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me strive in becoming a teacher, and hopefully, to help change the school system.

Yes, children are our next generation, and yes, some will be gay and will continue to be a part of society. I also feel it was uncalled for the both of you to think I am an unfit role model, as you based this only on my homosexuality. You don't even know me. I also don't believe I am giving anyone a bad reputation. In any case, I am gay, and I am proud of it, just as I am proud to say I'll be a teacher someday. See you at the teacher's meetings.

Terry Richard, A UNB EDUCATION STUDENT

Manly Virtue

With reference to the letter "Role Models" (Brunswickan, 26/1/90), I am damned glad to hear that Messrs Chase and Cormier are strongly opposed to homosexuality. The members of the teaching profession should represent the epitome of manly virtue: women included. Good Grief! If we permit these deviant shirtlifters loose in the classrooms of our nation, civilization as we know it could collapse - look what happened to ancient Rome. While we're at it, ban all those Greek classics too! Just because they are written in a dead language is no excuse for exposing impressionable minds to the vapid rantings of a mob of pagan perverts. The whining epistles from shrieking poofsters littering the pages of your August journal over the past months have enraged me to the point where I may just rush out and castrate the nearest ballet dancer!! Personally, I have always been an avid disciple of total masculinity.

Yours manfully, Adrian F. Park Brigadier - retired (Mrs.)

P.S. Seriously, given the choice, should teachers be competent regardless of sexuality, or heterosexual regardless of ability? As for the implicit notion "the queers are after your children", bear in mind that the overwhelming majority of sexual assaults on men, women, girls and boys are carried out by heterosexual males. Would this be a valid reason for banning heterosexual men from the teaching profession?

Teacher's Influence

In reference to last week's letter, "Role Model" I would like to express my disapproval.

I was quite upset once I finished reading that letter because Mr. Chase and Mr. Cormier were so ignorant in reference to the article "Secret" by Terry Richard.

I am not making a statement about homosexuality, but I would like to state my views on the term "Role Models". If teachers are considered normal (which I hope not) then how can they be role models, I think this term has been mis-

used.

Role models have to contain a lot of good qualities, including open-mindedness. I am sorry but I do not consider Mr. Chase and Mr. Cormier open minded.

Mr. Chase and Mr. Cormier are concerned that the Education faculty will receive a bad reputation due to the article "Secret". I think they should also be concerned with the attitudes people will now have toward future teachers as a result of their letter, "Role Models."

It is very upsetting to think that role models are susceptible to bigotry. We have to remember that teachers influence many people and this influence can be positive or negative. Suggest a positive influence

Chris Graham (B.Ed 4th year)

Incoherence

Mr. Simon Puxley, in a letter published in the January 26th, 1990 edition of the Brunswickan, gives us an incoherent diatribe which I found insulting and misinformed. I know Mr. Debly well, and to suggest he is "without resources" is an insult. In fact, Mr. Debly has changed his thesis topic to the issue of hate literature, precisely in response to people like Prof. Yaqzan who lend credence to the idiotic idea of a world Jewish conspiracy, as propagated by Mr. Ross.

Mr. Puxley's dubious linkage of two totally different events, namely the Davies incident and Mr. Debly's rightly outraged letter, reaches new heights of incoherence. The first portion of Mr. Puxley's diatribe rests upon a false conclusion, ie. that the majority of UNB's faculty are incompetent and its students are therefore half-educated and "without resources". This first conclusion is manifestly false, deriving its truth from overly broad generalizations extrapolated from one sensationalized incident.

As we move along the second half of Puxley's letter we find him sinking deeper into absurdities. This supposed widespread incompetence Mr. Puxley detects is then used to include Mr. Debly in the university-wide conspiracy of incompetence. Once Mr. Puxley has created this ridiculous connection he also burdens himself with the debunking of antisemitism as well.

He dramatically posits "so what?" in response to Mr. Debly's justified attack on antisemitic theories and attitudes, expecting us to fawn all over such a brilliant rhetorical flourish. Antisemitism is not a buzzword. Its as real as the millions murdered. Its as real as the fact that a cruel minority of thugs were able to use centuries of Christian antisemitism to shape their theories, theories perpetuated by men like Malcom Ross. Without those theories, those cowardly lies wrapped in the protection of the Bible, the Holocaust could not have occurred. Christian

antisemitism does not provide the whole answer to the Holocaust, but to get the whole picture you have to open your mind. If all you read is the garbage that comes out of the Institute for Historical Review, your views will provide fertile ground for demagogues, racists and opportunistic politicians. To believe Malcom Ross is to believe that the Bible justifies disenfranchisement of Jews - legally, politically and ultimately morally. To propagate and believe these lies is to provide an opening for transcendent evil. If Jews are outside of God's creation, they must be abominations. How far is it from Christian antisemitism, to "life unworthy of life"? If people believe God is on their side and Jews are the enemy, how far is it to the Second Holocaust?

David S. Gorham

Word of Advice

I found January 26th's front page story on gender imbalance extremely disturbing. As a second year, female, Business student who would eventually like to enter law school, I find it very disconcerting that females may soon be the only applicants deemed acceptable for hiring in the Law faculty until the ratio of male to female's balances itself out. I fail to see the fairness or logic behind implementing a policy such as this. Shouldn't it be, in a so-called democratic society such as ours, that just maybe the most qualified individual should get hired for the job? or am I really missing something? It really would be quite a sad situation because it will end up being the students, male and female, who will probably be suffering in the end. The reason being choices for their future professors will be picked out of only females, or with females favoured highly, and there will be the very real possibility that a superior, male, professor will be totally overlooked just because he's male (this, by the way is discrimination).

I'm all for the feminist movement, but I don't think issues such as the massacre of 14 young women in Montreal by an obvious lunatic or sexual discrimination findings in another university should have any bearing on UNB's Law Faculty's hiring practices.

A word of advice is simply this: Hire the most truly competent individual for the job; be they male or female, black or white, because I think it stands to reason that everyone will benefit most from this way of thinking in the end.

T.M.

Denounced?

Placing faith in the law of "least said, soonest mended", I have, until now, restrained myself from writing a letter in defense of Dr. Barrie Davies. However, since there appears to be no end in sight to the spate of negative publicity

surrounding Professor Davies, I feel compelled to raise a couple of issues before the incident passes completely into distorted legend.

Firstly, it should be acknowledged that the story "Prof forgets Final Exam" which appeared in the January 12 issue of The Brunswickan, was a clear example of shoddy, irresponsible journalism. The reporter did not so much as bestir himself to contact Professor Davies to ask for his comments. The article was not a news story, but, rather, a National Enquirer-style opinion piece which stopped precariously short of libel. This would not be so offensive were it not for the fact that someone's reputation was - and is - at stake.

It also disturbs me that the unfortunate events of a single term in an 18-year career are being seized upon as proof of Dr. Davies's incompetence and, by extension, as proof of the incompetence of the entire English Department. It seems ironic that the same professor who was nominated by his students two years ago for an excellence in teaching award, should now be denounced as incompetent. His detractors will also neglect to mention that Dr. Davies is known and respected world-wide as a scholar and critic in the fields of Canadian and Commonwealth literature. Having been a student in the English Department both as an undergraduate and a graduate, I feel I can say with some certainty that Barrie Davies is one of the most popular and respected professors in a department known for excellence. Perhaps we should be a bit more suspicious of the possible motives of many who have been so eager to criticize him.

Clarissa Hurley

Classroom Diversion

This is in response to "A Recent Graduate" (ARG) who seems to have an axe to grind with the English Department at UNB. It is too bad ARG chooses to use the unfortunate Davies affair as an occasion for spleen-venting about the competence of other (unnamed) professors; there is an element of vengeance in ARG's letter which makes one wonder what really happened while he/she was at UNB. To call a number of professors "incompetent" in a large department where PhDs are held by over 90% of the staff, and in which 75% have the rank of full professor stretches the definition of the word quite a bit.

It would seem that ARG is confusing competence with congeniality; ARG perhaps sees the classroom as a mildly pleasant diversion in which one's views are never called into question by the instructor nor, presumably, by other students--a kind of mutual admiration society meeting. However, this atmosphere can and occasionally does legitimately happen; when it does, it is because there is a willingness on the part of the majority of the class members to fully participate in all aspects of the course, and as

a result there is an enjoyable experience for all, but also with substantive results being achieved. This probably happened to ARG a few times; what is sad is that ARG cites only the occasions when he/she or a fellow student may have been taken to task by an understandably frustrated professor for poor quality work.

With this attitude, ARG has missed an opportunity to profitably study with some of the finest minds at UNB, many of whom are simply tired of the essential arrogance and disrespect shown by some students who seem to expect an "A" just for showing up. Assuming they do occasionally attend, if ARG and his/her ilk spent more time actively participating in discussions and seminars, completing assignments, reading required material (radical concepts for some, we realize), and less time whining about their wounded sensibilities, they just might become superbly prepared, not just for further study, but also for almost anything else.

ARG alleges that some of the professors "are more concerned with grammar than with giving students a voice" (whatever that means). To quote from one of Prof. Rowan's seminar handouts: "...[proper English usage is] of vital importance. Respect the magnificent language in which we are working, and be prepared to accept criticism as a means to growth and maturity. These are daunting tasks, but to be a student, a scholar, and a teacher of English is to realize your fullest human potential." What is being insisted upon here is effective communication (listening, speaking, reading, writing). This includes, as a matter of course, good grammar and usage as well as correct spelling which is as Prof. Gair has said, "an important adjunct of accurate writing." In an event, professors in all disciplines have the right to expect no less than excellence, not just in the basic skills, but in their students' course work as well; after all, this is a university, an institution of higher learning.

As part-time students, we have studied with (to name some names!) Profs. Colson, Gair, Guerin, Lane, Ploude, and Rowan as well as with (graduate students) Curtis and Spacek. We have enjoyed superior educational experiences with all these people and consider it a privilege to know them and to work with them. We have not yet taken courses from other members of the Department but look forward to doing so.

Peter Bourne  
Kitty Bourne

FIRST, THE WHITE PELICAN.  
NOW, THE WOOD BISON.



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