

Job prospects scarce for Saskatchewan teachers

MORGAN REED
The Carillon

REGINA (CUP)—A butterfly emerging from a cocoon is a hopeful and inspiring image. The University of Regina's Faculty of Education uses this image in an abstract logo to symbolize their faculty.

But the idealistic picture of a butterfly freely flying into endless possibility isn't the way many students graduating from postsecondary education programs in Saskatchewan would describe their feelings.

For the more than 1000 students in the U of R's Faculty of Education, job prospects are scarce. Many students are worried about the translation of their degree into a career in Saskatchewan.

"Alberta is madly growing, so it is much easier to get a job there, plus they are some of the highest paid teachers," U of R education student Jessica Huguet said.

Huguet said that in order to find work, a regular teaching degree might not be enough to make oneself a desirable candidate.

"It is very hard to get a full-time job, unless you have a special

education certificate because they are really in need of special education teachers," she said.

According to Education Canada, the country's top education job-posting website, there are currently 71 active employers in Saskatchewan, and 100 jobs currently available. Of these 100 jobs, only eight positions are available in Regina, while none in Saskatoon.

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JESSICA HUGUET,
U OF R EDUCATION STUDENT

Meanwhile, west of the provincial line, teachers are in much higher demand. The same website showed there are 153 active employers in Alberta offering 550 jobs.

The likelihood of U of R students finding employment in Saskatchewan is further hindered by the fact that

the University of Saskatchewan education program is just a few hundred kilometres up the road.

U of S education student Nicole Ozeroff said she doesn't see finding a job close to home an easy task.

"I will try for Saskatoon, but that is relatively impossible," Ozeroff said, citing a waiting list of 1000 people looking for education employment.

Despite a preference for working in a big city, many education students living in urban Saskatchewan are opening themselves up to the possibility of the rural option for employment.

"I believe that it is important to experience rural schools as well, so maybe a smaller town wouldn't be so bad," Ozeroff said.

But despite the obstacles Saskatchewan's education students will face before their dreams of stable employment and meaningful careers come true, these hardships haven't hindered the would-be educator, Ozeroff, from questioning her career choice.

"I know that it will be a difficult and hectic career and some days I may wonder why I chose this profession. However ... I am 110 per cent confident that I have chosen the best career for my life," Ozeroff said.

NATIONAL NEWS BRIEFS

CFS CHALLENGES RETAIL COMPANY FOR COPYRIGHT INFRINGEMENT

MONTRÉAL (CUP)—The Canadian Federation of Students has charged a major clothing company with copyright infringement by incorporating its design into what it sees as an offensive and dangerous T-shirt slogan.

Last month, Bluenotes, one of Canada's largest retail chains, began selling a T-shirt design reading "NO MEANS have aNOther drink"—a play on the "No Means No" slogan of a CFS campaign against dating violence and date rape.

The CFS, which has an open trademark on the image design, contacted Bluenotes with both ethical and legal complaints about the way that the clothing company was using their trademarked image. The garment was pulled from all 116 Bluenotes stores last week.

Brent Farrington, Deputy Chairman and Vice-President of CFS, and current leader of the No Means No campaign, said that the attitude expressed on the T-shirt is partially responsible for perpetuating dating violence.

"Initially when I asked why they made this shirt, I got the response that people think it's funny. [But] even in irony it's not particularly amusing," he said.

In a letter to the CFS, Bluenotes President Michael Roden apologized for the offensive shirt and asserted that his company was "committed to reflecting the values of its customers." Roden also offered his design services to the CFS.

Farrington said this new partnership will create an edgier look for No Means No and will probably do much to raise the profile of the campaign.

"They've offered to completely redesign our logos and to sell our shirts in their stores, [with] a portion of their proceeds [going] to women's charities. We applaud them for righting this

wrong," he said.

The No Means No campaign has been active since 1994, after a study by the World March of Women in 1990 concluded that one in four women will be sexually assaulted or attacked at some point during her life.

A spokesperson for Bluenotes wasn't available for comment.

Tristan Lapointe, The McGill Daily

VICTORIA PROPOSES SEWAGE AS POTENTIAL ENERGY SOURCE

VICTORIA (CUP)—One of the options Victoria is considering for treating its sewage could provide local schools with an energy boost.

The area of Victoria that includes the University of Victoria and Camosun College's Lansdowne campus is one of six sites the Capital Regional District (CRD) is considering for the installation of a raw sewage treatment plant.

"What we're considering is new technology called a membrane plant," said Dwayne Kalynchuk, CRD general manager of environmental services. "The advantages are that this technology allows for water reuse as it produces a high-quality effluence—heat can be collected and reused in buildings such as UVic and possibly the Lansdowne campus of Camosun College."

Kalynchuk has had preliminary talks with senior staff at UVic and is planning to contact Camosun to discuss the prospect of energy recovery. However, planning is still at early stages.

Currently, 130 million litres of raw sewage per day contribute to a reduction in shellfish harvesting and the orca population, and a surface fecal coliform bacteria level that exceeds recreational standards by over 1400 per cent, according to the Georgia Straight Alliance.

Kyle Artelle, a member of Camosun Students for Environmental Awareness, is pleased UVic and Camosun could potentially use a sewage plant as an energy source. But, Artelle said that methods of preventing increase in raw sewage should also be considered.

"Sewage is a problem before and after treatment. However, if we can at least manage to reclaim some energy

from it, then we're a step ahead," Artelle said. "We'll still be up shit creek, but at least we'll have a paddle."

Laura Roy, Nexus

FEMALES OUTNUMBER THE MALES IN CANADIAN CAMPUS SETTINGS

LANGLEY, BC (CUP)—Spend some time on any campus across Canada and it won't be long before you notice that there are more females than males. In fact, 58 per cent of all undergrads are female. While the numbers were roughly even decades ago, the gap has steadily widened in recent years.

Corwin Koch, Associate Vice-President (Enrolment Management) at Trinity Western University, a private university in Langley, BC, believes that the uneven gender split is the result of several factors, including the economy. "In Western Canada, the economy is so good," he said, adding that there are a lot of high-paying jobs for students coming right out of high school.

"These jobs, many of which are in trades, are attracting men away from university."

However, a recent Statistics Canada report shows that a major factor underlying the gender imbalance at Canadian universities is that it pays more for women to attend university.

Both men and women with a university degree earn more than those who have only obtained a high school diploma. But the financial return gained through a degree—known as the "university premium"—has been higher for women than for men since the '70s.

In 1977, a woman with a postsecondary degree earned a \$1.88 for every dollar earned by her high school graduate counterpart. A man with a degree, however, earned only \$1.63 for each dollar earned by his high school counterpart.

By 2003, these numbers had grown even higher. Now, women with a degree earn \$2.73 for every dollar earned by women with a high school diploma, while the corresponding ratio for men is only \$2.13.

Kristin Fryer and Lauren Thompson, Mars' Hill

FREE TAX FILING!



12th Annual
University of Alberta
Accounting Club
Community Tax Program

When: March 5th - 30th 11:00 - 6:00
(Weekdays only)

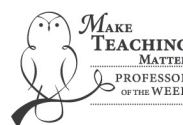
Where: Tory/Business Atrium

What you need to bring:

- ✓ All applicable tax documents (T3, all T4's, T5, T2202A, donation, RRSP)
- ✓ Government Issued Notice of Assessment(s) from previous year(s)
- ✓ Estimate of moving expenses (Must move 40km minimum for school or full time job)
- ✓ Yourself (Someone else cannot do it for you)

NOMINATE YOUR

PROFESSOR OF THE WEEK



The Students' Union would like to send a great big "Thank you!" to all the students who nominated their professors for Professor of the Week. This term's winners have been:

- OCT 5 : Dr. James Talbot (MED 516)
- OCT 12 : Dr Denis Lamoureux (CHRTC 350)
- OCT 19 : Dr Clive Hickson (EDEL 321)
- OCT 26 : Dr Judy Gnarpe (MMI 113)
- NOV 2 : Dr Yvette d'Entremont (CUME 322)
- NOV 9 : Dr Helen Vallianatos (ANTHR 110)
- NOV 16 : Dr Al Meldrum (PHYS 114)
- NOV 23 : Dr Don Carmichael (POL S)
- JAN 25 : Dr Tom Chacko (EAS 332)
- FEB 1 : Dorothy Spies R.N. (NURSING 490)
- FEB 8 : Dr Robert Summers (EAS 192)
- MAR 1 : Dr Vlada Blinova (HECOL 454)

Thank you everyone who submitted nominations this year! The program was a great success, with winners from eight different faculties. With your help, the importance of great teaching at this university was celebrated and recognized as a cornerstone of our education. If you have any questions or comments about the Professor of the Week Program, please send an email to the Associate VP Academic Tasneem Karbani at avpa@su.ualberta.ca

MAKE TEACHING MATTER!

Excellent teaching is the foundation of an outstanding undergraduate education, and the university community needs to begin to value everyday achievements in undergraduate teaching.

The Students' Union is looking to recognize professors who demonstrate sincere enthusiasm for teaching undergraduates, innovative methods of engaging students in the learning process and a willingness to go beyond what is normally expected of a professor.