

C.S. quotas explained to Senate

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Computer Science stretched to their tensile limits. If there was no quota in place in the School of Computer Science, quality would be greatly sacrificed. University president, James Downey added the debate was not solely over an undergraduate program. He said UNB's computer plays an important role in the region, and this role could be damaged if more students were allowed in, overwhelming the system.

A motion was passed by Senate that the President refer the granting of ex-

officio status to the Executive members of the Student Representative Council to the appropriate committee (probably the Nominating Committee). Senator Bosnitch said the granting of ex-officio status to the Student Union Executive would give the student government a voice in the Senate but would not diminish Senate's power because these representatives could not vote.

In other business, Senate approved the granting of degrees to eight students in the B.Ed. (four year) programme. They will graduate

in Kenya at a special ceremony at the end of this month. The Faculty of Business Administration will upgrade entrance requirements for New Brunswick high school students. Beginning July 1, 1985, Math 122 will be required for entrance into Business Administration. Senate was informed that the term of three student Senators has expired, Mary Abraham, John Bosnitch and Michael Grant were thanked for the valuable contribution they made to Senate during their term of office.



A look at the future with an Arts degree

Many Arts students are unaware of the career options that their broad educational background makes possible with a little further training or experience. Too many are asking the question "Well, I've graduated, now what can I do with an Arts degree?" Larry Finkelman, UNB's Career Counselling Coordinator, provided some answers to this question, in an interview in February. Following are edited portions of the second part of the interview.

S.A.: Do students with Arts degrees have marketable skills?

L.F.: I think another myth associated with the Arts degree is that arts students don't have any skills. . . it's the engineers, the computer scientists, that have the skills but Arts students don't. This is a common myth because we tend to confuse education with training. . . The whole purpose of a university is a controversial subject. . . it's to educate as opposed to train.

S.A.: Would that not depend, though, on the specific faculty you were enrolled in since an Arts student receives a more general education, comparatively, to students in more specialized faculties?

L.F.: Sure Nursing is obviously much closer to training and engineering I think is probably closer.

S.A.: Do students with specific professional degrees like Nursing have more transferable skills than the average Arts student?

L.F.: Everybody has between 500-700 skills. . . People assume that skills are the same thing as knowledge.

This is not necessarily the case. . . They are two different forms of skills. . . For example, a nursing student might have a lot of knowledge about health, physiology, nursing practices and procedures. . . that's only one kind of skill. . . and most people think that it's the only type of skill. . . There is another type of skill the people have other than the knowledge they accumulate and these are the functional or transferable skills (Note: transferable skills are usable in many different occupational fields. They may include designing, organizing, leadership skills, etc.)

S.A.: After a student identifies his/her skills what is the next step towards finding the "ideal job?"

L.F.: To figure out some of the options open to you, I would try to gather as much information as possible about those kinds of jobs I would be considering; whether it's the career library kind of information, interviewing people in those jobs, . . . or writing away for information. . . Make it a research project.

S.A.: Do you find that most people that have trouble finding jobs don't go to such lengths to research what they want and perhaps just browse through the classified ads?

L.F.: It's interesting, there's a real paradox here because on the one hand, people say, "Well look, the economy's really tight; I've got an Arts degree and it really doesn't matter if you go through all the steps to figure out what you really want to do because you won't be able to get there

anyway. So why bother with all this career planning; just take anything you can get." The paradox is that the successful job hunters have a much clearer idea in their own minds what jobs they're looking for. So even in hard times, I think this stuff becomes even more relevant to think through before actually writing your resumé.

S.A.: Then even in the tight job market it would not be wise to just grab the first job that turns up?

L.F.: No, I think you should try to point your way towards something you would like. It may not be possible to get your ideal job, of course, but the important thing, is that you get a job in which you can use as many of your skills as possible. . . Many people have themselves labelled, "I am a political science major" or "I am a whatever," rather than think of themselves as a person with particular skills and try to find out what jobs use those skills. So even in hard times you can look at wide-ranging things and if you know your skills, it becomes less important what you call yourself and more important what you actually enjoy doing in the way of skills.

S.A.: What's the best advice a student could take with him before embarking on a job search?

L.F.: Before looking for a job you have to have an idea of what kind of jobs you're looking for. It's like going to a library. Let's say you get an assignment to write a paper and it involves library research. Before you go to

POLITICAL PERSPECTIVES

With RICHARD HUTCHINS

Last night while watching the national news I was intrigued to notice the latest conservative leadership hopeful announce his candidacy. He introduced his platform consisting of the usual stances on abortion, death-penalty, renewed fiscal policy and recovery, then to my shock he made a pitiful effort at articulating the French language in a plea for bilingualism. This degrading exhibition of Bay Street mentality probably convinced still more francophone Canadians that the Tories are not seriously going to represent their interests in Ottawa. How can a French Quebecer or Acadian shed his/her traditional liberal allegiances to support a conservative candidate who cannot even communicate effectively in their language?

Realistically, how difficult is it for a highly educated, affluent, bureaucratic pretender to the prime ministership to learn a second language at least to a level of comprehension and communication? How can this square-headed approach to national unity possibly make sense?

It is conceivable that if the opposition parties could field candidates fluent in French they might mobilize a substantial number of Francophones equally fed up with the ineptitude of the Trudeau's government as anglo-Canadians. All major parties speak of strengthening Canada as a multi-ethnic, egalitarian and multi-lingual democracy. How is an ethnic immigrant going to feel his interests will be represented by a candidate who is not even proficient in the second language of this supposedly multi-cultural, bilingual federalist state? Obviously this policy of bilingualism pursued by all major parties cannot be implemented without the dedication of the politicians themselves to fluency in both official languages.

This article was not meant as a personal affront to the intelligence of certain candidates but more as a sympathetic critique for those bilingual Canadians who know the glory and positive points associated with the ability to speak both official languages. If an aspirant to our national leadership wants to unify Canada he must be able to stand on the podium in Lethbridge, Alberta and speak in the language of English Albertans his policies aimed at representing their interests and in turn communicate with Francophones in Arvida, Quebec in order to gain their trust.

Both Robert Stanfield and Joe Clark received French lessons during their leaderships; this did not help to alleviate the image they had created. Whether Joe Clark received French lessons after his winning the leadership is practically second billing to the fact that he first ran for prime-minister totally inept in the French language and thus permanently implanted his square-headed, traditional, anglo ethno-centricity upon the Francophone electorate.

I firmly believe all Canadians should attempt to gain command of the French language. It is as historically based in our heritage as English and furthermore it enables all Canadians of French and English linguistic background to communicate and ultimately build on the similarities that mold the Canadian national identity. When one really thinks about it communication is the ultimate tool of compromise and could only lead to a more unified egalitarian democracy.

the library, you try to have as clear an idea in your own mind what it is you want to say. Otherwise, when you go to the library you're going to get very confused. . . With the job hunt. . . before you go talk to people, or go look at the want ads or anything like that, you have to get a very clear idea in your own mind what you're looking for. . . Today's job market does not mean that there are no jobs available, what it means is there's a lot of competition for those jobs that exist and

it's competition among more or less equally qualified people. In this situation, what stands out is the person who's enthusiastic, who's really interested, not just in this field, but in this particular employer. So they've read about what they do. . . they've done their homework and they're really motivated. . . they're not just looking for a job. That will be one thing that will come through in the job interview and I think that's the thing that will make it.