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more white males as to applicants, which would up the relative number hired (e.g. RCMP)?

Its O.K. for people to say "no more white males need apply to the RCMP". It's a "politically-correct" statement. Can you imagine the outcry if somebody said "no more asians need apply to the RCMP"? How about "no more Italians hired as bricklayers in Toronto"? How about "no more female nurses"? Pretty stupid, eh?

Then finally, don't punish us white males for somebody else's sins. I'm sick and tired of special interest groups trying to put guilt trips on me for something that I had no control over, no participation in, and done by people years before me. If one goes far enough back, every group of people had something done to them by another group of people. Guilt trip in-adfinitum. It is not my fault I was born white and male, I had no choice. Why shouldn't I get the same shot at a job as you?

That's where the hypocrisy has eluded you, Valerie. On one hand you want to be treated as equals (which you should - except physically), yet on the other you whine when you don't get your way and you say "I'm not your equal, I want to be treated specially". You can't have your cake and eat it too.

Take quiet pride in your femininity, Valerie. Accept and enjoy the differences between males and females. Both have a lot to offer, and the only way to receive respect - is to return it.

Sincerely,  
Dave Rolston

**Beaver Guy alive and doing well**

Dear Editor,

This is a copy of a letter I have sent to the E.R.T.W. in response to a letter they published. I would appreciate it if you could publish this letter.

Dear George:

As to your questions, Where's the Beaver Guy? he is alive and doing well, working 40 hours a week at McConnell Hall, still with Beaver Foods.

Shawn's (not Sean) transfer was neither careless nor impersonal. We, as a union, have a contract that was negotiated, and voted on, by the membership, before being signed. Because of this, we all have a say in how we are treated, and as to what happens to us in situations like this, where the work force was reduced. This contract keeps it as fair as possible to all concerned. One of the main aspects of any Union is seniority. Seniority is used to determine:

1. Job security
2. hours worked
3. Job preference

The switch in personnel may have appeared to be quick and easy, but a meeting was held in December, one month before the changes were made, letting us all know that there would be a permanent reduction in the work force. None of us knew which jobs

would be affected.

Many who have been content in their jobs, were either switched to a different position, or had their hours changed. Some no longer have a job of any kind. Was it fair that their jobs were changed or deleted? Should those who had seniority settle for less, so that someone who had worked here for a shorter time could keep their job?

We are truly sorry if there is any inconvenience to the customers at Head Hall, just as we are sorry that some of our union members are not as happy in their new jobs. All of our members do their best to serve our customers and keep them happy.

I'm wondering, George, if it was your job that was being deleted or changed, how quick would you be to give up your choice of jobs so that someone who had been there less time could continue in their jobs? Life is not fair to everyone, every time. It's only in fairy tales that everyone gets to live happily ever after.

Signed,  
Joan Voth  
Worker and Union Member  
CUPE Local 2266

**Does it all come down to marks?**

Dear Editor,

I am very concerned about the future of the teaching profession and the selection of teacher trainees into the university's faculty of education. I may be naive but I always believed that the selection process endeavoured to choose those students they believed to have the greatest potential to become the kind of teachers we all want for our children or wish we had had when we went to school. Unfortunately this is not the case at the University of New Brunswick.

As a graduate of the UNB education faculty I feel privileged to be part of a noble profession and confident that my training will serve me well. My problem is in the "selection" of who gets in and who does not. The great topic of conversation among the hundreds of applicants is "how do they choose?" The answer most often given by the illustrious professors and selectors at D'Avray Hall are "marks". Reference letters, previous experience, transferring from another faculty, province of origin, etc. are all of very secondary importance. So much of that information is unverifiable and reference letters tend to be gloriously overdone by all referees. So it all comes down to marks, eh?

I cannot disagree enough that this is a poor approach to take when selecting a possible teacher trainee and goes against everything you will ever learn in the classroom if you are "smart" enough to enter the program. Someone who has scholarly marks does not necessarily make a "good" teacher and we witness that everytime we enter a lecture hall here on campus (there a [sic] notable exceptions and I commend the institution of an excellence in teaching program). There are a host of subjective intangibles that are necessary in becoming an exemplary teacher. There are creative and imaginative skills, oral and written communication skills, interpersonal and self-motivational skills which are not revealed in a transcript from Acadia University! So what do we do?

Firstly, have an interviewing committee. I cannot believe that they would accept anyone into the faculty

without a personal (phone calls have been used elsewhere) interview. Many universities refuse entrance if you do not appear before their interviewing board. It may be prohibitively expensive, but it shows that you must utilize some of the skills necessary in the classroom. It may also screen out those who apply to the education program simply to stay in school and have no real interest in the teaching profession whatsoever.

Secondly, stop accepting students into the faculty directly from high school. It is beyond all comprehension why a professional faculty would accept a 17 year old student out of grade twelve (eleven, thirteen, whatever) without first asking them to take a year of general coursework. If they have the potential in grade twelve it will still be there a year later. Make them prove they deserve to be at university and can handle the rigours of university life. As is stands a third year arts or science student with a 3.2 GPA may be turned down because of quota restrictions, while a youngster with an 88% average from Doaktown High is permitted entry. This is logical? One has begun to pay their dues, the other must as well.

Thirdly, decide what the priority is at the faculty of education. If it is to restrict enrolment because of a lack of funding, staff, courses, etc. then I suppose marks alone are an acceptable criterion. If on the other hand, it is to find out who among the applicants will make fine additions to the teaching profession, institute a selection process overhaul.

So it all comes down to marks eh? That's what they keep saying and if that were really...really...true it would be grudgingly acceptable. Truth be told folks it is not only marks. I did not make it into the faculty of education at UNB on marks alone and I personally know of several others who have less than stellar academic backgrounds. There is never an explanation given to this but it has become such common knowledge around campus that the inside joke is that "you have to know so and so or be in good with..." Personally, my marks were acceptable, about a 2.9 cumulative, and once in the program I worked my little tookus off to graduate with a 4.1. Others are not so motivated.

I admit it. I circumvented the system and won. I should not have had to do it. I have all the same qualities that make a good teacher that I had that day many years ago. Why should it have been this way for myself or for the many hundreds of students who have so many qualities going for them beyond a remarkable GPA? I believe the answers are hollow excuses when the faculty doesn't even administer its chosen selection criterion satisfactorily. I wonder if the Dean on the hill went through the files would he find that he has the very best students (based on marks) of the many thousand applicants over the past decade or does he have a few friends of friends, the son of..., the cute young... or whatever.

I'm not here to cast aspirations. I would like to see genuine change and the implementation of an honest and fair (subjectivity abounds!!) system. Everyone will note accepted into the faculty and rightly so, in fact trainees in the program should be scrutinized more closely, but with some changes the faculty will be able to fulfill its purpose fairly.

Name withheld by request.

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