

CAMPUS

body spirit

Paying off the Sleep Deficit

Have you ever wondered what that hour of exam cramming at the expense of an hour of sleep means to your body? Stanley Coren, author of *Sleep Thieves*, is more than willing to tell you. He argues that North America is nearing a sleep crisis. Coren claims that without adequate sleep we become "slow, clumsy, stupid, and possibly dead." Coren does have some impressive statistics to back up his claims. For example, the average North American today sleeps for 7 hours and 20 minutes each night, a significant drop from averages of nearly 10 hours at the turn of the century, and apparently an inadequate amount if we are to function optimally. University students according to other studies, get even less sleep at approximately six hours a night; our lack of sleep becomes particularly problematic when we consider that researchers estimate that most university students need almost as much sleep as children, nearly ten hours for optimal rest and functioning.

Sleep deprivation can have some pretty severe effects, the least of which is dozing off in class. Concentration, memory, and reaction time are all adversely affected; when sleep deprived, we need to work one and a half times as long to retain the same amount of information as we would when well rested. Moreover, we may become more irritable and frustrated than we otherwise would

be; and we certainly catch more colds and infections. Various university studies have also found that we eat more when we're tired and that alcohol has a greater effect on us; for example, a Stanford researcher found that one glass of wine had the same effect on a sleep deprived student as a six pack did on a well rested one.

Because sleep patterns are highly individual, you may not have a problem if you are sleeping less than the recommended time but feeling rested. However, if you feel tired most of the time and find yourself dozing off in front of the TV, in class, or over a book, chances are that you need more sleep. Fitting more sleep into a busy schedule, however, is not necessarily easy. You may have to do such things as set an alarm clock in the evening to remind you to go to sleep and saying no to a few extracurricular events, including that party that you didn't feel like going to anyway; exhaustion is a perfectly acceptable excuse. Good time management skills and tackling procrastination (the easiest of tasks!) should also help. Another tactic to try is reducing caffeine and sugar intake in the evening; without the chemical boost you should be able to go to sleep when your body tells you it's time. Finally, if you know that getting enough sleep at night is an impossibility, try to take a few power naps during the day as an alternative to drinking more and more coffee.

The Student Body, November 1996, McGill Health Services

Where's the Work in the Jobless Society?

With all the hype about the 'jobless society', do you worry about finding work when you graduate? If so, there are three things you should know. First, the jobless society does NOT mean a worldless society. The 'job' as a stable entity with fixed responsibilities and activities was developed to fit the industrial model of production (one person, one piece). Today's organizations are moving towards unstructured work environments where employees and contract workers form teams for special projects. They reorganize into different work clusters as the need arises.

Think about occupational titles. What does an engineer do? A teacher? Their 'jobs' consist of many different activities or tasks (for example, managing a project, delivering a curriculum, evaluating results, assessing needs). Each activity requires numerous skills such as anticipating outcomes, explaining something clearly and sequentially, analyzing data and observing behaviour.

It is true that the number of fulltime permanent jobs is decreasing. At the same time part-time, casual and contract work is increasing. Employers are starting to describe work in terms of fluctuating activities and skills rather than conventional static jobs. Some work is being privatized and outsourced. University graduates will be the core of the professional contingency workforce. You will think of yourself as a business, marketing your professional expertise (all your transferable and knowledge skill!).

Mary-Louise Luck, Counselling Services

This brings me to the second thing you need to know. What are your transferable and specialized skills? What do you love to do? What are you good at? When you work on a group project, what role do you like best? Researching in the library? Interviewing people? Analyzing and organizing the information? Writing the final report? Or presenting the finished product to the class? Functional skills like these provide clues to the work roles you will best fill. They are personal characteristics you bring to the work such as patience, persistence, initiative or imagination.

On the other hand, work content skills are more specialized and pertain to a specific field of interest. Often this is the content you study in school (history, engineering, counselling or theory). Or it may be information that you pick up through hobbies, volunteer work and other experiences. Work content skills tend not to be as transferable from field and may form the basis for 'credentials' that qualify you to work as an engineer, physician, teacher, or psychologist. Remember - as you learn the content, you are developing many transferable skills. Often graduates find excellent work opportunities in situations that are not linked directly to the field they studied.

The third thing you need to know is this: where is the action out there? What's the leading edge in the field you are studying? What are the growth areas? Get the most up to date information from the InterNet and specialized magazines and newsletters. Read the 'Futurists'. Interview those who love their work.

TOP TEN EXCUSES FOR MISSING YOUR CHRISTMAS EXAMS

1. Two words - incessant itching.
2. My room-mates held me hostage in our apartment until my parents paid a \$2 million ransom.
3. I was having the fluid drained from my brain.
4. I was reading *The Brunswickan* and the next thing I knew, I lapsed into a coma.
5. Exam? I don't need to take your stinking exam to know what I'm a lot smarter than you'll ever be.
6. I sneezed so hard that I destroyed half the city, and spent three days in the rubble before a pack of rescue dogs saved me.
7. The Rubbermaid container of stuff that lives at the back of my fridge attacked me.
8. My boyfriend/girlfriend broke up with me (sometimes the old excuses are the best ones).
9. I thought an open book exam just meant you had to open a book, and I did that yesterday at home.
10. I was momentarily possessed by the spirit of Jack The Ripper, and had to go on a mammoth killing spree. I'm finished now, though.

Volunteers Needed

Men Against Sexual Aggression is a program organized by Counselling Services and is aimed at preventing sexual aggression among students of UNB-F and STU. The project involves male students from both universities in educating other men about sexual aggression. You will receive three days of training as peer educators to provide 1-2 hour educational programs for other men on campus. The aim of the project is to help men examine their attitudes and values about women in the context of romantic relationships.

Any male student interested in volunteering as a peer educator can pick up an application form and project description at Counselling Services, Room 19, Alumni Memorial Building. Application deadline is November 29. Call 453-4820 or E-mail us at masa@unb.ca for more information.

HAPPY BIRTHDAY
Mary-Kathryn!
 from Michael

UNB GRAD CLASS 1997

GENERAL MEETING

Sunday, November 24
 7 p.m. Tilley 102

Voting On Grad
 Class Project



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