

# KENTUCKY Kernel

an independent student newspaper

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University of Kentucky  
Lexington, Kentucky



## Physical Plant is under investigation by Senate Council for its performance

By DEBBIE MCDANIEL  
Copy Editor

The operations and the pricing practices of the Physical Plant Division are being informally examined this week by the Senate Council after written criticisms from deans, chairmen and other administrators were examined and discussed Friday.

Letters circulated to council members from Arts and Sciences Dean Donald Sands, department chairmen and other administrators described the Physical Plant's workers as inefficient and bills for minor repairs as exorbitant.

"The frustrations of trying to get even simple things done properly by Physical Plant are all too familiar to the faculty, chairmen, and staff of this college," Sands said in an Oct. 16 letter. "The biggest shocks, however, come when the bills arrive."

Sands recounted a personal experience where he asked the White Hall Classroom Building curator for two screws and a screwdriver to make a minor repair in his office. "... instead, Physical Plant took over. Two men arrived to look at the job, then went away because 4:00 was too late to start a project. After two more visits, several man-hours, and outrageous cost, the job was completed," Sands wrote.

Sands enclosed in his report several letters from chairmen and administrators who had encountered similar problems. He and the other

administrators alleged that PPD determines its charges by how much money its budget needs.

John van Willigen, chairman of the anthropology department, wrote to Sands complaining about a Physical Plant bill of \$191 for an hour's work putting up bookshelves which used screw-on brackets.

"I feel the Physical Plant must be so inefficient that it actually does cost them that much to do it," van Willigen said. "We simply cannot afford to have them do our work."

Physics and Astronomy Chairmen Fletcher Gabbard said, "I have the uncomfortable feeling of being at the mercy of somebody over there who has much more reason to be interested in covering operating expenses than in rendering good service at the lowest cost."

Gabbard raised questions in his letter on who the Physical Plant staff serves, and how the customer is protected against the plant staff.

Another letter said PPD charged \$56.81 to repair a roller and spring on an office chair.

"Something has to be done," Senate Council Chairman Joe Bryant said, adding he once paid \$500 for a door that he could have had made for \$100. "All we'd have to do to determine how widespread the problem is) is solicit horror stories."

Student Government President Gene Tichenor agreed action was necessary, and said the Physical Plant's estimate for putting up a suggestion box was \$150.

John Lienhard, mechanical engineer professor and council member, said part of the problem is a lack of communication between the workmen, and their bosses. He said although an interior decorator spent long hours obtaining preferences for putting up bookshelves which used screw-on brackets, "The painters came and stopped down whatever they had in their bucket."

Sands said the operating budgets allotted to his departments are severely strained by even small jobs. "It is getting to the point that some

departments can no longer afford these services, and the quality of our academic programs is in jeopardy."

Sands suggested the Senate's new subcommittee on Analysis of Resource Allocations investigate the operations and pricing practices of the Physical Plant. However, a chairman has not been selected and the committee is not active yet.

After further discussion, the Council agreed Bryant will look into the problem informally, working with Vice President for Business Affairs Jack Blanton and personnel from PPD.

## Senate Council considers expanding Student Code standards on plagiarism

By DEBBIE MCDANIEL  
Copy Editor

The Senate Council discussed Friday the question of extending the Student Code of Rights and Responsibilities section on plagiarism to include fabrication and duplicating work.

Ron Farrar, chairman of the School of Journalism, initiated the question in an Oct. 12 letter, where he pointed out the Student Code mentions plagiarism but not the seriousness of fabrication and duplication.

"Fabrication... is a cardinal sin — involving faking quotations, faking facts, and reporting things that did not happen," Farrar wrote. "At times fabrication has been discovered in writing assignments turned in by students in reporting classes; when questioned about it, students have replied that they didn't know such a practice was really wrong."

Duplicating term papers to cover more than one course assignment without the professors' prior knowledge and agreement also needs to be mentioned, Farrar wrote.

Continued on page 4

**Fancy footwork**  
Outdueling a defender, UK center forward Chris Dillon displays the talent that made him UK's leading scorer last season. The UK soccer team and Ashbury Theological Seminary battled at the Seaton Field with UK winning 3-1. The victory evened the team's record at 4-4.

By TOM MORAN

## On the campaign trail

### Republican Hopkins runs against big government



Larry Hopkins

By SY RAMSEY  
Associated Press Writer

LEXINGTON, — "If I were a Democrat, this wouldn't even be a contest," Larry Hopkins mused during a short break in his increasingly tense campaign for congressman in the 6th District.

But Hopkins is a Republican, in a Bluegrass area where Democrats have a 5 to 1 registration margin, and opponent Tom Easterly of Frankfort has begun to muster the state administration's support.

To an Optimist Club meeting earlier in the day, Hopkins, a stockbroker who will be 45 Tuesday, commented: "I know the power of the administration. It's like David fighting Goliath."

But in a more private moment, Hopkins wondered if the administration, under constant criticism for various alleged irregularities, could do his rival much good on Nov. 7.

It is such seemingly contradictory situations, plus the fatiguing efforts of a candidate with a family — Easterly, on the other hand, is a bachelor — that keep the congressional race in suspense despite the belief of many observers that Hopkins is in the ascendancy.

Hopkins and his advisers appear to have settled on a strategy which they probably will continue to use in the remaining weeks: run against big government and excessive taxation and charge his opponent with being a captive of big labor.

In Hopkins' conservative-leaning home city of Lexington and in the agriculturally-dominated surrounding counties, the Republicans believe that approach is meeting with success.

It had better, for Hopkins' sake. He needs a massive margin in the Lexington area to offset Easterly's strength in the state capital, and he must at least fight to a standoff in the district's 15 other counties.

In appearance and behavior, Hopkins seems like just what his party would conjure up for this type of race.

Of medium height, Hopkins is slender, wears rather modish glasses and keeps his hair trimmed on the short side, with just enough gray showing for distinction.

He has a soft voice in keeping with his low-key, cool manner. His speaking gestures are adequate enough to hammer home some points without seeming wild.

## Democrat Easterly counts on personal meetings

By HERBERT SPARROW  
Associated Press Writer

BURGIN, Ky. — Tom Easterly arrived at a recent campaign appearance in Frankfort in a tow truck. While the truck was necessitated by repair work to Easterly's car, it helped illustrate the no-frills campaign he is running for a seat in Congress.

Easterly traverses the 17 counties of the 6th Congressional District alone in his used Maverick, which replaced a blue Maverick that carried him 110,000 miles in his Congressional primary and previous races for state senate.

The 38-year-old state senator said he had hoped to keep the good luck car until after the election, but "it just lost its pickup. It wouldn't pull the hills anymore."

Easterly began his current campaign style, which concentrates on face-to-face meetings with his hoped-for constituency, more than seven years ago while laying the groundwork for his political career.

Easterly tirelessly met people and kept records of their names in building a grass roots support that helped him defeat an administration-backed candidate in the 1973 Democratic primary for state

senate. He was unopposed for a second four-year term in 1977.

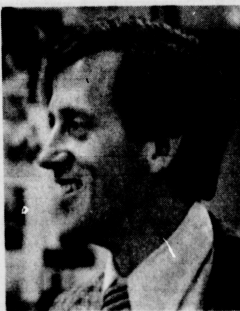
A Vietnam veteran who speaks several languages and attended college in Europe on a Fulbright Scholarship, Easterly immediately began expanding his base into the 6th District and was able to surprise incumbent Congressman John Breckinridge in last May's primary.

Easterly admits a traveling companion-chauffeur "costs money" and the coffers of his campaign treasury are slim compared with that of his Republican opponent and fellow state senator Larry Hopkins.

But Easterly says that is not what dictates his campaign style. "I feel it is more valuable than a lot of media exposure," he said while touring a Mercer County factory last week.

"People tend to forget the person in the ads when they see his opponent in person," Easterly said.

While Easterly, who is also running ads on radio and television, may be overstating his view, he does place heavy emphasis on the personal encounter method that has worked for him in the past.



Tom Easterly

## today

### local

**UK FOOTBALL PLAYER** Chris Jacobs pleaded innocent to a third degree assault charge last Friday. The charge was filed against Jacobs after he allegedly assaulted UK teaching assistant Anthony Watson at the Library Lounge, Saturday, Oct. 14.

A hearing is set for this Friday at 1:00 p.m. Watson and his lawyer are waiting the results of the hearing for possible civil suit against Jacobs.

### state

**WORK WAS SUSPENDED** at dusk yesterday by crews attempting to clear Illinois Central Gulf Railroad tracks of chemical tank cars that have kept Princeton, Ky. on edge and about 20 families away from their homes since Tuesday.

Richard Griggs of the federal Environmental Protection Agency said that all but two derailed cars had been moved away yesterday from the immediate area of last Tuesday's derailment. He said four of the cars — carrying chlorine, vinyl chloride and butadiene — were placed back on the rails while 12 others have been moved into a nearby field.

### nation

**THE CARTER ADMINISTRATION**, with one big energy victory behind it, is preparing a second energy program to close what it views as gaps in the first plan.

Federal energy officials say the new plan will be aimed more at boosting U.S. energy supplies than was the big energy bill passed in the closing hours of the 95th Congress.

Energy Secretary James R. Schlesinger disclosed to reporters last week that it will include some kind of proposed tax on oil intended to curb imports.

**ONE BODY WAS FOUND** and hoped dimmed for 10 other missing crewmen yesterday as Navy and Coast Guard divers penetrated the gashed-in hull of a Coast Guard cutter that collided with a freighter and sank in the Chesapeake Bay.

Coast Guard spokesman Lt. Joe Bridger said the body was discovered just outside the sunken cutter Cuyahoga yesterday morning.

### world

**A CATAclysmic EXPLOSION** that scarred a vast area of Siberia 70 years ago and has baffled scientists ever since may have been caused by a flying saucer, says a respected Soviet astronomer.

The explosion, known as the "Tunguska Mystery," devastated a remote forest region in central Siberia June 30, 1908. It leveled trees over a 250-square-mile area and was followed by intense radiation and a great fire. A score of scientific expeditions to the area and dozens of scientific research papers have put forth theories ranging from the crash of a meteorite or comet to the collision of a "black hole" with the Earth. "Black holes," whose existence has not been proven, are supposedly the remains of collapsed stars.

### weather

**MOSTLY CLOUDY** with a chance of showers today. Turning cooler, with highs in the upper 60s. Mostly cloudy and cooler tonight with lows in the lower 40s.

# KENTUCKY Kernel

editorials & comments

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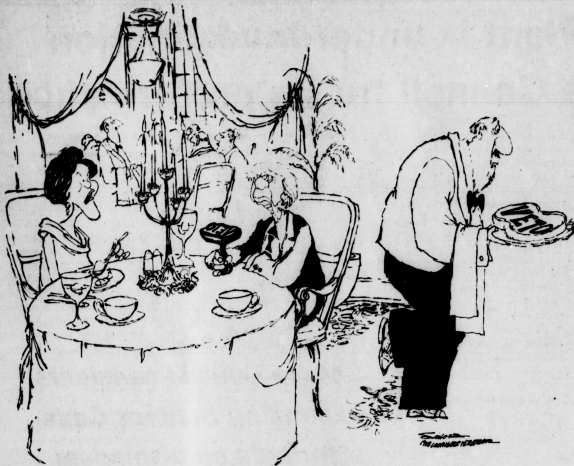
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"WHY CAN'T YOU JUST SEND YOUR STEAK BACK LIKE EVERYBODY ELSE...?"

Take a closer look

## The Honors Program

By ALYSSA WHEELER  
I'd like to address Mike Kirkhorn and anyone else who apparently hasn't "looked closely enough" at UK's Honors Program lately.

for one. And then there's always Student Center Board, the departmental S.A.C.'s, resident advisors in the dorms, Kentuckian staff members, the debate team,

professor takes students to the gorge each semester to share one of his personal interests with them—hiking. Another bakes his own bread, in a house he built himself. Students in a mysticism class have, on occasion, enjoyed tips about protein diets. Our director wrote and starred in a film to be broadcast on KETV this fall. I hope one of the staff even ran her husband's political campaign.

### commentary

Selection for membership in the program is relatively simple: students must have an ACT score of 27 or above and must demonstrate academic achievement. Before anyone screams about the inaccuracy of such scores, let me interject that the score is of course arbitrary, is recognized as such, and is therefore considered in conjunction with such things as high school grades, activities and achievements, etc. . . . The 27, once a person is in, becomes pretty much a dead issue. The academic achievement does not. Honors Program students' GPAs ride high above the all-campus norm.

Still, we are not a bunch of elites who sit behind thick glasses and study 24 hours a day. We contribute more than is realized. Check around—look at the campus leaders! Look at the number of Honors program students in Student Government. Consider Gene Tichenor, SG president. Consider the number of SG presidents in the past who were in the ranks of the program.

How about Kris Plike, Panhellenic president? Check the fraternities and sororities—who are their presidents and officers? Look at the Honors Program's percentage in UK's honoraries. Check Phi Beta Kappa.

people in med school, law school, graduate school at Stanford, Princeton, Yale, etc. . . . And we don't contribute noticeably? Maybe we should all brand HP on our left wrist so we'll be more easily identified. Overall, we're the most involved bunch of people on campus. That's not to say it's a cause-and-effect relationship; there are many eligible and involved people who decided that the Honors Program was not for them. Fine. But some people are willing to reach out for something a little more involved, a little better, a bit more in-depth. The Honors Program is for and about people; it's about the history of ideas. It focuses on something that so many students could receive no other way in today's "get that job" society. Consider, for example, the engineering student. Where else could he read St. Augustine, Jung, Descartes, or even Schweitzer? Sure, he'd know Newtonian physics, but would he appreciate the ideas and philosophy leading to and supporting it? I think not.

Our faculty is by far the most versatile and energetic on campus. No, perhaps they're not unique from all other professors; but the nature of the program encourages them to become involved with students and experiment with different classes. It's unbelievable the things they can share. One

Why not? The professors have interests and hobbies just like anyone else—it just happens that the Honors Program is the one place in academic life where this type of interaction is encouraged. One of the factors presently crippling the program is a lack of funds. It's unthinkable that an academic program of 800 people should receive an adequate budget when things as important as basketball and football programs of 50 or so need and deserve so much more. We certainly wouldn't want to misplace our priorities.

Dr. Kirkhorn, you suggest that ideas are playthings that Honors Program members should be good at tossing around. I'll toss this one to you, perhaps you're "smoldering with a desire to get outside your deranged discipline," maybe you, too would like to display your versatility. Why not teach an honors class?

Talk to Dr. Betts and set up a course, lecture, whatever. It would be a shame to let your interest die after such a concerned and engaging commentary.

Alyssa Wheeler is a junior in the Honors Program and a Student Government senator-at-large.

## Opinions on press freedom aren't the best side of Cox

Archibald Cox has a deserved reputation as a man of independence and strong principles, qualities that were evident from his remarks during a visit to UK last week.

As Watergate Special Prosecutor, Cox became famous for his persistence in seeking out the truth, and for being fired by Richard Nixon because he would not give up attempts to obtain the Watergate tape recordings.

With that experience, you'd think Cox would understand the differences between a legitimate need for information and a fishing expedition. But judging from his remarks about the celebrated Myron Farber case, Cox has no such insight.

Myron Farber is the *New York Times* reporter who has refused to surrender notes to a New Jersey court concerning a murder case. The state Supreme Court ruled that Farber has no First Amendment right to withhold confidential information in a murder trial.

Cox evidently agrees with that decision. Freedom of the press "has been progressively" curtailed over many years, he said, indicating that such freedom could use some curtailment. There is a "severe conflict" between the function of the press and other important needs, he said, such as defendants' rights to a fair trial.

According to Cox, press freedoms are "very, very important, but you can run a good thing into the ground." Finally, Cox said he thinks the news media have exaggerated the notion that freedom of the press has been taken away.

Ironically, Cox seems to have ignored one of the crucial differences between the Farber case and the incident that made him famous. When the Watergate tapes were requested, it was done with

the utmost specificity. That's a good deal different than the Farber case, where the defense attorney demanded every scrap of information the reporter had collected, without giving any reasons or explanation.

Another oddity is Cox' belief that press freedom has only now begun to be curtailed. In fact, the Farber case is only a continuation of a trend against the press expressed American courts in the last decade. Obscenity standards have been "redefined" to so-called community standards, opening up the media to suits to ambitious public prosecutors and vengeful juries. Fair comment provisions have been weakened, and only this summer the Supreme Court ruled that law enforcement officials may suddenly search newsrooms for evidence.

What's missing from this trend—and Cox' conception of press freedom—is balance. Of course, newsmen have no complete right to protect the constitutionality of their sources during litigation—especially in criminal cases. But reporters shouldn't be forced to provide information unless relevant and specific information cannot be obtained elsewhere, a condition not in the Farber case.

If balance is not restored to the conflict between the courts and the press, other types of freedoms may soon wane. As columnist Tom Wicker pointed out, the lawyer-client confidentiality privilege afforded to attorneys (like Cox) might be ruled invalid by a judge who will get information any way he can. What would be next? Doctor-patient relationships? Husband-wife? Yes, Archibald Cox is a principled man who has many qualities that recommend him, but his opinions on press freedom are not among them.

## Letters to the Editor

### Tuition-free

When a child is born, it requires the constant attention of at least one significant adult 24 hours a day. If the child is to develop as a healthy, productive individual, this significant person will be needed until the child is 18 years old. Once the child starts school, this person could be the school bus driver, policeman, counsellor, athletic director, and so on.

These people are provided by society in order to insure that the child has every opportunity to develop fully. If the cost of these individuals averages out to \$2.50 an hour per child, the society will invest \$60 a day, \$21,900 a year and \$394,200 of its resources in developing and educating each 18-year-old youth. If, in the society as a whole, there are two children per family unit, the society will invest, in round figures, \$200,000 of its

resources in developing each 18-year-old youth. Would it be considered impractical or unprofitable for society to invest an additional \$6,000, or \$50 per academic hour, to provide these individuals with a tuition-free education through the college level and double their mental and productive efficiency?

Now, let us look at the matter as a sound and practical business investment. The median income of an individual with an eighth grade education or less is, in round figures, \$5,000 a year, a high school diploma \$10,000 and a college education \$15,000 a year. If society invests \$6,000 in order to provide an individual with a tuition-free education through the college level, and if the individual only pays 20 percent tax on the last \$5,000 of his income, he will contribute \$42,000 more in taxes during his 42 years of productive life span than a high school graduate. A seven-to-one return on this investment is good business in any man's language.

Joseph Pasinosky  
West Virginia University

### Likes Larry

I am a strong believer in freedom of the press as guaranteed by the First Amendment. The press should not be harassed by any government agency or politician. Congressional candidate Tom Easterly, however, apparently doesn't agree, for on a recent campaign trip to Shelbyville he stopped at the County Court House and inquired about the voter registration of Jim Edelen, the editor of the *Sentinel-News*.

If Easterly had asked Mr. Edelen, he would have been glad to inform him that he is registered independent and, yes, he is for Larry Hopkins. This, however, will not influence his paper's campaign news, because Mr. Edelen withdrew himself from election coverage in order to maintain unbiased policy. This, along with Mr.

Easterly's flip-flops on many issues, is why I'm supporting Larry Hopkins.

Kent Weber  
A&S sophomore

### Reach out

Right now I'm supposed to be doing a management problem and to relieve the monotony I'm doing what many students do at a time like this: I'm daydreaming. For some unknown reason the Iranian problem has surfaced in my mind and I'd like to express the freedom of speech I'm entitled to.

Everyone now, I'm sure, has heard about the situation and has developed their own personal ideas. It seems every day I hear someone say "why don't those Iranians shut up and go home and solve their own problems," or "Don't bother me with that nonsense."

I can't help but shudder at our apathy. I, like many people, don't know a damn thing about Iran, its culture, its freedoms, etc., but one thing I do know is what's right and what's wrong. If this Shah is doing any of the things these people say he is, then we're wrong to support him anyway! A simple sentence, a simple statement—period!

It's assinine to form a negative opinion about these people's ideas just because they look different or wear different clothes or talk funny. For once in your life, have an open mind, think of both sides of the coin. Didn't you feel sick when you heard about Kent State? Didn't you feel sick when you read that Hitler killed six million Jews? These were wrong—and no one should have been castigated for protesting them!

This case is no different at all. For once in our lives, let's put our apathetic arms around our neighbors and believe what is right instead of just forming senseless opinions and pushing it off our shoulders and not caring, which seems to be the easy way out for many of us.

Randall Oste  
Agriculture senior

"PIPREP"

THERE'S ONLY ONE GOOD REASON FOR ME DOING HOMEWORK ON A SATURDAY NIGHT... IT'S NOT BECAUSE I HAVE A MIDTERM ON MONDAY OR BECAUSE I HAVE A QUIZ ON MONDAY OR EVEN A TERM PAPER DUE YESTERDAY IT'S BECAUSE I HAD A TEST LAST NIGHT, I HAD A TEST SOME PUNCH!



ZABER

## Stansfield Turner says CIA to continue covert recruiting despite Harvard restriction

WASHINGTON (AP) — CIA Director Stansfield Turner said yesterday he will not comply with a Harvard University ban on covert recruiting of foreign students as CIA agents.

"If we were required to abide by the rules of every corporation, every academic institution, it would become impossible to do the required

work for our country," Turner said. "Harvard does not have any legal authority over us."

In response to a direct question, Turner said the CIA would ignore the university's restriction.

Harvard President Derek C. Bok complained to a Senate committee this summer that the CIA covert recruiting threatens "the integrity and indepen-

dence of the academic community."

He said Harvard was willing to allow the CIA to recruit personnel openly on the campus. But he said the CIA was using faculty members, administrators and students to recruit others especially foreign students and to collect information useful in its own operation.

Turner replied yesterday that corporations also engage in covert recruiting and added, "I think it's very dangerous for our country when a particular segment of our society in this case the intelligence community is singled out for discriminatory action."

Turner made the comments on the CBS interview program "Face the Nation."

On other subjects during the interview, Turner said:

There are "very good prospects" to achieve an arms limitation agreement with the Soviet Union, but the talks are too delicate to relax in confidence.

The CIA has reviewed and in some cases tightened its security procedures in the wake of the alleged sale to the Soviets of a spy satellite manual by an agency employee. However, he said, overall security precautions at the time of the incident were judged to be satisfactory and the intelligence agency by its nature cannot overly restrict access to classified material by its own staff.

He has no knowledge of a high-level foreign agent within the CIA, as has been rumored, but "for me to sit here and tell you confidently that there is none would be foolish." He said the agency is constantly looking for leaks from within the organization.

## Republican Hopkins is trying to be all things to everybody

Continued from page 1

He has the type of presence and confidence, perhaps stemming from his occupation as stockbroker, which make new acquaintances feel that he is a nice guy, knowledgeable but not pushy.

He plays down his Republican affiliation, as would any GOP candidate who does not have political suicidal tendencies.

As a Methodist, he does not neglect the sensitivities of other denominations.

To a priest at Frankfort, he submits a legislative voting record which indicate that as a state senator he opposed abortion while his opponent, also a senator, supported it.

To a Jewish organization at Lexington, he says the separation of Jerusalem should not even be a negotiable item in Mideast peace talks.

But his bread and butter theme is the same to all — farmers, businessmen, workers: the nation is in trouble because "60 percent of the people are pulling the wagon while 40 percent are riding in it."

A typical day for Hopkins begins about 4:30 a.m. and ends sometime about 11 p.m. Even with all the help from an adequate staff and volunteers, and the haven of headquarters in a suburban shopping center, it appeared rather grueling.

A breakfast speech. Then to headquarters to catch up on mail and answer and make telephone calls. Next a tour of a factory or large office — the Procter and Gamble trip was called off because the building had a fire, but another office headquarters was substituted.

Later, a tour of the stockyards. Then a walk in downtown Lexington, soliciting votes. At night, there was a political forum and finally a women's business reception.

Actually, all this is normal activity for a race which extends beyond a usual legislative boundary.

But the pace and scope is new to Hopkins, who said his eight-year-old son Josh has been affected by his absence, though two older daughters and wife Carolyn take it in stride.

Recently, he said, he simply took a couple of days off and went fishing with Josh, who he

said called it the best vacation of his life.

Despite what Hopkins calls the fervor of his cause and supporters, and even with funding which has enabled him to outspend his opponent 4 to 1, Hopkins is ever the realist who knows how to count and understands that backers will tend to tell him only the good signs.

Still, though his gait is weary at the end of a day, the vision of a post not dreamed of last spring beckons.

It turns out that Hopkins had set up a political action committee to run for governor

## Congressional hearing to be held today at UK

The effects of anti-tobacco legislation on the state's economy will be the topic of a U.S. Senate subcommittee hearing to be held today at the Seay Auditorium.

Led by Sen. Wendell H. Ford, D-Ky., the hearing will begin at 9 a.m. Ford said a number of witnesses had been asked to represent the panel, "representing not only the tobacco industry, but other segments of the economy which are directly and indirectly influenced" by tobacco.

He said information is needed if congressmen and

probably an uphill endeavor when GOP congressional nominee Mary Louise Foust of Shelbyville suddenly announced her withdrawal, claiming labor financing for Easterly was overwhelming.

Hopkins stepped into the void not, he said, as eagerly as believed and the contest took on a new hue.

Now, it's possibly just a copy of two newspaper headlines, dated Nov. 8, hypothetically describes it: "Hopkins Defeats Easterly" or "Easterly Wins By Narrow Margin."

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Kentucky's bench watches its defense pursue LSU Heisman trophy candidate Charles "The Great" Alexander. Among the faces in the crowd is that of head

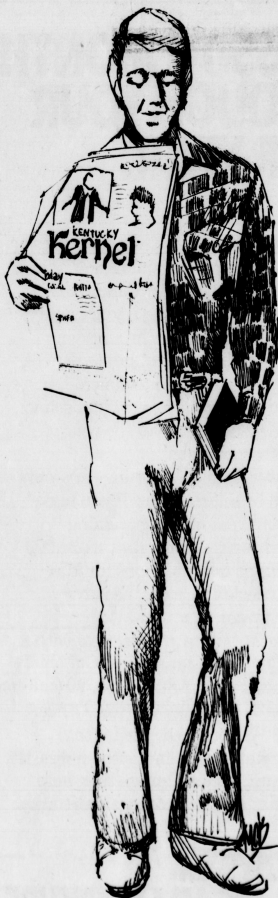
### Framed Fran

coach Fran Curci, who was concerned about the second consecutive shutout at home. Photographer Moran recorded the

image with the aid of a 450 millimeter telephoto lens, a slow shutter speed and a bit of luck.

By TOM MORAN/Kernel Staff

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## Easterly counts on meetings

Continued from page 1

Accompanied by a reporter, he circulated through the factory talking individually with nearly 200 workers. He handed out red, white and blue emery boards with his name on them, cards with his picture and the UK football schedule, and brochures giving his background and letting the workers know it was his bill that lets them turn right on a red light.

Easterly's questions were largely about whether the workers knew he was running and whether they were registered to vote.

Although labeled a liberal labor candidate by the Hornum, Easterly, a former attorney for the state AFL-CIO, does not

shy away from the working man.

"That charge might cost me a few votes, but it also might cost him some votes," Easterly said. "Especially if he drives them out in a block. If labor doesn't work this election, they never will. There has never been a so blatantly anti-labor candidate."

Easterly said he jumps at the chance to go to a factory that lets him visit the employees on the job. He said most don't, although many do let him meet them in the parking lot.

He said some large anti-union factories will not let him on the grounds and he must stand across the road catching workers as they arrive or leave. "You pretty much lose your effectiveness like that."

He also avoids interrupting the workers on their break.

"They view that as their time and I wouldn't want to break in on it," he said. "Also, they are more free to comment when it is a one-on-one situation at their work station instead of in a cafeteria where a number of people are listening in."

Easterly said he is not bothered by his lack of large resources. The former high school football official says it is "A great challenge," and likens it to a ball game.

He said his physical stamina "depends on getting enough sleep and eating good food. If I do that, I can go on forever."

"But when it happens that I am up late and back up early the next day and miss meals, that is when it is tough," Easterly said.

## Council considers code change

Continued from page 1

He asked the council to suggest the best way to set forth a policy that re-states the existing plagiarism policy, and extends into the other two areas.

The council discussed various solutions, but members decided against writing a general policy for all disciplines. They suggested the Journalism School write an Honor Code or announce to classes at the beginning of the semester that disciplinary actions have been taken in other departments against fabrication, plagiarism, and duplication.

In other business, the Senate Council:

Voted to ask the rules committee to draft a rule for presentation to the University Senate that would clarify procedures for students requesting permission to take an overload of class hours, especially during the summer session. Senate Council chairman Joe Bryant explained

the rules now state that deans of the college or department involved can waive the rule, allowing students to increase their course load above the recommended number of courses.

The rules did not apply to the summer session, Bryant said, when the registrar's office is in charge of course loads and summer school. Students must appeal for additional hours through the registrar. "The (Senate) rules leave it (course load waivers) with the dean," Bryant said, "but the point is there is no dean for summer school."

Rescinded an Oct. 6 Senate Council action referring the study on the pass-fail option to the Admissions and Academic Standards Committee.

Bryant said the Undergraduate Council's pass-fail committee, charged to study the pass-fail option earlier this year, has almost completed their report. Referring the question to another committee would only result in duplication of the undergraduate

ate council's work, Bryant said. The council will receive copies of the report upon completion by the Undergraduate Council pass-fail committee.

Decided not to join a Kentucky Congress of Senate Councils, but to participate on a casual basis with the other university councils after hearing council member Paul Oberst's report.

Oberst said the Senate Council representatives discussed economic matters, rather than academic ones. UK's council deals only with academic matters and the council agreed there was no reason to join yet. Oberst plans to attend the next meeting, scheduled for November, and report back to the council.

Defeated a resolution initiated by council member John Lienhard that requested administrative support and enforcement of UK's no-smoking policy in classrooms, meeting rooms, and other public areas where University business takes place.

Lienhard said continuing violations of the no-smoking policy might be corrected by an administrative back-up. "The administration appears unwilling to act," he said. "It seems to me if we want smoking limitations on campus, we must keep pressure on the administration."

The council defeated the resolution because the majority thought enforcement of the no-smoking policy was impossible.

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<b>WEDNESDAY,</b>	<b>Oct. 25</b> 11:00 am, 2:00 pm
<b>THURSDAY,</b>	<b>Oct. 26</b> 2:30 pm, 5:00 pm, 7:30 pm
<b>FRIDAY,</b>	<b>Oct. 27</b> 11:00 am, 1:30 pm, 4:00 pm
<b>SATURDAY,</b>	<b>Oct. 28</b> 12:30 pm, 3:00 pm

\*Lessons will be held at the **RAMADA INN SOUTH** in Lexington (525 WALLER AVE.) located 1 mile west of the U.K. campus across from St. Joseph's Hospital.  
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**Was radiation the cause ?**

**Test subject remembers nuclear blast**

By **BOB ROBINSON**  
Associated Press Writer

**PARKERSBURG, W. VA.**

In 1945 the U.S. Army awarded special commendations to 133 soldiers who subjected "themselves to pain, discomfort and possible permanent injury" in a secret weapons test five months before the atom bomb was dropped on Hiroshima.

Charles McGinnis was one of the volunteers who took part in the test, and he remembers how "everything turned black" and "the animals screamed and hollered and then died."

McGinnis, 58, now spends much of his time in hospital beds undergoing chemotherapy for widespread cancer, and a member of the House Armed Services Committee is trying to help him determine if he and the other volunteers were unwittingly subjected to nuclear radiation.

Maj. Dale F. Keller, an Army spokesman in the

Pentagon, confirmed that the Army conducted chemical tests near the end of World War II off the coast of Panama. But he said "a nuclear test is out of the question."

Keller said McGinnis' files were destroyed in a fire several years ago at an Army records center, but he said the official Army history of the Chemical Warfare Service refers to the use of an experimental station on San Jose Island for tests, some of which were called the "San Jose Project."

The weapons experiment occurred in March 1945, three months before a nuclear test was conducted in New Mexico, preparatory to the atomic bombing of Japan.

McGinnis said he and the other volunteers serving in the Canal Zone were told they were taking part in a test for chemical warfare. He said more than two-thirds of the participants had Spanish surnames and did not fully understand the instructions.

The contingent was taken by boat to an island in the Pacific off the coast of Panama and dressed in waxed underclothing, Army fatigues, and heavy, rubberized suits with goggles and head gear.

He said they were told to jam their bayonets in the ground and lean forward heavily on them when they heard the airplane fly overhead. He followed orders, felt a sensation of rising heat and could hardly believe it when he looked up.

"It was just like autumn with the leaves falling," McGinnis said, searching for the right words. "Everything turned black."

He remembers the pitiful bleating of goats tethered to trees nearby.

Later, the soldiers were taken to a concrete block building, where they were marched single-file through a room in which a man behind a glass shield undressed them with mechanical arms. They showered and went to a makeshift hospital for what may have been a day and a half, McGinnis said.

"We were in a hell of a shape," he said. "After that morning, it felt like a knot in there," he said, clutching his throat. "I kept telling them, and they said, 'nothing to it.'"

He said he and others were placed in traction for days, watching blisters on their arms and legs fester and then burst while Army doctors experimented with various forms of medication. He said some of the men were blinded.

Soon afterward, McGinnis was mustered out of the Army. His special commendation said he "voluntarily submitted himself to chemical agents in 21 March to 4 April 1945."

Another document, Army Special Orders No. 130, signed by a Col. Herrold E. Brooks of the Chemical Warfare Service, dated May 27, 1945 and sent to the 133 volunteers, said: "These men participated beyond the call of duty by subjecting

themselves to pain, discomfort, and possible permanent injury for the advancement of research in protection of our armed forces."

McGinnis, a soft-spoken retired construction worker, is the only volunteer whose name has become public.

McGinnis had cancerous tumors removed from his stomach and his throat this year. His stomach is now the size of an egg and he is forced to eat light meals six or seven times a day.

His weight dropped from 165 pounds to 140 pounds earlier this year, and his upper torso is laced with red scars that attest to his many operations.

Doctors blamed the problem on sinus or smoking. He gave up cigarettes about 10 years ago when smoking became too painful.

McGinnis filed his first claim for disability in 1953, but it was not until earlier this year that he received his first benefits

after contacting Rep. Robert H. Mollohan and Sen. Jennings Randolph. He now receives \$375.90 a month from the Veterans Administration, \$421.90 from Social Security and \$88.91 a month from his laborers union pension.

But the total does not even approach the \$1,000 to \$1,500 a month McGinnis pays for chemotherapy treatments at St. Joseph's Hospital here, and he is seeking additional benefits from the government. McGinnis is married and has three stepdaughters.

On Oct. 13, Mollohan, a Democratic member of the Armed Services Committee, wrote Gen. Bernard W. Rogers, the Army chief of staff, to inquire about the case.

He asked that the Army try to locate the other men who took part in the experiment and said he wanted to know whether "the volunteers were exposed to atomic radiation or chemical agents... or both." Mollohan said he was expecting a response soon.

McGinnis said he has no bitterness for the Army. "I do anything again for my country if I thought it would be worthwhile," he said. "Even now."

**Pope John Paul II  
assumes leadership  
of Catholic Church**

By **VICTOR L. SIMPSON**  
Associated Press Writer

**VATICAN CITY** — Pope John Paul II assumed the throne of St. Peter yesterday before one of the largest crowds in Vatican history and reached out symbolically to Roman Catholics in the Soviet bloc.

"May he live a hundred years!" chanted Polish pilgrims waving the red-and-white flag of their Communist land as the former archbishop of Krakow was installed as leader of the world's 700 million Roman Catholics, history's first Polish pope.

"Remember me today and always in your prayers, pray for me," the new pontiff asked in his homily. "Help me to be able to serve you."

He described himself as "full of trepidation," conscious of his "unworthiness."


The multi-lingual John Paul II delivered the homily in Italian, then issued greetings in French, English, German, Spanish, Portuguese and four languages of the Soviet bloc—Russian, Czech, Ukrainian and Lithuanian.

The Vatican said 300,000 persons crammed into St. Peter's Basilica, one of the largest crowds ever to fill the vast piazza.

Like the Sept. 3 installation of his predecessor, John Paul I, the new pope decided against the traditional crowning with the beehive-shaped papal tiara, and against being carried by a dozen footmen in the gilded, portable throne.

Instead, the 58-year-old pontiff donned a simple white wool stole signifying his duty as the bishop of Rome and the patriarch of the church. He then celebrated Mass with 112 cardinals.


"This is not the time to return to a ceremony and an object considered — wrongly — to be a symbol of the temporal power of the popes," said John Paul, explaining his refusal to be crowned with the golden tiara.


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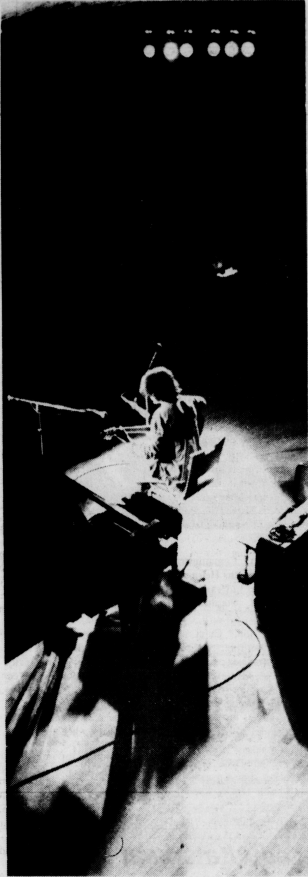


Photo by TOM MORAN, Kernel Staff

**Solo**

Jazz guitarist Larry Coryell performed a solo concert, the second in the UK Concert Committee's "Spotlight Jazz" series, last Friday in Memorial Hall. Coryell performed as a solo artist, being accompanied onstage only by three guitars (electric and acoustic) and a piano. Pianist McCoy Tyner is the next installment in the series, again in Memorial Hall on Nov. 4 at 8 p.m. Tickets are \$6 at 203 Student Center. The remaining acts in the series are Ron Carter and Oregon.

**Disco as exercise?**

**LEWISTON, Idaho (AP)** - At the Orchards Nursing Home, disco music as exercise therapy for patients has replaced such things as hand-clapping to "Row, Row, Row Your Boat."

The dance floor may be crowded - with wheelchairs.

Mary Sadler, 94, who grew up waltzing to "Let Me Call You Sweetheart," now puts on her boogie shoes and her prettiest dress and moves to the beat of the *Saturday Night Fever* disco platter.

The therapy meetings haven't resulted in any miracle recoveries, says activities director Nanes Darigol, but it has gotten many of the patients up out of their chairs.

"A few people were too stubborn, too lazy or had been in their chairs so long they didn't trust themselves, but they are up and dancing now," said Ms. Darigol. "The idea was to get them using muscles they hadn't been using."

She said disco dancing loosens muscles in the arms, legs, heads, necks and shoulders.

"Everything else - hand clapping and bouncing balls - had gotten too easy for them," she said. "They were bored and we were bored with it."

"It's new to me," said Ulli Handman, whose family came west in a wagon train when she was eight. "When I was a girl there were all kinds of dances - waltzes and two steps and square dances. Papa hated dancing, but he used to take mama and me and just watch. I like disco, but I hope I got through without doing it wrong today."

Most of the nursing home

residents dance in their wheelchairs, putting the parts of their bodies that work through the disco motions.

At the first disco get-together, "the few who could walk were hesitant to get up and dance. They didn't want to be on display in front of all their friends," Ms. Darigol said.

Administrator John Fontana came up with the idea. He suggested something besides the waltzes and polkas and big band music the residents grew up with.

There have been a few complaints from nurses who think the music is too loud.

"The whole idea is to play the music loud," Ms. Darigol said. "Some of the patients are dead, but they can still pick up on the vibrations."



**'Splits' opens theatre off-Broadway series in Louisville**

The *Splits*, a comic drama by Canadian playwright Erika Ritter, has opened the Off-Broadway series at Actor's Theatre of Louisville.

The play, which opened last Wednesday at the ATL's Victor Jory Theatre, revolves around the problems of a marriage in turmoil and the relationships between a single-minded woman and the men in her life.

Elaine Bromka, making her ATL debut, stars as Megan in the production. Her New York stage appearances have included the leading role of Ersilia Drei in Pirandello's *Naked*, roles at the New York Shakespeare Festival, the Manhattan Theatre Club and in the premiere of Michael

Weller's *Splis* at the Ensemble Studio Theatre.

Bromka has also traveled for two years as a member of the National Theatre of the Deaf and performed in *The Deaf* Off-Broadway with that company.

Returning to ATL in the roles of Megan's "men" are Jim Baker as Joe the ex-husband, William McNulty as Dave, Megan's co-worker on the CBC (Canadian Broadcasting Company), and Howard Lee Sherman as Hal.

The production has been directed by Michael Hankins, director of the ATL Apprentice Company, with settings designed by guest scenic designer David Hager and

costumes are by Kurt Wilhelm.

The production plays nightly, except Mondays through Nov. 4.

A production of William Shakespeare's *A Comedy of Errors* opened ATL's Free Children's Series Saturday. It will play through Dec. 16 on every Saturday morning at 9:15 and 11.

Larry Deckel, assistant director of the ATL Apprentice Company, is director of the

production. Resident ATL designers Paul Owen and Kurt Wilhelm are designing sets and costumes respectively.

For ticket information on either production, contact the ATL box-office at (502) 584-1205.

**Singer Dorothy Shay dead at 57**

Singer Dorothy Shay, who made recording history with such songs as "Feudin' Fussin' and Fightin'," "Uncle Fud," "Mountain Gal," and "Doin' What Comes Naturally," died yesterday.

Miss Shay, 57, died at 2:30 p.m. EDT at St. John's Hospital in Santa Monica, a spokesman said. She had

suffered a stroke Sept. 21.

Born Dorothy Sims in Jackson, Fla., Miss Shay's career began with the Morton Gould orchestra in 1945.

In 1951, she changed her name to Shay to avoid confusion with singer Cissy Simms.

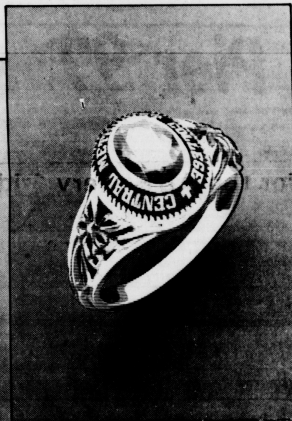
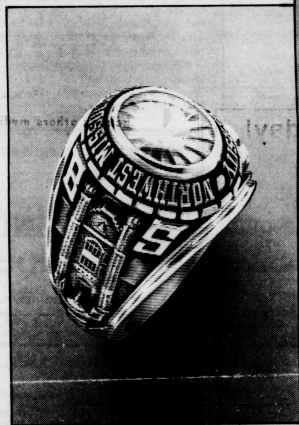
A favorite of former President Dwight D. Eisen-

hower, she performed at his inaugural ball in 1953. She also gave a royal command performance for Queen Elizabeth.

A funeral service was scheduled for Thursday at Brentwood Presbyterian Church in Santa Monica.

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**K sports**

**'Alexander the Great' takes to the air as Fighting Tigers glide by Wildcats 21-0**

By JAMIE VAUGHT  
Associate Sports Editor

LSU's premier runner Charles "the Great" Alexander normally beats the opponents with his ground attack.

But Alexander didn't do it that way Saturday night as he surprised Kentucky with his pass receiving game, catching 11 passes for 94 yards and pacing the Fighting Tigers with a 21-0 victory at Commonwealth Stadium.

The victory improved LSU's mark to 5-1 overall and 2-1 in Southeastern Conference. UK lost its second straight home game and saw its record fall to 2-3-1 overall and 1-1 in the SEC.

"This is a real big win for us and a great 'homecoming' for me," said Tigers' Coach Charles McClendon. McClendon, a former UK player and assistant coach, is now 14-3 against his alma mater.

Kentucky defense held Alexander, a Heisman Trophy candidate, to 64 yards in 23 carries, an average of 2.7. His total rushing yards was the lowest since the LSU-Mississippi game in 1977 when he had only 61.

But that wasn't enough for the Cats as Alexander caught

more passes in the game than he did in his first five games combined this season. One of his catches came on 44-yard touchdown pass from junior quarterback David Woodley in the third quarter, giving LSU an 18-0 lead.

Prior to the game, Alexander, who has already broken 22 LSU rushing and scoring records, had only seven receptions for 35 yards.

"Kentucky is the best defensive team I've faced this year," Alexander said of the rushing defense. "They're very physical. But I'm happy because we won the game."

McClendon said, "Alexander's leg still bothers him." (He suffered a pulled hamstring against Georgia.) "He didn't gain much on the ground but he was great on the third down passes."

However, it was the LSU kicker Mike Conway who did most of scoring as he booted four field goals and one point-after-touchdown.

His 20-yard field goal broke the school's all-time kicking record of 155 points. Conway now has 161 career points.

"This is the first time I've kicked four field goals in one game," Conway said. "I'm very happy... It's my biggest thrill. I felt like I was helping the team."

Both teams were plagued with turnovers throughout the contest. All totaled, the ball was given away 11 times. UK threw four interceptions and lost two fumbles.

Kentucky freshman quarterback Larry McCrimmon's lack of experience showed up in the statistics, as he completed only three passes in 18 attempts for a low 16 percent. The Tampa,



By TOM MORAN/Ker.st Staff

Kentucky defensive tackle Tim Gooch (72) Commonwealth Stadium. UK defense held and linebacker Jim Kovach (50) are shown the Heisman Trophy candidate to 64 yards in here chasing LSU tailback Charles Alexander 23 carries but the Fighting Tigers won the during Saturday night's game at Southeastern Conference 21-0.

Fla., native, whose two TD passes sparked UK to a hard-earned victory over Mississippi a week ago, threw three interceptions.

"We have inexperienced players out there and it showed up against a class team like LSU," said UK Coach Fran Curci. "We need a lot of work."

Kentucky managed to get past the LSU 30 three times but their efforts were wasted. Freshman walk-on Tommy Griggs missed a field goal try of 37 yards in UK's first possession and the other two drives were thwarted by interceptions.

"I think our defense did a

spectacular job." Curci said. "But this is a three-part game—offense, defense and kicking. You cannot turn over the ball six times against a team like LSU. We had no consistency at all. Turnovers just kill you. It was a sloppy game, really."

The Wildcats' defense was led by medical student-linebacker Jim Kovach, who had 11 solo tackles with eight assists.

"Kovach appeared to play

well," Curci said. "I don't know how many tackles he had but it looked like he played really well. Our defense played extremely well."

LSU posted its first shutout since the second game of the 1977 season when the Tigers whipped Rice 77-0.

McClendon said, "What my players are proudest of is the shutout. At the half they showed they really wanted that zero."

**Lady Kats beat Vandy**

The Lady Kats tennis team easily defeated Vanderbilt 9-0 Friday at the Complex Courts. The victory brings the Lady Kats record to 12-3 in the season.

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LSU kicker Mike Conway has record-setting night



By TOM MORAN/Kernel Staff

Kentucky football coach Fran Cucci shakes hands with LSU coach Charlie McClendon, congratulating him after the Fighting Tigers blanked the Cats 21-0 Saturday night. The Wildcats were shutout for the second straight game at home.



By TOM MORAN/Kernel Staff

LSU kicker Mike Conway boots one of his four field goals in the Fighting Tigers' 21-0 victory over UK Saturday night at Commonwealth Stadium. Holding the ball is David Woodley, the LSU quarterback.

By MIKE KENNY Staff Writer  
When Louisiana State headed out of Commonwealth Stadium Saturday night the Tigers took with them two new records in addition to a 21-0 shutout win.  
Surprisingly, it was Mike Conway's placekicking, not Charles Alexander's running, that put the new pages in the book. Conway booted four field goals to break one record, and the Cajun senior set another one when he became the first kicker in LSU history to score over 160 career points. Conway put 13 points on the board to raise his four-year total to 161 points; the old mark was 155 points.  
Conway later said of the feat, "I had no idea of the records until someone told me in the locker room." He added that he was more concerned

about the field goal he missed late in the first quarter than the ones he made afterward. Before missing that one, he had gone five-for-five on the year.  
However, even with the miss Conway ended the night on a high note, kicking four consecutive three pointers to bring his record to an impressive nine out of ten for the season.  
Conway also did the kickoff duties for LSU and he put the ball inside the Kentucky three five times. The one time he did not kick that far was when LSU tried to prevent a Kentucky runback by fielding a short kick.  
Though field goals were responsible for more than half the LSU scoring and the kickoffs were deep, the punting game played just as vital a role in the Tiger win.  
John Adams punted for LSU

and ended the night with a 45-yard average, causing Coach Charlie McClendon to say, "I just couldn't ask him to do any better." Adams booted one from his own 45 all the way to the end zone fence, but the Tigers had jumped offsides, and the junior punter had to kick again. This time he let up a little and only kicked the ball 55 yards to the Kentucky five. He said of the incident, "I did it once and I kind of knew I could do it again."  
Ironically, the LSU punter also played a role in the Kentucky punting game, as Adams tackled Kevin Kelly in the UK end zone for a safety. All this had a direct influence on McClendon's final appraisal of the game: "You can see the importance of the kicking game. It would be difficult to have a better kicking game than we did tonight."

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# Social workers combat negative attitudes and frustration

By KIM AUBREY  
Staff Writer

The social worker deals with people on a one-to-one basis. He will find through his experiences, however, that this is not as easy in today's dynamic and fast-paced society as it sounds.

Training is an essential part in the education of a social worker. Many UK students who are eyeing a career as a social worker have become involved in the Lexington area. This practical training has given them a chance to view their profession.

"There's a lot of negative public attitudes about social workers," said John Ausburger, a second year graduate student and teaching assistant in social professions.

"It's frustrating in social work to cope with the public attitude toward what the system is trying to change."

Ausburger said he has often found that people with the power and money to make changes were apathetic and unskilled in the area of social problems. "I think it's unfortunate that too often people in control of programs and money for social services do not have the training and expertise in solving social problems," said Ausburger.

Ausburger has direct experience in several areas of social work. He has worked as a volunteer assistant director at a camp for juvenile delinquent boys in Family Counseling Service and he has worked with emotionally disturbed children and at a mental health clinic.

"When I first started working in the field I wasn't sure about my competency. But as time went by, I became more comfortable in my roles. I was mainly interested in helping individuals and I had no big ideas about social change," said Ausburger.

Ausburger said that through his experiences he has taken interest in social changes.

Working with people in need of food, housing and clothing has forced Ausburger to come face to face with the realities of poverty. "I really saw how it was and what it was to be poor," he said.

Ausburger said it was not unusual for him to see families that had no heat in their homes. He told of one case in which an infant died of asphyxiation when placed in front of an open oven to keep warm.

Ausburger also told of one case in which a woman has to get all her teeth pulled, but could not afford dentures. He said that within three months she lost 60 pounds because she did not know which foods she could eat that she could afford.

He hopes to move into planning and management roles of social work, but for now he still wants to experience and be exposed to a variety of social services.

Ken Hicks, second year graduate student in Social Professions, grew up in the Bronx of New York City. He learned first hand that there were not enough programs that worked with youth.

"Youth don't have enough positive adult figures spending time with them," he said.

Hicks is working at the Lexington-Fayette County Juvenile Court Intake Unit. He is also sitting in on the planning meetings of a new juvenile detention center. Aside from his work at the intake unit, Hicks is also observing the different components of the court systems.

"Social work became very frustrating when you get caught up in the bureaucracy," she added.

Hicks said. He is interested in some day starting his own program so he does not have to "answer to someone all the time."

Hicks would like to see more programs that involve adults and their community needs.

"My primary concern, he said, "is for the people's needs to be met. Everything else

comes second."

Encountering an unwilling public can be a blockade to the social worker. "It's difficult to deal with people's attitudes when you are trying to bring about a change concerning a certain issue," said Lori White, a second year graduate student in social professions.

"People are either misinformed or don't want to know," she said.

White has worked with planning and zoning in Jessamine County. Her duties included working with a citizens' advisory board responsible for putting goals and objectives together. White also prepared a booklet which consisted of a survey of the needs of the community.

As a therapist at the Frankfort Comprehensive Care Center, White had her own case load of four- to six-year-old children who were considered "developmentally delayed."

Her other field experiences include working in juvenile criminal courts; working on a task force on consultation and education; and she is a social professions teaching assistant at UK.

"My mind has opened up to a lot of different things," said White.

"At first, I was clinically oriented, but that soon changed with experience. The system tries to deal with people by putting them into categories, but not everyone fits into a category," White said.

"Social work experiences really broaden your horizons," she added.

Many students indicated that being a social worker does not give one the right to tell the person you are counseling what you think is right and wrong.

"You cannot impose your values on someone else," said Gail Aldridge, a second year graduate student in social professions.

Aldridge has had field

experience in the emerging problem of child abuse. She is now working in advanced practicum with the Child Abuse Team in Lexington.

"When a parent is confronted with the report of the possible child abuse the reactions vary. Sometimes parents get angry and some are actually embarrassed that they were reported," she said.

"It's hard to develop a line of communication with the accused parent," Aldridge added.

"A lot of things contribute to child abuse. When people hear about a child being physically abused they think of the abuser as being an 'animal.' Poor housing, unemployment, and marital problems all can contribute to child abuse," said Aldridge.

"I've grown up a lot since I've been a social worker. I used to be idealistic, but my attitudes have matured," Aldridge confessed.

Surprisingly though, some freshman social work majors are very realistic about what they will encounter in their future career experiences.

Wendy Bruce, a freshman in social professions, has worked in a learning center for children. She wants to work with children and young people as a social worker.

Bruce said she thought parents would often be a hindrance to her helping children. "Parents find it hard to accept the fact that their child has a problem," said Bruce.

"Even if I can just help 10 people in my lifetime, I'll be happy," said Bruce.

Nancy Meeker, a freshman in social professions, wants to work with foster homes and adoptive services. Meeker's mother has taken in 14 foster children over a period of years.

"What I think I'll find most frustrating in working with foster children is knowing they don't always get what they need," said Meeker.

"Getting involved with the children is essential, but it can also be heart-breaking."

"I would like to see more places for people to go when they need help," said Meeker. "There just aren't enough places that can really help people," she said.

"I realize I'm not going to reach everyone," said Lee Meyer, social professions freshman. "Not everyone will want my help," she said.

Meyer is taking a course in social work which involves visiting several social work agencies. "It's better than I thought it would be," said Meyer.

Lexington has over 50 social service agencies.

In order to engage in public or private social services in the state of Kentucky as a social worker, you must have a license or a certificate.

The requirements to be a licensed social worker are a B.A. in social work or social welfare program and to pass an examination prepared by the

Board of Examiners of Social Work.


A certified social worker is required to have either a masters' or a doctorate degree in social work and pass an examination prepared by the Board.

"This is an attempt to tell people that the social worker is a trained professional," said Chet Holmquist, president of the state chapter of the National Association of Social Workers.

"Too many people associate the social worker with social welfare," said Holmquist. "It just doesn't stop there. The social worker deals with people at all levels of life," he added.

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"THE DEEP"

### 23 MONDAY

- SCB Movie: "Psycho," SC Theatre, SC, 7pm and 9pm. Adm. \$1.00.
- School of Music: "Wind Quintet Recital Ky. Wind Quintet," Memorial Hall, 8:15 p.m.
- Football Ticket Distribution for "UK vs. Georgia," Memorial Coliseum.
- Intramural Sports Last day to enter Handball Singles, Seaton Center.
- SCB Travel-Registration and first deposit will begin for Continental Europe tour (May 17-31) Student Center, rm. 204, noon-2p.m. All trips registration and deposit payments continue until filled.

### 24 TUESDAY

- SCB Movie: "The Cocoanuts," SC Theatre, SC, 7pm and 9pm. Adm. \$1.00.
- Landscape Design Study Course: Student Center, Theatre, 8a.m.-4p.m.
- UCM Luncheon Forum: "Responsible Use of Power (A Sociologist's View)," Koinonia House, 12noon-1pm.
- Council on Aging Forum: "Reviewing Edna Ferber's Biography," Student Center, 4pm.
- SCB All Campus meeting, open to the public. President's Rm. Student Center 7:00 pm. Refreshments will be served.

### 25 WEDNESDAY

- SCB Movie: "Black and White in Color," SC Theatre, SC, 7pm and 9pm. Adm. \$1.00.
- Music Presentation: "Old Time Mountain Music Show," Student Center, rm. 206, 8pm-10pm. No Charge.
- Theatre Arts-Audition for Play, "A Midsummer Night's Dream," Fine Arts Bldg., rm. Guignol Theatre, 7pm-10pm, Oct. 25-26.
- Computers for Small and Medium Size Businesses Seminar, Sheraton Inn.
- SBA Wednesday Forum: "Governor Louie B. Nunn: "Governatorial Symposium," Law Bldg., Courtroom, 12noon-1pm.
- SBA Wednesday Forum: "Governor Louie B. Nunn: "Governatorial Symposium," Law Bldg., Courtroom, 12noon-1pm.

### 26 THURSDAY

- SCB Movie: "Black and White in Color," SC Theatre, SC, 7pm and 9pm. Adm. \$1.00.

### 27 FRIDAY

- SCB Movie: "The Deep," SC Theatre, SC, 6:30pm and 9pm. Adm. \$1.00.
- School of Music: "UK Orchestra Concert," Memorial Hall, 8:15 p.m.
- Minority Student Affairs: "Brothers," Classroom Bldg., rm. 118, 7:30 pm. No charge.
- Music Workshop: "Mountain Music Workshop," Student Center, rm. 206, 9am-11am.
- Council on Aging Forum: "Growth in Lexington," Student Center, 4pm. Blood Pressure Clinic, Student Center, rm. 251, 2:30pm.
- M.O.D.S.E.T.-Engineering Seminar, Carnahan House Conference Center, Oct. 26-27.

### 28 SATURDAY

- SCB Movie: "The Deep," SC Theatre, SC, 6:30pm and 9pm. Adm. \$1.00.
- SCB Movie: "Casablanca," SC Theatre, SC, 11:15pm. Adm. \$1.00.
- Home Football Game-UK vs. Georgia.

### 29 SUNDAY

- SCB Movie: "The Deep," SC Theatre, SC, 6:30pm and 9pm. Adm. \$1.00.
- Halloween Bash-Sponsor by Patterson Hall. Donations required at the door, with all proceeds given to the United Fund. Everyone must wear a costume. Patterson Hall, Lobby, 7pm-11pm.

### 30 MONDAY

- SCB Movie: "Magnificent Ambersons," SC Theatre, SC, 7pm and 9pm. Adm. \$1.00.
- Middle East Studies Program: "The Jews in the Middle East from 1453-1740 with special reference to Post Sabbatical Sev. Period," Student Center, rm. 115, 3:30pm.
- Zeta Tau Alpha and Centra Ky. Blood Center: "Blood Drive," Zeta Tau Alpha Sorority House, 6pm-9pm, Oct. 30 Nov. 1.
- CKLS-Peter Hackes, Lecturer, Memorial Hall, 8pm.
- Intramural Sports Last entry date for Turkey Trot: Faculty Staff, 3 person Basketball, Turkey Trot. Play begins for Handball Singles.
- Colloquium: "Possible Climate Effect Resulting from Fossil Fuel Release of Carbon Dioxide," Chem-Physics Bldg., rm. 155, 4pm-5pm.

### 31 TUESDAY

- SCB Movie: "Double Feature: Frankenstein, 7:30pm and Bride of Frankenstein 9pm," Adm. \$1.00.
- UCM Luncheon Forum: "Vietnam on our Mind: Remembrance, Reconciliation, and Renewal," Koinonia House, 412 Rose St, 12noon-1pm.
- Lecture: "Ghiaccio Forte, Tuscany," Classroom Bldg., rm. 102, 8pm.
- Council on Aging Forum: "Topic to be announced," Student Center, 4pm.

## WED, NOVEMBER 1

- SCB Movie: "Serpico," SC Theatre, SC, 6pm and 8:30pm. Adm. \$1.00.
- School of Music: "Faculty Recital: David Effigly, horn," Memorial Hall, 8pm.
- Press Day: Kentucky High School Press Yearbook Day and Newspaper Day, Student Center, 8am-4pm, Nov. 1-2.
- Workshop for Beginning Income Tax Preparers: Carnahan House Conference Center, Nov. 1-3.

## 2 THURSDAY

- SCB Movie: "Serpico," SC Theatre, SC, 6pm and 8:30pm. Adm. \$1.00.
- Music: "Truth Concert," Student Center, Ballroom 8pm-10pm. Price: \$2.00.
- Council on Aging Forum: "Inflation," Student Center, 4pm.
- Mountain Banjo Workshop, featuring Art Rosenbaum, 12:1 p.m., Noon Concert, Student Center Patio (if rain, M.I. King Library Gallery), 3:30 p.m., Seminar, President's Room, Student Center, "Mountain Banjo Picker, his Repertoire and Style."
- Arts Professions: "Art Rosenbaum, Painter from the University of Georgia, will give a presentation on his work," Whitehall Classroom Bldg., rm. 122, 7pm-8pm.

## 3 FRIDAY

- SCB Movie: "The Spy Who Loved Me," SC Theatre, SC, 6:30pm and 9pm. Adm. \$1.00.
- SCB Movie: "Deliverance," SC Theatre, SC, 11:15pm. Adm. \$1.00.
- School of Music: "Senior Recital: Virginia Hamilton, voice," Memorial Hall, 8:15pm.
- Arts Professions: "New Curriculum Presentation," Classroom Bldg., rm. 118, 11am-12noon.
- Appalachian Sources Conference. Registration deadline October 30. Call Anne Cambell, 268-8611. Special Collections: M.I. King Library. Students, faculty and wives welcome. 1:30p.m. Special Collections, M.I. King Library. Speakers include Ron Eller, Dr. Cratis Williams, Harry Caudill, Charlotte Ross and Robert Dunn. 7:00p.m. Dinner, Spindletop Hall. Readings and performance by Lee Pennington. For reservations, call Anne Campbell.
- Football Game UK vs V.P.I. Away.
- SCB Concert: "Spotlight Jazz Series: McCoy Tyner," Memorial Hall, 8pm.

## 4 SATURDAY

- SCB Movie: "The Spy Who Loved Me," SC Theatre, SC, 6:30pm and 9pm. Adm. \$1.00.

# FORD'S Insider

A CONTINUING SERIES OF COLLEGE NEWSPAPER SUPPLEMENTS



**CAREER / CONSCIOUSNESS:  
A DO-IT-NOW GUIDE FOR TODAY'S STUDENTS**

# THE FUTURA IS NOW.

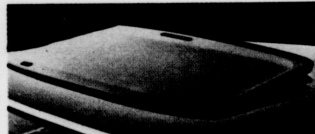
Right now! Ford Futura gives you advanced styling with the look of tomorrow today. A sporty coupe with all the style and flair that's just right for the life you're livin'. You don't have to wait for the future to afford an expensive personal car. You're ready for Futura—now!



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**Now** means personal style. Add your own touch. Order your own personal Futura to your own personal taste.



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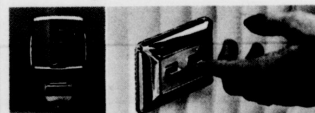
\*At time of publication, 1979 EPA estimates were unavailable. See your Ford Dealer for actual 1979 EPA mileage estimates.



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**Now** means you've got your own style... and we've got the car to match.



**Now** means luxury touches and high style, coming and going. Why not the optional touch of power windows?



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**FORD FAIRMONT  
FUTURA**

FORD DIVISION



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## What Is Career Consciousness?

Not every college student dreams about being chairman of the board of a giant corporation. But most of you are realistic enough to admit that you're going to have to work after graduation—whether managing a corporate conglomerate or farming your own five acres.

Work is an integral part of everyday life. As a matter of fact, your career will take up a pretty hefty chunk of your time. Something like 10,000 days.

That's how much time the average American adult spends on the job.

Optimists that we are, most students don't entertain the idea that their 10,000 working days could ever end up as 40 years of hard labor. In a survey of last year's seniors, optimism about their personal futures was super-high. Seventy percent said that they expect to achieve status and recognition in their chosen fields. Fifty percent expect to be wealthy in the future.

That's a nice, ambitious dream to have, but unless you do something about it *now*, you could find yourself in hot water. The job market is not exactly begging for applicants in many fields. And there isn't room at the top—or even the middle—for everybody who wants to be there. The only way to insure that you have a chance at a fulfilling career is to start planning for it today.

That's what "career consciousness" is all about. Taking your dreams and trying to make them come true. It doesn't mean clawing your way to the top. Or becoming a white-collar robot. It means sitting down and doing some realistic planning to get your career plans in gear. Whether you're headed for a mountaintop retreat or a corporate boardroom—the more you postpone your plans, the harder your trip will be.

*Ford's Insider: A Continuing Series of Newspaper Supplements* is sponsored by Ford Division of Ford Motor Company and published by 13-30 Corporation (which also produces such familiar campus publications as *Nutshell* and *The Graduate*). Ford's sponsorship of this publication is an indication of their desire to provide services to college students. Please take the time to let us know how you like this supplement by returning the postage-paid card on page 16. And for more information on Ford's product line, use the card on page 8.

Good reading!

**ART CREDITS: COVER**—Joe Acree. Neal McPheeters—pages 4, 5, 9, 10, 23; Janine Orr—pages 18, 19; Ken Smith—pages 8, 17, 18.

**PHOTO CREDITS:** Jacqueline Kaufman—page 11; Terry Moore—pages 4, 5, 7, 16, 22, 23; John C. Phillips/*Chronicle of Higher Education*—pages 16, 18.

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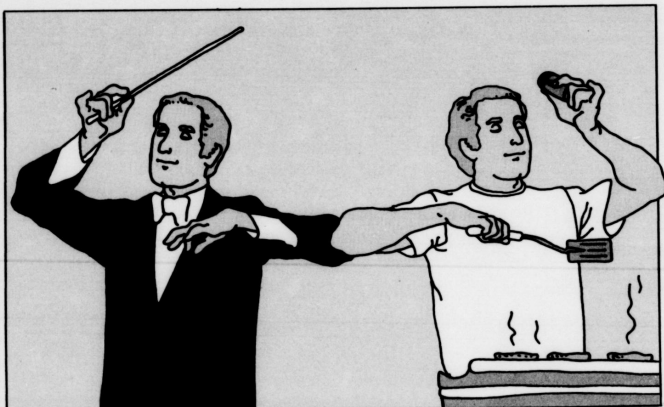
## A Guide for Today's Students

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# START NOW

Planning a career is a special process that should begin while you're still in college.



## Expectations vs. Realities

The government's labor forecasters have some good news and some bad news for current college seniors. The good news is that 98 percent of all graduates who want jobs will be able to find them. The bad news is that one out of every four graduates will not get the kind of job he or she wants. Although the value of a college education has been questioned in the past few years, the monetary return still looks encouraging. The average college graduate can expect lifetime earnings of about \$750,000—which is 36 percent higher than the average for a high school graduate.

And despite a lot of talk about unemployed Ph.D.s, there is clear evidence that college graduates are less likely to be unemployed than those without degrees. The unemployment rate for college graduates is 2.4 percent; for the work force as a whole, the rate is now hovering between 6 and 7 percent.

Still, a quarter of those employed graduates are going to be holding jobs that disappoint their college dreams. Between 1976 and 1985, more than 10 million college graduates will enter the labor force. Unfortunately, there will be only about 7.7 million openings in the professional and technical positions that graduates traditionally seek. Each year, between 140,000 and 200,000 bright, highly educated persons will accept jobs in sales, clerical work, crafts, farming, service professions

or other areas in which a college degree isn't always required.

The main force behind this is the simple law of Econ. 101: supply and demand. In the Sixties, there were too many jobs chasing too few college graduates, and anyone with a mere B.A. was virtually guaranteed a financially rewarding, college-level job. Today, the market is crowded to the bursting point by postwar boom-babies who grew up and poured into colleges in record numbers. In 1974-75, an astounding 1.3 million students received degrees—double the number that graduated 10 years before.

Meanwhile, a recession-plagued economy has not created enough new jobs to absorb this huge increase in workers. Says Arnold Weber, former Assistant Secretary of Labor, "The large concentration of workers in the 25-to-34-year-old age bracket will move through the labor force like a pig through a boa constrictor." And that means that a younger, slightly smaller pool of current college students will have to stand in line behind them—or locate some alternate routes to the job market.

John Shingleton, director of placement services at the Michigan State University, says flatly, "The difference between being able to get a job and not being able to get a job after graduation, in 99 percent of the cases, boils down to one thing: planning." Shingleton notes that each year, about

four weeks before graduation, around 20 to 30 percent of the senior class wakes up and haphazardly begins to look for work. Many students, says Shingleton, "put more energy into selecting a stereo set than into choosing a line of work."

Moving toward the right career is a vital part of education—and the process should begin long before you leave the campus. This preparation involves finding out as much as possible about the job market and your own needs, taking courses that give you a variety of skills, getting on-the-job experience before you graduate, and making contacts who will ease the ice-water shock of entering the working world.

The main reason for planning is *not* to give you a competitive edge over all the other job-seekers and grad school applicants, although foresighted students are most likely to achieve the top spots. What's more important is finding the right niche for yourself—an occupation that uses your skills and satisfies your goals rather than the closest slot available. "The happiest and most successful person," Mark Twain once said, "works all year long at what he would otherwise choose to do on his summer vacation."



**Paul Pak**  
Food technology major

"I knew I was interested in certain areas of science. By talking to professors and reading the industry's trade journals, I decided on a major that would offer good opportunity as well as stimulating work."



## Busine

Not long ago, social scientists said college students are getting ahead in 20 years.

## ...And

Since then, graduates are finding it hard to get a job.

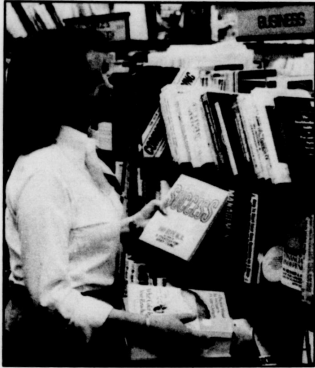
Last year, around 10 percent of majors in business is looking for a job.

According to the Bureau of Labor Statistics, the unemployment rate for college graduates is 2.4 percent; for the work force as a whole, the rate is now hovering between 6 and 7 percent.



## 26

Academics are finding it hard to get a job after graduation.



### Business Is Booming...

Not long ago majors like education and social sciences were the top choices of college students—but today's undergraduates are getting down to business. Last year, 20 percent of incoming freshmen said

they planned to major in business-related areas. Other majors lagged behind.

According to current wisdom, a business degree can be a passport to success in the job market. Graduates with bachelor's degrees in business can expect higher-than-average starting salaries, while grads of the top business schools can expect starting salaries from \$18,000 to \$27,000.

Does that mean your best chances for success lie in ditching your Great American Novel course and heading for the nearest marketing class? Not necessarily. According to professionals in the employment field, a vocation shouldn't be chosen because it seems favorable at the moment. A strong growth rate in any field may be quickly counteracted by a flood of qualified graduates. Witness the once-promising fields of law and journalism, where a spiraling number of graduates are competing for an increasingly limited number of openings.

So what's your best bet? According to one counselor, your major should allow you to "do something you enjoy doing and that you are capable of doing well."

### ...And Liberal Arts Looks Better, Too

Since the early Seventies, liberal arts graduates have been a dime a dozen in the job market. Times are changing.

Last year marked a long-awaited turnaround in the dismal job outlook for majors in nontechnical fields, and this year is looking even better.

According to Stephen Wilhelm, manager of field services for the College Placement Council, top companies are expanding their recruiting staffs and are increasingly seeking out promising liberal arts majors. "Companies like IBM, GE and Proctor & Gamble are starting to use

them in marketing and administrative training programs," Wilhelm notes. "It's the same thing they did in the Sixties—take liberal arts majors and mold them for their own uses. They realize that the generalist offers something valuable to the business world."

"I still think liberal arts is a great preparation, because a liberal arts major is more flexible to adapt to changing demands in the job market," says Katherine Tobin of Skidmore College's career planning office. "You simply have more choice than if you train for one narrow job area."



### 26 Hot Jobs

According to labor forecasters, these are the jobs with the best employment prospects for college graduates in the late 1970's and early 1980's:

- Accountant
- Chemical engineer
- Chemist/food scientist
- Computer programmer
- Dentist
- Dietician
- Electrical engineer
- Geologist
- Health services administrator
- Industrial engineer
- Insurance actuary
- Landscape architect
- Manager trainee
- Occupational therapist
- Osteopathic physician
- Personnel executive
- Petroleum engineer
- Pharmacist
- Physical therapist
- Public relations executive
- Registered nurse
- Social worker
- Statistician
- Urban planner
- Veterinarian

### College to Career: Finding Yourself in the Job Market

"You will be whatever you resolve to be," is the opening quote of this practical and readable book aimed at a college audience. As placement director at Michigan State for more than a dozen years, the author is well-qualified as a job-hunting advisor. Beginning with a new look at the work ethic and the process of goal selection, the book guides you toward the working world, adding tips on career advancement once you've landed a job. By John Shingleton, with Robert Bao (McGraw-Hill, New York, 1977, \$5.95).



### A Good Place To Start

There are many publications which can help you find out more about careers and employment possibilities. Most are available in your placement office or college library. Here are some to get you started.

• **Occupational Outlook Handbook, 1978-79 Edition.** Contains comprehensive, up-to-date information on job duties, educational requirements, employment outlook, and earnings for 300 occupations and 35 industries. It can be obtained for \$8 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. **The Occupational Outlook for College Graduates** contains the same information about more than 100 jobs for which an education beyond high school is necessary or helpful. It can be obtained from the Government Printing Office for \$4.50.

• **College Placement Annual.** Occupational directory with career information on approximately 1,000 employers. It is often distributed free of charge by college placement offices, and is available for \$5 from the College Placement Council, Inc., P.O. Box 2263, Bethlehem, PA 18001.

• **Occupations in Demand at Job Service Offices.** The U.S. Employment Service puts out a special edition of this monthly bulletin in the fall for students and recent graduates. The bulletin highlights occupations for which large numbers of job openings were listed with public employment service Job Banks during recent weeks. You can get bulletins by writing the Employment and Training Administration, U.S. Department of Labor, Washington, DC 20213.

• **The Encyclopedia of Associations.** Lists professional organizations and trade journals, which are useful sources of information about prospective careers and job opportunities. Most professional groups offer free information on jobs, training and scholarships.

## Pay Checks

Money isn't everything, but most people give it some thought. Here are the average salary offers made to those graduating with bachelor's degrees last year.

Major	Monthly Salary	Major	Monthly Salary
Accounting	\$1,061	Social Sciences	\$861
Business	\$920	Agricultural Science	\$913
Chemical Engineering	\$1,393	Biology	\$877
Electrical Engineering	\$1,253	Chemistry	\$1,102
Mechanical Engineering	\$1,301	Computer Science	\$1,120
Petroleum Engineering	\$1,517	Health Sciences	\$921
Humanities	\$810	Mathematics	\$1,073

Source: College Placement Council, Inc., *A Study of Beginning Offers*.

## Good Advice From Five Placement Directors



**Victor R. Lindquist,**  
Director of Placement,  
Northwestern University:

"You need to go into the marketplace with more than a degree. Learn some solid skills—like computer programming, statistics, communication. I don't care if you're majoring in accounting or classics, these skills will be your entree into the working world."



**John Shingleton,**  
Director of Placement Services,  
Michigan State University:

"First of all, know yourself and know what you're shooting for. Then design a plan with the equipment and abilities you have to achieve the goals you've set. If you want it badly enough, you can do it."



**James L. Galloway,**  
Director of Placement,  
Bowling Green State University:

"My advice is to get some basic job experience before making a decision. Most students don't have enough exposure to the world of work and end up making purely subjective career decisions based on their parents' wishes or unreliable information they've picked up somewhere."



**Katherine Tobin,**  
Director of Career Planning,  
Skidmore College:

"Many students get so hyper about making an early career choice that they jump into something they think is practical—often sacrificing what they are truly interested in studying. I say don't choose something just for practical reasons. The job market could change by the time you graduate, and then where would you be?"



**Kitty Padgett,**  
Director of Career Planning and Placement,  
Albion College:

"Career planning is not sitting down one day and saying, 'Okay, now I'm going to decide what I want to be.' It's a process that goes on day to day while you're living on campus, working at summer jobs and interacting with others. If you're not ready to decide now, don't feel guilty. But don't avoid thinking about it. Try new courses, have new experiences, reflect on what you like to do and might want to do."

## There Oughta Be a Course...

You can take classes to learn how to cook, play tennis and fill out income tax forms. Many placement officials think there should be required courses in how to choose a career and find a job. Such courses are currently offered at a handful of schools, including Michigan's Spring Arbor College. Spring Arbor students get one hour of credit for taking the "Life Work and Planning" course, which offers personality assessments, exploration of different careers, and tests to determine types of occupations students are best suited for.

Tom Johnson, director of career advisement and planning at the University of Wisconsin at Madison, is proposing a similar course for students who have not yet selected a major. "So many times students wander into a major and then into a career without much thought or planning," he says. "I'd like to see students at the freshman and sophomore levels start some planning about the courses and job experiences that will lend themselves to their career objectives."

## Technical Careers Opening for College Women

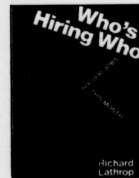
College women are choosing majors in math, sciences and business.

While the number of female education majors dropped by 30,000 in the years from 1973 to 1976, the number of women in business and computer science sequences more than doubled. Women are also grabbing more places in business, law and medical schools. In 1970, just 801 females graduated from the nation's law schools. By 1976, there were more than 6,000 women graduates.

Women who choose nontraditional majors can expect to be courted by the top companies. Perhaps the most attractive field for female grads is engineering, where about 99 percent of active employees are male. As late as 1976, just one in 40 engineering graduates was a woman.

### Who's Hiring Who

Finding your best job field and grabbing a toe-hold in the competitive job market are covered in detail. The author also provides a useful 10-step "Career Analysis Guidelines" exercise which helps reveal the outlines of your "ideal" job. By Richard Lathrop (Ten Speed Press, Berkeley, 1977, \$5.95).







# GET PERSONAL

If you don't know what you want out of life, how can you possibly plan for a career that will make you happy?

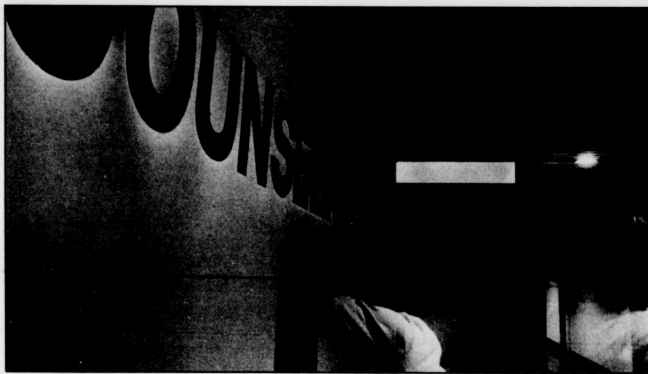
## Getting To Know You

What you do for a living should depend a lot on who you are and who you want to become. Sounds obvious, perhaps—but considerable numbers of people miss the boat on this important side of choosing a career.

In our society, work tends to be a major piece of your identity. We label each other by our jobs and ask, "What do you do?" within minutes of meeting someone new. Work will probably influence your material comfort, your circle of friends and your feelings of self-worth and satisfaction with life. You can avoid joining the ranks of people who are dissatisfied with their work by making a conscious effort *now* to explore your own needs, talents and interests. Start by looking back on your personal history and applying this checklist:

1. Review all projects, awards, hobbies and other things that called upon your skills and abilities within the past three to five years. Which activities gave you the most personal satisfaction? Can you notice any pattern of areas in which you excel?
2. Now look at your past work experiences and extracurricular or academic activities. Which of these continue to interest you? Why?
3. Next list all of these favorite activities or involvements in order of preference. What specific skills did each use (such as managing money, working with people, organizing a system or taking responsibility)? Do you seem to prefer one type of environment over another?
4. Now start adding things up in terms of your past history *and* current feelings. Do you enjoy working with concrete, physical things, or abstract ideas such as time and space? Do you like to have assignments spelled out in detail or prefer to work independently? Are you an indoors or outdoors person? Do you work well under deadline pressure? Are you most comfortable spending time in a large group, with just a few people or by yourself? Do you like to be in charge?

All of these personality traits help determine the type of work that fits you best. Try taking this checklist or a similar outline of your wants and needs to your campus career counseling office. With a rough sketch of the real you in hand, it's much easier to locate your specific options in the job market.



## The Nonsense About Decision-Making

To put your energies behind a career goal, you have to make a firm commitment. That often means deciding between options and risking a bad choice. Psychology professors Irving L. Janis and Leon Mann, authors of *Decision-Making, A Psychological Analysis of Conflict, Choice and Commitment*, caution you to be wary of the following common myths when you make important decisions.

**Myth 1: You must make decisions by reason alone.** Nonsense. Despite the most rational approach, if a decision just *feels* wrong, look out. We often have to trust our feelings about what makes us happy or comfortable.

**Myth 2: Never changing your mind is a sign of strength.** Situations change every day, and you must make decisions based on the most updated information available to you. Perhaps what seems like the perfect decision now will next year seem impossible. Remember that most decisions are not irrevocable. Don't be afraid of shifting gears to a more likely choice as your attitudes change. And try to leave some options open for changing your mind.

**Myth 3: Most good decisions are made quickly and on your own.** Not necessarily. Whenever you are tempted to make a fast decision, make a list of all the positive and negative factors involved. It might unearth some possibilities or solutions that you hadn't thought of.

And you can certainly use the advice of people qualified to help you. Talk it out

with friends, parents, advisors and a career counselor. While the final decision must come from you, weighing the advice of those who can help makes good sense.

**Myth 4: A good decision should make you totally happy.** Any decision has its positive and negative consequences. Being aware of the good and bad in any choice makes it easier to accept emotional setbacks. Don't expect a completely happy ending to *any* decision.



**Gina Pera**  
Journalism graduate

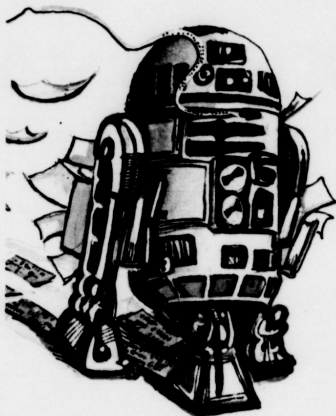
"I never really sat down and analyzed my abilities; it was kind of by instinct that I chose my major. Eventually, I'll get the kind of job I want, but it would have been much easier and faster if I'd done some planning."

## Star Wars Had Smart Droids Like R2-D2 and C-3PO. Is There a Friendly Helpful Computer On Your Campus?

Computers that match students with prospective employers or predict their success in a given field are increasingly in use on campuses around the country. It's worth checking out at your career counseling center.

The systems fall into two categories—those which only give access to job information (like which companies hire English majors) and those which interact with individuals to help them with the career decision-making process.

Most common are information networks like the University of Oregon's Career Information System (CIS). CIS is programmed to answer hundreds of fre-



quently asked questions. Students enter a specific career choice or list special talents and interests, then get back a printed read-out with information about job descriptions, availability of jobs in given fields, starting salaries or people willing to talk about their own jobs.

Another such approach is the Grad II system, in use at about two dozen schools around the country. It matches students and employers by grade-point average, major, geographic and salary preferences.

The newest computerized systems not only provide information but also "talk back" to students. One of the best known is SIGI (System of Interactive Guidance and Information), now used on over 20 campuses. SIGI asks each student about his or her occupational values (such as leisure time, salary, recognition and independence), then locates occupations that meet these specifications. From here it predicts the student's degree of success in preparatory programs, outlines a curriculum and rates the career choice in terms of risks and rewards.

Computers, like counselors and vocational tests, can't tell you what to do. But they can help you clarify—and classify—your values and goals.

### What Color Is Your Parachute?

Career and life planning deal with more than the daily 9-to-5. The author provides a humorous step-by-step guide to beating the "Neanderthal" job-hunting system.



Chapters include exercises to help you clarify goals and interests, as well as decide what you most enjoy doing. There are also tips on writing resumes, finding out where the jobs are and improving your interview skills. By Richard Nelson Bolles (Ten Speed Press, Berkeley, 1976, \$4.95).

### Project Future



In his book *Future Shock*, Alvin Toffler recommends that students write a "future autobiography." Try this for yourself by setting down a scenario of your career and life five or even 10 years after college. What do you see yourself doing? How far have you risen beyond an entry-

level job? How have you accomplished this rise? What section of the country do you live in? What size community? Are you married? With children? How have you managed with a career and a family? Are you happy with your job? With your life? Watch out for the fleeting thoughts of fantasy that tend to clutter reality. Throw out all of the "if onlys" (you get thinner, better-looking or inherit your uncle's business). Deal, rather brutally and honestly, with what is *likely* to happen to you.

Put this autobiography on the shelf to study again a few months from now. Better yet, do the exercise with a friend or two, read each other's work and discuss it. In these pages, you'll find many clues about your own philosophy of life and priorities for working.

## Look What You Can Find at the Placement Center

The career planning or placement office is often one of the best-kept secrets on campus. Few students bother to drop in. But it's a prime source of materials on choosing a career and learning how to go out and get it.

While centers differ in the sophistication of their counseling techniques and technology, most of them have standard methods to get you started. Look for the following at your own center:

- **Job Skills and Prospects.** You will find reams of written material on jobs, skills required for those jobs, directories of companies and company-related literature.

- **Resumes.** Most people agree that the almighty resume is still a very important part of the job search. Centers often organize resume-writing workshops and maintain credential services that keep students' resumes and personal references on file in order to match them with potential employers.

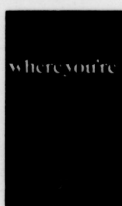
- **Interviews.** Watch for notices about visiting company recruiters, as well as workshops on interviewing skills and assertiveness training to make the most of job contacts.

- **Internships.** Most centers work with undergraduates in setting up and monitoring internship programs. Some also work with companies to develop new programs.

- **Vocational Interest Tests.** These are offered by placement centers to help you discover your interests, abilities and experiences, and to match these characteristics with specific careers. The two most often given are the Strong-Campbell Interest Inventory and the Kuder Occupational Interest Survey. Both rate your preferences for certain types of tasks, work environments and challenges.

### If You Don't Know Where You're Going You'll Probably End Up Somewhere Else

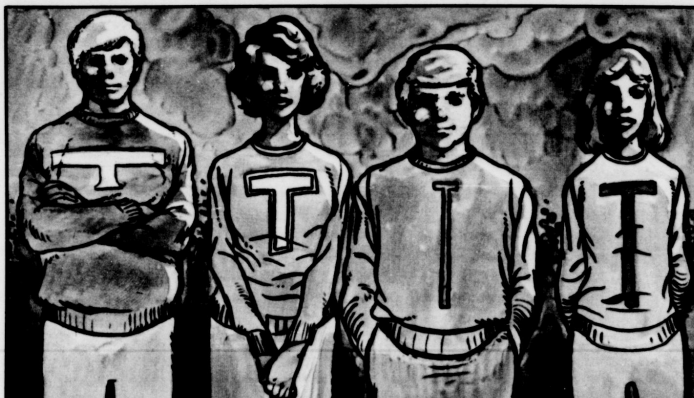
This book offers no strategic tactics or complicated balance sheets to rate your skills and abilities—just a few sound principles to guide you through your options and opportunities. The most important long-range goal, according to the author, is to make the most of what you have. The more talents you develop and assets you acquire, the more control you have over your future. By David P. Campbell, Ph.D. (Argus Communications, Niles, Illinois, 1974, \$1.95).





# BE CLASS CONSCIOUS

Make the most of your time in school...decide what's right for you...explore all your options.



## Opportunity vs. Obsolescence

Way back when, a student majored in something like English or math or psych, then lock-stepped in a set curriculum to graduation. These days, college programs provide a far greater range of choices—and a far greater number of potential pitfalls for the student. You can specialize in one small corner of a field, or go for a highly generalized major which gathers in big chunks of several academic areas.

More and more students seem to be

opting for specialized study, and the arguments for this approach are powerful. Mechanical engineers with an emphasis in energy resources will find it easier to crack the job market than physics majors whose specialty is nothing in particular. Agricultural or economic journalists may find work before a student whose major is less tightly focused.

On the other hand, student specialists run the risk of becoming obsolescent

## Can You Change Your Mind at the Last Minute?

So you want to be a doctor—but for the past four years you've been working toward a degree in ancient art history. Can you still make the switch?

You can definitely try. Several universities have formal study programs designed for students who have decided to enter graduate or professional school but didn't pick up all the prerequisite courses as undergraduates. In addition to the structured programs, most universities have a "special student" status for degree-holders who need to take additional undergraduate courses before going to graduate school in a new field.

Bryn Mawr College runs a small but spectacularly successful premedical program. Admission requirements are "pretty rigorous," according to Associate Dean Patricia O. Pruet, and only an average of 15 students per year are admitted. Those who do get in, though, are virtually assured of gaining entrance to a medical or allied health school.

Premed is one of many formal prepara-

tory programs offered under the "Limited Status Program" at the University of California at Berkeley. If you have, say, a degree in political science and want to do graduate work in art history, you can prepare for it here. Each subject area has a specific set of required courses and students can stay in the program no longer than four academic quarters.

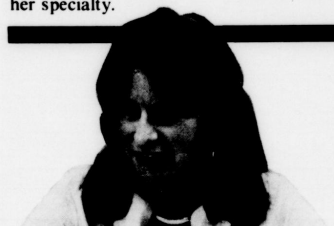
For students who only need to catch up on a few more courses, many college continuing education departments fill the gap. For instance, Pratt Institute offers intensive courses in microprocessors and computer systems for engineering students who missed these subjects.

Often, however, students must apply for "special student" status and arrange their own crash programs with help from advisors. "What I would do," says Sylvia Bassoff, an advisor in the premedical program at Columbia University, "is go to the chairman of the graduate school in your field and present your case, asking for advice on courses."

before they ever graduate. The shape of industry is changing so fast that many current students will have to retrain themselves on the job or go back to school later on. Moreover, a specialized job in your chosen field may rely heavily on general skills that aren't part of its regular curriculum. UCLA Professor Lewis Solman recently surveyed graduates in a variety of fields to find out what college courses they most often use on the job. The top answers were, in order, general business, English, psychology and sociology. These courses, graduates said, helped them to think clearly, communicate effectively and work well with people—skills needed in almost every job area.

Charles Guy Moore, executive director of the National Institute of Career Planning, suggests that students get both general and specific training. He uses a model called "The T-Shaped Individual" to make his point. The top of the "T" represents the breadth of general knowledge and skills, while the stem represents the depth of specialized skills. Moore warns against the generalist's "T," "a mile wide and an inch deep," as well as the specialist's "T," "an inch wide and a mile deep."

The balanced "T," which Moore sees as the strongest position, represents the generalist who has picked up a few marketable skills, and the specialist who has also absorbed a broad education outside of his or her specialty.



**Kathy Boyle**  
Customer Services Rep.

"When I first started working, I didn't know how much my education would benefit me. But now I'm applying my marketing electives in this job. And more than that, I now see that college was a great way to learn how to deal with people."

## How To Make Your Own Major

If you know just what you want to do, but your college doesn't offer a curriculum to fit that plan, you might consider designing your own major. Some colleges limit this option to honor students, while others leave the choice open to all.

Linda Rader, 20, will wrap up her self-styled major in international business management in December. She spent two months in Japan visiting factories, meeting executives and "finding out how Japanese management techniques work." She has already been accepted at two top business schools, and plans on joining the management of an international corporation by the time she's 22.

Yvonne Shubitowski, 21, worked with her professors at the University of Michigan to put together a major based on the process of aging and problems of old people. Gerontology is a fairly new field, but it will become more prominent in the future as the number of senior citizens increases. "There won't be a position just waiting for me," says Yvonne, "but eventually I'll find my place. I'm taking the principles I learned in biology and applying them. There aren't any set regulations to go by. Everything I've learned is new."

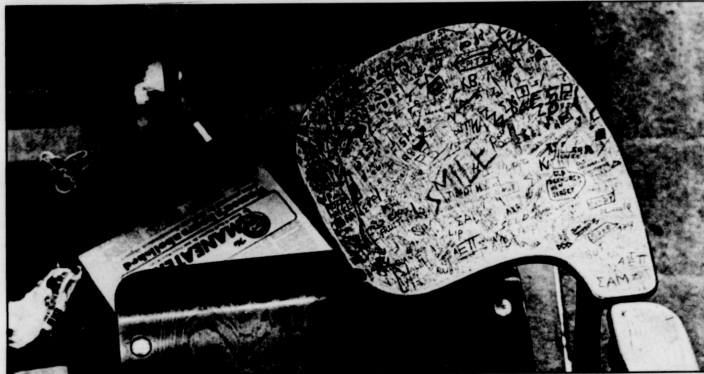
To handle a self-styled major, you need to have plenty of initiative and the day-to-day discipline to monitor yourself. The key, according to individual studies profs, is to find the right advisor and begin planning at least a semester before you take off on your own.



### Selective Electives

Educators and employers suggest that these seven electives give students the greatest amount of versatility and flexibility in the job market:

- Statistics
- Introduction to Computer Science/Computer Programming
- Speech or Interpersonal Communications
- Basic Journalism or Writing
- Economics/Marketing
- Basic Accounting
- Photography



## The Pros and Cons of Stopping Out

Today, "stopping out"—leaving school temporarily with the intention of returning—is a subject of debate on campus.

Researcher Robert L. Cope found in his recent national survey that 95 percent of college students had considered stopping out during their undergraduate careers.

Reasons for stopping out may be as concrete as a job offer or as hazy as a desire to gain maturity through varied experience. Some stopouts have found that living for a time outside the sheltered campus environment helped them clarify their goals and prompted them to return to campus with a new direction and motivation.

But for others, the experience is not always rewarding. Some students find themselves simply drifting around and doing nothing for a semester. One young woman had high hopes of stopping out for an entire year to study Italian art in Venice. Unfortunately, she got lulled into inertia after leaving school and never left the States. She ended up working in a pet store

until she could return to school.

Some undergraduate institutions, however, encourage stopping out. Bennington College requires students to leave campus each winter to work. Vanderbilt University will give leave to "anyone with the desire to find oneself or gain a sense of direction."

Before you rush off campus in search of yourself, be sure you're doing the right thing. Sit down and talk to a counselor about your reasons for stopping out and what you plan to do with your time. And be sure to do the proper paperwork. At many schools, failure to fill out the proper forms and receive administrative and faculty approval could result in you "disappearing" from the student roster.

Most importantly, set a date for your return to school. And stick to it. If you lose your scholastic momentum, you may discover it's hard to get back into the swing of things. Remember, the idea behind a successful "stopout experience" is to enhance your life, not uproot it.

## Should College Make You a Human Being?

Many professors and employers argue the generalist vs. specialist issue on the basis of which type of study best prepares students for the job market. Mortimer Adler, chairman of the board of editors for *Encyclopedia Britannica*, takes a different view. "The college," he says, "should be a place where culture is transmitted." Adler feels that graduate and professional schools should teach specialized, technical skills, while undergraduate colleges should concentrate on giving the ordinary student a broad overview of the knowledge and accomplishments of the world's cultures. In a recent *Newsweek* editorial, he added these thoughts:

"In most of our colleges, the elective system reigns supreme. Its only requirement—the choice of a major in one field and a minor in another—compels students to specialize before they've acquired the general cultivation that would acquaint them with the ideas and disciplines that are the components of human culture.

"... Parents should send their young to

college and the young should go to college not, as at present, mainly to acquire highly salable skills or to earn good livings, but solely for the purpose of becoming cultured human beings."

### The Career Game

This book is a strategic guide to winning the career that's most likely to make you happy. The author leads you through the steps of career decision-making and provides valuable practical information on how to market yourself to get the job you want. By Charles Guy Moore, Ph.D. (National Institute of Career Planning, New York, 1976, \$10; Ballantine paperback, \$5.95).



## Three Big Questions About Grad School

Competition for top graduate and professional schools puts intense pressure on students both to make a strong academic showing as undergraduates and to structure their educations to meet grad school admission formulae. The result is that many students find themselves on the conveyor belt to an advanced degree without ever scanning the alternatives. Before committing yourself to a grad school future, ask these three basic questions:

### 1. Do you really need an advanced degree to get the job you want?

In most fields, advanced-degree holders still have the edge over B.A.s, but the gap is narrowing. Starting salaries are still considerably higher, too, especially in the technical professions. Your own department—and most grad schools—may have specific statistics for your discipline. Check it out, and talk to some employers in the field as well.

### 2. Should you go right after college or wait awhile?

If you're like most students, you've been going to school for a long, long time. A work break could provide some badly needed breathing space to refresh your brain and improve your academic performance later on.

In some fields, students who leave the campus for a year or two of related work experience actually get preferential treatment at the grad school admissions office.

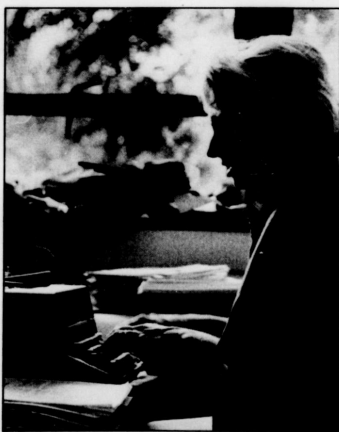
MBA programs are a prime example: Students who have worked in industry have a real-world context for their studies that business schools appreciate. In contrast, many medical schools tend to pass over students who don't come fresh from college. Find out if the school of your choice has a formal or informal policy about stopping out.

### 3. When should you start planning for grad school?

An informal poll of top professional and grad schools yielded a variety of answers. Potential med students have to start almost from Day One to get in the science and math requirements and polish up their G.P.A.s. A premed advisor is usually called for early in the game, while the MCAT should be taken during junior year.

Prelaw students should plan on scheduling a broad liberal arts background with plenty of courses in writing, math and other problem-solving disciplines. If your grades are good, you can put off the decision until early in senior year, but it's best to take the LSAT in the fall.

Admissions officers in other fields almost unanimously recommend researching schools and admissions criteria well in advance, since programs vary widely. Even more important: Talk to professors and graduates of those schools to learn about what kind of work is involved and what you can expect to get from it.



## A Little Help from Your Prof

Many students miss out on a valuable resource by never getting to know their professors personally. Professor-friends may be able to counsel you on career possibilities or help you make job contacts.

The best career guidance often comes from professors who became teachers after excelling in their field or who contribute

regularly to the professional world. Take Professor Caryl Rivers, for example. In addition to teaching journalism at Boston University, she is a free-lance writer for such national publications as *Ms. magazine*, *The New York Times* and *Mother Jones*. That makes her an academic with solid real-world contacts.

One student won an internship with *People* magazine after checking out a Rivers lead. "I gave him the tip and he followed through on it," Rivers says. "I won't give a personal reference to a student I know unless they've performed well. My credibility with that editor is on the line."

Not only can a prof provide contacts, but he can also alert students to job openings before the fact. If you need to do research to become recognized and employed in your field, get to know a professor who might sponsor your project. Many professors also need student help with their own research projects, which could involve anything from typing manuscripts to joining an archeological dig.

"If you don't establish that contact with your professors, that's a big segment of education that you're missing," says Mike Galezio, a UCLA poli-sci major who now works for a California state assemblyman. "So many of them are involved in outside activities. It's important to realize this and take advantage of it."

## One L

If you liked *The Paper Chase*, you'll love *One L*—especially if you're considering law school and are primed for an inside look at the mixture of tedium and terror that makes up the first intense year. In this readable and fast-paced book, the author shares a diary of his first year at Harvard Law School, from the initiation into a mysterious language filled with words like "estoppel" and "replevin" to the heartbreak of April exams. By Scott Turow (G.P. Putnam's Sons, New York, 1977, \$8.95).



## Employers Say Well-Rounded Curriculum Is Students' Best Bet

A prestigious yearly survey of hiring policies and practices called *The Endicott Report* recently polled employers for suggestions on how students should round out their educational backgrounds. Those surveyed overwhelmingly felt that science and technical students should take at least one course in written and oral communications skills, while liberal arts majors should get a solid grounding in basic business education.

Several schools are starting to inject this type of crossover course work into the regular curriculum. The University of Michigan's engineering school, for example, offers special courses in technical writing as well as communicating engineering concepts to the general public. On the other side of the academic fence, the English department of California State University at Los Angeles has created four mini-minors in accounting, management, business statistics and business economics.

If your own college doesn't offer such options, you may consider making your own free-lance effort to round out your education with some forays into other academic areas. For instance, Amy Harky Smith, a University of Tennessee biology major, added seven English courses to her science curriculum and worked as a feature writer on the college paper. After graduation, she landed a job as a technical reports writer for Oak Ridge National Laboratories in Oak Ridge, Tennessee. "In order to gain respect as a scientist, you have to be able to convey your thoughts to other scientists," she says. "Most professionals don't learn this until age 40 or 50, and even then they can't tell a verb from a noun."

**INTRODUCING  
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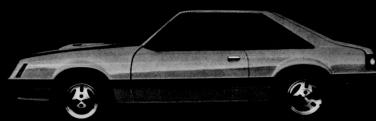


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The Mustang Ghia 2-Door. (above)

Mustang 3-Door Sport. (below)



Luxurious Mustang Ghia interior.

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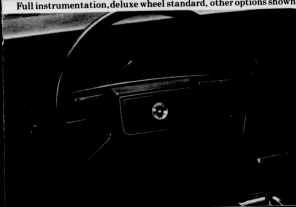
**New Turbo.** Mustang now offers a Turbocharged 2.3

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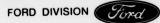
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# MUSTANG '79

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# GET EXPERIENCE

Jobs go to graduates who have degrees backed by solid work experience.



## Co-op Programs Give Direct Work Experience to 200,000 Students Each Year

This year, more than a thousand colleges and universities will try to narrow the gap between classroom and workplace with "co-op" education programs. These co-ops provide students with paid work experience in jobs related to their fields of study. Businesses and government agencies cooperate with campuses to create on-the-job training opportunities within their organi-

zations.

More than 200,000 students get involved in co-op programs every year. The system usually works this way: After freshman year, a student alternates terms of classroom study with terms of full-time paid work for an outside employer. The school's co-op coordinator often makes the job assignments, which can be very competi-

tive and involve the same type of resume-interview process used in the ordinary job hunt.

Traditionally, co-ops have been organized around technical science majors such as engineering. Now, though, many colleges offer co-op programs in a wide variety of majors. Architecture, physical education, drama, even philosophy students can get some paid exposure to working reality.

"We view our co-op students as learning professionals, giving them as much responsibility as we would a new graduate," says Jake Karmendy, director of co-op students at the U.S. General Accounting Office in San Francisco. "We're impressed with the students; they're high-caliber, bright people and we know they're here to learn."

Your own school may have a central co-op coordinator or administrators that handle such programs for individual departments. You can also get a free list of "Undergraduate Programs of Cooperative Education in the United States and Canada," which includes curriculum information, credit arrangements and majors offered. Send a postcard to: National Commission for Cooperative Education, 360 Huntington Ave., Boston, MA 02115.

## Northeastern University, The Nation's Largest Co-op Program

Most new graduates at Northeastern University in Boston don't bother to send out resumes—and they don't pound the pavement, either. Yet an estimated 50 percent go right from college to jobs in their fields. The reason: Most get hired by their last co-op employers.

Northeastern is the largest cooperative plan university in the nation; over 90 percent of its upperclassmen are employed in co-op programs involving more than 2,500 firms in the United States and overseas. In any given quarter, about half of Northeastern's 20,000-student enrollment will be on the job, while the other half goes to class. Co-op is optional for liberal arts students, mandatory for all others. There are programs in business, physical education, criminal justice, engineering, pharmacy and dozens of other career areas.

The physical education department offers co-ops in athletic training, adult fitness and coaching school athletic teams. "Co-ops provide an advantage to the employer,"

says physical education counselor Candace Herene. "The students are geared up—and the quality of their work is professional and reliable."

"You get job experience and money to pay for school," says criminal justice major Bob Sarao, "and the employer gets someone to work for a few months at a low salary."

By student standards, however, the money isn't bad. The average co-op salary at Northeastern runs about \$143 a week, with engineering majors earning as much as \$250. Since it usually takes five years to complete Northeastern's program, it's very possible to earn \$11,000—while storing up front-line job experience.

"With co-ops, students get some insight into human behavior on the job—both good and bad—and a chance to familiarize themselves with career opportunities," stresses Stephen Kane, associate professor in the liberal arts co-op department. "The basic thing is that they aren't sheltered anymore."



**Neal McClean**  
Computer science major

"A company would much rather have someone with both technical and on-the-job experience. Without my co-op experience, someone graduating from a two-year technical program would probably get the job before I would."

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## Would-Be Interns Beware

Some internships are a lot like the best of real jobs; you work hard on challenging projects and learn more than classes could teach you. In others, you're chained to the Xerox machine and labeled as the office "go-fer." To steer clear of lemons and make the most of a really good internship opportunity, keep these things in mind:

1. Before you take an internship, find out as much as you can about what you'll be doing and what the job can teach you. Some organizations have formal, structured internship programs coordinated by a director; others expect you to fill in with small, spur-of-the-moment projects. Both situations can be good learning experiences, but you do need to know what you're in for. If possible, dig up some interns and get their inside comments.

2. On the job, don't be disappointed if you receive a certain amount of boring and menial work to do. Just try to do it fast and efficiently, then ask for more challenging work. Better yet, discreetly investigate the projects full-time staffers are doing and

look for a place where you could help out. Most supervisors appreciate a worker who takes the initiative.

3. Learn all you can from everyone you encounter on the job. Find people whose jobs you'd like to do and ask them what the work is like. They can usually give you tips on what skills to learn and courses to emphasize.

4. If you don't know, ask questions. No one expects an intern to be very experienced. Often, students who try to look as if they know everything make full-time employees eager to prove them wrong.

5. On the other hand, behave like a professional. Studenthood is no excuse for arriving late, wasting time or doing slipshod work. Although you can't burst with drive and energy all 40 hours of the week, you should always try to look that way.

6. If you like the place, discreetly explore the possibilities for a return internship or a full-time job. Let your supervisor know you're interested, and make sure he or she keeps your resume on file.



## Sailing on Internships

The internship is a close but more informal cousin to the co-op. Like co-op students, interns get practical, on-the-job experience—but their work could be part-time or full-time, paid or volunteer, set up as a structured program or an individual, noncredit arrangement with an employer.

Mark Hyman, a recent graduate of the University of Pennsylvania, worked one summer as a Newspaper Fund intern. Each year, this program gives 20 top journalism students grants of \$500 each and a strong recommendation; the winners then find themselves internships on local newspapers. Mark went to work for the *News-Sentinel* in Knoxville, Tennessee, writing hard news and features. "I needed the opportunity to prove to myself and a professional editor that I could write," he says. Upon graduation, Hyman had five job offers to choose from.

Many students try to return for several doses of internship experience. Rae Lynn Carr, a graduate of Albion College, worked three summer internships with GM's Assembly Division in Warren, Michigan, gathering experience in accounting and project control. Later on, they hired her permanently—with a higher salary and more benefits than other recent graduates.

"At the beginning, you don't do challenging things," she cautions. "You wind up doing all the little things that nobody else has time for. But I made a point of asking my supervisor what she had planned for me. When I showed what I could do, they started treating me as an equal employee. It just took some time."

There are more organized internship programs scattered across the country than could ever be easily compiled in one library bookshelf. Nevertheless, several

nationwide directories make a good attempt to list hundreds of internship opportunities.

For leads on national internship programs, check your school placement office or career counseling center. Many colleges also have their own internship programs which use alumni or local businesses.

Also, ask placement personnel or your college librarian about these catalogs:

- *National Directory of Summer Internships* (Career Planning Office, Haverford College, Haverford, PA 19041, \$8.50).
- *Directory of Undergraduate Internship Programs* (National Center for Public Service Internship Programs, 1735 Eye St. NW, Washington, DC 20006, \$7).
- *International Directory for Youth Internships* (UN Headquarters, NGO Youth Caucus, c/o Center for Social Development and Humanitarian Affairs, Room DC-976, United Nations, New York, NY 10017, \$2).

## Chris Child, Self-Made Intern

Chris Child, an advertising major at the University of Texas, knew he didn't want to spend his summer on a construction site or Houston loading dock. "Texas summers are better spent indoors where there's air conditioning," he explains.

With that in mind, Chris set out to create his own advertising internship. First, he put together a portfolio of work from his advertising classes. Then he sent out a volley of letters to friends and associates of his father in the advertising world.

Rather than blatantly ask for a job, he solicited their advice on good places to look for work. After another round of letters and visits to ad agencies, one man sent him to a friend at Sears, Roebuck and

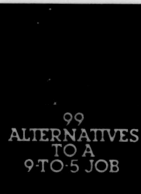
Co. in Houston. Sears hired Chris as layout artist and copywriter, a job that let him try out the mechanical skills he had learned in class.

The whole experience taught Chris something important—he didn't want to work in advertising. Instead, he went on to earn an MBA degree and now works as a financial analyst for a public utility. The writing skills he gained from his advertising spot, though, were helpful in winning his present job, which involves writing press releases and company reports.

Moral: The experience is out there if you pour some energy into looking for it. And almost any kind of work experience will put you closer to the job you want.

## On Your Own: 99 Alternatives to a 9-to-5 Job

From airport taxi services to yacht design, the author explores more than a hundred offbeat possibilities for starting your own business or providing free-lance services to earn some extra cash. Bet you never considered getting into the campus birthday cake business or breeding earthworms as a part-time job. The book gives you plenty of other information sources if you're interested in an alternative to the 9-to-5 grind. By Kathy Matthews (Vintage Books, New York, 1977, \$3.45).





## A Co-op Success Story

At 21, Tim Finnegan is already taking home \$17,000 a year as a sales development engineer for Hewlett-Packard in Cupertino, California. He credits his success in the job market to the co-op program at the University of California at Berkeley, which placed him in one of IBM's research facilities for six months. Even as low man on the lab totem pole, he earned \$750 a month while working with a high-level research group that was testing a new

computer memory.

"But I didn't have enough to do," admits Tim, who was an engineering undergrad at the time. "I finished all my tasks quickly and they never planned anything extra for me. I was given total freedom during my co-op, but I needed a heck of a lot more direction to be productive. I started doing stuff on my own, like learning new computer languages. I know they noticed my effort, but more praise or criticism would have really motivated me."

Still, Tim wouldn't trade those months with IC chips, algos and megabytes for anything. "I learned the basics of lab work and saw how an engineering firm operates," he explains. "It was more relaxed than I expected, but I didn't like the lab environment. There's not enough contact with people in dynamic situations."

So when he returned to campus, Tim put more emphasis on marketing and business classes. After graduating last spring in electrical engineering and computer science, he programmed his future for marketing. The result? "I had 15 job offers to choose from," he says simply. "I think that co-op really helped."



## What's It Really Like To Work in Washington?

Each year, thousands of college students pour into the nation's capital to find that unique slice of American political life called "the Washington experience." In D.C., interns are the arms and legs of government—the errand-runners, the envelope-stuffers, the collators and researchers. For most, the whole thing is a worthwhile blend of drudgery and glamour, a chance to move among the faces that appear on the evening news and get an

inside look at how the system works.

University of Pennsylvania student Barri Bernstein worked last summer as an aide to Congressman John Duncan. "I did do a lot of boring office work, like addressing envelopes or looking things up in city directories," she says. "The most interesting parts were the errands—delivering messages to different parts of Capitol Hill, taking constituents to meet the Congressman, finding documents at the General Printing Office."

"I might be sitting there licking envelopes and suddenly I'd see someone famous," she adds. "All in all, it was a very heady atmosphere."

Karen Coats saw Washington from a different angle. She worked at NASA as a resources management assistant in the Federal Summer Intern Program, making about \$190 a week. "I ended up as sort of an odd-body, doing short research projects for other staffers," she explains. "A lot of it was busywork, but it was busywork that needed to be done. I learned so much about the federal bureaucracy. There are a lot of people who are trying to make things work but there's a lot of dead weight, too. It was great to be where things are really happening!"

Students in fields from accounting to zoology are eligible for hundreds of openings in federal agencies and departments, on Congressional staffs and in numerous lobbying and public service organizations. Summer interns in federal agencies can take home \$180 a week and more, while unpaid interns for groups such as Common Cause still take home plenty of solid experience.

One way to find a Washington internship is through the Washington Center for Learning Alternatives. The Center offers a

## Statistic: How Many Students Work?

According to the Bureau of Labor Statistics, an incredible 3.8 million college students held part-time or full-time jobs last year. That number is more than one-quarter of the total college population, and may give you some idea of why it's so hard to find a job in your own campus area.

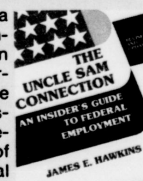


year-round selection of individualized internships (usually unpaid) and arranges housing facilities. In most cases the programs cost about \$350 plus \$400 a term for housing. It's easier to make arrangements for academic credit and financial aid if you attend one of the two hundred colleges affiliated with the program. Ask your placement office.

For more information, write: The Washington Center for Learning Alternatives, 1705 DeSales St. NW, Washington, DC 20036. To investigate other available internship programs, you can also write away for the *Directory of Washington Internships* or *A Directory of Public Service Internships*; both include summer and academic internship programs and are available for \$7 apiece from the National Center for Public Service Internship Programs, 1735 Eye St. NW, Suite 601, Washington, DC 20006. Your placement office may also have copies.

## The Uncle Sam Connection

The author is a veteran of government service. In this brief, matter-of-fact book, he unravels the mysterious, red tape-ridden process of getting a federal job—from deciphering the paperwork to locating hidden opportunities. You'll also find an extensive list of information sources and a glossary of frequently used bureaucratic terms. By James E. Hawkins (Follett Publishing Co., Chicago, 1978, \$4.95).



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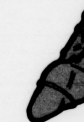


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CATHY

by Cathy Guisewite



### Try Volunteering for Work

Waiting tables at the local beanery may finance next quarter's tuition, but a volunteer job may offer much more in terms of broad work experience and vital contacts in the marketplace. As unpaid help, you can often try your hand at work you would never be hired to do.

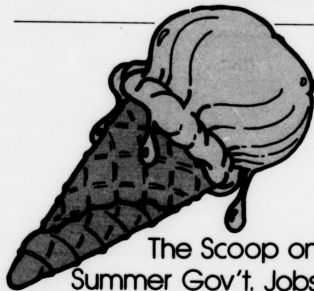
Hospitals, government agencies and community organizations are all good bets for volunteer work requiring everything from technical skills to public relations expertise. Political campaigns also offer numerous opportunities for volunteering. If you're a would-be journalist, free-lancing articles on speculation is a good way to get your name in front of editors. If you end up selling a few pieces, you'll not only earn some money, but also have clippings to show at a job interview.

Doug Scheidt, 24, turned summer volunteer work for a federal judge into a lucrative full-time job researching and

writing legal opinions for another judge.

"It was 10 weeks of nine-to-five work in downtown Chicago for no money," Doug recalls, "but I sat in on all the cases the judge heard and was able to learn a lot about the judicial process. The summer definitely aided me in getting my present job."

Some of the best opportunities come from zeroing in on a place you want to work and offering your skills gratis. Another good method is to contact a local volunteer bureau. These groups serve as clearinghouses for volunteers and match individuals with groups needing their services. If you have a summer or longer to devote to a volunteer job, you might write to the Commission on Voluntary Service and Action, 418 Peltoma Rd., Haddonfield, NJ 08033. Their booklet, *Invest Yourself* (\$2), lists hundreds of nationwide and overseas volunteer opportunities.



### The Scoop on Summer Gov't. Jobs

Summer always means white-hot competition for jobs, but a greater number of special programs and opportunities also become available. For example, federal agencies throughout the country offer summer jobs for college students that range from simple clerical work to a limited number of technical and subprofessional openings. Samples of last summer's positions include computer aides in the Federal Crop Insurance Corporation, graphic designers in the Department of the Treasury, environmental education specialists with the National Park Service and data collectors with the Defense Civil Preparedness Agency.

If you want a clerical job, you must pass a written test measuring verbal and clerical abilities; applications for the test are taken

in January at the U.S. Civil Service Commission office nearest you. You apply for the jobs themselves at individual agencies; deadlines vary but most are early in the school year.

For a list of openings, write for the free booklet *Summer Jobs: Opportunities in the Federal Government*, available from the U.S. Civil Service Commission, Washington, DC 20415. Applications may also be picked up at most college placement offices or the Federal Job Information Center in your area. To find the nearest center, call toll-free 800-555-1212.

Don't overlook private organizations and semiprivate technical outfits, either. For instance, the Tennessee Valley Authority offers career-oriented summer jobs through its Student Training and Employment Program (STEP). Most of these jobs are geared toward preparing students in engineering, math and other technical fields for full-time employment in areas where TVA anticipates a future need. TVA likes to get applications by January 1, and begins its evaluation and hiring in mid-March.

All this means that *now* is the time to begin researching summer programs. If you line up possibilities and make contacts by Christmas break, you'll have a running start in a crowded field of student job-seekers.

### Want a Job Now? Hire Yourself!

One way to gain valuable work experience while still in school is to be your own employer. Starting any kind of business means plenty of unpaid overtime, anxiety-producing risk and hustling—but the management skills you learn won't go unnoticed on your resume. Moreover, that part-time moneymaker you start in college may carry the seeds of a full-time business after graduation.

Robin Wade, a senior at the University of Mississippi, is now working toward that end. Last spring, he turned a hobby—silk-screening T-shirts—into a blossoming business by selling the shirts in volume to help pay his college expenses. "I got into it because I needed a job and couldn't find one," says Robin, a 21-year-old marketing major. "I do all the silk-screening myself. Most of my customers are other students, and I sell about 300 shirts a month."

"I've already started a mail-order business by soliciting orders from other schools," Robin says. "There's a lot of opportunity out there."

Texas A&M student Leslie Perry has started a business that complements his engineering courses. Leslie, a 23-year-old graduate student, is currently studying electrical engineering on a research grant from the Center for Energy and Mineral Resources. Last spring, he started an "energy auditing" business with two other students and a professor. The group analyzes the energy efficiency of small businesses and restaurants, using a microcomputer-based system to pinpoint ways to cut down on energy waste.

Leslie doesn't expect to make the business a permanent venture. "I'd rather be an engineer than a businessman," he says. But practical experience in the field certainly gives him a head start in the job hunt.

The new crop of student entrepreneurs does everything from typing by the hour to selling homemade bagels to hungry dorm-dwellers. If you have a stash of good ideas, a lot of drive and a bounce-back ego, the self-employment route might work for you.

### Working

For three years, author Studs Terkel crisscrossed the nation, interviewing all kinds of workers about their jobs. The book is a collection of those voices—from the secretary to the top executive to the local con man. It's great reading and a fascinating look at how our jobs affect the way we feel about ourselves. By Studs Terkel (Avon Books, New York, 1975, \$2.50).



## Tough Free-Wheelin' Fords. America's best-selling truck line.\*

Get into the Free-Wheelin' spirit with tough Free Wheeling Ford Trucks and Vans. Factory-customized machines direct from Ford, with special interiors, stripes, wheels, blacked-out grilles, and more.

**Free Wheeling Bronco**, left, comes standard with styled steel wheels, RWL tires, tri-color tape striping, black bumpers, dual black low-mount mirrors. Bronco Ranger XLT shown has optional chromatic tape stripe, 10x15 tires, swing-away spare, Privacy™ glass.

**Free Wheeling Flareside**, center, Ford's famed Shorty—packed with good looks including pinstriping, blacked-out grille, black front and rear bumpers. Styled steel wheels, RWL tires, black low-mount western mirrors optional.

**Free Wheeling Styleside**, right, shown with special interior trim,

blacked-out grille, black front bumper, black GT bar, styled steel wheels and required rear bumper. Chromatic tape stripe, RWL tires, black low-mount western mirrors optional.

Trucks customized direct from Ford.



### Free Wheeling Courier.

Shown with custom-appearance three-color accent tape stripe, cast aluminum wheels, RWL tires, black GT bar, black push bar. Sport Group and rear bumper optional.



### Cruising Van and Free Wheeling Van.

Cruising Van, left, comes customized inside and out. Free Wheeling Van, right, offers custom interior and exterior packages, plus other available options like portholes, push bar, fog lamps and special tires.



Ford Motor Company offers an Extended Service Plan. Ask your dealer for details.

\*Based on 1978 retail deliveries of all Ford Trucks.

**FORD**

FORD DIVISION 



# BE PROFESSIONAL

The most successful job candidates are people who know that careers will not fall in their laps.



## Real-World Contacts Pay Off with Real-Live Jobs

Forty-eight percent of job hunters find employment through people they know, according to research by the Department of Labor's Manpower Administration. Yet many students look on "contacts" as a dirty word.

"Everybody's heard other people make deprecating remarks like 'Oh, so-and-so got that job because of their father,'" says Mona Olds, dean of students at Virginia's Mary Baldwin College. Using your contacts is not cheating—it makes good sense. If students could step into an employer's shoes, they'd realize that it's far easier to hire someone who is recommended than to take a chance on an unknown.

Government studies show that only one in five job openings is likely to be advertised or listed with employment agencies, so insiders are your best bet for keeping informed of possibilities.

So how do you make contacts? Consider using these strategies:

- Become active in alumni activities. Your school's alumni association is populated by people who are already established in the working world. Getting to know alums might put you on an inside track for job openings. In addition, many

alumni groups offer career-related programs for undergraduates. Alumni directors realize that students are keenly interested in job-hunting help and are increasingly initiating such assistance.

- If you like the community and want to stay on after you graduate, consider joining a local civic group. Investing some energy in local matters can bring you valuable contacts and a good reputation in your own area.

- Join the student division of a professional association in your field. If you get active in such a group, you're likely to meet a number of the regular members who can offer leads on career opportunities.

- Write to people who work in companies—or positions—that interest you. Include a resume (it can't hurt) and ask for an "exploratory" appointment to learn more about what their work involves and how they got into the business. Most people will be pleased to talk to you—and inclined to remember you.

- Last but certainly not least, "keep your ears on." Many jobs simply turn up if you establish a wide circle of people who know your abilities and interests—and keep checking back to see what's happening.

## Rehearsing for the Job Hunt

At a growing number of campuses, videotaped "job interviews" featuring campus placement personnel as interviewers are preparing students for the job hunt. The service is usually offered to seniors, who put together resumes for hypothetical jobs in their fields and submit them to assigned interviewers.

Using audio-visual equipment, the senior and interviewer tape a 15- to 20-minute interview, then immediately play it back and review it. "Videotaping shows students things they are often unaware of," says Kitty Padgett, director of career planning and placement at Michigan's Albion College. Common flaws students discover in their interview behavior are:

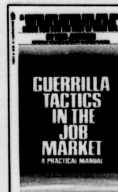
- nervous motions like toe-tapping, cracking knuckles or playing with hair
- slouching
- indirect eye contact
- talking too little or too much
- irritating verbal mannerisms such as "like," "um" and "you know"
- not answering the questions directly.

Many schools also offer video taping sessions to seniors who will face rigorous interviews when they try for admission to competitive graduate schools. For those who don't shine right away, further counseling and assertiveness training are often available.

## Guerrilla Tactics in the Job Market

"You are in the middle of an opportunity revolution," says manpower expert Tom Jackson in this information-packed guide to discovering the kind of job you want and how to go after it.

The brief, punchy chapters tell you how to target your goals, locate the hidden job market, fill in with extra training or temporary work and launch the most direct and effective job campaign. It's worthwhile reading. By Tom Jackson (Bantam Books, New York, 1978, \$2.50).



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## Some People Will Do Anything for a Job

Chutzpah. Sometimes that's what it takes to find the job you want. Author Henry Miller had it even before he wrote *Tropic of Cancer*. As a young job seeker, he was turned down after an interview with a company personnel director. Upset at the rejection, Miller stormed up to the executive office to protest. The president, after listening to Miller's outburst, decided to hire him—as the new personnel manager.

One modern-day Miller, also rejected by a personnel office, went directly to the president's office where he was stopped by the Stonewall Jackson of a secretary. Undaunted, he left the office and telephoned for the president. "I have this truckload of fish to deliver," he told the hesitant secretary. "Nobody's at his home and the fish are melting fast." The secretary, not wanting the responsibility for a load of spoiled fish, relented. An amused president hired the bright, young and very persistent fishmonger as a management trainee.

If you've reached the point of mass-mailing your resumes at bulk rates, take a tip from two New Yorkers. One invested that postage money in a sandwich board, painted "For Hire" on it, along with his



qualifications, then passed out resumes as he literally pounded the pavement. An advertising agency personnel manager spotted him on the evening news and the resourceful young man traded his board for a job. Meanwhile, a taxi driver, excellently located in Manhattan, taped a resume to the cab window in full view of his passengers.

The point: Be sure to inject a healthy amount of zest and imagination into the job-hunting process. It's a good way to keep yourself psyched—and it may bring some new opportunities rolling your way.

## Do Some Detective Work

If you're interested in more information about a specific company, or would like to find more companies that might be interested in you, the place to go is your placement center or the public library. Begin with corporate directories such as *Dun and Bradstreet's*, *Standard and Poor's*, *Moody's* manuals and *Corporate Clearing House*. Make comparisons by taking note of the past history of each business, its financial balance sheet, number of holdings and employees, future growth patterns,

profits, sales records and the locations of branches and subsidiaries.

More good sources include the annual reports issued by the companies to their stockholders, trade magazines such as *Forbes*, *Barron's* and *Business Week*, and business periodical indexes.

Researching a company can help you write more effective letters of inquiry, find out which executive should get your resume and sound a lot more knowledgeable at the interview.

## The Recruiters Are Coming!

At the average large state university, about 500 companies, from small businesses to corporate giants, conduct on-campus recruiting throughout the year. While companies may be looking for engineering or business graduates, liberal arts majors can also find management-training positions through this process.

Interview slots fill up rapidly. Although some schools are trying to come up with a better system, most rely on the standard first-come, first-served approach. Interview schedules are usually posted in the placement office or advertised in the school paper well in advance, so be on the lookout. In order to interview with some companies, students must meet the firms' specified requirements (in terms of graduation date, location, etc.). Be sure to get all the details from your career counseling center.



**Susan Rouse**  
Art major

"I've put together this huge portfolio to show an interviewer. It's full of magazines and calendars I've worked on during summer jobs. That's one of the most important things—being prepared for the interview with proof of what you can do."

## The Most Important Piece of Paper Is Your Resume

"Your resume probably has about 10 seconds to make an initial impression on an employer," says manpower expert Tom Jackson, author of *The Hidden Job Market* and *Guerrilla Tactics in the Job Market*. Most students' resumes, he feels, are "documents of mediocrity" that don't communicate positive skills and results. Jackson offers the following tips to keep your resume from landing in corporate wastebaskets:

**1. Take stock.** Don't start writing until you have compiled a list of your skills, accomplishments and experiences. This inventory will help you pick and choose the most relevant aspects of your background to use for a particular job target.

**2. Present your accomplishments.** Let the employer know about things you've done which could relate to his or her needs—not just the job titles you had or the duties you were supposed to perform.

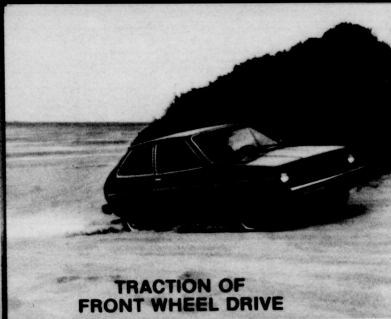
**3. Eliminate unnecessary information.** Leave out personal data like height and weight, race, religion or salary desired.

**4. Limit your resume to one page.** This is the format most employers say they prefer. There are few young people whose job qualifications can't be summed up in one page.

**5. Use action verbs.** Get sentences and paragraphs off to a brisk start with verbs like "created," "organized," "managed," "took responsibility for" and "built." Don't bury your abilities and achievements behind long, stuffy windups. Don't use an overly cute or fancy style unless you are applying for a job in a field (like advertising) where it could be appropriate.

**6. Make it look beautiful.** Your resume should exude professionalism and competence. If possible, have it printed (not Xeroxed) on good-quality white or cream-colored bond paper. If you are not a good typist, have a friend or professional do it up on an electric typewriter.

**7. Don't expect a resume to land you the job.** A resume is merely a direct-mail technique to help you get your foot in the door. It's no substitute for face-to-face contact with an employer. After you send out resumes, don't sit around waiting for employers to call. Get on with your job-hunting campaign.



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## **Excellent Performance.**

Performance is what Ford Fiesta is all about. With front wheel drive and Michelin steel-belted radials to help take you up hills, through mud and over ice and snow.

Rack and pinion steering for precise handling. And acceleration that will absolutely move you. In Ford tests, 1978 Fiestas accelerated from 0 to 50 MPH in an average of about 9 seconds. And their front disc brakes brought them from 50 to 0 MPH in an average of 3.3 seconds.

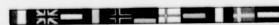
## **High EPA Gas Mileage Ratings.**

Fiesta not only gives you great performance, but also high fuel economy ratings. 1979 EPA gas mileage estimates were unavailable at the time this ad was pub-

lished. See your Ford Dealer for actual 1979 EPA ratings.

## **At Over 5,000 Ford Dealers.**

Fiesta is sold and serviced at over 5,000 Ford Dealers and backed by Ford Motor Company, Dearborn, Mich. Test-drive a Fiesta and see why we call it Wundercar.



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