

OPINION & EDITORIAL

Editorial: Parking at UNB. Oh, what a joy.

Parking. The lovely thing every student, lucky enough to have/borrow a car, cringes at each time they come to school.

Why do they cringe? Well, if you don't know, you must not even come to school.

Every day I walk down the hill for school, at about 9:30am and the parking lots are packed. Sometimes, I am afraid I will get bitten by a vicious student hungry for a parking spot. 'Hey, I'm walking here!' *Writer shakes fist at imaginary student almost biting her.*

Basically, if you want to find a parking space on campus, you have to move into residence and live beside someone who gets up at friggin' 5:30am and slams his/her door every friggin' day. (But that is another issue for another day - I won't bore you with the details of why my time in residence was horrible).

Parking. I don't think that the parking problem on the UNB campus is solely for students. *Writer shakes her head no.* I often walk through the parking lot to Tilley Hall or through the lot down by Carleton, which are both designated for staff and faculty and there are still no spots available, as early as 9:00am.

I chuckled one day as I walked to *The Brunswickan* offices and I saw someone getting a ticket for parking in The Cellar service driveway. *Writer chuckles.* But, what's a student supposed to do when he/she is late for class

and all of the spaces are full? *Writer thinks, then nods.* You can't expect all students to walk to school every day, not everyone lives close enough to campus to do that. I can understand why security had to give the student a ticket but I am also not sure what alternatives that student had. Perhaps she/he just had to run into Tilley Hall for one second to drop off a paper which was due that minute or perhaps he/she was just lazy and didn't want to find a spot.

I realize there are parking spots up beside the Aitken Centre. It's probably a five minute walk to the SUB, so, if you have a class at Tilley, you had better be there plenty early. How wants to run to Tilley Hall in the middle of winter or a rain storm all of the way from the Aitken Centre. Better not schedule and classes at Head Hall.

I am pretty sure this problem is not a new one. I am currently in my fourth year here

and hardly ever do I see an empty parking space without two students engaging in rock, paper, scissors for that particular spot. Well, I am sure they don't play rock, paper, scissors, but I'm sure they would if it would get them that spot.

Possible solutions for this problem? Well, I remember hearing rumors about a parking garage up in the front of the SUB. That's not a bad idea. As students we pay about \$95/per year for our parking pass - the least we could have is some places to park.

Perhaps UNB administration should find a solution to the parking problem - for both staff and students before they raise tuition again.

On another note, wouldn't it be nice if computers could randomly insert the writer's actions/feelings into his/her document she/he is writing?

• Cindy Brown, Editor-in-Chief

Writing a letter to the Editor: Bruns style

So, you want to write a letter to *The Brunswickan*.

Here are a few rules you should follow if you would like to have your letter published in *The Brunswickan*.

- **Make a solid argument.** This should be a rule of thumb whether you are writing a letter or a paper for a class. By a solid argument, I mean: find facts which directly back your conclusion up. It is okay to ramble (and I know I sometimes do) but what you write on paper may not seem as funny or interesting to a complete stranger (*that I know*). By searching for facts which will strengthen your argument, you may realize your argument is unfounded or perhaps, you would rather take the opposite view.

- **Keep an open mind.** Admitting you are wrong when someone makes valid points against your argument may make future arguments much stronger. If you decide to write an editorial for the Bruns or any other paper, you could get replies to your pieces. Not everyone shares your view.

- **Keep it short and to the point.** *The Brunswickan* will accept letters of any length, but it is important to note: it is more likely that people will read to the end of your article if it is only 250 words, compared to 500. Unless, of course, you are stunningly brilliant. People nowadays seem to have a shorter attention span.

- **Keep it simple.** Not everyone is highly educated on the migration patterns of the pink flamingo and I would suggest the majority of students don't really care. Mind you, there are some whom I imagine are interested. So, since *The Brunswickan* is a paper run by students for students, we will print your letter on the importance of the migration patterns of the pink flamingo just remember, since we don't already know, you are going to have to clarify terms for us.

- **Your name, your student number, your identity.** *The Brunswickan* cannot print an anonymous letter to the editor unless that person has expressed valid reasons why we should not print his/her name. And, you still have to let us know, in confidence, what your name and student number is. Trust me, if you have a valid reason why you don't want your name printed, we will definitely comply.

We are always curious to find out how students view different subjects. It helps to feel passionate about something and humor is allowed.

• Cindy Brown
Editor-in-Chief

Apology to the Jewish community

To members of the Jewish Community:

On behalf of the University of New Brunswick, I apologize to all members of the Jewish community. The organizing committee of the Fredericton campus forum on terrorism, *New York, Washington and Our World*, scheduled this event on Yom Kippur, the highest of Jewish holy days.

This was a most unfortunate mistake.

No disrespect was intended and we very much regret that in a community committed to inclusiveness and cultural sensitivity we failed to be appropriately aware of this holiday.

Yours sincerely,

Elizabeth Parr-Johnston
President and Vice-Chancellor

Rocking the boat at D'Avray Hall

In his Sept 28 article "Paideia: Analyzing The Inconsistency between Theory and Practice Of Education," Shea Tompkins makes some harsh accusations about the department, faculty, and students of the Education program at UNB.

Tompkins claims that through its "narrow focus and homogeneity," the Faculty of Education is "promoting the erosion of intellectual and social diversity" of the teaching profession. The students, in a state of unrest over having to cater to professors, fail to protest because their marks are being held for ransom.

The Paideia Principles which Tompkins advocates are those that we as education students view as the Utopia of education: during school years students learn to learn for the sheer pleasure of learning, and hence school is just the beginning of a lifetime of learning. Paideia teachers promote active thinking instead of passive memorization. They do not rank children relative to others in the class, but understand that each child is an individual and the steps of learning are achieved at different rates and by different means. Teachers who choose to follow these principles have a very tough job, for they are not merely educating technicians, but they are active in the learning process of each and every student in their class.

In many university departments, professors are excused for lacking skills and dedication to teaching because of

their research demands. For students in many courses, the driving force to learning becomes "what do we need to know for the test." The sheer enjoyment of understanding something thoroughly and completely to the point of excitement takes too long when you are struggling with six courses and trying to keep that scholarship or get into grad school. The sad reality of a marks-based system is that students become obsessed with getting the "right answer" or saying what the teacher "wants to hear," and love of learning is quickly drained.

Those of us in the consecutive B.Ed. program have been through all of this before: we already have our bachelor degrees. Most of us came here anticipating being taught by better teachers than we've ever had; these people would guide us towards being great teachers. Instead we are faced with the same issue: we are learning not from artists of the field, but academics of the field. Instead of learning how to get through a curriculum, how to build lesson plans, how to deal with conflict in a classroom, we spend class time chitchatting about poorly written papers with poorly designed studies that do nothing but re-categorize common sense concepts. At home, we work on our own to understand curricula for assignments, and develop lesson plans by consulting other teachers' web pages.

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Your UNB Student Union is holding a logo competition and will award the winner \$500 cash! The new Student Union logo should have a clean and crisp look. It should portray unity, fun, students, help, diversity etc. It should be Red and Black in colour. If you should have any questions or need more information, please contact Scott Duguay at 453-4955. Please have your submissions in by October 10th at the SUB room 126. We will announce the winner shortly after.

BE "Snooty"!

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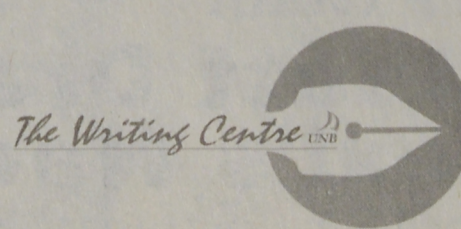
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