonable in the circumstances. Many offences are dealt with internally and the City Police are rarely called in unless the offence committed is a very serious one.

Fredericton City Police and RCMP

Many students believe that the Fredericton City Police or RCMP are not allowed on the Campus as it is considered to be private property. This is false. If a crime has been committed, the police have every right to enter the Cam-

pus. The police will not usually interfere with the Campus Police and UNB Security in maintaining order on the Campus. They will, however, respond to a call from either one of these organizations to help administer the law, if necessary. It is therefore usually at the discretion of the University to decide whether or not to call in the police. However, the police may sometimes become involved in pressing charges or investigative work.

NOTE: THIS COLUMN IS INTENDED TO BE USED AS A GUIDE ONLY. IT IS NOT MEANT TO BE A REPLACEMENT FOR PROFESSIONAL LEGAL ADVICE. IF YOU REQUIRE ADDITIONAL LEGAL INFORMATION OR LEGAL COUNSELLING, PLEASE CONTACT A LAWYER.

Student Disciplinary Code

The Student Disciplinary Code was enacted to provide students with a means of self-discipline. It states that "it is not meant as a replacement of the laws governing the community as a whole, but as an alternative whereby the University recognizes the special environment it creates and chooses to discipline students in that context." The Code outlines various offences and punishments for them. For the most part, the Code is administered by the Campus Police. If you are charged under the Student Disciplinary Code, your case will be heard by the Student Disciplinary Committee, which is composed entirely of students.

A student charged with an offence under the Criminal Code of Canada should not be charged with the same offence under the Student Disciplinary Code. Furthermore, a student cannot be charged on the same set of facts under both the Student Disciplinary Code and internal residence regulations.

The Brunswickian staff would like to wish you all a very pleasant and productive (right!) March Break. We would like to thank all who have contributed to the paper this term. Have good one folks and see you in March.

Gay

by Terry Ric

"This is the p
bian and gay
Harry Britt

During the 19
a wave of act
echoes in A
promote hom
explore the po
That activity
20th century
War, where
movement v
jected to the
resulted in t
homosexuals
centration ca
In the United
began organ
ing the 1950
intimidated
not ready fo
ment. The
Movement e
dissent and n
- at least le
mass anti-v
develop and
ish in educa
other areas.
The gay act
1990's burst
wall riots of

Offer V
Expires
A&A
• Coupon M
Offer V
Expires
A&A
• Coupon
Offer V
Expires
A&A
• Coupon
Offer V
Expires
A&A
• Coupon