

Jobs for grads

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work. A few of the students who graduated in 1971, particularly those with Arts degrees, are still registered with the Centre. However, most of these have at least part time employment at the present and are merely looking for more satisfactory jobs. With regards



to persons having a Bachelor of Arts degree, McRae said that those majoring in History usually have the toughest time finding employment. On the other hand, Federal Government departments, including the Department of Manpower and Immigration, sometimes require graduates in Sociology, Psychology, and Economics.

McRae stressed the need for those applying for jobs to prepare an extensive resume of their qualifications and experience. This is considered important by employers and tells them a great deal about how ambitious and enterprising a student is.

Mrs. Ruth Spicer of the Placement Office at UNB said that job offers are still coming in, although most of the recruiting in the faculties of Engineering and Business Administration was done in the Fall. Last year, surveys were distributed to graduates at the May Convocation with the intention of ascertaining how many were successful in securing employment. To date, only about thirty per cent of these surveys have been returned, but of those who did participate, Mrs. Spicer said that very few did not have jobs. She explained that it is difficult to assess how successful the Placement Office is in helping students find employment as neither the com-

panies nor the students involved inform the Office of the outcome of the interviews.

The Dean of students informed the BRUNSWICKAN that feedback from employers indicates UNB is one of the best organized campuses in Canada where placement is concerned. Dr. Wilson also stated that the campus is rated highly by employers because of the willingness of its students to accept positions anywhere in the country. This contrasts with universities such as the University of Toronto where the students are often reluctant even to leave the city. As a result, some companies no longer try to recruit employees at that campus.

Dr. Wilson himself, as a Professor in the Department of Civil Engineering, has served as a "contact man" in helping the students in that department find employment. Many jobs were referred to him by other faculty members. Wilson, in turn, would speak to the employers and recommend qualified individuals to fill the positions required by the companies. However now that Wilson has obtained the position of Dean of Students, Prof.

Bremner will be looking after employment in the Department of Civil Engineering.

Wilson stated that in the five years he has been at UNB, every Civil Engineering Graduate who has looked for work has been employed by the end of May. Part of the reason for

this good record is the fact that over the years, the department has built up a number of companies who return every year to do their job recruiting here. The system tends to be a self-perpetuating one, as the heads of the companies often are graduates of UNB themselves.

As well as those students who choose to seek employment immediately following graduation, a sizeable proportion also attend Graduate School. Dr. Kavanagh, the Dean of Graduate Studies at UNB, estimated that in the past, ten to fifteen per cent of the students have gone on to Graduate School here or elsewhere. However, due to changing attitudes he expects a slight reduction in that figure next year. He noted that at the present, a reduction is indicated in the total of applications from students all over the world to participate in graduate studies at UNB.

The BRUNSWICKAN spoke to a number of members of the class of '72, asking them how successful they had been in finding work (if that was their intention), what they and their friends thought of the job situation as a whole, what their impressions were of the Placement Office, and any other activities they might be engaging in following their graduation.

The President of this year's Senior Class is Marty Litchfield, a Forestry student. Litchfield has not yet definitely lined up a job but has had one offer

from the USA. He was not enthusiastic about this offer, as it is not really in his line as a Forester. He was also able to produce a large stack of refusals his applications have prompted. Litchfield's problem is far from being unique. He stated that,

to the best of his knowledge, only three Forestry seniors have jobs to date. The problem is that the Forestry industry is cutting back on its research men, the very ones who could solve the problems being encountered by the industry. The Engineers, he said, are also having difficulties finding jobs whereas the nurses are practically guaranteed work because of a heavy demand.

Litchfield said that the Placement Office is helpful in arranging interviews, but you "have to look for your job, you can't wait for employers to come to you".

Dan Graham, another Forester, has applied to about twenty companies and has two interviews. However, he has been unsuccessful in finding a job. He is not sure that he will do if he does not get work. Graham felt that the Placement Office was doing a pretty good job, and placed the blame for the poor job situation on the state of the economy.

Jim Fischer, who is in Forestry Engineering, said that although he has looked hard, he has not gotten a job yet. Some companies, he explained, have rejected him outright, while

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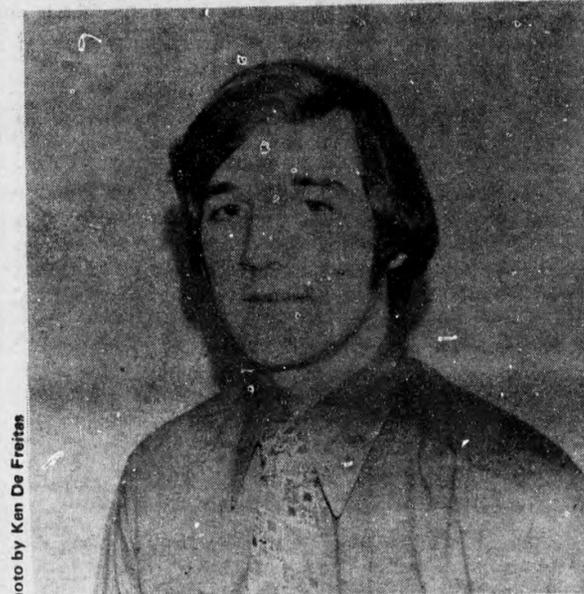


Photo by Ken De Freitas

1972 Class President Martin Litchfield.

Action Corps and Indians

Over the next 3 or 4 weeks Action Corps will be writing a series of articles about local social problems and their involvement.

Red Ed
Canada's native peoples have neither been assimilated into the mainstream of society nor have they had the opportunity to pursue their traditional ways. Schools are the formal socializing as well as educational institution that all Canadian children, including Indians, must take part in. Just how does formal education affect the Indian child?

First of all, for some reason the schools do not seem to be

flexible enough to accommodate Indian children. Listen to these statistics. Last year, from a population of 4500 Indians in New Brunswick, 11 students were in grade 12, however none went on to college. Perhaps some went into other vocations such as technical schools, but where are the rest? More importantly, where are the other 85 per cent who dropped out earlier? What are the reasons so few are continuing on with their education and what can be done?

Over a month ago, Mr. Barry Nicholas, an Indian who is doing educational research for

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