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Weekend Weather

Temperatures will range from -11 to -5 on Friday, with sunny conditions. On Saturday, expect the same temperatures with a clouding over late in the day. For those of you venturing south of the border, Florida and the Caribbean are expecting snow blizzards all week! Ha ha!

Brunsbites

Government Stats:

On an average day...

•\$647,068 worth of taxpayers' money is needed to run the House of Commons.

•It costs Canadian taxpayers \$273,973 to cover the cost of 28,600 vehicles owned by government departments and agencies.

•Canadian taxpayers dole out \$13,425 to pay for Prime Minister Brian Mulroney's 60 personal RCMP bodyguards.

•Prime Minister Brian Mulroney receives 274 letters.

•The GST adds \$49,315,068 to the federal government coffers.

- from *Which do you prefer: Chunky or Smooth? What Canadians Eat, Watch, Read, Buy and Do... On an Average Day*, by Heather Brazier, 1992, HarperCollins Publishers.

STU withholds CHSR funding

by Karen Burgess

CHSR-FM members are predicting that they will be in dire financial straits by mid-March, and may be unable to cover their employees' salaries.

The station was granted a partial reprieve this week by UNB's Student Union, which at one point considered a referendum on CHSR's future but was dealt a blow by the St. Thomas Student Union, that voted this week to continue withholding CHSR's 1992-93 funding.

At UNB's February 11 council meeting a plebiscite was proposed to determine if students would be prepared to fund the station at a projected cost of \$10.88 per student next year. It was decided that a non-binding plebiscite be held instead, and the issue was tabled until this week.

A motion was adopted instead that instituted an ad hoc committee to enter into discussion with CHSR to try and work out some of the station's long-term funding problems. The committee will also respond to the CHSR task force which was set up to propose changes to the station's Board of Directors.

The Board of Directors restructuring is pivotal to CHSR's funding problem with the STU Union. Last year, STU students voted in a referendum to withhold CHSR's funding, which amounts to approximately \$9000, until the Board of Governors was composed primarily of elected students.

The task force, after several revisions, came up with a Board that would have four students elected from the UNB student body, two from the STU student body, and one elected student from the Graduate Student Association.

STU SU President Graeme Gibbs explained that the GSA did not feel they could comply with the election request as, because of Canadian Radio telecommunications Commission regulations, only Canadian citizens can sit on a radio station's Board of Directors. Gibbs said the GSA felt this would discriminate against the 50% of their membership who are international students.

Gibbs felt that this decision could have been overlooked by council when they voted on whether or not to give CHSR the money allotted to them, however, he said that there was some confusion as to whether or not the UNB SU would allow BOD members to be elected in conjunction with its general elections in the spring.

Gibbs said that although the positions were included in the

elections call published in last week's *Brunswickan*, he was told that the matter was not finalized by UNB's council.

He further commented that because the station has "bent over backwards" to fulfill the referendum's requirements, it was thought that the money would be forwarded. The motion to do this, however, was rejected by STU's council and how Gibbs says the issue will not be re-addressed until "after the votes coming" and the positions are filled.

Jeff Whipple, station manager at CHSR, says that the station

was told they would not be given the money until the elections were held and the student Directors were seated.

Whipple said that this move surprised the station members, who felt that they were making every effort possible, in the face of legal and time restraints, to implement the Union's objectives.

He commented that he was unaware that the proposed elections had met with any contention with the UNB SU, and that the representatives with whom the idea

was discussed had expressed no problems.

The issue was brought up at the Council meeting, as discussion only, and no motions were made.

Whipple said STU's decision to withhold funding until the Directors are seated is frustrating.

"We're making changes in good faith, and we're just looking for some support," he said.

He predicts that by mid-March CHSR will be out of money, and that as a paid employee, he may not receive his salary for the last months of this fiscal year.

UNBEA experiences strife

Former CUPE supporters claim differential treatment

by Mark I. Minor

The UNB Employees Association is having growing pains as former CUPE Local 1326 members make the transition to a new representative organization.

On January 22 of this year, the UNBEA was certified as the new bargaining agent for the 380 unionized employees of the university. Some employees who supported the retention of CUPE fear that their support may have singled them out for differential treatment by the Association.

The Association, in an effort to explain some of the difficulties expressed by the concerned employees, sent a letter to members and potential members on February 15. The opening paragraph states that "In every new organization, that first general meetings and the first elections seem to be fraught with inherent difficulties and

confusion. And, there is probably nothing that generates so much rancor among people as when they think their rights have been infringed. It appears that the launch of the UNBEA will be no different."

Specific problems, as seen by some employees, lie in the areas of bylaws and the operation of Executive Committee elections. The Association held an election on February 10, 1993. The letter of February 15 states that "the election was held in accordance with our bylaws and generally accepted electoral practices."

Employees told *The Brunswickan* that they contend that no bylaws exist as none were distributed for approval or ratified by the membership since the Association was certified.

UNBEA President, Mancel Langin in an interview on February 24th, told *The Brunswickan* that in order to

apply for certification, the Association needed to have a constitution and bylaws which were ratified by Association members.

This happened sometime in September. The other concern with regard to bylaws is that employees believe that only 20-30 copies were distributed for approval, though Langin claims that close to 400 copies were circulated. They also challenge that the statement in the letter that of the twelve officers elected "a fair number have not previously held office in a labour organization."

The employees claim that only one officer had held no previous office. Langin maintained that two executives, Secretary Pam Recette and Secretarial Unit Vice President, Ginette MacDonald, had not held previous office, and that some trustees may have

Continued on page 7



Play Ball!—The Residence Representative Board held a Snow Softball Tournament last Saturday February 20. Teams from UNB residences played off at Buchanan field in support of Child Find New Brunswick. Kevin G. Porter photo.



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Notice

The deadline for The
Brunswickan elections has
been extended to March 12

Positions available are:

Editor-in-chief

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Entertainment Editor

Photo Editor

Offset Editor*

Distractions Editor

Features Editor*

Technical Co-ordinator*

Business Manager

Advertising Manager

* Denotes positions not applied for at press time

NEWS

Deadline: Wednesday at 12:00 noon. News Desk: 453-4983

Students left in cold waiting for loans

by Jonathan Stone

A married student couple* claim they recently got the 'cold shoulder' from NB Power.

Despite an agreement made last Monday to pay off their overdue account by the following Friday after receiving a student loan, they awoke on Thursday to discover that they had no heat.

They owed about \$400.

At the time what concerned them most was the welfare of their three-month-old baby.

"I called them (NB Power) on Monday and told them that my cheques from the university were going to be there on Friday and that the bill will be paid in full, and they said 'no problem'," the woman said.

However, she did not know the name of the agent she spoke to.

NB Power Spokesperson Grant Jardine said that any details of such conversations are entered into the client's computer account, but was unable to find any remarks pertaining to this agreement on the couple's file.

He acknowledged that the disconnection was an error.

"If they had made an arrangement to pay it on Friday then that information should have been

passed along. We obviously made a mistake there. That's unfortunate—that's not the way we do business."

After discovering the loss of power, the woman called NB Power confused about the misunderstanding.

"I called them and they didn't want to hear anything. She (the agent) just said 'there's nothing we can do, I can't reconnect it until you pay it in full', so we basically spent the entire day in a freezing cold house."

She attempted again to arrange a suitable payment agreement.

"I told her at the time that I had in writing from the comptroller's office that we had \$1200 (in loans) on Friday. They refused to reconnect it."

The couple finally borrowed from a friend to pay the bill and the power was reconnected near 6:00pm Thursday night.

Jardine explained the company's standard procedure before disconnecting residential power accounts:

"Once an account is one month overdue the tenants receive a notice on their statement asking them to pay the late charges. After two months, NB Power's computer system issues a notice

on that account for collection by credit staff. The residents are told that they are liable to have their service disconnected if they do not pay immediately or make a

suitable arrangement."

For the students, even now that everything is back in order, new financial challenges must be met. "There's not much money go-

ing around," she said.

*For the sake of privacy, the names of the students have been omitted.

BOG to see *Phantom* free?

BOG members issued invitations to attend with a date

by Karen Burgess

The UNB Board of Governors is offering its 45 members complimentary tickets to the March 25 showing of the *Phantom of the Opera*.

The Board's next meeting will coincide with the musical's production here in Fredericton. At the meeting, the Board will address, among other things, the tuition rates for next year which are rumored to increase.

Stephen Strople, University Secretary and Secretary to the Board of Governors sent out letters to Board members asking how many members would be interested in tickets for themselves and a date. Tickets for the show run as high as \$32.50 for the general public.

When contacted by *The Brunswickan*, Strople said that the BOG hopes to receive most of the tickets as complementaries from the show's organizers. He commented that nothing had been finalized, and that if demand for the tickets exceeds those provided as complementary, other funding will have to be found to provide them.

This initiative, which could possibly see the expenditure of student's money for theatre tickets, and also the provision of free alcoholic beverage at lunches provided for the BOG during their day-long meetings, has been criticized by Student Union Vice President External Affairs, Tammy Yates, who is also a BOG member.

Yates commented: "I think it is appalling that students are paying for Board members' theatre

tickets. This is just one more example of the BOG's lack of accountability. That body makes decisions each year which cost students a lot of money—it's time for the BOG to realize the impact of those decisions. They hiked our tuition by \$250 this year—something many students could not afford—and now the university intends to buy theatre tickets with that money. That is wrong."

Strople said he feels the complimentary tickets are simply a way the university can compensate its members, who volunteer their time to meet for day-long sessions, about six times a year.

Yates says the Student Union will be raffling off her tickets, with the proceeds going to a bursary fund for needy students.

Law Week schedule

by Tracey Griffin

The Faculty of Law extends an open invitation to all Saint Thomas and University of New Brunswick students to come and take in the events organized for Law Week 1993. Law Week begins on March 8th running through to the 13th with all events being open to the public. The theme of the week is "A Legal Life: Facets of a Profession". For anyone considering a future career in law this is an excellent opportunity to see what it has to offer.

Even if you have no interest in law as a profession, the speakers and topics cover a wide array of interesting and contentious issues. For instance, Tuesday afternoon will feature a hot debate with the Minister of the Environment and representatives of Irving Oil and Saint John's "Save Our Shores Group". Tuesday evening the role of native justice will come under scrutiny. Judge Graydon Nicholas and Andrea Bear Nicholas will be on hand to lead the discussion.

Take a look at the following schedule and be sure to drop into Ludlow Hall during Law Week for an event or two.

On Monday, March 8 at 10:30 am, Joel Pink, a Nova Scotia criminal lawyer, will speak on "Ethical Issues and Criminal Law". At 2:00 pm the same day, Mr. Justice Joseph Robertson of the Federal Court of Appeal will speak on the topic of the Transition from the Academy to the Bench. At 7:00 pm, there will be an Inns of Court and a Professor Appreciation Evening

held.

On Tuesday, March 9 at 2:00 pm, there will be a discussion of Environmental Law issues with the Minister of the Environment, representatives of Irving Oil, and Saint John's "Save our Shores" group. At 7:30 pm that evening, the topic will be native law, entitled "An Autonomous Aboriginal Justice System or Adjustments to the Present System?". Judge Graydon Nicholas, Andrea Bear Nicholas and representatives of the Assembly of First Nations will be present.

On Wednesday, March 10 at 2:00 pm there will be "Career Day" in which students will have access to information on a variety of legal career options which are open to law school graduates. Everything will be covered from Masters Programs, Corporate Counsel, Politicians, to Legal Drafters. At 7:30 pm that evening, Deborah Coyne, a Constitutional lawyer who has launched an action against the NB government over the entrenchment of Bill 88, will discuss "The Debate Between Individual and Collective Rights Under the Charter".

On Thursday, March 11 at 7:30, the Annual Harrison Shield Moot Competition will be held.

On Friday, March 12, at 11:00 am, Dean MacLauchlan will speak on the close of the Centennial Campaign. At 2:00 pm, Joseph Ghiz, former Premier of Prince Edward Island will speak on "Future Constitutional Issues in Canada".



AIESEC recently held its executive elections. Shown are the new executives, (seated l-r) Michael O'Toole, Corporate Relations; Shawn Pleunis, VP Public Relations; (standing l-r) Mike Appt, VP Human Resources; Andrew Keenan, Local Committee President; Jason Strokes, VP Special Projects; and Stephan Maynard, VP Exchange. Missing from photo is John Harrington, VP Special Projects. Kevin G. Porter photo.

AIESEC executive elections held

by Shawn Pleunis, AIESEC Public Relations

AIESEC (EYE-SEK) is the largest student managed organization in the world, and is renowned for developing experienced business leaders by coordinating various business-related projects. Its goals are to provide an opportunity for students to gain: practical business experience, to promote international understanding and co-operation through global interaction, and to identify and promote a select group of globally minded students with leadership potential in business and related disciplines.

Being a member of AIESEC exposes you to all essential operations of a business, and enables you to expand your skills in: MARKETING- gives you the chance to approach top business executives and learn how to do market research.

PUBLIC RELATIONS-expands your written and oral skills by providing extensive exposure for AIESEC throughout the business community and the university.

INTERNATIONAL EXCHANGE - CHANCE to learn about foreign business practices by working for companies in foreign countries.

SPECIAL PROJECTS-allows you to coordinate local and international business events, and shows you the inside of AIESEC's global network

HUMAN RESOURCES-developing your communication skills, and managing teams.

FINANCE-balancing budgets, controlling cash flow, and working with real money.

We are currently looking for globally minded, outgoing students from all faculties to run these management positions. If you are looking for a competitive edge over your peers, call us at 453-4959, or stop by the AIESEC office downstairs in room 30 of the Student Union Building.

EDITORIAL

Spending the dough frivolously

by Allan Carter

Sometimes one has to question the motives of the university. Just recently, members of UNB's Board of Governors received letters from the university secretary asking each member if they, and a friend, would be interested in tickets for the showing of the *Phantom of the Opera*. The BOG's next meeting coincides with the show which is to be held on March 25. The BOG consists of 45 members and tickets are valued at \$32.50 each.

In a news article this week (see page three), University secretary Stephen Stropole explains that if demand for the tickets exceeds those provided as complementary, then money will have to be found elsewhere to purchase the other tickets. However, what still remains unclear is how many tickets the university received as complementary and where the money for the other tickets will come from.

Indeed, about \$3000.00 for tickets in order to "thank" volunteer BOG members for attending six meetings per year may seem to be a very acceptable initiative. Stropole argues that he feels the complementary tickets are simply a way the University can compensate its BOG members who volunteer their time to sit on the Board.

But Student Union VP External and BOG member Tammy Yates does not share Stropole's sentiments. She argues that the BOG decides on the amount of student tuition every year and now the "university intends to buy theater tickets with that money". Furthermore, Yates is also not impressed with the university

spending money on alcoholic beverages for BOG meetings.

On principle, Yates makes a very good point. Tuition fees increase every year and this year the university is striving to cut cost anyway it can. Practically every department and faculty at UNB have been asked to cut back their budgets. Further, services which the university provide that greatly benefit students are being operated on shoe string budgets, such as counselling service, the International Student Advisory's office and the UNB teaching center. The economic outlook for post secondary education is bleak given the weak financial commitments from both the provincial and federal governments.

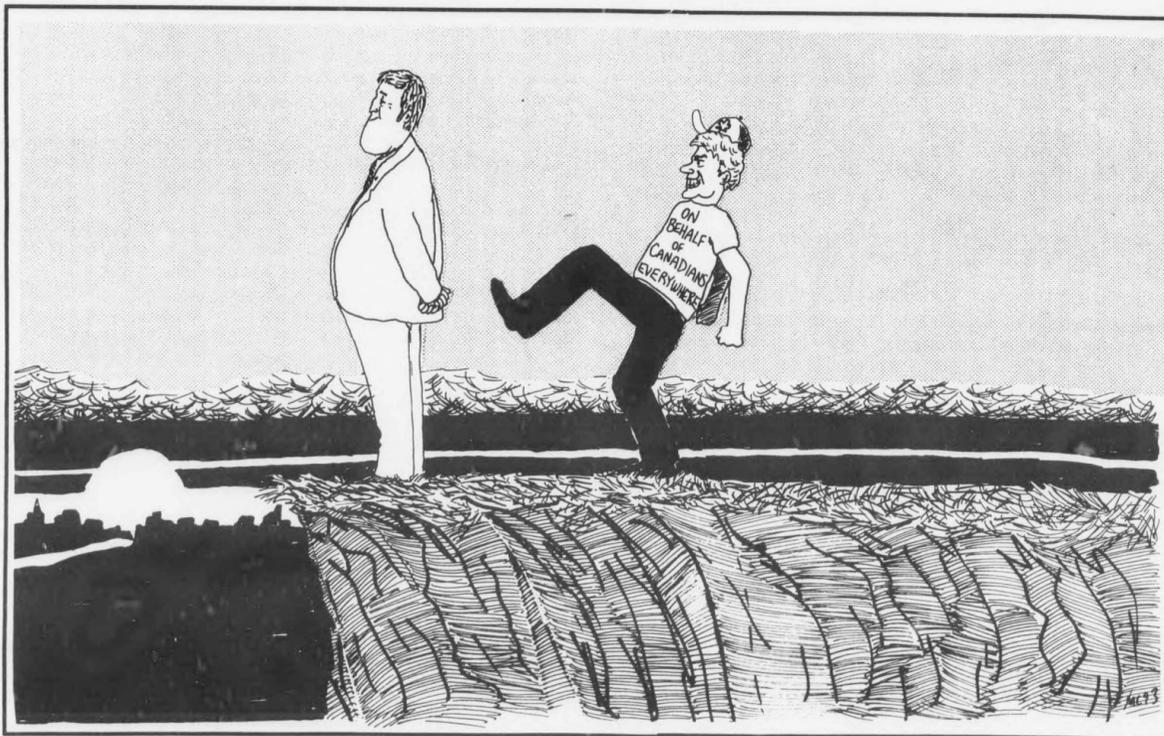
The university is sending a contradictory message to its staff members and the students. On the one hand, the university is informing the community that economic times are tough and tough measures have to be taken. Yet, apparently a substantial amount of money can be found to "thank" BOG members who meet a modest six times a year to really only rubberstamp decisions already made. I'm sure Counselling Services or the UNB Teaching Center would enthusiastically welcome the money which the university has spent on tickets for the *Phantom of the Opera*.

However, all is not lost. As a BOG member, Yates has decided to request tickets for the show so that the Student Union can raffle them off with the proceeds going to a bursary fund for needy students. The other BOG members who have also requested tickets should do the same.

In fact, the BOG should take a good look at the money which is being frivolously spent to accommodate them with alcoholic beverages during long-day meetings.

In fact, the BOG should take a good look at the money which is being frivolously spent to accommodate them with alcoholic beverages during long-day meetings. In most governments and some business corporations such expenditures are not allowed. Why should the university be allowing it? Certainly providing lunch for the members is reasonable since they meet all day, but providing alcoholic beverages is totally unacceptable.

Perhaps the amount of money being spent for tickets and alcoholic beverages for BOG members is minimal, but budget cuts and tuition hikes affect every UNB community member. They should also affect BOG members as well. In this week's issue another news article deals with the unfortunate story of a married student couple who had the heat in their home disconnected. The couple were waiting for a loan so they could pay their overdue heating bill. One of the students involved remarked that "there's not much money going around". This is a statement that the university and the BOG should keep in mind the next time they decide to frivolously spend student money.



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The opinions contained in this newspaper are those of the individual writers, and do not necessarily reflect the views of the Brunswickan.

The Brunswickan, while being an open forum for the viewpoints and opinions of all UNB students, may refuse any submission that is judged to be racist, sexist, libellous, or containing attacks of a strictly personal nature. The Brunswickan reserves the right to edit for brevity. Letters generally shouldn't exceed 300 words in length and must contain your signature, student number and phone number, or it will not be printed.

All copy submitted must be double spaced, on ONE side of the page only and must be legible. If we can't read it, we won't print it. The Brunswickan now accepts copy on 3 1/2 inch disk, either Macintosh or MS-Dos format.

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MUGWUMP

Norris fiddles while the students

FREEZE

OR

The Bruns gets a Snow-Drift

by Aime Phillips

It was so cold in the SUB this weekend past....
How cold was it?

It was so cold in the SUB this weekend past, that it snowed inside the office.

Yes, with midterms on the go and finals on the way students at UNB are up their ears with studying and assignments. And what with the recent snowfalls, they're up to their ears in snow, too. Students will have to study some place other than in the SUB, though, because on weekends the building isn't heated. Or at least it wasn't last weekend. Just to show everyone what the conditions were like in our office last Sunday, The Brunswickan captured on film a snow drift which had formed on one of our window panes inside the office. And yes the window was shut as tightly as it could be. I would invite you to come in and gape at our extraordinary feat of nature, but of course on Monday the office was 10 degrees higher than comfort permits, and the snow has long since melted.

I'm assuming that Kim Norris, SUB director, was not in the building over the weekend. If he had been, he would certainly have done something about the heat (or lack of it).

Now we just have to deal with the threat of falling icicles strategically hanging above the SUB side door, ready to impale even the most conscientious roof-gazer.

I also wish somebody would replace the light bulb in the light outside the SUB side door. It's been out for a least a week. This would accomplish several things:

- 1) At night I would be able to see when that icicle is about to split me in two.
- 2) Going down the stairs after dark would be a less traumatic experience.
- 3) With any luck, light would help me make an educated guess concerning the deepness of the slush puddle at the bottom of the stairs.

On to other matters...

Happy Mulroney Resignation Week. I don't have anything personal against the man, God forbid I should offend any PC people, I just never forgave him for the whole GST thing. I wasn't old enough to vote for him or against him during the last election, so I'm going to blame all you *old people* who voted. In any event, it seems pretty obvious to me that since Mulroney is resigning, he won't be eligible for any Unemployment Insurance benefits.



This student was unimpressed with the cold condition the SUB was in this weekend past. Notice the snowdrift resting in the corner of the window pane. photo by James Rowan



OPINION

The opinions found in this column are not necessarily the views of the Brunswickan

Mad as Hell

by Mark Ireland

I AM MAD AS HELL AND CAN'T TAKE IT ANYMORE! This is how I felt when I last surveyed the wasteland that is the Canadian political scene. Actually, for some strange reason, this is what I shouted through the end of a telephone receiver supposedly linked to the local Ombudsperson's Office.

"Well you should be glad you don't live in Yugoslavia or Somalia!" Beep... Voila! My reply? How shocking, how absolutely shocking! Here I was (still mentally trapped in the 80's), hoping for a polite, politically correct put down. Your know, something akin to: We're so very sorry Sir/Madam, but we simply cannot tackle your problem in isolation and ignore the rest of Canada, so your concerns will just have to be put on hold for a while. Rather, I've just been made to realize that to be heard I must dig my way through mounds of fertilizer and crap, pretending to be oh so jolly, while the worms gnaw on my ass!

What has gone wrong? Where do simple minded people like ourselves go nowadays for some semblance of public accountability? Why is the light at the other end of the tunnel nothing but the lamp of they wait to trip you up? Lucy? Lucy, something's burnin' in the kitchen!

Why is he so angry, you ask? Well here it is, in spades! Here is the extra mouthful that will no doubt choke the camel! Did you not hear about the recent provincial initiative to eliminate student bursaries? You must also remember the initiative to impose a 3% surcharge tax on student loans introduced by the federal government last year, right? You have also heard of so-called 'education freezes,' tuition hikes, have you not? Most of all, you must have read the recent Canadian Federation of Students (CFS) newsletter in which it was described the latest federal government action to curtail the six month grace period previously allowed students to repay their student loans, right? So, why aren't YOU mad, too?

O.K., so you require more. What has happened to health care? Certainly you've read about recent proposals to increase premiums, have you not? What about a \$100 million plus politically-coercive referendum? Have you considered the \$2 billion plus "invested" on your behalf in Hibernia oil? Oil that so far eludes all technology, and would at best cost \$50 a barrel to produce, i.e. at \$200,000+ per worker? What about UIC vendettas?

Welcome to the 90's friend. 90's where the brain is power and education is not anymore a key, but a hammer with which to break all locked doors, and those that are unable to grab hold of this tool shall be damned! But isn't it highly ironic that in such a new and frightening frontier your governments are cutting deep into education budgets, refusing student grants and calling in student loans. Do you mean to say that your governments care nothing about you, the citizens they represent? Don't they, out of sheer greed, desire to have their students competitively prepared for this daunting reality of global competition?

It seems painfully obvious to me there is a very sinister conservative agenda aimed at keeping this country uncompetitive. For, how else can you explain the indifference to Canadian students displayed by MP's who meet in secret to adopt controversial education bills? This should be a matter of public issue, should it not? Yet I fail to understand why the procedure of passing such a bill with such wide range effects would require only five minutes of consideration by same-party politicians? Why meet in secret in the first place? Is there no government willing to rationally explain these callous actions to concerned students; no government willing to give students the right to address these issues? Don't they even care that students of today will bear the burdens of their actions in the future? WHAT IN THE HELL IS GOING ON HERE, FOLKS?

I thought that I was supposed to be happy that I do not live in Yugoslavia or Somalia, but yet I fail to see the fundamental difference in actions taken arbitrarily by so-called "leaders" in their respective countries. Actually, the only difference is that apparently power-crazed politicians here do not need AK-47 assault rifles or helicopter gunships to dictate their will. For what else do you call legislation designed to force money out of students, but extortion? What do you call legislation which tells certain members of society whether they can attain an education or not? Frankly speaking, telling a student that he/she cannot be granted educational opportunities simply because they lack the funds is indeed dictating their futures, plain and simple! What's worse, is the very persons that are denying students education are now demanding that these students-the future backbone of the economy- (and other persons in society who have already suffered from being unable to get the proper education) forgo all other form of assistance that would, in some tiny respects, make up for the loss they are sure to endure. That is, their right to collect Unemployment Insurance. You have no doubt heard of the spineless act that robs such people of any assistance if they seek to better themselves by quitting one job for another. Did anybody even stop to think that a person might quit a job so he/she can attend some kind of training institution, such as university? Imagine being a sexually harassed person held back by a job that absolutely refuses to release its grip on you. You finally reach the point where you're able to break free of this debilitating situation, and then you fall victim to these kinds of legislative dragons? Leave your job and be damned; refuse to leave and there's hell to pay! What kind of life is that? Don't these people realize that if, despite your long-suffering and personal sacrifice, you're fired from your job (through no legitimate fault of your own) anyway? Oh well, you simply do not qualify for assistance; after all, the employer is GOD.

Students, you had best learn to pray to the eternal employer and fast, even if you are not an unfortunate victim of sexual harassment trying to better your life through education, and your prayers have actually landed you a job. Consider the situation where you have just completed your university studies and you're filing your income tax return. You realize suddenly that, hey more than half your salary just disappeared! Poof! AH well, that's cool you think, since you have a healthy sperm count and you're looking forward to a beautiful baby sometime soon. You can afford to pay such taxes if it will give your child a chance, perhaps even a little advantage. Then it hits you. Where are going to get the money to pay for his/her education? You're already straddled with the interest you must pay back on the student loan you acquired a few years back. If you can't afford to pay back the interest now, what happens later? How you wish that Hibernia oil would start gushing up through the Newfoundland waters; you could certainly use a helping hand in the form of "investment." I mean that's why the government spent so much money on the damn thing, right?

If that makes you depressed, don't even think of hopping in your Ontario-made Japanese car and go for a bit of fresh air! They don't make them babies in Canada anymore. The Free Trade deal called for Canada to sacrifice jobs in the auto industry since 65% of car parts are made in the United States. Damn! So you'd better hop on public transport-nothing wrong with that, it's just that you don't know anybody in town to watch you let off steam! But how did this happen? Aren't you supposed to be living in the best country in the world? Hold on a second, isn't this here the land of Canada, where everybody is equal under the ice? Certainly you can't be thinking of Canada, you must be in America. You feel so much like a poor American now, don't you? No medical insurance, exorbitant tuition rates, more suicides, etc., etc....What has gone wrong? Who are these people playing me like a cheap string puppet? Who are these monsters parading around in Gucci suits, alligator shoes and Mercedes Benzes, slashing here, and there, freezing this and that, eating up the students' bread? Now, DON'T YOU FEEL MAD AS HELL? CAN YOU TAKE THIS ANYMORE?

BLOOD AND THUNDER

Letters to the editor reflect the views of our readers and not necessarily those of the Brunswickan. Letters may be sent to Rm. 35 in the Student Union Building. Deadline: 1 pm on Tuesday. Usual maximum length: 300 words. Please include name, student number and phone number.

A bloody disgrace

Dear Editor,

It's been almost two terms since the engineering student government has been involved [sic] scandalous events. After the winter term of 92 the E.U.S. has kept a low profile, possibly they have gone under ground. Though all dealings this year have been above board, student government has still been ineffective. The E.U.S. is a farce, - the E.R.T.W. is a farce - and the student union is a sick joke!

This letter has been sent to your paper and not the E.R.T.W. because engineering politics and publications have been treated as a communist state. Any criticisms about engineering related topics are heavily censored by the E.R.T.W., which this year seems to be a joint venture between the paper and the E.U.S.. It's been said that your paper does print or publish engineering concerns, I hope that you will print this.

Some of the big engineering concerns this term are the replacement of the BEAVER MAN, and the termination of student loans. These are issues which the student body has no control over, but yet waste their time and other people's time by sending out petitions to change the world. Just like everyone else I also liked the BEAVERMAN, but maybe beaver foods has valid reasons for replacing him with the new girl.

The engineering student government is planning to send Frank McKenna a petition protesting the possible termination of student bursaries???? Another waste of time and tax payers money. It's time some of you old ladies woke up and smelt the coffee. In case you haven't noticed we are still in a recession and why should the tax payers have to pay for your education and economic mismanagement. Today the welfare, the medical care, and the unemployment services have all been unduly exploited by the selfish and ignorant. For years irresponsible students have been milking the bursary system dry - it has to stop somewhere.

For the past four years I have put \$10,000 away in Canada savings bonds, and because of my taxable income on these bonds, I am unable to get a student loan or a bursary. Some might say why would you want to draw one, you have lots of money to cover the costs? Unfortunately for people like myself this is the way the government sees it. So why can't I get a student loan? — discrimination!!!! Because I am responsible, get a summer job, do not drink or smoke, live very modestly, shop at the lower valued stores and scrimp and save — I am restricted from getting any financial aid. So for you irresponsible

people who have 12,000 dollar student loans don't come crying on my shoulder. Instead of wasting your time and my money sending out SILLY petitions try the following.

MANAGE YOUR MONEY
DON'T BE MATERIALISTIC
WHEN SHOPPING
STOP THE PARTYING, DRINKING AND SMOKING
DON'T GO TO FLORIDA ON MARCH BREAK
CUT DOWN ON RESTAURANT FOOD
EAT 3 MODERATE MEALS A DAY
BUY ONLY NECESSITIES

For those of you who do not meet these requirements it's time to shape up!!!!

Marc Duschene

Experiencing violence at school

Dear Editor,

For the past three years, my daughter has experienced many incidents of violence by other students at the Priestman Street Elementary school. These episodes have taken place both in the halls of the school, and on the playgrounds.

The school has in attendance approximately 700 students divided between two playgrounds. For approximately 350 students on one playground, there are no more than two supervising teachers - a ratio of 175 to one. To properly supervise and intimidate aggression would require many more teachers on the playgrounds during recess times than is feasibly possible.

The problem I have with the violence taking place is that it seems to be going unnoticed; and even when it is brought to someone's attention, the manner in which it is dealt with does not ensure the elimination or reduction of the aggression. In many instances, the violence is not being viewed as a problem.

We, as parents, must do something to help alleviate - or at least seriously reduce - the many occurrences of violence on our children's school grounds. There are many successful programs being implemented in school curriculums in other provinces across the country. What is taking New Brunswick so long to adopt any one of these proven successful programs as part of its school curriculum? The time has come for us to stand up and take part in a safer world.

I am looking forward to discussing this matter further with other parents experiencing the same difficulties. Regardless of your location, and the school your child attends, I welcome hearing from you. Talking about this issue/problem will prove, I am confi-

dent, to be the first step in changing the violent conditions prevalent on our school's playgrounds. I am tired of seeing my daughter hurt and afraid to go to school everyday. Please, feel free to contact me at 459-4942.

Sandra Foster

Article deserves closer examination

Dear Editor,

John Valk's interesting yet offensive notion of the "perils of individualism" is certainly deserving of closer examination. Discussion certainly has its merits, inasmuch as it is confined to an individual perspective. Here is mine.

We are somewhat handicapped by what amounts to a noticeable lack of cohesiveness in Valk's argument. For instance, is he really advocating the use of the Christian church as a forum for enlightened discussion? As has always been the case, such attempts can only be met with resistance: open-mindedness, thought's saving grace, becomes a measure of heresy - "thy name be Satan."

If Valk is suggesting that, instead, an infrastructure be set up to encourage and facilitate the collective practice of "spiritualism" among those who dare to think for themselves vis a vis the nature of reality, his assertion that church attendance is in decline would be encouraging rather than alarming. In any case, such an institution while being preferable to what is now in place, is nonetheless founded on the same grievous premise - validity by exclusion.

Reality is of course, all inclusive, to deny this pervasive truth is to practice deception by denial - erecting pernicious barriers toward what is ultimately sought. This principle not only applies to ontological inquiry, it extends throughout the entire spectrum of consciousness: narrow resolve by definition, confines both awareness and utility.

To make matters worse, a collective ideology can only be formed through perversion of individual ideas; what results is no more than a collective subversion. If the ideas of a dominant individual take precedence, though, this constitutes enlightenment by force, which can only be disruptive for the recipient. An interchange of ideas is not necessarily counterproductive, but it is a matter of personal context - the idea of a collective reality is a grand illusion. Through this, one feels justified in claiming the souls of others as property: here is what is right and here is what is wrong. It is only when this illusion is dispelled that an unadulterated collusion of utility, implied and not extracted, can be allowed to exist. (Which is to say - oneness)

Oneness is by no means collective in the exogenous sense. Exogenous focus only leads to a sense of alienation. Identity with the self and Entirety can only be accomplished through endogenous focus. Holism, or spirituality if you like (I don't, since all things are a function of spirit), is the relationship of "One", necessarily, must be "All". (If you prefer the term "God", so be it - I find it far too connotative and thus limiting) "All" represents the simultaneous expression of Possibility, and our experience is broadened only by capturing within our personal reference the greater degree of all. Thus, the greatest and least of all reality is contained within one within the individual.

To suggest, as Valk does, that looking inside one's soul amounts to deception is ludicrous. What is to be gained by belittling ourselves, casting off the very fundamentality of our existence? Enlightenment through submission is to deny the very possibility of understanding. If we are to achieve a greater

state, we must expand our awareness, not pervert it.

Speaking of perversions, the denial of the enjoyment of "this world" in deference to a higher or better one is a self-abusive practice. This leads to the distinction which Valk and others refer to as the "secular" (whatever that means), an evil to be admonished. Since this "secular" world is our primary focus in this sphere of consciousness, it is understandable why a suppression of awareness would be tantamount to the maintenance of this dogma. But, as all is subjective, there can be no inherent distinction made between the "secular" and "spiritual". All is spirit, whether expressed in transcendental or symbolic terms. When we reject this world for being too symbolic, we reject ourselves in turn.

We can all huddle together in a quasi-communal setting, and try to purge ourselves of our only true possession - our unique spirit - for as long as we like.

We can all huddle together in a quasi-communal setting, and try to purge ourselves of our only true possession - our unique spirit - for as long as we like. As narrow, inflexible, and deprived as we may possibly become, we cannot change the one constant and inalienable truth - reality is a self-contained and self-defined phenomenon.

A. J. Carisse

Reverse discrimination

Dear Editor,

After reading Valerie Kilfoil's Wimmin's Room article on reverse discrimination, I can't believe that feminists are as out of touch with reality as she pretends to be.

I admit, males, especially white males, had everything all their own way in the past, but is it fair to the white male entering the work force today, to hire women or "visible minorities" with lower qualifications, to fill a certain percentage of positions?

Equality must start today. We can't rewrite the past. These young men shouldn't be punished for the sins of their fathers, grandfathers, etc.

In the case mentioned of the Toronto firefighters, I read an article in the last Reader's Digest, that told white males in Ont. now have to make a score 15% higher than women or members of "visible minority" groups to qualify as firefighters or for many other positions under new NDP legislation. Is this equality? I think not.

As for her contention that 52% of politicians should be women, as women represent 52% of the population, if as many women as men would get involved in politics, they probably would hold half or more of the political positions.

So, my advice to feminists, if women are truly equal to men, and I believe that they are, start acting equal and you will soon achieve equality. Whiners don't cut it in the real world, they only create resentment.

M. L. Fleming

Two questions for Mr. Valcourt

Dear Editor,

Regarding the proposed changes to the Unemployment Insurance Act by the Minister of Employment and Immigration Bernard Valcourt and his announcement that each case would be judged fairly and individually, I have two questions which I would like Mr. Valcourt to answer.

If a person takes a drunken motorcyle ride, gets chased by the police,

slams into a fence and loses the sight in one eye, they would not be able to work due to the injury. What I was wondering was, would that person qualify for UIC under your proposed new UIC rules?

Please tell me, because I know of a Cabinet minister who did the very same thing and although he stepped down from the Cabinet, he continued to get paid top dollar during his period of infirmity. In fact, he was invited to stay at the Prime Minister's private cottage to recuperate after the incident, and within months he got a promotion. I was wondering what he knew that other Canadians didn't?

Yours most sincerely,
Melynda Jarratt

Being regarded as a criminal

Dear Editor,

On Tuesday, February 16 around 9:30 in the evening, I found myself walking home from the University. When I was less than a block away from my home a young woman came out onto the sidewalk in front of me. She was carrying a large hockey bag which I assumed was filled with laundry. I immediately felt awkward because the woman was hurrying her step and looking back nervously over her shoulder. I realize that this reaction can be easily understood because of the common occurrence of violence towards women in our society. Since I've heard of similar situations, I knew that I should cross to the other side walk, or turn around and find another way home. However there was only one side walk on this street and I was already very close to home. I decided to slow down my walking pace. As I continued to walk home, the woman appeared to become increasingly nervous, and I felt more awkward. The woman rounded the corner near the ARP pharmacy on Connaught Street and was out of my sight. I continued along and eventually came around the same corner. The woman had stopped and when she saw me she bolted through the door in the building and I heard the door nervously lock behind her. I continued to walk home for I was now less than 100 metres from home. I felt very strange and scared. I unknowingly had frightened a young woman just by walking home. I felt so ashamed to be a man because I was viewed as a criminal but I had committed no crime. But had I? Had the young woman not been harassed? Should I be regarded a criminal because I am a man?

I feel that there were two victims in this incident. The young woman was obviously frightened and probably feels that she was harassed, and I felt that I was regarded as a criminal even though I was aware of what was happening and tried to avoid an uncomfortable situation.

I feel that there were two victims in this incident. The young woman was obviously frightened and probably feels that she was harassed, and I felt that I was regarded as a criminal even though I was aware of what was happening and tried to avoid an uncomfortable situation. I sincerely hope that the young woman reads this letter. I feel so badly for what you must have went through. I also hope that women who read this letter can see the other side of a common situation and understand the feelings of concerned men in today's society who feel that they are being wrongly judged because of the fear of men. A fear that is warranted because of increasing violence towards women.

Doug Folkins

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FCA, Caribbean Circle host An Arawak Tale

by Veda Bowlin

The Holy Cross conference centre at St. Thomas University was the scene of an interesting event last Saturday. Anakuda Hororo (also known as Adam Azaire) made use of a fascinating narrative to inform his audience about his life as a Lokon (Arawak) growing up on a reservation in Guyana. The Lokon (Arawak) people lived along the coast of South America and also on the larger islands of the Caribbean area, centuries before the arrival of the Europeans in the fifteenth century. Today, there are only a few thousand surviving. Anakuda is on a commonwealth scholarship program at the New Brunswick School of arts where an exhibition of his pottery and

other craft work is currently underway. He is also learning about the art forms of other indigenous North American peoples.

Anakuda is a "simple, generous person with a fascinating tale" stated Keith Yhap, President of the Fredericton Caribbean Association (F.C.A.) as he introduced the potter to the gathering. The F.C.A. co-hosted the event along with the Caribbean Circle of UNB/STU. The members of the audience were informed about traditions of the indigenus Lokonos people. Anakuda also described the mixed reactions of people in Guyana's cities as they displayed their unwillingness to believe that Lokonos could achieve anything worth while away from

the 'bush' of the reserve, even in light of his success as a potter and professional worker trained in the art school of Guyana's capital city.

With the help of a slide show, Anakuda also explored areas such as traditional Food preparation, his belief in nature, his travels to other countries and his pottery making. Speaking of his work he stated "my pottery is my religion. Each piece gives thanks to the creator and to my people who gave me this great heritage". Most of his work features a combination of traditional Lokonos forms and contemporary designs with motifs of birds, frogs, monkeys, turtles and petroglyph motifs which the Lokonos people use to interpret legends. An important theme in his work is the respect

for other living species, which in his tradition are highly respected as also having a right to exist on the earth. "There's a link between all of us" stated Anakuda "and we should all look after each other."

The high level of interest by the audience was maintained by the question and answer session which followed. Among those present were Nela Rio and Maurice Holder (Faculty of Romance Languages, STU), Joy Mighty (Faculty of Business Administration, UNB) Gordon Porter and Aurelius Gordon, President and Vice President

respectively, Caribbean Circle.

Note: The Caribbean Circle was formed approximately 20 years ago at UNB, by faculty and students from the Caribbean region. Membership is open to all students of UNB and St. Thomas University.

The Fredericton Caribbean Association was officially incorporated in 1992 by people who either migrated here from the Caribbean region or have links or interest in the region. Both groups seek to foster an increased awareness of the culture of the Caribbean.

UNBEA...continued from page 1

served some years ago.

The Brunswickan was told that six or seven employees who wished to vote in the election, but who had not purchased memberships prior to election day, were turned away by the Association's Sergeants at Arms. They said that they were told that one could not attain voting member status within 24 hours of the election due to a ruling by the Labour Relations Board.

The employees then contacted the LRB regarding such a ruling and were told that no such decision was rendered. The February 15th letter states that the Sergeant At Arms were simply not "in a position (nor authorized) to sell memberships..." Those concerned said that in addition to sign-up problems, their names, which appeared on a list of employees, were highlighted for easy identification. The letter said that "...the voters list had already been prepared in the afternoon of February 10th from the eligible membership." It also said that the Sergeant at Arms were as well, in this instance "not in a position (nor authorized) to...check the employment status of these people."

The former CUPE supporters claimed that even the notification for the election was improperly organized. They told The

Brunswickan that posters were not placed, as they are normally, in many buildings such as the Aitken Centre, LB Gym, South Gym, Central Heating Plant, McGee and MacLeod Houses and the Campus Residences. The Association Executive's letter addressed this issue by stating that, "In some areas posters were put up but were later taken down...apparently by persons working against the UNBEA (we cannot control that sort of childishness)." Langin told The Brunswickan that it was not uncommon for notification of meeting posters to be removed "even when we were still a CUPE Local."

A special meeting of the UNBEA was held February 24, 1993 in Carleton Hall.

After employees interrupted Langin's prepared speech at page 10 of 18 pages, a vote was called to settle the question of whether another election was to be held in order to satisfy all employees. The count was 88 to 65 to retain the executive which was elected February 10 and not have a second election. The Brunswickan was told that some employees questioned the count.

As under CUPE representation, there are presently two unionized groups on campus. These are the General Labour, Trades and

Audio Visual group and the Secretaries, Allied Clerks and Library Assistants group. Information given to The Brunswickan suggests that the vote on whether or not to have a new election indicated the division of the two groups; the latter voting to retain the original election results.

As negotiations with UNB (the employer) continue in anticipation of a new collective agreement with the UNBEA, both those who have taken issue with the Association's practices to date and the Associations Executive Committee are seeking solutions to the internal problems. Langin stated that the executive wished to "put an end to this riff and get on with business."

He said that he UNBEA will be seeking membership in the New Brunswick Federation of Labour in the not so distant future.

Several employees claim that much has to be considered before there can be harmony among the bargaining unit employees at the University of New Brunswick.



UNB Amnesty International to celebrate Women's Day

Women around the world are being silenced. They are victims of intimidation, illegal arrest and detention and torture by governmental and paragonmental agents. They are victims of official campaigns to deny human rights and to crush the human spirit.

Governments all around the world take illegal and extra-legal action against women who speak out or women who are perceived as potential opposition.

These women are of all ages, from all walks of life. They are trade unionists, agricultural workers, office workers, housewives, journalists, physicians, and lawyers. Most are on the forefront of social and political change, and many are leaders. But others are victims of human rights abuses simply because they are wives, mothers, daughters, or friends of those

deemed "dangerous". What is happening to them should not be happening to anyone.

Amnesty International is a worldwide human rights movement which is independent of any government, political grouping, ideology, economic interest or religious creed.

The Amnesty International, UNB group will hold an event on March 8, The International Women's Day, to celebrate the abuses. There will be guest speakers who will speak on women and human rights abuses. It will be a candle light vigil on behalf of the latest Amnesty files about women prisoners of conscience. This event will be held on March 8 at 7:00 p.m., UNB, Tilly Hall room 102.

For more information please contact: Kourosh Mohseni: 451-6407.

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NOTICE OF ELECTIONS

Nominations are invited for the election of student representatives as follows:

BOARD OF GOVERNORS: (Graduate or Undergraduate Students)

Two seats -- terms ending 30 June 1994

FREDERICTON SENATE: (Undergraduate Students)

Five seats -- terms ending 30 June 1994

ELECTION DATES: 23 & 24 MARCH 1993

NOMINATIONS CLOSE: Wednesday, 10 March 1993, at 4:30 p.m.

ELIGIBILITY AND PROCEDURES: Inquire at offices of Student Union, SUB, or University Secretary, Room 110, Old Arts Building.

THE POLITICAL PERSPECTIVE

This week: *Unemployment*

THE LIBERAL PARTY'S VIEW

by Jennifer Campbell

Employment is a Canadian concern, especially to young people, many of whom go to university to make themselves "marketable" on the job scene. A large number realizes, far too soon, that the job market is extremely competitive and often bleak. However, in New Brunswick the situation is improving. New Brunswick's Liberal government, according to the 1991 platform, believes that jobs and the economy are the most important issues facing New Brunswickers. Since this government came to power, it has focused consistently on these two priorities. In its first term, the government added 19000 jobs to the New Brunswick work force. Recently, Statistics Canada reported that the New Brunswick unemployment rate dropped from 12.5 to 12.1 percent. This government is continuing to improve the Provincial economy by providing 4000 more jobs this year than last.

The issue of unemployment is particularly relevant to the University community and the Liberal Party recognizes this fact, insisting that "the most crucial element in our strategy to stimulate employment is our single-minded dedication to creating a climate of life-long learning in New Brunswick."

Part of this dedication is an effort to equalize access to education. The Liberals have implemented a public kindergarten program. This program provided kindergarten-level education to 10000 children, 4000 of whom would have been excluded in the old privatized system. The benefits to this new system have yet to be recorded formally; however, so far, the feedback has been positive. The system has been successfully and consistently implemented across the province. This program also created many jobs. Teachers, bus drivers, janitors, and administrators had to be hired to make the kindergarten effort a success. It also created jobs at the universities because a need developed for early childhood education professors to prepare teachers for the program.

At the secondary level, the government organized a study on Excellence in Education and is continuing to investigate questions emerging from this study. It is pursuing a "stay in school" campaign to fight the continuing problem of students dropping out of school. For those who have dropped out, there are programs to ensure that they can read and write. In addition, there is a focus on improving and testing literacy to better prepare New Brunswickers for the future.

Further in its policy for education as a pre-requisite for employment, the Liberal Party will continue to expand the academic fields of science, math and entrepreneurship. The Party will continue to sponsor and promote the Junior Achievement program and will introduce formal entrepreneurship courses for secondary schools. To improve communication between the two official languages the Liberal Party will encourage and sponsor student exchange programs which are beneficial because of their unique immersion aspect.

Another important part of the Liberal strategy to increase employment rates is its commitment to training for the unemployed through adult literacy, apprenticeship, and skills training. Moreover, it has generated cooperative education programs to link education with experience in the work place. Programs provide additional training for those who are seasonally unemployed and offer incentives to employers for re-training their personnel. Finally, the government monitors closely labour force needs to ensure that its programs are relevant to those demanded by the economy.

The establishment of adult access centres will help New Brunswickers gain the skills required to participate effectively in a labour environment. Concerning this plan, an Accreditation System for Community Colleges would reduce redundancy in education by formally recognizing skills a person already possesses.

The Liberal Party wants to put New Brunswickers back to work with jobs that are rewarding and long-lasting. To achieve this goal labour, business, and education must be partners with Government. The Liberal Party of New Brunswick has demonstrated that it can build that partnership to ensure a future in New Brunswick for New Brunswickers.

THE CONFEDERATION OF REGIONS PARTY'S VIEW

by Reg J. Fleming

The people of our province have chronically suffered from high unemployment, and low incomes. Our problems have often been compounded by government irresponsibility. While drowning small business and individuals in ever increasing taxes and bureaucratic red tape, governments have continued to bail out large corporations, and debt has continued to grow exponentially.

High taxes serve to lower the economic welfare of the average working New Brunswicker. High taxes discourage small business and tourism; vital sectors of the New Brunswick economy. Economically essential resources cannot be utilized by the people if they have been taxed away by Big Government.

Provincial sales tax, and other forms of government expropriation of private assets, must be lowered in order to foster positive economic development. In order to lower taxes, deficits must be controlled by government; a task at which the parties of the past have proved themselves incompetent. Government must extricate itself from sectors of the economy where such intervention is unnecessary and/or detrimental. Balanced budget legislation must be passed to enable Government to get its economic house in order.

It is our intention to simplify the complex government bureaucracy by amalgamating the offices of Economic Development, the Regional Development Corporation and the Department of Commerce and Technology. Savings from eliminating administrative duplication can lead to greater economic efficiency, tax reduction, and debt reduction.

The technological advances of this century have had a dramatic impact on the world in which we live. In this increasingly complex environment, quality education often decides who progresses and who does not. Society's well being depends upon the investment we make today. The *Globe and Mail* (Feb. 22, 1993, pg. B3) quotes Statistics Canada's contention that "[between] December 1990, to December 1992, when total employment fell by 0.8 per cent...the number of university graduates who found work grew by 13.3 per cent...at the same time employment for those with less than a high school diploma fell by 13.2 per cent." "In December, 6 per cent of university graduates were unemployed; for those with less than 9 years of schooling, the jobless rate was...29.5 per cent."

We view education as a life-long pursuit and believe that all members of society have an interest in the quest for knowledge. The only limit to humankind's ability to learn is humankind's willingness and commitment to do so. A CoR-NB Government will ensure that education is not compromised.

While paying lip service to "Excellence in Education" the Liberal government's primary concern has been quelling popular input by amalgamating school boards.

Once again the Provincial and Federal Governments have revealed their class prejudice. By attacking the Student Bursary Program and maintaining the tax on student loans, the people are increasingly being denied access to education.

Political leaders holding press conferences and having their pictures taken in front of every business that happens to move into their jurisdiction is not an effective means of dealing with unemployment. A province with one of the highest number of welfare recipients per capita needs real, effective, concrete measures to deal with the tragic problem of unemployment.

THE PROGRESSIVE CONSERVATIVE PARTY'S VIEW

by Jim MacGee and Dennis McCarron

Reducing the long-term unemployment rate requires a dedication to creating employment opportunities, in other words, creating economic growth.

The Progressive Conservative Party of Canada is committed to a long-term strategy of creating sustainable economic growth. This growth will provide increased employment opportunities for Canadian by improving the atmosphere for Canadian businesses—not just big business, but small business, the largest employer in the Canadian economy.

A healthy economy requires a strong base upon which to build. Our Party believes that in order to strengthen Canada's economic foundation, real reform of our education, re-training and social programs is required. Canada's economic future lies in the knowledge-based industries, industries that require highly-skilled and educated workers. We must seek to equip Canadians to take advantage of these employment opportunities. To achieve this, we must recognize the importance of education and retraining. We must also amend our social programs in order to break the cycle of dependency and poverty created by our present system. The challenge is to develop a social "safety net" that acts as a trampoline to prosperity, not a trap resulting in continual unemployment and poverty.

Creating opportunities for employment in Canada requires an environment where businesses can thrive and expand. We must all work together to build a nation where individuals can fulfill their dreams and open businesses that can compete locally, nationally and internationally. NAFTA, Free Trade, deficit reduction, deregulation, privatization, tax reform, and investments in infrastructure are all initiatives our government has undertaken to help achieve economic growth and increase our competitiveness in the global marketplace. Recent studies documenting the accomplishments of Canadians businesses over the past few years have proven the success of these policies.

While these policies are essential to both long-term economic and employment growth, the most valuable asset in today's labor market—and the key to competing in our future marketplace—is a highly skilled, motivated employee. Too many Canadians today lack the skills demanded by employers. The solution lies in the development of a new approach to education and re-training. The educational system can no longer operate independently of the real world. Theory cannot be distanced from application and practical experience. Government, industry, educational institutions, and students must work together to develop an educational system that will prepare students for entry into today's demanding labor market.

Given the present rapidly changing technological environment, skills need to be constantly upgraded. This places a premium on re-training. Skill upgrading is especially important for those individuals whose skills have become obsolete. This is an area where recent UIC reforms have been targeted. These reforms involve the re-allocation of UIC funds from passive income support (i.e. paying people to remain unemployed), to re-training (giving people the necessary skills to become employed). Our Party feels that more remains to be done in this area, and is committed to increasing the amount spent on re-training relative to passive income support. Employment and Immigration Canada is currently involved in developing several programs which can assist people in the transition from welfare to work. The "NB Works" program is one of these programs, and is a collaborative effort with the provincial government. Once again, all these programs share a common theme; that is in order to solve the problem of unemployment, one must address the cause of unemployment, not the symptoms.

In conclusion, our Party's policy is based upon the belief that long-term success in reducing the unemployment rate depends upon a new philosophy. The role of government should be to extend a helping hand to those unemployed, not a hand-out. Education and re-training are the keys that can unlock the door to the high-tech, knowledgeable-based jobs of tomorrow.

THE NEW DEMOCRATIC PARTY'S VIEW

by Chris Rogers

When one looks at the economic situation that our country is in it is obvious that the neo-conservative policies of the current Conservative and previous Liberal governments have been a complete failure. There is currently an unemployment rate in Canada of around 12% and it is above the average here in New Brunswick.

The Conservatives will tell you that this high unemployment rate has been caused by the current recession, this is a fact that we in the New Democratic Party do not question. However, what we do, very strongly, question is whether or not the government did all it could to lessen the impact of the recession on the people of Canada or whether it just let market forces destroy the lives of literally millions of Canadians. These are questions that must be asked, since it is obvious from the fact that we are in a "jobless recovery" that the government currently has no policies to create jobs for Canadians, and it is probable that they never did have a real strategy.

The New Democratic Party, however, has recently released a policy paper entitled *Strategy for a Full-Employment Economy* that details our parties policy on job creation. It is obvious from the title of the paper that a New Democratic government would work toward a policy of full employment. It must be said that full employment does not mean zero unemployment or that everyone would be guaranteed a job, to say it did would be a blatant lie. What it does mean is that the number of jobs available would be close to the number of people looking for work. It also means that all actions taken by government would either generate jobs or protect existing jobs.

Obviously there must be a plan to accomplish these goals, since they are not just going to happen. We believe that we have developed such a plan.

We would establish a National Investment Fund. The government would invest \$2 billion into this fund every year for five years, with other investors such as pension funds and other institutions participating. It would be run by an independent board made up of people from across Canada, and would be mandated to invest in Canadian owned high skill industries. We estimate that this fund will create 200,000 jobs over the next five years.

In order for any economy to thrive it is necessary for those who actually do the work to be involved in the shaping of their workplace. Therefore both labour and business will be consulted as to federal economic policy. We will bring in legislation that would make it easier for workers to buy into the companies they work for. We will also increase support for community economic development organizations. As well as reorganize the Canadian Aboriginal Economic Development Strategy so that it will be put under the control of aboriginal people themselves.

One area of great importance, if we want to build a full employment economy in Canada, is increased investment research and development. In order to do this a New Democratic Government would double investment in the National Research Council and in the National Sciences and Engineering Council. We would coordinate federal investment to steadily increase the amount of Canadian based research-intensive industry in the economy, as well we would tighten research requirements on foreign investment in Canada.

We will also use fiscal and monetary policy to achieve full employment. This will be done by allowing Canada's real interest rates to decline, and allowing the dollar to find its real value against other currencies. We will confine tax-subsidized savings, such as RRSP's, to investment within Canada, and will eliminate government waste in order to reduce Canada's long term debt.

We would also change the tax system so that we could reduce the debt without putting all the pressure on the backs of the working and middle class. We would eliminate the GST, we would end wasteful tax breaks that favour the wealthy, introduce a minimum tax on profitable corporations, reallocate three percent of the current military budget to general revenues each year, as well as other reforms.

We believe that with these and other reforms that we will be able to create a full employment economy and that it can be done with a minimal effect on inflation. We also believe that anything less than full employment is unacceptable.

If you would like a copy of the full document *Strategy for a Full-Employment Economy* you can call the NDP office at 1-800-565-2122 or Chris Rogers at 454-0133.

GST: Keep it or scrap it? March 19

SPECTRUM

The opinions found in Spectrum are not necessarily the views of the Brunswickan. People interested in writing for Spectrum must submit at least three (3) type-written articles of no more than 500 words each to the Brunswickan.

Metanoia

Boomers and thirteeners

by John Valk

Alexis de Tocqueville, a 19th C. French statesman and social philosopher, once stated that "among democratic nations each generation is a new people." That observation is shared by Neil Howe and William Strauss. However, in their article, "The New Generation Gap" (Atlantic Monthly, Dec. '92), they claim that an increasing chasm and tension is emerging between two current generations. Baby Boomers, those born in the years 1943-60, appear to differ radically with Thirteeners, those born in the years 1961-81, when it comes to ideals, morals and goals.

The authors state that the Boomers were the most indulgent children of the present century. They entered their teens on the wave of a golden era, emulated the Beatles, staged university sit-ins, advocated unrestricted sex, booze and drugs, and brought the Vietnam War to an end. As they currently enter mid-life, their tune changes somewhat. Today they are "obsessed with values, back-to-basics movements, ethical rectitude, political correctness, harsh punishment and a yearning for the simple life." In stark contrast to the generation before them, they seek to redirect public institutions to what they consider a socially redemptive purpose. According to them, crime and poverty require serious attention; health and education serious redirection.

Thirteeners, on the other hand, are that emerging generation — thirteenth to know the U.S. flag and Constitution — which lack not only a precise label, but everything the Boomers value. Alternately called "Generation X", "Xers", "Baby Busters", "posties", (as in post-yuppies), they exalt a physical frenzy spiritual numbness, a revelry of pop, a pursuit of high-tech and guiltless fun. Theirs, according to the authors, is a carnival culture of bottom lines: only, bodies and brains. They shade their eyes with Ray-ban Wayfarers, cover their ears with Walkman's bleating heaving metal, alternative rock and rap, are academically non-inclined, politically non-interested, flirt with suicide, see "wilding" as recreation and face date-rape trials.

The emerging gap, or hostility, state the author, occurs because Boomers, whom critics call smug, narcissistic, self-righteous, intolerant and puritanical, cannot understand, let alone accept, the cynicism, pragmatism, moral ambivalence and alienation of the Thirteeners. Thirteeners, on the other hand, realize that they live in an entirely different world, where learning survival skills may be the best education they can get. Most alarming is their sense that they are products of a generation that did not want them.

In a few short decades North Americans went from a family culture of "My Three Sons" to one of "My Two Dads." As more mothers demanded space in the workplace, more toddlers required space in daycare. Adults saw, for the first time, not children but careers, automobiles, monster homes, boats, vacations and clothing as necessary for "the good life." Birth control, abortion, sterilization, affairs, separations and divorce consumed domestic conversations. "Latchkey Kids" boomerang children" became common but ugly new phrases in teen lexicons, as did public debt, down-sizing and restricted enrollment. Thirteeners were born into a child-hostile nation enamoured with over-consumption in a sea wash with affluence. Also for the first time, theirs will be the generation which will not only not outpace their parents, but will be lucky just to keep up. What is their greatest obstacle: "those damn Boomers"?

There is an increasing number of Boomers returning to university. On some campuses their numbers

may exceed 35% of the student body. At UNB, where some refer to themselves as "Zoomers", they meet Thirteeners in and outside the classroom.

Having grown up in a period that was also supposedly experiencing a "generation gap", I came quickly to realize that the problem was really one of communication. If indeed an increasing chasm is emerging between Boomers and Thirteeners, then here at UNB, an institution where we learn to communicate, a golden opportunity is at hand for two generations to come together and talk to each other. Perhaps the *Brunswickan* could serve as a forum for such discussion.

Communication via the printed media, valuable in itself, will not be sufficient however. What is most valuable is face-to-face exchange: people simply talking to, not past, each other. Perhaps the discussions could begin over spaghetti — every Friday, 5:00 PM, Monte Peter's Residence, Apartment #2, Bridges House. Boomers and Thirteeners are welcome.

GENERATION GAPS/ They usually occur due to a lack of communication, yet here at UNB there is a golden opportunity for two generations to come together and talk.

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The Wimmin's Room

Are you a feminist?

EDUCATION/ It should be geared towards reducing violence against women and eliminating sexism.

by Debbie Bartlett

Four years ago I decided to enroll in university because I felt that the domestic role I was engaged in was becoming too restrictive and routine (I mean how many times a week can you scrub the floors). At that time in my life if anyone had asked me if I was a feminist, I would have answered "No Way". After all I didn't go out and burn my bra (not that anyone would have noticed any difference if I had), I wasn't a man-hater, and I didn't participate in any marches or rallies supporting the feminist cause.

Now, four years later, if I am asked, "Are you a feminist?" I would have to respond "YES DEFINITELY". You may wonder what brought about this change, in fact that very question has been on my mind lately, so I decided to share a few of the reasons for this change with you throughout this column.

There has been two different types of influences which I can identify as helping me realize and accept that I am a feminist. First there has been the courses I have taken at university including Arts 1000, a couple of History courses, in particular, the Witches and Heretics course, and most of the Sociology courses, with the greatest influences coming from Soci 1000, White Collar Crime and Criminology. In the White Collar Crime course, I researched a paper on the

Dalkon shield, an IUD manufactured by A.H. Robbins in the early 1970's. The research showed that over 100,000 women became victims of this device, and they suffered; impairment or loss of child bearing ability, pelvic infections, defective babies, unwanted abortions, persistent pain, and in some cases death, all because they chose a form of birth control that they assumed was safe. I came away from that paper with the feeling that if it had been men who had suffered these types of injuries from a manufacturer's device, people would still be talking about what a tragedy it was. But the course that had the greatest influence on me accepting the fact that I am a feminist was the Criminology course I took from Sandy Wachholz. It was in this class that I was exposed to real feminist theories, written from a feminist perspective. Sure I knew there were feminists out there, after all I heard about Gloria Steinem, but it was this course that made me really look at the things that women were saying and writing.

On campus I have been influenced by a few individuals who made me realize that I am a feminist. First there has been Rita Hurley, she is one of those individuals who has that special gift of expressing her views in such a way that you have to agree with her. Another individual that has helped me along this journey towards feminism is Valerie Kilfoil, even though

I don't always agree with her views on things, she has been responsible for making me consider a few issues which I otherwise would not have even considered. Valerie also earns my respect for being an individual who is not afraid to bring controversial issues out into the open where they belong, and she earns my respect for helping to organize activities that have recognized the National Day of Remembrance and Action on Violence Against Women, and for her recent involvement in helping to organize activities that celebrate International Women's Week, in early March. The last individual here on campus that has helped me accept and embrace my new found feminism is Sandy Wachholz, who exposed me to my first examination of feminist theory, and she has always been there for me when I tried to track down other theories and writings.

There has also been one man who has helped me realize that I am a feminist. As strange as this choice may seem to some people, but the man that has helped me discover my feminism has been, Marc Lepine and his slaughter of fourteen women in Montreal on December 6, 1989. To think that women would be killed because they were working towards earning a university degree like me really hit home. After all I am doing the same thing as those women, and to make things even seem worse for me, was the

fact that I had left the very place that individuals like Lepine believed women should stay, The Home!

I have often wondered what can be done to change the prevailing stereotypes and attitudes in society that seems to lead to abuse. I agree with the idea that education should be geared towards reducing violence against women and eliminating sexism and socially imposed gender limitations. Individuals also need to be taught techniques of peaceful conflict resolution.

I agree with the statements of David Kilgour, a M.P. from Alberta, who states:

As I speak now I refer to men in this audience and beyond, all who have not yet fully accepted women as equal partners in all walks of life must critically examine our own latent prejudices, sexism and out-dated attitudes. The problems of violence is not a women's issue, it is society's issue in general and a man's issue in particular. We cannot legislate attitudes, but we can work to get them changed. It will be in the interest of all. (*Victims of Violence Report*, 1992, p. 34)

To those individuals who have helped me believe that being a feminist is nothing I have to be ashamed of, Thank You.

First Nations' View

Government policy and indigenous peoples

APPEALS/ There is no forum in which arbitrary decisions by the Canadian government can be appealed.

by Kathy Makela

Understanding the present and future problems involved in the resolution of the indigenous rights issue in Canada requires an understanding of the federal government's policy regarding indigenous peoples. I will attempt to give a brief summary of what I interpret to be the government's policy regarding indigenous peoples, with particular reference to their policy regarding aboriginal title to land.

Before the 1970s there were few indigenous political organizations in Canada and "Indian policy" was determined by the dominant society through the federal government. Until recently, four major policy elements have been evident in Canadian Indian policy since Confederation, their explicit purpose being to destroy the indigenous way of life while preparing Indians for assimilation into the larger society. The first two policy elements, conversion to Christianity and treaty-making, were largely completed by the turn of the century, with the latter of the two being accompanied by the establishment of reserves and the subsequent confinement of Indians to the reserve systems. The third element was compulsory schooling of Indian children in government-financed religious residential schools, and the fourth element was the outlawing of indigenous customs of governance and leadership selection and the imposition of the Indian Act elective system of government.

Under this policy each Indian government was created by federal officials under parliamentary authority. Title to land was claimed for the Crown while aboriginal title was denied. The powers granted to Indian governments were delegated and limited in scope with the exercises of these powers subject to the control of the federal government. There was no autonomy for indigenous communities, many of whom were financially dependent upon the federal government. Within the indigenous communities, the elective system of government promoted factionalism in the population, instability in leadership, and inconsistency in public policy, problems which are still evident in many (but not all) band governments today.

Indigenous political organization at the provincial and national level emerged in the late 1960s with the release of the 1969 White Paper. This major policy initiative of the Trudeau government proposed to terminate all relationships with Indians that fostered "segregation" and "discrimination" and was to be replaced by policies which encouraged rapid integration of the indigenous population into the dominant society. Moreover, federal responsibility under s.91(4) of the Constitution was to be eliminated. Indigenous leaders strongly opposed the White Paper policy and, as a result of much lobbying, the federal government abandoned it.

Since 1970 government Indian policy was evolved into: (1) comprehensive and specific land claims policies; (2) the devolution of programs and services; (3) community-based self government negotiations; and (4) constitutional talks on the entrenchment of aboriginal rights. At the core of any attempt to deal with indigenous peoples is the conflict of fed-

eral and provincial interests and jurisdiction. These conflicts center around three important issues: land claims, self-government, and financial liability.

In January, 1973, the Supreme Court of Canada handed down its decision in the appeal of the *Calder* case in which it held that the Nishga Indians had an aboriginal title to their land at the time of contact, although the court split on the question of whether that aboriginal title still existed. In light of such a directive, the government undertook its new "comprehensive claims" policy which acknowledged the principle of unextinguished aboriginal "interest" and a federal "willingness" (obligation would be the correct legal term but "willingness" is the terminology used by the government) to negotiate settlement with indigenous peoples based on that principle.

Initially, this claims process was viewed by the government as compensation for a lost way of life; the indigenous entity had lost their way of life and the claims were to provide a means to resolve the cultural, social and economic problems which had resulted due to the loss. By 1978, however, the federal perspective as to the objective of the claims process changed to that of translating the

concept of 'aboriginal interest' into 'concrete and lasting benefits in the context of contemporary society'. These specific benefits were to allow the indigenous people "to live in the way they wish" and were to include a small land base owned by the indigenous peoples themselves; harvesting rights; and representation on administrative boards concerned with land use and wildlife management.



This comprehensive claims policy has been the subject of much criticism by indigenous peoples for it has not only proven ineffective but also it leads to the extinguishment of the aboriginal title to the land. The terms contained in the final agreement signed in 1976 with the Cree and

Inuit of the James Bay region in Northern Quebec are consistent with the kinds of provisions respecting lands and economy in the 1978 comprehensive claims policy. This agreement, known as the *James Bay and Northern Quebec Agreement (JBNQA)*, had been the source of much embarrassment for the government and has been called Canada's "most famous broken treaty" by Chief Ted Moses, Grand Chief of the Grand Council of the Cree (of Quebec). In his 1988 address in Yellowknife, Chief Moses stated: "The JBNQA is a good agreement. We made one mistake; we trusted the federal government to respect the spirit and intent of the Agreement; and because of that we had to fight for the very things that were recognized in the Agreement. Promised programs and services, self-government rights and other benefits that were specified in the Agreement were withheld, delayed or refused until we fought."

This statement was supported by the conclusion reached by the legislative commission established by the Government under Orders of Council: "In the course of history, a notion persists that governments make promises to induce natives to surrender their lands and other rights and then routinely break these promises, fre-

quently hiding behind legal technicalities. Regrettably, the evidence supporting this notion is extensive."

When the government first broke the JBNQA, a federal review concluded that Canada had not violated any legally binding commitments, although it had not respected the "spirit and intent" of the Agreement. The bottomline is that the Canadian government refused to be bound to any specific language within the JBNQA. The federal government is able to do so because in any negotiating process with indigenous peoples, the government is in the position to threaten to cut off negotiations if the indigenous peoples do not comply with their demands. Furthermore, there is no forum in which arbitrary decisions by the Canadian government can be appealed, short of resorting to the courts. The obvious problem here is that these jurisdictional issues are of a political nature and the courts are ill-equipped to deal with them. It is for this reason why for many indigenous peoples the constitutional forum remains the preferred method for obtaining recognition of indigenous (aboriginal) rights. While the rejection of the Charlottetown Agreement may have been interpreted as a failure to some Canadians, it was a good introduction for Canadians and aboriginal peoples alike of the new direction "Indian policy" in Canada will take in future years.

Positively Pink

Bread and circuses or what?!

POLITICIANS/ None of them like to fight on ground chosen by someone else.

by Adrian Park

Ever get the feeling the debate has been commandeered and its course diverted? That a series of quite logical developments have been quietly hijacked and a civilized discourse has been plunged into an arena dominated by noisy demagogues playing the gallery as though their lives depended on it?

The story so far. Way back in the mists of time, around 1984 or so, though it may well have been the Jurassic, a nascent and aspiring leader of the Opposition, one Brian Mulroney, made a pledge. Stuck somewhere between promises relating to the Saskatchewan heavy oil converter, the PEI fixed link and the Hibernia project was a comment about including sexual orientation as proscribed basis for discrimination in the Canadian Human Rights Act. Later that same year the dinosaurs rose to pre-eminence following the defeat of less well adapted life forms at the polls. Somewhat naively, those to whom the promises had been made expected at least lip service to ward their realization. John Crosbie, then Justice Minister, even repeated the promise, but nothing happened beyond those words.

From 1985 a long silence fell over the issue of any amendments to the Human Rights Act—silence, but not inactivity. Too many issues were at stake. Another Federal election came and went. The dinosaurs were reaffirmed at the top of the heap. Still no action—indeed, when pressed on the matter, spokedinosaurus seemed embarrassed about ever having

brought up the subject. Other lobby groups, especially those for the physically disabled became deeply perturbed, as they too had received promises of protection, but the gay and lesbian issue had the government paralyzed with fright. Opening any debate on any amendment to the Human Rights Act was going to open the whole debate in a very public way, on an issue the government sincerely hoped would go away.

Between the spring of 1991 and the fall of 1992 a series of cases worked their way into provincial higher courts. Firstly, in Nova Scotia, the provincial courts ruled that the outlawing of "discrimination on the basis of sex" in the provincial human rights code should be read as though it included "sexual orientation" - the ice began to break. In the fall of 1991 the Nova Scotia government amended their human rights code to specifically include sexual orientation as a proscribed form of discrimination. Within nine months three other provinces had followed Nova Scotia's lead, leaving only Alberta, PEI and Newfoundland as provinces where discrimination in housing, employment and the provision of services is still legal.

In the summer of 1992 the courts reached decisions in the Mossop case (same-sex spousal benefits), the Haig and Birch case (regarding gays and lesbians in the military) and the Douglas case (ditto). The Ontario Supreme Court, ruling in the Mossop case, suggested that the Federal Human Rights Act should be read as though it already included sexual orientation as a prohibited basis for discrimina-

tion. The federal government's hand had been forced—advised that further cases in the courts were likely to go to the plaintiffs unless the government fought expensive appeals, a series of panic measures followed. Military regulations were struck down following Michelle Douglas's victory, and an impasse in an immigration case in BC was pre-empted by the granting of landed immigrant status to a local lesbian's non-Canadian companion without any of the usual procedure being followed.

The dinosaurs handed the torch to Kim Campbell, while in the backwaters of the Federal swamp other things stirred.

The Blenkarnosaurus and its cohorts, having formed the Conservative Family Caucus, began to make angry noises about opposing any amendment. The air began to fill with the flatulent rumblings of large reptilian ruminants. Campbell's task was simple, rather than devise an amendment that would honour previous promises, an amendment was required to limit the advances being granted by the courts.

No politician likes to fight on ground chosen by someone else, or on an issue they haven't had a hand in framing. Kim Campbell, no fool, was no exception. Suddenly, a new issue, a savoury tid-bit for press and public alike, was raised—same-sex marriage. The intent was to define "spouse" legally as a person of the opposite sex before anyone challenged federal regulations concerning pension rights and survivor benefits with a high expectation of winning. However, announcing this intention of

changing the rules mid-way through a game the Federal government looked like loosing was far too blatant a maneuver. Instead, the "spouse" definition Campbell released in proposed legislation last December was presented as "protecting the sanctity of marriage and the family." From the depths of the swamp came a satisfied bellowing, the great sauropods were pleased, and the press ran with it. Visions of bearded body-builders flouncing down the aisle in a billowing flood of white organza were paraded as a camp nightmare adroitly avoided. The terms of debate had non-too-subtly shifted. Opinion polls had suggested up to 75% support for extending human rights legislation. Now the issue was shifted from the field of human rights into the fetid realm of over-heated rhetoric - an atmosphere conducive to dinosaur comfort, but lethal to rational discourse.

It's unlikely Campbell's successor in the Ministry of Justice will do much now before the expected Federal election, unless the amendment is dressed up as "saving the Canadian family from the folly of the courts." After eight years of dither and procrastination we are to be left with an object lesson in the cynical politics of embarrassment, evasion and panic.

Sixty five million years ago two dinosaurs chomped contentedly on the swamp vegetation of the Yucatan. One looked up and saw something hurtling across the sky, and said: "What's that big bright thing heading this way?!" Its companion replied: "Dunno! You tell me....." SPLAT!!! We can only hope.

See Sherry Speak

Reading more into textbooks

SEXISM/ Are teaching materials teaching sexism?

by Sherry A. Morin

See Beth look at her book. See the page. See a girl. The girl plays house. See the next page. See a boy. See the boy build a model replica of the space shuttle. See Sue close her book. See the teacher speak. See the teacher ask the class about the book. See Beth raise her hand first. See Billy raise his hand. See the teacher call on Billy.

Every woman touched by Canada's educational system has been touched by conventional discrimination. The discrimination comes from government, administrators, instructors, educational materials and the providers of those materials, families, and even students. Discrimination in places of learning isn't as overt as it used to be, but it still exists. Persistent gender roles still leave us predisposed to consider women unequally to men.

On university campuses, discrimination occurs against women in the form of sexual harassment. It also occurs in a different form, which is very seldom challenged; many of the textbooks and learning materials used by Canadian universities are sexist.

A textbook called *The Earth* was used in this university's first-year Geology program from 1990-91. It was edited by Tarbuck and Lutgens, who are both male. Of the

32 "colleagues" who were cited as having contributed to the book, only two weren't male. Of 100 photographs in the book, most depicted landscapes, but 17 of them were pictures of people. Of these 17 photographs, 15 showed males performing scientific, geology-related tasks. One photograph showed a crowd scene containing faceless townspeople, male and female. No photograph in the book depicted a female professional performing technical skills. Besides the crowd scene, only one other photograph in the book showed a sign of a female; She was sauntering idly across a grassy field, intently following after a small child who was apparently in her care. This peasant woman, the only woman pictured in the book, served as an arbitrary decoration. Is this the message that should be visually conveyed in science textbooks? After examining *The Earth* I would say that a picture is not worth a thousand words; on the contrary, it is worth only two words - gender roles. Ironically, the book's editors had dedicated it "To our students, who have been our best teachers." Let's hope that geology students start alerting their professors to what makes a fair textbook.

Students of all faculties should be concerned with this issue. Photographs, or visual images, are the world's most quickly communicated, non-verbal form of communication. We depend heavily on sight as part of our learning processes,

and thus in our formation of attitudes. "Humans are primarily visual animals. We gather most of our information about the world through our eyes and... we often think and reason by using visual images and symbols." This is according to *Psychology* by Crider & Goethals. Crider and Goethals are aware of the impact that visual images and symbols can have on us. Therefore, it is deeply disappointing that they, and so many other colleagues of theirs in the field of psychology, have managed to reinforce gender stereotypes in psychology textbooks. In photographs depicting the relationship between therapist and client, psychology textbooks most often show males as psychologists and females as the helpless recipients of their treatment.

What makes this subtle and gradual conditioning a threat to gender-neutral thinking patterns? Suppose that a student's perceptions of women have been molded by his or her exposure to a certain textbook's photographs. The effects of this conditioning have led the student to believe, say, that women are less competent than men at competitive careers. If, later on in life, such a student should be placed in a position where he or she hires women, the women would probably not have a fair chance at being hired, regardless of their qualifications.

An interesting way to examine the problem of sexism in textbooks

is to look over one of your own. Better yet, to see really shocking and striking examples of sexism, pick up a textbook that was used in this university before the 1960's. Many of these obsolete editions are stockpiled in the Harriet Irving Library.

When you're examining a textbook for underlying attitudes, there are a few guidelines that you might follow. If your textbook is an edited compilation of many authors' works, how many of the contributing authors were male, and how many female? Were the editors themselves all male? With respect to photographs and gender roles, how many women appear as office secretaries, waitresses, or prostitutes, while the men appear as doctors, police officers or entrepreneurs? In other words, does the book depict men in positions of authority more often than women? What are the women wearing? Do they appear in tight-fitting clothing out of context? For example, if a business textbook prints a sexist beer ad as a "sample advertisement" in its section on advertising, there is a good chance that the book is sexist. So-called "gender-neutral" language is never, in itself, a reliable indicator of whether or not a textbook is gender-fair. Many writers will take pains to polish their work for technical gender fairness when most of the actual content in the book actually ignores or degrades women.

The most shocking example of sexism that I have ever stumbled across came to my attention this year, in a book called *Global Reach: The Power of the Multinational Corporations*. Its name gives away the subject matter of the book. That is why I was shocked to find a passage, on page 355, that read, "I look at my wife snoring next to me with two pounds of make-up smeared all over her face... My secretary will be consoling, always

The fact that such misogynic comments appeared in a business book on corporate activity is offensive in itself. The fact that R.J. Barnet's book, *Global Reach*, appears on the reading list for one of this university's courses is even more offensive. The book is ostensibly a study of corporate domination, particularly during the 60's, the decade of change. Women's plight under corporate domination is entirely ignored.

trying to stick her big tits into my face. Stupid broad. You can't get involved in the office."

The fact that such misogynic comments appeared in a business book on corporate activity is offensive in itself. The fact that R.J. Barnet's book, *Global Reach*, appears on the reading list for one of this university's courses is even more offensive. The book is ostensibly a study of corporate domination, particularly during the 60's, the decade of change. Women's plight under corporate domination is entirely ignored. Only two references appear in the table of contents under the word "women", and neither of these references provide even a full sentence on the subject of women.

If you ever read anything for a course that's disturbing, questionable or objectionable, approach your professor about it. Ask questions. Discuss the problem. If you don't feel it's been given adequate attention, don't give up until you get the answers you want.

That's it for this week, kiddies. See me speak again in three weeks.

What constitutes Sexual Harassment?

All Brunswickan staff members are urged to attend a presentation on sexual harassment in the workplace. The presentation will be held on March 9, Tuesday in room 203 of the SUB.

Time: 6:00 pm



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Charlottetown Centre
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C1A 4Z1

PUBLIC FORUM ON THE QUALITY OF STUDENT LIFE

The Task Force on the Quality of Student Life, Fredericton Campus, will be holding an open forum to hear views of the University community on any matter relating to the Quality of Student Life.

DATE: Monday, 15 March 1993 TIME: 5:30-7:30 p.m.

PLACE: Council Chambers (Room 103), SUB

Students, Staff and Faculty are invited to attend.

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REGENT MALL

Mon-Sat 10-10

Author Nino Ricci Visits Campus



by Lillith

As she introduced Nino Ricci to a large crowd gathered to hear an excerpt from his soon to be published second novel *In a Glass House*, Professor Mary Rimmer recalled that when she was a lecturer at Concordia University, Ricci had been pointed out to her as a "promising young writer" in the Masters program in Creative Writing. As this was not an unusual way to describe students in the program, Dr. Rimmer paid no special attention to her friend's remark. Ricci's thesis, however, did garner a lot of special attention. His novel *Lives of the Saints*, after being rejected by several publishers, was accepted by Cormorant Books (a small press in Ontario) and won a fistful of awards, in Canada and internationally, including the Governor General's Award for Fiction. The book was widely and favorably reviewed and spent a long period on the top of *The Globe and Mail* bestseller list. *Lives of the Saints* is in its ninth printing, but Ricci said, "Well,

you've got to look at how many are in each pressing before you get too excited...but its done well."

Ricci responded to a question at the reading about whether winning the Governor General's Award was a blessing or a curse with a laughing comment about the prize money, but also an acknowledgment of the respectability and legitimacy it gave to his position as a writer so early in his career. I asked him when I called him last week at this home in Toronto whether he felt "sophomore pressure" in following up a highly successful first novel, and he characterized the pressure as indirect: "I don't have people in my office while I'm writing, sort of standing over me. When the first book came out I was well into the second one, so that helped...because I was already on a certain track and I've been following it. There's a tendency on the one hand to think, 'Well, God, this book is different, maybe what people saw in the first one, they won't see in this one' or on the other hand to think, 'well, I'm just going to do this one differently just to spite them'...In the

final analysis though, I have standards that I've developed over the years and those are the ones that count."

The second novel *In a Glass House* picks up the story of Vittorio Innocente after his arrival in Canada with his half-sister, and focuses on the re-establishment of his relationship with his father, who had immigrated from Italy four years earlier. The section Ricci had chosen to read from described Vittorio's early experiences at school and his feeling of being an outsider fearful of humiliation. The section demonstrated Ricci's ability to believably recreate the perspective of a child and displayed his characteristic attention to detail.

Ricci conceptualized this project as a study of the relationship between Vittorio and his half-sister, but it evolved into a trilogy. This was related to the development of what had initially been background information into a self-sufficient story. He was also concerned with having a manageable section of the story to present as his thesis as he

gradually realized, "I'll never graduate if I try to tell the whole story." He saw a shift in focus between the separate sections, with *Lives of the Saints* focusing on Vittorio's mother, *In a Glass House* focusing on his father and the final section of the trilogy dealing with Vittorio's relationship with his sister. He also identifies separate thematic issues, as he characterizes the influences of *Lives of the Saints* to be a medieval world view, as well as its elements of Catholicism and a tradition of folk stories, while *In a Glass House* is more influenced by elements of the modern world.

Ricci developed the atmosphere of his novels out of a variety of influences, ranging from the stories heard from his Italian parents and the large Italian community in his hometown, Leamington, Ontario, his own travels and research in Italy and his experience teaching in Nigeria for CUSO in 1981-83. Nigeria was an influence not only as a setting in a section of *In a Glass House*, but "in a broader sense, some of *Lives of the Saints* drew on my experience in Nigeria. It seemed to me a culture that had a lot of similarities with rural Italian culture in terms of the mix of standard religion and religious beliefs that are normally classified as pagan or superstitions...Also, the more "so-called traditional lifestyle with the weekly markets, and the pace of life seemed to me familiar in some ways, with the world my parents came from."

I also discussed the trend towards classifying works as "world literature" that fit imperfectly into categories like Canadian literature or American literature, in light of his cosmopolitan background and the fact that he draws on such diverse influences. He describes such categories as "always having been artificial. Perhaps more so now, because people tend to move around both because they move around a lot more and because they move around a lot more and because we have access to so much more information about the world—you're as likely to be reading (Gabriel Garcia) Marquez as you are to be reading Can. lit.—you're exposed to a much broader tradition and inevitably, influenced by it."

Ricci now considers himself a full-time writer. I asked him if he ever considered returning to academic life. He said that "when I did a masters degree I thought 'OK, now I'm going to enter the elite of academia' and once I was semi-within it I saw what a petty world it can be. From a distance it looks so much more noble...I think it was my first department meeting that decided me against pursuing a career in academia. I always did want to write and I think at some point, I will probably teach off and on, perhaps as writer in residence, just to have some continuing contact with the world."

Although he's now "in spirit" working on the concluding volume of the trilogy, Ricci is in the final stages of editing *In a Glass House*, which is to be published by Cormorant this fall.

30.

Caribbean Circle News

by: Aurelius Gordon

Caribbean Nite '73-'93 - Twenty years of rhythm, reason, and rhyme.

On Saturday, March 20, the Caribbean Circle will present the 20th annual Caribbean Nite in the Student Union Building Cafeteria. The event which is scheduled to commence at 7:00 p.m. will feature a delicious Caribbean dinner, a colourful and spectacular cultural show, and a grand dance to end the evening. Dr. Joy Mighty of the Department of Business Administration of the University of New Brunswick will be the feature speaker.

The Caribbean Circle is an Organization of students from the Caribbean, South, Central, and North America, and the general student community of the University of New Brunswick and St. Thomas University. Founded in 1973, the organization has as its objective the enhancement of the academic, social, and cultural environment of the university community. THE SPIRIT OF THE CARIBBEAN - that unifying force which transcends all linguistic, geographic, racial, cultural, and religious boundaries, is the heartbeat of the Caribbean Circle.

Caribbean Nite 73-93' will give our guests the opportunity to capture the eclectic character of this region of the planet through exposure to its unique cuisine, music, songs, ideas, dances, fashion, and poetry.

Patrons are advised to purchase their tickets early as the number is limited in accordance with the Fire Marshal's regulation. Tickets cost \$10.00 (adults) and \$5.00 (children under twelve) and are available from the following persons and locations: i) VEDA BOWLIN - treasurer of the Caribbean Circle, ii) KEITH YHAP - President - Fredericton Caribbean Association Tel: 457-1557, iii) Members of the Caribbean Circle, iv) THE HELP OFFICE-STUDENT UNION BUILDING. Tel: 453-4955, v) THE INTERNATIONAL STUDENTS ADVISORS OFFICE - ALUMNI MEMORIAL BUILDING Tel: 453-4860.

NOTICES: Caribbean Circle SKI TRIP to Crabbe Mountain - Saturday February 27. Departure is from the SUB at 9:00 A.M. The fee per person is \$25. Please Contact BASSEY HAYNES Tel: 450-6683 for further information. ii) REHEARSALS for Caribbean Nite 73-93 - Sunday February 28 at 2:30 in the SUB Ball Room - 2nd floor.

Rehearsals continue at the same venue from Monday 1st to Friday 5th March at 7:00 p.m. Members are urged to come to rehearsals with items needed for performances. Please contact AURELIUS GORDON: Tel: 458-5776, BASSEY HAYNES Tel# above, GORDON PORTER Tel: 458-0680, MAUREEN RITCHIE Tel: 457-2642, ANNA VAN LOON Tel: 454-0080, and VEDA BOWLIN - 455-7834, for further information and/or to put forward your suggestions.

CHSR-RAVE!!!

by Sherry A. Morin

On Saturday night in the SUB Ballroom, CHSR Campus Radio and Tranceatlantic Productions staged the Epiphany Rave.

Dancers reveled from 9 p.m. to 4 a.m. to raise money for CHSR's annual fundraising week. The rave drew its regular alternative followers along with some apparent newcomers to the scene, but was not as successful in drawing crowds as the last Rave, "Resurrection".

Some people probably stayed away because of the cost of tickets; a few people complained to me that \$7 (and \$10, for non-students) was too pricey for this time of year. Also, many people had more pressing incentives for staying up all night on Saturday than attending the Epiphany; they had midterms on Monday.

For those of you who stayed away because of exams, you should realize that a night of safe tension-release can do more good during stressful periods than a week-end of cramming for exams. Next time, study in advance, then you can take time to enjoy a real mind-and-body exercise. These events are not to be missed.

CHSR Campus Radio's D.J. Mir and D.J. Nonsense performed, and CHSR alumnus D.J. Sasha returned on his usual pilgrimage. All three played some great music.

The d.j.'s generally did a good job of reading the mood of their crowd, and the overall experience was just as tribal as ever. There was raw-edged, underground techno, some progressive house, some break-beat, and some standard, trance-inducing music which flooded out in hypnotic waves. All of these styles blended to form a fairly good mix of music. Not surprisingly, the most popular musical style of the night was "break-beat", a thrashing, stop-start kind of music which has currently achieved popularity on the

American rave circuit.

Some of the lighting effects were eye-catching, although it was disappointing that there wasn't more strobe and overhead lighting. Reportedly, the technical expert who was scheduled to do the lights had a last-minute injury, so the responsibility was passed on to the volunteer rave-organizers.

There were other minor technical flaws. A faulty sound set-up or an amplifier that was set too loudly suddenly gave out at about 11:00. Two extra speakers were brought upstairs from the station, and this seemed to remedy the problem. In any case, it served to give the dancers an appreciated half-hour break.

At one point, people who got caught up in the excitement started dancing too close to the d.j.-booth, which shook the floor under it. This, in turn, shook the turntables, which caused a few of the records to skip. Apart from these malfunctions, the d.j.-booth looked great. It might have been stolen from one of the prop-rooms of Pee-Wee's Playhouse. It served a functional purpose as well; most of the lights for the room were creatively mounted to it.

Other than these innovations, the decor could have been more exciting. The location had great potential, but more distortive lighting and a smoke machine would have blurred the atmosphere more suitably. This might have made the same four walls of the SUB ballroom look much less mundane after seven hours of dancing.

If the walls were lacking in decoration, some of the ravers weren't. Some of them overdid it. I have to say that the recent trend in rave-wear, a sad, tacky regression back to the 70's, leaves me nauseous and not much in the mood for dancing. However, if you decide to attend a rave, dress any way you want. I have a problem with this trend of ravers trying to conform to a supposed "hip" style of dress. The point of raving is not to

conform, it's to express your own individuality. You don't have to wear clodhoppers and sideburns to stomp out a mean groove.

You might opt for a more modern, sleek look. I prefer black, white, or a combination of the two, simply because it produces some neat effects under the lights; in fact, black and white stripes under a strobe might almost blind you, but that wouldn't be so bad, considering the way some people were dressed at Epiphany.

The climax of the evening? D.J. Sasha had his mind made up to shake the remaining crowd with a frenzied last set, then D. J. Mir finished off with a few final tracks. There were a few eager dancers who were still on the floor after four in the morning, when the clean-up started.

If you plan to attend the next Rave, be prepared; be open-minded. Raves are not dance clubs. They do not play C&C Music Factory, Technotronic, 2-Unlimited or any other cheesy, chart-hitting, overrated and overplayed acts that masquerade as techno acts. Raves play real Techno. Epiphany has again proven one thing; that CHSR knows its Techno. Since a certain local establishment cancelled its Techno night, there is no other place around to enjoy pure techno than at a CHSR Rave.

If you would like to be updated each week on upcoming Raves, listen to "Beat Confusion", a program which airs Wednesday from 5:30 to 7 P.M. on CHSR. If you like what you hear, tune in also to Bass-Bin, from 11 P.M. to Midnight, on Fridays.

As one of those famous Techno samples goes, "C'mon, move your body, and dance with me." I hope that you all attend the next Rave; numbers enhance the intensity, and the profit potential, of the event. Be sure that the next Rave earns a rave review in the Bruns.

The Other Side Of The Picture

GOES GREEK

by Jethelo E. Cabilete

Hello, hello, hello! How're y'all doing? Doesn't it feel great to finish midterms. Can't wait to hit the slopes or beaches, eh (some of us anyway). Okay, this issue before da Break is dedicated to Memorial Hall stuff, soooo ... Lords and Ladies, the play, *Lysistrata*.

Lysistrata by Aristophanes, opened at Mem. Hall on February 18 and performed until the 20th. Originally performed in 411 B.C. this Greek comedy concerns the folly of war set in a parody between the war of the sexes. Director, Ed Mullaly, chose to do this play in lieu of another play (*Ubu Rex*) due to its comical nature and striking similarities to many modern problems of conflict. Aristophanes did not intend for this play to be feminist in tone, nevertheless one could see it in light of men's and women's social roles today.

The Saturday performance was hilarious and witty. The theatre was nearly jam-packed with people anticipating eagerly, the play. *Lysistrata* began with an opening song, *Comedy Tonight*, foreshadowing the spoofs, sexual innuendoes, and sheer silliness to come. The cast used the entire theatre (stage, balcony and centre aisle) to act in; the idea of Ed Mullaly to achieve "audience involvement." The structure representing the Acropolis was imaginative impregnability made of wire, wood and scaffolding, symbolizing the women's adamant stance to abstain from sex. The siege tower, dubbed the Athenian Penetrator, was every bit a parody of the men's desire to get sex, right down to the phallic battering ram. The music for the play is reminiscent of Broadway scores, and the director chose them to replace the lost music from the original version.

The play was originally cast by men only, but the UNB version had men and women performing, thereby really increasing the comedy. The performers were wonderful, and each gave their all to create distinct personalities and life to their roles. *Lysistrata* was played beautifully by Karrie Evans, who came across as the perfect matronly Athenian woman. Demure, steadfast and resolute, Karrie Evans' presence was felt in the scenes she was in. In contrast to the earthy resolve of Ms. Evans, Marilee Price's, Kleonike, was fire

and verve. She presented herself as *Lysistrata*'s perfect counter, daring, excitable, sex-crazed (she basically slinked on stage). I asked Miss Price what she thought about her part, and she replied "I initially found it difficult because Kleonike is so unlike me." Well, all that work paid off in the laughs garnered, that's for sure (the facial expressions were priceless). Myrrhine (Lisa Smith) and Lampito/Peace (Cindy Goucher) also provided equal amounts of laughs. The seductiveness of Myrrhine is evident in one scene with her husband Kinesias (James Miller), while Lampito's Southern belle attitude and accent was played refreshingly and comically. Other actresses in the play were Nova Lea Thorne, Julia Kennedy (the delegates from other parts of Greece) and vocalists Sarah Haley and Kate Rogers, who displayed amazing vocals and range with *I Never Do Anything Twice* and *Boy, Can That Boy Fox Trot!*

The men also provided comic performances as Greeks who were in a hard position (no pun intended) deciding between continued warfare or sex. All of them were in the same dire straits, but each gave separate qualities to their roles. Marc Lutz as the Commissioner was funny, trying to be authoritative and commanding in spite of the incompetence of his men. Kinesias, played by James Miller, was the perfect cuckolded husband and would be rescuer of his wife, Myrrhine. Mike Brooks (Swiftly) was sheer silliness and brass throughout the play, in contrast to Jeff Czopor's aloofness and almost tragic dignity. Mike O'Pray (Spartan Ambassador) and Paul Lenarczyk gave admirable performances of the southern bumpkins caught in a situation that they can't control. And of course, Mike Doyle who provided vocals to some of the songs, such as *Comedy Tonight*, *Stout-hearted Men* and *There's Something About a War* (excellent vocals from him). In fact, everyone involved deserves the applause gained during the three performances. I heard it was difficult at times, but as Mike Brooks and Marilee Price stated: "The humour component was priceless. You follow the director's directions and trust in his vision. In the end you all pull together." And that folks is what made *Lysistrata* a magnificent production. Until the next time, have a great March Break and have fun! We Outta Here!

THIS SPACE RESERVED
FOR SPINNERS

COURSE AND SECTION	INSTRUCTOR	ENROLLMENT	DATE-OF-EXAMINATION
ANTH1000	01 LOVELL, P./BLACK, D.	117	2 PM Thur Apr 22
ANTH1000	02 LOVELL, P./BLACK, D.	163	2 PM Thur Apr 22
ANTH2144	1B DALTON, W.	67	9 AM Mon Apr 19
ANTH3412	ERICKSON, V.	28	9 AM Tue Apr 27
ANTH3422	ERICKSON, V.	22	2 PM Thur Apr 16
ANTH3624	1B ERICKSON, V.	54	7 PM Sat Apr 24
ARBC1023	EX DHAMIR, S.	12	7 PM Wed Apr 21
ARTS1000	01 MURRAY, J. (CO-ORD)	17	7 PM Sat Apr 17
ARTS1000	02 MURRAY, J. (CO-ORD)	18	7 PM Sat Apr 17
ARTS1000	03 MURRAY, J. (CO-ORD)	17	7 PM Sat Apr 17
ARTS1000	04 MURRAY, J. (CO-ORD)	18	7 PM Sat Apr 17
ARTS1000	05 MURRAY, J. (CO-ORD)	18	7 PM Sat Apr 17
ARTS1000	06 MURRAY, J. (CO-ORD)	16	7 PM Sat Apr 17
ARTS1000	07 MURRAY, J. (CO-ORD)	16	7 PM Sat Apr 17
ARTS1000	08 MURRAY, J. (CO-ORD)	20	7 PM Sat Apr 17
ARTS1000	09 MURRAY, J. (CO-ORD)	18	7 PM Sat Apr 17
ARTS1000	10 MURRAY, J. (CO-ORD)	20	7 PM Sat Apr 17
ARTS1000	11 MURRAY, J. (CO-ORD)	17	7 PM Sat Apr 17
ARTS1000	12 MURRAY, J. (CO-ORD)	19	7 PM Sat Apr 17
ARTS1000	13 MURRAY, J. (CO-ORD)	11	7 PM Sat Apr 17
ARTS1000	14 MURRAY, J. (CO-ORD)	16	7 PM Sat Apr 17
ARTS1000	15 MURRAY, J. (CO-ORD)	16	7 PM Sat Apr 17
ARTS1000	16 MURRAY, J. (CO-ORD)	16	7 PM Sat Apr 17
ARTS1000	17 MURRAY, J. (CO-ORD)	20	7 PM Sat Apr 17
ARTS1000	18 MURRAY, J. (CO-ORD)	13	7 PM Sat Apr 17
ARTS1000	19 MURRAY, J. (CO-ORD)	17	7 PM Sat Apr 17
ARTS1000	20 MURRAY, J. (CO-ORD)	18	7 PM Sat Apr 17
ARTS1000	21 MURRAY, J. (CO-ORD)	18	7 PM Sat Apr 17
ARTS1000	22 MURRAY, J. (CO-ORD)	31	7 PM Sat Apr 17
ARTS1000	23 MURRAY, J. (CO-ORD)	15	7 PM Sat Apr 17
ARTS1000	24 MURRAY, J. (CO-ORD)	19	7 PM Sat Apr 17
ARTS1000	25 MURRAY, J. (CO-ORD)	19	7 PM Sat Apr 17
ASTR1000	EDWARDS, M.	30	9 AM Fri Apr 16
BA1203	E BETTS, N.	50	7 PM Tue Apr 27
BA1203	X1 BLACQIER, J.	26	7 PM Tue Apr 27
BA1203	1B MAHER, E.	44	7 PM Tue Apr 27
BA1203	2B RITCHIE, P.	68	7 PM Tue Apr 27
BA1203	3B BETTS, N.	66	7 PM Tue Apr 27
BA1203	4B BETTS, N.	59	7 PM Tue Apr 27
BA1203	5B MAHER, E.	65	7 PM Tue Apr 27
BA2203	E SEEMS, D.	44	7 PM Sat Apr 17
BA2203	EX GUITARD, L.	44	7 PM Sat Apr 17
BA2203	1B TRENHOLM, B.	37	7 PM Sat Apr 17
BA2203	2B TRENHOLM, B.	37	7 PM Sat Apr 17
BA2203	3B ABEKAH, J.	36	7 PM Sat Apr 17
BA2223	1B MAHER, E.	36	2 PM Tue Apr 27
BA2223	2B MAHER, E.	36	2 PM Tue Apr 27
BA2223	3B ABEKAH, J.	37	2 PM Tue Apr 27
BA2223	4B ABEKAH, J.	46	2 PM Tue Apr 27
BA2304	EX DELONG, M.	28	7 PM Wed Apr 21
BA2304	2B GRONDIN, D.	120	7 PM Wed Apr 21
BA2413	1B MITRA, D.	39	7 PM Mon Apr 26
BA2413	1B MITRA, D.	35	7 PM Mon Apr 26
BA2413	2B MITRA, D.	54	7 PM Mon Apr 26
BA2504	1B TOLLIVER, J.	39	7 PM Tue Apr 20
BA2504	2B TOLLIVER, J.	39	7 PM Tue Apr 20
BA2603	EX BHADURY, J.	31	7 PM Fri Apr 23
BA2603	1B BHADURY, J.	50	7 PM Fri Apr 23
BA2604	1B LIN, E.	117	9 AM Mon Apr 19
BA2604	2B LIN, E.	53	9 AM Mon Apr 19
BA2604	3B LIN, E.	34	9 AM Mon Apr 19
BA3101	1B DAVIES, T.	38	9 AM Thur Apr 15
BA3101	2B DAVIES, T.	25	9 AM Thur Apr 15
BA3101	3B DAVIES, T.	23	9 AM Thur Apr 15
BA3101	4B WHALEN, R.	42	9 AM Thur Apr 15
BA3236	1B COOK, G.	29	9 AM Wed Apr 21
BA3236	2B COOK, G.	22	9 AM Wed Apr 21
BA3424	1B RASHID, M.	53	7 PM Sat Apr 17
BA3424	1E RASHID, M.	26	7 PM Sat Apr 17
BA3424	2B RASHID, M.	53	7 PM Sat Apr 17
BA3424	2E WRIGHT, M.	29	7 PM Sat Apr 17
BA3505	1B STABER, U.	16	2 PM Sat Apr 24
BA3505	2B STABER, U.	2	2 PM Sat Apr 24
BA3623	1B ARCELUS, F.	29	2 PM Fri Apr 16
BA3623	1B EISELT, H.A.	44	2 PM Fri Apr 16
BA3623	3B EISELT, H.A.	49	2 PM Fri Apr 16
BA3703	1B DUPLESSIS, D.	54	7 PM Thur Apr 22
BA3703	2B DUPLESSIS, D.	34	7 PM Thur Apr 22
BA3703	2E CAVERHILL, J.	42	7 PM Thur Apr 22
BA3703	3B CAMPBELL, B.	50	7 PM Thur Apr 22
BA3704	1B CAMERON, B.	2	9 AM Thu Apr 20
BA3858	EX WRIGHT, P.	63	7 PM Tue Apr 20
BA4207	1B MAHER, E.	29	9 AM Fri Apr 23
BA4242	1B RITCHIE, P.	11	7 PM Mon Apr 19
BA4328	1B GRONDIN, D.	32	2 PM Mon Apr 19
BA4427	1B MITRA, D.	32	7 PM Mon Apr 26
BA4427	1B CLELAND, G.	25	9 AM Fri Apr 16
BA4624	1B RAHIM, A.	54	7 PM Wed Apr 21
BA4624	1B RAHIM, A.	54	7 PM Wed Apr 21
BA4624	2B RAHIM, A.	59	7 PM Wed Apr 21
BIOL1040	01 LYNCH/SEABROOK/LLOYD	302	9 AM Tue Apr 20
BIOL1040	02 MACKINNON/WHITTAKER	133	9 AM Tue Apr 20
BIOL1045	01 DYER, L.	61	9 AM Tue Apr 20
BIOL1045	02 DYER, L.	63	9 AM Tue Apr 20
BIOL1045	03 DYER, L.	59	9 AM Tue Apr 20
BIOL1045	04 DYER, L.	48	9 AM Tue Apr 20
BIOL1045	05 DYER, L.	67	9 AM Tue Apr 20
BIOL1045	06 DYER, L.	54	9 AM Tue Apr 20
BIOL1045	07 DYER, L.	49	9 AM Tue Apr 20
BIOL1045	08 DYER, L.	6	9 AM Tue Apr 20
BIOL1550	BURT, M./MULLIN, W.	249	7 PM Tue Apr 20

COURSE AND SECTION	INSTRUCTOR	ENROLLMENT	DATE-OF-EXAMINATION
BIOL1550	ET BURT, M./MULLIN, W.	22	7 PM Tue Apr 20
BIOL2012	COUNTS, R.	183	7 PM Wed Apr 21
BIOL2200	CASHION, P.	100	2 PM Thur Apr 22
BIOL2205	01 MULLIN, W./TIDSWELL, J.	22	7 PM Sat Apr 17
BIOL2205	02 MULLIN, W./TIDSWELL, J.	18	7 PM Sat Apr 17
BIOL2205	03 MULLIN, W./TIDSWELL, J.	13	7 PM Sat Apr 17
BIOL2205	04 MULLIN, W./TIDSWELL, J.	14	7 PM Sat Apr 17
BIOL2205	05 MULLIN, W./TIDSWELL, J.	28	7 PM Sat Apr 17
BIOL2482	01 LYNCH, W./GORDON, K.	19	7 PM Thur Apr 15
BIOL2482	02 LYNCH, W./GORDON, K.	20	7 PM Thur Apr 15
BIOL2482	03 LYNCH, W./GORDON, K.	18	7 PM Thur Apr 15
BIOL2482	04 LYNCH, W./GORDON, K.	21	7 PM Thur Apr 15
BIOL2482	05 LYNCH, W./GORDON, K.	22	7 PM Thur Apr 15
BIOL2482	06 LYNCH, W./GORDON, K.	8	7 PM Thur Apr 15
BIOL3321	1B CONNAN, F./GROSS, A.	52	2 PM Mon Apr 19
BIOL3082	COUNTS, R.	33	2 PM Thur Apr 15
BIOL3132	CASHION, P.	26	2 PM Mon Apr 26
BIOL3602	1B MELLEROWICZ, E.	7	9 AM Thur Apr 15
BIOL3452	YOD, B.	30	9 AM Wed Apr 14
BIOL3662	GORDON, K./CASHION, P.	16	2 PM Sat Apr 17
BIOL3602	SIWA, P./CROME, D.	22	7 PM Fri Apr 23
BIOL3670	BURT, M./CROME, D.	17	9 AM Fri Apr 23
BIOL3702	MCKENZIE/FLEMING	51	7 PM Tue Apr 27
BIOL3800	WIGGS, P.	50	9 AM Tue Apr 20
BIOL4162	SIWASUBRAMANIAN, P.	54	2 PM Mon Apr 19
BIOL4352	CWYNAR, L.	41	9 AM Mon Apr 26
BIOL4422	YOD, B.	28	9 AM Tue Apr 27
BIOL4570	BENEFY, T.	11	9 AM Thur Apr 22
BIOL4722	KEPPE, J.	36	2 PM Tue Apr 20
BIOL4882	MCKENZIE, J.	21	7 PM Fri Apr 16
BIOL4982	BENEFY, T.	5	9 AM Sat Apr 17
BIOL4992	BENEFY, T.	15	9 AM Thur Apr 15
CE1013	1B SCHRIEVER, A.	170	9 AM Thur Apr 22
CE2023	1B HILDEBRAND, E.	27	2 PM Wed Apr 16
CE2033	1B FRANCIS, R.	30	9 AM Fri Apr 14
CE2512	1B BRENNER, T.	64	7 PM Thur Apr 22
CE2903	1B WALSH, L.	2	2 PM Tue Apr 20
CE2953	1B LANDVA, A.	41	9 AM Mon Apr 19
CE3123	1B VALSANKAR, A.	58	9 AM Mon Apr 26
CE3133	1B MACQUARRIE, K.	66	7 PM Mon Apr 19
CE3183	1B WARD, G.	41	9 AM Thur Apr 15
CE5023	1B SCHRIEVER, A.	14	2 PM Sat Apr 17
CE5032	1B FRANCIS, R.	6	9 AM Thur Apr 22
CE5132	1B VALSANKAR, A.	7	7 PM Fri Apr 16
CE5212	1B HILDEBRAND, E.	14	2 PM Tue Apr 20
CE5232	1B INNES, D.	15	2 PM Wed Apr 14
CE5342	1B FLANAGAN, F.	17	2 PM Wed Apr 14
CE5432	1B LANAGAN, F.	11	2 PM Tue Apr 27
CE5601	1B CHRISTIAN, J.	28	2 PM Thur Apr 15
CE5622	1B WALSH, L.	64	7 PM Mon Apr 26
CE5742	1B BRAY, D.	23	2 PM Sat Apr 17
CHE1004	1B WONG, S.	54	2 PM Sat Apr 24
CHE2503	1B THING, R./PICOT, J.	85	7 PM Tue Apr 20
CHE2703	1B CHAPLIN, R.	75	7 PM Fri Apr 16
CHE3002	1B EIC, M.	33	7 PM Thur Apr 15
CHE3324	1B KRISTMANSON, D.	36	2 PM Sat Apr 17
CHE3332	1B RUTHVEN, D.	32	9 AM Thur Apr 15
CHE4314	1B KRISTMANSON, D.	24	2 PM Mon Apr 19
CHE4601	1B COUTURIER, M.	29	9 AM Thur Apr 22
CHE5004	1B STEWARD, F.	8	2 PM Mon Apr 19
CHE5114	1B RUTHVEN, D.	16	2 PM Wed Apr 14
CHE5877	1B LISTER, D.	12	2 PM Fri Apr 23
CHEM1040	BREWER/BOTTOMLEY/PAS	320	9 AM Mon Apr 19
CHEM1055	ARSENAL, T. T.	234	9 AM Wed Apr 14
CHEM1055	SEARS, M.	73	9 AM Sat Apr 17
CHEM1882	BREWER/GREIN	360	2 PM Thur Apr 15
CHEM2110	TONG, J./BREWER, D.	26	9 AM Wed Apr 14
CHEM2200	VILLEMURE/PASSMORE	38	9 AM Thur Apr 15
CHEM2422	MAGEE, D.	104	9 AM Tue Apr 27
CHEM2600	ADAM/JUNGER	87	9 AM Fri Apr 23
CHEM3200	BOTTOMLEY/VILLEMURE	32	7 PM Tue Apr 27
CHEM3422	STRUNZ, G.	47	9 AM Mon Apr 26
CHEM3622	ADAM, A.	32	9 AM Fri Apr 23
CHEM4110	TONG, J./BREWER, D.	15	9 AM Wed Apr 14
CHEM4422	VALENTA, Z.	20	9 AM Fri Apr 16
CHEM4522	DESLONGCHAMPS	11	2 PM Tue Apr 20
CLAS1013	1B MURRAY, J.	60	9 AM Fri Apr 16
CLAS1013	2B MURRAY, J.	42	9 AM Fri Apr 16
CLAS1033	1B GEYSSEN, J.	33	9 AM Sat Apr 21
CLAS1033	2B GEYSSEN, J.	18	9 AM Wed Apr 21
CLAS2043	E MURRAY, J.	37	7 PM Mon Apr 19
CLAS3028	1B KERR, J.	46	9 AM Tue Apr 27
CLAS3043	1B KERR, J.	29	9 AM Tue Apr 27
CLAS4023	1B MILLS, M.	35	9 AM Tue Apr 27
CLAS4033	1B KOHISHI, H.	8	2 PM Sat Apr 24
CS1003	1B RICHARD, M.	69	7 PM Fri Apr 23
CS1003	2B KING, T.	57	7 PM Fri Apr 23
CS1013	1B NICKERSON, B.	37	7 PM Mon Apr 20
CS1023	1B MACNEIL, D.	51	7 PM Mon Apr 19
CS1035	1B KHANNA, D.	27	7 PM Wed Apr 21
CS1043	1B POCHEC, J.	56	7 PM Mon Apr 19
CS1043	1B MCANAY, D.	74	7 PM Mon Apr 19
CS1043	2B MULLIN, L.	100	7 PM Mon Apr 19
CS1053	1B WARE, C.	40	7 PM Sat Apr 24
CS1063	1B FELLOWS, D.	56	7 PM Fri Apr 23
CS1063	2B SPENCER, B.	70	7 PM Fri Apr 23
CS2003	1B RAUCH, S.	46	7 PM Fri Apr 23
CS2013	1B ROBSON, R.	69	7 PM Thur Apr 15

COURSE AND SECTION	INSTRUCTOR	ENROLLMENT	DATE-OF-EXAMINATION
CS2053	1B HORTON, J.	28	7 PM Fri Apr 16
CS2313	1B FRITZ, J.	65	9 AM Tue Apr 27
CS2503	1B JOHNSON, L.	48	2 PM Sat Apr 17
CS2626	EX CAMPBELL, C.	84	2 PM Sat Apr 24
CS2626	1B D'AURIOLO, B.	206	2 PM Sat Apr 24
CS2635	1B CHAPMAN, D.	30	7 PM Wed Apr 21
CS2803	1B POCHEC, J.	61	9 AM Thur Apr 22
CS3033	1B DEDOUERE, J.	46	9 AM Thur Apr 22
CS3113	1B RAUCH, S.	22	2 PM Wed Apr 14
CS3113	2B SABAT, J.	96	2 PM Wed Apr 14
CS3323	1B WARE, C.	41	7 PM Sat Apr 17
CS3603	1B QIJAR, V.	57	7 PM Fri Apr 23
CS3813	1B BHAVSAR, V.	37	2 PM Tue Apr 20
CS3913	1B HORTON, J.	37	2 PM Thur Apr 15
CS4136	1B SABAT, J.	8	2 PM Wed Apr 14
CS4515	1B JOHNSON, L.	26	9 AM Wed Apr 21
CS4525	1B CODPER, R.	26	9 AM Wed Apr 14
CS4605	1B FELLOWS, D.	24	9 AM Fri Apr 16
CS4613	1B SABAT, J.	60	7 PM Sat Apr 24
CS4835	1B WASSON, D.	23	7 PM Fri Apr 23
CS5865	1B KURZ, B.	14	9 AM Tue Apr 27
ECN1000	E WADDELL, C.	39	7 PM Thur Apr 15
ECN1000	01 DICKSON, V.	57	7 PM Thur Apr 15
ECN1000	02 COOK, B.	73	7 PM Thur Apr 15
ECN1000	03 BENTON, B.	104	7 PM Thur Apr 15
ECN1000	04 KHAN, R.	81	7 PM Thur Apr 15
ECN1000	05 DATTA, A.	10	7 PM Thur Apr 15
ECN1000	06 MURRELL, D. (CO-ORD)	46	7 PM Thur Apr 1

To be continued...
Class Starts at 8:00 P.M.
 For more "details" call 452-1950!!

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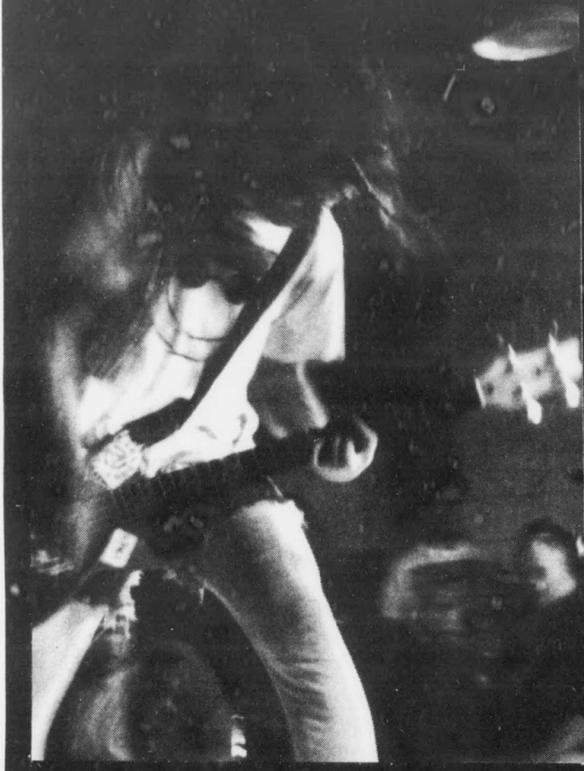


EXAMPLES OF OUR EVERYDAY LOW PRICES

PIZZA TWICE

COURSE AND SECTION	INSTRUCTOR	ENROLLMENT	DATE-OF-EXAMINATION	COURSE AND SECTION	INSTRUCTOR	ENROLLMENT	DATE-OF-EXAMINATION
GEO1030	GRANT, R.	57	9 AM Tue Apr 27	PHED2091	1B STEVENSON, C.	59	9 AM Fri Apr 16
GEO1042	GRANT, R.	148	9 AM Tue Apr 27	PHED3052	1B SEXSMITH, J.	81	2 PM Tue Apr 27
GEO1202	BROSTER/CHRZANOWSKI	26	7 PM Thu Apr 15	PHED3073	1B TREMBLAY, M. J.	17	2 PM Tue Apr 20
GEO1212	SPRAY, J.	16	7 PM Wed Apr 15	PHED3054	1B TREMBLAY, M.	19	7 PM Mon Apr 19
GEO12212	NOBLE, J.	19	7 PM Fri Apr 16	PHED3082	1B MACGILLIVRAY, W.	70	9 AM Mon Apr 19
GEO12602	SUSAK, H.	10	2 PM Tue Apr 20	PHED4043	1B TREMBLAY, M.	10	2 PM Fri Apr 23
GEO1322	WILLIAMS, P.	17	9 AM Fri Apr 16	PHED4064	1B CLEAVE, S.	25	9 AM Tue Apr 27
GEO13402	BACHINSKI, D.	5	7 PM Mon Apr 19	PHIL1000	01 CUPPLES, B.	44	2 PM Mon Apr 26
GEO13442	GRANT, R.	11	9 AM Thu Apr 22	PHIL1000	02 MACDONALD, R. (CO-ORD)	53	2 PM Mon Apr 26
GEO1412	SPRAY, J.	7	2 PM Wed Apr 14	PHIL2074	1B MACDONALD, R.	17	9 AM Wed Apr 14
GEO14400	BACHINSKI, D.	4	7 PM Fri Apr 23	PHIL2153	1B CUPPLES, B.	63	7 PM Fri Apr 16
GEO14512	BURKE, K.	14	2 PM Mon Apr 19	PHIL2153	1B LARMER, R.	36	9 AM Sat Apr 17
GRK1213	1B KONISHI, H.	6	9 AM Sat Apr 17	PHIL2153	1B LARMER, R.	52	9 AM Sat Apr 17
HIST1010	WAITE, G.	58	2 PM Thu Apr 15	PHIL2703	1B IWANICKI, J.	47	9 AM Fri Apr 23
HIST1020	THOMPSON, G.	27	9 AM Sat Apr 17	PHIL3013	1B MACGILL, M.	8	2 PM Tue Apr 20
HIST1100	ALLARDYCE, G.	49	2 PM Fri Apr 16	PHIL3034	1B LARMER, R.	18	9 AM Mon Apr 19
HIST1200	LEMIRE, B.	15	9 AM Wed Apr 14	PHIL3094	1B MACDONALD, R.	16	7 PM Mon Apr 19
HIST1300	01 ACHESON, T.	80	7 PM Wed Apr 21	PHIL3174	1B LARMER, R.	11	9 AM Thu Apr 22
HIST1300	02 CAMPBELL, G.	50	7 PM Wed Apr 21	PHYS1040	01 ROSS, W.	258	2 PM Fri Apr 16
HIST1400	BROWN, W.	69	9 AM Wed Apr 14	PHYS1040	02 SHARP, A.	183	2 PM Fri Apr 16
HIST2015	01 COOHLAN, F.	48	9 AM Wed Apr 14	PHYS1045	1B LEE, K.	363	2 PM Wed Apr 21
HIST2605	1B SHYU, L.	45	7 PM Tue Apr 20	PHYS1050	1B EDWARDS, M./ROSS, S.	26	2 PM Fri Apr 16
HIST2925	1B TURNER, R.	167	2 PM Fri Apr 23	PHYS1055	1B BENTON, S./LEES, G.	26	9 AM Thu Apr 22
HIST3006	1B WAITE, G.	83	7 PM Thu Apr 15	PHYS2022	1B DEMILLE, G.	27	9 AM Fri Apr 16
HIST3203	1B ERICSON, C.	42	2 PM Sat Apr 24	PHYS2042	1B BALCOM, B.	19	9 AM Fri Apr 23
HIST3332	1B FRANK, D.	77	2 PM Thu Apr 22	PHYS2872	1B VAN DER LINDE, J.	15	2 PM Sat Apr 24
HIST3351	1B CAMPBELL, G.	101	2 PM Mon Apr 19	PHYS2962	1B LINTON, C.	35	7 PM Mon Apr 19
HIST3406	1B BROWN, W.	68	9 AM Tue Apr 20	PHYS2965	1B LINTON, C.	33	7 PM Fri Apr 23
HIST3622	1B GLEASON, D.	30	9 AM Thu Apr 16	PHYS3270	1B VERMA, R.	84	9 AM Mon Apr 26
HIST3776	E ERICSON, C.	28	7 PM Tue Apr 20	PHYS3270	1B ROSS, W.	23	2 PM Thu Apr 27
HIST3811	1B CHARTERS, D.	115	9 AM Sat Apr 17	PHYS4020	1B LEES, R.	13	7 PM Fri Apr 23
HIST4802	1B TRACEY, N.	29	9 AM Mon Apr 26	PHYS4162	1B LINTON, C.	9	9 AM Thu Apr 22
LAT1113	1B GEYSSEN, J.	18	2 PM Thu Apr 15	PHYS4162	1B YOUNG, C.	11	2 PM Tue Apr 20
LAW4003	1B DORE, K.	19	9 AM Sat Apr 17	POLS1000	01 POBHUSHCHY, S. (CO-ORD)	78	2 PM Tue Apr 20
LAW5002	2B SMITH, L.	56	9 AM Fri Apr 16	POLS1000	02 POBHUSHCHY, S. (CO-ORD)	73	2 PM Tue Apr 20
MATH1003	1B STARR, Z.	97	7 PM Thu Apr 22	POLS2200	01 GRONIN, C.	40	9 AM Thu Apr 15
MATH1003	2B GEGENBERG, J.	153	7 PM Thu Apr 22	POLS2200	02 GRONIN, C.	23	9 AM Thu Apr 15
MATH1013	1B GEGENBERG, J.	56	7 PM Thu Apr 22	POLS3371	1B WILSON, A.	45	2 PM Wed Apr 16
MATH1013	2B CHERNOFF, W.	83	2 PM Mon Apr 26	POLS3410	1B BEDFORD, D.	58	2 PM Tue Apr 27
MATH1013	3B STARR, Z.	46	2 PM Mon Apr 26	POLS4341	1B WILSON, A.	38	7 PM Mon Apr 19
MATH1013	3B TURNER, R.	72	2 PM Mon Apr 26	PSYC1000	E SMERDON, G.	71	7 PM Wed Apr 14
MATH1013	4B VISWANATHAN, B.	82	2 PM Mon Apr 26	PSYC1000	01 ROBINSON, G./CLARK, D.	337	7 PM Wed Apr 14
MATH1013	5B MASON, G.	82	2 PM Mon Apr 26	PSYC1000	02 LIKELY, D./LI, K.	325	7 PM Wed Apr 14
MATH1013	6B SULLIVAN, D.	100	2 PM Mon Apr 26	PSYC1000	03 KEPROS, P./FIELDS, D.	158	7 PM Wed Apr 14
MATH1013	7B CHERNOFF, W.	90	2 PM Mon Apr 26	PSYC1033	E D'CONNOR, E.	94	9 AM Sat Apr 17
MATH1823	1B NICHUIV, N. (FORESTRY)	69	9 AM Mon Apr 26	PSYC2203	1B MCDONNELL, P.	180	2 PM Fri Apr 23
MATH1823	2B YAQZAN, M.	56	9 AM Mon Apr 26	PSYC2343	1B BELLIVEAU, J.	50	2 PM Wed Apr 14
MATH1823	3B TARIQ	69	9 AM Mon Apr 26	PSYC2603	1B KEPROS, P.	65	7 PM Tue Apr 27
MATH1833	1B SULLIVAN, D.	124	2 PM Wed Apr 21	PSYC2753	1B ROBINSON, G.	47	9 AM Thu Apr 15
MATH1833	2B VISWANATHAN, B.	76	2 PM Wed Apr 21	PSYC3013	1B POYATOS, F.	64	2 PM Thu Apr 18
MATH1833	3B SINGH, K.	41	2 PM Wed Apr 21	PSYC3063	1B DUTTA, S.	32	9 AM Mon Apr 26
MATH1833	4B YAQZAN, M.	78	2 PM Wed Apr 21	PSYC3233	1B RICHARDS, B.	114	2 PM Fri Apr 23
MATH1833	5B STARR, Z.	70	2 PM Wed Apr 21	PSYC3263	1B POULTON, C.	47	7 PM Thu Apr 22
MATH2013	1B BARCLAY, D.	32	7 PM Tue Apr 20	PSYC3443	E DUTTA, S.	47	7 PM Wed Apr 14
MATH2213	1B MASON, G.	53	9 AM Sat Apr 17	PSYC3833	1B DUTTA, S.	210	9 AM Tue Apr 20
MATH2503	1B THOMPSON, J.	64	9 AM Mon Apr 19	PSYC3843	1B WICKI, R.	115	7 PM Tue Apr 20
MATH2513	1B TUPPER, B.	109	9 AM Wed Apr 21	PSYC3913	1B KEPROS, P.	105	9 AM Tue Apr 27
MATH2513	2B YAQZAN, M.	76	9 AM Wed Apr 21	PSYC4363	1B DEVINK, G.	84	9 AM Fri Apr 16
MATH2513	3B SINGH, K.	64	9 AM Wed Apr 21	RLS2032	1B BORN, J.	33	9 AM Sat Apr 17
MATH2513	4B BOUWER, I.	49	9 AM Wed Apr 21	RUSS2040	REID, A.	7	2 PM Fri Apr 23
MATH2553	1B TARIQ	31	7 PM Mon Apr 26	SE2012	1B KLEUSBERG, A.	11	9 AM Fri Apr 16
MATH3063	1B LESTER, J.	41	9 AM Fri Apr 23	SE2413	1B LEE, Y.	16	7 PM Fri Apr 16
MATH3073	1B LEE, R.	22	2 PM Wed Apr 14	SE3022	1B CHRZANOWSKI, A.	25	2 PM Wed Apr 14
MATH3113	1B THOMPSON, J.	4	9 AM Sat Apr 17	SE3032	1B LANGLEY, R.	14	9 AM Fri Apr 23
MATH3243	1B SULLIVAN, D.	20	9 AM Thu Apr 15	SE3122	1B VANICEK, P.	24	2 PM Thu Apr 18
MATH3343	1B BOUWER, I.	64	9 AM Fri Apr 23	SE4211	1B VANICEK, P.	28	2 PM Mon Apr 19
MATH3503	1B BARCLAY, D.	104	7 PM Mon Apr 26	SE4242	1B LANGLEY, R.	5	9 AM Thu Apr 22
MATH3613	1B LEE, R.	20	9 AM Sat Apr 17	SE4253	1B KLEUSBERG, A.	32	7 PM Fri Apr 23
MATH3613	1B NICHUIV, N.	8	7 PM Fri Apr 23	SE4413	1B LEE, Y.	10	9 AM Fri Apr 16
ME1003	1B VENART, J.	70	9 AM Sat Apr 17	SE4512	1B MCLAUGHLIN, J.	23	2 PM Sat Apr 24
ME1013	1B SMITH, T.	50	2 PM Mon Apr 19	SE4541	1B HAMILTON, A.	27	7 PM Thu Apr 22
ME1013	2B SMITH, T.	28	2 PM Mon Apr 19	SOCI1000	E LAUTARD, H.	33	7 PM Thu Apr 22
ME1013	3B SMITH, T.	31	2 PM Mon Apr 19	SOCI1000	01 NASON-CLARK, N.	59	7 PM Sat Apr 24
ME1113	1B DAVIES, H.	180	2 PM Sat Apr 17	SOCI1000	02 RICHARDSON, J.	180	7 PM Sat Apr 24
ME2222	1B NADKARNI, G.	55	2 PM Sat Apr 24	SOCI1000	03 BRYANT, J.	159	7 PM Sat Apr 24
ME2332	1B BIDEN, E.	67	7 PM Mon Apr 19	SOCI1603	1B STAPLETON, A.	26	7 PM Sat Apr 17
ME2332	1B SCOTT, D.	56	9 AM Sat Apr 24	SOCI2223	1B LAUTARD, H.	37	2 PM Thu Apr 14
ME3362	1B BONHAM, D.	41	9 AM Thu Apr 22	SOCI2603	E WISNIEWSKI, L.	157	7 PM Wed Apr 26
ME3413	1B SOUSA, A.	41	9 AM Thu Apr 22	SOCI2613	1B WISNIEWSKI, L.	213	7 PM Mon Apr 26
ME3433	1B VENART, J.	44	9 AM Thu Apr 15	SOCI3000	1B MACDONNELL/MCKEOWN	79	7 PM Sat Apr 24
ME3482	1B IRETON, V.	41	7 PM Fri Apr 16	SOCI3233	1B POYATOS, F.	18	2 PM Mon Apr 19
ME3522	1B IRETON, V.	45	7 PM Fri Apr 16	SOCI3253	1B BOWDEN, G.	102	2 PM Fri Apr 16
ME4263	1B SCOTT, D.	13	2 PM Fri Apr 23	SOCI3353	1B WISNIEWSKI, L.	66	7 PM Tue Apr 27
ME5553	1B HOLLOWAY, C.	11	7 PM Mon Apr 19	SOCI3610	E WACHHILZ, S.	41	7 PM Fri Apr 23
ME5643	1B LYON, D.	9	9 AM Thu Apr 22	SOCI3723	1B LAUTARD, H.	28	7 PM Wed Apr 21
ME5713	1B HUSSEIN, E.	29	2 PM Sat Apr 17	SPAN2014	1B PIQUER, M.	42	9 AM Mon Apr 19
NURS1022	WASSON, D.	73	2 PM Mon Apr 19	STAT1213	1B TURNER, R.	68	2 PM Mon Apr 19
NURS1042	RUSH, K. (CO-ORD)	73	2 PM Tue Apr 20	STAT1213	2B CHARENA	54	2 PM Mon Apr 19
NURS2132	MERRITT-GRAY, M.	56	9 AM Thu Apr 15	STAT2263	1B BANERJEE, P.	66	2 PM Fri Apr 23
NURS2142	RUSH, K.	8	9 AM Sat Apr 17	STAT3093	1B MUREIKA, R.	43	2 PM Mon Apr 19
NURS3114	NE CLARK, R.	23	9 AM Sat Apr 17	STAT3373	1B BANERJEE, P.	19	2 PM Thu Apr 22
NURS3171	1B MCGINNIS/MACDONALD	31	2 PM Thu Apr 15	WMST3003	E GRANT, J.	26	7 PM Wed Apr 14
NURS4104	1B ERICSON, P.	26	9 AM Wed Apr 14				
NURS4194	1B TAMLIN-LEAMAN, K.	26	9 AM Wed Apr 14				
PHED2042	GLENN, J.	102	2 PM Thu Apr 22				
PHED2052	BOTHWELL-MYERS, C.	90	9 AM Fri Apr 23				
PHED2052	1B EARLE, D.	113	7 PM Sat Apr 24				
PHED2081	1B MACGILLIVRAY, W.	105	9 AM Wed Apr 14				

Rotten Kids, Ripe Oranges, Six Bands and 4.5 Hours



Oranges were flyin' and large amount of young people were acting as if they were auditioning for a Pearl Jam video at the Farmer's Market last Friday. It was all part of CHSR's annual fund drive.

There were six bands: Roach, A Mystery Band?, Bung, Pot Belly, Hardship Post and Eric's Trip.

Although each band played well, their sets were way too short. With six bands the first of which started at 7:00 and the last was finished and off the stage by 11:30. This works out to 45 minutes a set except that they also had to set up between each band. Actually the opening bands played longer while Eric's Trip who were headlining only played about four songs. It's great that they had so many bands but it would have been GREATER if the headliner played longer than the opening bands.

Fredericton's Roach played better than their last performance which was before Xmas at St. Charbel's.

There were four Newfoundland bands three of which I can recall by name the fourth however remains a mystery. This mystery band's vocalist sang very well and left me wondering WHO WERE THEY? The other three included: Bung who were okay but did not really impress me.

Pot Belly was heavy, moved around a lot and had a great finish. I had heard great things about Hardship Post and was not disappointed because they played really well. They had a kind Moncton's Eric's Trip was great as always, the location was great and there was a good turn out.

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VIEWPOINT

Question:
How do you plan paying off your student loan?



Erin B.A./B.Sc. II
Dawn B.A. II
"Marry rich and leave the country."



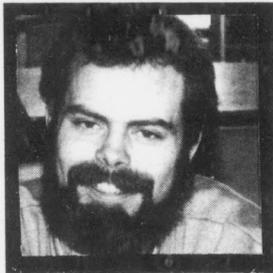
John BBA I
"Working on the corner of Regent and Queen."



Mark Kinney B.Sc. II
"Charge it."



Claude Balls B.A. II
"Perform my sex shows at the SUB cafeteria."



"Ditch digging in Algeria"
Gerry Chemistry Phd



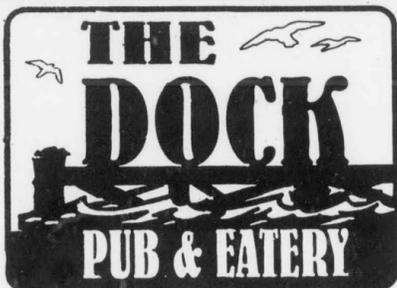
Patrice B.N.
"Inheritance."



Dave BBA 5
"My old age pension."



Tanya B.A./B.Sc. I
"Have as many kids as possible and sell them into slavery."



Friday & Saturday
9:30p.m. - 1:30a.m.
Saturday Afternoon from 3-5p.m.

**Theresa Malenfant
& the Black and Blues
Band**

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Distractions

Raft

I long to know you
To know your time
As I know my own.

To swim in a dual existence
Alone in a sea of anonymity
Showered weaknesses revealed
On closed eyes seeing all
While temporal consciousness
Whirl together into infinite bliss.

I long to love you
To love your time
As I love my own.

David Bracken

I Breathe the Wastelands

Walk
Surely as breath
Inside the bleakness
Of a picket fence.
Golden leaves
Crisp with age
Rise up to shoe box dreams;
Her raven hair
Strings
Cracked well-music,
Red rum lullabies
Sooth winged babies
As they weild more bows,
Trojan shields
Dyed a deeper blue.
The rock shelters them,
Sharing is finally
A human nature;
The waters are true.

Jason Meldrum

Scenes of Life (III 1/2) The Flood

Rain attacked the last of Life
Until it drowned in pools of death
Nodding off with waning breath
nature faltered once and fell
Into sea, the giant well
Nothing left except a speck
Gleaming on the water-beck

Floating lonely with the Flood
A water-lily limply stands
Satan, wading near enough,
Tears it up between his hands.

Sherry A. Morin

Standing

i've stood in the Wind
solid upon the soil
i've drifted in the Wind
taken water from the oil
i've been burned by the Wind
rebuke taken on open flesh
i've been soothed by the Wind
drying water from my wet face

i've felt the Wind of change
the Wind that cuts so deep
i've been standing in the rain
when the sun began to seep

i've felt the rain pelted
i've felt a soft rain
i've felt what i felt
when i did remain

i stand once again in the rain
and i begin to sing within the Wind
as the rain blows on to become pain
and the Wind blows over me again.

Jason Richard

Pictou County Detox

Silverfish scuttle,
harmless i'm told.
Formaldehyde clean.
Antiseptic air.
This anonymous.
That anonymous.
Twelve steps to freedom.
Endless cards and TV.
Sedation and security,
Suddenly bombarded,
Confusion and conflict,
Escaping only when necessary.

Tim Tedford

A Conversation With Me

i met a man one day
i cried when i saw his eyes
before i could walk away
he told me of his life

"once i loved a woman dear
treasured her as any other
but if you have ears to hear
you'll see a nameless blunder

i love therefore i am
but i can't love myself
for lonely is what i am
once closed upon the shelf

the lonely love and lovers are lonely
love is wise and wisdom knows sorrow
for you do not completely see
until today becomes tomorrow

she looked away, i love her still
sorrow lives here with me
on can never love to a fill
that is why you spoke with me"

"it was a mistake"
i cried as i walked away

Jason Richard



Ivory Tower

Back to claim Eternity,
Back to define Equality.
Rise, Rise
Erect to cleanse Eden,
Comouflaged by Hades' shadow,
Burning tunnels
Pulsating, Bleeding,
Cold,
Clammy,
Stitched broken barriers
Bleed,
Force in praise,
Kneel in pain.

Pale snakes of power
Become our Ivory Tower.

Jason Meldrum



For which I Wonder

I'll never know
what could be
what would have been...

moments erased from
a shield of time,
taken from our lives

Songs not sung
in summer's sun
long faded in oceans

For us too fast,
those sands of time;
an hour glass gone mad.

And alone I sit
on starry night
in sadness and silence

Aiden Leo Issaacs

Awake

Awake my child for the day has begun
the sun gleams upon the morning dew.
There is much to be said
there is much to be done.
Oh how can I live in a world
without pity, forgiveness and remorse?
So the story goes...

Tuqin Pal





Dearest James & Aldea: Let Us Consider

Excellence in education;
Can there ever be such a thing?

Forget the Professor's,
Think of what students don't bring

Ask a question in class;
It'll be abundantly clear;
The students are present,
But their minds are not here!

They've left them at home,
Along with their books;
To request a little feedback
Is to meet with blank looks!

Is it the threat of being labelled
A Keener... a Nerd?
Must our halls of academia
Echo eternally....
thought left unheard?

Now the students aren't stupid;
This their presence here attests!
So why this thundering silence?
ummm.....ummm.....

Keith Worrall



In Ripples (An ode to Johnny Foster)

There is a place I know
Not too far from Minto.
Where weeds line the ditch
And the sun casts a hazen glow on
the sign for Roger's meat cutting
in Ripples.

Over there the acrid bile from
Uncle Merle's Monster Truck
Poisons the air
in Ripples

Someday
I will own my own Monster Truck
Like Uncle Merle
But only if I'm lucky
in Ripples

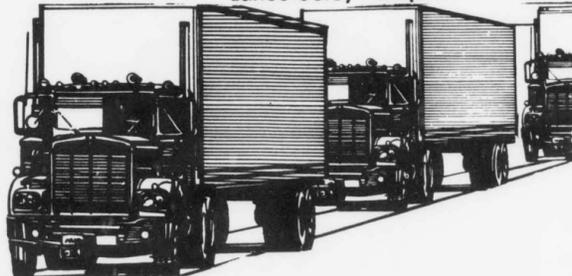
You will find Johnny Foster here most days.
He is a big man with his
satellite dish,
A German shepard,
and a late model Capri
in Ripples

Johnny's five kids like dirt
and Atari
I don't know why Yipp and Yoko hate living
in Ripples

Johnny would sure love to finish learning
The French Horn,
or else win his Tag numbers
in Ripples

Not much insulation on the trailer
The wind blows hard right through.
Just sitting around the house all day
Tends to chill Johnny's nipples
in Ripples

Lance Corey - Simp Jr.



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SPORTS

Deadline for stories is Tuesday at 5:00 p.m.. Sports Desk 453-4983

SPORTSWIRE

In brief

Devils beat UPEI and advance

The Red Devils managed a 4-3 win against the Panthers in PEI to advance to the second round of the AUAA playoffs. The game went right down to the wire as UPEI pulled within one goal with less than 30 seconds remaining. But Devil goalie Greg Reid came up big for the team as they held on for the win. Alistair Still had two goals for the Devils who face-off tomorrow against the UdeM Blue Eagles in the second game of the best-of-three series.

Rebels lose another two

The Red Rebels travelled to Halifax last weekend for their final two matches of the season against undefeated Dalhousie. They lost both matches in straight games. The men head back today for the AUAA Championships which will run until Sunday. Their final record is 1-9 with 4 games won and 28 lost, which puts them in 3rd and last place in the three team league. Memorial University is in second place with a 4-6 record while Dalhousie finishes at 10-0.

This week in UNB sports

Friday, Feb. 26

W. Basketball @ AUAA Championships (at UPEI to 27th)
Swimming @ National Championships (in to 27th)
M. Volleyball @ AUAA Championships (at DAL to 28th)

Saturday, Feb. 27

Hockey vs UDM (7:30 pm at AUC)
M. Basketball vs. UPEI (8:00 pm at L.B. Gym)
W. Volleyball @ AUAA Championships (at DAL to 28th)

Sunday, Feb 28

Hockey vs UDM (2:00 pm at AUC, if necessary)
M. Basketball vs UPEI (2:00 pm at L.B. Gym)

AUAA Scoreboard

W. Basketball

DAL 70 MUN 43
UPEI 80 SMU 52
SFX 82 UCCB 37
DAL 59 MUN 49
UPEI 75 ACA 58

M. Basketball

ACA 79 SFX 62
DAL 63 UCCB 62
MUN 89 UNB 82
SMU 76 UPEI 56
MUN 78 UNB 56
ACA 72 UPEI 57

M. Volleyball

DAL 3 UNB 0
DAL 3 UNB 0

Hockey

UNB 4 UPEI 3
DAL 5 SMU 4
UDM 7 STU 4
ACA 9 UCCB 2
UDM 6 STU 4
ACA 14 UCCB 2

W. Volleyball

MUN 3 SFX 0
UDM 3 SMU 2
DAL 3 MTA 0
ACA 3 UPEI 2
MUN 3 SFX 0
UPEI 3 ACA 0
DAL 3 UDM 0
MTA 3 SMU 0

UNB Athletes of the week

Hilary Seagrave of the Beavers' swim team is this week's Female athlete of the week. Seagrave took Gold in five events at the AUAA championships last weekend and was named an AUAA All-Star.

Sean Perreira, also of the Beavers' swim team, was named this week's male athlete of the week. Perreira won a gold medal in the 200m individual medley enroute to qualifying for the CIAU's.

Beavers drown competition to repeat as AUAA Champs

by Frank Denis

The Beavers men's swim team won UNB's 4th AUAA championship banner of the season last weekend at Dalhousie in Halifax. For the Beavers it was their second consecutive title and third in four years. The women's team placed second behind Dalhousie.

In the meet UNB qualified 9 swimmers to swim at the CIAU swimming nationals at the University of Toronto next weekend. Four of the nine are women.

Going to the CIAU finals are Rae Sears, Hilary Seagrave, Iona Allen and Katherine McNeilly from the women's team and Sean Perreira, Paul Halmazna, Iain Tennent, Jason Lukeman and Stephane LeBlanc from the AUAA champions.

Coach Andrew Cole was especially pleased with his team's performance.



Sean Penney

"It was by far our best AUAA meet we've ever competed in. Several of our swimmers swam personal best times of the year and in some cases their lives. Our women's team finished second, but they hung in with Dalhousie right until the end and lost by 35 points, 162-127. In fact after the first day of competition we were ahead of Dalhousie."

Here is a list of just how UNB dominated the meet.

-UNB won 10 out of 16 women's events and 12 out of the men's events

-Sean Perreira was named AUAA Rookie of the Year.

-Iain Tennent was named AUAA Swimmer of the Year.

-The men's 400m Medley Relay set an AUAA record with a time of 3:55.13

This weekend UNB will compete at the swimming Nationals in Saint John. The Nationals attracts competition from across the country from not only Universities but strong club teams as well. In other words the best swimmers in the country will be in Saint John this weekend. Competing for UNB in Saint John will be the swimmers who qualified for the CIAU finals as well as Craig Selig and Sean Penney.

For Penney it will mark the first time in his five year career that he has qualified for Nationals.

Devils win 'Run and Gun' show

by Frank Denis

UNB 9 Moncton 7

UNB coach Mike Johnston described the game in a number of ways. "The Sparks-Gauvin show. A run and gun show. Lots of offence and sloppy defensive play."

Wednesday's game in Moncton between the UNB Red Devils and Moncton Blue Eagles was all that Johnston said it was and more.

UNB prevailed in a shootout 9-7 to take a 1-0 lead in the best of three AUAA semifinal. Game two goes tomorrow at 7:30 at the Aitken Centre with game three if necessary Sunday at 2pm again at the Aitken Centre.

Todd Sparks led UNB with 4 goals and 1 assist. Also scoring for the Devils were Forbie MacPherson, Rob Boldon, Ken Murchison, Trevor Boland and Rob Knesaurek.

CIAU athlete of the week last week, Dany Gauvin had 4 goals and 1 assist to give him 12 goals and 4 assists in 4 playoff games so far.

While the game was offensive minded, it was not what Johnston and his troops had expected.

"After watching the STU-Moncton series last week, I thought it would be a tighter checking, cautious game. But the way everybody exploded out of the gate with goals going in all over the place it turned into a run and gun show."

The run and gun show proved to be disastrous for both goaltenders. UNB's Greg Reid was pulled after the 4th Moncton goal midway through the first period and only five minutes later his Moncton counterpart, Pierre Gagnon was replaced by all-star Frantz Bergevin-Jean.

For Reid it meant being pulled after playing a solid UPEI series which saw him let in only three goals in two games. Reid was replaced by Chris Somers. Somers played well making 33 saves.

The first period ended with each team scoring five goals something that Johnston says was tough to deal with.

"We tried to keep our focus and play level headed especially early in the first when everything was going wrong for both teams. I've never seen a period like that with ten goals scored and both starting goaltenders being pulled. In games like that especially in the playoffs you have to believe that you're

going to persevere and then the game will rebound for you and I thought the most important thing for us was to rebound after the first period."

Johnston and his team look for a different type of game tomorrow.

"We should see a better game defensively with more disciplined play as well as a few fewer goals scored."

In other AUAA playoff action Acadia downed the Dalhousie Tigers 6-2 in Halifax and lead the best of three series 1-0. If UNB prevails over Moncton they will host the winner of the Dal-Acadia series on Wednesday night for game one of the AUAA final.

Raiders to honor Obeng prior to game

by Frank Denis

The Red Raiders home basketball season will come to an end this weekend when UNB hosts the UPEI Panthers in a pair of AUAA games. The Raiders, after a pair of losses in Newfoundland last weekend have a 1 and 15 record while UPEI is currently in 6th place with a 9 and 7 record.

Sunday's game will mark Raider's captain Yaw Obeng's final home game. In his five years with the team Obeng has been the starting point guard and been a fine one at that. He has received numerous awards including a spot on the All Star team at this year's Golden Ball Classic Tournament in Saint John. He has been named team MVP twice including last season the same season he received the Coaches Distinction ring for excellence in Basketball. Rookie coach Clint Hamilton says Yaw's presence will be missed.

"This year we have a very young team and we've often counted on Yaw for his experience and leadership. He's been extremely valuable both on and off the court. He's a fine basketball player and a fine young man. His presence will undoubtedly be missed."

After completing his BEd last year, the Ontario native, returned to UNB this year to take a one year Guidance Program.

Game one of the weekend series against UPEI goes tomorrow at 8pm with the home finale going Sunday at 2pm. Come out and support the Raiders this weekend and Sunday be sure to be at the game when the Raiders will pay tribute to a fine basketballer, Yaw Obeng.

Sports editorial: F--cking racists

by Bruce Denis

Five years ago, I played hockey for Westmount High School, an inner-city Montreal public school. Because it sat on the border between a predominantly rich, white district and a poor, black district, the school was culturally diverse. However, we had all been together for a few years, so there was little inter-racial tension. Our team was made up of about 50% white students, 40% black students and 10% Asian students.

The black players were consistently the best on the team. However, towards the end of the season, three of them stopped showing up for games. With the playoffs approaching, I asked one of them why he had quit the team. He replied "I've had enough of being called a fucking nigger."

The Justin Johnson incident which occurred at a Bantam 'A' playoff game in Oxford, N.S. reminded me of this. Justin, a Micmac Indian, was playing with the Truro Bearcats when he was verbally abused by both fans and players of the Amherst Irving Oilers. The 14-year-old boy was called "dirty fucking Indian" and "wagon burner" among other things.

This kind of mindless racism is disgusting. Such a pathetic display of misdirected emotion is intolerable, particularly when it is aimed at an unsuspecting teenager. The racial degradation that took place at the Oxford Arena two weeks ago happens across the country on a fairly regular basis, only this time it seemed impossible to turn a blind eye to the situation.

Believe it or not, after the game referee Colin Martin was quoted in the Truro Bureau newspaper as saying "I don't know how you could classify (those terms) as racist. ...Who is going to say it's racist? It's a matter of opinion what a racist word is." Is this person for real? Anyone who does not recognize the aforementioned terms as racist is not in sound mind.

Much of the media has speculated about why this incident occurred. I'll tell you exactly why this event occurred; because a bunch of head-strong, redneck, bigots care more about the outcome of a Bantam 'A' hockey game than they do about the life of a 14-year-old boy. With racism like this, is there any wonder why there has been a rash of suicides on the Big Cove reserve here in New Brunswick?

Although it feels good to say "this is an outrage, all those involved should be prosecuted so we can put an end to this!" there will never be an end to racism, not in Oxford, not in the Maritimes and not in Canada. The problem is too global to be mended.

An investigation by the Human Rights Commission will shed some light on the problem and will probably lead to an increase in security at the Oxford Arena. However, it won't solve the problem on a national level or even a provincial level.

Everett Sanipass, a forward with the Halifax Citadels and a Micmac Indian from the Big Cove reserve, has taken Justin underneath his wing. Sanipass convinced him to keep playing hockey despite the incident. This makes me wonder how players such as Sanipass, Eddy Olczyk (both Indians), Grant Fuhr and Tony McKegney (both black) have endured the racist comments thrown at them for the better part of their careers. Sanipass himself, admitted that he has had to deal with the same kind of racist terrorism that Justin Johnson suffered in Oxford.

Racism is not something that should be tolerated. It tarnishes the image of the sport and the city and first and foremost it destroys human beings.

The Social Club Shooters closed the intramural hockey season with a 5-4 record thanks to a 4-2 win over the Hot Blades. They now head into the playoffs which begin after the March Break. The Shooters' offense has been sparked all season by part-time Red Devil Jelly Bean Parsons and former Ottawa Junior 'B' All-Star Ted Poulsen. Former UNBSJ lineman David Whitaker and UNB Pepsi Rep Paul Arsenault have spearheaded a stellar defense while Brad MacGee has provided solid goaltending throughout the season. Best of luck to the Shooters in the playoffs.

AUAA Championships Red Bloomers on CHSR 97.9 FM

Bloomers vs St. Francis Xavier
Saturday, Feb. 27, 3:00 pm

Championship final
Sunday, Feb. 28, 2:00 pm

UNBelievable!

Campus recreation

Co ed sports

Co ed volleyball: Captains and managers check the bulletin board outside the intramural office for dates and times of rescheduled games.

Notice

Noon hour skating at the Aitken Centre is cancelled March 1-5, March 11-12, March 18-19 and April 9.

Referees

Would the following referees drop by the intramural office to pick up their ball cap:
John Fitzgerald Dean Moriarity Stephan Hachey
Bruce Noble Jon Kenyon Tony Reccord
Jason Lewis James Ryan Keith Taite
Aaron Mason

Canada's new Food Guide

(The following is part 1 of a four part series on topics dealing with nutrition. It is brought to you by Frank Denis, Sheldon Morris, Dave Hurry, and Mike Brennan UNB students currently enrolled in Edvo 3782 Applied Nutrition. Prior to publication all information has been approved by Professor Mary Breau a professional dietitian.)

How often have people said to you "You drink too much milk." or "You should eat white meat and not just red meat." Then you ask them why and they say that the government of Canada says so. And you scoff and keep on eating.

Well believe it or not the government does say so. Last year an updated Food Guide to Healthy Eating was released. The new guide was needed for a number of reasons. Most importantly it is designed to provide consumers with practical and realistic guidance in selecting foods. Canadians have made changes in their eating patterns since the last food guide was released and the new guide takes into account these changes. Another reason is that it is hoped the guide will give consumers more detailed information on establishing healthy eating habits through the daily selection of food.

The guide breaks foods into four groups; Grains, Vegetables/ Fruit, Milk products, and Meat/Alternatives. Each food group then has a recommended number of servings associated with it as the diagram below shows. If you have the

recommended amounts each day you will receive the proper amounts of nutrients that your body requires to function properly. Nutrients are defined as 'components of food that help nourish the body.' They provide energy to the body much like gas provides energy for a car. The nutrients include carbohydrate, fat, protein, vitamins, minerals and water.

When you look at the food guide you might say to yourself "Well I only have on average three servings of grain products a day and the guide tells me I should have anywhere from 5 to 12. I'm not fat and feel healthy, so what's going on?" Well what's going on is that you probably are healthy, but there is a chance that you might not be. There is a difference between feeling healthy and actually being healthy. If you aren't receiving the recommended serving amounts then you should set as your goal to somehow achieve them. It's not that hard to do. As stated throughout, the guide is a set of recommendations. Everyone is different. Think of elite athletes who train up to six hours a day. Their food intake will exceed most of the recommended levels, but they have to if they are going to nourish their bodies properly. Again we'll go back to the car example. The further you drive, the more gas you need.

Which food group does a can of Pepsi, a chocolate bar or a beer fall into? They all fall under the group known quite simply as 'Other Foods'. These are foods that are not part of the four food

groups and are higher in fat or calories. There is no harm done if these foods are used in moderation as long as one meets the recommendations from the 4 groups.

The food guide also makes some directional statements. They are:

-Enjoy a variety of foods from each group every day. For example don't eat only carrots every day as your only vegetable. Give your vegetable diet some variety.

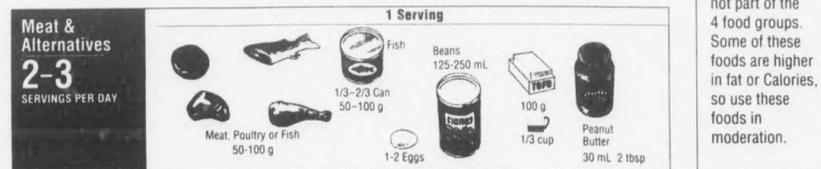
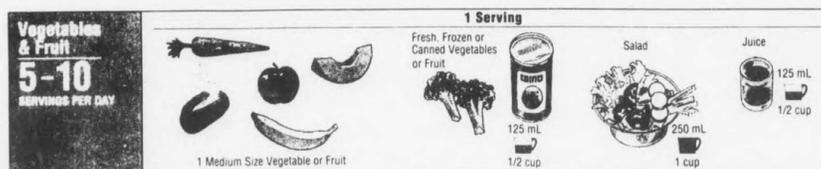
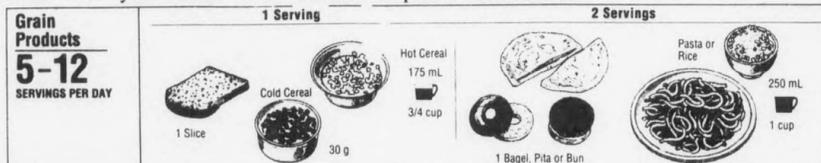
-Choose lower-fat foods more often. i.e. select lean cuts of meat because they contain less fat than regular cuts.

-Choose whole grain and enriched products more often. i.e. whole wheat bread as compared to white bread. Whole wheat bread contains more fibre and nutrients than white bread does.

-Choose dark green and orange vegetables and orange fruit more often. Orange and green pigments in food mean that the food contains adequate amounts of essential vitamins.

One should use the food guide when planning daily meals. If you follow it relatively closely you will be healthier, and feel better.

If you would like a copy of Canada's Food Guide to Healthy Eating as well as additional information you may do so by contacting Publications, Health and Welfare Canada, Ottawa, Ont. K1A 0K9, Tel. (613) 954-5995 or the local public health office at 453-2825.



Other Foods

Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or calories, so use these foods in moderation.

Baby Hab-penings

by Luke Peterson

When the Fredericton Canadiens embarked on a 4 games in 5 nights road trip to the United States, few would have thought that the Canadiens would go undefeated throughout the trip.

Despite their lineup being decimated by injuries and call-ups, the Canadiens managed two victories and two ties to pick up six of eight possible points in what was the most grueling road trip in the team's three year history. The goal-tending tandem of Frederic Chabot and Les Kuntar were voted Sherwood co-players of the week, by virtue of their contributions to last week's road success.

The Baby Habs were originally slated to be on the Rock for a pair of games with the Atlantic Division leading St. John's Maple Leafs; however due to a strike at the St. John's rink, the games will be played in Saint John, N.B. at the LBR. Both games will be broadcast live Friday and Saturday evening on Country 105.3 KHJ, with the pre-game show starting at 7:20 p.m. Next home action for the Baby Habs comes this Tuesday evening at the AUC with the St. John's Maple Leafs visiting the capital city for a 7:30 start.

The Atlantic Division is almost certain to take on a new look next season with the addition of one or more new AHL franchises on the not-so-distant horizon. The Ottawa Senators have announced their intention to move their farm club out of New Haven and into a maritime site, most likely either Moncton or Charlottetown. The Winnipeg Jets have decided to pull the plug on the Moncton Hawks after this season due to the inherent costs of running an AHL franchise. The Jets hope to reduce these costs by cutting their minor league roster down to a more manageable size of 10 to 12 players. They hope to find another NHL club interested in sharing a farm team, much like the Vancouver Canucks and Quebec Nordiques did with the now defunct Fredericton Express.

It seems all but certain at this point that the Calgary Flames will be pulling their Salt Lake City franchise out of the IHL in favour of establishing an AHL club in Saint John, N.B. Such a move could bring former Fredericton Canadiens left winger Patrick Lebeau back to the province. Lebeau who shared the Canadiens' lead in scoring last year with Jesse Belanger, is currently perched in fourth place in the IHL scoring derby. Lebeau has 62 points in 49 games with Salt Lake City. Needless to say, the Port city will be more than happy to welcome the 22 year old star back to New Brunswick.

Fans of the old New Brunswick Senior Hockey League will readily attest to the fact that the cities of Fredericton and Saint John have one of the most intense hockey rivalries around. Canadiens defenceman Gerry Fleming knows full well what can happen when the two cities clash on the ice. Fleming was a member of the now defunct Fredericton Metro Alpines during their final NBSHL season in 1989-90. The 6'5" 240 lb. Fleming pounded out decisions over several of the acknowledged Saint John Vito heavyweights, enroute to establishing himself as the toughest gunslinger in these parts. Fleming has done much of the same in the American Hockey League this season. In a recent poll of the league's coaches printed in Rinkside Magazine, Fleming tied with Bill Huard of Providence, for the accolade of top fighter in the entire American league. Perhaps nothing serves witness to Fleming's reputation, better than the fact that after a tussle with big Gerry, very few opposing customers opt to come back for seconds. As the season has progressed, Fleming has begun to blossom into a solid defenceman, seeing time on both the power-play and in short handed situations. The 25 year old Montreal native would like nothing better than to muscle his way onto the parent club's blue line.

Fleming's veteran defence partner Luc Gauthier was also voted one of the league's top five bodycheckers in the Rinkside poll. The Canadiens' fiery team captain is in his seventh AHL season and in my opinion, worthy of an NHL shot - if not in Montreal - perhaps with an expansion team. A consummate team player, Gauthier's competitiveness and dedication make him a fan favourite at the AUC. Well known for his shot blocking ability; Gauthier often subjects his body to numerous slapshots in order to help his team's cause. Much of what Gauthier contributes to the Canadiens may not be visible on the scoresheet, but nonetheless contributes substantially to the team's continued success.

The Hockey News has released its NHL Future Watch '93 supplement, wherein each team's top ten future prospects are evaluated. Six Fredericton Canadiens made the grade: Turner Stevenson, Paul Dipietro, Pierre Sevigny, Yves Sarault, and Jesse Belanger, are rated as numbers three thru seven respectively. Russian forward Oleg Petrov copped the ninth spot on the list. Brent Bilodeau of the Swift Current Broncos was the top ranked prospect for the Habs.

Of the Fredericton players who made the list, two are already playing in Montreal: Centreman Dipietro and Belanger. Former Seattle Thunderbird Turner Stevenson, the Habs first round pick in 1990, is currently tied with injured left winger Patrik Carnback for fourth place in Fredericton team scoring. Carnback who is out for a month with lacerated tendons in his hand is conspicuous by his absence from the top ten list. The speedy Swede's crafty playmaking has netted him 30 assists in 38 games.

Sophomore left winger Pierre Sevigny has earned his fifth place ranking amongst Habs prospects by virtue of his work ethic and scoring touch. Sevigny is known around the league as both a hard worker and a hard body checker. Whether his team is up by six goals or down by one he never misses a beat; always finishing his checks and hovering around the net, looking to pot another goal to add to his team leading 29 tallies.

Parsons: A Devil for a day

The Dean 'Jelly Bean' Parsons story

by Bruce Denis

Dreams are meant to come true, and for Dean Parsons they did, two weeks ago.

With nine players out of the lineup for the final two games of the season, Red Devil's coach Mike Johnson called on the Physical Education student and also assistant coach Shane Easter to fill in.

Not bad, for a kid from Wabush, Labrador. Parsons, affectionately known to friends as 'Jelly Bean', began his competitive hockey career with Wabush High School. He dominated the scholastic league enough to garner an invitation from the Laval Titans of the Quebec Major Junior Hockey League to attend their training camp in the summer of 1988.

However, Parsons was cut after two weeks and returned to Labrador to complete his education. "After Laval, I put hockey aside. I didn't really think I had the talent to play at the university level," says Parsons.

After graduating from Wabush High School, he enrolled at UNB and is now the Red Devil's trainer. He is also a starting winger for the Social Club Shooters of the intramural competitive league.

In the days before the Devil's final games against Mount Allison and Moncton it was evident that the team would need some extra players. But Parsons never figured it would be him.

"The guys were joking about it for a few days saying 'you should come out and play' and I'd say 'sure'. Then, one afternoon after my hockey class, Mike Johnson approached me and asked me if I wanted to play, the next day he signed me up. I was really surprised he asked me, but happy nevertheless."

The young winger had two days to practice with the team before his debut against the Mounties. On the night of the game, his dream went one step further.

"I expected maybe to dress and warm-up with the team but not to actually step on the ice. Playing in the game was quite an experience." He



Dean Parsons nails a Moncton forward during his 'game of fame'
Photo by Kevin G. Porter

said after the game.

"It was a little faster than intramural, but you have to expect that, it's a pretty high level of hockey. I was kind of worried that it was going to be rough, but it wasn't quite as physical as I thought it would be."

Those fans who attended the games noticed a healthy 'Jellybean' fan club who came out to support the affable winger with giant signs. And Parsons gave them something to cheer about midway through the second period against Mt. A. when he assisted a goal by Brunswick columnist Jamie Colvin.

However, had he not lost his footing on the play he might have scored the goal.

Parsons recounts "We broke out of our zone and I saw we had a chance for a 2 on 1, so I jumped into the play. Jamie's a fairly fast skater but when I looked across the blue line

I saw I was already a few strides ahead of him. I tried to cut in towards him to avoid the offside but in doing that I caught a bit of a speed wobble and took a dive."

Does he think he could play at the university level on a regular basis? "I could go out and skate up and down the ice every second or third shift. I just had to think alot about keeping my head up and my stick on the ice, something you don't think about when you're playing intramural hockey."

And so, after managing a fairly regular shift for two games and making a dent in the Atlantic University Hockey Conference with an assist, Dean Parsons is forced to return to reality.

"I'm just going to finish out the season playing with the Shooters in the intramural league. As for the future, who knows what's in store."

Pepsi/Pizza Hut Player Profile

Pepsi and Peter Allison's Pizza Hut honor a fine UNB athlete, Yaw Obeng. Yaw is a fifth year Red Raider basketball player whose accomplishments include:

- twice named team MVP
 - 2 years as team captain
 - Coaches distinction ring
 - recipient of many other awards
- Join the Raiders in honoring this fine athlete Sunday at 2pm when the Raiders host UPEI**

Peter Allison's



Yaw Obeng

Thanks for the memories Yaw



The Arts Undergraduate Society is accepting nominations for the following positions:

- President
- Vice-president (internal)
- Vice-president (finance and administration)
- Vice-president (promotions)
- Vice-president (activities – two positions)

Nomination can be sent to the Dean of Arts office or the Arts Undergraduate Society (Tel: 453-4686)

Deadline March 19

Don't Forget

The deadline for applying for Student Activity Awards is

TODAY: FEBRUARY 26

**Loonie
Wednesday
is cancelled
next week
due to the
break**

Loonie Wednesday will return March 10th with Sister Act

NOTICE OF MOTION :

BIRT : BYLAW VII section be amended to read the following ;

30.

(a) No person shall be acclaimed to any position on the council, and in the case that there are fewer candidates than contested positions, or if the number of candidates equals the number of contested positions, there shall be a Yes/No ballot.

(b) In the case of a by-election where there are fewer candidates than contested "at large" positions, or if the number of candidates equals the number of contested "at large" positions

Notice to Amend the Student Union Financial Policy

Section II:

The purchase of clothing by Union clubs or organizations shall not be paid for by the Union or Foundation then the said candidates shall be acclaimed to said position.

UNB's Second Annual History Banquet

Where: Alumni Memorial Building

When: Friday, March 12, 1993

Reception--6:30 p.m.

Dinner--7:00 p.m.



Guests are encouraged to dress as their favourite historical character. Prizes will be awarded for the most original historical costume. Tickets can be purchased at the History Department.

STUDENT SERVICES

Student Placement Services

Notice to students concerning summer employment deadlines:

The Algonquin	February 26
N.S. Dept. of Natural Resources Tree Breeding	February 26
N.S. Dept. of Natural Resources - Truro	February 26
RCMP Summer Student Program - PEI	February 26
Camp Heidi	February 28
SWAP (Student Work Abroad Program)	March 1
Broland Enterprises Inc.	March 1
Lake Louise Inn	March 1
COSEP - Employment and Immigration	March 5
Milk Maritime Inc.	March 5
Shiretown Inn	March 11
NB Gov't Lifeguards	March 15
Scotia Lifeguard Services	March 15
Nechako Reforestation	March 15
Banff Lifts Ltd.	March 19
Comerbrook Tennis Club (Nfld)	March 31
Camp Rotary	April 1
City of Fredericton, Recreation	April 2
Bayshore Inn	April 30
Hotchkiss Forestry Enterprises Inc.	May 10
Camp Quareau	ASAP
Camp Tamakwa	ASAP
College Pro Painters (Painters)	ASAP
Evergreen Forestry Services	ASAP
Kilmorey Lodge/Aspen Motel	ASAP
N.B. Provincial Jobs	ASAP
N.B. Student Venture Capital Program	ASAP
PEI Central Registry	ASAP
University Painters - Fredericton	ASAP

Information and application are available at the Student Placement Service, Room 3, Annex B.

CAMPUS MINISTRY

Rev. Monte Peters 459-5673 or 450-2883
 Rev. Neville Cheeseman 453-5089 or 454-6507
 Dr. John Valk 459-5962 or 453-5089
 Alumni Memorial Building, Room 3

Movie Review: Come join us to watch, review and discuss some well-known and not so well known videos. All are welcome. After our spaghetti supper. Monte Peters' Residence, Apt 2, Bridges House.

Spaghetti Suppers: Every Fri. 5:00PM. Monte Peters' Residence, Apt 2 Bridges House. All Welcome.

Intervarsity Christian Fellowship: For an evening of bible study, discussion, fellowship and fun join us every Thursday evening at 7:30 PM, Monte Peters' Residence, Apt 2 Bridges House. All are welcome.

Marriage Preparation Workshops: Workshops are being organized for:
 Feb. 20, Mar. 20, April 24. Contact Campus Ministry 453-5089 or 459-5962.

Christian Meditation: Christian meditation based on the thought of John Main O.S.B., will continue until April 5th., Easter week. Meetings are held every Monday at 7:00 PM, at Monte Peters' Residence, Apt 2 Bridges House. All are welcome, and admission is free. Facilitator is Kathleen Crowley, 450-9623.

Worship Services

Catholic Masses: St. Thomas Chapel: Mon. - Fri. 11:30; Sunday Masses 11:00 AM & 4:00 PM
 Anglican Eucharist: Sunday 11:00 AM, Wed. and Thurs. 12:30 PM. Old Arts Chapel.

UPCOMIN'

Director of Mathematical Research Institute to Give Free Public Talk at UNB

Jerrold E. Marsden, a professor at the University of California at Berkeley and the director of the Fields Institute for Research in Mathematical Sciences in Waterloo, Ont., will give a public talk at the University of New Brunswick in Fredericton on Thursday, March 11.

His presentation, titled Recent Developments in Geometric Mechanics, will be held in Tilley Hall, Room 404. Coffee will be served at 3:30 p.m. and will provide individuals with the opportunity to meet with Dr. Marsden before his talk, which begins at 4 p.m.

For more information, contact Jon Thompson, chairperson of UNB's department of mathematics and statistics at 453-4768.

UNB's Bank of Montreal Executive-in-Residence to Give Breakfast Seminar

R. Donald Fullerton, chairperson of the executive committee of the board of directors for the Canadian Imperial Bank of Commerce (CIBC) group, will give a breakfast seminar on Tuesday, March 9, in the Wu Conference Centre on the Fredericton campus of the University of New Brunswick.

The topic of the seminar, which is scheduled to begin at 7:45 a.m., is Revisiting High Profile Fiascos in the Private and Public Sectors: Have Lessons Been Learned? While there is no charge for admission, space is limited and reservations should be booked with the Centre for International Marketing in UNB's faculty of administration at 453-4557.

Fullerton will be speaking to UNB students about careers in banking at the AIESEC general meeting on Thursday, March 11, 11:30-12:00 in SUB 103. Any student interested in hearing about banking opportunities is invited to attend. For more info. call AIESEC at 453-4959.

G.A.L.A. Upcoming Events

GALA would like to thank AIDS New Brunswick, and Claude Olivier in particular for the recent successful safer sex workshop.

Friday 26th Feb-Last day of classes. Possibly a film if anyone is still around, otherwise the room will be available for a drop-in meeting.

Friday 12th March-To be announced.

Friday 19th March-Visiting speaker: Sexual Harassment. By asking a straight man/woman to dinner could you be conceived as sexually harassing them? Come along and find out UNB's sexual harassment policy and how it may affect you.

Upcoming Film - Entre Nous (Of particular female interest)-watch this space!

Venues and information for all events are available by calling the Gayline, operational on Mondays and Thursdays between 6 pm and 9pm. Our mail address: GALA, UNB Help Centre, SUB. UNB.

Amnesty International

Amnesty International Group YC 405, University of New Brunswick will celebrate the struggles that today's women from all walks of life have been taking against racism, sexism and their struggle for equality of men and women, for justice and freedom. We celebrate International Women's Day at 7:00 p.m. Tilly Hall Room 102, on March 8. Dr. Patricia Hughes, The Mary Louise Lynch Chair in Women and Law, Kay Nandlall The International student advisor and Kourosh Mohseni coordinator of Amnesty International Group YC 405 will speak. For further information call 451-6407.

St. Andrews Native to give Dineen Lectures on Both UNB Campuses

St. Andrews native Michael Caughey will deliver the 12th annual Dineen Memorial Lectures this year on the Fredericton and Saint John campuses of the University of New Brunswick.

Information technology is the topic for this year's series. The public is cordially invited to attend both the lectures and the receptions that follow.

On Tuesday, March 9, at 2:30 p.m. in the Dineen Auditorium of Head Hall on the Fredericton Campus, Dr. Caughey will deliver a technical lecture, entitled *Chips, Objects, and Black Ink-Fun* in Technology.

Dr. Caughey will give an evening public lecture aimed at a general audience in both Fredericton and Saint John on the topic, *The Information and Technology Game-an ex-New Brunswicker's View*. The Fredericton lecture is scheduled for Tuesday, March 9, at 8 p.m. in the Dineen Auditorium. The Saint John lecture will be held on Wednesday, March 10, at 8 p.m. in the Oland Hall lecture theatre.

For more information on the Dineen Memorial Lectures, contact Phil Parker in the electrical engineering department at UNB in Fredericton at 453-4561.

Volunteers

Red Cross volunteers make things happen. They give blood, provide meals to seniors, answer emergency calls, and organize special events to raise money to support Red Cross programs. If you have time to give, join the thousands of Red Cross volunteers who help their neighbors through Red Cross. March is Red Cross month. Please, give generously.

Emergency Services

A house fire can leave its occupants out in the cold with their belongings in ashes. It can happen to anyone. When it does, Red Cross brings help and warmth by providing emergency housing, clothing and personal supplies. You can put little warmth in someone's life by helping your local Red Cross help others. Remember, March is Red Cross Month. Please give generously.

Multicultural Association of Fredericton

February 28 - The Multicultural Association of Fredericton invites you to a Workshop On Social Benefits at the Gibson Memorial United Church Hall on Gibson St. Fredericton (north side near Henry Park) from 2 to 5pm. The following topics will be addressed: basic information session on Income Tax, Workers Compensation, Unemployment Insurance and Pension Splitting for all those interested with particular focus toward newcomers. Free admission, babysitting and transportation available. Please pre-register by calling 454-8292.



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(Please print and indicate Apt. No. and Postal Code)

Registration number 006 4758 09 10

CLASSIFIEDS

Classifieds are provided free of charge to university students. All ads should be 30 words maximum and be accompanied by your name, phone number and student number.

Deadline: Tuesday at noon.

For Sale
Econ 1000 textbook and study guide (Purvis) bought in September '92. Now \$40. Call Shirley King at 472-8136.

Jackson/Charvel Guitar. Novel fusion custom. Double locking Floyd rose. Price \$650. Call 1-388-5094.

One plane ticket to Ottawa, leaving the 26st of February, returning the 7th of March. For inquiries call Cheryl at 357-9533.

1 prof 195 K2 unlimited VO skis with 547 Bindings. Only used one season. Asking \$150. Also 5 piece drum set (Maxwin) excellent shape. Includes big hat stand & cymbals and median crash cymbal & stand. Asking \$450. Call 458-1377 and ask for Bruce.

1986 Plymouth Reliant, automatic, new tires, new muffler 63,000 miles, in good condition. Asking \$2200 neg. Call 457-1952.

1980 Pontiac Firebird. Black with wine interior, 8 cylinder, auto., with tape deck and sun roof. Very clean. Licensed and inspected. Mechanical excellent, body good. Asking \$1700. 452-7914.

Supersingle waterbed w/ bookcase headboard, semi waveless mat. (8 hydrocoils), heater etc. Worth over \$850, selling for \$275. Ask for Bobby or leave message @ 472-8331.

1984 Pontiac Sunbird 2000, 5 spd standard, 2 door, power steering, power brakes, am-fm cass., great interior, blue, must sell. Only \$875. Works great. 450-9680

Black Dynamic VR27 Equipe (slalom) skis; 204 cm, with Tyrolia 3900 bindings. Asking \$125. Call 455-1406.

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Used Furniture
450-1171
105 Prospect Street West
(Behind Gardiner Realty)
Weekdays 10-5 • We buy and sell
Saturdays 10-1 • Storage available

Molded white, size 7 Lancer skates for ladies (worn once) - \$35. Brown, leather look backpack \$8. Straw bag \$8. Down filled size XL winter coat \$100. Red stylish winter jacket with fur-hood for ladies \$50. Different types of sweaters and fleeces for \$5 each. Softboard with pins \$3. New Thinsulate ski gloves \$4. Vaporizer \$12. Call 457-0947.

Reversible winter jacket for ladies \$60. 2 pr of brown and black, size 7 flat shoes \$6. Steel shelf (4 layers, 70 by 36 by 16") \$35. Sidney Sheldon's Memories of Midnight \$3. Jackie Collins Lady Boss \$3. Danielle Steele's Secrets \$3. Wall mounted phone \$4. Beetle Bailey and Garfield comic \$1-\$3. Call 457-0947.

'84 Buick Skyhawk, 4 door, auto., power steering, tilt, power brakes, air-con, sky-roof, dark blue, 89,000 miles, new alternator and battery, UNB parking sticker, very good condition \$2,000 firm. 457-0947.

Barron's GRE general study guide \$8. Barron's GRE Psychology study guide \$8. 2 ten gallon aquarium complete with everything on a stand \$100. New wrist watch \$25. New ski cap \$4. Electric kettle \$5. Iron \$5. Bronze photo frame (5x10) \$4. Outdoor extension wire \$5. Electric cup warmer \$6. 457-0947.

Fuschia colored, above the knee, fitted formal (prom) dress. Off the shoulder with a few sequins on top, brocade body, worn once. Bought in US for \$285.00, will sell for \$150. Also, dusty rose colored formal (prom) dress, strapless, fitted to the hip and then flares out, to sell for \$100. 454-1617

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Queen sized waterbed. Waveless and super comfy. \$200 obo. Sieve @ 452-9235.

Emerson cordless phone, Emerson alarm clock, general electric steam iron, torch & walkman speakers. Call

Pr. of light brown full length cowboy boots. Ladies size 6.5. Worn only twice - virtually new. Must sell - wrong size. Bought in Dec. for \$200 will sell for \$75 obo. Will consider a trade for ankle high cowboy boots, brown or black, size 6-7. 455-7949.

For Rent
Available immediately: single rooms on Windsor St. furnished, heated, lighted, hot water, shared eat-in kitchen, bathroom and laundry. Short term/long term occupancy. 455-0263 after 5pm.

Roommate wanted immediately to share 4 bedroom apartment. Price negotiable. fully furnished, heat, lights, cable, water included. 633 Windsor. 454-0896.

2 bedroom basement apt. for only \$600/month. Utilities included and parking space. more info call 455-1110 between 9-4 PM and ask for Ashok.

TYPING SERVICES
WORD PROCESSING
Laura Anderson
472-6309

To Sublet
To sublet May 1 to Aug. 31 2 bedroom Condo. This spacious condo overlooks the St. John river. Must be seen to be appreciated. \$600 neg includes heat & water. 452-1996 ask for Pete or Julie.

To sublet May 1 to Aug. 31 - a four or five bedroom house on Graham ave. Total rent only \$830/ + utilities (\$166/mth for 5 people, \$207.50 for four), fully furnished, spacious, back yard, parking, close to bus route, only two minutes to campus. Don't let it get away. 455-5891.

To sublet May 1-Aug.31, with the possibility of taking over lease in Sept., a spacious 2 bedroom apt in security building. 15 min. walk to campus, with parking storage and laundry, \$550/mth + phone + electric. 452-7914.

Sublet: May 1, spacious 2 bedroom apartment in a security building. Parking, laundry, weight room available. call 454-2883.

3 bedroom apt for rent, available May 1, hardwood floors, renovated Aug. 1992, hot water included. Five min. walk to campus, Albert street. 455-4570

Sublet for summer: huge 4 bedroom fully furnished house located on Montgomery St. 10 min. walk to UNB, ample parking, 2 fridges, \$800/mth including utilities. 455-9896

Room to sublet: May 1-Aug.31. Option to stay, \$170/mth + utilities. 457-4580 ask for Ross.

For March 1, one bedroom apt to sublet downtown. \$370, unheated, unlighted. Parking space and coin operated laundry. 455-2835 or 459-3932.

Anyone looking for a great spot to sublet this summer? 2 large bedrooms, lots of big closets, new apt., dishwasher, new appliances and large living room. 455-6530.

3 bedroom apt to sublet from May 1 - Aug. 31 with option to take over. Close to UNB (5 min.), convenience stores, laundry. 455-3942

Sublet: spacious 2 bedroom apt. Available May 1 with option to renew. Security building, laundry facilities, sauna. Graham ave. (2 min. walk to campus). 455-6878.

Roommate wanted: looking for a female, non-smoking roommate beginning May 1. Security building, close to malls, and campus. Rent \$275 + utilities. 458-9239.

Sublet: 1 room in a 4 bedroom basement apartment. May 1 - Sept. 1. Rent is only \$192/month everything included except phone. Only a 7 minute walk from campus. If interested, call 454-4496. No option to take over.

Apartment to sublet starting May 1. To share 2 bedroom apt. at 190 Parkside Dr. 5 min. walk from malls. Rent negotiable. 451-8490. Ask for Cathy or leave message on machine.

Wanted
Wanted: answering machine. call 454-7893, 9-3pm

Rides
Looking for a drive to Moncton? I leave Fredericton Thursday PM and return Monday AM. If interested, call Jennifer 454-2190.

Needed: a ride to and from Woodstock for the last month of classes. Willing to share expenses. Call Judy at 328-8525.

Lost
Green tent left outside of LB Gym Sunday around 3:00 with black lettering "UNB #14". The tent is expensive and will have to be replaced with \$500 that I don't have. Please return to the cage at the gym, your honesty would be appreciated.

Personals
Fe-Fe, have you seen my bunny wunny? Have a wonderful weekend with Bri. Elmira

Baron, is this a classic year or what? I have a boyfriend, you're single - what's up with us!! However, I must thank you for the great time (with a few exceptions) I had 2 weekends ago. We must do that again soon (but we'll make sure neither one of us opens at work the next morning, before we make such plans). Martin

Dear Uncle Bingo. I first noticed you when you tripped during frosh week and I fell for you. Light my fire!

Lucky Lennie, Are ya up? Your adoring fans. AA & TM

B-Berry Boy, I want you, I need you, I miss you! Thanks for my very own personal. Too bad they misspelled my name though! We sure miss you on 2nd. I hope you like your new living arrangements. Come visit anytime! Sylvie

Jayda, I miss you already, but I'll talk to you soon. Be good and I'll call on Sunday. Love your Vegas bunnies: Njugie and Teddy.

Dearest Randy, On March 3rd it will be 5 years, we've shared smiles and some tears. But through it all we've had each other, we've had 5 years, want to try another? Love Sina.

To S. and my pal P. - Roses are red, violets are blue, I'm looking forward, to Spring Break with you. - From the girl you are talking to Montreal.

Do you have 8:30 tickets to the Phantom of the Opera? I have awesome seats for the 4:30 show (9th row in front of stage) and REALLY need to trade with someone! Even if your seats are further from the stage and you'd like to exchange, call 451-1682 and leave message.

To the elusive Goddess: Meeting you is turning out to be quite challenging. Since nothing else has worked and the phone company disconnected my phone, write me through the computer. My address is P80W@UNB (that's an O not a zero). The Engineer.

b-day and have a super March Break!

Big thanks to Mike O'Pray and Moosehead Breweries and to UNB Student Union and Coke for their donations to the Foresters 1993 Silvicon. A good time was had by all. Congratulations to the Foresters and Forest Engineers on receiving their rings.

WORD PROCESSING
JB'S TEMPORARY OFFICE SERVICES
301 University Ave. 454-3757 (Laser printing)

To Ma Gay, Kam. HAPPY FANTABULOUS BIRTHDAY BABE!!! Looking forward to one helluva spring break...hot oil and guttural ululation? By the way, did I ever tell you how crazy I am 'bout you? RE: Tattooing your initials on my bum...I will if you will. Always, your Eskimo Piexoxoxo

To Aiken Supporters: Would like to thank you for your loyal support at home and on the island during 1st round of playoffs. Hope it continues. UNB Red devils.

Dear forgetful: There are a lot of ladies from PEI that go to the Cosmo. Can you please give a better description of who you are looking for. This PEI lady was at the Cosmo on Saturday. I think forgetful forgot. Oh Well. Maybe the first Saturday after the march break we can

PROCTOR POSITIONS AVAILABLE

For The 1993-94 Academic Year
in the U.N.B.F. Residence Community
APPLICATION FORMS MAY BE OBTAINED FROM:
Office of the Dean of Residence
Residence Administration Building
Fredericton Campus
Deadline for Receipt of Applications
FRIDAY, MARCH 12, 1993

Candidates must submit the following with their completed application form:

- a letter of intent as to how one might implement the role of proctorship;
- a resume;
- a transcript.

A candidate's 1991-92 sessional G.P.A. must be 2.5 or greater in order to be considered.

Transcripts should be ordered immediately from the Registrar's Office.

Gang: Hope you guys enjoy your winter holiday while I bronze in the canyon. I'm sorry again about my actions on Friday. Thanks. Great White.

To the gentleman who discovered the watch which I forgot at the bathroom sink in the SUB washroom: I thank you for being kind enough to take it to the SUB office. Forgetfulness is a sure vice, but not knowing the time of day in a boring class is a frustrating experience, thanks again. A

For Sale: White, Picolette drawing table, 42"x30", \$100.00 Call Tara at 457-1455 or 453-4983

Happy 21st Birthday to Maxine MacConnell (The Saturday Night Live Girl). Don't worry Max, we'll have you home by 2:30. From all of us who "love you, miss you, and want to be with you" Have a Great March Break Nicole P, Nicole B, Jenn, Chad, Christy, Marcel, Julie and Richard.

Happy 21st Birthday on the 28th to one Ellen "Sweet Marie" O'Shea! Happy B'day Dose!! P.S. I hope you and Allison H. have a great time at the Opera House! I hope you're thirsty!!! Love Always "Dose #2" xoxo

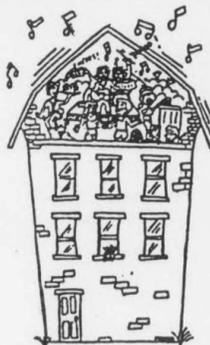
Sha, I had a great time playing ball with you last weekend. I think you're hilarious - I'm glad I got the chance to meet you. I'd really like to get to know you better. Maybe we could get together after the break...that is, if you don't fall down laughing. I'll be in town. - Sainfield. P.S. - What's that thing on your neck?

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WARNING

The **PUB IN THE SUB** will be closed during the March Break (Mar. 1st to Mar. 6th). The last day of business will be Feb. 27. Don't worry we will re-open after the break!

Entertainment in March

March 10 - Dennis & Kollin
March 13 - Dennis & Kollin
March 19 & 20 - The Relics
March 27 - Modabo

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COLLEGE HILL SOCIAL CLUB

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MARCH 10, 17, and 24

Social Club wishes everyone a great break!

We are OPEN during the Break
Sunday - Thursday 2:00 - 1:00
Friday - Saturday 2:00 - 2:00

Members & Guests Only

SPRING ELECTION '93

Advance Poll March 18, 1993

Tuesday, March 23, 1993 & Wednesday, March 24, 1993

Positions Available for 1993 - 1994

EXECUTIVE

1. PRESIDENT
2. VICE-PRESIDENT
UNIVERSITY AFFAIRS
3. VICE-PRESIDENT
FINANCE & ADMINISTRATION
4. VICE-PRESIDENT
EXTERNAL
5. VICE-PRESIDENT
ACTIVITIES & PROMOTIONS

COUNCIL

1. ARTS REP
.....FIVE (5) ONE YEAR POSITIONS
2. BUSINESS REP.
.....THREE (3) ONE YEAR POSITIONS
3. COMPUTER SCIENCE REP.
.....ONE (1) ONE YEAR POSITION
4. EDUCATION REP.
.....TWO (2) ONE YEAR POSITIONS
5. ENGINEERING REP.
.....FOUR (4) ONE YEAR POSITIONS
6. FORESTRY REP.
.....ONE (1) ONE YEAR POSITION
7. LAW REP.
.....ONE (1) ONE YEAR POSITION
8. NURSING REP.
.....ONE (1) ONE YEAR POSITION
9. PHYS. ED. REP.
.....ONE (1) ONE YEAR POSITION

10. SCIENCE REP.

.....TWO (2) ONE YEAR POSITIONS

11. STUDENT AT LARGE

.....TWO (2) ONE YEAR POSITIONS

12. RESIDENCE REPRESENTATIVE BOARD REP.

.....ONE (1) ONE YEAR POSITION

BOARD OF GOVERNORS

TWO (2) B.O.G POSITIONS

- ONE YEAR TERM ENDING JUNE 30, 1994

FREDERICTON SENATE

CONTACT STUDENT UNION OFFICE FOR DETAILS

GRADUATING CLASS EXECUTIVE (LIFE EXECUTIVE)

1. GRAD CLASS PRESIDENT 1994
2. GRAD CLASS VICE PRESIDENT 1994
3. GRAD CLASS SECRETARY/TREASURER 1994

VALEDICTORIAN 1993

CONTACT STUDENT UNION OFFICE FOR DETAILS

COLLEGE HILL STUDENT RADIO (CHSR) BOARD OF DIRECTORS

CONTACT STUDENT UNION OFFICE FOR DETAILS

**Nomination forms and election information available at
the Student Union Office,
Rm. 126 in the S.U.B.**

This is your chance to

GET INVOLVED!

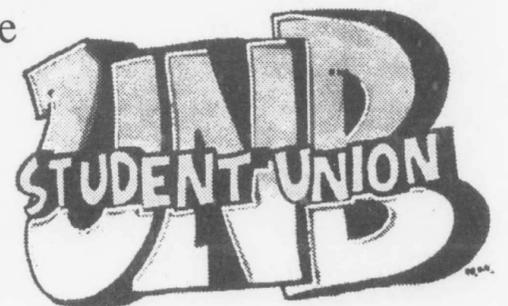


March 10.....Nominations close

March 18.....Advance Poll

March 23.....Election Day #1

March 24.....Election Day #2



Following 2 pages
filmed out of order to
keep topic information
together.

DEPARTMENT OF EXTENSION AND SUMMER SESSION UNB (FREDERICTON)

REGISTRATION: CHANGE - PRE-REGISTRATION IS REQUIRED FOR ALL COURSES. SEE EXTENSION CALENDAR 'REGISTRATION PROCEDURES' FOR DETAILS AND CHECK 'SCHEDULE OF IMPORTANT DATES' FOR DEADLINES. Registration (in person, or by mail) is processed through the Registrar's Office (Fredericton campus). Registration forms can be found in the Extension calendar or at the Registrar's office. (Note: Forms in the calendar are not for use by students in a Graduate Degree Program.)

NOTE: Pre-registration will open for Spring and Summer courses on March 8, 1993.

FEES:	CODE KEY	STUDY ABOARD:
1, 2, 3 or 4 cr. hr. - \$235.00 (+ part-time student fee)	+ Limited Enrollment	Courses are scheduled for offering in Greece, England and Mexico.
6, 7 or 8 cr. hr. - \$470.00 (+ part-time student fee)	- See calendar course description, special notes	
May be paid by: Cash, Money Order, Certified Cheque, Master Card, or VISA	() Combined Courses	See "Special Programs" in Extension calendar or contact Dept. of Extension.
Non-Canadian students must pay a Fee Differential.	ET Teleconference Course	
Please refer to Extension Calendar - "Registration Procedures - Fees".	EX Early Registration required. (Check calendar course description for deadline.)	
	A L Open Access Learning Program	
	TBA To Be Announced	

1993 INTERSESSION

Lectures: May 3 - June 17, 1993

CODE TO TERMS	CODE TO BUILDINGS
1st - FIRST TERM Mini Session # 1 May 3 - May 25/93 Examination: May 26/93	B Loring Bailey Hall C Carleton Hall EC Continuing Education Centre ED Marshall d'Arvey Hall (Education) GH Glen Hall H Head Hall K Keirstead Hall L B.G. Lady Beaverbrook Gymnasium SH Singer Hall T Tilly Hall
2nd - SECOND TERM Mini Session # 2 May 27 - June 17/93 Examinations: June 21-22-23/93	
All other courses run the full Intersession - May 3 through June 17/93. Examinations: June 21-22-23/93	

When selecting courses, students should consult the examination schedule in the last column to ensure that they will not have a time conflict.

COURSE	SEC.	COURSE TITLE	CH	TERM	DAYS	TIME	1ST CLASS	LOCATION	EXAMINATION
BUSINESS ADMINISTRATION									
+ BA 1001 EX		Introduction to Business	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	SH151	June 21 - 3:00 pm
+ BA 1203		Introduction to Financial Accounting	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	SH161	June 21 - 7:00 pm
+ BA 2223		Managerial Accounting	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	SH161	June 21 - 3:00 pm
+ BA 2413		Introduction to Financial Management I	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	SH151	June 21 - 7:00 pm
+ BA 2504		Intro. to Organizational Behaviour	3	full	TTh	7:00 - 9:30 pm	May 4/93	T302	June 22 - 7:00 pm
+ BA 2603		Quantitative Methods & Analysis I	3	full	TTh	7:00 - 9:30 pm	May 4/93	SH151	June 21 - 7:00 pm
+ BA 3623 EX		Management Science	3	full	TTh	4:30 - 7:00 pm	May 4/93	SH151	June 22 - 3:00 pm
+ BA 3813		Introduction to Industrial Relations	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	T302	June 23 - 7:00 pm
+ BA 4114 EX		Business Policy	3	full	TTh	7:00 - 9:30 pm	May 4/93	SH151	June 22 - 7:00 pm
+ BA 4123 EX		Issues in Business and Society	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	SH151	June 23 - 7:00 pm
+ AD 6124 EX		Organizational Restructuring and Renewal	3	1st	MTWTF	7:00 - 10:00 pm	May 3/93	T309	TBA
+ AD 6303		Marketing Management	3	full	TTh	4:30 - 7:00 pm	May 4/93	SH151	June 22 - 3:00 pm
+ AD 6414		Applications of Fin. Mgmt. Techniques	3	full	TTh	7:00 - 9:30 pm	May 4/93	SH161	June 22 - 7:00 pm
+ AD 6524 EX		Organizational Analysis and Change	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	SH161	June 21 - 7:00 pm
+ AD 6826		International Labour Relations	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	T307	June 23 - 7:00 pm
ANTHROPOLOGY									
ANTH 3502		Medical Anthropology	3	full	TTh	4:30 - 7:00 pm	May 4/93	C140	June 22 - 3:00 pm
ARTS									
ARTS 1000 A L		Development of Western Thought	6	Correspondence			Contact Dept. of Extension for an "Open Access Learning" brochure.		
ARTS 1000		Development of Western Thought	6	full	MTWTF	7:00 - 9:30 pm	May 3/93	T5	June 22 - 7:00 pm
BIOLOGY									
BICL 2200		Biochemistry, Molecular Biology, Physiology	6	full	MTWTF	10:00 - 12:00 noon	May 3/93	B146	June 22 - 1:00 pm
BICL 2690 A L		Human Physiology for Nurses	7	Correspondence			Contact Dept. of Extension for an "Open Access Learning" brochure.		
CIVIL ENGINEERING									
CE 3933 EX		Numerical Methods for Civil Eng.	3	full	TTh	4:30 - 7:00 pm	May 4/93	H-033	June 22 - 3:00 pm
CE 3983 EX		Engineering Economy	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	H-033	June 21 - 7:00 pm
CLASSICS AND ANCIENT HISTORY									
CLAS 3043		Ancient History: Rome Under the Emperors	3	full	TTh	4:30 - 7:00 pm	May 4/93	C204	June 22 - 3:00 pm
COMPUTER SCIENCE									
CS 1003		Introduction to Computer Programming in Fortran	4	full	MTWTF	4:30 - 7:00 pm	May 3/93	GH-C123	June 21 - 3:00 pm
CS 1043		Introduction to Computers	4	full	MTWTF	4:30 - 7:00 pm	May 3/93	GH-C122	June 23 - 3:00 pm
CS 2053		Intro. to APL and Interactive Prog.	4	full	TTh	7:00 - 9:30 pm	May 4/93	GH-C123	June 22 - 7:00 pm
CS 2313 11		Introduction to Discrete Structures	4	full	MTWTF	10:30 - 11:45 am	May 3/93	GH-C123	June 22 - 11:00 am
CS 2525		Microcomputer Applications	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	GH-D124	June 21 - 3:00 pm
CS 2635 EX		C Programming for Programmers	1	1st	MTWTF	4:30 - 5:30 pm	May 3/93	GH-C127	May 26 - 7:00 pm
CS 2803 11		Switching Theory and Logic Design	4	full	MTWTF	11:45 - 1:00 pm	May 3/93	GH-C127	June 21 - 11:00 am
CS 3113 11		Introduction to Numerical Methods	4	full	MTWTF	8:00 - 9:15 am	May 3/93	GH-C122	June 23 - 11:00 am
ECONOMICS									
ECON 2103		Intro. to Money and Banking	3	2nd	MTWTF	4:30 - 7:00 pm	May 27/93	T223	June 21 - 3:00 pm
ECON 2755 EX		Environmental Economics	3	1st	MTWTF	4:30 - 7:00 pm	May 3/93	T223	May 26 - 7:00 pm
ECON 3023		Economic Theory I: Microeconomics	3	2nd	MTWTF	1:30 - 4:00 pm	May 27/93	T104	June 22 - 3:00 pm
EDUCATION									
Vocational Education									
EDVO 4984		Laboratory and Industrial Safety	3	1st	MTWTF	4:30 - 7:00 pm	May 3/93	ED114	May 26 - 3:00 pm
EDVO 6821		Qualitative Research in Education	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	ED312	June 21 - 7:00 pm
Curriculum and Instruction									
EDCI 1026 EX		Communications: Speaking Practice	3	full	TTh	4:30 - 7:00 pm	May 4/93	ED337	June 22 - 3:00 pm
EDCI 3604		Elementary Social Studies	3	full	TTh	4:30 - 7:00 pm	May 4/93	ED323	June 22 - 3:00 pm
EDCI 3688 EX		Contemp. Cdn. Aboriginal Children's Lit.	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	ED337	June 23 - 3:00 pm
EDCI 5365		Teaching Primary Reading	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	ED120	June 23 - 3:00 pm
Educational Foundations									
EDUC 2005		Applied Learning and Assessment	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	ED220	June 21 - 3:00 pm
EDUC 3035 EX		Introduction to Special Needs Students	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	ED221	June 21 - 7:00 pm
EDUC 5013		Post-Internship Seminar	3	full	TTh	1:30 - 4:00 pm	May 4/93	ED210	June 22 - 3:00 pm
EDUC 5025 EX		Educational Statistics	3	full	TTh	4:30 - 7:00 pm	May 4/93	ED220	June 22 - 3:00 pm
EDUC 5034		Educating At-Risk Students	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	ED221	June 23 - 7:00 pm
EDUC 5035 EX		The Education of Exceptional Children	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	ED221	June 21 - 7:00 pm
EDUC 5045		Principles of Guidance	3	full	TTh	7:00 - 9:30 pm	May 4/93	ED222	June 22 - 7:00 pm
EDUC 5066		Basic Problems in Education	3	full	TTh	7:00 - 9:30 pm	May 4/93	ED222	June 23 - 3:00 pm
EDUC 5083		Career Education I	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	ED223	June 22 - 7:00 pm
EDUC 6015 EX		Educational Statistics	3	full	TTh	4:30 - 7:00 pm	May 4/93	ED222	June 22 - 3:00 pm
EDUC 6055		Academic Achievement Assessment	3	full	TTh	7:00 - 10:00 pm	May 4/93	ED221	June 22 - 7:00 pm
EDUC 6064		Management of Behavioral Problems	3	full	MTWTF	7:00 - 10:00 pm	May 3/93	ED223	June 23 - 7:00 pm

COURSE	SEC.	COURSE TITLE	CH	TERM	DAYS	TIME	1ST CLASS	LOCATION	EXAMINATION
ENGLISH									
ENGL 1000		Introduction to Literature	6	full	MTWTF	4:30 - 7:00 pm	May 3/93	C255	June 23 - 3:00 pm
ENGL 1103		Fundamentals of Clear Writing	3	full	TTh	4:30 - 7:00 pm	May 4/93	C256	June 22 - 3:00 pm
ENGL 2303 A L		Shakespeare & His Contemporaries	3	Correspondence			Contact Dept. of Extension for an "Open Access Learning" brochure.		
ENGL 3250 A L		Shakespeare	6	Correspondence			Contact Dept. of Extension for an "Open Access Learning" brochure.		
FRENCH									
+ FR 1034 EX		French Language: Communication I	3	1st	MTWTF	4:30 - 7:00 pm	May 3/93	SH260	May 26 - 3:00 pm
+ FR 1044 EX		French Language: Structure	3	2nd	MTWTF	4:30 - 7:00 pm	May 27/93	SH260	June 23 - 3:00 pm
+ FR 2034		French Language: Communication II	3	1st	MTWTF	7:00 - 9:30 pm	May 3/93	SH270	May 26 - 7:00 pm
+ FR 2054		French Language: Writing	3	2nd	MTWTF	7:00 - 9:30 pm	May 27/93	SH270	June 21 - 7:00 pm
HISTORY									
HIST 3006		The Protestant Reformation	3	full	TTh	7:00 - 9:30 pm	May 3/93	T124	June 22 - 7:00 pm
HIST 3301		Twentieth-Century Canada	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	T124	June 21 - 3:00 pm
HIST 4001		Heretics and Witches in Europe 1500-1650	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	T124	June 23 - 7:00 pm
HIST 4313		A History of Women in Cdn. Society	3	full	TTh	4:30 - 7:00 pm	May 4/93	T124	June 22 - 3:00 pm
LAW									
+ LAW 5002 EX		Commercial Law: Engineering	2	full	TTh	7:00 - 9:00 pm	May 4/93	H-C11	June 22 - 7:00 pm
MATHEMATICS & STATISTICS									
MATH 1013		Introduction to Calculus II	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	T404	June 21 - 3:00 pm
MATH 1923		Math. for Management Sciences I	3	full	TTh	4:30 - 7:00 pm	May 4/93	T404	June 23 - 3:00 pm
STAT 1213 A L		Introduction to Statistics	3	Correspondence			Contact Dept. of Extension for an "Open Access Learning" brochure.		
I STAT 3083 11		Probability and Mathematical Statistics I	3	full	MTWTF	9:15 - 10:30 am	May 3/93	GH-D124	June 22 - 3:00 pm
MECHANICAL ENGINEERING									
ME 1113 EX		Applied Mechanics II	4	full	MTWTF	7:00 - 10:00 pm	May 3/93	GH-D110	June 21 - 7:00 pm
NURSING									
+ NURS 3134 NE		Therapeutic Communication	3	full	MTWTF	6:30 - 9:30 pm	May 3/93	EC114	N/A
+ NURS 3144 ET		Nursing in the Canadian Health Care System	3	full	TTh	6:30 - 9:30 pm	May 4/93	EC114	N/A
+ NURS 4104 NE		Professional Issues	3	full	TTh	6:30 - 9:30 pm	May 4/93	EC115	N/A
+ NURS 4204 ET		Nursing Research	3	full	MTWTF	6:30 - 9:30 pm	May 3/93	EC115	N/A
PHILOSOPHY									
PHIL 2103		Introduction to Ethical Issues	3	1st	MTWTF	4:30 - 7:00 pm	May 3/93	C218	May 26 - 3:00 pm
PHIL 2104		Introduction to Ethical Classics	3	2nd	MTWTF	4:30 - 7:00 pm	May 27/93	C218	June 22 - 3:00 pm
PHYSICAL EDUCATION AND RECREATION									
+ PHED 1293 EX		Outdoor Recreation	1	1st	MTWTF	7:00 - 9:00 pm	May 3/93	LBG116	N/A
+ PHED 1303 EX		Cycle Touring	1	2nd	MTWTF	7:00 - 9:00 pm	May 27/93	LBG116	N/A
+ PHED 2023 EX		Use of Computers in Sport and Rec.	3	1st	MTWTF	4:30 - 7:00 pm	May 3/93	LBG207	May 26 - 3:00 pm
+ PHED 2042 EX		Prev. and Care of Athletic Injuries	4	full	MTWTF	7:00 - 9:00 pm	May 3/93	LBG207/9	June 22 - 7:00 pm
+ PHED 4096 EX		Coaching Seminar	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	LBG210	June 23 - 7:00 pm
+ RLS 4096 EX		Sport, Recreation and the Law	3	full	MTWTF	4:30 - 6:00 pm	May 3/93	LBG210	June 21 - 3:00 pm
+ RLS 4201 EX		Commercial Rec. and Tourism	3	1st	MTWTF	4:30 - 7:00 pm	May 3/93	LBG116	May 26 - 3:00 pm
POLITICAL SCIENCE									
POLS 3523		Political Participation	3	1st	MTWTF	7:00 - 9:30 pm	May 3/93	SH158	May 26 - 7:00 pm
PSYCHOLOGY									
PSYC 2203		Child Development	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	K3	June 21 - 3:00 pm
PSYC 3443		Psychology of Communication	3	full	MTWTF	4:30 - 7:00 pm	May 3/93	K103	June 23 - 3:00 pm
+ PSYC 3843 ET		Behaviour Modification	3	full	MTWTF	7:00 - 9:30 pm	May 3/93	EC116	June 21 - 7:00 pm
SOCIOLOGY									
SOCI 1000		Introduction to Sociology	6	full	MTWTF	7:00 - 9:30 pm	May 3/93	T104	June 21 - 7:00 pm
SOCI 3343		Sociology of Aging	3	2nd	MTWTF	7:00 - 9:30 pm	May 27/93	T125	June 23 - 7:00 pm
SOCI 3383		Military Sociology	3	1st	MTWTF	4:30 - 7:00 pm	May 3/93	T125	May 26 - 3:00 pm
SPANISH									
SPAN 1203		Introductory Spanish I	3	1st	MTWTF	7:00 - 9:30 pm	May 3/93	C303	N/A
SPAN 1204		Introductory Spanish II	3	2nd	MTWTF	7:00 - 9:30 pm	May 27/93	C3	

WOMEN IN 'THE FRONT LINE



From "They Dance Alone (Gueca Solo)" by Sting

Why are these women here dancing on their own?
Why is there this sadness in their eyes?
Why are the soldiers here Their faces fixed like stone?
I can't see what it is that they despise They're dancing with the missing They're dancing with the dead They dance with the invisible ones Their anguish is unsaid
They're dancing with their fathers They're dancing with their sons They're dancing with their husbands It's the only form of protest they're allowed I've seen their silent faces scream so loud If they were to speak these words They'd go missing, too.

by: Kourosh Mohseni

Women from all walks of life have been targeted for human rights abuses. In many cases the reasons are connected with women's occupation or peaceful, legitimate activities. Governments detain or direct violent attacks against women who are physicians, lawyers, journalists, trade unionists, teachers, housewives, human rights activists, community organizers and peasants.

In country after country women suffer assaults on their dignity by governments which deny their human rights. Women, men and children are imprisoned for their peaceful beliefs, for their peaceful thoughts and activities, tortured, denied the right to a fair trial, abducted and "disappeared", and both judicially and extrajudicially executed.

Women are also deliberately targeted for certain patterns of abuse solely or primarily because of their gender. Again and again they are viewed by governments as second class citizens who can be ill-treated with impunity. Death threats preceded the shotgun killings of many activists women in many countries.

Women have also been targeted because of their work to protect women's rights. There have been many cases reported by Amnesty International indicating arrests, torture and sexual assaults happened to those women who have been active with different women group. Cecilia Clea, who belongs to the Flora Tristan Women's group in Peru, has received death threats from a paramilitary group reportedly linked to the armed forces. Flora Tristan members publicize women's issues through the media, organize women's issues through the media, organize educational programs, and provide legal and social assistance to working women. The authors of the threat apparently consider Ms. Clea's activities on behalf of women to be subversive and have accused her of being a "communist".

Although governments have not limited their cruel and degrading practices to women, it is obvious that some types of human rights violations, however, are particularly directed against women and affect them in especially severe ways.

Rape, frequently and systematically used as a form of torture by law enforcement officials, is most often inflicted on women detainees. The United Nations Convention against Torture and Other Cruel, Inhuman or Degrading pain or suffering, whether physically or mentally, is information or pun-

ishing, intimidating, or coercing a person.

"No one shall be subjected to torture of to cruel, inhuman or degrading treatment or punishment."

United Nations Universal Declaration of Human Rights, article 5.

Rape has been used to intimidate women from pursuing particular activities and to extract information or to obtain confessions from them.

Another inhuman use of power against women is using rape as a punitive measure. Amnesty International publications are full of stories



about raping women reportedly by many governments officials and soldiers:

"In Myanmar (formerly Burma) government soldiers were alleged to have repeatedly raped an 11-year-old girl and her 22-year-old aunt who were discovered trying to return home after an officially declared curfew."

In India according to official estimates, about 1,000 women (many of whom belong to the disadvantaged sectors of society known as the Scheduled Castes and Tribes, formerly the "Untouchables") are raped each year. Many of these rapes are reportedly committed by police. A "Times" of India editorial noted that "custodial rapes seem to be occurring so frequently that 'cop molests woman's has become

an almos: daily fare for newspaper readers."

Women are also particularly vulnerable to rape between the time of arrest and arrival at official detention centres. In some countries, law enforcement officials or military personnel have committed rape and other sexual abuses without having officially arrested the victim.

The most horrifying aspect of this inhuman crush of detention does not necessarily protect women from rape or other sexual abuses. Many have reported that prison guard have raped them or threatened them with rape. And that is not yet the end of abuses. A common accompaniment to rape is

a perpetrator's threat of additional violence if the victim tells anyone of the assault.

The psychological consequences of rape as any other crime that today women suffer from are also of a great importance. The shame associated with rape can be a strong inducement to silence. Amongst thousands of stories I have heard closely and been shocked by, are cases of rape as an official law enforcement done by prison guards in political prisons in Islamic Republic of Iran. It has been very traditional to rape young female student activists who have been sentenced to death before the executions. Hundreds of such criminal acts are still happening and the law behind it is based on Islamic beliefs enforced by prosecution offices, run by Ayatollahs across the country.

Rape often carries traumatic social repercussions, which may be affected by a

woman's cultural origins or social status. In some countries a woman who has been raped may face reprisals from her relatives for bringing dishonor upon her family. That also cause more depression for the victims, to feel humiliated not only by the criminal men who did this to them, but also to be isolated by the society and its barbarian culture. In many cases that I have read or heard women were asked to sign a statement declaring that they have been treated well in custody while may be only a few hours before they have been tortured and raped and because their dignity as women were compromised, and their husband were not going to like knowing this, they are subjected to suffer even more.

While men and women both fall victims to a range of human rights violations it is women who are the predominant targets of certain patterns of abuses. Many are subjected to human rights violations merely because they happen to be the wives, mothers, daughters or friends of people whom the authorities consider to be "undesirable" or "dangerous". In many African countries a strong tradition of family or community solidarity has protected prisoners in vulnerable situations. Unfortunately, this had led some governments deliberately to exploit family relations, by imprisoning, threatening and harassing prisoners' relatives.

For women who are pregnant at the time of detention, additional suffering often accompanies human rights abuses. They risk injury to the fetus, miscarriage and the prospect of giving birth in harsh prison condition. Women who become pregnant as a result of rape in custody face additional emotional distress. In Iraq, babies have been taken from their infants' cries while being denied access to comfort or feed them.

In recent years, Arpilleras, the traditional applique wall hangings of Chile have taken on importance in the battle to protect human rights. Since the overthrow of the freely-elected government of Salvador Allende in 1973, some Chilean women have been using the only means at their disposal - their needles, thread and cloth scraps to tell of the hardships they daily. Over thirty arpillera workshops are now in operation throughout Santiago. As a group, the women decide which themes will be portrayed on the arpilleras, and then women working individually, creates a small scene from her life within the larger context. Although their sale is not allowed in Chile, each simple cloth picture completed and sent outside the country carries a message about human rights abuses in Chile.

Pablo Neruda, the Chilean poet, wrote of the arpilleras of the Isla Negra in words that could be used today to describe those created by the courageous women of

Santiago:

"The embroideries were from the heart of the people and so embroidered with the colors of the heart... There is nothing more beautiful than these embroideries, unequalled in their purity, radiant in their cheerfulness that withstands many sorrows."

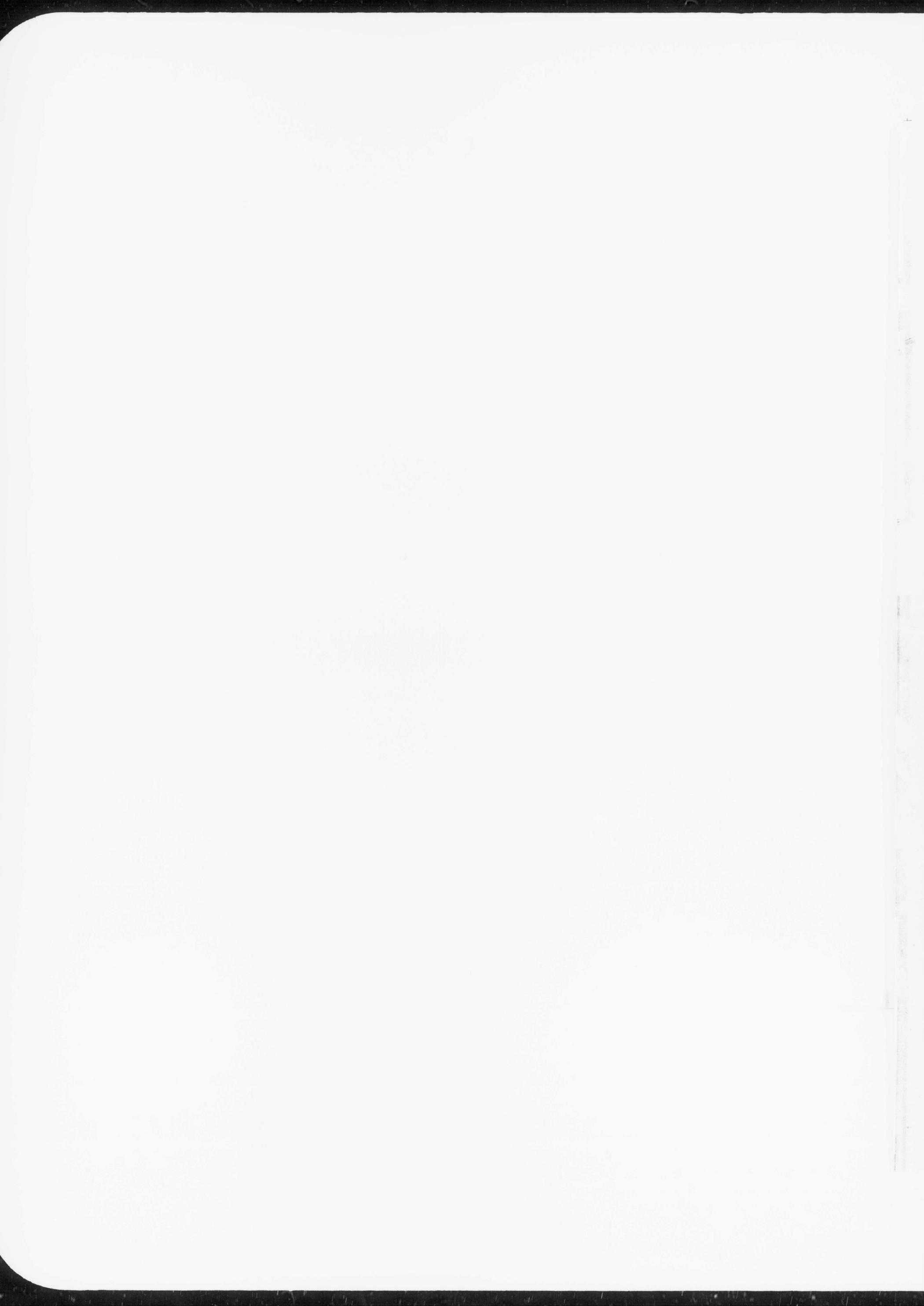
Today Amnesty International, a worldwide grass-root human rights organization that fights for human dignity, to release all the prisoners of conscience unconditionally, to prompt fair trial for all the political prisoners, to abolish torture and death penalty, stands for women's rights, to bring all the torturers, jailers and human rights abusers to justice.



The Women's Action Network is one of the eight Amnesty International's networks in Canada. In Amnesty International we believe that it is our responsibility to act as the voice of those who have been denied their freedom to speak. To combine and strengthen our efforts, using all the tools of education, research, community outreach, and action. To help us reach out, join Amnesty International.

For further information please contact Kourosh Mohseni Group Coordinator Amnesty International Group YC 405, UNB 451-6407

Amnesty International Group YC 405, University of New Brunswick will celebrate the struggles that today's women from all walks of life have been taking against racism, sexism and their struggle for equality of men and women, for justice and freedom. We celebrate International Women's Day: 7:00 P.M. March 8, 1993 Tilly Hall Room #102



Basic Feminist Lessons: Man-Hating

by Carolyn Gammon

When your lover calls
at 2 a.m. to confront you with Being a Man-Hater

Dig the sleep from your eyes, clear your throat
tell her to wait a moment while you make a hot drink
and when you've had your first sip

Ask her:

- Have I ever raped a man?
- Have I ever assaulted a man? Driven a broken bottle up his rectum?
- Have I ever smashed my fists through a man's face? Made him flee from his home to a shelter?
- Have I hoisted flashing neon cock-and-balls over Ste. Catherine Street and charged for entry?
- Have I kept men out of government?
- Have I offered them jobs at 62 cents to my dollar?
- Do I take sex holidays and pay to fuck economically deprived, "exotic" men?
- Have I ever given a course called "Human" and used only women's texts?
- Have I ever harassed men in the streets? Come up behind breathing hotly in one ear "I want your prick, darling"
- Have I ever taken a man to court over child custody for being heterosexual?
- Have I ever gone into the bathroom with a man's four year old son and made him suck on me until I come?
- Did I sexually molest my younger brothers while growing up?
- Have I ever said a man couldn't be Pope? And set up institutions to ensure it?
- Have I ever bought a plastic male blow up doll to haul out at lesbian parties and ridicule?
- Have I ever given a party to celebrate my loving a woman and watched videos all night of men being raped?
- Have I ever thrown darts at a glossy porn shot of a man's crotch pinned up in the union shop?
- Have I ever taken a gun into a university classroom, told the women to leave, yelled man-hating slogans, and shot every man dead?

Now, take a gulp or two of tea, and ask her
for as long as she's known you
and even though you may have felt
like doing some of the above ...

HOW

personally
politically
publicly
physically
economically
sexually
HOW
concretely
realistically
day-to-day

your Man-Hating
has manifested itself?

- Have you ever said you will never fuck men again?
- Have you stated your apartment will be man-free?
- Have you put up female images on the walls?
- Have you refused to go to parties where men will be?
- Have you gone to Take Back the Night marches and told men to stay at the back?
- Have you mused that you'd rather not have brothers?
- Have you said LESBIAN out loud while taking the Metro?
- Have you made comments about "men" generically?
- Have you worked politically with women only? Gone to women "only" festivals?
- Have you said you love women?

Just what sort of Man-Hating CRIMES have you committed?

If your tea has not gone cold
and she's still awake and on the phone
ask her, what then
is SO threatening about you hating men?

If she can answer that one
she's a feminist
and there's hope for your relationship

This poem has been reprinted with the kind permission of Gynergy Books, P.O. Box 2023,
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Carolyn Gammon is a native of Fredericton. This poem is from her book of poetry, 'Lesbians
Ignited.'

Wimmin

A Brunswickan Supplement

26 February 1993



*I don't know what a feminist is, but
every time I open my mouth and say
something that differentiates me from
a whore or a doormat, people call me
one.*

Rebecca West



News & Views



Women of colour

Struggle, Resistance and Grudging Acceptance

by Leela MadhavaRau
Canadian University Press

When people look at me, I represent a nation, an entire race. Whatever they think of that race, that's what I become."

Women who are from the Third World (including American and Canadian blacks), 'women of colour' or 'black' women do not identify with the white, middle class attitudes common in feminist thought. They are often frustrated with the direction and approach of the women's movement.

Even among this group of women, there is a need for two different approaches: one for women living in the Third World, and another for 'women of colour' living here. Both approaches must be different from mainstream western feminism. For both share an added factor to feminist analysis - oppression on the grounds of race, as well as sex.

Many of the frequently cited examples of abuse of black or coloured women come from Britain. Asian women, coming to Britain to meet their husbands, were tested to ensure that consummation of marriage had taken place prior to immigration.

Yet Canadian treatment of black working class women is often little better. It is, however, much more subtle. Makeda Silvera, in her book *Silenced*, writes of the lives of black domestic workers in Toronto. Most of the women work in homes where they are little more than skivvies for professional white families, Silvera says:

"What is never talked about, or made clear to many of these women is the widespread prejudice they will come up against in Canada and the racism imbedded within a system which thrives on the labour of women of colour from Third World countries, women who are brought to Canada to work virtually as legal slaves in the homes of both wealthy and middle-class Cana-

dian families."

Most of the workers were hired and supervised by the woman of the family. Husbands remain as peripheral characters entering the scene often only to sexually harass or rape the employee.

Coloured women who become involved in feminist, anti-racist activities often find themselves isolated within the so-called women's movement. Coloured women have created a different feminism based on race. This is necessary because the women's movement as a whole has never incorporated racial discrimination into its platform.

However, the white response was not always positive. White feminists believed the feminism of the coloured women was separatist rather than constructive. So, many coloured women are forced to see the white perspective on feminism while white women will not even acknowledge that a black perspective exists.

Women of colour living in North America have radically different perspectives on many basic 'feminist' issues such as birth control, abortion, the involvement of men in the women's movement, and social services.

Contrary to the many women who are currently fighting for the right to choose to have an abortion, many black women are fighting for the right to oppose forced sterilization. In several cases in the southern United States and southern Africa, black women have been sterilized after the birth of a child without their consent or knowledge or even that of their husbands. Yet among the hundreds of different pro-choice buttons seen recently in the Toronto Women's Book Store, only one button called attention to the problem of sterilization abuse.

For women in the Third World, the problem has become equally evident recently. In India, women have undergone sterilization in order to obtain baby formula for an infant. In Bangladesh women were sterilized in return for three dollars. Desperation is the only thing that could possibly

cause these women, who often need more children, to take such measures.

It is also women in the Third World who are the guinea pigs for the testing of birth control devices and innovations. Well known Toronto critic and physician Morton Schulman commented on the testing of the Pill in India on the nightly CBC news saying "there's enough of them over there. We won't miss a few so why should we test it on our wives and sisters."

Depo-provera is the newest in the line of dangerous contraceptives. It is the most frequently prescribed birth control method among black women in Namibia and South Africa, who are not given a choice in the decision. Use of this injectable contraceptive sometimes results in sterilization, a result much desired by the white supremacist government in South Africa.

For women in the Third World problems also

arise as the position of men within the feminist movement. For women of colour it is often more important that men be included within some of the deliberations that are ongoing. The men, after all, also an oppressed group.

However, this inclusion of men often stops at the point of oppression on the grounds of race. Most "women of colour" agree that it is they who should decide the direction and outcome of their actions.

The inclusion of men is of importance in the Third World, especially in those countries just celebrating independence. For women in Mozambique and Zimbabwe, admittedly inequality still exists. Yet prior to independence all citizens were forced to defend the common colonial enemy. Women fought alongside men; although many were not commanders they were acknowledged as a vital force.



Wearing the Hijab in Canada isn't for the Weak

by Zarqa Nawaz
Canadian University Press

I wear a scarf on my head; everyday, every where I go. I think some people will be very surprised to know why I wear it. I am not a militant, orthodox fundamentalist foaming at the mouth ready to hurl a grenade at the first person who criticizes the Ayatollah. Nor am I a repressed female who believes a woman's place is scrubbing floors and obeying every whim of the thug in the living room.

So why would a sane woman born in the 'west' who lives without any compulsion willfully tie a piece of cloth around her head and let no man other than her father, brothers and uncles see her hair? Because I believe dressing modestly is the purest form of liberation.

You gotta have guts to walk the streets of Toronto in Hijab and face all the stars and snickers and insults. Weak women don't wear hijab. Only strong ones - you couldn't last if you didn't have the nerve. Wearing hijab makes you more confident about yourself because you are forcing people to judge your character and not your appearance. You develop a personality.

Madonna may be rich and independent. But how did she get that way? She had to sell her body to make that money. Let's face it. If she didn't expose herself she wouldn't be where she is today. (Who are the highest paid women in society? Models and prostitutes.) Islam says women are

not objects of men's lust and desires. They are human beings with the right to be treated that way. And to make sure a woman's body is forever

sacred, she covers it. Dignity, respect and honour are key to a Muslim woman's identity.

I've never believed Muslim women pose any threat to North American society because of the way we dress. So when I came across the Bijan ad in which a woman with a seri-

ous expression is wearing a black head covering and on the other page the same model is laughing, wearing a Bijan baseball cap and carrying a bat, I went cold.

It doesn't take a brain surgeon to figure out what's going on. If you wear a scarf, you're a boring old bat and if you don't you're a wild woman. First of all, this ad is racist. The association of derogatory words such as "submissive" with a Muslim woman is implying a certain stereotype. If the photograph had been a black man with words

such as lazy, shiftless and criminal, all hell would break loose. Why then is a Muslim woman a target in fashion magazines?

I came up with my theory after reading *Sex, Lies & Advertising* by Gloria Steinem, consulting editor of Ms. magazine. In 1980, she sent reporter, Robin Morgan, to the Soviet Union to write a story about the lives of Soviet women. The story won the Front Page award and Revlon refused all advertising in Ms. after that. The reason given was that the Soviet women on the cover appeared without make up.

So now I wonder, are women in hijab a threat? Women's fashion magazines that sell thin, young images to women, are selling insecurity. In my opinion, Muslim women have inadvertently become a threat to multinationals who offer beauty in a bottle.

Chances are they don't like us very much. We're bad for business. If we influence women to be satisfied with their natural looks, weight and age, we will destroy the foundation of the cosmetic dream - addiction and dependence. Oh well. It's going to take more than racist advertising to break our spirit.

Scarf heads are a tough bunch of gals. Anyways I have to run now. I'm meeting some friends. Something about bungi jumping off cliff while skeet shooting rats on the way down. Hope my scarf doesn't get wet.

Zarqa Nawaz is a reporter for CBC radio.



News & Views

International News Highlights from 1992

Still Suffering Nonsuffrage in "Liberated" Kuwait

Despite the much hyped "liberation" of Kuwait and the first "free" elections in seven years, Kuwaiti women are still not allowed to vote. In fact, only 14 percent of the country's 600,000 citizens were allowed to vote in last fall's election - men over the age of 21 who can trace their origins in the emirate to before 1920. In addition to fighting for the right to vote in the "liberated" Kuwait, women are pressing for the right to be judges and prosecutors, for equal rights in housing and education and for full citizenship for the children of the 8,000 Kuwaiti women married to naturalized Kuwaitis.

Feminism Dead? Not!

Despite asinine reports in the mainstream media, including Canada's CBC, feminism is not dead. Examples - Gloria Steinem's Revolution from Within and Susan Faludi's Backlash few of the shelves and right onto the charts for more than 30 weeks. To top it off, Faludi won the National Book Critics' Circle Award for nonfiction. Other notable contributions: Ellen Chesler's Woman of Valor on birth control pioneer Margaret Sanger; Marilyn French's The War Against Women and Alice Walker's Possessing the Secret of Joy.

Record Setting March

About 750,000 people took their marching orders and converged on Washington, D.C. last April to demonstrate for reproductive freedom in the March for Women's lives.

The Truth Shall Prevail

According to polls of yesteryear, Anita Hill lied and Ronald Reagan was a great president. But folks have smartened up. Polls now show that less than half of those surveyed think Reagan was a good president and Anita Hill has made a believer out of the majority of the public.

The "Harm Principle"

Last February, Canada's Supreme Court ruled that obscenity is to be defined by the harm it does to women's pursuit of equality. The harms-based approach to pornography is a world first and breaks the traditional standard of viewing pornography from a male point of view.

Homophobia Gets the Boot

On orders from the Federal Court in October, service in the Canadian military is no longer restricted on the basis of sexual orientation. An Australian government committee recommended that lesbian women and gay men be allowed to serve in the military; the cabinet will likely concur.

News on Campuses

Seven year old Cheltzie Hentz proves you're never too young to fight sexual harassment. For the first time, an elementary school student has filed a sex discrimination complaint. Hentz, of Minnesota, says the Eden Prairie School District failed to implement its sexual harassment policy. She says the boys on a school bus repeatedly made obscene comments and told her to engage in oral sex with her father. The Human Rights Department is investigating.

Quotable Quotes

Women's Rights

"The last time people in this society cared about my rights was when I was a fetus." Stand up comedian Sara Cytron on being a woman and a lesbian.

Date Rape

"If a guy tries to rape you, grab his wiener. Put that razor blade against he base and say, 'Do you want me to cut this off your body?' And remember when they say no, they really mean yes." Comic Ted Bhumberg on the topic of date rape.

Barbie Dolls and Pop Culture

Barbie: "A woman who didn't need high heeled shoes, she had high heeled feet"

Proposals for a new line of dolls spawned by satirical social realism:

"Lesbian Barbie - invisible, Native American Barbie - no longer available since white Barbies have pushed her on the floor, stolen her belongings and killed her; offensive white Barbie celebrated holiday in honour of this. Battered Barbie - burdened with small children, no marketable skills, and no assets; self-esteem sold separately." Feminist Magazine P.C. Casualties

The Future

"The only new idea that could save humanity in the twenty-first century is for women to take over the management of the world." Author Gabriel Garcia Marquez.

The "Asshole of the Year Awards" for 1992

- "If the wife comes through as being too strong and too intelligent, it makes the husband look like a wimp." former President Richard Nixon's unsolicited advice to the Clinton campaign via the New York "Times".

- "(They) seemed to be saying 'Here, I've got breasts. Vote for me.'" former Pennsylvania Democratic Party Chair Larry Yatch on women candidates in "Newsweek."

- "Friends, this is radical feminism. The agenda that Clinton...would impose on America - abortion on demand, a litmus test for the Supreme Court, homosexual rights, discrimination against religious schools, women in combat units. That's change all right...and it is not the kind of change we can abide in we still call god's country." Pat Buchanan's rant to the Republican National Convention.

Famous Last Words:

"This is supposed to be the Year of the Woman in the Senate. Let's see how they do. I hope a lot of them lose." ex-president Bush in second Presidential debate.

When in Doubt, Blame Women

In Niger, "indecent" women were responsible for the country's drought, according to Muslim fundamentalist clerics in July. As a result, women seen not wearing traditional dress were stripped and beaten by groups of men and boys. The drought continues.

Right Wing Witch Hunt

Equal Rights burned at the stake in Iowa, where a referendum to institute a state ERA was narrowly voted down. Televangelist Pat Robertson argued that it would encourage women to "leave their husbands, kill their children and practice witchcraft."

Access to Abortion

by Valerie Kilfoil

M. spent 14 years struggling to raise her son on her own. She worked at a skilled job that paid her just enough to disqualify her for daycare subsidies.

M. was engaged to be married when she became pregnant last year. She was 40.

Four months into the pregnancy she found out things about her fiancée that she couldn't live with. She said she had no choice when it came to abortion. "I spent 14 years raising a son in poverty. Another baby would have meant 18 years of the same. I couldn't do it all over again."

"When people talk about choice, they don't really understand that in reality, there is no choice. It's not a matter of having an abortion or not having an abortion. It's a matter of having a hungry child and no food to feed him," she said. M. quickly found out although she had no option other than abortion, it was not easy to have one in Atlantic Canada. On Prince Edward Island, there have been no legal abortions performed since 1982. An estimated 200



women each year leave the province seeking abortions. The Prince Edward Island government will reimburse women for the money they spend on an abortion, if a panel of five doctors agrees with their reason for having one.

Newfoundland has one doctor who performs abortions at a hospital in St. John's. These abortions are paid for by the province, but a woman must have the approval of a gynecologist, a psychiatrist and a social worker as well as counseling by a registered nurse. Clinic abortions are not covered by the province's health plan, though women have access to a Morgentaler clinic.

Nova Scotia women have the most liberal access to abortions. Ten hospitals perform abortions and they are paid for by the province. There is a clinic in Halifax that has been the centre of a legal battle between the province and Dr. Henry Morgentaler. The province tried to prevent the clinic from opening. Dr. Morgentaler won his case in provincial court but the Nova Scotia government has appealed to the Supreme Court. Continued on page seven

Screaming No!

by Tammy Yates

I took a self-defence course recently. We practised screaming "No!" and talked about ways to avoid/get away from dangerous situations. More than anything, the course reinforced my confidence. Talking about this afterward with some friends - and demonstrating my new found skill in throwing a pretty good punch - they commented that perhaps I was a bit too confident. They reminded me that I still wouldn't [pdr ,iv] pg s yjtrsy yp s epif-nr syssvlrt/ zo fodshtrr/

Projecting confidence may well prove to be my most effective weapon. An attacker lurking in the bushes is not likely to bother a woman with a "Don't mess with me walk." Of course, studies tell us that the majority of attacks do not come from strangers, but from someone the victim knows (e.g., The UNB/STU Unwanted Sexual Experiences Survey reported that almost 93 percent of victims knew their aggressors). IN these cases, confidence is an even more important weapon - a guy is far less likely to assault me if he knows I'll fight back/report him.

Now in fairness to my friends, I think they were suggesting that I should be careful not to be "overly" confident and put myself into dangerous situations. Here again, I believe a good dose of confidence will by my best defence. A confident woman is observant of her environment and takes precautions to avoid danger. A confident woman is assertive enough to ask someone to walk her home/t other car. A confident woman reports someone following her or any other incident. A confident woman says "No!" when she feels uncomfortable.

We all have the right to a safe campus, but we have not been active enough in demanding change to improve our personal safety. In the United States, there is now federal legislation which require all universities receiving federal money, either directly or indirectly (i.e., through operating grants of student aid), to report annually to student, faculty and staff on the number of reported assaults on campus. Referred to as the "Clery Law" after the New York family who lobbied for its passage after their daughter was brutally raped and murdered in her university residence room, I believe this legislation is a positive step toward raising awareness on the issue of violence on campuses. Some critics may argue that this type of legislation does nothing to prevent further violence and will simply add to the fear and hysteria many women feel. Again, I disagree.

It is important to note that the Clery Law does not

allow for sensational media exposes, rather it demands factual and honest reporting of incidents of violence on campuses. WE have the right to know this information so that we may adequately defend ourselves. We are mature women and can handle the facts - Hey, they even let us vote now! Furthermore, a mechanism which insures that assaults are accurately publicized would help alleviate the problem of terror-filled rumours that regularly spread around campus.

As to whether or not legislation of this type can prevent further acts of violence, I believe it can. Many incidents go unreported to Security/Police because the victims feel nothing is accomplished by telling. If these survivors knew that the pertinent facts of their assault (i.e., when, where, how - not names) would be publicized so that other women could better defend themselves, I think more women would start speaking out. As well, if Security/Police were aware of these assaults, they could take measures to improve their own prevention practices.

UNB is desperately in need of work. Our campus is not safe. Fortunately, this issue is being raised and there are hopes/plans for improvement. What can be done? A comprehensive safety audit of campus should be conducted to identify problem areas. As well, an effective safe-walk program needs to be established - one that is highly promoted and uses males and females in escort teams. Furthermore, the University must alert us when incidents of violence are reported to them so that we can better defend ourselves. We have a fight to know the danger we face.

Finally, regular self-defence courses should be offered so that every woman has the opportunity to learn how to avoid danger and how to protect herself if necessary. Hand in hand with this is the need for educational programs. Men and women both could benefit from healthy discussions on the realities of living in our violent society. Women need to be reminded that we are worth defending. Men need to be taught that all forms of violence are unacceptable. Prank phone calls are not funny - they terrify us. Being followed is not flattering - it is frightening.

At the self-defence course I took, the instructor asked each one of us to give one reason why we are worth defending. I hold them, "I am worth defending because I am too busy to waste my time being a victim!" I do not want to live my life in fear. The University Administration and the Student Union have responsibility to ensure our safety on this campus. It is time for us to demand a safe campus.

A short story by Pat Post

A Long Way to Mogadishu

by Pat Post

The Fifties

I can't recall exactly how old I was when I first met Columbus but we could be assured that it would be a special day when his wizened face would appear in our screen door. My mother would often be up to her armpits in bread dough and I might be cutting out paper "ladies" from last year's Simpson's Sears catalogue that I rescued from the outhouse.

Now this was not the famed explorer that I was to learn about later in school. My "Columbus" did not discover any new land. He only wished to live in peace on his own. In the fifties I was not impressed by his heroic acts but by his ability to spit tobacco juice six feet in the air and hit the lard pail every time.

Seeing the face in the door it was my signal to run for the pail which was kept just inside the cellar door for this express purpose. Like the ritual of pouring cream in someone's coffee, I would begin pacing backward until he grunted "when," then I would drop the can...and run. I would resume my place at the other end of the kitchen table, rest my chin on my ink stained hands, and wait for the spitting to begin. Once I had become so engrossed in manoeuvring the scissors around a particularly sophisticated paper elbow that I had hesitated in placing the kitchen spittoon. Consequently, when my mother lifted the lid of the stove to put in another stick of wood, Uncle Columbus spat a stream of brown juice right into the fire. Even though she washed her hands all that day my father joked about her choice of serving brown bread that night instead of her usual snowy white offering.

In the fifties I was not impressed by his heroic acts but by his ability to spit tobacco juice six feet in the air and hit the lard pail every time.

If my mother had had her way Uncle Columbus would not have visited at all and on the odd occasion when my father was not at home, and she had sufficient warning of our visitor's approach, she would have me run and lock the door, and we would hide in the hall closet until he left.

I suspect Uncle Columbus' house didn't have a hall closet where he could take refuge from unwelcome guests. For one thing, as far as I know, no one ever visited his little shack which appeared to have been constructed around the stove pipe which stuck out of the tin roof like a liberal at a CoR convention. His home had one door and one window which faced away from the road. The back, or front, was covered with dried animal skins, three snowshoes and several pairs of antlers.

Come to think of it, Uncle Columbus, looked a lot like his house. His nose protruded from his mottled face at a similar angle as did the stovepipe from his roof. His mouth, which may have contained three teeth (I suspect this had a lot to do with his juicy accuracy) was stained as dark and cloudy as his curtainless window. His wiry hair stuck out from the sides of his cap like frosted antlers.

My father would come from the barn on these occasions, at my mother's insistence, and the two men would talk, about what I have no idea. I was too engrossed

in watching for the pattern of wrinkles around his mouth to change which would signal an approaching spit. After the "ping," my mother would turn her head slightly from her kneading and roll her eyes. That was my signal to giggle and Uncle's Columbus' cue to wink.

I never knew if he visited anyone else but twice a month he would walk the five miles to town, returning at dusk with a bulging potato sack slung over his stooped back. My cousin, Murray, said he went out to get kids so he could skin them and nail them up on his house.

Years later I found out that Columbus Taylor was not really my uncle or any one else's uncle for that matter. He had, however, rescued my father, who at the age of eleven had been sent to work in the woods of northern New Brunswick, from being trampled by a team of runaway workhorses.

Years before Columbus had returned from World War I to find that his home had burned to the ground on Christmas Eve with his wife and young daughter inside. He built his little shack from the pile of rubble found on that spot and lived there until he died.

Although I have never visited his house while he was alive, last year my children and I passed by his grave. It is flanked on one side by his wife and child and on the other by his only brother, who did not survive the Great War. I placed the lard pail we intended to fill with berries beside the crooked little stone. I swear I heard a familiar metallic "ping" echoing through the trees. It was too late for wild strawberries that year anyway.

The Sixties

The street light shoots a cold yellow ray at the roof of the Firebird that is parked in the middle of the otherwise deserted lot. Encased within its metal frame a man and a woman sit silently.

He stares blankly out his open window, his tanned hand giving a perfunctory flick to his third Marlborough in ten minutes. Grey smoke wafts aimlessly off into the warm summer night. The brass insignia on his shoulders and above his left breast catch the light with each movement of his wrist and twinkle ominously like some distant star threatening to implode.

Her long hair, still damp from a hurried shampoo, falls veil-like down the sides of her lowered head, concealing her tears from the world. She allows the water to pool in the palms of her hands and she studies the liquid that is collecting there.

Finally, her voice intrudes into the night air. "Do you want to tell me what's going on, Jimmy? I thought you'd be in Saigon by now."

He launches the cigarette out into the darkness.

"Shit, Holly. I don't know. I'm all screwed up. All I know is that one minutes I'm sitting beside some old lady in Boston airport waiting for my flight and the next minute I'm on a plane for here."

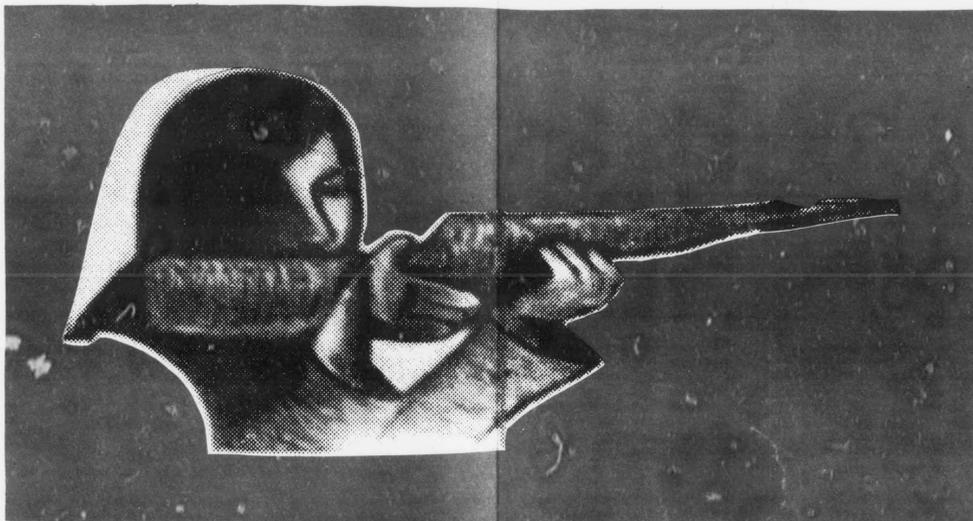
"I see."

"No. I don't think you do "see," Holly. And I don't know if I can tell you so you'll understand."

"Try me, Jimmy. After all, I am your wife. You can tell me what happened."

"Okay, but you won't understand...or I don't understand." He speaks to the street light.

"I made it to Boston, no problem. I had a couple of hours to kill before my flight to LA, so I went to the bar for a couple of beers. Well, I was sitting by the window and I was on...maybe, my second or third one, and I was watching the people go by. Then this family, kind of like I imagined us to be like in the future, came by. They had a couple of little kids, a boy and this really cute little girl...and I started fucking crying right there. And you know what the scary part was? I didn't give a sweet damn who saw me either. I said to myself 'Jimmy, you're not going to have any kids of your own because you're hauling your white ass back



to fucking Vietnam to get it shot off or blown to hell."

"You don't know that, Jimmy."

"I do know that, Holly. I feel it in my guts. My number's up. I've already been shot out of three choppers, had by ribs caved in by some Charlie and come so close to having my balls blown off a million times that..."

"Yes, but Jimmy, you came out alive. You're a good soldier. You're smart."

"Smart's got nothing to do with it. The "smart" ones high tailed it for Canada a long time ago. Besides it's easy for you to say. You can sit down without having shrapnel the size of a can opener crawling around under your skin."

"Yes, but Jimmy, you said that they were going to take that out when you got back. Maybe you won't go back to the front, or whatever they call it. Maybe while you're recovering they'll give you an office job or something."

"You don't go back on a battlefield commission, Holly, and get assigned an office job. Shit, you just don't understand. It's not the same as it was in '64. We were kicking their little yellow asses then. We had

the whole damn world behind us. Fuck, Holly, that old woman in the airport spit on me then got up and left. In '64 should would have bought me a drink and told me how I reminded her of her grandson."

"What did you say to make her so angry?"

"Nothing! That's the point. All we have to do now is show our faces in public, in any state, and it's the same reaction. I don't want to die to save a country like that. I didn't go there to die! I went there for something to do after I flunked out of college...for some fucking adventure."

"So, Jimmy, just seeing this family made you get on a plane for home instead of San Francisco? I told you I'd wait for you."

"Yeah, well, you'd be waiting a hell of a long time if I went back...and I wasn't drunk then and I'm not drunk now. As a matter of fact, I'm about the most sober I've been in four fucking years."

"What are we going to tell your parents...my parents?"

"The truth, Holly. That it's hell. And I'm not going back. They can either like it or lump it. I just know I can't go back.

The army will survive without me. They'll bring in some young brainwashed punk, fresh out of boot camp and keep right on napalming villages. They're all a bunch of potheads now anyway. That shit grows everywhere over there and I can't blame the poor bastards for -kicking advantage of it."

"Look, Holly, I don't want to talk about it anymore. I just know I'm sick of sweating like a pig twenty-four hours a day and I'm sick of looking at all those little kids. Charles is everywhere. You can't tell who you're supposed to kill or who you're supposed to rescue so most of the time we just torch anything that moves."

"You just need a little more leave. You said yourself that you were screwed up. You haven't unwound from the wedding and everything. Can't you call your commander and tell him you're sick or something."

"Oh, yeah, right. I just call the Pentagon and say, excuse me General Sir, this is Sergeant Jimmy Kilcollins, you know the brave boy from Maine, well, I don't feel like coming back for my third tour right now because I'm still recovering from my honeymoon..."

"Oh, Jim, that's not funny."

"You're right, baby. It's not funny. It's not funny to see your best buddy blown to bits beside you either. I didn't tell you the reason I got home two days early in June did I? Well, I accompanied a buddy of mine. I was the official escort, except I sat in first class flirting with the stewardess and my buddy was in baggage all comfy in a nice zippered body bag."

Jimmy fumbles for another cigarette.

"But we don't have any place to live. And neither of us has a job now. What will we do?"

"Don't sweat the small stuff, Holly."

"It might be small stuff to you, Jimmy, but it's pretty big stuff

in the real world."

"Bigger than being alive, Holly."

"Oh, Jim, didn't you know all this stuff was happening over there before you signed up again?"

"Yeah, I kind of knew...but I didn't care then. I wasn't married then. Shit, Holly, I love you. I want to be with you. Can't you understand that. The only thing I had to sleep with before I married you was my M-16."

"Is that why you married me...to have someone to sleep with?"

"The army will survive without me. They'll bring in some young brainwashed punk, fresh out of boot camp and keep right on napalming villages."

"I need a drink. Let's get to hell out of here."

"Where are we going to go, Jimmy?"

Jimmy finally looks at Holly and says, "I've got a few bucks left. I thought maybe we'd go to your parents place and get your stuff and then head for Canada...the coldest, farthest, fucking part we can find. I'll dig ditches if I have to. And we'll have lots of babies and travel around and do things we can tell our grandchildren about. What do you think, Babe? It's going to be okay, you'll see. I'll be good to you, Holly. I love you. You still love me, don't you?"

She looks at the street light and answers, "I married you, didn't I?"

A light rain is falling as Jimmy turns the keys in the ignition and pulls the stick shift quickly into reverse. Holly sighs and reaches for her seatbelt and they speed out of the terminal. Jimmy leaves a long trail of rubber graffiti on the cold grey asphalt.

The Nineties

Dear Mom:

It's me again. How's everybody doing? The weather here is still very hot. Tomorrow my battalion is going to do an air assault mission (using helicopters to land troops quickly and stealthily) on a city called Marka on the coast of Somalia. It has a population of 76,000. Our intelligence has told us that there are many gunmen there who are pulling educated people from their homes and executing them.

I was promoted today to Specialist E-4. My chain of command chose to promote me because of (as they put it) my exceptional leadership qualities and my actions while under extremely stressful situations.

Bye, for now. I'll write when I can,

Love,
Robert
"Infantry, Queen of Battle"

These are excerpts from a book by Pat Post, *Get Off the Table Rosie, the Two Dollars is for the Beer.*

Poetry

Rape

One out of three
The statistics say
But I never believed
It could happen to me.

I have two sisters
One older, one younger, you see
But I still never believed
The violence would ever effect me.

When I was 16
My world fell apart
When my older sister was beaten and raped
By a "friend" or so she thought.

When I was 25
I was destroyed at the core
When my younger sister
Told of a rape that happened long before.

She never told anyone
for years on end
Because, you have to understand
It happened when she was only ten.

One out of three
The statistics say
But statistics lie, you see
Because in my family, it's two out of three.

Judith McIsaac



Insane

No words can ever express my pain
Of living in a world that's gone insane.
If I had the chance, my solution would be
To let men hear, feel and see as me.

If only the men could take my eyes
Then they would see all I despise.
They would see the hunger, the pain and shame
Of living in a world that's gone insane.

If only men could take my ears
Then they would hear my silent fears.
They would hear a symphony of pain
Screaming of a world gone insane.

If only these men could take my soul
Then they would feel how their violence cuts a hole.
They would gasp...wounded and maimed
And cry out in protest that the world's gone insane.

Rita Boudreau

Circe Sonnet

Beware the guile of tongue bra:ve Ulysses
For Circe's spell reveals the naked soul
Piercing the aegis of duplicities
Intoxicating truth: drink and be whole.
Gird up they loins and face the mirror'd shield —
The age has passed when false airs were benign;
From Circe no deception stays concealed
And sordid men are now unmasked as swine.
Aeaea stands as both refuge and jail;
The sea of ignorance laps on her shores
While lonely Circe scorns each truthless male
The flame of passion deep within her rears.
Beware if ere a Circe you should woo
Shed all pretense and let your love be true.

Chimène Keitner



The Flame Inside

The charred body
lay silent
on the gurney
from her blackened face
and swollen eyes
silent tears
collected charcoal
and splattered black stains
on the sterile white sheets.

She wanted to fly from the hospital
and escape the cocoon
that seemed to follow her everywhere lately.
She felt no pain
Yet trapped by her barely functioning body
she relinquished meekly
Her heart still pumped
the life giving juices
She knew - she could feel it just.

Arson?
They wondered
She wondered
But it was too easy
to lay bitter blame
on someone who loved her so much.

Though she had tried
to be careful,
He died
trying to save her
from spontaneous human combustion.

Julie Ferguson



Feminist Classics



We compiled this list to celebrate the renaissance of contemporary feminist letters. It is not exhaustive, and is composed of nonfiction only because space precludes covering the breadth of work by feminist poets, fiction writers, and playwrights. (Asterisks denote "out of print"; write the publisher to protest.) Everyone has her own favorites, of course, but here is a sampling of books that have become classics - because they broke the silence, and literally changed women's lives. (Compiled by Ms. Magazine)

United States
Against our Will: Men, Women, and Rape, by Susan Brownmiller (1975; Bantam revised edition, 1986).

The Alchemy of Race and Rights, by Patricia J. Williams (Harvard University Press, 1991).

All the Women are White, All the Blacks are Men, But Some of Us Are Brave, edited by Barbara Smith, Gloria T. Hull, and Patricia Bell Scott (The Feminist Press, 1982).

The Best Kept Secret: Sexual Abuse of Children, by Florence Rush (1980; McGraw-Hill, 1981).

Black Macho and the Myth of the Superwoman, by Michele Wallace (1979; reissued by Verso, 1990).

The Cancer Journals, by Audre Lorde (Aunt Lute Books, 1980).

Complaints and Disorders: The Sexual Politics of Sickness, by Barbara Ehrenreich and Deirdre English (The Feminist Press, 1973).

The Creation of Patriarchy: Women and History, by Gerda Lerner (Oxford University Press, 1986).

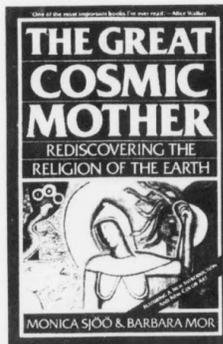
The Dialectic of Sex, by Shulamith Firestone (William Morrow, 1970).*

The Feminine Mystique, by Betty Friedan (1963; Dell, 1984).

Feminism Unmodified: Discourses on Life and Law, by Catharine A. MacKinnon (Harvard University Press, 1987).

The Gender Gap, by Bella Abzug with Mim Kelber (Houghton Mifflin, 1984).*

The Great Cosmic Mother: Rediscovering the Religion of the Earth, by Monica Sjöö and Barbara Mor (1987; HarperCollins, 1991).



Gyn/Ecology: The Metaethics of Radical Feminism, by Mary Daly (1978; Beacon Press, 1990).

The Hite Report, by Shere Hite (1981; Dell, 1987).

How to Suppress Women's Writing, by Joanna Russ (University of Texas Press, 1983).

In Search of our Mothers' Gardens: Womanist Prose, by Alice Walker (1983; Harcourt Brace Jovanovich, 1984).

Lesbian Nation: The Feminist Solution, by Jill Johnston (Simon & Schuster, 1973).*

Lesbian/Woman, by Delartin and Phyllis Lyon (1972; revised and enlarged by Volcano Press, 1991).

Life in the Iron Mills, by Rebecca Harding

Davis (1861; reprinted by the Feminist Press, 1972 and 1985).

Look me in the Eye: Old Women, Aging and Ageism, by Barbara MacDonald with Cynthia Rich (Spinster's Ink, 1983).

Of Woman Born: Motherhood as Experience and Institution, by Adrienne Rich (1976; tenth anniversary ed., W.W. Norton, 1986).

Our Bodies, Ourselves, the Boston Women's Health Book Collective (1973; revised ed. 1976; The New Our Bodies, Ourselves 1985; all Simon & Schuster). The Politics of Women's Spirituality, edited by Charlene Spretnak (1981; Doubleday, 1982).

Pornography: Men Possessing Women, by Andrea Dworkin (Putnam/Perigree, 1981).

Rape in Marriage, edited by Diana E.H. Russell (1982; revised edition by Indiana University Press, 1990).

Sexual Politics, by Kate Millett (1970; reissued by Touchstone, 1990).

Silences, by Tillie Olsen (1978; Dell, 1989).

Sisterhood is Powerful, compiled and edited by Robin Morgan (Vintage Books, 1970).

This Bridge Called my Back: Writings by Radical Women of Color, edited by Cherré Moraga and Gloria Anzaldúa (Kitchen Table: Women of Color Press, 1983).

We Cannot Live Without Our Lives, by Barbara Deming (Grossman, 1974).*

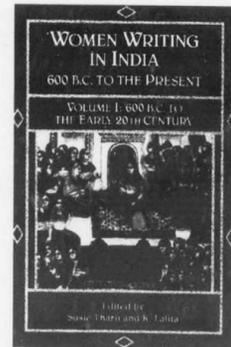
Women and Madness, by Phyllis Chesler (1972; reissued Harvest/Harcourt brace Jovanovich, 1989).

International
Beyond the Veil: Male-Female: Dynamics in a Modern Muslim Society, by Fatima Mernissi (1975; revised edition Indiana University Press, 1987). A women's studies staple that smashed stereotypes.

Crimes Against Women: Proceedings of the International Tribunal, edited by Diana E.H. Russell and Nicole Van de Ven (1976; reissued 1984 by Frog in the Well). An early cross cultural silence breaker.

The Female Eunuch, by Germaine Greer (McGraw-Hill, 1971). Still Greer's best work: furious and witty.*

Female Sexual Slavery: The International Traffic in Women and Children, by Kathleen Barry (1979; reissued with a new introduction, New York University Press, 1984). A searing, definitive work.



Feminism and Nationalism in the Third World, by Kumari Jayawardena (1982, Zed Books; distributed in the U.S. by Humanities Press, 1986). The book that shook up the international development community.

For the Record: the Making and Meaning of Feminist Knowledge, by Dale Spender (The Women's Press [U.K.], 1985). Comparisons of feminist theorists in different countries.

The Hidden Face of Eve: Women in the Arab World, by Nawal El Saadawi (Beacon Press, 1982). Banned for years in Egypt because of its passion and politics.

If Women Counted: A New Feminist Economics, by Marilyn J. Waring (1988; Harper San Francisco, 1989). An exposé of global patriarchal economics, and a vital blueprint for new feminist economic values.

Israeli Women: the Reality Behind the Myth, by Lesley Hazleton (Simon & Schuster, 1977). Just what the subtitle says...and an eye-opener.*

Message from the Village, by Perdita Huston (1978; distributed by the United Nations Population Fund). For those who think feminists are all "first world" urbanites.

New Portuguese Letters (The Three Marias), translated by Helen R. Lane (Doubleday, 1974). The book that got its authors jailed - and provoked international feminist actions.*

Russian Women's Studies: Essays on Sexism in Soviet Culture, by Tatyana Mamonova (Teacher's College Press, Columbia University, 1988). Feminism pre- and post-glasnost.

Sisterhood is Global, compiled and edited by Robin Morgan (Anchor, 1984). The first, and still definitive, international feminist anthology.

The Sisterhood of Man, by Kathleen Newland (W.W. Norton, 1979). A basic international consciousness-raiser that holds up well.

Women Writing in India: 600 BC to the early Twentieth Century and Women Writing in India: The Twentieth Century, both edited by Susie Tharu and K. Lalita (as one volume, 1990; the Feminist Press, as two volumes, 1991 and 1992). A stunning, epic, literary event.

Herstory of International Women's Day

Every year throughout the world women celebrate International Women's Day on or around March 8th. Steeped in a history of women's struggles for equality, it has come to symbolize women's efforts to shape a better world.

The origins of the day can be traced back to the early twentieth century when women in both North America and Europe were fighting for better working conditions, demanding the right to vote, and as the First World War escalated, calling for peace.

A strike of female garment workers in New York on March 8, 1857 and a second strike fifty years later by similar workers still labouring under poor working conditions in New York are often attributed as the events which gave rise to the observance of International Women's Day. Although it appears that these particular dates do not actually mark the beginning of strikes, they do reflect a period of significant labour unrest. The early twentieth century witnessed numerous strikes involving up to thousands of

women in major centres such as New York, Chicago, Philadelphia and Montreal.

On March 8, 1908, women's suffrage was discussed at a meeting of the New York City Social Democratic Women's Society. A year later on February 23, 1909, two thousand people in New York attended the first National Woman's Day. The event, sponsored by the American Socialists focused on women's rights and suffrage. By 1911, the day was also celebrated in Europe. Louise Zietz and Clara Zetkin, two German women, had suggested at the International Socialist Women's Meeting in 1910, the designation of a day as International Women's Day.

The day was observed on various dates in both February and March throughout Europe and Russia as well as the United States in the following years. At an International Women's Day march in Switzerland in 1915, women focused their commitments on peace.

After a period of years in which the observance of the day was

limited to countries such as Spain and China, International Women's Day was revived and revitalized in the late 1960's in North America. In 1977 a United Nations resolution was passed calling for countries to celebrate a day for women's rights and international peace. March 8th was not specifically designated in the resolution, but it has become the day observed in many countries. In New Brunswick International Women's Day has been observed by many women's groups and hundreds of women over the past number of years.

Although the origins of International Women's Day seem to be drawn from more than one event, the essence of the day has remained clear to women over the decades. As the need continues for a day to reflect on our progress and to consider future action, it is likely that International Women's Day will be celebrated for many years to come.



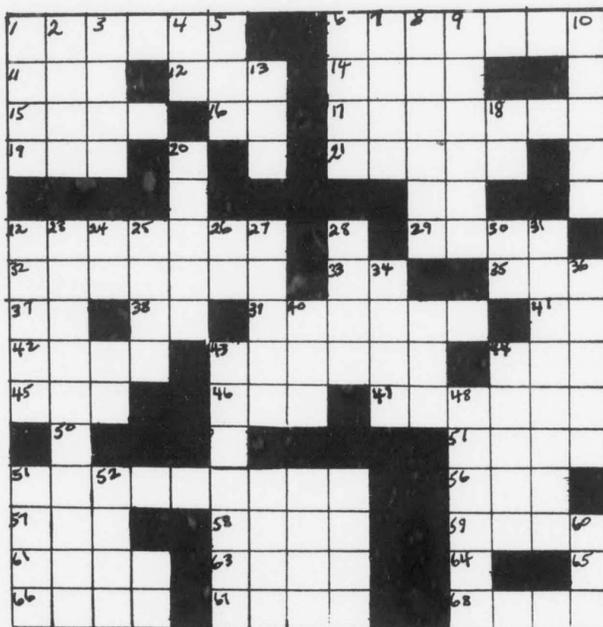
Across

1. _____ Marlatt. Canadian poet who visited UNB in January 1992. Also, in Greek mythology, was changed into a laurel tree to escape the attentions of Apollo.
6. Mary M. _____. First black woman to graduate from UNB.
11. "_____ Maria."
12. _____ woman. A female servant in any of the armed forces. (Source: Collins Dictionary.)
14. North American Native Peoples
15. Diana _____ & the Supremes.
16. "Ours is not to reason why, Ours is but _____ type and die."
17. Poetic name for Circe & Diana.
19. Abbreviation for knit.
21. Hindu goddess of the dawn.
22. McCall's woman of the year, 1946. Last name (actress).
29. A form or means of control. (To keep a tight _____.)
32. Not the second oldest, but the _____ (letters and number)
33. What Margaret Thatcher may have said when told that Great Britain was not ready for a female Prime Minister.
35. What they call you if you climb mountains (or trees) and excel in mathematics. _____ boy.
37. Said to be the most "meaningful" word in the English language.
38. Chemical symbol for holmium
39. Free of charge.
41. What I call myself.
42. An old "pick-up" line: "What's your _____?"
43. First female leader of an Islamic country. (last name)
44. Past tense of light.
45. Explosive stuff.
46. Abbreviation for attention.
47. To show kindness or sympathy towards. (SPCA for example)

50. Common question asked on campus: "What _____ are you in?" Often preceded by "What's your faculty?"
51. Sparked the US civil rights movement by refusing to give up her seat on a bus. (full name)
56. Abbreviation for "Sailing vessel in trouble."
57. Prefix: equal or identical (Difficult to have a "_____tope" without it).
58. Poetic form of "neath".
59. Young children can keep you on these.
61. Used in illuminating signs.
63. Magical word: "_____ cadabra."
64. "As a woman _____ have not country . . . As a woman my country is the whole world." Virginia Woolf.
65. No _____ turns!
66. Prefix: relating to wimmin.
67. "I meant to do my work today, But a bluebird _____ in the apple tree."
68. "She's only a bird in a gilded _____."

Down

1. "Sometimes I think we are still living in the _____ ages."
2. What's blue and goes ding-dong? A frozen _____ representative.
3. Something or someone that bugs you.
4. Abbreviation for "the picture province."
5. Besides conversing, studying and sleeping, one can also _____, in the SUB cafeteria.
6. Wimmie's group founded in Own Sound, Ontario in 1874 to stop the liquor trade.
7. Goddess of the rainbow.
8. Below, beneath or underground.
9. "The creatures of the _____ our ancestors and our future." (two words)
10. We do this to our brains during exams.
13. Saying: _____ the mark.
18. Rita MacNeils home province.



20. Song lyric or Valentine message. "I love _____". (two words)
22. _____ with one's own petard.
23. Small, delicate and charming.
24. Abbreviation for "Paid."
25. Playwright, wit and spy Aphra_____ (1640-1687)
26. Abbreviation for "right"
27. "Take Back the _____"
28. This, _____, these and those.
30. The player whose turn it is to try and tag another.
31. To propose as a candidate.
34. "See you _____ the next UNB Student Wimmie's Committee Meeting."
36. A unit of length equal to 1.094 yards (US

- spelling)
 40. When traveling along life's highway be careful not to fall into one of these.
 43. "Yes, we have no _____."
 44. On or towards the left.
 48. One who achieves a mystical experience.
 49. Colloquial for "flower"
 51. Bathtub adornment
 52. In a little while.
 53. Singer. _____ MacIntyre.
 54. Part of a character on a piece of printer's type that projects beyond the body.
 54. Abbreviation for "Sensitive New Age Guy."
 60. Nickname for Susan.
 62. What "No" means.
- Created by Pat Post

Access to Abortion

Continued from page three

Court of Canada.

In New Brunswick, abortions are covered by Medicare if approved by two doctors and performed by a gynecologist at an accredited hospital. However, the province is divided into regions. Women must have an abortion in the region in which they live.

Solutions to crossword puzzle

GNANO SANG CAGE
NEON ABRA I U
IOEN TOES
ROSAPARKS SVT
P N E YEAR
NTP AFT HUMANE
SIGN BHUTTO LIT
IF HO GRATES ME
OIDESTI HA TOM
HEPBURN T REIN
ER K
KNT Y E USHAS C
ROSS TO TITANVA
AVE BAF CREE R
DAPHNE WIMSLLOW

Four hospitals perform abortions. They're located in the central and southern part of the province. That means women in Northern New Brunswick have no legal access to abortions. Dr. Morgentaler has announced he will be setting up a clinic in New Brunswick, but no opening date has been announced. The New Brunswick government has also vowed to fight the clinic.

Also, as M. discovered, there is no access anywhere in the Atlantic provinces for women in her situation because of tight restrictions on the cut off period for performing abortions. In New Brunswick, abortions are only available up to 12 weeks.

"I was so desperate I was prepared to induce a miscarriage then the hospital would have to take me," she said. "And I would have if my women friends hadn't pulled together and found out where I could get help."

The help M. found was from the Canadian Abortion Rights Action League (CARAL). Kit Holmwood of Saint John, New Brunswick, is the national president of CARAL. She hears stories like M.'s all the time.

"To truly have access to an abortion in New Brunswick, you have to know that you are pregnant within four to six weeks," Holmwood said. "Anything after six weeks doesn't give a woman enough time to make it through the hoops the government has set up...and that's assuming she can make a decision immediately."

Both M and Holmwood agree there are a lot of

stereotypes about women who want abortions. "I don't think any woman wants an abortion," said M. "But the reality is that society leaves us with no choice."

Holmwood agrees, "The governments has left women with no choices, especially here in New Brunswick. The McKenna government won't put money into sex education, into making birth control readily available, it won't increase welfare rates or provide daycare and it has recently cut off funding to teen mothers who want to stay in school. And then Frank McKenna turns around and says he will fight any abortion clinic in this province."

"You can't say 'No' all the way down the line," she said. Holmwood cited studies done in Ontario that show every dollar the provinces spends on sex education saves \$10 in costs down the line. "Since the Ontario government has invested in sex education over the last decade, the teenage pregnancy rate has decreased 25% and the teen abortion rate is down by 26 percent."

Holmwood said even though there may be access to abortions on paper, the reality of the situation is often very different. Women who do have access to a clinic still have to pay a fee of up to \$400. The costs of traveling to a clinic for women outside Halifax can make abortion inaccessible.

M. said it cost her \$800 plus traveling expenses to go to Montreal for her abortion. Without the financial support of many women, she couldn't

have afforded it. Many New Brunswick women also cross the border into Maine where abortions range in price from \$200 to \$400 U.S.

Holmwood is concerned about the number of women she meets that are given misinformation or lied to by doctors and people working in reproductive health clinics.

"Women are being told that abortions are illegal and to forget it. Women are also being told they are farther along than they really are, so they no longer qualify for a legal abortion. And women are not being told that they can get abortions in other provinces," Holmwood said. M. knows from first-hand experience how hard it is to get information on abortions.

"I still get angry when I think of what I went through. The reproductive clinic said I was too far along to have an abortion and that was it. I find it very hard to believe that they did not know about organizations like CARAL that could help me and about availability of abortions in other provinces."

"Because of the delays and misinformation, my abortion literally ripped me apart emotionally and physically," she said.

This article was reprinted with permission of the author from Health Sharing, a Canadian Women's Health Quarterly Magazine.

International Women's Day Festival



Fredericton's first Women's Festival gets underway March 8. The festival is being organized by a coalition of women's groups in the city. Money raised during the events will go toward the Fredericton Rape Crisis Center and the Gignoo, the recently opened Native Transition House. The following is a list and description of events:

March 6

Wimmin's Dance

The dance is open to all womyn. Admission fees will be donated to the Native Women's Transition House. Household goods and non-perishable food items will also be collected at the door. The house is in need of toys, bedding, towels, a microwave and other household items.

The dance is being held in the Pub in the SUB, Student Union Building at UNB. It begins at 9 p.m. and ends at 1 p.m. There will be doorprizes and a 50/50 draw. This event is for women only.

March 7

Coffee House

A Coffee House will be held on Sunday, March 7 at Mims Coffee House at 422 Queen Street. The Coffee House gets underway at 7 p.m. and will run to about 10 p.m. The event is open to men and women. There is no admission charge; but this is a fund raiser for the Fredericton Rape Crisis Centre. Donations will be gratefully accepted. Scheduled performers are: Sherree Fitch, (story teller), Michelle Boudreau (singer), Angie O'Brien (singer), Alma Brooks (singer), Lorna Drew (actor), Maggie Martin (singer), Jackie Tucker (singer), Linda McNutt (actor), Eve Brown (actor) Jennifer House (actor), Betsy Kelly (singer), Nella rio (singer), Lee Dugas (poet), Jackie Webster (story teller) and others. This event will be hosted by Christine McLean and Linda Legere



March 8

Candle Light Vigil and Speakers

The local branch of Amnesty International will be hosting an evening of speakers, followed by a candle light vigil for women prisoners of conscious. The event will be held on Monday, March 8, beginning at 7 p.m. It will take place in Room 102 in Tilley Hall at UNB. The chair of Women and the Law at UNB, Patricia Hughes will speak on changes to Bill C86 that will negatively affect the lives of refugees. Foreign student advisor, Kay Nandlall, will speak on sexism and racism here at UNB. One of the organizers of the eveing, Kourosh Mohsemi will present several cases of human rights violation, particularly violations against women in Iran.

March 10

Potluck Supper

The Voice of Women will be holding their annual potluck supper on Wednesday, March 10. The dinner will be held at 6 p.m. at the Nurses Association building, 165 Regent

(corner of George and Regent). Dr. Nadra Hasnain will speak about violence against women in war. There will also be a screening of a film focusing on the work of Voice of Women during the past 30 years. Donations of \$5 will be appreciated to assist victims of war.

March

Film Festival

March 8, McClaggan Hall: Five Feminist Minutes, Get Back the Night, and Wisecracks.
 March 11, Fred. Public Library, Assembly Room: Is it Hot in Here?, George and Rosemary, and Best of My Life.
 March 12, Assembly Room: Still Killing us Softly, Abortion Sotories, Cinderella Penguin, and Baby Blues.
 Other films also shown throughout the week. No admission but donations welcome.

no \ (') nō \ adv [ME, fr. OE *na*, fr. *nē* not + *a* always; akin to ON & OHG *nē* not, Lnē-, Gknē- . More at AYE] 1 a:

No means NO . Not now means NO . I have a boy/girlfriend means NO . Maybe later means NO . No thanks means NO . You're not my type means NO . \$#@!!! off means NO . I'd rather be alone right now means NO . Don't touch me means NO . I really like you but... means NO . Let's just go to sleep means NO . I'm not sure means NO . You've/I've been drinking means NO . Silence means no . _____ means NO .

DATE RAPE \ 'dāt \ _ \ 'rāp \ n :
 Not understanding **no**

CFPS QFI Canadian Federation of Students Federation canadienne des étudiants et étudiantes

T-Shirts with the definition of No are again on sale in the Student Help Centre, located in the main lobby of the Student Union Building and at the Coffee House (during the festival). The cost is \$15. Proceeds go to the Fredericton Rape Crisis Centre.



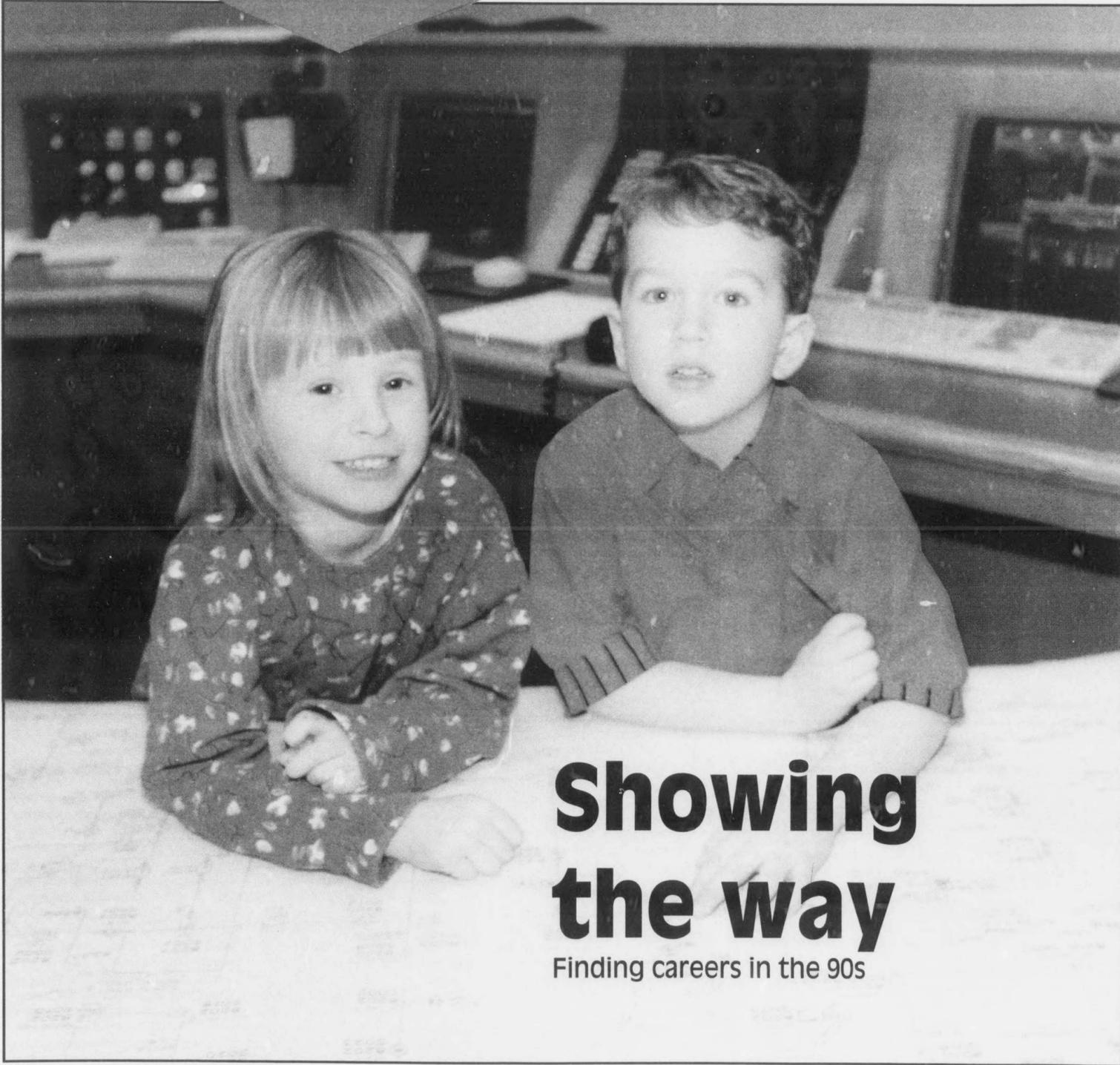
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NEW BRUNSWICK

PROSPECTS

Number 1 - Spring 1993

A guide to Education, Training and Employment



Showing the way

Finding careers in the 90s

Alyson Moore, 5 and Matthew Cameron, 5 discover NB Power Energy Control Centre in Fredericton

Canada

ENTREPRENEURSHIP
& HUMAN RESOURCE
DEVELOPMENT



Career Information
Partnership
CANADA

New  Nouveau
Brunswick

I n s i d e

Engineering is for women too!



Engineering professor Monique Frize of the University of New Brunswick says more women can find interesting and stimulating careers in engineering.

7

Create your own job

You don't need to be a millionaire to create your own job. Young entrepreneurs recall their experience.



9

Writing a résumé is easier than you think



Five easy steps to prepare a résumé that will grasp the attention of potential employers.

14

NB Works provides promise for the future

Gloria Shipp and Wayne McGivney found a way to break the vicious cycle of welfare. They are among the first to participate in a new and innovative program.



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New Brunswick Prospects is an initiative of the New Brunswick Career Information Partnership. It provides information for individuals involved in career decision-making.

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- Atlantic Canada Opportunities Agency
- Department of Advanced Education and Labour
- Regional Development Corporation
- Employment and Immigration Canada

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Information: A key ingredient

Information is a very important aspect of everyday living. It is delivered by various forms of media to many individuals in our society. It is the substance of news broadcasts, magazines, flyers, books and many pamphlets. It is used by people to make decisions about a variety of issues. Bankers, entrepreneurs, consumers, retailers and others use information in their workplace daily. In fact there are many jobs today which help to provide this information by gathering, storing or retrieving it.

Not only is information useful in the workplace, it is important in career decision-making. Career decision-making is a process that is initiated early and continues throughout life. Information plays a central role in this process. Individuals need information about how their interests, aptitudes and values relate to occupations; about work environments and job information, about training programs and sources of funding; about writing resumes and doing interviews, about future trends and job availability.

The articles in this publication are designed to provide information to a wide variety of people, including high school youth who are preparing to enter the job market; people later in life who are in transition from one job to another and those seeking to re-enter the workforce. It is hoped that this publication will be read, pondered and kept as a future source of information by the various groups.

Obviously, it is not possible to cover all the information needed by all groups. However, it is hoped the publication will provide useful information to some, stimulate others to think about their career options, and offer some useful tips to all.

John Stewart
Editor

Education: The key

In the midst of upheaval in the work world and international market places, there is only one constant: education is still the most critical element for success.

In Canada, governments, schools and businesses are pleading with young people to stay in school and with adults to make learning part of their life. The nation depends on it.

The undeniable fact is, however, that the country can only provide the tools for learning. The decision to stay in school, to learn and to change with the times is up to you, whether you are 16 or 56.

This newspaper has been created because somebody cares, cares that you are given important job information, cares that you get the hard facts and cares that Canada can only prosper through having skilled and effective workers. In collecting information and selecting the articles, the editors attempted to answer questions for a wide range of readers, from students to parents and older workers. Contributions were made by most provincial governments and a host of states in the United States. We acknowledge with thanks their help; their co-operation helped provide extensive information and kept costs to a minimum.

A few pages, however, cannot provide all the information you need about the job market now and in the future. Nor can they tell you how to equip yourself to find a job or even where to look. At best, we hope the newspaper will give some tips, cause some serious thoughts and offer sources for more information.

After you read it, either keep it for reference or pass it on to someone else.

Good luck.

Allen Sackmann

Canadian Career Information Partnership

It's a long road but you can get there from here

By James Downey

There's a story about a tourist in Ireland who is wandering about looking for a certain stately home. Almost exhausted, he asks a local farmer for help. The farmer takes him to a road at the far end of which, barely visible, stands the famous home.

"Ah me," says the tourist, "it's still a long road." To which the farmer replies: "Sure then, 'tis a long road, but if it were any shorter it wouldn't reach the house."

The road to a good education system, like the road to a good education, is long, one that twists and turns toward a goal that always seems a long way off. There are, however, places along the way where we can pause, look at how far we've come, check our directions and make choices about where we go from here.

This is what New Brunswick has been doing during the last year, thinking about appropriate goals for an education system as a new century approaches, and what roads might best get us there. A similar process has been taking place in other Canadian provinces, in the United States, in Europe and even in Japan. Methods of assessment differ but the goal is the same: to ensure that education equips people with the skills, knowledge and attitudes required to lead useful, productive and satisfying lives in a fast-forward world. The Commission on Excel-

lence in Education heard from New Brunswickers who often spoke of better roads, better access to education and ways to achieve progress. The report of the commission, Schools for a New Century, now under review for action by the government, carries several of these messages.

The first is that the destination should be more clearly identified and a better map drawn. There's an old expression that "if you don't know where you're going, any old road will do." Many in New Brunswick feel we may need some new roads, that the school system goals are too broad and there has been too little emphasis on academic achievement.

The commission responded to this concern, not by removing social responsibilities from the schools but by linking and combining resources from other government and community agencies in support of teachers and school boards. At the same time, the commission called for a strengthening of the core curriculum, especially in language, science and mathematics.

The commission sought to provide guidance on a second, related theme: just as it is essential to know which road we are on, so it is important to be able to measure the distance travelled.

In Canada, we have shied away from tests both in our social programs and in our schools. There are, of course, abilities and knowledge which cannot be effectively tested and we

should be content to cultivate those as best as we can.

There are others, however, where evaluation is essential. It is the only way we can learn how far we have come and how far we still have to go. For these areas of skill development, the commission recommended that New Brunswick devote more energy to create and use good testing tools.

Third, the commission believes that main educational roads should be interconnected so people can change career directions without going back to the beginning.

It used to be that education was something people did in the first third of their lives, then they worked and finally retired. Increasingly, learning and work and leisure are intertwined throughout life. Easy transfer of appropriate knowledge and experience should be a standard feature of a modern education system: between universities and colleges, between formal and non-formal ways of learning and between various training and apprenticeship programs.

It is said there are two ways of being lost: one is not to know where you're going, the other is not to know where you are. Education systems, like the individuals who depend on them, need to know both where they are and where they are going.

Change for the sake of change is mindless; change based on a search for a more humane and prosperous society puts us on the right road, even if our ultimate destination is a long way off.

What's in your future?

To know what lies ahead — look back to the year you were born

By Daniel Stoffman
(Adapted with permission,
Canadian Living)

First the good news. Teenagers who couldn't find jobs last summer can stop worrying about their economic futures because their services are going to be in big demand throughout their lives. The decade will be a golden age for the arts in Canada, as symphonies, theatres and museums get more support than they've ever had.

Now the bad news. Women in their late 40s are going to be caught between the conflicting demands of aging parents, teenage children and careers, and also become prime candidates for strokes and heart attacks.

If the intriguing predictions from David Foot, an economist at the University of Toronto who specializes in demographics, contradict others you've heard recently, it's because Foot is a futurist with a difference. Most futurists *extrapolate* (draw from) current trends, which is why they usually predict a future that looks like the present, only more so. Foot applies the realities of demographics to the future and, as a result, often comes up with a future that looks radically different from the present. His track record for accuracy is excellent.

Demography is the statistical study of human populations. A demographer works with basic facts about the make-up of the population, for example, how many people are born and how many die in a given year; how many people are 14 and how many are 40.

The interesting thing about a demographer's viewpoint is that it gives deeper significance to what others assume are just accidents of individual personality. Your 31-year-old nephew has never held down a good job and is still living at home. It may not be because he lacks ambition but simply because there are too many other 31-year-olds competing for the same jobs.

As for your 14-year-old daughter who earned enough money baby-sitting to spend \$2,000 on her own stereo system, she may not be the world-beater you think she is, because she's just benefiting from the law of supply and demand. There are lots of babies these days and not many teenagers to look after them on a Saturday night.

In Canada, the most important demographic fact is whether an individual is a baby

boomer (born between 1947 and 1966 who make up a third of the population). Baby boomers have a lot more in common with other boomers than with non-boomers. "Someone who is 49 has had a very different experience from someone who is 42," Foot says.

That means today's youngsters will be in large classes in school and, later on, will encounter stiff competition for university admission and jobs.

THE 15-TO-24-YEAR-OLDS

To Foot, the most interesting thing about members of the baby bust generation is that "they get

wonder why their 26-year-old brother or sister is such a bum. They don't understand there is far less competition for them than there was for their older brother or sister."

Today's teenagers will get multiple job offers and high starting salaries. "A university

put all their energies into looking after themselves.

They found themselves in bulging classrooms from their first day in Grade 1 and they've been fighting for space ever since. Their hard-won educations weren't worth much because so many others had the same degrees. They entered the job market in the early 80s only to discover the first wave of baby boomers had already laid claim to most of the jobs. The early boomers scooped up most of the apartments as well, driving rents sky-high. The same group flooded the urban real estate market when a house was still affordable, while many late boomers still haven't got together a down payment. To top it all off, the late boomers have just endured, or are enduring, the second severe recession of their careers.

"People in their late 20s today are left shaking their heads," says Foot. "They've had a spotty career profile. They feel they have no hope of getting a house of their own and some of them have been forced into activities they'd prefer not to be part of, such as drug dealing, because these were the only activities that could generate them an income."

Those with decent jobs are working extra-long hours to try to distinguish themselves from the person next to them in hopes of a promotion.

"That's why the amount of leisure time went down in the 80s," says Foot. "All the baby boomers are competing with one another." The late boomers have one major objective during the 90s, to get that first house. When and if they can get it will influence their decisions about starting a family. House prices went down during the early part of the recession but they are already picking up because of demand from late boomers. But because today's 15-to-24-year-old group is so small, demand will soften in the mid-90s, and house prices will go into decline relative to other investments. Any late boomer who still wants one will finally be able to afford a house by the year 2000.

As for their general outlook, Foot says late boomers will just have to adjust to living in a large cohort group for their whole lives. He says it's important that career counsellors, psychologists and others dealing with these people understand the demographic factors that underlie their problems.



Let's look at the various age groups in Canada, starting with the youngest, and see what their future holds.

TODAY'S CHILDREN

Kids born between 1976 and the present are the Baby Boom Echo. They are children of baby boomers. Although less numerous than boomers themselves, they are a bigger group than today's teenagers who are the "baby bust" generation of the 70s. "Births are the highest they have been for 30 years, but the echo is a fleeting phenomenon", Foot explains "The peak of the baby boom was in 1960, so women born then are now 31, and the probability of getting pregnant declines quite dramatically in your 30s."

While these kids have sparked temporary joy in the diaper and toy industries, their own outlook isn't all that great. Their lives will be highly competitive. Elementary schools are already more crowded than they were 10 years ago. The echo kids, says Foot, "are in the process of recreating some of the problems we saw with the baby boom but in a much more moderate way."

on incredibly well with their parents." The reason is that the teenagers are post-boomers while most of their parents are pre-boomers. Thus, both are members of relatively small "cohort groups" and have a lot in common. The parents include the campus activists, protesters and hippies of the 60s. Today's teenagers are more interested in causes such as the environment than was the last group of teenagers.

The current recession, which slashed the supply of summer jobs in 1991 (and 1992), masked the reality that the outlook for the 15-to-24-year-old group is fabulous. The reason is simply that Canada's maternity wards were underused during the latter part of the 60s and for most of the 70s.

"The law of supply and demand works very well," Foot says. "That's why the price of baby-sitting services is \$5 an hour and rising in Toronto. There's a confidence bordering on arrogance emerging among teenagers that hasn't existed for a long time. They've learned they can earn money and they

degree is going to be worth a lot more in the 90s than it was in 70s and 80s when the job market was flooded with them," says Foot. There will be plenty of affordable accommodation for them as vacancy rates rise during the 90s, so they will leave home earlier than those who came to maturity during the 80s. The only dark cloud on the horizon for these new entrants to the workforce is that their immediate superiors will be the late boomers, whom Foot describes as "a pretty sour bunch." The 21-year-old has had smooth sailing so far but his 29-year-old boss has had a terrible time. These two are an odd couple with very different outlooks on life, and that could lead to trouble.

THE 25-TO-34-YEAR-OLDS

These people picked the worst possible time to be born in this century, the very peak of the baby boom, between 1957 and 1963. "They've had one hell of a life," says Foot, who thinks the late boomers have been unfairly labelled as a selfish "Me Generation" lacking idealism and moral conviction. In fact, they've had no option but to

Information on other age groups on pages 6 to 8

Guidance counsellors

Choosing a career is like choosing good wine

Twenty years ago, thousands of people worked in the woods, clearing roads for logging operations. Today, this occupation has almost disappeared. Many woods workers have been replaced by new machines operated by just one person.

The job market is a confusing place, full of industrial and technological change. Those who know their way around it are rare.

Woodworkers and guidance counsellors have one thing in common: their jobs have changed a great deal over the years. At one time, the role of guidance counsellor — those who helped young people choose among career options available — was entrusted to teachers with no special training.

Today, Peter Johnson and hundreds of guidance counsellors around the province have access to specialized training and effective work tools to help young people develop career plans.

Johnson, a guidance counsellor at James M. Hill Memorial High School in Chatham and president of the Guidance Council, New Brunswick Teachers' Association, has taught in Ontario and Newfoundland. He says



Counsellors help young people make wise career choices.

the system in New Brunswick is one of the best in the country.

The career information centres, conveniently located in all New Brunswick high schools, are bursting with information about trades and professions, labor market trends, and the programs offered at community colleges and universities. They also have a range of profiles to measure young people's interests and aptitudes.

In addition, many schools organize visits by representatives of colleges, universities, the

armed forces, Royal Canadian Mounted Police, private schools and employers who talk to students about future plans.

In the past few years, some schools have acquired another powerful tool. CHOICES, a computerized expert system, enables students to explore their career options according to 12 factors. With the help of a counsellor, the student enters data into the computer, which then suggests a short list of trades or professions that meet the criteria specified by the student.

The system is able to provide detailed descriptions of 900 trades and professions, including the necessary training, prerequisites and information about the institutions which offer the programs.

But it takes more than documentation and machines to help a student decide on a career.

"Counsellors can alleviate the initial anxiety experienced by students confronting the labor market for the first time," Johnson explained, noting many workers will go through similar

experiences several times in their working lives.

"While helping students prepare their first career plans, guidance counsellors teach decision-making and self-exploration skills — powerful tools that will be useful to the students for the rest of their lives."

He noted career counselling is a scientific process that helps students discover their own strengths and weaknesses, the world of work, communities, programs offered at post-secondary institutions and future trends.

"Career counselling has some things in common with making good wine," Johnson said. "One needs to give it care and attention, a time-proven method and all the finest ingredients."

However, he warned, students must not wait until the last minute to begin the process of choosing a career. Counsellors believe students and their parents should start to think about career choices in Grade 9 or even earlier, not in Grade 12.

"Become connoisseurs! Don't settle for the cheap stuff. Treat yourself to the best! Wise decisions grow better with proper aging," Johnson said.

Setting priorities

12 issues to consider in career decision-making

1. EDUCATION LEVEL

How much education do you have? How much are you willing to get? If your goal is to become a doctor, you will need at least eight years of university. If you are not willing to go to school that long, maybe consider something else.

2. WORK SITE

Do you want to work inside all the time, outside all the time, or a combination of both? If you work outside, you need to be prepared to work in all weather conditions.

3. PHYSICAL DEMANDS

This is the amount of physical strength needed to do a job each day. Sometimes, it is necessary to use extra effort. Some jobs require the ability to lift things that weigh 4.5 kg (10 lbs) or less and sit most of the time. Other jobs require heavy physical exertion and handling loads weighing more than 23 kg (50 lbs) or more on a regular basis. There are lots of jobs in between.

4. TEMPERAMENTS

Temperaments are personal qualities found in work activities

or situations. People who find work that suit their temperaments are more likely to be satisfied with work. For example, if you would rather work by yourself, you probably would not want to consider psychology as a career.

5. APTITUDES

Aptitudes are ratings of a person's ability to learn different skills — how quickly and easily you learn. To get an accurate measure of your aptitudes, many tests are available. Contact your counsellor for information on how to take one.

6. EARNINGS

Most people want to make a lot of money. However, other things may be more important to you. If you try only for high-paying jobs, you may not find something that suits your interests, abilities or personality. Understand you have to start out at a lower pay and work your way up.

7. INTERESTS

What you like to do has a big impact on job choices. The more

your interests match your work, the more satisfied you will be. If you are not sure what you are interested in, consider asking your counsellor for an interest inventory.

Sometimes you can't have the job of your dreams right off. Keep in mind the possibility that you may have to take a lower level (or entry level) job and work your way up to a higher level job with more responsibility.

Deciding on a career to pursue is difficult at best. Many factors go into making a career decision: How much money will you make? Will you like what you are doing? Will you have to (or get to) travel? Will you be able to do the work? Decide what's most important to you.

8. FUTURE OUTLOOK

Future outlook is a prediction of how many jobs there will be in the near future. It will tell you whether there will be an increase in demand for trained workers or whether demand will stay the same.

9. FIELDS OF WORK

Fields of work represent broad, general areas of work activity. Occupations that have similar types of work can be found in the same field.

10. PHYSICAL ACTIVITIES

Some jobs require physical activities that not all people are able (or willing) to do. If you are not willing or able to do certain physical activities, you probably will not want to consider occupations requiring those activities. However, keep in mind that some employers may change job duties to suit people who have physical limitations.

11. HOURS OF WORK AND TRAVEL

Some jobs require travel or working hours which would affect your lifestyle, thus causing you to be unhappy with your work. If you are not willing to consider working hours other than *regular* work hours (8 to 5, Monday through Friday) you may want to consider only occupations that do not require these factors.

12. ENVIRONMENT

Environmental conditions refer to the physical environment of a worker. If you are unwilling to work in extreme heat, extreme cold, where it is damp or wet, where there is a lot of noise, dust, odours or vibrations, or where there might be risk of an injury, you may want to consider occupations wherein these conditions do not exist.

To decide what is most important, pick a few of the areas listed. Is how much you earn more important than being interested in the job? Is how much schooling you are willing to get a big factor, more important than how much you will make?

Your career decision will affect all areas of your life. Setting priorities may not be easy, but it can help you to make a wise, informed decision and find an occupation that will contribute to your happiness and satisfaction in life.

1990s jobs, opportunities

Estimated four million job openings this decade — Smaller firms on the incline —
Workers must prepare for new opportunities

Signposts for jobs in the 1990s point in new directions brought on by changes that swirl around us only as words on the late night news. Slower population growth... increased immigration... changing markets... older workers... global markets... free trade — each has an impact on the kinds of jobs in demand and on the skills needed to fill them.

Gary Fletcher, director of Sector Studies at Employment and Immigration Canada, says change in the job market happens all the time. Now, however, many factors have collided and changes are coming fast.

Workers must be fast off the mark to see the emerging opportunities. He says many of the opportunities are in small, young companies where skills in dealing with technology are in high demand.

His colleague, Wayne Roth, director of the Labor Market Outlook Unit, agrees and lists other areas where there is growth: health services, human resource management, communications, environment and occupations making heavy use of computer technology. He estimates nearly two million new jobs will be created during the 1990s. Another two million existing jobs will become vacant, because of deaths, retirements or people moving on to other jobs.

TECHNOLOGY TAKING OFF

"Technology is really taking off. Companies are having to do things differently," says Fletcher.

He explains, for example, the metal mining industry increased its use of technology in exploring new ways to extract and refine ore. During the 1981-82 recession, employment dropped to about 50,000 from 70,000. Technology eliminated those jobs.

"During the rest of the 1980s, production increased tremendously but the workforce remained about the same," Fletcher noted. "We're seeing that in other industries as well. What that meant for the workers that remained is that the skill requirements jumped tremendously."

Many industries are having to adapt to a new working environment brought on by three principal factors:

▲ *global competition*: Canadian companies are competing against foreign companies with lower wage rates, different work practices or greater use of technology.

▲ *free trade*: allowing goods to flow back and forth across

North American borders without duty means businesses look to the places where they can get the best deal to produce their products. They must be able to compete effectively.

▲ *technology*:

use of computers and other forms of technology has been part of business life for a long time but, because companies were making money, workers often paid little attention because jobs were still being created which didn't demand computer skills.

These factors are called *structural* changes which means they are permanent changes. Recessions, on the other hand, are considered to occur periodically. They come and they go.

ADJUSTMENT DIFFICULT

The combination of events this year is making it difficult for some people to adjust, particularly workers with few skills and limited education.

Roth says job opportunities are brightest in the health, information/technology and personal service fields. Many of these jobs result from the new awareness of health issues and the aging Canadian population.

With increased demand for technological skills and fewer young people entering the job market, there is more pressure on young people at least to finish high school. Canada's dropout rate rose during the 1980s from 28 to 30 per cent: three of 10 high school students leave school without graduating even though 60 per cent of all jobs created in the 1990s require high school graduation. Roth cautions that the skills students gain in school should relate to the job market.

"If I were in Grade 10 right now, I'd try to collect as much information as I could about the job market, particularly in the occupations that appeal to me. What happens in that job? What are the qualifications? Career prospects? Everything. That's why career days are so important."

And he'd make certain he

picked up computer skills. "Computers are used for so many things. You have to be familiar with the basics of computer use so you can learn all the new applications."

Fletcher agrees, saying there is a great deal of confusion in the labor market making it difficult to project trends. Young people should examine each occupation carefully, and the best

way is to ask questions of people in business, government, employment counselors and educators.

In general, Roth says the growth areas for jobs — health, environment and technology — have a variety of occupations ranging from those requiring limited skills to those needing extensive training and experience.

What there won't be a lot of, forecasters say, are the middle-skilled jobs. Research by the Economic Council of Canada suggests the number of middle-level jobs is shrinking.

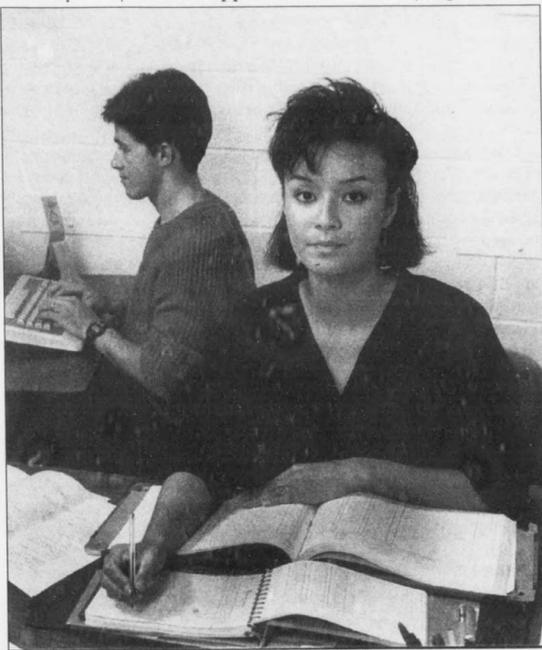
There is increased demand for people with high skill levels who will receive high wages, benefits and protection. There is also growing demand for workers to do less skilled jobs where pay is low, there is little security and less protection.

MORE SELF-EMPLOYED

Counterbalancing those predictions is the growing number of people who operate their own businesses, described as entrepreneurs. Fletcher says: "There are lots of opportunities. Many companies are finding it more effective to contract out or purchase services rather than hire permanent staff to perform those services in-house."

Although specialists foresee a period of uncertainty in the Canadian labor market, Fletcher says the whole idea of a global market also holds opportunities for Canadian workers who have skills and are willing to move.

"I think we're moving to a global labor market. Geophysicists in Canada, for example, aren't limited to opportunities in this country. Many foreign companies are hiring Canadians. Nurses are a good example. While hospitals here have been cutting back, American hospitals are look-



Changing technologies creating new job opportunities.

Other skills include math and communications. Fletcher refers, as an example, to the broadcast medium where satellite communication is opening the door to hundreds of radio and television channels. These won't carry only major networks but will be available for many different uses.

ATTITUDES CHANGING

While young people have a bright future, bringing new skills and energy to the labor market, there is a shift in several industries that may be encouraging to older workers who remain in the workforce. "There's a changing attitude about early retirement and golden handshakes," says Roth. "In the printing industry, for example, they need people who know the industry and also know how to operate computers. Some companies are asking themselves if they shouldn't be keeping older workers so all their expertise is not lost."

"In some industries, however, they feel it is easier to hire the necessary skills rather than retrain workers." Roth emphasizes researching the industry is a critical part of choosing a career or finding a job.

The Top 10

If you are going to be entering the job market in New Brunswick within the next ten years, consider becoming an occupational therapist or a dental hygienist. With expected annual growth rates of above five and three per cent respectively, they will be among the top 10 fastest growing occupations, a recent forecast survey by Monica van Huystee of Employment and Immigration Canada, in Fredericton. The expected annual average growth rate for all occupations in New Brunswick is about 0.75 per cent. Other occupations in the top 10 are:

- ▼ psychologists
- ▼ systems analysts and computer programmers
- ▼ personnel management
- ▼ paving and surfacing occupations
- ▼ cabinet makers
- ▼ dentists
- ▼ veterinarians
- ▼ sales management occupations

Many of the fastest growing occupations will be in the field of health care because demand for these services is expected to grow as our population ages.

Many health care occupations require university education, although some two-year college programs for dental assistants are offered in other provinces. System analysts, computer programmers, people in personnel management normally have studied at a university or a community college.

People in sales management occupations normally have considerable experience in sales. Many have worked their way up to management positions. There are a variety of ways to become a cabinet maker. Carpentry courses are offered by community colleges, while an apprenticeship program is another option. People in paving and surfacing occupations are usually trained on the job, although they benefit from heavy equipment operating courses.

ing for nursing staff." As the trade barriers come down, so will obstructions to workers who want to move to where the jobs are.

David Foot's forecast What's in your future?

THE 35 TO 44-YEAR-OLDS

It was better to be born in 1947 than in 1957, but the early boomers have their problems, too. For those in the workforce, the biggest is they are stuck on a plateau leading nowhere. There aren't enough jobs at the top of the corporate pyramid for all the capable boomers in the middle ranks. That situation accounts for the large number of small businesses formed during the last few years, as frustrated boomers strike out on their own. It's also why many women in their 30s have decided to quit work and have children instead.

"They are finding the labor market is not all it's cracked up to be," says David Foot, a demographics specialist at the University of Toronto. "They are working long hours and not getting rewarded. It's not necessarily because of sexism but simply because there are so many in that age group."

Day care will continue to be a big issue for boomer mothers with small children in the 90s, but gradually it will be surpassed in importance by elder care for the 35 to 44-year-old group. As the early boomers age, says Foot, "they are going to find it increasingly difficult dealing with their aging parents."

Because women take on most of such care giving, female early boomers could be in for some stressful times during the 1990s.

Sensible employers will try to find ways to ease the stress. Foot says employers should open "intergenerational care centres" a mixture of day-care and elder care. "You would have one room for small children, another for grandmas in their 70s and a middle room where the grandmas could look after the children." Career counselling, as the "40-somethings" have their career crises, will be a growth industry in the 90s. So will the treatment of lower back pain and poor eyesight. "Bifocal snorkelling and scuba masks will be a growth industry in the 90s," Foot said.

More women in labor force each year Women hold most jobs, least pay

By Heather Hand

Among western democracies, Canada ranks behind only Scandinavia in its dependence on women in the labor force, and the percentage continues to grow.

In 1951, 23.5 per cent of Canadian women worked for pay outside the home. The figure more than doubled by 1987, up to 56.2 per cent. By 1993, says a Conference Board of Canada estimate, the number of women in the paid labor force could reach 63.1 per cent. The trend is even more dramatic for women with children, particularly for those with young children. In 1986, 60.7 per cent of married women with at least one child under the age of six were in the labor force.

Increasingly women and men have the same employment patterns. They enter the workforce between the ages of 18 and 24 and stay in. Today, a Canadian woman aged 20 can expect to spend 37 years in the workforce, while a man of 20 can expect to work for 42 years.

But there the similarities end. A recent United Nations human development report suggests Canada is the best place in the world to live—unless you're a woman. The report puts Canada at the top of a list of 160 countries in terms of overall life expectancy, education and national income. But we slip to number eight overall once employment and income of women become part of the equation. In 1990 the average earnings for a woman working a full year and full-time was \$24,923; for a man it was \$36,863. Women with eight years of schooling or less earned 62.4 per cent of what men earned with the same education. This increased to 72.8 per cent for university graduates.

Even though the number of men and women in the workforce is nearly equal, they are not evenly distributed among the more than 500 occupations classified by the Canada census. There are only 15 occupations in which women represent more than 90 per cent of the labor force. These jobs are generally in the clerical, sales and service sectors where wages are low and much of the work is part time. There are no occupational categories where the average earnings of women exceed those of men.

Women still bear the major share of family responsibilities,

even if they are in the paid workforce and in two-income families. Although Canadian family structures have changed, the needs and wants of family members remain the same. There are more than two million Canadian children under the age of 13 whose parents work or study for a substantial part of the week.

Furthermore, the number of single-parent families is growing. And most of these — 82.2 per cent — are mother led.

A recent work/family study done by the Conference Board of Canada shows that balancing the demands of work and family can be both difficult and stress-

ful for many employees. Continuing high-quality care for children is difficult to find and expensive, particularly for parents who work unusual hours or shifts. Emergency care for infants or sick children, or substitute care for school professional activity days and summer vacations, is both hard to find and expensive.

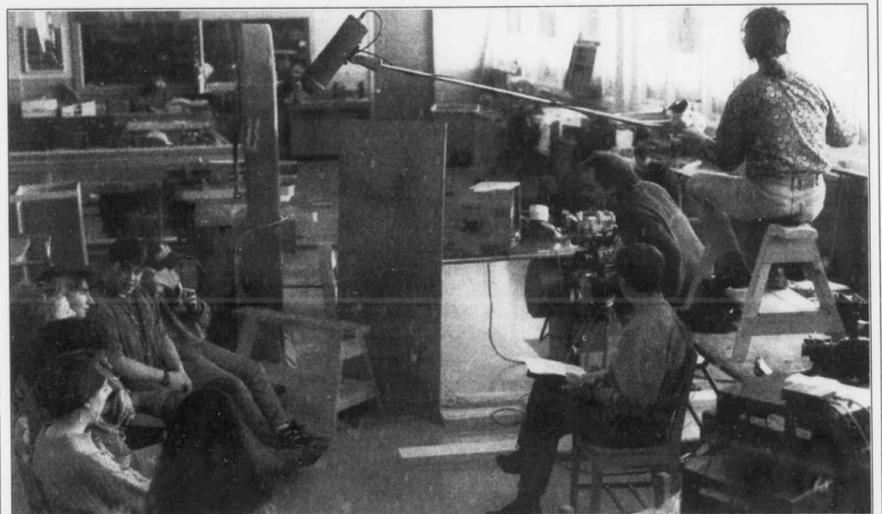
Child-care responsibilities diminish opportunities for career advancement. Many employees are unable to put in extra time at work or to relocate when asked.

Some employers and union contracts provide important benefits to help employees balance their paid work and family re-

sponsibilities. These include sick leave, leave for family or personal needs, flexible working hours and vacation time. But these benefits are not available everywhere. Many employees are required to take time off without pay to meet family needs.

Research by the Vanier Institute of the Family has found that even Canadian families barely kept pace with inflation during the 1980s. They estimate that if women stopped working, the number of low-income families would jump by 62 per cent. In many households, having both partners in the paid labor force is simply a matter of necessity.

Students star in new video



"Cut. That's a wrap." For seven junior high school students from across New Brunswick, those words hold special meaning. They were the words used by director Claudette Babineau at the end of an eight-hour group discussion videotaped on the subject of apprenticeable trades.

The students star in a video produced by Équité NB Equity called *Just Right for the Job!* Their comments, taken from the group discussion, form part of the message contained in the 13-minute video designed to encourage young women to pursue careers in the apprenticeable trades.

Two female apprentices working in the province are also featured in the video. They use their first-hand knowledge of their careers to promote the benefits associated with the

apprenticeable trades. The students offer their thoughts on the subject and reinforce the message that women can follow any chosen career path.

The students' group discussion was shot on location in the carpentry workshop at the New Brunswick Community College (Moncton campus) while the apprentices were filmed on location in their places of work and at home. For their efforts, each student and apprentice received a *Just Right for the Job!* T-shirt and a copy of the video.

The video will be shown in junior high schools across the province providing students, especially young girls, with new career options to consider.

A user's guide was also produced to provide teachers with ideas for classroom discussion and activities after showing the video.

An advisory committee including a former guidance counsellor and a representative of the Department of Education, was formed to work with Équité NB Equity's communications sub-committee in the development of the video. Four teachers volunteered to act as advisors and assist in the development of the user's guide. Two of these teachers focus tested the video in classrooms prior to its release.

"The whole project was a labor of love and we're delighted with the final product," said Équité NB Equity president Tom Muisse, who also participated in the production.

Muisse said the communications sub-committee will ensure each junior high school in the province receives a copy of the video and user's guide.

Changing gears

Women in engineering

Ask a group of 13-year-old girls if any of them is thinking about a career in engineering, and most of them will probably answer "no."

In many minds, the word "engineering" still paints a mental picture of a man in a hard hat in charge of building a bridge or a skyscraper.

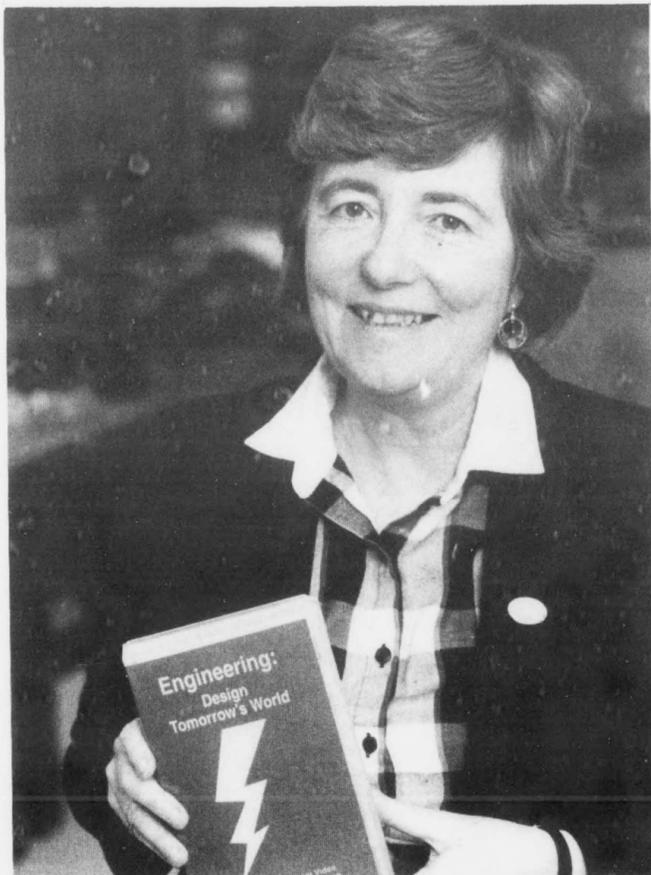
"Too many young girls still don't understand there is a place for women in engineering," says Monique Frize, professor of electrical engineering at the University of New Brunswick in Fredericton. She also holds the Northern Telecom-NSERC Women in Engineering Chair at UNB.

Frize has produced a video called *Engineering: Design Tomorrow's World*. Several young girls were interviewed at the beginning of the film. None knew about the many different kinds of engineering careers they could choose. They also didn't realize women are already working in these fields and enjoying success.

"There is still a lot of mystery about engineering," Frize says. "Some people think only the very smartest students can become engineers. Girls think just because they don't know anything about the gears in a car or how an engine works, they can't be engineers. They think all boys already know about these things."

Frize says students who are "average" in school, with marks around 70 per cent can become fine engineers. And, she says lots of people don't know anything about gears or machinery when they start studying engineering, and that shouldn't effect your decision to choose a career in this field.

The women interviewed in the video work in a variety of engineering roles, and love their jobs. They are engineers working in the fields of chemistry, agriculture, mining, industry, mechanics,



Monique Frize encourages women to become engineers.

transportation, surveying, the environment and biomedical research.

Engineers help create the world we live in by designing buildings, transportation systems and all the machines and gadgets that make our lives better. The things engineers design must be practical and solve everyday problems. That's why Frize believes women have a special contribution to make in the field.

LOVE THEIR JOBS

"Women have a different way of looking at things than men," she says. "When you are an engineer, you have to solve problems. Sometimes, a woman will see a different kind of solution and come up with a design that a male engineer might not have thought about."

There is an example of this in the video. Sherry Sparks is a construction engineer who designed the renovations for washrooms on Marine Atlantic ferries. When they were first built, nobody thought of putting changing tables for babies in the washrooms. But, Sparks knew they would be helpful to ferry passengers, so she put them in her new

design, in both the women's and men's.

"I got a lot of compliments. People with babies really appreciated them," says Sparks. She was thinking of people when she did her designing job. Women engineers say they like the fact their jobs lets them be creative. And, there are lots of other things they like about their work.

Marine engineer Cynthia Burgess says: "I was part of an experiment where I had a trip around the Halifax harbor in a submarine. Just about every week, I do something I find really exciting. And, you can go absolutely anywhere in the world to work if you have a degree in engineering."

Agricultural and food engineer Denyse LeBlanc says: "I always look forward to going to work in the morning because I'm never quite sure what will happen during the day. It's always exciting. This is not a profession only men can do."

"You don't have to decide what you want to be when you're in junior high school. But, all of the woman engineers in this film say it's important to keep your options open. They warn against dropping maths and sciences when you get into high school."

The governments of Canada and New Brunswick realize the value and importance of encouraging women to pursue careers in engineering and other science fields. They showed their support by building a special program into the new federal/provincial COOPERATION Agreement on Entrepreneurship and Human Resource Development. The program urges women to enter careers in science, engineering and entrepreneurship.

The Agreement is between the federal Atlantic Canada Opportunities Agency, Employment and Immigration Canada, provincial Department of Advanced Education and Labor and New Brunswick's Regional Development Corporation. For more information, contact the agreement co-ordinator at 444-4124.

David Foot's forecast What's in your future?

THE 45 TO 54-YEAR-OLDS

These people were born during the late 1930s and the war years of the 40s. Because they are few in number, "they've had a fairly charmed life," says David Foot, a demographic specialist at the University of Toronto. "There's a huge difference between being 49 and 43 today. It may be only six years but it's the difference between having been promoted rapidly to the top of the corporate structure and being a manager who hasn't made the first rung of the senior hierarchy."

Financially, these pre-boomers are in good shape. They laid claim to both urban and rural real estate when both were cheap and will reap big rewards when they sell.

What is most precious to this age group is time, says Foot. They cause urban gridlock by driving their cars everywhere in an often fruitless attempt to save time. And they will pay for extra service. "They'll pay to have their gutters cleaned and for someone to come around on Sunday to put in a new washing machine," says Foot. The biggest concern for the 45-to-54-year-olds in the 1990s will be caring for their aging parents. Old people are living longer than ever, long enough to become afflicted with debilitating diseases such as Alzheimer's and cancer.

THE 55 TO 64-YEAR-OLDS

They had an inauspicious start, being born during the Dirty Thirties, but the Depression generation comprises the luckiest folks in Canada. Because so few of them were born, they had little competition and they are now running the country. As teenagers, they sat out World War II, but as soon as it was over, they rode the reconstruction boom of the 1950s to easy wealth. They profited from booming stock markets. They created the baby boomers who drove up the value of their houses. Now, the Depression kids are retiring early because they can afford to. Depression kids are healthy and energetic, and Foot figures many of them won't be satisfied with a retirement of golf, bridge and travel. Instead, they will want to set up two-day-per-week consulting practices or benefit from their hobby by working part-time in, say, a garden centre. As always, their timing will be perfect. Because of the shortage of young people during the 1990s, there will be plenty of opportunities for part-timers.

Did you know?

FOR WOMEN ONLY?

In Canada, women hold:

- ▼ 99 per cent of all garment-making jobs;
- ▼ 97 per cent of all child care jobs;
- ▼ 92 per cent of all nursing jobs;
- ▼ 79 per cent of all serving (i.e., foods, beverages) jobs and
- ▼ 75 per cent of all clerical jobs.

In Canada, women hold:

- ▼ 17 per cent of all engineering jobs;
- ▼ 10 per cent of all machining jobs and
- ▼ three per cent of all construction jobs.

Statistics Canada, Census of Canada 1986.

WOMEN AND AGING

The life expectancy for women born in 1987 is 79.7 years. The life expectancy for men born in 1987 is 73.4 years. Statistics Canada, Life Tables, Canada and Provinces, 1985-1987.

David Foot's forecast What's in your future?

THE 65 TO 80-YEAR-OLDS

Those born during World War I and the Roaring Twenties have done pretty well for themselves. They are financially secure, in part, because they cashed in on the boomer-inspired real estate boom. They're healthier than people of their age have ever been. But they do have one problem: "They are beginning to become bored out of their minds," says David Foot, a demographics specialist at the University of Toronto. "You marry for better or for worse but not for lunch. When one of them was out working, he or she was bringing new experiences into the relationship. Now they are having exactly the same experiences, so they are increasingly frustrated." As a result, these older seniors are going to want part-time work during the 90s, and many will get it. "They're a tremendous resource," says Foot. Unfortunately, some will be handicapped by an inability to use computers. "They've got a mental block about computers."

THE OVER 80s

"There is going to be an absolute explosion in the 80-and-over population in the 1990s, and what those people need are nursing homes and we don't have enough of them," says Foot. That may be the single biggest problem caused by demographics in the 90s. The make-up of the seniors population in this decade is "unlike anything we've ever had," he says, because it's split between well-off young seniors and poor old ones. Since women live seven years longer than men, on average, the poor over-80s are mostly women. There are a lot of them because the birth rate was high in the 1900s. They are poor because they were homemakers and don't have pensions of their own.

We need an innovative approach that recognizes a 65-year-old is very different from an 85-year-old, Foot says. You don't need much in the way of special services when you're 65, but a 75-year-old widow may need *Meals On Wheels* and an 85-year-old may need constant care. He suggests retirement communities where people can have as much independence, or as much care, as they need.

"I fear very much that because it's predominantly women who are both poor and old, our society is going to neglect them."

Governments are going to be looking for new ways to look after these people because hospitalization is too expensive. But before governments implement new solutions, they will need a push from the public. Foot says that is an excellent project for rich, young seniors with time on their hands. A better deal for our oldest demographic group is a cause worth fighting for in the 90s.

Canadian Tire & Rick Lemon A winning combination!



Rick Lemon doesn't let much get in his way these days. He's young, he's capable and he has a good job.

Lemon has a mental handicap, but that doesn't interfere with his ability to succeed. He's 23 years-old, and has been working at Canadian Tire in Fredericton since July 1990. He was hired by the store's manager, Dave Vincent to stock shelves in the housewares department five mornings a week. It's his first job

and he wants to do well.

"Rick is a very dependable employee," Vincent says. "When he first came to us, we realized he had some limitations, but we also knew if we designed the job around his abilities, Rick would get a lot of satisfaction from his work and we would get a responsible employee."

Lemon likes what he does for a living. "I like the people I work with a lot and my job is great," he says. "If I didn't work at Canadian Tire, I would be very bored."

Jobs Unlimited helps...

In 1982, Brad Slauenwhite, executive director of Jobs Unlimited, approached businesses in Fredericton with an idea that would develop into one of the most successful projects of its kind in the country.

The idea was that people with mental handicaps could work in the community, free of the constraints and stigma of sheltered workshops, and be productive and valuable staff members.

The organization took up the challenge armed with nothing more than a novel idea and a community placement plan. Jobs Unlimited was riding a tidal wave of social change in which society started taking a closer look at the potential of people with mental handicaps. Integration was the buzz word and the idea of community placements became a reality.

"The client receives tremendous social gain from working in the community," Slauenwhite said. "There is financial gain as well, but it is secondary to the satisfaction that comes from meaningful employment."

About 80 Jobs Unlimited clients are now working in the community in the automotive trade, manufacturing, food preparation, banks, government offices, retail outlets, dentist offices, hospitals and nursing homes. About 50 to 60 are waiting for employment and 20 or so have found meaningful work on the premises of Jobs Unlimited. A five-member vocational placement team assists in the transitions.

Besides just placing people in the community, Jobs Unlimited has developed what Slauenwhite calls safety nets for people who are hard to place or are between jobs. These "safety nets" include a catering company, a photocopy and business card business, a courier service and a mail processing operation. An aggressive marketing plan, plus unwavering commitment from the staff of Jobs Unlimited, are major reasons for its success. That success is measured by the number of people placed and by the range of job opportunities enjoyed by the clients of Jobs Unlimited.

Vincent says Lemon is dependable and has a real sense of purpose connected with his job. "Rick takes pride in his work and always performs to the best of his abilities."

Lemon learned about the job through Jobs Unlimited, an employment agency for people with mental handicaps. Vincent and his staff have been working with people with mental or physical disabilities for several years.

"It's something our store has found beneficial," he says. "We recruit all kinds of people, but we always make sure the right employee gets the right job. That way, employees don't get frus-

trated trying to do a job their skills don't allow, and we don't have high staff turnover."

He says staff has been receptive to working with people with disabilities. "They've been very supportive and think it's a great idea to give everyone a chance to be productive members of the community. It's worked out well for Canadian Tire and I would recommend other employers look outside the traditional labor pool to staff their jobs. It gives you a sense of satisfaction know you're helping out the community and your company by hiring people with disabilities."

Fundy Cable helps turn hobby into a full-time job

Having a job has really made a difference in my life. I get to do something I enjoy and I'm good at it," says Glen McKenney.

McKenney, 35, believes his job at Fundy Cable in Saint John has turned his life around. Before he found work, his days revolved around watching television. There was even a time when he had 13 TVs and four VCRs in his home.

But thanks to the services of the Greater Saint John Community Employment Corporation, McKenney turned his fascination with television into a full-time job as videotape playback operator.

McKenney has been a video tape playback operator for two years. Fundy Cable's assistant program manager Lisa Gribbons couldn't be happier. "At the beginning, there was a period of adjustment for Glen and the rest of the staff, but since then, everything has worked out well.

"Until Glen came along, we had difficulty keeping his position filled. But his aptitude for television has made him a perfect fit for the job. We wish we could clone him," she says.

Because of a mental disability,

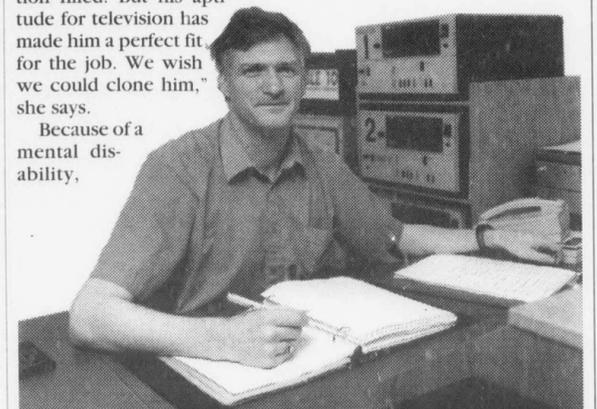
McKenney withdrew from the world after a brief stint as a maintenance worker at St. Joseph's Hospital in Saint John. Although willing to work, he felt he didn't have much of chance of finding employment.

"I knew I could contribute something to an employer, but I didn't know what," said McKenney.

With the help of the Greater Saint John Community Employment Corporation, his skills and interests were evaluated. He also worked with trained facilitators to explore his hopes and fears about joining the workforce.

Lisa Gribbons says the enthusiasm McKenney displays for his work is obvious. "He usually comes to work an hour early and doesn't stop until quitting time.

"We consider ourselves fortunate to have been able to find an employee like Glen. Although his disability may prevent him from doing other jobs, he's been able to perform this particular job exceptionally well." Gribbons says.



Youth Entrepreneurship Program

Turning students' ideas into businesses

John Lafford looked around Sackville, N. B., and saw there was a need for a window washing business. With the help of a new program, the *Youth Entrepreneurship Program*, he was able to find out how to turn his idea into a business. "The program is a great motivator. It really shows you how to get started," he says.

We're hearing a lot about entrepreneurs these days. Entrepreneurs are important to Canada's future. They are the creative people who are opening new businesses and providing jobs for others. The provincial and federal governments want entrepreneurs to succeed. That's why they have come up with the *Student Entrepreneurship Initiative*.

The program is very unusual. Under it, 82 university and community college students in New Brunswick were hired last summer to learn how to be entrepreneurs.

The young people taking part in the program had to start by coming up with an idea for a business they would like to open. Then, they did research to find out whether or not people in their area would buy the product they were selling or use the service they were offering.

Next, they had to figure out how to convince people to buy from them. This could be done through advertising or salesmanship. They also had to learn how to manage the finances of the business and solve all of the problems that could arise.

It takes spirit to be an entrepreneur. But, it also takes money, planning and training to start a business and that's where the program comes in.

Jorge Lamas of Fredericton was one of the students who took the program. Because of it, he's now in business for real. Jorge is still a student part-time, but he's also opening up a language school for people from Spain to come to New Brunswick and learn English.

"I'll start with 150 students," Jorge says. "but, I hope to have 1,000 students some day. I had the idea for a school when I went into the program. The program helped me plan and make my idea work. It gave me the maturity I needed."

In the meantime, he decided to open another business at the end of February. At *Café Olé!* he serves coffee and pastries in a smoke-free atmosphere.

Leann Collings, also of Fredericton, went into the program because she wanted to learn how to set up and run her own chartered accounting service.

"There's no university course that teaches you how to prepare a business plan like this program does," says Leann, who is in her third year of university to become a chartered accountant.

David Clark of Campbellton used what he learned in the program to open a summer business selling t-shirts and caps customized with company names or festival logos. He made a profit. David says he liked the program because it wasn't all classroom learning. Students went into the business community to see how things are done.

Students Brian Benwell and Shawn Geraghty from the Campbellton program teamed up and opened a small business doing odd jobs for the summer. They learned how to market their skills, manage money and plan their day-to-day workload.

Says Brian: "It seemed like a simple enough business idea. But, the program showed us even a simple idea takes a lot of good planning if it's going to work."

Hartland resident Marnie Hatfield says the program taught her that if she wants to succeed in her own business, there are two things you must guarantee customers: quality and good service. "We spent a lot of time visiting businesses," she says. "I learned that if you don't have good quality and you don't treat your customers right, your business won't last."



Jorge Lamas owns *Café Olé!* in downtown Fredericton serving coffee and pastries in a smoke-free atmosphere.

It takes courage and dreams to be an entrepreneur. It also takes careful planning and hard work.

The Student Entrepreneurship Program is showing young people how to put all these things together to come up with their own business success stories.

During the first summer, the students are paid to learn the fundamentals of starting a business. The following summer, they are

encouraged to actually start a business based on what they learned. Programs such as the Student Venture Capital Program offered by the Department of Advanced Education and Labor can give students some financial help in getting started.

It's one of several programs under the Canada/New Brunswick COOPERATION Agreement on Entrepreneurship and Human Resource Development. The

agreement is between the Atlantic Canada Opportunities Agency, Employment and Immigration Canada, the provincial Department of Advanced Education and Labor and New Brunswick's Regional Development Corporation.

For more information on the Youth Entrepreneurship Program or other programs under the COOPERATION agreement, phone the Co-ordinator of the Agreement Secretariat, at 444-4124.

You're never too young to start a business

You're never too young to start thinking about being an entrepreneur. That's how Ross Darling feels. He's a professor of marketing and entrepreneurship at the University of New Brunswick in Fredericton.

Some of Darling's university students have taken part in an exciting event called the Small Business Proposal Awards. Teams of students come up with an idea for a business they could open, then they must develop the plans to actually start the business. Funds to run the competition and provide cash prizes to winners have come from the Canada/New Brunswick COOPERATION Agreement on Industrial Development.

But, Darling says people should not wait until they're in university to start thinking like an entrepreneur. "You have to start young," he says.

Entrepreneurs are those clever, daring and hard-working people who have a great idea for a business and, after careful planning, actually open one and run

it. In the 1990s, we're hearing more and more about entrepreneurs. Governments say these are the people who will be the backbone of our country's business and industrial future.

Entries in the Small Business Proposal Awards are judged by members of the business community, the Atlantic Canada Opportunities Agency and the New Brunswick Department of Economic Development and Tourism. University and community college students are eligible to enter.

Darling says the agencies are doing a lot to encourage more people to become entrepreneurs. And, events like the Small Business Proposal Awards are helping to get young people, who are the business people of tomorrow, excited about developing their own ideas and running their own companies.

What does it take to be an entrepreneur? Darling says it starts with an idea. "You have to sit back and say to yourself: 'Gee, I wish I had this! Gee, I wish I could do that!'"

The "this" or "that" which you can't find to buy is the very thing that, perhaps, other people also want. There's your opportunity. From that idea, Darling says you have to prepare a careful business plan to get started and to be successful.

One of his students was concerned about the environment, so he came up with an idea for a company that would recycle old car tires. Another student who enjoys outdoor sports had an idea to sell packs of food rations similar to the ones the army uses for troops in the field. There's no end to the ideas that will make an entrepreneur.

Darling says young people can start business ventures that can make extra money for themselves or their school. He suggests students interested in entrepreneurship should start business clubs and have marketing teachers or members of the business community work with them on ideas.

One way to test your business savvy is to enter a competition. The COOPERATION Agreement on Industrial Development ends

March 31, 1993, but on April 1, the new Canada/New Brunswick COOPERATION Agreement on Entrepreneurship and Human Resource Development comes into effect.

Under the new agreement between ACOA, the provincial Department of Advanced Education and Labor, Employment and Immigration Canada and New Brunswick's Regional Development Corporation, a contest similar to the Small Business Proposal Awards will be adopted by a new program called the CASE Competition. Teams of university and community college students are encouraged to enter.

There are nine separate programs under the new agreement, each dealing with a different aspect of entrepreneurship or human resource development. The program the CASE Competition comes under encourages young people to consider entrepreneurship as a career choice.

Students and/or professors who are interested in setting up a competition may contact Gail Moser, ACOA, (506) 452-3155.

Self-employment, a dream that can become a reality

More than half of the people in a recent survey shared the dream of starting their own business.

In 1989, 166,000 of them took the plunge in what has become the fastest growing part of the Canadian economy.

In 1988-89, entrepreneurs accounted for eight of every 10 new jobs created. They also generated about 30 per cent of the economic activity in Canada even though self-employed people make up 13 per cent of the workforce.

An entrepreneur is someone who organizes and manages a business undertaking, assuming the risk for the sake of profit and success.

Whether it is independence, a thirst for success or simply a way to earn a living, those people who have been self-employed are likely to stay with it through thick and thin. It certainly isn't easy street: 40 per cent of new businesses disappear in the first three years of operation through failure or, in some cases, through mergers. Most entrepreneurs, however, pick themselves up and begin again.

The attractions of self-employment are only partly explained by earnings which, on average, are higher than traditional jobs. The lure may be more to do with the less tangible benefits: the opportunity to control one's own destiny, to achieve one's full potential and to define and achieve one's personal sense of success.

Self-employment is often a practical solution for people who may have been unsuccessful in their traditional workplace. For example:

- ▲ 11 per cent of those self-employed are members of visible minorities;
- ▲ 17 per cent are people with disabilities, and
- ▲ 34 per cent are women, reflecting a trend where more women than men are starting new businesses.

In many cases, the road to self-employment begins with seeing an opportunity in an area in which the individual is familiar or there appears to be an obvious need. Both the possibilities and opportunities are endless with countless stories of success.

Greig Clark painted his way to wealth and success when, with a friend, he turned his profitable summer job into College Pro Painters. In less than 15 years, the organization has grown to about 270 franchises in Canada and the United States.

Hilary Kyro from Thunder Bay turned her artistic talents and love of jazz into a successful busi-



Tandi Hopper opened an art gallery called Hand Works in Saint John, thanks to the Entrepreneurship program of the provincial Department of Advanced Education and Labour.

ness in downtown Toronto. "Sometimes I wonder if I can keep up," she says in discussing the demand for her paintings and drawings.

EVERY COMMUNITY HAS EXAMPLES.

Industry, Science and Technology Canada lists 10 steps to help turn a good idea into a business:

▼ **Recognize opportunity** • Look for ways you can offer a product or service people are looking for.

▼ **Take the initiative** • Find something practical you can *do right now* to start making your idea work. Don't wait for someone else to give you a push.

▼ **Define your goals** • Make sure you have a clear idea about what you want to achieve in the long run. If you don't know where you want to go, it is a lot harder to get there.

▼ **Find your market niche** • Define how

the product or service you offer is different from everything else in the marketplace.

▼ Understand your market •

Find out who will buy your unique product or service, how much they will pay and how other factors may affect their decision to buy from you.

▼ **Seek advice** • Lawyers and accountants can provide expert advice in areas where you might need it so you can concentrate on your own area of expertise.

▼ **Communicate with staff** • When you become your own boss, you may have employees. Make sure they know exactly what you want from them in their jobs.

▼ **Be willing to sacrifice** • When you are your own boss, the sacrifices you will have to make are really investments in your future.

▼ **Maintain high energy levels** • When you are the boss, you are in charge of the action. You need to muster the energy and enthusiasm to keep things moving.

▼ **Believe in your venture** • You are the only one who can make it work.

What's your entrepreneurial quotient (E.Q.)?

By Garnet Miller

Could you start your own business and make it a success? Find out. Test your E.Q. — and have your friends try it.

You know an entrepreneur creates, develops and manages a business venture at personal risk for a potential profit. In other words, an entrepreneur is a business person. But do you know what it takes to be a successful entrepreneur? Could you be one?

Research has shown entrepreneurs have a certain kind of personality. They generally demonstrate 10 major characteristics or traits, such as creativity and know-how. Take this test and find out how many of those traits you display in your actions at school or at home. Note: the test can't predict with absolute certainty your success as an entrepreneur, but it will tell you whether or not you should consider starting your own business. Keep reading and discover whether you will be the next Henry Ford.

Add or subtract 10 for each statement as you play the game to learn: "What's Your E.Q.?"

+10 when true or -10 when not true

- 1 I set long-term goals and strive to meet them.
- 2 I can make and stick by decisions based on some amount of intuition. I often lead the way for the rest to follow.
- 3 Successful entrepreneurs are willing to work a little harder and a little longer than others. I am able to work hard even when faced with a problem or situation that *taxes* my unique talents.
- 4 I am able to make firm decisions and do not worry afterwards. I think I am really self-confident.
- 5 I feel results are somewhat controllable, not strictly due to chance. A willingness to take calculated and moderate risks is evident in my actions.
- 6 I display lots of flexibility in meeting challenging goals, pressures, technologies and competition.
- 7 I can express an idea in a novel way. Creative activities and products are common to me.
- 8 I show good problem-solving ability during classroom discussion or when completing an assignment.
- 9 I make efficient use of human and physical resources when completing an assignment or project. In other words, I know how to get the job done well and quickly.
- 10 I demonstrate enthusiasm in school activities so high levels of creative thinking and focussed activity are possible.

COMPUTE YOUR TOTAL SCORE.

A SCORE OF +60 OR MORE:

Congratulations! Your personal traits will allow you to achieve spectacular entrepreneurial success (barring acts of God or other events beyond your control).

A SCORE OF +20 TO +59:

Your personal traits give you excellent chances for success in your own business either during your school years or once you leave school. You should go far.

A SCORE OF -20 TO +19:

You have a head start because you have the necessary personal traits to run a business. You might be successful in opening an enterprise on your own if you apply yourself and learn the necessary skills to make it happen.

A SCORE OF -60 TO -21:

You might be able to make a go of it if you venture out on your own, but you would have to work extra hard to compensate for a lack of personal traits that give others a *leg up* in beginning their own business.

A SCORE OF -100 TO -61:

Your personal traits and talents will probably lead you elsewhere. You ought to consider whether building your own business is what you really want to do, because you may find yourself swimming against the tide if you make the attempt. Developing a career in a profession or an area of technical expertise may be far more congenial to you, and will allow you to enjoy a lifestyle appropriate to your personal traits.

Researching employers Worthwhile part of job search

In today's competitive job market, a successful job search campaign can depend on your knowledge of a prospective employer. Such knowledge does three things: the fact that you've taken the time to find out about the company indicates enthusiasm and initiative; it allows you to decide whether the job is for you — to compare your interests and goals with those of the company, and it provides a common base to ask and answer questions in your job interview. It is a real confidence-builder — both of self-confidence and that of your prospective employer.

Remember, the research is for your benefit. If nothing else, it allows you to answer the fundamental question: Do I want to work in this organization?

So where do you start? First, establish what you want to know about the company. Even if you don't think it is important to know how long the company has been in operation, your interviewer might think you should know. Find answers to the basic questions on the company and tailor the rest of your research to the specific job that you're interested in.

KEY QUESTIONS

- ▼ Is the company a private or public corporation?
- ▼ What does it do?
- ▼ What products or services does it provide?
- ▼ How long has it been in operation?
- ▼ How many people does it employ?
- ▼ What positions are available?
- ▼ Who are the key people?
- ▼ Is the company growing?
- ▼ Are there plans for expansion?
- ▼ Where is the company (and its subsidiaries) located?
- ▼ What is the current financial condition (sales, assets, earnings)?

ANSWERS AVAILABLE

Answers to these questions can be found in many places. Large companies have information available, such as annual reports, recruiting brochures, product profiles or company abstracts. Smaller firms are harder to research, but you can still find answers to some basic questions:

- ▼ How long has the firm been in one location?
- ▼ Does the firm often advertise for staff?



Sometimes smaller firms are easier to approach and you might be able to speak to someone who works there.

If you are a high school or university student, many educational institutions host career days which let employers introduce themselves and field questions regarding their organization. In many cases, these information sessions are held early in the academic year. Job fairs hosted by campus placement or

government agencies, such as Employment and Immigration Canada, provide similar employer/student contact.

LIBRARIES ARE GOOD SOURCES

Libraries provide resources for further research. Directories, corporate abstracts, annual reports, videos and business publications are available. Directories offer an overview of companies. Some national directories include:

- ▼ Canadian Trade Index
- ▼ Dun & Bradstreet International

ernments also issue directories of companies.

The Blue Book of Canadian Business analyses the role of 130 major Canadian companies. The Financial Post publishes a list of the top 500 Canadian companies yearly, in its summer edition. Both resources offer similar information to that found in annual reports, but with an analysis of the company's strengths and weaknesses. Most libraries have copies of these publications and also try to keep up-to-date annual reports in hard copy and on microfiche.

You can examine business journals and newspapers for the most current developments within a company and also to find out about private companies which do not have to publicize their financial status.

INFORMATION SURVEY

You can conduct your own effective information survey. Before you start, make sure you have your script of questions ready. If you're using the telephone, remember the following:

- ▼ Find a quiet place with no interruptions.
- ▼ Be friendly and cheerful.
- ▼ Talk slowly and clearly.
- ▼ If people are busy, ask when you can call back.
- ▼ Make sure you talk to the people who hire or train employees.
- ▼ Practice with a friend before you actually call an employer.

In-person interviews must be set up differently. If you are planning a short survey (five to 10 min.), you have the choice to set up an appointment or make a cold call. With a long survey (20 to 25 min.), you must arrange an appointment time.

PICK THE RIGHT PERSON

Again, make sure you are talking to the person who does the hiring or training. Dress as if it is an actual job interview and be sure to you arrive on time. Don't be afraid of these surveys; remember people like to talk about where they work and what they do.

You will probably find a combination of methods will provide the most answers. This approach will ensure your information will be focused on the specific job you are interested in. If you do your homework, you will be prepared for your interview and also for the job, should you be offered a position.

Looking for work: it's ups and downs

A positive attitude is extremely important for your mental health and for the success of your job search. Rejection letters and other disappointments happen in any job search. These suggestions can help you handle them successfully.

- ▼ Be realistic about how long the search will take.
- ▼ Be willing to learn from your experiences, and
- ▼ Maintain a healthy, balanced lifestyle.

When you get a rejection letter, read it carefully for any clues about why you didn't get the job.

HANDLING REJECTION

▼ *You hoped you would get a job a lot sooner.*

If you found jobs relatively easily in the past, your expectations this time may be unrealistic for today's tough job market. Fortunately, it's never too late to use the most effective methods to find suitable job opportunities.

▼ *Your application did not make it past the "paper screening" stage - you were not invited for an interview.*

There are two possible reasons you weren't invited for an interview.

- a) You don't have the qualifications the employer was looking for.
- b) Your application did not communicate you have the desired qualifications.

To find out which reason applies to you, ask the employer. Put your disappointment behind you, pick up the phone and explain to the employer you are trying to improve your job search skills and feedback on your application. You have nothing to lose and you could get some valuable advice.

If the employer explains you don't have the desired qualifications, you may need to research the qualifications required for job openings more carefully before applying. To find jobs you are qualified for, use networking and contact employers directly.

If the employer thinks you don't have the desired qualifications (but you do), don't argue. Ask for suggestions about how you can communicate your qualifications more effectively.

▼ *You have not found many suitable job openings so you were really counting on this one.*

- a) There are very few jobs that satisfy your job objective.

b) You need to put more effort into finding suitable job opportunities.

Before you assume that (a) is the case, be honest about how much real time and effort you put into networking, contacting employers and other methods of finding job opportunities. If you can honestly say you have researched the possibilities well, you may have to broaden your job objective.

Talk to a career or employment counsellor or someone whose judgment you respect.

▼ *Your job interview did not go as well as you had hoped.*

Unfortunately, all the preparation in the world won't get you the job if the chemistry between you and the interviewer isn't right. When this happens, talk to an understanding friend. Expressing your frustration can help put the experience behind you.

▼ *You really thought you had this one in the bag, so you stopped looking for others jobs.*

No matter how promising a job prospect looks, don't stop looking for other possibilities until you have a job offer on paper. There are too many things that can go wrong between a tentative verbal offer and an official written offer.

If you learned this the hard way, pick up the threads of your job search as quickly as you can.

▼ *You got an interview, it seemed to go well and you have no idea why someone else got the job.*

When a number of well-qualified applicants apply for the same job, employers have to make difficult decisions. The difference between successful applicants and unsuccessful may be small and hard to define.

Find out what could make you the successful applicant next time. Telephone the interviewer. Ask him or her to help you improve your job search skills by giving you feedback on your interview. Make sure the interviewer understands you are not considering legal action to appeal the competition, you're just trying to be better prepared for your next interview.

▼ *You are fed up and ready to quit.*

Frustration and discouragement can sink any job search.

If you are feeling really discouraged and can't seem to shake the feeling, it's time to talk to a professional counsellor.

What work do you like?

An interest inventory will give you an idea of how your likes and dislikes relate to the work world. It allows you to look at your interests and match them with occupational possibilities.

There are no right or wrong answers. However, it is extremely important to answer questions honestly. During our lifetimes, our interests will change. Many people tire or grow out of the work they are doing and explore new possibilities based on new interests.

The following questions are a sample from The Canadian Work Preference Inventory, developed by the Occupational and Career Information Branch, Employment and Immigration Canada. Simply answer Yes or No.

- 1 Do you like to work at the same thing for a long time?
- 2 Do you like to build things and/or repair them?
- 3 Do you like to dig deeply into topics to solve problems?
- 4 Do you enjoy directing people in their activities?
- 5 Do you like to help your friends solve problems?
- 6 Do you like to finish one job before starting the next?
- 7 Do you enjoy working with tools and machinery?
- 8 Do you enjoy activities which allow you to test and measure in some way?
- 9 Would you like to be responsible for organizing an activity and planning something for everyone to do?
- 10 Would you like a job where you had to deal with people all day?
- 11 Would you like to have a job where you always know what was expected of you?
- 12 Would you like to have a job operating machinery all day?
- 13 Would you like to have a job where you do mathematical calculations as part of some technical work?
- 14 Would you like to have a job where you could direct, control and plan the activities of other workers?
- 15 Are you able to help people worried or upset?
- 16 Are you able to take and follow strict orders?
- 17 Do you enjoy finding out from books or TV programs how things are made or how they work?
- 18 Would you like to work on projects that allow you to discover new facts or ideas?
- 19 Are you usually successful in getting people to do what you want?
- 20 Would you like a job interviewing people to get their opinions?

These questions are based on interests needed to be happy in different kinds of work. Remember, they are just examples. Interest inventories are based on the idea that people and jobs can be described in similar ways. There are usually many facets to our interests and abilities. Based on the questions you answered, you can get an idea of your strongest interests.

The following sections identify different interest types. The questions also match with different interest types. Circle the numbers of those questions to which you answered "yes". Then find the two sections with the most "yes" answers. This will be your interest profile.

The categories where you've answered yes the most suggest your interest type. None of us can be categorized into one type, so it's natural to have more than one interest type. As you can see some occupations appear in more than one category. This also suggests that occupations usually require a combination of interests for success.

Remember, understanding your "interests" is only one means of selecting a suitable occupation.

Questions 1 6 11 16 Practical/methodical

You are organized, practical. You like to do things in an orderly step-by-step way and do not like surprises.

Shipping and receiving clerk, teller, meatcutter, statistician, receptionist, mathematician, switchboard operator, tile setter, secretary.

Questions 2 7 12 17 Objective/technical

You think logically and find it easy to understand complicated instructions and diagrams. You may enjoy tinkering to try to fix things and you're curious about how things work. Others in this group are good with their hands and enjoy working with tools and machines.

Questions 3 8 13 18 Innovative/explorative

You like experimenting. You enjoy figuring out new ways to solve problems. You may be creative and like to express yourself in different ways. You are not intimidated by unexpected things which may occur from time to time.

Chemist, dietician, architect, musician, warden, lawyer, vet, surveyor, pharmacist, compu-

ter systems analyst, computer programmer, biomedical engineer, photographer.

Questions 4 9 14 19 Directive/managerial

You are independent, enjoy being a leader, and may feel stifled by having to follow someone else's strict instructions and procedures. You are a "take charge" person.

Air traffic controller, architect, pilot, teacher, engineer, firefighter, lawyer, advertising manager, police officer, curator, chef.

Questions 5 10 15 20 Social/helpful

You enjoy working with and for people. This may mean that you will like helping people who are sick or in trouble, teaching, or even dealing with people in the sale of a product or the delivery of a service.

Social worker, psychologist, dental assistant, parole officer, librarian, nurse, nursing assistant, speech therapist, bartender, doctor, hairstylist, sales representative, police officer, daycare assistant.

What to expect at interviews

Finding work is a job in itself

The employment interview is the most important part of your job hunt. Those 20 or 30 minutes may determine your future. Employers are amazed at the number of applicants who drift into job interviews without any preparation and only a vague idea of where they are going or what they are doing. Some people create the impression of indifference as they casually slouch in a chair. On the other end of the scale, some applicants arrive in the last stages of a nervous breakdown.

Don't get caught in either of these extremes. Whether you are employed or unemployed, looking for your first or 21st job, learning the skills of successful interviewing will increase your chances of landing a job. Making the most of a job interview requires advance planning, careful thinking and learning and practicing interviewing skills.

DURING THE INTERVIEW

It's natural to be a little nervous, and most interviewers understand that. Look directly at the interviewer when speaking and keep your hands still. Practice with a friend to see what your posture and movements are saying. For instance, feet together on the floor, arms crossed and shoulders slightly slouched are self-protecting gestures. On the other hand, squared shoulders show high energy; unbuttoned coat indicates openness; hands apart show relaxation, and a leg crossed toward the interviewer indicates assertiveness. Know the message your body language is giving the interviewer.

Your attitude is going to influence the interviewer's evaluation. Emphasize your strong points and remember the employer is looking for energy and enthusiasm. Young people are often criticized often for being so cool they appear to be uninterested, although many experienced workers have made the same mistake.

HANDLING THE PAST

If there are any skeletons in your closet — and almost everyone has at least one — wait until it comes up and then discuss it frankly. If you had to leave a previous job because of a personality clash, admit it was a problem but show that you have learned from the experience. By accepting personal responsibility for your mistakes and indicating you've grown as a result of



The job interview is one of the key elements to securing the job you want. Prepare for it carefully, those 20 or 30 minutes may determine your future.

them, you appear co-operative and willing to learn. You've turned a negative situation into a positive one. Personal references can help in a case like this. If you know several people who think well of you, bring along their names and telephone numbers.

But, make sure you clear it with them beforehand.

AFTER THE INTERVIEW

The interviewer will be the one to signal the interview is over. Most interviews end without a definite job offer. Usually the interviewer will tell you he

or she will get back to you. Following the interview, you should write a short note thanking the interviewer.

Even if you don't get the job this time, something that you're better suited for could come up later. If you've left the interviewer

with a good impression, he or she will be that much more likely to remember you.

Keep in mind that if you don't get the job, it's not a criticism of you. Being the right person at the right time is a combination of preparation, perseverance and just plain luck. If it wasn't right this time, it could be the next.

KEEPING A JOB

Getting the job is just the first step — keeping the job is the real test. The importance of getting started on the right foot cannot be overemphasized. Learn what the employer expects from you and understand the company policies. Here are some ways to help you keep your job:

- ▼ Always be on time.
- ▼ Be outgoing.
- ▼ Learn the names of co-workers.
- ▼ Dress appropriately.
- ▼ Learn the rules.
- ▼ Don't make snap judgments.
- ▼ Be willing to learn from others; try out co-workers suggestions.
- ▼ Learn how to co-operate and compromise.
- ▼ Don't make excuses if you make a mistake.
- ▼ Pitch in and help out in emergencies.
- ▼ Be sensitive to the feelings of others.

Pick right approach to suit your personality

If any method of contacting employers is generally acceptable for the type of work you want, choose the method that presents you in the best possible light. If you usually make a good first impression when you meet people, try contacting employers in person. If you sound pleasant and confident on the telephone (or could with practice), phone employers. If you can write a dynamite business letter, apply by mail.

If your work history has gaps that are difficult to explain, contacting employers in person or by phone is probably a better strategy than sending letters. On the other hand, if your qualifications look really good on paper, a well-written covering letter and résumé may be the most effective strategy.

If you are applying for a job in a community some distance away from where you live, you may not be able to drop in on employers or make lots of telephone calls. You may have to rely pri-

marily on a "letter campaign."

There are advantages and disadvantages to all three methods of contact.

CONTACT IN PERSON

Advantages

- ▼ Most effective for unskilled, some semi-skilled and some sales-related jobs.
- ▼ Impresses employers looking for outgoing people.
- ▼ Favorable first impressions can be created by your appearance and manner, regardless of your qualifications.

Disadvantages

- ▼ Some employers resent the intrusion on their time.

- ▼ Takes considerable self-confidence.
- ▼ Time-consuming.
- ▼ May involve costs for transportation.

CONTACT BY TELEPHONE

Advantages

- ▼ Can contact many employers in a short time.
- ▼ Harder to ignore than a letter.
- ▼ Can be effective for most types of jobs.

Disadvantages

- ▼ Requires good telephone skills.
- ▼ Only have one minute to convince an employer to talk to you.

CONTACT BY MAIL

Advantages

- ▼ Emphasizes good qualifications.
- ▼ May be more practical for someone who is still employed.

Disadvantages

- ▼ Maximum five to 10 per cent rate of response from employers.
- ▼ Not as effective in competitive fields.
- ▼ Time-consuming.
- ▼ Waste of time if not well written.
- ▼ Cost of supplies and postage.

60-second career checkup

Sometimes, it is worthwhile to stop, take stock and think about life at work. These questions can help with a 60-second checkup, whether you have a job, are looking for a job or are between jobs.

- | | | |
|------------------------------|---|-------------------------------|
| ▼ What am I doing? | ▼ What is my ability to deal with change? | ▼ Who can and will help me? |
| ▼ What got me to this point? | ▼ How often do I give myself positive feedback? | ▼ What training is available? |
| ▼ What do I want to do? | ▼ What are the steps to take to get there? | ▼ What training will I take? |
| | ▼ What must I learn? | |

Résumés that get results

The 10-second impression

Thousands of résumés cross employers' desks every working day. Each has about 10 seconds to make an impression. How can you make sure your résumé catches the employer's attention?

If your résumé has been sent in response to a newspaper advertisement, the employer is probably overwhelmed with applications. Since the firm hasn't filled the position from its own staff or through professional networks, the manager probably needs someone right away.

Understand how the manager feels. For countless reasons, most dread the hiring business: making so many appointments, knowing most applicants will be totally wrong for the job; using precious time on interviews that they should be spending on their own work; and explaining over and over what they need and what they offer.

Ideally, an employer would like to open the mail, find the perfect résumé from someone who is absolutely right for the job, call that person and hire him or her on the spot.

Well, it rarely happens quite that way but résumés are a powerful door-opener, offering the employer a snapshot of your abilities and interests. A good résumé is the difference between the waste basket and an interview.

Résumés can be tailored to a particular job advertisement or more general, for a broader job search. One is targeted, the other is more of a sweep approach. The following steps can be used in building either kind of résumé. The refinements, or specific adjustments in response to a specific job, can be made after you have the basics in place. Preparing an effective

résumé includes the following steps.

- ▲ Gather your information.
- ▲ Choose what is most important to your job objective.
- ▲ Select an easy-to-read layout.
- ▲ Put together a draft.
- ▲ Edit and change it until it is as impressive as you can make it.

STEP ONE

Gather facts about your employment and education history, and identify your skills and accomplishments.

Create a fact sheet of your employment and education, including:

- ▲ names, addresses and telephone numbers of former employers, dates of employment and names of supervisors;
- ▲ job titles, job descriptions, a list of your skills and situations in which you have demonstrated those skills;
- ▲ names and addresses of education/training institutions you have attended, the program(s) completed, major areas of study or training and any awards or recognition received;
- ▲ volunteer experience, hobbies, other activities and memberships that illustrate knowledge or experience related to the type of job you are applying for, or that show personal initiative. (Don't list activities that do not reflect initiative or knowledge of the work.)
- ▲ names, addresses and telephone numbers of references. Whenever possible, your references should be people who have supervised your work. (These should not be included in the résumé but available if a prospective employer asks for them.)

Phone number(s).

History of skills and work experience.

References
Don't write them in your résumé but make them available upon request.

Robin Hood
1236 Doak St.,
Millville, NB
EOH 1M0
Tel.: 463-1212

Experience

- **Secretarial Skills**
- 1987-1990: Secretary for 12 officers at the Department of Education involving up to six hours a day of dictaphone, together with receptionist duties.
- 1985-1987: Receptionist for up to 150 people (switchboard of 42 telephone lines), typist for the Administrative Officer and Director of the Branch.

Quality of work

- Excellent proofreader. For a period of three years, I proofread all technical manuscripts in English and French before their publication.
- Typing speed in both English and French is 100 wpm on a typewriter and faster on a word-processor.

Office Equipment Knowledge

- Operation and maintenance of:
 - electric and electronic typewriters;
 - IBM PC and compatible computers;
 - photocopiers (XEROX and Kodak with or without sorter).
- I am mechanically oriented and have learned, on my own, to operate all new office equipment quickly and efficiently.

Education and Training

- High school diploma, Wilmot High School, Wilmot, Ontario
- Commercial Studies, Nordic Business College, Timmins
- Specific work-related courses: Communications Skills, Introduction to Computers, Problem Solving: Solutions and Introduction to WordPerfect

Work History

- 1987 - 1990 Secretary to the Director, NB Department of Education
- 1985 - 1987 Receptionist, secretary for 5 editors, clerk-typist, dictatypist, Ontario Department of Education
- 1982 - 1985 Secretary, clerk-typist, dictatypist, Timmins City Hydro

References

Upon request.

The combination résumé

Advantages

- ▼ Highlights most relevant skills and accomplishments.
- ▼ Minimizes drawbacks such as gaps in employment and lack of related experience.

Disadvantages

- ▼ Can be confusing if not well written.
- ▼ Downplays experience with specific employers.
- ▼ Harder to prepare.

Comfortable margins.

The chronological résumé

Advantages

- ▲ Most widely used.
- ▲ Logical flow makes it easy to read.
- ▲ Highlights a steady employment record.
- ▲ Emphasizes growth and development in employment history.
- ▲ Easier to prepare.

Disadvantages

- ▲ Exposes drawbacks, such as gaps in employment, frequent job changes, lack of related experience or lack of career progress.
- ▲ Highlights most recent employment, not skills.

Lisa Simpson
461, Main St., Box 987
Springfield, New Brunswick
E1Y 9L9
Tel.: 443-1234

Work experience

Mecanic (diesel)
May 1986 - Sept. 1989

Truck Driver
May 1983 - August 1985

Training

References
Upon request.

True North Forest Products Limited,
Maple Leaf, NB
Under the supervision of the Director of Material, responsible for 37 pieces of heavy equipment (skidders, track tractors, generator engines, trucks and mobile cranes); in charge of parts purchasing; in charge of repairing engines.

XYZ Hygo Company, NB
Under the direction of the foreman and three experienced mechanics, responsible for normal maintenance of heavy equipment, rolling stock, engines and other company equipment; in charge of workshop maintenance, parts ordering and delivery; back-up driver of a diesel fuel supply truck on construction sites; assistant chief mechanic (changing and tuning up of reconditioned transmission and tuning up of reconditioned diesel generators.).

Stewart's Trucking, Blackville, N.B.
Driver of heavy double-axle truck on highway construction site; occasional driver of bulldozer and tank truck.

Moncton Community College,
Moncton, NB
Sept. 1985 to May 1986
Motor vehicle repair (truck and transport)

Chronological order (starting with the most recent)

Must be typed.

One page only, two maximum.

Keep it short

A successful covering letter only has to contain three paragraphs:

- ▼ **First paragraph:** State your interest in the company and why you've written.
- ▼ **Second paragraph:** Refer to your résumé and summarize how your skills could benefit the company.
- ▼ **Third paragraph:** Request an interview.

Keep your language simple and to the point. Your readers will appreciate how well you can communicate and that you value their time by not making them read more than necessary.

When you have drafted the letter, set it aside for several hours. When you pick it up again, try to read it as if you were reading a letter from a stranger. That's how your reader will see it.

how your work benefited your former employers. Avoid using "I" and unnecessary phrases such as "I was responsible for..." or "My duties involved..." Use action words to describe your work: "researched and developed a work plan for" or "supervised a team of four."

- ▲ Be honest. Don't exaggerate or misrepresent yourself—most employers check information. Even if they don't and you get the job, you'll be found out soon enough. On the other hand, don't sell yourself short by being humble.
- ▲ Make sure there are no errors in spelling, grammar or typing.
- ▲ List a telephone number where you can be reached during the day. Or, list two telephone numbers, one where messages can be left during the day and an evening number.
- ▲ Don't sign or date your résumé, or put the title *Résumé* at the top. Before you prepare the final copy, show your draft to several people for feedback. You need to find out if your résumé gives a clear and appealing picture of your best qualifications.

pany is doing and its objectives.

- ▲ Personalize your letter. It should reflect your personality. However, be careful to avoid appearing pushy, overbearing or too familiar. This is a business letter so humor is generally out of place.
- ▲ Tailor your letter to the requirements of the job. It must show how your skills relate to this particular employer's needs. Photocopies and form letters are not acceptable.
- ▲ Stress how the employer will benefit from hiring you, and how you think you will benefit by becoming a part of the company. It's important to anticipate the reader's questions and give the answers.
- ▲ Mention you are available at the employer's convenience for a job interview or to discuss opportunities; give telephone numbers where you can be reached, either in person or by leaving a message.
- ▲ Check the letter carefully for any spelling, punctuation, grammar or typing errors. Ask a friend to check it.

What doesn't go into a résumé

- Age and sex
- Height and weight
- Hobbies (unless directly related to career objective)
- Race or religion
- Military service (unless it was your career)
- References
- Salary requirements or previous salaries
- Reasons for leaving any job
- Personal statements

Résumé roulette

Résumés, while an essential part of any job search rarely will replace personal contact, says Tom Prins of the Manitoba Department of Education.

"The best résumé and the finest credentials do not guarantee a job interview if you use them to avoid personal contact," Prins says. "In fact, statistically, a person must distribute about 1,470 résumés to land one job. Taking this approach to your job hunt is called Las Vegas roulette

because it gives you about the same odds as winning big at the roulette tables."

Prins says this passive approach may have worked 15 years ago, but it doesn't work today when most employers get hundreds of résumés each month without advertising a position.

"The individuals getting the jobs are getting them through building a network of contacts; friends, relatives, acquaintances and anyone else who has a job," he says. "Sixty-five to 90 per

cent jobs are found through networking."

Résumés are not a tool designed to help the job-hunter. Prins maintains they were invented by employers, not to determine who they will see, but who they will not see. They fall into the same category as personnel officers and application forms. "They are screening devices designed to screen you out," he says. "Résumés assist the employer to reduce a list of 300 applicants to five or 10 who will be interviewed."

A résumé does, however, have a purpose. It can be used as a self-inventory to prepare for your job search. It becomes a way to organize a personal summary of yourself for your eyes only.

"Going through this process will enable you to interpret yourself and your history to an employer," Prins says. "Any job hunt that begins with a self-inventory is a search that has automatically increased its chances for success. A résumé works best when you personally put it

in the hands of the employer. It becomes an effective reminder."

He says the best résumé is written after an information interview with a prospective employer and is tailored exactly to the skills needed in the job.

"Remember, paper is a non-conductor," Prins says. "Try to avoid inserting it between you and the person who has the power to do the hiring."

STEP TWO

Decide on the qualifications you want to emphasize when applying for a job. Your strongest qualifications should be listed first. For example, most experienced workers list work history first, then education and training. However, if you don't have much experience relating to your job objective, you may choose to list education and training first.

STEP THREE

Choose a format. There are three types of résumé formats.

The chronological résumé lists work experience in order, beginning with the most recent. The functional lists skills without saying where or when you used them. The combination résumé lists both skills and employment history. Each format has advantages and disadvantages. Purely functional résumés may be appropriate in some circumstances, but studies show most employers like chronological and combination formats best.

STEP FOUR

Write a first draft.

STEP FIVE

Edit, edit, edit. Then edit some more until you are represented on paper in the best way possible. Use as few words as possible but make certain the information is clear. Do not use abbreviations whenever possible.

CHECKLIST

Résumé Preparation

- ▲ Keep it simple and clear, one page, two pages at most.
- ▲ Emphasize your accomplishments and achievements. Wherever possible, describe

CHECKLIST

Writing a covering letter

▲ Link yourself to the employer by naming your referral if possible (i.e.: "Joe Smith, manager of customer service, suggested I write you"). If you are responding to an advertisement, refer to the ad. Show your awareness of the types of things the com-

C A R E E R P L A N N I N G G U I D E

Job Title	Job Description	Working Conditions	Education and Training	Employment Opportunities	Estimated Wages
Clerical					
<i>Bookkeepers</i>	Compute, classify and record data to maintain and verify records related to payments, receipts and other transactions by posting entries in ledgers, balance books and reports.	Office setting	College and/or business school	—	\$17,155
<i>Cashiers and Tellers</i>	Receive and dispense money in stores, banks, trust companies, credit unions, cash registers or adding machines.	Indoors, with long periods of standing	High school	—	\$10,093
<i>General Office Clerks</i>	Perform general office duties, such as copying, typing, computing, compiling, filing and recording information.	Office setting	High school	—	\$17,683
<i>Library and File Clerks</i>	Record, classify and file publications, correspondence and other materials in offices and libraries.	Indoors	High school	↑	\$14,059
<i>Receptionists</i>	Receive clients and customers, make appointments, provide information, answer inquiries and perform general office duties.	Office setting	High school and/or college	↑	\$14,126
<i>Secretaries and Stenographers</i>	Perform various office duties such as typing, shorthand, answering telephones, filing and scheduling appointments.	Office setting	College and/or university	—	\$16,003
<i>Shipping and Receiving Clerks</i>	Assemble, pack, load and ship goods to customers. Receive, unpack, verify, and record incoming goods.	Office setting and/or warehouse	High school	—	\$20,535
<i>Stock Clerks</i>	Receive, store, distribute and issue supplies. Take inventories, estimate future requirements, keep records and price stock.	Office setting and/or warehouse	High school	—	\$18,571
Sales and Services					
<i>Advertising Sales Occupations</i>	Solicit businesses for display or classified advertising in publications, on radio, on TV or outdoors.	Indoors, with some travel	High school	—	\$22,005
<i>Bartenders</i>	Mix and serve alcoholic and non-alcoholic beverages to patrons of licensed pubs, bars and restaurants.	Indoors, with long periods of standing	Training and/or experience	—	\$11,052
<i>Chefs and Cooks</i>	Plan menus, order supplies and prepare and cook food in restaurants, clubs, private households and other non-manufacturing establishments.	Indoors, with long periods of standing	Experience and/or college	↑	\$10,490
<i>Commercial Travellers</i>	Sell commodities on a wholesale basis in an allotted geographical area to wholesale, retail, industrial, professional and other establishments.	Indoors, with some travel	High school	—	\$33,132
<i>Food and Beverage Preparation and Related Service Occupations - Supervisors</i>	Supervise and co-ordinate workers in preparing and serving food and beverages. Oversee housekeeping, costs and sales.	Indoors, with long periods of standing	Experience and/or college	—	\$17,112
<i>Food and Beverage Serving Occupations</i>	Greet and seat customers, serve food and beverages in hotels, clubs, restaurants, lounges and cafeterias.	Indoors and outdoors, long periods of standing	Experience and/or college	—	\$7,301
<i>Janitors</i>	Clean building interiors, furnishings and equipment. Make minor repairs, remove snow and ice, mow lawns and trim shrubs.	Indoors and outdoors Physical activity	On-the-job training	—	\$14,486
<i>Lodging and Other Accommodation, Supervisors</i>	Oversee cleaning and other services in hotels, motels, trailers parks, apartment buildings and office buildings.	Indoors	High school, and experience	↑	\$14,328
<i>Lodging Cleaners</i>	Perform routine housekeeping tasks such as making beds, replenishing linens and cleaning rooms in hotels, motels, tourist homes and other lodging facilities.	Indoors	Grade 10 plus on-the-job training	—	\$8,842
<i>Police Officers and Detectives, Government</i>	Protect society, maintain public peace, detect and prevent crime, direct and control traffic and apprehend law-breakers. Patrol assigned areas, investigate accident and crime scenes and give evidence in court.	Outdoors, in often dangerous situations	Police academy training	↓	\$31,728
<i>Salespersons</i>	Sell wholesale or retail goods directly to customers, keep records of items sold, write out cash receipts and tally sales.	In stores, with long periods of standing	High school	↓	\$16,516
<i>Technical Salesperson and Related Advisors</i>	Sell scientific and technical products and services, provide specialized information and financial estimates and re-design equipment to customer specifications.	Indoors, with some travel	College and/or university	—	\$35,712
Construction Trades					
<i>Carpenters</i>	Construct, renovate, maintain wooden structures and install fixtures, using small machinery and tools.	Indoors and outdoors, requiring stamina	College and/or apprenticeship	—	\$13,666
<i>Construction Electricians</i>	Install and maintain wiring systems and related equipment in residential, commercial and industrial establishments and other structures.	Indoors or outdoors, with exposure to hazards	College and/or apprenticeship	—	\$27,070
<i>Construction Trades, Laborers</i>	Construct, maintain or demolish buildings, bridges, dams, highways and other projects. Load and unload building material, shovel and grade earth, mix, pour and spread concrete, erect and dismantle scaffolding.	Variable, requiring physical strength and stamina	Experience and/or on-the-job training	—	\$9,527
<i>Excavating and Grading</i>	Remove earth materials from excavations, grade earth surfaces and dredge irrigation ditches, canals and marine channels with equipment such as backhoes, bulldozers, draglines, graders and scrapers.	Outdoors or in the cab of a machine	On-the-job training and/or college	—	\$20,541
<i>Painting and Decorating Occupations except Construction</i>	Prepare surfaces for staining and painting. Apply paint and other decorative and protective materials to wood, metal or other surfaces of various structures.	Indoors or outdoors	Experience plus on-the-job training	—	\$14,815
<i>Paving and Surfacing</i>	Lay concrete to form sub-surface structures and operate machines that apply asphalt, gravel or concrete to streets, highways and parking lots.	Outdoors Requires stamina	On-the-job training	↑	\$12,526
<i>Pipefitting</i>	Install and repair pipelines, plumbing, fire protection equipment and other related equipment for distributing water, gas, steam, sewage or other materials.	Requires physical strength	College and/or apprenticeship	—	\$24,312
<i>Plasterers</i>	Apply plasterboard to structural surfaces, fasten laths to walls and ceilings, erect and finish dry wall and apply plaster to finished surfaces.	Indoors	Apprenticeship	↓	\$15,186
<i>Wire Communications</i>	Erect, install, repair and maintain overhead and underground wire communication equipment, such as telephone and telegraph lines, cable TV and burglar alarms.	Indoors or outdoors, with exposure to hazards	College	—	\$36,279

C A R E E R P L A N N I N G G U I D E

Job Title	Job Description	Working Conditions	Education and Training	Employment Opportunities	Estimated Wages
Transportation, Equipment Operator and Materials Handling					
<i>Bus Drivers</i>	Operate buses to transport passengers over established local or long distance routes.	Inside a bus	High school and licence	—	\$18,573
<i>Hoisting Occupations</i>	Lift and move materials using equipment such as power-operated cranes, hoists, winches, ropes, cables, chains and slings.	Outdoors or in the cab of a machine	On-the-job training	—	\$28,189
<i>Longshore Workers</i>	Load and unload ships, barges, trucks, rail cars and other transportation vehicles. Operate and tend materials handling equipment. Put cargo in slings and pile goods on pallets.	Outdoors. Requires physical strength and stamina	Experience and on-the-job training	—	\$18,352
<i>Materials Handling Equipment Operators</i>	Operate material-handling equipment to move and store goods and materials in sheds and warehouses.	Indoors or outdoors. Requires strength	On-the-job training	—	\$20,924
<i>Materials Handling, Labor</i>	Load, move and pack materials and products, signal hoist operators and guide loads by carrying, shovelling, packing and pouring materials.	Indoors or outdoors. Requires strength	On-the-job training	—	\$11,839
<i>Truck Drivers</i>	Operate trucks, tractor-trailers and similar vehicles to transport goods and materials over short or long distances. Plan schedules, prepare receipts for pick-up and delivery and load and unload freight.	Indoors and outdoors	Truck Driver Training School	—	\$23,717
Manufacturing					
<i>Baking and Related Occupations</i>	Make bakery products such as breads, pastries and cakes; dried foods such as macaroni and noodles; cooked cereals and confectionery products, such as chocolate and candy.	Indoors, with long periods of standing	On-the-job training and/or college	↑	\$13,683
<i>Cabinet and Wood Furniture Makers</i>	Fabricate, assemble and repair cabinets, furniture and other wooden articles. Prepare and interpret drawings and operate various machines to cut and shape parts of wood.	Indoors	College and/or apprenticeship	↑	\$15,693
<i>Food, Beverage and Related Processing - Labor</i>	Prepare food and related products for commercial or domestic use and perform general clean-up duties in a food-processing establishment.	Variable, with long periods of standing	High school	—	\$7,879
<i>Inspecting Food, Beverage and Related Processing</i>	Concerned with the quality control activities in food and beverage processing. Involves testing containers for proper size and quality.	Indoors, with long periods of standing	High school	—	\$13,248
<i>Machinists</i>	Operate machine tools to shape metal into parts or products of specified dimensions with precision. Measure, layout and set up work pieces.	Indoors, with long periods of standing	College and/or apprenticeship	—	\$26,537
<i>Sheet-Metal Workers</i>	Make and repair sheet-metal parts or products with hand tools and machines. Draught patterns, measure, cut, shape and solder sheet copper, steel aluminum, galvanized iron or tinplate.	Indoors or outdoors, with long periods of standing	College and/or apprenticeship	—	\$23,549
<i>Slaughtering and Meat Cutting, Canning, Curing and Packing Occupations</i>	Slaughter animals and poultry into wholesale and retail cuts. Prepare, preserve and pack meats and process edible and inedible by-products for food or other uses.	Inside a refrigerated environment, with long periods of standing	On-the-job training and/or college	—	\$18,487
<i>Welding</i>	Operate gas or electric equipment to join, surface, cut, fabricate and repair ferrous and non-ferrous metal parts and structures.	Indoors or outdoors, with long periods of standing	College and/or apprenticeship	—	\$23,408
Mechanics and repairing					
<i>Commercial Machinery Mechanics and Repairers</i>	Repair and maintain accounting, calculating and adding machines, typewriters and other business and commercial machines. Adjust or replace worn or damaged parts using hand and power tools and gauges.	Indoors	College and/or apprenticeship	—	\$26,144
<i>Electrical and Related Equipment Installing and Repairing Occupations</i>	Install, service, repair and rebuild electrical equipment, such as household appliances, air conditioning systems and industrial electrical equipment.	Indoors or outdoors, with exposure to certain hazards	College and/or apprenticeship	—	\$30,125
<i>Electronic and Related Equipment Installing and Repairing Occupations</i>	Install and repair electronic equipment such as radio and TV broadcast transmitters, computers, sound recording and radar equipment. Mount and adjust units, diagnose problems and replace components.	Indoors or outdoors, with exposure to certain hazards	College and/or apprenticeship	—	\$30,496
<i>Mechanics and Repairers: Industrial, Farm and Construction Machinery</i>	Repair and service a variety of machinery, such as conveying equipment, combines, milking machines, bulldozers, graders, cranes and diesel engines.	Indoors or outdoors	College and/or apprenticeship	—	\$29,814
<i>Mechanics and Repairers - Motor Vehicles</i>	Repair and service cars, trucks, buses, motorcycles, snowmobiles and industrial or farm tractors. Test, disassemble, replace, tune and adjust parts using hand and power tools, machines and equipment.	In a shop or outdoors	College and on-the-job training	—	\$19,170
<i>Mechanics and Repairers, Other</i>	Repair and service automobile parts, lawn mowers, snow blowers, chain saws, portable generators and other mechanical equipment.	Indoors or outdoors	College and/or apprenticeship	—	\$22,381
<i>Radio and Television Repairers</i>	Service and repair TVs, radios, stereos, recorders and related equipment. Use hand tools to disassemble, adjust and replace parts.	Indoors, with exposure to certain hazards	College and/or apprenticeship	—	\$22,663
Management					
<i>Financial Officers</i>	Plan and administer accounting services, such as tax and financial advice, estate planning, auditing and management consulting.	Office setting, with long periods at a desk	College and/or university	—	\$33,404
<i>Management and Administration, Related Occupations</i>	May involve public relations, promoting and advertising, computer servicing, tour managing, conference planning and community arts organizing.	Office setting, with some travel	College and/or university	—	\$29,362
<i>Personnel and Related Officers</i>	Determine personnel requirements, advertise job vacancies, interview and test applicants, organize employee training, develop personnel policies and take part in contract negotiations.	Office setting	College and/or university	—	\$31,695
<i>Services Management Occupations</i>	Set policies, supervise staff and perform general managerial duties in food and beverage, accommodation, cleaning and other services.	Office setting, with some travel	College and/or university	↑	\$19,607

C A R E E R P L A N N I N G G U I D E

Job Title	Job Description	Working Conditions	Education and Training	Employment Opportunities	Estimated Wages
Health					
<i>Dental Hygienists</i>	Work with dentists, cleaning and polishing teeth, taking X-rays and impressions; and instructing patients in proper dental care.	Office setting	University	↑	\$13,588
<i>Dentists</i>	Fill cavities, straighten teeth, treat gums, provide and fit dentures, perform corrective oral surgery and educate patients on the prevention of dental problems.	Office setting	University	↑	\$87,610
<i>Nurses</i>	Give nursing care to the sick, injured and infirm in public hospitals, clinics, health agencies and private homes. Provide nursing advice, assist physicians and give prescribed treatment.	Location may vary Requires being on feet for long periods	College and/or university	↑	\$26,894
<i>Nursing Assistants</i>	Provide routine nursing care to patients while working under the direction of a registered nurse or physician. Take and record temperature, pulse, respiration and blood pressure, give baths and feed patients.	Location may vary Requires being on feet for long periods	College	↑	\$17,899
<i>Occupational Therapists</i>	Plan and carry out treatment plans to develop skills, maintain abilities and rehabilitate people with physical and/or mental disabilities.	Indoors. Requires physical activity	University	↑	\$26,885
<i>Pharmacists</i>	Dispense medicines prescribed by physicians, dentists and veterinarians. Maintain patient profiles, analyze and test drugs and give information on the uses and effects of prescription and non-prescription drugs.	In a pharmacy or hospital Requires being on feet for long periods	University	—	\$36,907
<i>Physicians and Surgeons</i>	Prevent, diagnose and treat illnesses. Conduct medical examinations, prescribe and give treatment for diseases and injuries, apply preventive medical techniques and perform surgeries.	In a hospital, clinic, or office. Requires physical and mental stamina	University	↑	\$104,236
<i>Physiotherapists</i>	Plan and carry out programs of physical treatment to rehabilitate injured or disabled patients. Direct and aid patients in activities to assist in muscle restoration and joint mobility, using ramps, tracks and tractions.	Location may vary Physically demanding	University	↑	\$21,931
<i>Radiological Technologists and Technicians</i>	Prepare the proper amount of radioactive materials for patients, operate X-ray equipment and give prescribed dosages of radiation to cancer patients.	In a hospital	College	↑	\$30,763
Sciences, Technology and Engineering					
<i>Agrologists</i>	Research animals, plants, soil composition, water conservation and farm management to improve the quality and quantity of farm products.	Indoors and outdoors	University	—	\$34,097
<i>Civil Engineers</i>	Design and supervise the construction of bridges, highways, railroads, airports, irrigation and drainage systems and other structures.	Office setting and outside at the work site	University	—	\$40,496
<i>Draughting Occupations</i>	Develop working blueprints or plans from sketches prepared by designers, engineers or architects.	Office setting	College	—	\$24,933
<i>Electrical Engineers</i>	Seek cost-effective solutions to design, construction and maintenance problems in such areas as telecommunications, avionics and power generation and transmission.	Indoors and outdoors	University	—	\$38,894
<i>Engineering Technologists and Technicians</i>	Work with engineers, architects and scientists to develop new products or in setting up and monitoring industrial production systems.	Office setting or outdoor	College	—	\$29,001
<i>Industrial Engineers</i>	Analyze methods, quality control and plant layouts to maintain a safe and efficient integration of personnel, machinery and materials in an industrial setting.	Mainly inside on a plant floor	University	—	\$35,211
<i>Laboratory Technologists and Technicians</i>	Perform tests to help identify and treat health problems and illnesses, using knowledge of scientific principles and medical laboratory practices.	In a hospital	College	↑	\$27,100
<i>Mechanical Engineers</i>	Supervise or conduct the studies, design, construction and maintenance of machines, mechanisms and processes.	Office setting or at a plant	University	—	\$40,731
<i>Surveyors</i>	Take measurements of land to determine boundaries, elevations and locations for construction, maps and mines. Measure sea, river and lake beds for charts, channels and construction of marine structures.	At the survey site, requires physical activity	University	—	\$21,521
<i>System Analysts, Computer Programmers and Related Occupations</i>	Plan, implement and control electronic data-processing services and program computer systems. Provide advice on the availability, use and capabilities of technological development.	Office setting, with some travel	College and/or university	↑	\$27,084
Social Sciences and Teaching					
<i>Lawyers and Notaries</i>	Interpret law and advise clients by pleading cases or conducting prosecutions in court and by drawing up and certifying legal documents.	Indoors, with some travel	University	—	\$55,146
<i>Psychologists</i>	Study intelligence and behavior, such as thinking, learning, memory and personality, using controlled experiments to test hypotheses and other data. Recommend or provide treatment of psychological problems.	Office setting	University	↑	\$32,849
<i>Social Workers</i>	Help individuals, families and groups deal with personal, social, financial and other adjustment problems. Provide counselling to clients, recommend solutions and arrange assistance.	Office setting, with some travel	University	↑	\$26,224
<i>Teachers - Elementary</i>	Teach students from Grades 1 to 6, presenting material through talks, demonstrations and games. Help develop attention skills, personal and social skills, self-confidence and ability to cope with problems.	In a school	University	↓	\$37,874
<i>Teachers - Secondary</i>	Teach students from Grades 7 to 12 through lectures, labs, and discussions. Prepare course outlines, assign and correct homework, maintain discipline and may be involved in extra-curricular activities.	In a school	University	—	\$36,512
Explanation of terms:					
<p><i>Education and Training</i> is the level of education, training and/or experience that is usually required by employers; <i>Employment Opportunities</i>: This indicator takes into account forecast employment growth and attrition between 1992 and 1997. Opportunities are average (—) if they fall within the middle 50 per cent of forecast opportunities, they are above average (↑) if they are higher, and below average (↓) if there are fewer forecasted opportunities; <i>Estimated Wages</i> are for 1990 and are calculated from the 1986 Census data which measured earned income in 1985. Wages have been projected using income inflators available from Statistics Canada. This estimate of wages reflects full-time average wages.</p> <p><i>Economic Services</i> is a branch of Employment and Immigration Canada's Regional Office in Fredericton. For more information about this publication or others, please contact us at (506) 452-3725.</p>					

University/college/business co-operation

A business incubator on the Acadian Peninsula

Since last fall, Acadians in New Brunswick's Acadian Peninsula have been testing the Centre de développement d'entreprises (Business Development Centre), where business, university, and community college work together to find and train potential entrepreneurs in the region.

The experiment is a popular one: 12 people have been receiving training two nights a week since last November. A new training cycle started in late January, and 25 applications were received for 14 places. The first firms incubated at the Centre will be starting up in the spring.

The idea for the Centre de développement d'entreprises came from the business commu-

nity. The Commission d'expansion économique de la Péninsule acadienne (CEEP) had been working on setting up a business incubator for several years. "But study tours outside the province made us realize that budding entrepreneurs were more in need of training than space," explains Claude Chartier, the director of the Centre de développement d'entreprises.

A meeting between the Centre universitaire de Shippagan and the Bathurst Community College was enough to get things rolling. The groundwork for the future Centre de développement d'entreprises was laid, and the official opening was held on October 26, 1992.



The Business Development Centre plays a important role in the business life of the Acadian Peninsula.

Low wages, few jobs for high school dropouts

A lifetime of low wages and few opportunities generally is the outlook for people without a high school education. It is not just their standard of living that suffers, the ripple effect touches the lives of all other Canadians.

Yet, more young people are leaving school than 10 years ago, even though more new jobs require high school graduation. With 30 per cent of students leaving school before graduation, Canada is losing its edge competing with other countries.

Faced with a shortage of skilled workers, the federal government has launched a national Stay-in-School initiative. It has encouraged community groups to become involved in education and work with schools and young people directly.

In some provinces, federal-provincial projects are stimulating community action. National organizations ranging from the Conference Board of Canada to the Boys and Girls Clubs of Canada are taking part. This year, more than 1,000 projects to help young people further their education are under way in Canada.

Ease the transition to learning

Ever think about going back to school? How about taking a university course to meet new people, gather new insights and pursue a life-long interest. Each year, the University of New Brunswick and St. Thomas University team up to offer Transition to Learning, a special one-day workshop for adults who are thinking about going back to school.

If you are an adult who wants to explore the possibility of university study, or if you have decided to attend university in either a full- or part-time basis, the workshop is designed especially for you.

Scheduled for early May, Transition to Learning will help answer the most basic questions adults have about taking university courses and programs, such as how to gain admission. What program of study to choose. How to decide between part- and full-time studies. How to select courses. Who to contact for information and guidance.

In addition, the workshop offers small-group sessions on issues such as: Learning Strategies for Adults Returning to School, Federal and Provincial Student Aid Programs, Life Transitions, How to Use the Library, Financial Survival for Mature Students and Career Planning.

Transition to Learning will give you access to a variety of university resource people, from admissions officers to faculty representatives.

Pre-registration is required. For information or to pre-register, call the Department of Extension and Summer Session, UNB, 453-4646. Ease your transition to learning!

MUST BE A JUGGLER

The Centre de développement d'entreprises is located at the entrance to the Centre universitaire de Shippagan (CUS). It is not a school, but rather a detection and preparation centre. Its mission is to incubate new firms. Like radar, it scans the region, searching for potential entrepreneurs. "Lots of people dream about opening their own business," explains Chartier. "Our goal is to make them realize it's possible."

The Centre finds potential entrepreneurs among professionals searching for a new challenge, unemployed workers tired of being... unemployed, the many people in the region with a second job that is likely to become their first, and mothers tired of staying at home.

The Centre relies on the tradition of resourcefulness and entrepreneurship the Acadian Peninsula, which has never had large battalions of salaried workers, because it has no large employers. It is a region where almost everyone has always held down several jobs just to survive.

To test the motivation of potential entrepreneurs, business leaders explain that they have to become "jugglers," able to keep eight plates in the air at the same time. If one falls and they stop to pick it up, everything goes. Some drop out; others draw up a business plan.

A NEW APPROACH

For small and medium-sized businesses in northeastern New Brunswick, the approach is new. Drawing up a business plan (in

other words, being prepared) before getting started is something new. "Entrepreneurs from here are pioneers, go-getters who don't worry about paperwork," says Claude Chartier.

Nonetheless, those who have been the most successful have used modern management methods. The Centre de développement d'entreprises has made the region realize that its entrepreneurs need training. The business community helps find future entrepreneurs, who are instructed by experienced business leaders, such as company heads, business professionals (accountants, lawyers), or professionals who work closely with business (tax experts).

The Acadian Peninsula's Centre de développement d'entreprises also makes use of the know-how of the Collège d'enseignement général et professionnel (CEGEP) Beauce-Appalaches, in Quebec, which developed a similar model to stimulate business development. The rights to use its methods and materials were purchased when the Centre was established.

NEW UNIVERSITY RESPONSIBILITIES

The university, like the community college, provides space. Both ensure the quality of the training. "All the organizations that provide funding or training in the Acadian Peninsula are members of the Centre's board of directors," explains Claude Chartier. "When a particular training need is brought to our attention, we find a solution."

Both the community college and the university are depending on the new Centre de

développement d'entreprises to help them assume their new responsibilities for economic development in northeastern New Brunswick. The business community has long complained about the region's high illiteracy rate and poorly educated labor force, implicitly reproaching the education system for not doing its job. Last summer, the Centre universitaire de Shippagan received a development budget of \$8.8 million to give it more influence over the level of education and economic development in the region.

Emphasis is placed on working directly with entrepreneurs. The Centre universitaire de Shippagan already has two research centres, one for peat, the other for seafood, related directly to local industry. The Centre de développement d'entreprises is working to diversify the region's economy. Although all projects are eligible, the Centre de développement d'entreprises stresses projects in the manufacturing sectors, which generate more jobs. It is also hoping to develop new industries outside peat and especially fisheries, the decline in which has greatly affected the region.

University and community college are spreading the message throughout the region. They are prepared to use every means available to encourage those who, like the potential entrepreneurs at the Centre de développement d'entreprises, are taking charge of their future by investing in their own training. That is a message the region needs to hear.

High-tech cars require computer-sharp mechanics

Neighborhood garages, staffed with technicians able to care for your car's every need, may soon be a thing of the past. The automobile service industry faces a looming shortage of skilled mechanics that is close to a crisis.

Today's high-tech cars rely heavily on computers and electronic gear. Service stations are finding it difficult to get enough skilled workers who understand the electronic machinery used to determine what's wrong and who can repair the vehicles of the

1990s. Fewer people are learning the skills to work on today's new cars, and the experienced technicians are retiring. Soon, dealerships may be the only places with the expertise and equipment

to carry out full service. The Canadian Automotive Repair and Service Council was formed two years ago to find ways to attract more people to the automotive services industry.



In the meantime, those who remain in the trade and those prepared to accept the challenge of a new career, will continue to be busy and very well paid.

Despite high wages, young people aren't choosing auto mechanics as a career. Some mechanics earn up to \$75,000 per year and \$40,000 is common.

The council is working with the provinces to standardize training and apprenticeship programs throughout the country as well as to improve the service industry's image as a career.

Without diploma it's tough to crack job market

The Canadian labor market is getting harder on high school dropouts, said a 1991 Decima survey of 1,500 people across Canada.

Conducted for Employment and Immigration Canada, on behalf of the Minister of State for Youth, the survey found the majority of Canadians polled thought dropping out had an adverse affect on an individual's opportunities in the job market.

Seventy per cent said it was harder to be hired for interesting jobs, up from 53 per cent a year ago. Similarly, 69 per cent said it was harder to find a good-paying job, up from 56 per cent last year.

More than half, 53 per cent, said it was harder to find steady work compared with 37 per cent in 1990.

The federal government, through the Minister of State

for Youth, has undertaken a national Stay-in-School initiative. It is designed to encourage youth to further their education and to encourage others, such as community groups and business, to help them.

The survey found 83 per cent of respondents thought activities to encourage young people to stay in school were effective: 21 per cent said very effective, and 62 per cent said somewhat effective.

Encouragement and support from parents were considered effective by 59 per cent of respondents. Talking to former dropouts about the problems they encountered was a close second, at 52 per cent.

Respondents also felt strongly — 82 per cent — that business and labor should be working with educators to encourage young people to finish high school.

Truck driving into the 21st century

The job of the truck driver has been changing over the years and will continue to do so into the next century. With added emphasis on safety and improved customer service, there will be an increase in the basic qualifications required. Today, and more so in the future, a driver will perform a wide range of tasks in addition to driving the truck. Trucking is no longer an easy occupation for an individual with limited literacy and mathematical skills. The new image of the driver is someone with a briefcase.

Some major changes made in truck driving now make it a job requiring new skills and higher qualifications.

▼ **Time pressures:** With increased attention to reliable scheduling and just-in-time deliveries, new time pressures are put on drivers.

▼ **Paperwork:** Log books are one example of the increasing amount of paperwork drivers are responsible for completing. Technological changes may alleviate some of the paperwork, but not the need for information.

▼ **Independence:** As new tracking technologies are adopted, carriers will monitor drivers more closely by the use of satellites and on-board computers. Some technologies will enable more centralized control of

trip planning, with a computer telling the driver what route to take and how fast to go.

▼ **Traffic congestion:** Increased volumes of traffic, both within cities and on highways, will add to the driver's safety challenge.

These changes within the industry as well as the increased attention being placed on safety regulations governing the trucking industry, has and will affect the qualities demanded in drivers. Firms whose drivers relate more effectively to customers will also have an increased advantage over competitors in an already competitive market.

The truck driver of the 90s and the next century must have good literacy and mathematical skills, as well as the ability to adapt to new technologies, such as on board computer systems. Good interpersonal skills and the ability to deal effectively with stress will be two qualifications firms will look for in drivers. A clean driving record and no criminal record will also be necessary, as trade barriers come down increasing the need to transport goods between countries.

Truck drivers of the future will be professionals and well qualified. Experienced drivers who have the necessary skills to meet the challenges of the trucking industry in the 21st century will be in high demand.

What does the environment offer you?

A challenge, a cause for concern, a chance to contribute to a better world, perhaps a career in one of Canada's fastest growing industries... yes, the environment is now big business all over the world.

Canada, with its huge land and water base, is a major environmental player. We must use our resources more wisely and safely. This demands good management, lots of skills and billions of dollars.

What jobs are at stake?

The environment is physical. So the front lines will see engineers, scientists, planners, lab technicians, engineering technologists, computer analysts and operators, a wide variety of trades.... And they'll need all the usual office occupations in support.

What will the industry be doing?

In many cases, it will be correcting problems. Oil and toxic chemical clean-up, waste treatment (water and solid waste), packaging redesign, pollution control and reduction.

Prevention is another focus - designing and setting up systems

which don't pollute, inventing ways to do things which are environmentally-safe, monitoring air quality, water purity and land use.

curiosity about how things work. Yes, you'll need maths, because both the problems and the solutions demand measurement.

And you'll have to be able to communicate clearly, because you'll work with such a range of people with vastly different skills.

You'll have to be logical, and express yourself effectively on paper, as well as when speaking. A lot of what you'll do will be worked out on the job. You'll be in a workplace where discoveries force you to learn new techniques all the time.

Hydrography, cartography, geomatics and global positioning may not be parts

of your daily speech today, but environmental work will teach you lots that's new.

For many people, the environment is something to worry about. For others, it's a challenge in the way they live. But for those who want to see its opportunities, Canada's environmental industry is a source of jobs that improve world and hold the promise of really satisfying careers.



These are practical, worthwhile, profitable tasks.

The growth rate projected for New Brunswick's environmental industry is five times the rate for the economy at large. And our industry is involved with contracts around the world.

What will you need in order to participate?

You'll need a technical frame of mind and a vision for the future. You'll have a problem-solving attitude, a fix-it drive and a deep

What skills do employers need?

Conference Board of Canada lists skills, attitudes needed by workers

Planning a career or getting a job depends a great deal on making the right match between the skills sought by employers and those provided by the job candidates.

To help Canadians develop skills that will set them on the way to success, the Corporate Council on Education, part of the Conference Board of Canada, has developed a set of basic skills that are important to every employer. It is called an employability profile.

The council is made up of senior executives of corporations across Canada. Part of its goal is to promote business and education partnerships for the encouragement of continuous learning.

In its *Report on Employability Skills*, the council explains the reasons for the profile, how the skills are developed and how they fit into education. While the emphasis of the study was on young people preparing for careers, the skills provide an excellent checklist for any job-seeker.



The Conference Board of Canada works with Canadians to develop job skills.

The chart is an easy reference that can be kept for self-evaluation and as a guide for personal development.

Well-educated people who are committed to excellence and lifelong learning are the key to the social and economic well-

being of our country. They are critical to the survival and growth of Canadian businesses.

There is growing concern that many young people do not see the direct relevance of what they are learning in school to their needs in later life. In particular, there is concern that many do not see how the skills and attitudes they develop when they solve a mathematical problem, write an essay, learn to use a computer or work on a group project are directly related to their later ability to get, keep and progress on a job.

The Corporate Council on Education has identified the critical skills, qualities and abilities all elementary and secondary school students should develop. They need to:

- ▲ work to the best of their ability;
- ▲ participate;
- ▲ pay attention to what gives them personal satisfaction in their work, and
- ▲ meet the needs of employers for skilled entry-level employees.

WHAT ARE EMPLOYABILITY SKILLS?

The employability skills profile is a generic list of skills, qualities, abilities, attitudes and behavior that forms the foundation of a high-quality Canadian workforce.

Employers look for these skills in new recruits and develop and enhance them through education and training programs for current employees. For simplicity, the term "skills" is used as shorthand for the whole set of characteristics that make a person employable.

For clarity, the skills have been grouped into three categories: academic, personal management and teamwork skills. Employers place equal emphasis on each category, both in the profile and in hiring decisions. The skills in each category are not listed in priority. In the workplace, as in school, skills are integrated and used in varying combinations, depending on the nature of the particular job activity.

In summary, the profile says all companies need:

- ▲ people who can communicate, think and continue to learn throughout their lives;
- ▲ people who can demonstrate positive attitudes and behavior, responsibility and adaptability, and
- ▲ people who can work with others.

In principle and in practice, the Council recognizes the need for employers to accommodate individual differences and to provide equal opportunities for women, native people, visible minorities and people with disabilities.

HOW ARE EMPLOYABILITY SKILLS DEVELOPED?

The focus for this study was on identifying skills. These skills are developed through a variety of life experiences provided by parents; by integrated educational approaches in schools and post-secondary institutions; by actions that support skill development on the job; and by formal and informal opportunities for updating skills throughout life.

Critical skills required in the Canadian workforce

ACADEMIC SKILLS

Skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results.

PERSONAL MANAGEMENT SKILLS

The combination of skills, attitudes and behaviors required to get, keep and progress on a job and to achieve the best results.

TEAMWORK SKILLS

Those skills needed to work with others on a job and to achieve the best results

CANADIAN EMPLOYERS NEED A PERSON WHO CAN:

COMMUNICATE

- ▼ Understand and speak the languages in which business is conducted.
- ▼ Listen, understand and learn.
- ▼ Read, comprehend and use written materials, including graphs, charts and displays.
- ▼ Write effectively in the languages in which business is conducted.

THINK

- ▼ Think critically and act logically to evaluate situations, solve problems and make decisions.
- ▼ Understand and solve problems involving mathematics and use the results.
- ▼ Use technology, instruments, tools and information systems effectively.
- ▼ Access and apply specialized knowledge from various fields (i.e., arts, skilled trades, technology, physical and social sciences).

LEARN

- ▼ Continue to learn for life.

POSITIVE ATTITUDES AND BEHAVIORS

- ▼ Self-esteem and confidence.
- ▼ Honesty, integrity and personal ethics.
- ▼ A positive attitude toward learning, growth and personal health.
- ▼ Initiative, energy and persistence to get the job done.

RESPONSIBILITY

- ▼ The ability to set goals and priorities in work and personal life.
- ▼ The ability to plan and manage time, money and other resources to achieve goals.
- ▼ Accountability for actions taken.

ADAPTABILITY

- ▼ A positive attitude toward change.
- ▼ Recognition of and respect for people's diversity and individual differences.
- ▼ The ability to identify and suggest new ideas to get the job done—creativity.

WORK WITH OTHERS

- ▼ Understand and contribute to the organization's goals.
- ▼ Understand and work within the culture of the group.
- ▼ Plan and make decisions with others and support the outcomes.
- ▼ Respect the thoughts and opinions of others in the group.
- ▼ Exercise "give and take" to achieve group results.
- ▼ Seek a team approach as appropriate.
- ▼ Lead when appropriate, mobilizing the group for high performance.

Apprenticeship

Working toward a better future

Working part of the year in a motorcycle shop and drawing UIC for the winter is a thing of the past for Gary Cormier, now that he has become a licensed motor vehicle mechanic.

"I was surviving but I wasn't able to get ahead at all, being on UIC part of the year," he said.

He has finished his apprenticeship and is now working full-time with Canadian Tire in West Saint John, earning \$14.25 per hour.

Two years ago, Statistics Canada found there were 300,000 jobs across the country unfilled because job-seekers didn't have the required skills. Many were in the 290 trades covered under Canada's apprenticeship programs.

In New Brunswick, there are more than 60 trades under the Apprenticeship and Occupational Certification Board, ranging from barbers to bricklayers, cabinet makers, electrical mechanics, plumbers and welders.

The apprenticeship program is a combination of work and classroom experience, said John Kelly, training officer with the Department of Advanced Education and Labor.

In the Saint John district, there are more than 1,300 people registered in programs which have them returning to the classroom each year for six-week sessions. Some trade papers can be written after two years, while others take up to five years to complete.

"The most difficult part is getting in the door of a company," Kelly said. "But once you get to that stage and prove to be an acceptable employee, the company is usually interested in having you in the apprenticeship program."

Pre-employment programs at community colleges offer another way into apprenticeship programs. That was the route for Cormier.

"Working on motorcycles didn't count as experience towards becoming a mechanic, so I went to manpower (Canada Employment and Immigration) to see about going back to school," he said.

Cormier, who was 25 years-old at the time, was put on a waiting list, but eventually got into community college and was allowed to remain on UIC while at school.

After completing the 40-week program, he found a job with Canadian Tire and was signed on as an apprentice. Last year, five years after he started, he wrote his trade papers and passed with a mark of 75 per cent.

Cormier and his girlfriend recently bought a house — a dream which a few years ago would have been out of reach. Some trades have interprovincial papers, which means training in one province is recognized in another. Anyone

making over 70 per cent gets a red seal. Cormier has one on his licence, so his training is recognized in other provinces.

William Belding, who now works for the Canadian Coast Guard as an electrician, didn't want to wait to get into the pre-employment program. After finishing high school, he worked for a few years as a laborer. He had enjoyed the electrical course in high school so he decided to get his papers. Belding couldn't find anyone to take him on as an apprentice so he decided to enter the 40-week pre-employment program. When he discovered he would have to wait for several months on UIC to get into community college through Employment and Immigration Canada, he decided to pay his own way. After passing his first year, he found a job with a contractor working in the Pennfield area. That lasted for six months and then he found temporary work at the coast guard. After that finished, he got on at Saint John Shipbuilding Ltd.

He eventually returned to the coast guard and is now employed as a marine aids technician, looking after lighthouses and other navigational aids.

"We cover the Bay of Fundy around as far as St. Mary's Bay beyond Digby Neck," he said.

Doing the scheduled maintenance on the lights involves a fair bit of travel, he said. Most is done by van and ferry, but in an emergency, when an important light goes out, the coast guard sends them out by helicopter.

Once a person gets into the apprenticeship program wages range from 50 per cent of what a licensed person earns to 80 or 85 per cent. Some employers pay the apprentice for the six weeks they are away on course each year. Those not paid by their employers are allowed to collect UIC.

Brian Rignanesi, an instructor in the metals department at the Saint John community college, says the yearly training courses for apprentices are scheduled to try to fit the needs of employers.

Apprentices going through his program need four years of work and school before they can write papers to become industrial mechanics. Each year, he teaches six of the six-week blocks at any of the four levels for the course. Those in the program learn to do maintenance on big machinery found in power plants, refineries, pulp mills and food processing plants.

"We teach the basics about machinery, not machine specific information," he said. "They get their



Brian Rignanesi, an instructor in the metals department at the Saint John community college, teaches the basics about heavy machinery. Apprentices finish their training on the job.

specific information about the machinery they deal with on the job." Last year, salaries in New Brun-

wick for qualified trades people ranged from \$12 to \$20 per hour. Anyone interested in becoming an

apprentice should contact the apprenticeship office at the nearest community college.

Apprenticeship questions and answers

WHAT IS AN APPRENTICE?

An apprentice is an employee who is learning the skills of an occupation while working with a journeyman of that occupation.

HOW CAN I BECOME AN APPRENTICE?

You must be employed by an employer who is a journeyman or who has a journeyman on staff.

You must be at least 16 years of age, meet the educational requirements described for the specific trade and have the physical development required to perform the physical duties of the occupation in which you wish to work.

You may be requested to submit an official school transcript at the discretion of the director.

Contact the nearest community college (see page 28 for listing). A training officer will assist you.

WILL MY PREVIOUS WORK EXPERIENCE COUNT TOWARDS MY APPRENTICESHIP?

Some of your previous trade-related work experience may count towards your apprenticeship. You must submit a letter or a trade verification form from each of your employers, stating how many hours you worked and what kind of work you did. Your current employer and the apprenticeship branch will determine how much time credit will be granted.

HOW LONG WILL IT TAKE TO COMPLETE MY APPRENTICESHIP?

Depending on the occupation you choose, it will take approximately one to five years of registered full-time work. Your actual requirement will be determined at

the time your apprenticeship contract is signed, based on any previous experience or training that might shorten your apprenticeship requirement.

HOW MUCH CAN I EARN AS AN APPRENTICE?

That depends on several things: the occupation you choose, the level of apprenticeship you are in, and the rate at which the Journeyman in your shop are paid. In general, apprentices are paid a minimum percentage of the certified rate, according to the following list:

- First year apprentice - 50-55%
- Second year apprentice - 60-65%
- Third year apprentice - 70-75%
- Fourth year apprentice - 80-85%

DOES IN-SCHOOL TRAINING COUNT TOWARDS MY APPRENTICESHIP?

Yes. Each time you attend training, you are credited with forty hours per week of in-school training.

WHERE DO I GO TO SCHOOL?

That depends on the occupation you choose. Most day classes are offered as a full-time block release program at various New Brunswick community colleges. These last from five to six weeks, depending on the occupation involved.

IS THERE FINANCIAL ASSISTANCE AVAILABLE FOR IN-SCHOOL TRAINING?

Yes. You may be eligible for U.I.C. benefits or a Government of Canada training allowance while attending school. Some labor organizations and employers offer additional benefits.

DO I HAVE TO ATTEND IN-SCHOOL TRAINING AT THE TIME IT IS OFFERED OR DO I HAVE A CHOICE?

The Apprenticeship Branch will give you and your employer a number of dates to choose from. Apprentices are advised to attend in-school training as regularly as possible. Long periods between training could jeopardize completing your apprenticeship in a reasonable time frame.

WHAT HAPPENS IF I CHANGE EMPLOYERS?

Your apprenticeship contract can be transferred to another employer within the same occupation upon approval of the Apprenticeship office. A formal transfer of occupation will be negotiated. Your new employer will have the same obligation to you as your former employer.

WHAT CAN I DO IF I DISAGREE WITH AN EMPLOYER'S EVALUATION OF MY APPRENTICESHIP PERFORMANCE?

An industrial training officer will meet with you and your employer to go over the evaluation. Most problems are resolved through this process.

WHAT HAPPENS IF I DECIDE TO TAKE A YEAR OR TWO OFF FROM MY APPRENTICESHIP?

If you are not trade employed after a certain period of time, your registration may be cancelled. If it is, any theory marks obtained during your apprenticeship will remain valid for a period of three years after cancellation.

A fresh start

NB Works restores self-esteem and productivity

Empowerment is the buzz word of the 90s. It's a strong word that conjures up visions of hope. If New Brunswick could use only a single word to describe its demonstration project for getting people off welfare permanently, it would have to be "empowerment".

NB Works is stirring up a system of social programs that has unwittingly had an effect on the independence and dignity of New Brunswickers and other Canadians.

Announced in May 1992, *NB Works* is an experiment in cross-level, interdepartmental government co-operation. The demonstration project requires two federal and two provincial departments to work together, leaving no cracks through which programs, participants can fall.

The federal departments of Health and Welfare Canada and Employment and Immigration Canada are working with the New Brunswick departments of Income Assistance and Advanced Education and Labor. *NB Works* relies on a creative mingling of programs and funding to produce a three-year plan for each person who agrees to participate.

A CHANCE OF A LIFETIME

"I started dancing in my kitchen when I got the call that I'd been accepted into *NB Works*," recalls Gloria Shipp. She and the other 1,000 women and men who made up the first entrance group of *NB Works* had to make to a serious decision when their caseworkers asked if they were interested in the program.

In the first phase of the three-year commitment, participants stopped receiving income assistance. They immediately went into a 20-week plan that, if they stuck to it, would qualify them to receive unemployment insurance benefits plus additional training allowances. With that financial support, they went back into the classroom to begin academic upgrading and, eventually, training in a career of their choice. The training continues over three years, mixed with work experiences in the field.

"We asked them to make a long-term commitment," says Karen Mann, executive director of operations, Department of Income Assistance. "It was a big adjustment. Some had been on social assistance for years and had never held a job. Others were used to working short-term. We

were asking them to sign up for three years!"

Shipp remembers the mental wrestling match she had with herself over going off social assistance and into a three-year program. On assistance, she knew where she was at. Going back to



NB Works helps New Brunswickers gain independence and dignity

school and work meant big changes in her life.

"I told myself it was going to be a struggle in every way. But," she calculated, "at the end of that three years, I would be self-sufficient. I would be able to do what I want with my life because I would have the training I need."

For Shipp and others in the first *NB Works* class, going back to school has been a "family affair."

WORKING TOWARDS A CAREER

Wayne McGivney quit school in Grade 9, 25 years ago. Without a trade, he's never been able to find a job with a future and has had to rely on income assistance, off and on. He left social assistance to get into *NB Works*. "Everybody I told that I was going back to school said it was really good and they were proud of me," McGivney says. He's become a studious role model for his son and daughter upon whom he depends for help with difficult math and algebra homework.

His 20-week work experience was with the Department of Natural Resources and Energy.

McGivney thrived on building bridges, working with wildlife and fighting fires. Now, he knows what he wants to do and he's working toward a career in forestry through *NB Works*.

There are nearly 80,000 people on income assistance in New

Brunswick. Early estimates show at least 15,000 could be eligible for *NB Works*.

The first wave of *NB Works* clients are now in the classroom phase of the program for academic upgrading. For some, this means starting at the elementary school level where they left off many years ago. Others are in the junior or senior high level. Everyone works at their own, comfortable pace towards their high school diploma.

Of the original 1,000 who started in the job phase last May, about 700 remain. That, says Mann, is better than anyone hoped. And, those who've stayed appear committed to see it through the three years.

The ultimate goal of *NB Works* is to prepare these women and men for the job market - to give them the confidence, employee savvy and the specific training to pursue a career - to empower them!

The program was up and running in head-spinning time last May. It was announced on May 8, 1992, and by May 24, administrators had a thousand people

out working for their 20 weeks. There was no time to be selective about job placement.

This winter, administrators will be fine-tuning *NB Works*. The first group of clients will be going into work "internship" situations geared to their chosen areas of interest for training. The second 1,000 will start their 20-week job phase in the spring.

The final 1,000 clients in the *NB Works* pilot project will come on stream in May 1994. Over the six-year period, the two levels of government will spend \$177.1 million. After that, it's projected that the former income assistance clients who've completed their training will become self-sufficient members of society.

"It's a big program to administer," Mann says. "These are uncharted waters. Over its six-year pilot period, *NB Works* will reach out to about 3,000 income assistance clients, involve hundreds of employers and keep the wheels of administration turning at high speed. It's an ambitious and aggressive program.

"We get calls regularly from media outlets, other governments and departments across Canada," Mann explains. "They are looking at *NB Works* to see if this is going to be a model that might be adopted for changes to income support as we know it in this country."

Gloria Shipp is more personal in her assessment. "On income assistance, I worried all the time. I wondered if this was the way my life was always going to be" she said. "Now I have a goal. *NB Works* has given me the chance to become self-sufficient - to control my life. It's given me back my self-esteem."

More hot jobs

If occupations described in the Top 10 don't turn you on, take a look at the occupations listed below. While they are not forecast to grow as quickly as the Top 10, they will provide a large number of job opportunities over the next 10 years. Employment in these occupational groups is high (see employment for 1992) and therefore, although they will grow very slowly, most will contribute new jobs to the labor market. In addition, there is expected to be a lot of attrition (retirements and so on) in these occupations and this will provide job opportunities. Attrition will account for most of the opportunities in all these groups, except graduate non-supervisory nurses, child care workers, EDP equipment operators and systems analysts.

Occupational Group	Employment in 1992	Total openings 1992-2001
Graduate Non-Supervisory Nurses	7,536	4,546
Bookkeepers	9,427	4,200
Child Care Workers	5,593	3,735
Cashiers & Tellers	8,658	3,333
Chefs & Cooks	5,472	2,694
Secretaries & Stenographers	8,076	2,628
Janitors	5,582	2,160
Receptionists	2,556	2,057
General Managers	2,463	1,961
EDP Equipment Operators	3,454	1,816
Truck Drivers	7,591	1,601
Carpenters	4,430	1,403
Guards & Security	2,663	1,323
Systems Analysts	1,901	1,303
Nursing Attendants	2,743	1,187
General Office Clerks	3,239	1,060
Financial Officers	3,892	1,029
Nursing Assistants	1,739	971
Food & Beverage Serving	4,527	942
Industrial Mechanics	2,766	930

Finding more about the dream job

Co-operative education works for high school students

As a child, Heather Jordan of Fredericton had a great time imitating television newscasters with a tape recorder. Now, she's decided to make it a career.

The 17-year-old is one of hundreds of students who spend a semester in the co-operative education program offered at most New Brunswick high schools. Jordan used the program to find out more about the journalism profession. She spent three months working at a daily newspaper, a radio station and two TV stations. She came out of the program with fewer illusions, but delighted with the experience.

"I no longer see journalism as a glamorous profession," she said, adding she is enthusiastic to start a career in that field.

The high school co-operative education program is a means to provide guidance for young people in Grade 12 who are about to start post-secondary education or join the labor force. By taking the course, they earn two credits and acquire practical experience in a profession they are considering. This year, five classes of students from Fredericton High School are exploring careers in architecture, engineering, mechanics, policing and firefighting. Their instructor is Watne Beers, one of the founders of the co-operative education program in New Brunswick.

For three months, Jordan divided her time between school (afternoons) and four media organizations in Fredericton that



Cameraman Pat Richard and reporter Kate Letterick of ATV News show Grade 12 student Heather Jordan (right) how to shoot great news footage.

agreed to take her for periods ranging from one week to one month. She recorded commercials and wrote news copy at CIHI radio, and also conducted research and interviews, prepared a feature and watched experienced journalists in action.

She was introduced to the world of television by Kate Letterick, a legislative reporter with the ATV network. For three weeks, Jordan attended news

conferences and the daily activities at the legislature, accompanied by Letterick. She also did interviews and took part in a scrum (an improvised news conference) with Premier McKenna. In the process, she learned reporters need patience.

Letterick and the other reporters and technicians who work in the press gallery were not long adopting Jordan. They praise their protégé, and the program.

"It really gives students a chance to get hands-on experience. I think it's important to see for yourself before choosing a profession and deciding what you want to do," Letterick said. "Heather's a very good student. She's not afraid to ask questions and she wants to learn everything. She took the program very seriously."

Although the primary goal for students is to observe profes-

sionals in the workplace, they also acquire on-the-job experience. At CBC News in Fredericton, Jordan prepared her first television feature on the co-operative education program. She recalls her first morning in the newsroom.

"They gave me a pen, a note pad, a newspaper clipping and told me to make some calls," she explained. She was asked to call people involved in the smoking issue to prepare for a call-in program.

Jordan also spent a month getting acquainted with the hectic pace to meet deadlines at *The Daily Gleaner* newspaper and becoming familiar with the work of desk editors — people responsible for adding headlines, photo captions and editing copy supplied by reporters.

She confesses she lost some illusions about the print media. "It's very stressful work," she said. "I don't think I could do it."

Her experience convinced her to enroll in the broadcast journalism program offered at the Woodstock community college. After the two-year course, she plans to study at Ryerson Polytechnical Institute in Toronto.

"There will always be a need for reporters," she says with confidence. Remember her name. In a few years, Heather Jordan will probably be telling us about the latest world news.

For further information about signing up contact your school guidance counsellor.

A chance to snoop

Job shadowing gives inside view of what happens on the job

Seventeen-year-old Michelle had been considering a career in marine biology for quite some time. She researched the occupation, found out what the educational requirements were and discussed her plans with her parents and school guidance counsellor. Still, she wondered what it would be like, working day after day in this occupation.

Someone suggested she spend a day on the job to get a taste of it: that's when she discovered job shadowing.

Job shadowing is a career exploration activity which provides young people with access to first-hand career information from experienced individuals. These

"role models" come from a wide range of careers and are willing to help you experience their work day.

Job shadowing allows you to spend a day, one-on-one, with a role model in your chosen field. You will learn, first-hand, information important in planning your career.

The job shadower will question and observe a skilled worker in action however, he/she does not work. The job shadower should ask these questions:

- ▲ What do you like/dislike about the work setting?
- ▲ What is satisfying/dissatisfying about this work?
- ▲ What kind of lifestyle is associated with this occupation?

(overtime, evenings, weekends, travel, part-time, full-time, etc.)

- ▲ Is the salary sufficient to support your desired lifestyle?
- ▲ What are the chances for future advancement?
- ▲ What kind of training/experience does a worker need to be successful?
- ▲ What are the physical requirements of the job?
- ▲ What are the physical characteristics needed to do the job?
- ▲ Will you be working with people, machines or both?

MANY BENEFITS

Job shadowing has many benefits. The most obvious is to gain a better understanding of the skills, duties, aptitudes and edu-

cational background needed for the career you've chosen to explore. You will also be exposed to the world of work and the conditions under which work is carried out. You can ask questions and receive realistic answers — answers you may not get elsewhere.

Job shadowing helps you develop links with the work world and make important contacts. It may even open doors for future jobs.

After a shadow day, you will be in a position to make well-informed career decisions. Many *shadowers* report the experience helped them decide on a particular career and often motivated them to continue their educa-

tion. Some participants, while shadowing one career, discovered it was wrong for them and that they were actually better suited to another.

MADE DECISION

Remember Michelle? After her day with a biologist in a marine research lab, she has made her career decision. She has enrolled in university for a career in marine biology.

Job shadowing has proven to be a valuable experience for thousands of young people, like Michelle, across Canada. To find out more about job shadowing programs in your area, contact your local guidance counsellor.

Acces centre

Luc Massé took a look at life

Luc Massé was fed up with working for minimum wage when he sat down to reflect upon what life could offer him.

"I'd done a bit of everything. I'd worked in a mill and in a garage as an auto mechanic. Since I never finished high school, my possibilities were limited. I went to the unemployment insurance office to explain my situation. After that, I received a call from the Access Centre," says the 24-year-old native of Saint-Arthur, near Campbellton.

Massé says contacting staff at the Access Centre was very helpful to him. "It changed my life completely. They told me what I had to do to head in the right direction."

Before choosing a specific career path, he had to finish high school, which he did by taking the academic upgrading program at the Campbellton community college. By the time he finished high school, he decided to be an electrician. Massé is enrolled in the electrical training program at the New Brunswick Community College in Edmundston. "I like electrical, because there's no routine. I like the travelling, and no two jobs are alike. There's always something new," he says.

Coming into contact with the Access Centre, going back to school and choosing a career changed him profoundly. "Luc used to be very self-conscious. He often went no further than from his bedroom to the television," says a family member.

At the Edmundston community college, Massé ran for class president, something unimaginable to him a few years ago. "I never would have dared do that in grade school," he says.

The province's 11 access centres were set up in 1989 to help young people, between the ages of 15 and 24, having trouble making the transition from school to work, sometimes collecting unemployment insurance along the way. The centres have helped over 17,000 young people find a new direction in life.

"For some people, finding a new direction means going back to school. But some Access Centre clients have enough education to meet the needs of the labor market. What they lack are the skills that will help them find a job," explains Lucie Duchesne, a counsellor at the Campbellton Access Centre.

The centres have entered into a partnership with community agencies and provincial departments to help young people overcome personal and family problems that prevent them from achieving their objectives. "The partnership with parents is essential to us," says Mark Palmer, co-ordinator of the Saint John Access Centre. "Obviously, it can take time to achieve the anticipated results."

"Nothing happens by magic," says Ed Nowlan, a counsellor at the Chatham Access Centre. "If young people come here determined to do whatever it takes and willing to devote their time,

whether it's two weeks or two years, they'll get good results in the end."

Duchesne of Campbellton concurs. "A number of young people have the right job qualifications but don't know where to look. Others have the tendency to look for a job rather than offer their services. Some of our clients don't know how to build themselves up in an interview. Some young people don't know how to look for a job or how to write a résumé. We teach them how to do these things."

School dropouts are invited to take a series of aptitude tests at the Access Centre. The tests are analyzed by counsellors, who try to steer clients towards an area they are interested in.

For more information, call the nearest Access Centre or dial toll-free 1-800-561-1524.



Luc Massé is determined to better himself.

Youth Strategy helps students stay in school

Students leave school before graduation for a variety of reasons. The reasons for dropping out of school are as varied as the students themselves, since each individual and situation is unique. Some students leave because they are attracted by the immediate rewards of the workplace. Others may be frustrated by a curriculum they perceive to be irrelevant and a waste of time. Still others feel they do not belong in school and believe their teachers and peers do not value them. Some students experience all of these feelings; others may be struggling with very different difficulties, such as unplanned pregnancy, substance abuse or disorganized families.

Since 1988, the Canada/New Brunswick Youth Strategy agreement has been providing programs to help students stay in school. More recently, in 1990, a Stay-In-School initiative was introduced in the province. As a result of these two agreements, terms such as WOW, Start, and SIS have become part of the vocabulary of some students, parents, and teachers. These terms refer to programs funded through the YS agreement and SIS initiatives. "Although programs may

have the same title, they vary from school to school and from one community to the next in order to adapt to local situations and individual student needs," says Glenda Plummer, of the New Brunswick Department and Education.

YS/SIS programs provide something different from the traditional classroom setting. Students may have work experiences, go on field trips, or do community service. Students in other classes may also have these experiences, but YS/SIS programs generally are distinguished by lower student/teacher ratios allowing for more individualized instruction and closer ties between students and teachers.

Students thinking about leaving school may not need a change of program but they often benefit from interactions with a significant adult. This person may be a family member, teacher or someone from the community. Today, in a number of New Brunswick junior and senior high schools, intervention workers hired through YS/SIS are the significant adults in the lives of some students. With the support of intervention workers, students are managing the demands of regular school attendance. Inter-

vention workers help students with goal setting, study skills and effective communication. They work with parents, teachers and community agencies in support of the students they mentor and tutor.

During the past summer, more than 300 junior high students around the province were selected by their school districts for special summer enhancement programs supported through YS. The students participated in a variety of activities the development of academic and social skills. In addition to improving in the areas of language arts and math, students were involved in hiking, fishing, swimming and craft-making. They learned while having fun. As one student described it, "I wish there was a summer school all year."

A small group of students discussed their experience with a YS program recently. "If we didn't understand, she'd take us individually and show us how to do it. I think that's why we did so well last year. We knew there was someone who would help us."

For further information, contact a school principal in your area.

Co-op education gaining momentum across Canada

A system of combining school and work has become the fastest-growing education program in Canada with more than 170,000 students participating last year.

The system requires students to spend a portion of their time at a job and the balance in school. The time spent on the job contributes to the credits the student earns.

Initially, co-op education was created for university students enabling them to spend four months in class and four months on the job gaining practical experience. Employers

pay the university students a salary, helping them finance their education while gaining valuable on-the-job experience.

Recently, the program moved to high schools where the emphasis of assignments is to get work experience rather than to assist in careers already chosen.

Information is available in your province from the Canada Employment Centre or write:

The National Co-operative Education Centre
295 Fennell Ave. West
Hamilton, Ont.
L9C 5R7
Tel.: (416) 575-2351

Best graduation rate in Canada

More students receive high school diploma

More New Brunswick students are finishing school with a high school diploma than ever before, according to a report on student flow indicators, released by the Department of Education in February.

As of June 1992, the New Brunswick graduation rate was 85.6 per cent, up from 78 per cent in the 1988-89 school year. This means the rate at which students are leaving school without a high school diploma has dropped to 14.4 per cent, from 22 per cent three years ago. New Brunswick's graduation rate is the best in the country.

To calculate the dropout rate, all active students were counted on Sept. 30, 1991, and the movement of these students was followed through to Sept. 30, 1992.

The provincial dropout rate for students from Grades 7 to 12 was 3.4 per cent or 2,300 students the year the data was collected. The dropout rate for students from Grades 10 to 12 was 5.4 per cent.

For 62 per cent of dropouts, the main cause is personal problems. These have been defined as events or circumstances arising in their home, school or social life. The next significant reason is academic problems (16 per

cent) followed closely by going to work (13 per cent).

The Department of Education offers several programs and services to help students deal with the pressures placed upon them to leave school. In the mentorship programs, staff and volunteers act as student liaisons with parents, counsellors, teachers, administrators and community agencies to help students cope with regular attendance in school. Tutors are hired to provide remedial instruction, and, in some districts, peer tutoring programs have been introduced. In the summer, students in Grades 6, 7 and 8, at risk of missing a grade, can attend a Summer Enhancement Program to keep them on track. Many of the programs targeted at youth from ages 12 to 18 are made possible through the federal/provincial Youth Strategy and the Stay-in School initiative.

Of the \$61.1 million the government has committed over the next four years under the Excellence in Education initiatives, \$14 million is targeted to strengthen programs aimed at keeping students in school and to allow the addition of new programs for gifted and talented students, those requiring remedial assistance and those with learning disabilities and behavior disorders.



Last year, the New Brunswick graduation rate for high school students was 85.6 per cent.

Our biggest resource — people

The dictionary describes the word "resource" as something that is part of the country's wealth. Certainly, Canada is one of the richest countries in the world when it comes to the resources found here in their natural form—in field, forest, oceans and underground.

But, we have other resources, too. Nowadays, you'll also hear a lot of talk about a new wealth we are discovering—the human resource. Quite simply, it means the people of this country and their abilities to contribute to the betterment of Canada. Increasingly, we are realizing the most important thing we have to do for our future is develop that human resource.

New Brunswickers have always been hard-working. But, today, unfortunately, it's not

enough just to work hard. Computers and other technology have changed our world forever. If New Brunswickers are going to be able to run successful businesses and industries, they have to learn more than they've ever learned before. It's not enough just to finish high school anymore. And, even adults who have been out in the workforce for years are discovering they have to start learning again.

The governments of Canada and New Brunswick saw a huge need to train our workforce for the modern world of technology. But, that takes money and special programs. That's why they've worked together to come up with a written agreement on training.

The Canada/New Brunswick Cooperation Agreement on En-

trepreneurship and Human Resource Development is an agreement between the federal Atlantic Canada Opportunities Agency (ACOA), Employment and Immigration Canada, the provincial Department of Advanced Education and Labour and the New Brunswick Regional Development Corporation.

Over the next five years, \$25.8 million will be spent to help New Brunswickers become better entrepreneurs — which means opening and running their own businesses—and increase the ways in which they can increase their skills through such things as distance education and accreditation.

Computers will play a big part in how such training is made available throughout the province. Distance education means that through computer links, could be living in a town in north-

ern New Brunswick and still take a course, through computer, from a community college in southern New Brunswick.

An accreditation system being developed under the Agreement will streamline the training process in a number of ways. It will allow people to have prior learning and work experience recognized and applied to shorten formal training time. As well, credits between educational institutions will become more readily transferrable.

Computer literacy is another vital link to jobs, and that learning must begin at an early age. A goal of the agreement is to get more computers in New Brunswick schools.

Business owners will be encouraged to become more involved in the education system

and to form strong links with schools in their area. The aim is to make sure students are getting the kind of education that will turn them into skilled employees one day and to inspire young people to start their own businesses.

This agreement will help New Brunswick develop its human resources, and ultimately help make the province more competitive. It will position the province to play a bigger part in today's global economy. All of this will happen because New Brunswick will have plenty of the most important resource in the world today... skilled people!

If you'd like to find out more about this agreement, you can phone the co-ordinator, Agreement Secretariat, tel.: 444-4124.

130 literacy centres in New Brunswick

Learn to read, discover new horizons

Desneiges Pitre of Bathurst had no hesitation about quitting her job as a janitor, after seven years of heavy physical work for minimum wage, to return to school.

"The time had come to do something with my life. I truly believed I could do something to build a better future. Once I was back in school, I realized I was capable of going further," says Pitre, a woman in her 30s, who will finish high school in the spring.

According to the 1986 census, 23.9 per cent of New Brunswick adults cannot read, write or compute well enough to participate fully in modern life.

Since completing a five-month literacy program last year, which gave Pitre the equivalent of Grade 6, she has been taking things one step at a time. She is now taking Grade 11 courses and has no intention of stopping when she finishes high school.

"I've got something in mind. I want to work with disabled children. I've taken care of such children in the past and I enjoyed the experience. I have to take a two-year training program at the Campbellton community college," she says.

Pitre has only good things to say about the program she is taking in Bathurst. "We're trained well. We get all the support we need from our teachers, but we have to apply ourselves."

After working in silviculture, as a tobacco picker in Ontario and also a child care worker — all backbreaking jobs — she has learned to work with her mind. The time spent at school has also given her the chance to hone her skills as a communicator. At the request of the Bathurst community college, she talks to groups about her experience with literacy and academic upgrading programs.

"I've been asked to talk to groups of adults in literacy training to discourage them from quitting. I was on a radio show last year during Literacy

Week. I never would have done that before. I'm a bit nervous in front of a microphone, but I like it now," she says.

EMPLOYERS GET INVOLVED

The private sector has gone the literacy route too. With about 2,200 employees, Brunswick Mining and Smelting is the largest employer in northern New Brunswick. Last year, it launched an initiative to help employees keep up with changes in technology.

"Our company is in heavy industry. Our employees are good with their hands and they work hard. But, in the context of global competition, they aren't well enough qualified because technology is constantly evolving," says John Carrington, vice-president of BMS and a member of the board of directors of Literacy New Brunswick.

"The illiteracy rate in the northeastern New Brunswick is 31.3 per cent, highest in the province. That's one-third of the labor pool."

The company and the labor union worked together to set up a community literacy program in the workplace. In a trailer that serves as a classroom, employees can take courses given in French or English by other union members. And they are paid for the time they spend in class.

Several thousand people throughout the province receive this essential training at over 130 literacy centres like the ones at Brunswick Mining and Smelting.

"New Brunswick has to deal with the problem. If we continue to work at it, we can only benefit in the long run," Carrington says.

To know more about literacy programs call (506) 457-READ.



Desneiges Pitre of Bathurst has no intention of limiting her career choices when she finishes high school upgrading.

A moving target

Why your job needs literacy skills

By Burt Perrin

Skills in reading, writing and arithmetic have become critical to individuals and businesses in the Canadian labor market.

Nearly all new jobs, even those considered to be unskilled, put more emphasis on these skills. With these abilities comes flexibility, something almost everyone will need in a world where frequent job changes are becoming common. The cost of being unable to read well, or to do arithmetic is high both to the individual and to society. A study for the Canadian Business Task Force on Literacy in 1988 estimated that illiteracy costs Canada more than \$10 billion a year. Direct costs to business were estimated at \$4 billion.

Canada cannot afford those costs; the country needs a skilled workforce. Unfortunately, our abilities to read, write and adapt to change fall far behind those of many other countries which are increasing the skills of their workforces.

HOW DO CANADIANS STAND UP TO THIS CHALLENGE?

▼ Nearly one-third of our young people leave school before finishing high school — one of the highest dropout rates in the industrialized world.

▼ Few adults are totally unable to read or write. Statistics Canada says, however, that 16 per cent — 2.9 million adults — cannot cope with the written words in everyday life. Most of these people, for example, cannot read the label on an aspirin bottle to find out how many aspirins to give a child.

▼ A further 22 per cent — four million Canadians — can read simple materials in familiar contexts. They do not think they have a reading problem, but they have difficulty with more complex reading tasks. Examples of these include: using maps and charts, transferring information from a catalog page to an order form, even telling what hours schools are open from a school

board brochure sent to parents.

▼ The Conference Board of Canada says 70 per cent of Canadian businesses face problems because of limited literacy skills of workers. This makes it difficult for many employers to introduce new technology and train workers in new techniques.

▼ Another study found, even during a recession, many employers are having trouble recruiting suitable workers. Fifty-seven per cent of employers rejected entry-level candidates because of inadequate writing and verbal skills.

Such statistics paint a dismal picture for the labor force. For the individual, it is even worse. People who can't read will find it more and more difficult to find jobs. They will not obtain promotions easily. They will find it hard to adapt to changes in their present work. These individuals include people who do not consider themselves as having a reading problem but they actually

do. They might know the alphabet but not the meanings of the words in the context in which they are used.

A SELF-HELP PROPOSAL:

▼ Be aware of the importance of reading and writing in your life. Read as much as possible. Take a course on any topic.

▼ Encourage others to improve their reading skills. Community literacy groups, community colleges and schools offer adult literacy training.

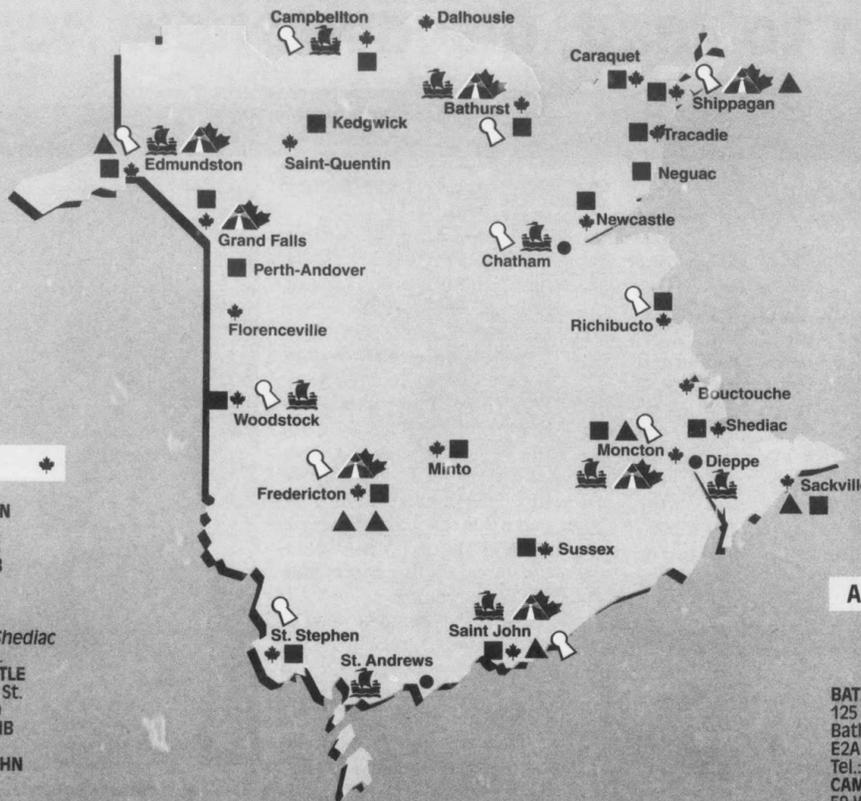
▼ Read to and with your children (or someone else's child). Encourage teens to stay in school.

▼ Encourage your employer or union to provide opportunities for training and education.

With more people recognizing how important it is to read and write, it is easier to get help without being embarrassed or shy. Schools can often direct adults to places where they can get help.

Where to find us...

Resources in Education, Training and Employment



EMPLOYMENT CENTRES

CEC BATHURST
Nicholas Denys Building
P.O. Box 4000
Bathurst, NB
E2A 1R6
Offices in Caraquet, Shippagan and Tracadie.

CEC CAMPBELLTON
3 Andrew St.
P.O. Box 5002
Campbellton, NB
E3N 3L3
Offices in Dalhousie and Saint-Quentin.

CEC EDMUNDSTON
Federal Building
22 Emmerson St.
Edmundston, NB
E3V 1R7
Office in Grand Falls

CEC FREDERICTON
Kings Place
440 King St.
P.O. Box 12000
Fredericton, NB
E3B 5G4
Office in Minto

CEC MONCTON
1600 Main St.
P.O. Box 5003
Moncton, NB
E1C 8R5
Offices in Bouctouche, Richibucto, Shediac and Sackville.

CEC NEWCASTLE
150 Pleasant St.
P.O. Box 1030
Newcastle, NB
E1V 3V5

CEC SAINT JOHN
Place 400
400 Main St.
P.O. Box 7000
Saint John, NB
E2L 4V4
Office in Sussex

CEC ST. STEPHEN
78 Milltown Blvd.
P.O. Box 5004
St. Stephen, NB
E3L 3B4

CEC WOODSTOCK
Regent St.
P.O. Box 2001
Woodstock, NB
E0J 2B0
Office in Florenceville

ENTREPRENEURSHIP

ATLANTIC CANADA OPPORTUNITIES AGENCY (ACOA)
NEW BRUNSWICK OFFICE
570 Queen St.
Fredericton, NB
E3B 5A6
Info.: 452-3184 / 1-800-561-4030
Fax: 452-3285
Offices in Moncton, Saint John, Shippagan, Bathurst, Grand Falls and Edmundston.

CANADA/NEW BRUNSWICK COOPERATION AGREEMENT ON ENTREPRENEURSHIP AND HUMAN RESOURCES DEVELOPMENT
470 York St.
P.O. Box 6000
Fredericton, NB
E3B 5H1
Tel.: 444-4124

COMMUNITY COLLEGES AND UNIVERSITIES

NBCC MIRAMICHI
80 University Ave.
P.O. Box 1053
Chatham, NB
E1N 3W4
Tel.: 778-6000

NBCC MONCTON
1234 Mountain Rd.
P.O. Box 2100
Moncton, NB
E1C 8H9
Tel.: 856-2236

NBCC ST. ANDREWS
Augustus St.
P.O. Box 427
St. Andrews, NB
E0G 2X0
Tel.: 529-8801

NBCC SAINT JOHN
439 Prince W. St.
Saint John, NB
E2M 1R2
Tel.: 658-2445

NBCC WOODSTOCK
100 Broadway St.
P.O. Box 1175
Woodstock, NB
E0J 2B0
Tel.: 325-4400
F'ton: 453-3641

CCNB BATHURST
College St.
P.O. Box 266
Bathurst, NB
E2A 3Z2
Tel.: 547-2145

CCNB CAMPBELLTON
Village St.
P.O. Box 309
Campbellton, NB
E3N 3G7
Tel.: 789-2377

CCNB DIEPPE
505 College St.
P.O. Box 4519
Dieppe, NB
E1A 6C1
Tel.: 856-2200

CCNB EDMUNDSTON
225 Pouvoir St.
P.O. Box 70
Edmundston, NB
E3V 3K7
Tel.: 735-2500

MOUNT ALLISON UNIVERSITY
Sackville, NB
E0A 3C0
Tel.: 364-2270

ST. THOMAS UNIVERSITY
P.O. Box 4569
Fredericton, NB
E3B 5G3
Tel.: 452-7700

UNIVERSITÉ DE MONCTON
Moncton, NB
E1A 3E9
Tel.: 858-4000
Campuses in Moncton, Shippagan and Edmundston

UNIVERSITY OF NEW BRUNSWICK
P.O. Box 4400
Fredericton, NB
E3B 5A3
Tel.: 453-4666
Campuses in Fredericton and Saint John

NB WORKS

NEW BRUNSWICK DEPARTMENT OF INCOME ASSISTANCE
P.O. Box 6000, Fredericton, NB, E3B 5H1

Local offices:

Bathurst — 547-2000
Campbellton — 789-2311
Caraquet — 726-2055
Edmundston — 735-2000
Fredericton — 453-3216
Grand-Sault — 473-6200
Kedgwick — 284-3035

Fredericton — 453-3216
Woodstock — 325-4413
Minto — 327-3374
Perth-Andover — 273-6821
Edmundston — 735-2000
Campbellton — 789-2311
Grand Falls — 473-6200

Kedgwick — 284-3035
Bathurst — 547-2000
Newcastle — 627-4001
Neguac — 776-8364
Caraquet — 726-2055
Tracadie — 395-0427
Shippagan — 336-4784

ACCESS CENTRES

TOLL-FREE NUMBER:
1-800-561-1524

BATHURST
125 Main St.
Bathurst, NB
E2A 1A6
Tel.: 547-2900

CAMPBELLTON
59 Water St.
Campbellton, NB
E3N 1A9
Tel.: 789-2384

CHATHAM
12 University Ave.
Chatham, NB
E1N 2T9
Tel.: 778-6002

EDMUNDSTON
77 de l'Eglise St.
Edmundston, NB
E3V 1S6
Tel.: 735-2035

FREDERICTON
412 Queen St.
Fredericton, NB
E3B 1B6
Tel.: 453-3060

MONCTON
10 Commercial St.
P.O. Box 2100
Station "A"
Moncton, NB
E1C 8H9
Tel.: 856-2707

RICHIBUCTO
80 Main St.
Richibucto, NB
E7A 2M0
Tel.: 523-7667

SAINT JOHN
59 King Square
Saint John, NB
E2L 1E6
Tel.: 658-6608

ST. STEPHEN
120 Milltown Blvd.
P.O. Box 488
St. Stephen, NB
E3L 3A6
Tel.: 466-7345

SHIPPAGAN
132 16th St.
Shippagan, NB
E0B 2P0
Tel.: 336-9116

WOODSTOCK
111 Connell St.
P.O. Box 2288
Woodstock, NB
E0J 2B0
Tel.: 325-4406

LITERACY

LITERACY NEW BRUNSWICK
470 York St.
P.O. Box 6000
Fredericton, NB
E3B 5H1
Tel.: 457-READ



