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IN POLITICS

THE MAGAZINE FOR STUDENTS

SPRING 1982 \$1.50

BIG-TIME COLLEGIATE ATHLETICS:
SMALL-TIME ETHICS

THE VIABILITY OF SUBJECTIVITY
IN REPORTING THE NEWS

INTERNSHIP PROGRAMS

**budget
cuts\$**

THE IMPACT ON
CONNECTICUT
STUDENTS



IN POLITICS

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LETTER FROM THE EDITOR

By Leslie Pedler

We who attend liberal arts institutions frequently give an obligatory nod to political science courses, and perhaps, participate more or less actively on campus. A few of us, however, have the opportunity to get out of our ivory towers into the real world, a world which needs our fresh talents desperately. We live in a country which is in the preliminary stages of a socio-political change. How many of us know what the real issues are, much less how we feel about them? The classroom provides the background . . . but it is only an incubator. It is up to us to take those steps that will lead us to a better understanding of and perhaps involvement in our nation's political process.

In Politics is designed to draw you into the excitement and challenge of our governmental system, along with those of us who conceived and made this magazine a reality. If you are majoring in or merely interested in political science and government *In Politics* is for you. *In Politics* includes a variety of articles which range from current controversial issues to how to get involved in the political system.

We welcome any letters, comments, or suggestions you might have. We are a relatively new magazine and would like to expand by printing articles, letters, and artwork by other New England college students.

We would like to hear from you.

In Politics

Box 1322, Connecticut College
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Volume 2, Number 2

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LIBERALS '82: REORGANIZING AROUND COLLEGE CAMPUSES

by LAURENCE G. HIRSCH

In 1980 the liberal cause suffered a great setback. Old coalitions fell apart and the conservatives pulled through with a major victory. This was in part due to their superior organization network. The conservatives were able to finance their cause and employ large computerized organizations to reach their constituencies and entice them to get out and vote. College students were not a major factor in the conservative's campaign targeting drive. Voter turnout throughout the United States was low but the lowest turnout of any demographic group belonged to the college students. Students have traditionally been part of the liberal coalition and so the low voter turnout contributed to the conservative landslide in 1980. The student activism of the 1960's and early 1970's turned into apathy in 1980; and the liberals paid a great price.

Liberals cannot get elected consistently by trying to appeal to the big businessmen for funding, for their interests just do not coincide. Large organizations such as the National Conservative Political Action Committee (NCPAC) will continue to spend millions of dollars to defeat liberal candidates. Liberal support comes from the grassroots and volunteer support. A large source of such support comes from college students.

... The liberals have recognized the importance of student activism particularly in the area of inciting electoral change.

Many liberals and moderates alike believe the election of 1982 is the most important since 1932 when in the middle of the Great Depression Franklin Roosevelt was elected and ushered in a new Era of national prosperity. Ronald Reagan has dedicated himself to dismantling many of the programs that came out of that era and subsequent Presidencies, both Republican and Democratic. Reagan's New Federalism proposals are the vehicle through which these changes will occur. Funds from the various social programs that will be cut will go toward tax cuts for the wealthy as well as the defense buildup.

The Guaranteed Student Loan Program (GSL) is a direct casualty of "Reaganomics". In addition to the cuts made

in the program last year the Reagan Administration is proposing to eliminate GSL's for all graduate students and increase the minimum interest rate from 5-10% on these loans. This is a typical example of the Reagan Administration's neglect for the development of human capital. Many liberals believe Reagan's stand on programs such as GSL will motivate students to political action, once they are aware of the repercussions. The Reagan Administration is shifting priorities from providing assistance to the lower and middle classes, who need it, to giving assistance to the upper classes believing that assistance will "trickle-down" to help the rest of the people. The liberals believe in a "trickle-up" theory which will work through investments in human capital to make the American Dream a reality to the majority of the people. College students play a major role in that they will be relied upon to help educate the rest of the populace and be political leaders in the years to come.

Since 1980 many organizations have been formed to combat the heavily financed machines of the Conservative movement. On campuses these organizations are attempting to fill the activist vacuum left by the radical organizations like the Students for a Democratic Society (SDS) and Young Socialist Alliance, active in the sixties. Unlike these groups the liberal groups of the eighties are oriented toward change through education. They are interested in working through the system rather than demonstrating against it.

The major liberal group on college campuses today is called the College Democrats of America (CDA). The group is headquartered in the offices of the Democratic National Committee in Washington. The CDA is the most renowned liberal movement; however, it is the closest to the middle of the political spectrum. This group is organized by the national party. Consequently, they have to accommodate diverse interests. Presently, they are concentrating on expanding their student base and on refining their training programs.

In 1981 the CDA sponsored the first Hubert H. Humphrey National Campaign Training School in Washington. It was attended by hundreds of students from throughout the country, who listened to speeches by various political leaders and consultants. The national school program has been followed by an implementation of a series of regional schools in various parts of the country. Seminars take place over weekends and are

aimed at training students to organize CDA chapters on campuses and to work on political campaigns to effect change. The schools represent the attempts of the Democratic party to utilize the energies of the student population. The liberals have recognized the importance of student activism, particularly in the area of inciting electoral change.

The Youth Caucus, a subsidiary of the Americans for Democratic Action (ADA) is another group striving to promote liberal causes and candidates throughout the country. Both the ADA and the Youth Caucus have been in existence since 1947. The ADA is most famous for its periodic ratings of the voting records of Members of Congress. The Youth Caucus is run out of the Washington office of the ADA by Charlie King (Brown '81). It is just now flowering in its development. There are currently eighteen chapters at colleges and universities which constitute approximately 1,500 members. According to Mr. King the current goals of the Youth Caucus are to motivate students to work on the campaigns of liberal candidates as well as to educate the populace on the issues supported by the liberal movement. The ADA has targeted certain demographic groups that they feel will be vital to their constituent base in upcoming elections and hopes to use the energies of the students nationwide in this campaign project. In the future the Youth Caucus intends to promote its growth on college campuses as well as become a major organizing agent for liberal college students throughout the country.

Many groups were formed in response to the defeats of 1980, such as George McGovern's Americans for Common Sense, Ted Kennedy's Fund for a Democratic Ma-

jectory and the Independent Center for Democratic Policy, and have initiated planning to open chapters on College campuses. These groups can be seen as a retaliation to Conservative organizations such as Jesse Helms' Congressional Club. PIRG (Public Interest Research Group) is yet another liberal organization which locates its chapters on college campuses. These groups are educative in purpose and have a national network of researchers.

There are also many liberal groups which organize around specific issues. Examples of these include Handgun control, Students for Safe Energy, and the Peace Action League. These groups are usually independent of the Democratic Party, but have worked in collaboration with the ADA and Youth Caucus, particularly in informing the college campus of the cause.

All of these liberal organizations are focusing their energies at promoting student activity. Groups such as the CDA and the ADA are concentrating on electoral change while the more issue-oriented groups hope to mobilize students around their issue to use their electoral influence on their Congressmen through extensive letter-writing campaigns. The primary purpose of both types of groups is education. It is only through education that students can be spurred to action. The liberal movement realized that it has taken student activism and support too much for granted in the past. In an effort to impede the passage of President Reagan's policies the liberals are turning to the student groups for their support in applying constituent pressure. Students represent a large voter base which means action. The liberals realize that the activities of college students are crucial to their cause.

COLLEGE STUDENTS IN POLITICS

by WILLIAM FIELD

Many Connecticut students who are interested in politics and in the operations of a state legislature have joined the Connecticut Intercollegiate Student Legislature (CISL), a state-wide organization with branches at many colleges and universities. The organization is designed as a mock legislature which mimics the Connecticut General Assembly in content. Topics discussed at each of the monthly meetings vary from national issues such as nuclear weapons and disarmament, energy, abortion, gun control, and a balanced budget, to local issues such as a state income tax, resource management, banking laws and the current fiscal crisis.

CISL was founded by Dr. Edwin Stevens in 1948 after extensive meetings with state officials, including then

Governor McConaughy, and various officials in Pennsylvania. Dr. Stevens, later elected first chairman of the fledgling group, organized delegations from most of the colleges and universities located in Connecticut. These delegations met in convention for the first time on April 23, 1948. From this kick-off, CISL has flourished as a training ground for future legislators, and lobbyists. At its conception, CISL had two goals: to encourage political activity among college students, and to offer early experience in the political process of governing. These two goals are still of paramount importance.

Currently, CISL has branches at Trinity College, the University of Hartford, Albertus Magnus College, Southern Connecticut State College, Fairfield Univer-

sity, St. Joseph's College, the United States Coast Guard Academy, and Connecticut College. At each of our monthly meetings, members congregate at one of these institutions for an afternoon of debate, discussion, speeches and general conversation. During each of the seven meetings planned this year, the organization holds a joint session with both the Student Senate and the Student House in attendance. After this, the group breaks up into the various officially established committees which include: Energy and Transportation, Environment, Government Services, Finances, and Education, among others. Because of the physical composition of this year's Legislature, Democrats outnumbering Republicans by a margin of two to one, the Democrats on each committee cast a total of four votes, while the Republicans cast a total of two votes, regardless of the actual composition of each committee. Each party makes sure that each committee has at least one party member on it

. . . the Student Legislature acts as a liaison between students and the state government.

In the committee meetings, students discuss issues within their jurisdiction, and all members are expected to write at least one bill covering a topic which interests them. Once a bill is presented, the appropriate committee discusses its merits and the details of its composition. During these discussions, amendments may be submitted, and the final wording of the bill is established. The author may have forgotten a critical point; grammar may need correcting, or typographical errors may exist. Once all additions and corrections have been made, the committee votes the bill "out of committee" either favorably or unfavorably. A committee rarely bottles up a bill, as it is CISL policy to permit the full assembly to discuss a relevant issue. Once voted out of committee, the bill is sent to the secretary to be prepared for the convention.

The other two events of the normal monthly meeting are the guest speaker and the debate. In the search of a guest speaker, we try to get a local political leader who can tell us about current political affairs. For example, in recent years the Mayor of Danbury, Connecticut, discussed urban planning and urban renewal, while Sam Gejdenson, then a candidate for the U.S. House of Representatives from Connecticut's Second District, spoke about political campaigns and arms control. Other speakers have included William Cibes, Jr., State Representative from the 39th District, and Senator Phil Robertson, State Senator from the New Haven area. With these two individuals we discussed the state's budgetary problems, "getting involved," the role of an educator in politics, and other important issues. Each of these

speakers proved to be very interesting as well as informative.

The final event of the meeting is the debate. The debate can get quite lively as participants discuss arms control, the AWACS deal with the Saudis, the situation in Israel, and the state budget. The debate, which can last over an hour, ends with a vote which is recorded as the official CISL position on the issue. It is then the duty of the Press Relations Officer to inform the press of the decision.

Following a year of monthly meetings, members of CISL meet in Hartford for a three-day convention, during which the Senate and the House divide into their respective chambers to discuss and rule on the various bills introduced throughout the year. Last year the Senate, composed of the senior delegates, met in one of the committee chambers in the Capitol, while the larger House met in the Senate chambers.

The convention is really the culmination of the year, as members debate the bills presented. Although differences of opinion usually divide debaters, parliamentary procedure and the legislative tradition of our government keep discussions friendly and enmities at a minimum. In this way students learn about a state's legislative process through active participation.

During this convention, CISL organizes several informal gatherings with state legislators. At these meetings, discussions cover current political topics, issues affecting students, and the general quality of refreshments purchased at the local doughnut shop. Face-to-face communication with legislators is yet another way CISL members learn about the government and the legislative process. Thus, a year with CISL involves both legislating and learning from those who do in fact legislate.

By patterning itself after the Connecticut General Assembly, the Connecticut Intercollegiate Student Legislature allows its members to experience and participate in making laws at the state level. Their exposure to the political process permits them in later years to work better with the state legislature, both for their own interests and as lawmakers. Indeed, several CISL delegates have gone on to hold office on the local or state level. As a body of concerned students, the Student Legislature acts as a liaison between students and the state government. Its recommendations are forwarded to the General Assembly after the convention and represent reasoned political views held by many students throughout the state.

To quote from the CISL handbook, "CISL provides educational, political and social opportunities for students attending college all across Connecticut. Through CISL, members learn about and experience politics and the legislative process . . . both now and in the future." The advantages of such a student organization are tremendous. Early exposure to the "nitty-gritty" of governing teaches citizens to be more responsible and more reasonable in their dealings with the government. As a result, everyone benefits.

FEDERAL AND STATE BUDGET CUTS: THE IMPACT ON CONNECTICUT STUDENTS

by GRACE SWEET

College and university students nationwide are going to find it increasingly difficult to finance their educations, as federal and state assistance programs are either cut or eliminated. In illustrating what is happening to financial aid programs administered by the federal government and the State of Connecticut, it is important to discuss what college and university administrators at various Connecticut institutions are predicting the cuts will do to the quality of academics and student life at their institutions.

Federal Programs:

The federal programs which have been available in past years include: the Guaranteed Student Loan Program, Pell Grants, Supplemental Educational Opportunity Grants, the National Direct Student Loan Program, State Student Incentive Grants, the College Work Study Program, and Social Security Educational Benefits. Recently added is a program known as Auxiliary Loans to Assist Students. This array of programs has developed from the commitment to assist students, which was made available by the National Defense Act, passed under President Eisenhower in 1958 and upheld by his successors through the Carter administration. The Act was designed to provide federal programs "that will give assurance that no student of ability will be denied an opportunity for higher education because of financial need. . . ." It would seem that the Reagan administration has no intention of continuing this support to American students. This is quite apparent when one takes a closer look at what will happen to the above programs if Reagan's 1983-84 budget is passed.

Guaranteed Student Loans (GSLs) have been available since 1978 to both undergraduate and graduate students regardless of need. Undergraduates were able to borrow up to \$2,500 annually, and graduate students up to \$5,000 annually at a 9% interest rate which was subsidized until the student graduated. Currently any student with a family income of over \$30,000 must show a need for the loan, and the administration has also attached a 5% origination fee to the loans. The Reagan administration wishes to remove the availability of this program to graduate students entirely. Over half of the nation's graduate students, about 600,000, would be forced to find alternative monetary resources. Furthermore, the administration wishes to raise the origination

fee from 5 to 10%, as well as require all applicants to show a need for the loan regardless of family income, and increase the 9% interest rate to the market rate effective two years after the student graduates. Some restrictions on the GSL program were inevitable. There seemed to be too many instances of students borrowing money to buy a new BMW, or to pay for a spring vacation trip, but with the stringent cuts the program is about to experience, many middle income families will have lost one of the only viable low interest loan programs available to them. Some 700,000 students now eligible for GSLs would become ineligible.

Pell Grants are the foundation for many students' financial aid packages. Along with the other student aid programs Pell Grants were cut three times during Reagan's first year in office, and stand to be cut two more times under the fiscal year '82 recisions and the fiscal year '83 budget proposals. In 1980, the Pell Grant program had a funding level of \$2,441 billion, if the '83 Reagan budget is passed this amount may drop to as low as \$1.4 billion. If the maximum award for Pell Grant recipients is set at \$1,800, this would mean that approximately one million students would be cut from the program, and only 1.6 million students with family incomes under \$14,000 would still remain eligible. Currently, students with family incomes of up to \$27,000 may qualify for these grants.

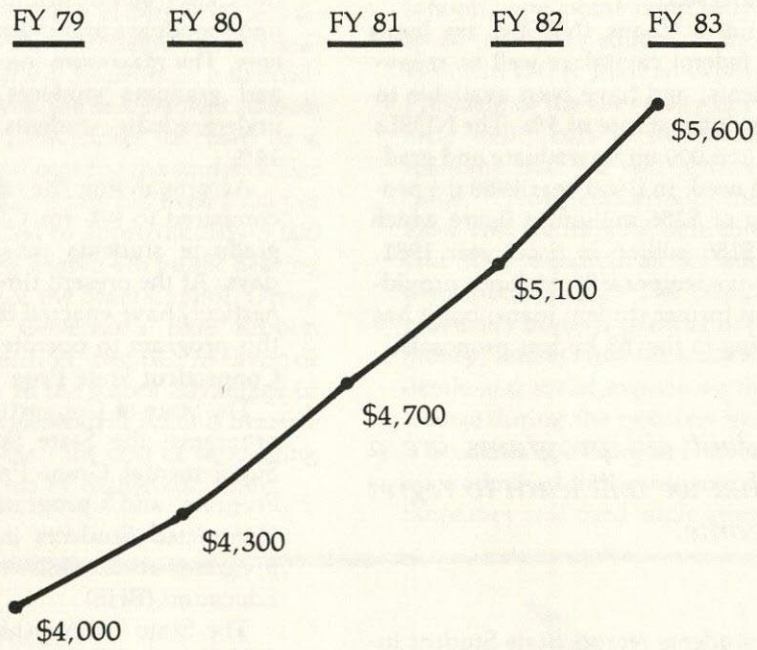
. . . 150,000 students will be eliminated (from the SEOG program), and the other 465,000 recipients may be cut off by fiscal year 1983.

Supplemental Educational Opportunity Grants, the National Direct Student Loan Program, and the State Student Incentive Grants are all in danger of being eliminated in the '83 Reagan budget. This would mean that 1.181 million students would be deprived of aid.

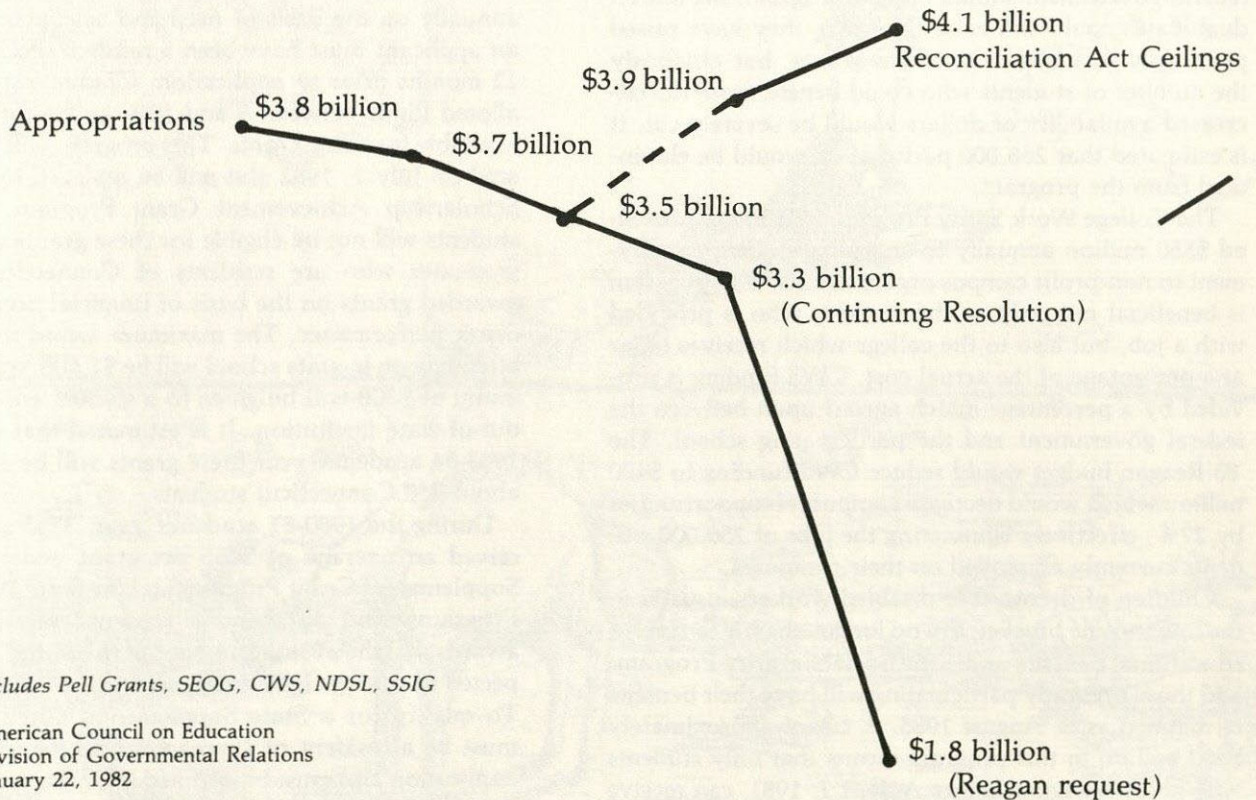
The Supplemental Educational Opportunity Grant (SEOG) recipients receive a maximum of \$2,000 annually. Approximately 615,000 undergraduate students attending more expensive colleges and universities receive

College Costs vs. Federal Student Aid Appropriation

AVERAGE COST OF COLLEGE ATTENDANCE



TOTAL FEDERAL APPROPRIATION FOR BASIC GRANTS AND CAMPUS-BASED AWARDS



Includes Pell Grants, SEOG, CWS, NDSL, SSIG

American Council on Education
Division of Governmental Relations
January 22, 1982

this aid. Low cost state universities receive these grants as well. Without the SEOG, these students would not be able to afford these more highly priced institutions. In 1981, \$370 million were available under this program. As a result of cuts in the 1982 budget, 150,000 students will be eliminated, and the other 465,000 recipients may be cut off by fiscal year 1983.

National Direct Student Loans (NDSLs) are loans provided for by new federal capital as well as repayments by former students, and have been available to needy students at a low interest rate of 5%. The NDSLs currently serve about 266,000 undergraduate and graduate students based on need. In fiscal year 1980 the program received funding of \$286 million, a figure which has been reduced to \$186 million in fiscal year 1981. This program will survive temporarily on funds provided by repayments from former student loans, but it has been denied any funding in the '83 budget proposals.

... "cuts in student aid programs are a false economy that we will learn to regret in the years to come."

More than 300,000 students receive State Student Incentive Grants (SSIGs). Presently the federal government provides \$77 million annually which is matched by individual states on a dollar-to-dollar basis. If the federal government should cut the program, the individual states could still raise the funds they have raised previously to match the federal grants, but obviously the number of students who could benefit from the decreased availability of dollars would be severely cut. It is estimated that 266,000 participants would be eliminated from the program.

The College Work Study Program (CWS) has provided \$550 million annually to subsidize student employment to non-profit campus organizations. This program is beneficial not only to the student, who is provided with a job, but also to the college which receives labor at a percentage of the actual cost. CWS funding is provided by a percentage match agreed upon between the federal government and the participating school. The '83 Reagan budget would reduce CWS funding to \$400 million which would decrease campus job opportunities by 27%, effectively eliminating the jobs of 250,000 students currently employed on their campuses.

Children of deceased or disabled workers, usually in the low income bracket, are no longer eligible to receive educational benefits under the Social Security Program; and those presently participating will have their benefits terminated as of August 1985. A cut of approximately \$500 million in this program means that only students who became eligible before August 1, 1981, can receive benefits. Funding for these students will remain as it stands for this year, but starting next year each award

will be decreased 25% annually until all benefits are withdrawn in August 1985.

In an attempt to counteract some of the above cuts, particularly in the GSL program, the Reagan administration has adopted a new program known as ALAS, Auxiliary Loans to Assist Students, which dates back to the Carter administration. The program is available to undergraduate and graduate students as well as to parents. The maximum loan is \$3,000 per year for parents and graduate students and \$2,500 for independent undergraduate students, and has an interest rate of 14%.

Accompanying the unattractively high interest rate, compared to 9% for GSLs is the fact that parents and graduate students must begin repayment within 60 days. At the present time only 14 states (including Connecticut) have enacted the necessary legislation to allow this program to operate.²

Connecticut State Programs:

The State of Connecticut has four major financial aid programs: the State Scholarship Program, the State Supplemental Grant Program, the State Work Study Program, and a program known by its statutory name, Contracted Students in Independent Colleges. These programs are administered by the State Board of Higher Education (BHE).

The State Scholarship Program awarded grants to 3341 undergraduates at an average of \$821 per grant, and 79 graduate students at an average of \$979 per grant, during the 1980-81 academic year. To be eligible for this program, which provided funds of up to \$1,000 annually on the basis of need and academic potential, an applicant must have been a resident of Connecticut 12 months prior to application. Graduate students are allotted funds between 5 and 10% of the total amount available for these grants. This program will be terminated on July 1, 1982 and will be replaced by the State Scholarship Achievement Grant Program. Graduate students will not be eligible for these grants and undergraduates who are residents of Connecticut will be awarded grants on the basis of financial need and academic performance. The maximum award to a student attending an in-state school will be \$1,500, while a maximum of \$500 will be given to a student enrolled at an out-of-state institution. It is estimated that during the 1983-84 academic year these grants will be awarded to about 750 Connecticut students.

During the 1980-81 academic year, 3763 students received an average of \$455 per grant under the State Supplemental Grant Program and the State Work Study Program. The number of students receiving these awards and the average amount of the award are not expected to change significantly within the next two years. To qualify for a State Supplemental Grant a student must be a resident of Connecticut 12 months prior to application and must be enrolled in or accepted at an in-state institution. The BHE allocates their funds to institutions participating in federal student aid programs.

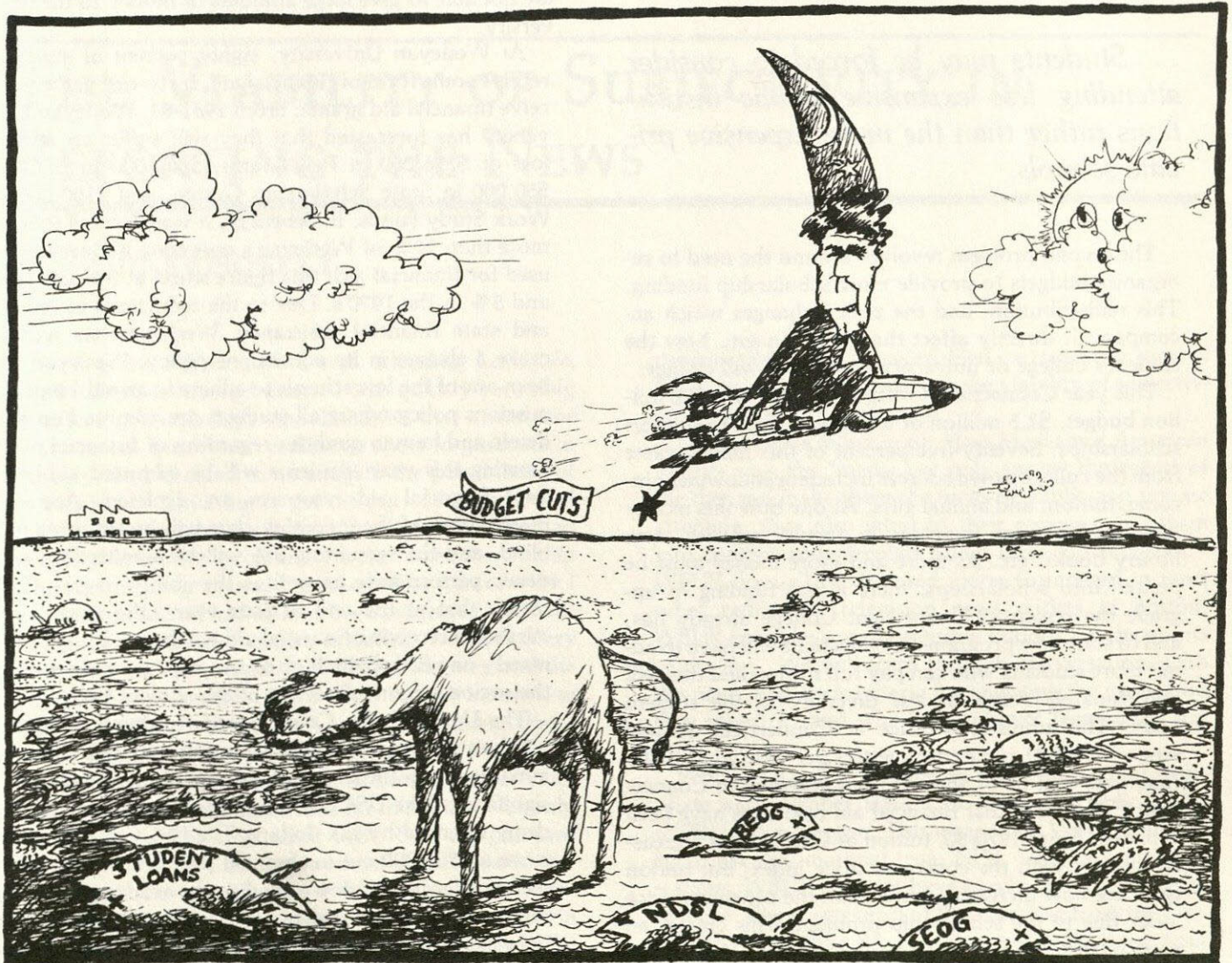
The institutions determine who the recipients will be as well as the amount of the awards. The requirements and qualifications for the State Work Study Program are the same as for the State Supplemental Grant Program. A student may earn a maximum of \$1,500 annually through the program.

Providing places for Connecticut undergraduate residents in independent Connecticut colleges or universities is the purpose of Contracted Students in Independent Colleges. The BHE provides the independent schools with a grant per student. These funds are used as a source of direct financial assistance for the students. For the past two years the average grant has been \$900 per student, and has been awarded to approximately 5,000 students annually. During the March 4th public hearing of the Education Committee at the State Capitol, Deroy C. Thomas, head of the Governor's Blue Ribbon Commission on Higher Education, testified in favor of the program. He said it was to the state's advantage to provide these grants to the independent schools because the grant of \$900 is far less than the cost of supporting the student in the public sector of higher education.

Effects on Colleges and Universities:

Administrators at colleges and universities in Connecticut are working hard to cope with the series of budget cuts which will drastically reduce the amount of financial aid available to their students. In interviews with Presidents and financial aid officers at five Connecticut schools, one point constantly raised was that dollars spent on higher education should be viewed as an investment rather than an expense. Steven Trachtenberg, President of the University of Hartford, summed up this view well: "cuts in student aid programs are a false economy that we will learn to regret in the years to come."³ Three concerns of these administrators are 1) How will students be able to support tuition increases and other expenses as the amount of aid available to them decreases, 2) The reorganization of college and university budgets in order to provide more scholarship money, and 3) How the student population and the academic and social experience these students receive will change during the next few years.

Students at Wesleyan University are fortunate in that once admitted they are guaranteed all the financial assistance they will need while attending the university. Stu-



dents at other schools will be forced to take out loans at higher interest rates than formerly available under the GSL program, and they will have to earn more money by working. Henry Miller, Director of Financial Aid at the University of Hartford, predicts that in the next few years students of middle and upper-middle income families will be forced to work whereas in the past they have been free to concern themselves only with academic pursuits during the school year.

At Trinity, Anne Zartarian, Director of Financial Aid, explained that in the past, Trinity has been able to help out students who experienced financial need on a yearly basis with a \$20,000-\$30,000 cushion in their financial aid funds. "No one has ever had to drop out because of a financial emergency," she said. However, after the series of budget cuts about to take place she can not be assured of having this extra cushion. President Oakes Ames at Connecticut College said that "families will dig deeper into their pockets," although with tuition, room and board set at \$10,600 for the 1982-83 academic year, it is difficult to see how less affluent families will be able to support their children's tuition and other personal expenses.

. . . Students may be forced to consider attending less expensive public institutions rather than the more expensive private schools.

The second problem revolves around the need to reorganize budgets to provide more scholarship funding. This redistribution, and the policy changes which accompany it directly affect the third concern, how the student's college or university experience will change.

This year Connecticut College operated on a \$20 million budget, \$2.5 million of which was used to support scholarships. Seventy-five percent of this money came from the college's own sources including endowment income, tuition, and annual gifts. At one time this money was available for increases in faculty salaries, new library books, etc. As more and more money must be poured into scholarships, there is less funding to upgrade the resources Connecticut College already has, and to start new programs. Connecticut will have to admit more students who can pay full tuition and this will unfortunately result in less diversity in the student body. The admissions office at Connecticut already sends out 30-90 admit/deny letters per year which tell a candidate that he or she has been accepted to Connecticut College but that financial aid resources have been depleted. From 1970-80, tuition at Connecticut increased directly with the consumer price index, but tuition costs are now increasing faster than the consumer price index due to the scholarship problem. This creates an extra burden for families of students paying the full tuition price.

Students may be forced to consider attending less expensive public institutions rather than the more expensive private schools. President John DiBiaggio of the University of Connecticut predicts that students who want to go to private schools for whatever reason will be forced to attend U Conn. As a result, these students may be unhappy at U Conn. A further complication is that forcing students from the private into the public sector of higher education will result in overcrowding of classrooms and dormitories. Both President DiBiaggio and Henry Miller from the University of Hartford, agree that the character of public institutions will be modified. More affluent students will be attending U Conn and the other public schools. Mr. Miller foresees "an era of elitist education, where there may not be any place for the average student to go because U Conn and the less prestigious schools will have applicants of higher academic quality." The University of Hartford will have a harder time coping with monetary problems than the more highly endowed schools. As Mr. Miller put it, "we are a young school with young graduates many of whom are now in middle management positions rather than highly paid executive positions." These graduates are not able to give large amounts of money to the university.

At Wesleyan University, eighty percent of students receive some form of financial aid, forty-one percent receive financial aid grants. From 1981-83, Wesleyan University has forecasted that they will suffer an annual loss of \$276,000 in Pell Grants, \$600,000 in SEOGs, \$50,000 in State Scholarship Grants, and \$100,000 in Work Study Funds. In February, it was decided that no more than 10% of Wesleyan's operating budget can be used for financial aid; this figure stood at 8% last year and 5% in the 1970's. Due to the reductions of federal and state financial assistance, Wesleyan has had to make a change in its admissions policy. Wesleyan has been one of the few schools to adhere to an aid-blind admissions policy where all students are admitted on academic and human qualities regardless of financial need. Starting this year, students will be admitted aid-blind until financial aid resources are depleted. Approximately 92% of the incoming class will be admitted aid-blind, and the remaining 8% will be admitted on academic performance as well as the ability to pay. This means that at the end of four years, the students at Wesleyan receiving financial aid will be cut by approximately one-fifth, which of course means a reduction in the socioeconomic diversity of the student body.

The United States Coast Guard Academy (USCGA) will be suffering a budget cut, which although different in nature from the financial aid cuts discussed above, is significant. The USCGA is a United States service academy financed by tax dollars. The USCGA will experience a \$500,000 cut in the next year which will affect the experience of cadets attending the academy. First the number of enrolled cadets will be reduced. The incoming class this year was 398, while the class arriving in July will have only 230 members. The attrition rate at the

academy is about 40% which means that in the past 28-30 cadets withdrew each semester. This semester, 100 cadets will be asked to leave. According to Lt. Ruenzel, "There is no more leeway to work with cadets who fall below the minimum 2.0 GPA to give them the help they need for a second chance. The standards haven't changed, there is just going to be a stricter adherence to them. This will provide for a more elite Coast Guard service." Faculty reductions will occur as the number of cadets is diminished. The faculty at the academy is composed of civilians, permanent commissioned teaching staff, and rotating staff military personnel. The military faculty will be the first to be cut, they will simply stay at their present jobs rather than being assigned to a four year stint of teaching at the academy. The commitment to quality education will not be sacrificed at the academy, but cadets will experience a more fierce competition to do well and graduate from the Coast Guard Academy.

At present there are six loan program proposals under consideration by the Education Committee of the Connecticut General Assembly; State Bonding for Loans to Students Under the Connecticut Student Loan Foundation, an Independent Loan Authority, State Bonding for Loans to Students at Public Colleges, State Bonding for

Loans to Students Attending Public or Independent Colleges, a Parental Loan Program, and a State Program built on the Federal ALAS Program. These programs have been proposed in response to the federal cuts and would provide funds to those currently shut out of the federal programs, as well as supplement the diminished amount of aid students will receive from the federal programs. Of course each program has its own advantages as well as disadvantages and restrictions, and the members of the committee will have to decide which programs will be most beneficial to Connecticut students before they are presented to the entire General Assembly.

Financial aid is going to be a scarce commodity for the next few years. Colleges and universities must pursue new ways of providing financial aid dollars which have been cut by the federal budget in order to maintain a diverse student body.

1. *Educational Record*, Winter 1982, American Council on Education, p. 37.
2. Deborah Rankin, "Tough New Terms for Student Loans," *New York Times*, Sunday February 28, 1982.
3. Steven Trachtenberg, "Reducing Aid for Students Shortchanges Nation's Future," *New York Times*, Sunday December 6, 1981.

THE VIABILITY OF SUBJECTIVITY IN REPORTING THE NEWS

by PAUL WISOTZKY

During the fall of 1979 I was attending Lexington High School in Massachusetts. I was quickly becoming disillusioned with high school and felt that it was time to move on. I was two credits too short to graduate in January, so I decided to investigate the possibilities of an internship; anything to get me out of high school. I had heard through friends that the high school had an excellent internship program. I went to see the woman who ran the program and she asked what type of work I was interested in. I had always been interested in broadcasting so we decided to give it a shot. We tried every radio and television station in the Boston area and the only one that would take a high school intern was WBUR. It was in the WBUR news department that I would spend 12 hours a day, 5 days a week, from January until June. This internship has been the most valuable educational experience thus far in my life. Not only has it led to a full time job at WBUR for the past two summers and part time employment at other radio stations, but it also provided me with an opportunity to explore the process of choosing and presenting the news in great detail. My exposure to the media, particularly the

presentation of news, has enabled me to answer some of the questions I had concerning the viability of subjectivity in the reporting process.

Doris Graber in her book *Mass Media and American Politics* says the "media not only survey the events of the day and make them the focus of public and private attention, they also interpret their meaning, put them into content and speculate about their consequences."¹ WBUR does all of that and more. Compared to most other radio and television news outlets in Boston, WBUR provides a more sensible outlook on the events of the day. We will learn through conversations with the news staff their criteria for choosing the news, how they report it, and why it is different from other stations.

WBUR is a public, non-profit radio station and an affiliate and member station of National Public Radio (NPR) in Washington. This means that WBUR is licensed to use any material from NPR. Unlike commercial stations, WBUR does not have to rely on advertising for revenue. They receive all of their funding from the Corporation for Public Broadcasting and listener contribu-

tions. The station is located in the Kenmore Square area of Boston and transmits to a one hundred mile radius from that location. The station programs classical music mornings, afternoons, and early evenings and jazz late at night.

WBUR devotes a relatively large amount of its broadcasting day to news and public affairs. Every morning during the week between six and nine o'clock WBUR carries NPR's "Morning Edition," a news as well as public affairs program emanating from Washington. Each hour of the "Morning Edition" has two locally produced segments containing state and local news. The evening news, broadcast every afternoon for a half an hour, is produced solely by the WBUR news department. At 5.00 NPR's "All Things Considered," an hour and a half news magazine is aired, followed by a rotating public affairs program.

WBUR has a full time staff office and many interns and volunteers; however, they must rely on various independent agencies for source material. WBUR's greatest asset is NPR in Washington, and is linked by satellite to NPR, consequently they can receive five different programs simultaneously from Washington. WBUR is also linked to the BBC in London through the satellite as well as all the other NPR affiliate stations across the United States. Most of this material relates to news happening outside the state of Massachusetts. For local news WBUR relies heavily upon the Associated Press (AP) broadcast wire. Other source material includes *The Boston Globe*, *The Herald American*, Boston's major daily newspapers, as well as the majority of the community and suburban newspapers. The newsroom also receives numerous press releases on a daily basis, announcing the most current events and providing current information.

One of the most significant tasks belonging to the assignment editor is to decide what news stories will be aired. There is a wealth of information available, therefore, it is important that the editor have a set of criteria on which to base his selections. Michael Fields, the assignment editor at WBUR, points out that finding stories that affect the largest number of people as well as cater to their audience, are one of the most important aspects in the selection process. It is also important, according to Fields, that you take into consideration the strengths and weaknesses of the reporters that are available. The breaking news on any given day must also be taken into account before the final decisions are made. He concludes his list by adding that it is important to take the medium into consideration in acquiring information.

event or conduct interviews in person as opposed to doing the interview over the telephone from the station and taping it. Yet, another way is to rewrite secondary source material like AP copy or newspaper articles. News Director Carol Rissman says that the hardest decision an editor has to make is what stories to report at all:

Generally, the rule is stories that can provide analysis for people's lives and for people's decision makings, are the stories that we cover. For example, I assigned you a story on tetro-chloroethylene in the water on Martha's Vineyard. Now first of all that is a point of information that people who want to make choices of whether or not they are going to drink the water, need to have, but it is also part of an analysis of the whole environmental situation. That story was not to be reported as just a point of information, but it was to be an analysis.²

... being a public radio station gives them a greater degree of freedom in selecting the news as well as more time to tell a particular story.

Working for the news department I came to the realization that WBUR presents a different kind of news for listeners than their commercial counterparts do. One of the more obvious reasons for WBUR's alternative style is the fact that they are public radio as opposed to commercial. Michael Fields talks about being a public radio and what difference this makes. He claims that being a public radio station gives them a greater degree of freedom in selecting the news as well as more time to tell a particular story. A privately owned radio station would spot a story thirty or forty seconds, while WBUR would allot a minute and a half to two minutes for the same story. WBUR does not have to appease advertisers, therefore, they have more radio time to go in depth on a story as well as more freedom to give the unpopular side. Fields says that WBUR covers *... the controversial side of the story that a straight reporter might not want to touch with a ten foot pole or might not want to give the same weight to.³*

The news department is looking for a certain kind of news; stories that have political significance. According to Katy Abel, a former reporter at WBUR, the station tends to stay away from fires, murders and crime stories in general, for the traumatic event is not necessarily the most significant. Carol Rissman, the News Director adds, *Things I would want to cover always are shocking events when they happen. For example, on whatever night the rescue mission for the hostages failed, Christy called me at two o'clock in the morning and by that evening we had prepared a one hour special on that. That overrode all the other news that we had that day because, a) people are essentially and crucially interested in it, and b) it would change the course of history and it has and it will.⁴*

Rissman says that no other station in the area had prepared such a long and in depth special that included reaction from local political figures.

The staff at WBUR is very open with their political beliefs and attitudes towards local political figures. I think this has a great deal to do with what gets on the air

and the way that event is portrayed. Katy Abel talked about a story that Michael Fields follows because of his personal interest in it. He makes sure something is reported on the issue weekly and she adds that the story does not receive the same heavy coverage on other stations as it does on WBUR.

Reporters at WBUR develop interests and sometimes commitments to the issues they cover, which brings in the question of subjectivity. Reporters who feel they have to remove themselves from the subjects they cover in order to remain objective, are often trapped by oversimplifications and superficiality. According to several of the staff members at WBUR this type of reporting is most frequent in "commercial" news. All of the staff agreed that there was no such thing as objectivity in the traditional sense of the word. Everything, according to State House reporter David Williams is inherently subjective. "The criteria that I would propose is not that we should be objective, but that we should be fair."⁵ Objectivity is a big myth, for there will always be some kind of slant. The politics and biases of the news staff, not just at WBUR but all stations, are reflected in the news they choose to cover. The issues that are aired are those deemed important and this is ultimately the result of a subjective choice.

There are two ways you can do a news story and there are only two ways to make a good radio news story. One is to take people to the event. The other is to report the event through your own perceptions, considering that you come to the event as an intelligent, well-meaning, and honest person. In that case there is no such thing as objectivity. Any news reporter who says he or she is being objective is being thoughtless. *No story can go through somebody's brain and go out their fingertips in the typewriter without being changed by their own impressions, says Carol Rissman, and as a matter of fact that is something to be desired.* You want people to hear a story as though they had been there, instead you have been there, so it is your obligation to tell people the story through your own perceptions and impressions. That is not to say that you don't get all the facts and all the data, but you take those into consideration when you are producing a story that really says what it was to have been there or to have talked to these people or to have done this thing.⁶ It is a difficult balance to be able to impart one's viewpoint and still remain fair. David Williams says that the responsibility is very demanding and is a true test of a journalist's ability to educate his readers. He contends that a lot of reporters will hide behind the mask of objectivity because it is safer. If a reporter has something he feels strongly about he should not sacrifice his viewpoint in the name of objectivity if he can, at the same time, educate the reader or listener. Williams maintains that time limitations are no excuse. It is the reporter's obligation to present the news fairly so that the audience will trust him. In his comments on credibility. He claims that people will tune a reporter out if they are associated with an obvious

political slant. Therefore, the balance between subjectivity and fairness is delicate.

The question of trust or credibility is obviously very important because if you are too upfront or if you are to slanted in your coverage of the news, people aren't going to listen to you because they will say "this person is always going to take this kind of position." That's why it is very important, no matter what you believe about a particular point "that you enable the listener to understand both sides and that person will hopefully reach the same conclusion that you have, maybe not, but that's what the democracy that we live in is all about."⁷ The question of whether WBUR is credible is hard to answer, but what can be said is that WBUR reporters are respected by their peers as well as political leaders.

News Director Rissman maintains that WBUR's style of letting a reporter become close to the story he or she is covering sometimes presents problems:

The way it has been coming out lately is the fights I have been having with people when I can't run their stories on a given night. They feel tied to the people the story is about, and they are very upset because people are expecting to hear the story on WBUR that night. Well, you know that is not a good reason to run a story. Also when people get too close to their stories their biases become prejudices and they can write a really unfair story, a really incorrect story, not intentionally, but just because their heart is really in what they're doing. I would never want a totally dispassionate story from anybody, but there is a limit beyond which you cannot go, or you are no longer being fair.⁸

However, Ms. Rissman stressed that this problem is common at other stations to some extent. But, she says most reporters at other stations would be taken off a story if it was apparent that they were becoming attached to it.

Critics of WBUR's news say that it is onesided, radical, and sometimes unfair. Some say that we only cover leftist issues and stay away from or report unfairly right wing issues.

Producer Michael Fields was the only staff member who tended to agree with some of WBUR's critics. *I think WBUR could be categorized as a knee-jerk radical station in the sense that certain issues, the nuclear issue, hazardous waste, prison reform, or prison conditions, certain issues of concern to the progressive community are given a weight and a consideration they might not receive on a regular station and on the whole that is probably good.* Fields maintains that it is of utmost importance that the reporters do not lose their perspective.

It is hard to judge from the inside out, therefore you cannot expect the WBUR staff to be to critical about the job they are doing. All of the people I talked to felt that they were doing the job of reporting news the best it could be done.

At the end of my conversations with the staff, I let them talk about what they felt was WBUR's greatest difference and asset. Carol Rissman says that the news-

room doesn't cover many stories that commercial stations do, but that they do cover stories that most commercial stations won't touch. This, she says, is WBUR's greatest asset.

... Reporters who feel they have to remove themselves from the subjects they cover in order to remain objective, are often trapped by oversimplifications and superficiality.

WBUR news is different. No listener of WBUR's news, compared with most other commercial stations can deny that fact. Personally, I think WBUR provides better news for a variety of reasons. They provide better background information and follow a story until the end, while most commercial stations have long ago labeled it old news. WBUR takes a personal approach to the news. They decipher policies and let the public know how it will affect them. Other stations use policies and policy decisions as yet another piece to add to the political puzzle. During elections the station goes in depth on candidates with public and private histories and offers background information on election issues, as well as provides assessments of the candidates' leadership characteristics. All of these are qualities that most other news outlets lack.

Why is WBUR one of a kind in the Boston area? If all of the above qualities are ones we wish all other news organizations had, why is WBUR the only one? Time

and freedom is the answer. WBUR has the time and freedom because they are public radio. They do not have to answer to short time constraints that are present in commercial radio. Because there is no advertising WBUR does not have to worry about offending the advertising public. This means the freedom to air almost anything that would normally turn off advertisers or potential advertising customers. The staff at WBUR is also unique in that they are united in their political beliefs and are striving for similar political goals. This coupled with the sense of fairness without adhering to objectivity provides for overall better news coverage.

1. Doris Graber, *Mass Media and American Politics* Washington, D.C.: Congressional Quarterly Press, 1980), p.7.
2. Interview with Carol Rissman, news director, WBUR, (Nov. 6, 1981).
3. Interview with Michael Fields, news producer, WBUR, (Nov. 6, 1981).
4. Interview with Carol Rissman, news director, WBUR, (Nov. 6, 1981).
5. Interview with David Williams, State House reporter, WBUR, (Nov. 6, 1981).
6. Interview with Carol Rissman, news director, WBUR, (Nov. 6, 1981).
7. Interview with David Williams, State House reporter, WBUR, (Nov. 6, 1981).
8. Interview with Carol Rissman, news director, WBUR, (Nov. 6, 1981).
9. Interview with Michael Fields, news producer, WBUR, (Nov. 6, 1981).

NEWS BITS NEWS BITS NEWS BITS NEWS BITS NEWS BITS

Students Unite to Protest Budget Cuts:

"National Student Lobby Day" was held on Capitol Hill in March in which thousands of students flocked to the capitol to protest Reagan's proposed cutbacks in Federal student loans and grants. The day marked the beginning of a nationwide campaign by students, faculty and administrative officials to pressure their representatives to block the passage of Reagan's proposed budget.

Decline in new Building Project on College Campuses:

Colleges and Universities spent approximately 3.4 billion on building projects last year according to School and College Construction Reports. This figure is down 5% from the year before. Institutions of higher education are spending more to refurbish and expand existing structures than construct new buildings.

Draft Registration Evaders Denied Aid?:

Deputy Gerald B.H. Solomon, (Dep. N.Y.), has introduced a resolution for President Reagan to "take any action necessary" to ban young men from receiving federal aid, including student grants and loans, if they fail to register for the draft. This resolution also advocates banning these students from federal jobs and from participating in programs receiving federal aid.

Ideological Training under-emphasized in China:

Zeng Delin, the Deputy Minister of Education in China, stated that ideological training is grossly underestimated in China's schools today. Mr. Zeng said that the universities should put equal emphasis on physical training, intellectual development and ideological study. This reflects a concern among Chinese officials about widespread reports of "student selfishness."

BIG-TIME COLLEGIATE ATHLETICS: SMALL-TIME ETHICS

by SETH STONE

The sports section is the well known means of escape from world traumas reported in newspaper headlines. But, greedy players, selfish owners, mercenary agents, and money madness have turned pro sports into a big business. The thrill is gone, and the sports fanatic must turn to collegiate athletics for the necessary dosage of sanity, for competition at that level must surely be pure. But, alas, even State U. and Town Tech are not immune to the corrupting hand of athletic scandals, academic improprieties, and recruiting violations. Now, our sole recourse is to turn to the true world of fantasy and escape . . . the comics. For, if anything is sacred, it must be the funnies. Surely, athletic scandals don't exist amongst Charlie Bown and Garfield.

O', but pity the poor sports fan seeking escape from page one, pro sports, and collegiate sports, because even the comics have fallen prey to athletic wrongdoing. Coach Gil Thorp has had his star basketball players' sneakers stolen, while a rich alumnus in Tank McNamera is being urged to contribute vast sums of money to hire a football player for "Enormous State University." O' harsh reality, nothing is sacred, for if the comics are speaking of athletic theft and bribery, the world must be truly crumbling.

As much as college students kid themselves that they are enrolled in a four year vacation, far removed from the '9-5' life, this "ain't" necessarily how it is. The gilded halls of State U. and Town Tech are part of the real world. And, as we all know and believe, money makes the world go 'round.

"It has become a known fact that big time college athletics breed big time money," says Connecticut College basketball coach Dennis Wolff. "There is money to be made in Division I athletics." Coaches and college presidents know this, and so do those with money to throw around. "Money breeds money, and a lot of people bet on Division I sports."

Division I is usually thought of as UCLA, Notre Dame, and Ohio State; the big schools with big athletic budgets and big teams. To the Goliaths of Division I are the Davids of Division III. Schools such as Connecticut College, Trinity, Wesleyan, and MIT make do with smaller budgets and lesser known teams. "It is a matter of different priorities and different philosophies," says Connecticut College Athletic Director Charles Luce.

Luce coached high school basketball in New York and Connecticut before advancing to head coach at Boston University, a big Division I school. As Athletic Director at Connecticut, a small Division III college, Luce has experienced the full spectrum of academic athletics. What he saw in Division I did not please him.

"Division III is about as pure as you can get," says Luce. "Our one objective is student participation. On the other hand, Division I athletics are seen as a source of income, in addition to being a means of gaining alumni support and visibility for the school. In fact, with the tight money situation, many schools are running on gate receipts from athletics. The state is no longer the place to get money."

The incentive for successful programs at big schools becomes apparent. Big schools with large budgets need a lot of capital to operate. Though athletic programs cost a great deal to underwrite, ticket sales and gate receipts can usually turn a profit. It almost goes without saying that winning football and basketball teams historically draw big crowds, and the bigger they are, the more money they generate. Winning teams bring the institution into the public eye, which makes the alumni very happy and very generous with their checkbooks. Ultimately, the pot of gold at the end of the rainbow is television coverage. NBC, CBS, ABC, ESPN, and the myriad of cable stations constitute the motherlode. To be good enough to appear on network television is to geometrically increase available money for the school.

. . . In the midst of university austerity, frustrated football fans can create enough pressure on a school to spend over \$1,000,000 on a sports coach.

Today there are large arenas to fill and large television contracts (\$70,000 per appearance) at stake. Coaches get their teams on television by winning, appease alumni by winning, attract recruits; the key to winning-by winning.¹

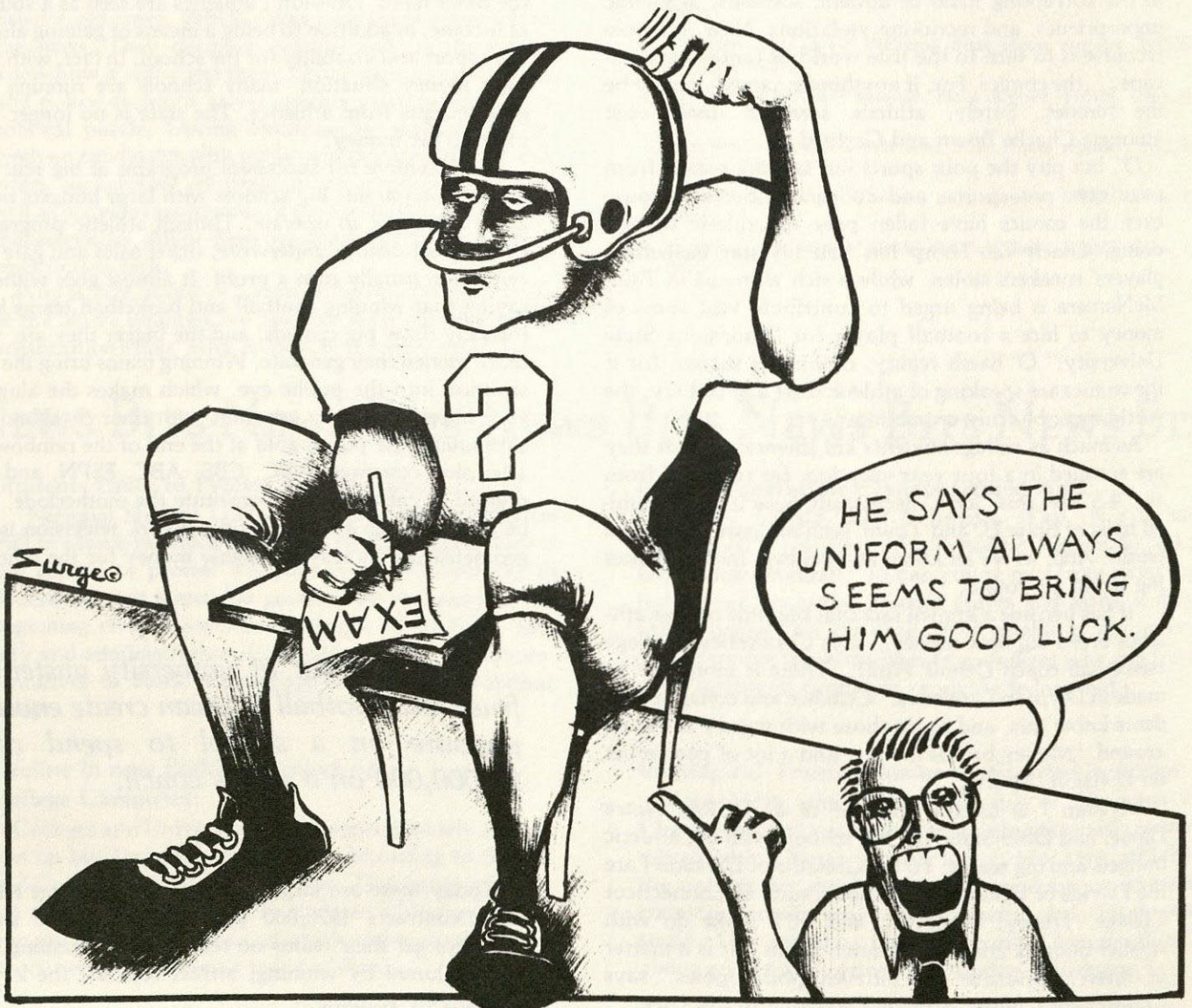
According to Luce, the year that North Carolina State, behind the leadership of David Thompson, won the NCAA championship, the university experienced the greatest number of applications and the highest amount of alumni support. This vicious cycle has been publicly highlighted by something that *Sports Illustrated* calls the "Sherrill Thing."

Jackie Sherrill led the Pittsburgh Panther's football team to an 11-1 record in 1981. Sherrill's five year coaching record at Pitt was a dazzling 50-9-1. For his accomplishments, the 38 year-old coach earned a base salary of \$66,000, and some sources say incentives raised this yearly total to \$175,000. It was this man that Texas A & M University decided was the right coach to lead them out of the football doldrums.²

Although the A & M Aggies had a winning season this year, historically, they have fielded losing teams. In a football hungry state, with football hungry boosters,

this is inexcusable. Originally an all-male military school, A & M today "claims the largest enrollments in the nation in four different disciplines (engineering, veterinary medicine, agriculture, and environmental design.)"³ "The college has more nuclear research machinery than either Stanford or Harvard, and incoming freshmen average 136 points above the national SAT average."⁴ In Texas, however, a college is not known for its academic achievements, but rather its football achievements. A & M boosters were tired of playing second-fiddle to their fellow state teams, and urged the board of regents to open up their checkbook to buy Sherrill and a future championship.

Texas A & M president Frank E. Vandiver earned \$95,000 before Sherrill was bought from Pitt. He now earns \$100,000, but this does not approach Sherrill's contract. The coaches contract with Vandiver's institution calls for a yearly salary of \$267,000, for a six-year total of \$1,602,000.



The Sherrill affair has dismayed officials who worry about the high price of college sports, and even some Aggies wonder if money should be allowed to talk so loudly. "The regents reach in where they have no place, spend over a million dollars on a football coach, and we find ourselves the butt of national jokes," complains Angelique Copeland, editor of the Student newspaper.⁵

While those at A & M may worry about jokes, the Sherrill affair has deep repercussions for collegiate athletics. Many schools are cutting back on programs and tightening their belts due to the present fiscal crisis. In the midst of university austerity, frustrated football fans can create enough pressure on a school to spend over \$1,000,000 on a sports coach. There is small wonder then that professors and administrators are grumbling about misplaced priorities. "However, the tug of nostalgia should not inhibit us from making a clear assessment of the contemporary scene," said Brown University president, Howard R. Swearer in a midwinter speech.⁶ The assessment is that if Sherrill can turn a profit, it is a worthwhile investment. And, an investment is just how the school views Sherrill.

Says Vandiver, "I think the disparity between what a distinguished professor of chemistry gets compared with the football coach can allow you to get bent out of shape. The professor might win a Nobel Prize and change the course of human affairs. But maybe we have to realize that football keeps the money coming that will keep the professor's laboratories open. We need football here for the support it brings, for interest in our institution and as a reference mark."⁷

It is a sad but true indictment of collegiate athletics (and their total budgets) that Vandiver's economic interpretation of Sherrill's value to the school is correct. For, . . . if A & M could fill its 70,016 seat stadium—last year's attendance averaged 63,833; the net increase in the school's revenue would be around \$300,000. Which would, of course, neatly cover Sherrill's paycheck.⁸

Of course, if Sherrill can lead the Aggies on to TV and into a national bowl game, the school returns an even bigger profit on its investment. While this is economically true, and is also sound reasoning, the sceptics have not been quieted. A school must of course turn a profit, but the bottom line of dollars and cents should not be the only consideration when deciding school policy. Texas A & M has blatantly come out and said that this, indeed, is their only consideration. To the college board of regents, Jackie Sherrill is considered a spot on their ledger sheet. His sole purpose is to create a winning football team, which would bring in money to put into the school coffers. Unfortunately, this is true not only at A & M but at other big schools as well. Coaches are commodity—a piece of meat—to bring money into the school. Football is just a way to make money, a means to an end. And, if the coaches are viewed as a piece of meat, what does this make the players?

"The pressure kids are under when they face recruiting is overwhelming," says Wolff, a former all-city star for Holy Cross in New York City. Wolff was recruited by six schools offering scholarships, including Iowa, Louisiana State (LSU), and U Conn. He was a guard at LSU for two years before transferring to U Conn.

"Recruiting is truly a political experience," recalls Wolff. "The representatives from the schools tell you exactly what you want to hear. When you are a naive senior, you don't ask the right questions."

. . . The athlete is given only a certain amount of time to perform, if he does not live up to the coaches standards, he is replaced by another athlete.

Even as a coach, Luce felt the pressures of high-powered recruiting, and worried about its effects on the young athletes. "After a while, I knew I could not coach at that level," remembers Luce of his BU days. "I had to compromise myself. There was no way that I could 'kow-tow' to an 18 year-old kid and get his values out of whack. And, eventually BU would have had to fire me if I couldn't do this, for I would not have produced."

"I really liked meeting and talking to kids, but I hated the 'closing' when it came down to two or three schools. You had to talk badly about his other choices and convince the player that your school could give the better deal. The idea was to create doubts about the other schools."

Although Wolff feels that the student athletes are better informed today, recruiters can still leave their marks on a psyche, as can the follow-up treatment from the college.

"Kids are more in tune today, and they generally ask more questions," says Wolff, "but, that isn't to say that recruiting isn't difficult. The recruiters can be both blatant and subtle. I can't complain, because LSU treated their athletes well, but you were still at their beck and call. They give you a couple of years to produce, and if you don't do it, they recruit to replace you. It can become cutthroat."

James Bozeman was the star basketball player at Florida State for three years, until he withdrew with personal problems in December. At least this is the version given by the school. Bozeman claims he withdrew from school due to the pressure to perform at all costs, and the effect that was having on his mind and body.

As it happens, James Bozeman does have personal problems that put him at odds with the ethics of big-time college sports. His personal problems include: pride, literacy, curiosity, and ambition.⁹

The free ride that center, Pat Ewing is receiving to play basketball has been well documented. But, there is also another side to the coin which Wolff alluded to as cutthroat. The athlete is given only a certain amount of time to perform. If he does not live up to the coaches standards, he is replaced by another athlete. However, some institutions take this a step further, and try to replace the person entirely.

Bozeman said he knew of one player who had been guided into difficult courses so he would flunk out "because the coaches didn't need him anymore."¹⁰

A pro team can release or trade a player they no longer desire, and it would seem colleges are trying to do the same thing. In fact, collegiate sports at the level of Division I, are beginning to look more and more like their pro counterparts. Coaches are hired at any price to create a winning team and turn a profit. The sports that draw crowds, basketball and football, are seen merely as a source of revenue for the college, and the players are a product in this endeavor. As long as the high scoring center or the fast running back can score the points and win games, they are big men on campus. But let them have one bad game and they come one step closer to the scrap heap. Coaches turn their attention to new recruits in an attempt to get rid of their 'mistakes.' Division I athletics are indeed being run like pro sports franchises.

"I've played at Division I and coached at Division III, and the smaller schools can't be like the bigger schools," says Wolff. "Division III is more low key, but Division I is somewhere between amateur and professional." Wolff's boss agrees. "Teams in college have to win to keep everybody happy," believes Luce. "It is getting just like pro sports."

Swearer, the President of Brown, goes one step further in making a proposal.

*In effect, the major football and basketball, and to a lesser extent hockey powers have become the farm clubs for the professional teams. I find it interesting that in baseball, where the professional farm teams have long existed, the pressures on the intercollegiate sport are dramatically lessened.*¹¹

With the academic breaks that many athletes are known to receive, and the pressure that they are under to win for themselves and the school, Swearer feels that it is time to recognize some programs as de facto minor leagues.

The factions are wearing thin. I for one, see no harm in associating a professional or semi-professional team with a university; and I do see a number of benefits. It would clarify what is now a very murky picture. Athletes should, of course, have the opportunity to take courses and pursue a degree, if they wish; but, they would be regarded as athletes first and should be paid accordingly. By so doing, the regulatory and enforcement burden and the temptations for illegal and unethical practices would be dramatically eased. The clear

*separation between the academic and athletic purposes of the university would be beneficial to both. Who would care if a coach were paid a salary seven times that of the average professor, so long as the economics of the situation justified it? The ambiguities and stresses which now press on the integrity of the academic programs would be eased.*¹²

The saddest part of this scenario is not only that it is purely rational, but that it is being offered by the president of Brown, an institute of some repute. If this is the solution which Swearer desires, he should be heartened by the recent court (legal) decision that in essence ruled a college court (sports) player a pro athlete in training.

For his first three years at the University of Minnesota, guard Mark Hall was a leading scorer and playmaker on the Big Ten team. However, he ran into academic trouble early last spring. In three basic, lower level courses, Hall received a D average. To try and boost his GPA he enrolled in 26 credits worth of courses over the summer. The athlete received an A in "How to Study," but received a D in "General Art." Hall's academic problems continued when it was charged that some of his work was done by other students.¹³

These were the most pronounced academic problems in a whole series which got Hall suspended from the basketball team. Feeling his constitutional rights had been violated, Hall sued the school, with Minneapolis U.S. District Judge Miles W. Lord ruling in his favor.

Lord ruled that Hall's protected interest was in playing college basketball so that he could be drafted by a professional team. . . Lord ordered Hall admitted to a degree program and returned to the team.¹⁴

. . . Lord has thereby ruined the reputation and credibility of all serious student athletics, by legally ruling their purpose is to play and not to learn.

Judge Lord, in effect, ruled that Hall is attending college to prepare for a pro career. Lord has thereby ruined the reputation and credibility of all serious student athletes by legally ruling their purpose is to play and not to learn. The results that ruling can have on talented athletes coming out of high school could be substantial. Columnist George Will worries about the number of skilled black basketball players this will affect.

There is a sad side to this profusion of talented players. Most of the best are black, and many are motivated by a chimera, the lure of astronomical professional contracts. Of the thousands of collegians playing big-time basketball this year, perhaps 100 will have serious pro careers. . . Too many young black players generate

huge sums for universities and networks, only to be used up and discarded, barely educated but schooled in cynicism by sleazy recruiting and other practices.¹⁵

This could be the epitaph for Division I college athletics. Too many athletes ignore their academic work to concentrate on their game and a chance at the pro ranks. When that chance never comes, or comes and goes too quickly, the person is left with no education, no training, and questionable long term hope. This is not an indictment against all Division I colleges, but those that ruin young lives and make this a serious charge.

These questionable practices could be the epitaph of college sports. Unfortunately, this is not necessarily true. Athletic programs continue to grow and bring in more money for schools. This problem may only be beginning.

1. *Newsweek*, March 15, 1982 (p. 88).
2. *Sports Illustrated*, Feb. 1, 1982 (p. 28).
3. *Op Cit.*, (p. 29).
4. *Newsweek*, Feb. 15, 1982 (p. 62).
5. *Ibid.*
6. *New York Times*, Feb. 21, 1982 (p. S2).
7. *Sports Illustrated*, Feb. 1, 1982 (p. 29).
8. *Ibid.*
9. *New York Times*, Feb. 3, 1982 (p. B7).
10. *Ibid.*
11. *New York Times*, Feb. 21, 1982 (p. S2).
12. *Ibid.*
13. *Newsweek*, Jan. 25, 1982 (p. 91).
14. *Ibid.*
15. *Newsweek*, March 15, 1982 (p. 88).

VIETNAM: PAST AND PRESENT

by DANA FRIEDMAN

More than a decade has past since the end of the Vietnam war, but for Vietnam veterans the battle continues. Twelve months duty in the armed services drastically changed the lives of Vietnam vets. The horrors of this war live in the veterans' memory and are passed onto their children. Physical and mental disorders span the two generations. Each vet wages a personal struggle for survival in a society that neither honors nor aids them. Often this attempt at a normal existence is combined with the need to inform the public of their tragic past and present. Frank Warren Snapp III, Michael Uhl, and Jake and Vicky Carney are four such people.

Frank Warren Snapp III:

Frank Warren Snapp III, ex-CIA Chief Strategic Analyst in Vietnam and author of *Decent Interval*, an insider's view of Vietnam, does not look like a man who has been through a great deal of trouble. At thirty-eight, he is well-toned, handsome and softly greying. He is as comfortable in a grey flannel suit giving a speech on the college circuit as he is in a tattered navy polo shirt and faded jeans giving an interview. In both situations, he holds himself proudly erect, hardly belying the guilt that he constantly carries around with him like an extra piece of luggage.

What is Frank Snapp so guilty about? It doesn't have to do with joining the CIA or with the interrogation he carried out on hundreds of North Vietnamese. No, it is the fact that in the hurried American evacuation from South Vietnam, we were forced to leave behind almost all of the South Vietnamese intelligence agents and friends who had worked for the CIA. And worse than that, the computer lists of South Vietnamese names who

helped America, fell into North Vietnam's hands upon our evacuation.

Naturally, this upset Snapp who had been close to many of the South Vietnamese; but, what bothered him most was the fact that the CIA ignored the problem of the evacuation and told the press how well everything had gone.

I realized that the CIA was not going to let me do an after action report about the evacuation and that in fact, I was going to be made party to another lie and a lie which was simply insupportable. There were Ambassador Graham Martin, Kissinger and Polgar concerned with protecting the U.S. image and not paying attention to our obligations to the Vietnamese who might get chopped up if we didn't evacuate. In other words, human considerations went by the board, because the emphasis was on bureaucratic priorities.

When asked what Snapp means about being made party to another lie, he answers in no uncertain terms.

I mean terrific! That was the propoganda that was disseminated and if I had kept quiet about it, it would have been the acquiescence of yet another lie: the biggest one of all, because the lie in this case had cost thousands of Vietnamese if not their lives, then their freedom, certainly the ones who had served us. So you really had to be callous to blink at that.

The point is, according to Snapp, that blink indeed is what the CIA, the U.S. government, and the press wanted to do. Everybody was eager to put Vietnam be-

hind them and to pretend it had never happened. This drove Snapp to first quit the CIA and then to write his book *Decent Interval* (Random House, 1978).

. . . The CIA used him, won the case, and succeeded in having all of his royalties taken away as punishment.

The writing of *Decent Interval* ended up costing Snapp more than he expected. He did not show it to the CIA pre-publication review board in accordance with secrecy agreements he had signed upon joining the CIA. The CIA used him, won the case, and succeeded in having all of his royalties taken away as punishment. In addition, the Supreme Court issued a 'gag' order based on the breaking of a fiduciary obligation and breach of contract. This means that the CIA must now approve everything Snapp writes about Vietnam or the CIA before he can even show it to anyone, including his editor at Random House. This makes working on his new book about national security and the law extremely difficult. The implications of the court's decision affects more than just Snapp's writing, though. According to an editorial in the *New York Times* written by Snapp, *In effect, the court gave the executive branch (of the government) a free hand to regulate the speech and literary output of any Government employee or ex-employee.* The obvious implications of this are that the first amendment rights are threatened.

Snapp believes deeply in himself and his cause, exposing truth as he goes along. He attempts to show the world what really happened in Vietnam and to educate the public about the first amendment threat.

Snapp has not gone through the CIA or Vietnam untouched. He used to engage in competitive sports, but now prefers solitary sports, such as swimming, jogging or lifting weights.

I don't engage in any competitive sports anymore, because there is so much competition and tension built into my everyday life with the Supreme Court ruling and writing the book. The last thing in the world that I want to do is inject another source of tension or challenge into my life. I much prefer solitary sports too, I guess you could say, exorcize the ghost. Snapp pauses and thinks for a minute. *Yes, those are the words for it.*

Michael Uhl:

It is difficult to picture Michael Uhl twelve years ago in uniform as the head of an army combat intelligence team in the 11th infantry brigade in Vietnam. Today, at age 37, he sports an L.L. Bean rag sweater, corduroys, a turquoise earring and a silver bracelet, almost in defiance of the authority he once represented.

It is the first time he has relaxed in an otherwise frantic day of meeting deadlines for freelance articles and working for the Citizen Soldier, an anti-war organization. The Citizen Soldier, which he began several years ago, as a way to "keep alive the anti-war history that uniquely occurred among American combatants in Vietnam." According to Uhl, *Never before on that kind of scale in our history did American soldiers come back from the war that they were fighting and organize against that very war which they had been combatants in only months before.*

Uhl helped to lead these anti-war protests in a variety of manners from organizing the Citizen Soldier to starting the Safe Return Amnesty Committee to writing *G.I. Guinea Pigs* (Playboy Press, 1980), an expose on the effect of Agent Orange, an atomic radiation on soldiers.

Uhl is a grassroots organizer who quickly turned against the Vietnam war. *It was a process that began to take place while I was in the army, but ultimately occurred when I got out and became a veteran organizer.*

When Uhl describes his decision to turn against the Vietnam war, his manner hardly changes from when he is discussing his busy day. He seems to have come to accept the absurdity of events that occurred in Vietnam.

We had an agent net, we had little sub-agents out there, people that we paid to give us information. If they gave us really good information, like where the Vietcong stashed some rice or weapons, then we went out on patrol immediately and tried to get it. But if it was more vague information like troop movements, we would just send in reports saying we couldn't verify the information. But never the less, it didn't make any difference. They were just looking for targets. Nothing made any sense. The whole thing defied logic. You could say anything, anywhere and they would have bombed it anyway.

If Uhl seems to accept what he had done while escaping the guilt that Snapp lives with, it is because he has worked at it. The way that Uhl has been able to do this is by not blaming himself for atrocities that he may have committed during the war, but instead blaming society for turning him and all of the Vietnam Vets into victims of the policy-makers at the time.

One of the ways in which Uhl was able to do this, was by starting the Citizen's Commission of Inquiry in 1969 upon his return to the states. The Citizen's Commission helped to organize the anti-war veterans movement by holding press conferences and forums for people to speak out against the war.

It was a wonderful thing. We helped a lot of guys who had individual guilt about the war take the onus off themselves and place it where it belongs, on society and particularly on the policy-makers. One of the biggest problems with Vietnam

vets is that internalization, because there is no social outlet for the guilt and anger they experience. Uhl pauses here, shakes his head as if in disbelief, and laughs. *It was a very disturbing activity to be involved in, because there you would be sitting around late at night and some guy would be spilling his guts out to you about some awful thing that he had participated in and still had not gotten off his chest.* Uhl sips his coffee and continues. *And the more courageous of the fellows were able to go public about it and say, Hey, I was a 19 year old kid when I went over there and that's what people were doing. This is what they told us to do.*

In *G.I. Guinea Pigs*, Uhl exposes another horror the government put American soldiers through, exposure to Agent Orange, a highly toxic herbicide and atomic radiation. From 1962-1971, five million acres of land were repeatedly doused with twenty million gallons of highly toxic herbicide.

In addition, between 1945 and 1961, there was atomic radiation testing with soldiers often watching from distances just 3,500 yards away. The result: chemically induced disease and radiation poisoning. Many soldiers suffer severe crippling diseases and others are dying of cancer due to their radiation exposure. Many more are prone to psychological problems, leukemia and cancer. These side affects extend to the children of Vietnam vets, who suffer genetic disorders, psychological problems, and spina bifida, a developmental birth defect in which the baby's spine fails to fully join.

. . . I have this constant feeling of sadness about that, of loss, which often turns into bitterness and alienation . . .

Although Uhl is still deeply committed to fighting for Vietnam vets, he is beginning to feel the responsibilities of being married, having a 2½ year old child, and of owning a home. He realizes he must get a job that pays well and that he'll have to work for someone else. Though he doesn't carry a guilt like Snapp's at times, he is a very angry man with passion flashing through his whole system.

These are lousy times. I feel so sorry for myself most of the time. Probably because I'm not used to taking the responsibilities that I'm taking now and they're very hard. It's very hard being a parent, coming out of one history and you see what's happening around you. You see the kind of environment that your children are faced with. And it's just very hard, really, because everything is being cut-back. I have this constant feeling of sadness about that, of loss, which often turns into bitter-

ness and alienation and you want to just say fuck it, fuck it, fuck everybody. I'm just going to pull into myself and let the rest of the world go by and crash into its brick wall.

Jake and Vicky Carney:

When Jake Carney looks back on the one year that he spent in Vietnam he stresses the fact that he was an average soldier, nose in the dirt, carried a gun, etc. Carney, at age 34, emphasizes that he is a typical Vietnam vet with all of the typical problems the Vietnam vets face.

What differentiates him, however, from that average soldier, is the fact that Carney is an articulate anti-war spokesman who wants to share with the world all that the Vietnam vets have gone through, while trying to win the rights for them that he feels they deserve. His 30 year old wife, Vicky shares his task. While he helps the vets she aims her time and energy toward their wives, girlfriends and children. The Carneys not only look like the stereotypic protesters, he with long grey hair and full untrimmed beard, she with faded jeans and boots, but they also take part in protests. One was the hunger strike this summer in Washington D.C., meant to remind the world of the Vietnam vets plight.

The Carneys believe that problems for the Vietnam vet and his family are two-pronged: physical and psychological. Carney cites his own case:

My shoulder was blown up, I have a nervous condition and upset stomach, headaches, and a rash from dioxane. Vicky turns to her husband with a good-humored smile and says, *but you're in a lot better shape than most of our friends.*

Many of the physical problems Vietnam vets have are caused by the dioxane, a flammable toxic liquid, and agent orange. It is known that dioxane commonly causes rashes, acne, and headaches in exposed vets.

But Carney tells gruesome stories of one Vietnam vet who is dying of a liver disease and another who has a club finger, boils and tumors behind his ears, arthritis (common in vets exposed to agent orange), weight is ninety pounds and has to walk with a cane. He has three children. *The middle one has cancer on her ear and the youngest gets convulsions, has calcium on the brain and just had a cyst removed from his buttocks.*

It is for the children that Vicky is fighting. The government provides no compensation for them. She says, *Children get no financial aid. The mother has to stay home with the kids, the father spends most of his time in the hospital and they are on welfare. Yet they still have to pay all of the doctor's bills with no help from the government.* Jake continues, *If I couldn't get my rashes treated and my friend who is dying of liver disease can't get treated, how can our children who have chemicals passed on to them stand up for themselves?*

The Carneys are angry. They are angry at the government for not helping the boys they sent to Vietnam and at America for ignoring them and for making them carry the guilt for the whole country. "America tuned us in when they needed us and out when we embarrassed them."

. . . The possibility of her husband committing suicide is a reality that Vicky and many vets' wives have to live with.

A large part of the Carney's anger stems from the psychological problems Vietnam caused for themselves as well as their friends who are vets. Jake believes that he and most vets have a split personality caused by the war.

I believe that I have two personalities. One is loving and caring, creative and kind. My other self is the macho image the army gave me. When I was 19, I led a squad into Cambodia. I can't let go of that. That's how I get when I get out of control.

What Carney is really referring to is that up to 75 percent of Vietnam vets came home with combat stress. Some of the typical symptoms of this disease are uncontrollable violence, insomnia, headaches, nightmares, memory loss, inability to eat, confusion and a resentment of authority. Of all of these symptoms, it is the uncontrollable violence that does the most damage to vets and their families.

Carney himself is holding the first steady job he has had in 14 years and fears he may lose it if he has a violent outburst, which can last up to three days. Vicky describes the plight of Vietnam vets wives.

All of them have been held hostage at some time, either at knifepoint, gunpoint or something. The vets are not angry at the wives, but there's an intense anger that just gets pointed at the person closest to them. On top of that, a lot of women have lost jobs because husbands will show up at their job and pull a flip-out thing.

In describing his own outburst, Jake says *I bite, kick, punch, anything. Once I sized up a truck at work to see the best way to beat it up.* Vicky continues, saying, *I can see a physical change. His head goes down like he's about to charge a bunker. I pick up the kids and leave for however long it takes.*

After a typical violent outburst, or even during it, the vet will feel enormous guilt and will sometimes experience suicidal feeling. There are 900-1,000 suicides a month by Vietnam vets. Approximately two times as many Vietnam vets have died by killing themselves than through actual combat death.

The possibility of her husband committing suicide is a reality that Vicky and many vets' wives have to live with. According to Vicky, *I have a hard time dealing with the fact that he might commit suicide while he's violent, when I leave. If he does kill himself, it's not my fault. I've had to learn that. If that happens, I have to live with it and deal with it.*

It is particularly hard on the Carney's two daughters, ages seven and two and one half.

Sometimes after a violent outburst, the baby won't talk to me for days, says Jake. The Carney's can already see a large and serious effect on their eldest daughter. *She's looking at us as models. She loves Jake very much, but she sees a lot of shit going down. She thinks she can deal with the world with the bad parts of her personality (like Jake). It's a stress syndrome similar to vets, because the children are viewing the stress of their parents and the stress between their parents and the world. These children have their heads down about who they are, because their fathers do.*

WHAT DO I DO WITH A GOVERNMENT MAJOR?

What will you be doing ten years from now with your political science major? Will you be writing for *Time*, marketing for Proctor and Gamble, working on your MBA or law degree, or working as an insurance salesman in Newark, New Jersey. In order to avoid the disillusionment of an unsatisfactory job it is important that you tailor your educational planning to fit your career goals.

There are many avenues open to the political science major. Of 110 students who graduated between 1978 and 1981 from a small liberal arts college with BA's in political science, 33 are pursuing graduate degrees, 21 are working for legal firms, 16 are working in the business field, 8 are in journalism, 6 are involved in international affairs and the remaining 36 have found employment in occupations ranging from teaching to public works. No matter what career a political science major chooses to pursue, taking elective courses of a more technical nature will enhance their marketability. Courses in statistics, computer science, economics and business will increase your chances as a prospective employee.

While the pursuit of a diverse curriculum is an asset in entering the job market, the value of related job experience must not be overlooked. Although it may be more tempting to spend your summer vacation sunning on the Vineyard, college vacations can also be used for internships. In the long run, an internship will increase your value in the job market. Internships will provide you with an opportunity to preview career options, develop practical skills and most importantly introduce you to several contacts in your field.

One of the most traditional pursuits for the political science major is law school. Competition for admission to law schools is fierce so anyone considering this avenue should have a relatively good grade point average as well as a sound LSAT/LSDA score. These are the two most important criteria in the admissions process. Law schools look favorably on applicants who have a wide range of undergraduate courses and some knowledge of mathematics and economics can prove to be helpful. It is important that you begin planning early on in your junior year if you intend to pursue a law career. For more information concerning law schools consult the official *Pre-Law Handbook* published by the Law

School Admission Council and the Association of American Law Schools. This publication will provide you with useful information about each of the accredited law schools in the United States.

... The Bureau of Labor Statistics estimates that there are approximately 522,000 lawyers in the United States today. By 1985, this figure is expected to rise to 600,000, while the jobs available are estimated to fall just below 500,000.

It is important to keep in mind that the job market for the legal profession looks pretty grim according to the Labor Department. The Bureau of Labor Statistics estimates that there are approximately 522,000 lawyers in the United States today. By 1985 this figure is expected to rise to 600,000, while the jobs available are estimated to fall just below 500,000. The Bureau also predicts that of the students graduating from law school this June, 30% will be unable to find employment in the field.

If you have visions of becoming the next J.P. Morgan, it may be advisable to pursue a Masters in Business Administration (MBA). The ability to analyze statistical data, knowledge of accounting procedures as well as mathematics, and an ability to work well with people are important assets. Graduate programs in business usually require GMAT scores and prefer some relevant work experience. Again, the future MBA candidate should begin planning early on in their junior year.

Do the antics of politicians titillate your curiosity? If so a Ph.D in political science is the best route for those of you who are interested in following political trends through teaching and research. The American Political Science Association publishes *A Guide to Graduate Study in Political Science*, which will be useful to you in your search for the right graduate program. Unfortunately there are not many job openings for political scient-

ists. Seventy five per cent of this group is employed by educational institutions. However, there are a small number of openings with professional research organizations, survey research institutes and foreign affairs research organizations. There are also a few political scientists employed on the staff committees of Congress and state legislators and a variety of governmental agencies.

If you are interested in entering the job market right after your undergraduate years it is important to evaluate your strengths and weaknesses. Take a long hard look at your accomplishments and sit down and make a list of your strengths. Incorporate as many of the items on your list into your resume as possible. In your search for employment you must realize that you will be competing with graduate students and in some cases professionals.

A liberal arts degree can work to your advantage if you are aggressive in your pursuit of a career and you take the time to refine and perfect your job hunting skills. Start the hunt early and utilize all of your sources. Practice interviewing in order to perfect your technique and remember to research potential employers so that you can ask questions. There are many avenues open to you but it is important to research the job market in order to find what is right for you.

The federal government has many jobs available to the government major. Some examples are: a junior administrator, budget, or personnel assistant to a U.S. overseas installation or a government agency inside the U.S., a junior intelligence specialist in the CIA, a program analyst at the environmental protection agency, or a junior aide on the staff of a congressional committee or in the office of a member of Congress. The government runs training and internship programs for many of these types of jobs. For more specific information on these training programs you can write to the U.S. Civil Service Commission. The government will train you for any job it hires you to do.

SO, CAN YOU TAKE
SHORTHAND?



If you are interested in working for the federal government it would be to your advantage to have substantial skills in math and statistics. You would also be wise to take courses in the executive process, the nature of bureaucratic operation and budgetary analysis, policy making process and the organization of government. Also useful are courses in law and courts, congressional behavior and interest or pressure group activity. If you would like to get an advanced degree before attempting to get a job with the government one in public policy would probably prove to be beneficial.

Information about federal job openings and application procedures can be found in a newsletter published by the Civil Service Commission called *Trends in Federal Hiring*. The commission can also give you information about preparing for the Professional and Administrative Career Examination (PACE). Your score on this exam is the most important criteria by which your eligibility for employment at the junior professional level is judged. The State Department has a separate exam for those interested in entering the foreign service. The Atomic Energy Commission, the CIA, the FBI, and the National Security Agency all have separate selection systems as well. If your career goals entail a job on Capitol Hill, write to the Staff of the Joint Committee on Congressional Operations for more information. Another possible job in this vein is with the Congressional Research Service of the Library of Congress; it too runs its own personnel service.

Jobs with state and local government are plentiful. To prepare for such a job courses in state and local government, urban politics, American intergovernmental relations and public administration are advisable. If you would like to prepare yourself for a job in state and local government by pursuing a masters degree keep the following areas in mind: public administration, urban or regional planning and public policy.

If you have the ability to comprehend the significance of contemporary events and translate them into coherent, concise articles, then you might want to consider journalism. Although it is a highly competitive field, with the right contacts and experience you can succeed. Any position in the field of communications should be considered a foot in the door for those seriously interested in journalism. On the job experience is a must for the potential journalist so take advantage of the opportunities afforded by your college as well as local newspapers.

If you are still having trouble deciding which route to take, career counseling and placement offices, available at most colleges and universities provide a wealth of information and often valuable advice. The American Political Science Association is yet another institution which will provide you with information concerning the availability of jobs. The variety of career opportunities suitable for the political science major is vast. So, whatever color your parachute, take advantage of the opportunities available to you in your undergraduate years.

INTERNSHIPS IN RETROSPECT

SENATOR STATE LEGISLATURE: MASSACHUSETTS

by Renee Massino

Summer internships on Beacon Hill can often be slow as legislators wait for the session to break. But the summer of 1981 in the Massachusetts State House was alive, sparks flying, as the House and the Senate struggled to come up with a new budget for fiscal year 1982 weeks behind schedule.

Last summer I spent six weeks as a salaried intern for Representative Susan Schur on the Energy Committee. My position was one of 90 available slots for interns in the Massachusetts House of Representatives Internship Program (there is a corresponding program for 40 interns in the Senate). In order to obtain this position I had to be persistent with a multitude of letters and phone calls.

Working with Representative Schur was particularly interesting because I was exposed to the endeavors of a freshman representative familiarizing herself with the procedures of the political process. I was also fortunate enough to share compatible views on issues with my sponsor, which made working with Representative Schur and her aide more pleasurable. My internship was enhanced by the fact that my sponsor was always available to answer my questions and made a concerted effort to point out and discuss in detail, issues of importance that I had failed to ask about.

The "battle of the budget" weighed heavily on the minds of virtually everyone on Beacon Hill that summer. Legislators went three weeks past the deadline in their attempts to agree upon a new budget. The combination of federal cuts and Proposition 2½ forced the state to cut their expenditures, and at the same time increase their aid to cities and towns. For three weeks the budget battle was the main concern of a handful of legislators on the Budget Committee. The house, the senate and the governor were in disagreement as to which cuts should be made, and a virtual stalemate ensued. The proposed budget called for drastic changes such as completely abolishing 25 state agencies and reducing 32 others. This would result in the layoff of thousands of state employees.

Meanwhile, until a budget was agreed upon no money could be dispersed to state employees, street vendors, or people on welfare. Welfare mothers demonstrated at the State House, rushing into the house gallery to scream at the legislators below. State employees went on strike, picketing both at their work residences

and up and down the halls of the State House. The activities on Beacon Hill opened my eyes to the disorganization of the Massachusetts State government. The obvious confusion during these three weeks was truly appalling.

While the budget process was interesting to observe, the bulk of my time was spent doing research projects. I began slowly, writing short reports on topics that interested me such as gun control, hazardous and low level radioactive waste.

After familiarizing myself with the process I chose to do a final research project on the juvenile justice system in Massachusetts and the proposed changes in 1981 legislation. I began by reading available materials, writing letters and making phone calls. In pursuit of more detail, I scheduled interviews to meet with heads of the Department of Youth Services (DYS) and the Massachusetts Advocacy Center.

My internship with Representative Schur was highly rewarding, as I met several contacts that could prove helpful in finding employment. In the future, I have a place to volunteer my services whenever I am in the area. I also obtained a valuable experience in a government office—a vital complement to classroom learning.

HOUSE OF PARLIAMENT: LONDON

by Sara Barnett

Westminster tube stop—After a summer of anticipation I now stood in the asymmetrical shadow of Charles Barry's gothic masterpiece, the Houses of Parliament. I hurried by Big Ben, passing the Japanese sight-seers and English school children keyed up for the daily tour. The lobby at St. Stephen's entrance admitted me to the main lobby, an octagonal chamber exquisitely detailed from the blue tiled floor to the gilded ceiling. I sat on an overstuffed, black leather couch, overwhelmed by the historic grandeur of the room. "Sara?", I jolted from my state of awe and stood to meet Michael McNair-Wilson, conservative member of the House of Commons. My Parliamentary internship had begun.

The internship program is organized by both Beaver College and the City of London Polytechnic. Applications for the fall semester must be completed by early spring, although permanent appointments remain tentative until arrival in London. Positions are finalized after a series of interviews with academic advisors and prospective employers. As an intern, I was required to take two classes at the London Polytechnic as well as write a forty page thesis on my position. I lived with a group of

American students in South Kensington, four of whom were interns in Parliament. Each experience was unique, depending on the individual's sponsor and his personal area of interest.

I was at once impressed by the charismatic presence of Michael McNair-Wilson. Behind all of his energy lay an articulate and scholarly English gentleman in his early fifties. His major concerns as a member of Parliament are NATO and Northern Ireland, and as an intern I spent a semester exploring these two topics.

Mr. McNair-Wilson represents the constituents of Newbury, one of NATO's proposed sites for the updated cruise and Pershing-II missiles. He supports the 1979 NATO deployment decision, but is forced to recognize the rising anti-American sentiment among his constituents. Gathering information on NATO was not as simple as it sounds. Resources are scattered throughout the city in a cryptic system of public and private libraries. Knowing this, I set out with a great deal of determination, and eventually compiled a solid mass of facts and figures. With the historical background complete, I began to assemble a file of American, Russian, English, and West German editorials on the upcoming arms-limitation talks in Geneva. McNair-Wilson hoped that productive negotiations between the United States and the Soviet Union would soothe the missile-wary nerves of his constituents. At the time, American policy seemed blind to European opinion, creating a source of tension recognized by the journalists but not the Reagan administration. I followed the development of this attitude as the appointed time of negotiations drew near. I presented the organized, outlined, and underlined information to my member of Parliament, who used it in a speech he gave before the House of Commons, the debate afterward, and in response to constituents' letters.

Researching the Northern Ireland issue was conducted in much the same manner. McNair-Wilson has a long-standing humanitarian interest in Northern Ireland, extending beyond his years as a member of Parliament, to the early fifties when he was free-lancing for the BBC in the Irish countryside. Again he sought statistical details in combination with scholarly opinion. Of particular interest was the extent to which Irish-American contributions were supporting the IRA arsenal. Information was sketchy, with only the *New York Times* warning that sending aid to Catholics may be indirectly financing the IRA, in a complicated funding ploy. Michael McNair-Wilson discussed this point in a debate before the House of Commons.

After the completion of each research project, my member of Parliament and I would exchange views on the topic over lunch or mid-morning tea. He was as interested in my young, American perspective as I was in his conservative, English outlook. Soon the conversations covered not only NATO and Northern Ireland, but also punk rockers, capitalism, and ski holidays. Dining in the House of Commons was a privilege, for I was exposed to dignitaries and controversial figures

alike, Ian Paisley, David Steel, Denis Healey, and Tony Benn to name a few. I would pass a disheveled Michael Foot in an oak-panelled hallway. If early for an appointment, I would wander Parliament's corridors, walking from the House of Commons, distinguished by its green leather benches, to the House of Lords, dignified and outstanding in its red upholstery. The halls were decorated with life-size murals of historical events, gold mirrors, and ornate, delicately carved woodwork on bookcases and doorways.

Interspersed with my independent explorations were formal introductions to the British Parliamentary system. I attended the State Opening of Parliament, standing not three feet from Queen Elizabeth as she regally proceeded from the Royal Robing Room to the House of Lords. Following her train were Prince Philip, Prince Charles, Lady Diana, Princess Ann, and Mark Phillips. Though the Queen's speech, written by Prime Minister Margaret Thatcher, is merely a formality, the ceremony itself reinforces the vitality and spirit of the monarchy into the seemingly adoring hearts of its subjects.

This traditional pomp appears in the business aspects of Parliament as well. The Speaker of the House of Commons presides over the debates in full uniform, complete with powdered wig and black robe. Members of opposing parties address each other as "the honourable and gallant gentlemen." Thus 20th century problems are handled in the mode of 17th century legislators.

The concept of history as a major part of the English lifestyle is foreign to many Americans. Working within the Parliamentary system provided an insight into the European character than can be learned only through personal participation. My beliefs in the American form of government were questioned as I observed other democracies in action. European attitudes must be respected and honored as their security becomes entangled in American foreign policy decisions. For the first time, I analyzed our actions from a foreign viewpoint. The rewards of an internship in Parliament are found in the constant emotional and intellectual challenges. I only hope that in making the transition from the Thames (temz) in London to the Thames (thames) in New London, I do not lose that invaluable perspective.

PARALEGAL: MANHATTAN

by Stephen Lou

I spent my winter vacation commuting to Manhattan as a paralegal. During the last three weeks of winter break I was an intern for Skadden, Arps, Heagher, Slate and Flom. Skadden *et al* is the second largest law firm in the city and is primarily involved in corporate tender offers. They are a "high powered" firm and have handled

some significant litigation in the past, representing corporations such as Marathon Oil and Chaps.

A paralegal is essentially a glorified clerk in the hierarchy of legal personnel. Paralegals are usually recent college graduates who are interested in a possible law career. On the average they work for only one or two years in order to gain a perspective on the profession before applying to law school. Their duties are not glamorous and are sometimes tedious. Paralegals proofread, check the pagination of bound case volumes, put binders and indexes together, digest the information in depositions, date, stamp and research cases. Research, one of the most interesting activities, involves collecting information for portfolios on individuals or corporations and any other relevant facts concerning corporate mergers. Information may be used to determine whether a tender offer may be contested under anti-trust statutes in an attempt to prevent a corporate take-over. It may also be used to predict the impact of litigation on pending stocks.

My involvement in actual research was limited; however, I did have access to information concerning corporate activities. Paralegals are often given the task of writing digests from the lengthy depositions which result from hours of litigation. A digest is a summary of the deposition, an abstraction of pertinent evidence, which minimizes the time required to read through the entire document. It allows the attorney to brief the document and discover the essential areas of legal contest.

Performing these various responsibilities exposed me to the various mechanics involved in corporate litigation. There are a number of specific steps in the litigation process, from a summons which initiates the legal contest to the taking of depositions which helps narrow the scope of conflict. After familiarizing myself with the various procedures, I was able to accompany an attorney to court, where I observed various motions initiated by the litigants. For example, an attorney may request a temporary restraining order from the judge, to prevent the purchase of stock by the respondent in order to resist a tender offer.

On the basis of observation and a certain amount of participation in corporate litigation, I formulated my own opinions and ideas. The personal interaction I had with paralegals, secretaries, and attorneys provided me with a broader perspective on the legal profession and answered a few of my questions concerning corporate law. I found the work to be too impersonal and an internship of merely three weeks did not give me enough time to explore the field in great detail. Not to mention the fact that my background in economics is limited, consequently I could not fully comprehend some of the financial implications of litigation.

Aside from the legal aspect of the internship, I caught a glimpse of life in the city and active participation in the working world. I was no longer in the safe confines of suburbia, but subjected to the frustration of commuting on consistently late trains and graffitied sub-

ways. Returning from work, I passed men distributing political pamphlets and listened to protesters in the street chanting pro IRA dogmas against Great Britain and the Queen. More importantly, I was able to ask myself if law was a viable profession. The internship was an invaluable experience which had many personal implications and will help me in my pursuit of a career.

INTERNATIONAL TRADE COMMISSION: WASHINGTON

by Lucia Carpentari

As an economics student on the "Washington Semester Program" last fall, my main concern during those first few weeks in Washington was finding an enlightening and internationally oriented internship. So the search began with one phone call after another, being transferred from one department to a division, and then to the director, the acting chief, the acting supervisor, and finally to the person with whom I wished to speak. Unfamiliar and discouraged with the "bureaucratic run-around" as they called it, I nonetheless managed to find myself a position with the U.S. International Trade Commission (ITC), Office of Economics, in the Trade Reports and Investigation Divisions.

The Commission provides studies, reports, and recommendations involving international trade as well as tariffs for the President, the Congress, and other government agencies. In this capacity, the ITC conducts a variety of investigations, which are petitioned on behalf of a domestic industry or firm to determine whether increased importation of commodities produced in foreign countries are causing market disruption in the United States. These commodities ranged from steel products and automobiles to fishing rod parts.

I was initially trained on various data-bases and computers in order to obtain statistical information for the economists regarding imports, exports, and price indexes from most of the countries around the world. I also compiled data from the numerous questionnaires sent out to both domestic and foreign companies. My duties were later expanded to include general research, writing articles for the *International Economic Review* which is published on a monthly basis by the ITC; and various assignments on Capitol Hill. These assignments involved attending hearings on trade policy later to be reported on in the form of a memorandum to the commissioners of the ITC. They were perhaps, the most exciting and memorable aspect of my entire internship, although they were at times, quite monotonous. The tedium was broken by sudden outbursts of laughter, quarrels, and expressions of outrage. This type of interruption contributed to the general informality of the hearings which I found quite surprising.

A serious effort was made by most in my office, to meet the investigatory deadlines. Consequently, people worked independently and collaborated very little with their co-workers. With this general attitude prevailing, I gradually learned and found it very important to ask questions, express doubt and blatantly ask for work if it had not yet been assigned.

This internship at the ITC proved to be the invaluable and rewarding experience I had originally hoped for. It allowed me to independently pursue my tasks and to intersperse my working experience with the exciting activities that Washington, D.C. has to offer, whether it be on Capitol Hill for hearings or at the numerous museums during lunches or breaks.

CAMPAIGNED FOR BOARD OF EDUCATION: CONNECTICUT

by Alan Spalter

There are signs frequently posted around campus which contain the message, "Put your major to work". As a government major I was led to believe, at an information session, that I could become a lawyer, fireman, police detective or an F.B.I. agent. After organizing and participating in a campaign for a seat on the Board of Education in the city of New London it is evident that the list should be appended to include a "politician."

The New London Republican Town Committee nominated me to be one of the seven candidates to run on the ticket for a position on the Board of Education. The Democrats nominated seven candidates as well, while the Independents corroborated with the Republicans in order to obtain an elected position for their party. The Independent party was not strong enough to have one of their own candidates elected into office on the open ballot. Therefore, they agreed to co-endorse five Republican nominations in return for two co-endorsed Independent nominations. The names of those nominated would appear on both the Republican and Independent ballots. The final outcome would be determined by adding both lines of the ballot (Rep. & Ind.).

All of the candidates had earned their nominations by assisting their political confederates in a variety of ways. They had all been involved in campaigns, serving in various capacities, from a gofer to a campaign manager. A few who had been nominated had represented their party on other town committees, while others were defending their seats on the Board of Education.

A college student is considered a transient and therefore has to be overqualified to receive a nomination for a town committee such as the Board of Education. The voters in a community such as New London would have no idea of who you were and the age of the college student would inherently imply inexperience. As a member

of the New London Republican Town Committee, I assisted in local political campaigns and was co-chairman of a North Eastern regional college political group. With only these few qualifications and the negative implications of being a college student running for election, why was I nominated?

Had the New London Republican Town Committee felt that my previous involvement in local and national campaigns merited the distinction of the nomination? Probably not. There are many people worthy of the nomination that had been active in the organizational aspects of the campaigns for more years than I have been alive. Perhaps the committee was in a spot. Three weeks after the nominations were finalized, one of the Republican nominees had to withdraw because he was moving out of New London. My nomination could be seen as a haphazard decision by the committee to fill the vacancy, because generally, political organizations take great pride in their strategies. Although the New London Republican Town Committee could be the exception to the rule, due to some inefficiency, I believe their decision to nominate me was of great importance to them.

New London can very well be considered a Democratic town. I believe almost everybody in New London has a democratic bias, including the newspaper. For example, I had, under the auspices of the Republican Town Committee, researched the mean S.A.T. scores of New London High School students and had found disturbing results. The average S.A.T. score for New London seniors was 400; the lowest in the area for the state of Connecticut. After I had submitted a press release on the aforementioned data, an article appeared on the second page of the *New London Day* with the heading "New London High School Seniors Make History". That is, history in the sense that their scores were the lowest to date. What was disturbing to me was that at no point in the article did the *Day* give me or the Republican Town Committee credit for any of the research, nor did they criticize the present board or any of the boards of the past eight years. The S.A.T. scores have been declining for the past eight years and the Board of Education has consisted of a majority of Democrats since 1973. In essence, the New London paper failed to recognize the efforts of the Republican party.

The Republican Town Committee nominated me, a college student, in order to combat the bias of the newspaper and attain media attention for their party. A college student running for office is a novelty and therefore, newsworthy. The media, as predicted by Republican Town Committee chairwoman, Emme Lincoln, would print everything spoken by a college student running for office. Having the press hover over all of my activities would not only help my campaign efforts but would also prove beneficial to those running on the Republican/Independent ticket as well. A candidate who was a college student would enable the party to express their views through the collegiate representative of their party.

The reasons for nominating me, a college student, are not limited to only this one. In general, people have a tendency to consider college students as liberal. Perhaps another reason the Republican Town Committee nominated me was to integrate a liberal image into their ticket in order to add some diversity. Thus, if liberal voters knew there was a college student on the Republican ticket they might be apt to vote the Republicans in thinking that the entire group shared this liberal image.

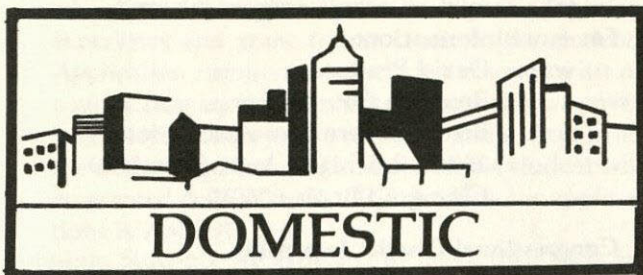
It is also possible that the Republican Town Committee assumed that college students in New London would unite in supporting a fellow student seeking a political office. There are approximately 600 voting students at Connecticut College, and it could be considered advantageous to nominate somebody, such as myself, who could attract these votes, which generally are never cast during municipal elections. My nomination to the Re-

publican ticket can be viewed as an attempt to reach the eligible voters on the campus and bring them to the polls.

The committee might have also assumed that the students at Connecticut College would vote along party lines, reasoning that the students would not be familiar with many of the other candidates. In essence this reflects the notion that if the student cast any other vote beside the one for their peer, it would more than likely be for those candidates on the ticket that their contemporary is on.

A college student possesses unusual qualities which influence political elections. Obviously, being a student is, in this case, politically advantageous. What is even more tangible and significant is that college campuses are politically targeted to maximize votes for the parties. College students do make major differences in political elections.

INTERNSHIP PROGRAMS



The Drew University: Semester on the United Nations.

Institution: Drew University, College of Liberal Arts.

Program: The curriculum of this program consists of the normal 12-15 credit hours, nine of which are devoted specifically to the United Nations. Students commute to the United Nations on Tuesdays and Thursdays on a chartered bus. There will be briefings and speeches by members of the Secretariat, the delegations, the specialized agencies and the non-governmental organizations represented at the United Nations. Students are also expected to conduct specialized research projects on subjects related to the United Nations. The choice of subject matter will be left up to the individual. This program is offered during the fall and spring semesters.

Admission: Placement in this program is open to juniors and seniors and to second semester sophomores with special permission. Enrollment is limited to forty students each semester.

Housing: Students enrolled in the Semester on the United Nations are housed in the dormitories on the Drew University campus.

Expenses: The fee is based on the regular tuition, room and board costs of Drew University and includes an additional charge for transportation and other serv-

ices associated with the program. There is also a limited amount of scholarship aid available. For 1982-83 the cost per semester will be \$3,215.

For more information:

write: Coordinator of Off-Campus Semesters

Ms. Bonnie H. Hayes

Drew University

Madison, New Jersey 07940

or call: (201) 377-3000

Business and Professional People For the Public Interest Internship.

Institution: Business and Professional People for the Public Interest.

Program: This public interest group provides the local organizations in the Chicago area with legal advice. Interns assist the staff members in the area of legal research as well as work in the areas of public relations and development. This internship provides the student with practical experience which complements classroom studies. Business and Professional People for the Public Interest is a non-credit granting institution. In order to receive academic credit students must make arrangements with their specific college or university.

Admission: Internships are available to both undergraduate and graduate students. Applicants need not be political science majors, but some background in American Government would be preferable. The dates of the internship are flexible, but plan to spend three to four months on this program. Applications should be submitted two to three months in advance.

Housing: Students must arrange for their own living accommodations in the Washington area.

Expenses: There is no fee payable to the Business and Professional People for the Public Interest. Students are expected to defray the costs of room and board and travel expenses.

For more information:

write: Alexander Polikoff
Executive Director
Business and Professional People for the
Public Interest
109 North Dearborn, Suite 101
Chicago, Illinois 60602

The Philadelphia Urban Semester.

Institution: The Great Lakes Colleges Association.

Program: The Philadelphia Urban Semester is a program which complements a series of seminars with field study. Students will choose their own internship with assistance provided by the staff. This program is offered five times during the course of the year and is offered on both a semester and quarter schedule. Special summer and January term programs can be arranged. Participants on this program will be granted credit which is transferable to their own college or university.

Admission: Student applicants must have completed two years of undergraduate study and must be in good academic standing. This program is open to 100 students regardless of their college affiliation. Applicants need not be political science majors but some background in American government is preferable. There is no application deadline but students are advised to apply early.

Housing: Temporary housing can be arranged for the first week; however, students are responsible for finding their own living accommodations.

Expenses: Tuition is the same as the current list price for Hope College, \$1,555 per semester. Students will be billed through Hope College unless other arrangements are made with the Executive Director. Additional costs incurred are the responsibility of the student.

For more information:

write: Steven E. Brooks
Executive Director
Philadelphia Urban Semester
1227-29 Walnut Street
Philadelphia, Pennsylvania 19107
or call: (215) 574-9490

The Better Government Association Internship Program.

Institution: The Better Government Association (B.G.A.).

Program: B.G.A. is dedicated to exposing corruption in both local and state governmental agencies. Participants on this program will serve as junior investigators and will often be assigned undercover work which entails infiltrating suspect organizations. Stu-

dents will be assigned a specific case and are expected to obtain evidence in support of their cause. In order to gather this type of evidence students must investigate organizations, locate and analyze documents, and conduct interviews. Internships are available during both the school year as well as the summer. B.G.A. is not a credit granting institution; therefore, arrangements must be made with the student's college or university.

Admission: Internships are available for both undergraduate and graduate students. Priority is given to those students majoring in political science, journalism, economics, urban affairs or history. Students must find a professor at their college or university who is willing to oversee their internship. Applications for the summer program should be submitted three to four months in advance, and for the fall, winter, and spring terms applications should be submitted two to three months in advance.

Housing: Students are expected to make their own arrangements for housing in the Chicago area.

Expenses: Students will receive lunch and travel money, but are not salaried. It is up to the participant to take care of all other expenses incurred.

For more information:

write: David Protes
Research Coordinator
Better Government Association
230 N. Michigan Ave., Suite 1710
Chicago, Illinois 60601

Congressional District Internship.

Institution: U.S. Representative Sam Gejdenson.

Program: This program offers students an opportunity to intern for U.S. Representative Sam Gejdenson in one of his three offices. This internship is designed to provide students with a comprehensive experience concerning the workings of the federal government. Students are expected to work five days a week in either the Middletown, Norwich or Washington office. Responsibilities include working with the full time staff and communicating with constituents from various government agencies and administrations. Students are expected to conduct specialized projects of their choice. In order to receive college credit for this internship students must make arrangements with their college or university. This program is offered in January and during the spring semester.

Admission: Enrollment in this program is limited and selection is very competitive. Applicants are required to have a good academic standing with a sincere interest in government and politics. A personal interview is required and good communication skills are essential. Students are advised to apply four to five months in advance.

Housing: Students must make their own arrangements for housing.

Expenses: General expenses for this program include room and board and daily transportation costs.

For more information:

write: Reva Seybolt
District Direction
Office of U.S. Representative
Sam Gejdenson
P.O. Box 2000
Norwich, Connecticut 06360
or call: (203) 886-0139

NBC Intern Program.

Institution: NBC.

Program: This summer internship offers a wide range of opportunities for students interested in broadcasting, business administration, English, mathematics, political science, journalism and more. Students are expected to work at least three days per week. In order to receive college credit students must make arrangements with their specific college or university.

Admission: Applicants for the NBC internship program must be enrolled in a college or university. Their school must recognize the internship as a learning experience and grant course credit to the student. Application requirements include a resume, a list of courses relevant to the internship requested, a cover letter stating the type of internship and a letter from the student's school confirming that the student will be granted college credit. The deadline for applications is April 9th.

Housing: Students are expected to make their own arrangements for housing in the New York City area.

Expenses: General expenses for this program include room and board and daily transportation costs.

For more information:

write: Adria Alpert
Internship Program Coordinator
NBC 30 Rockefeller Plaza
NYC, New York 10020



The British Politics Semester.

Institution: The University of Rochester.

Program: Participants work as research and administrative assistants to Members of Parliament, usually in the House of Commons. Tasks vary according to the needs of the M.P., but previous interns have helped with office work, speech writing, research,

and press releases. Interns have also helped M.P.s prepare for talk shows and coordinated constituents' visits. Parliament does not open until November each year, but the Rochester program is offered both semesters. The internship carries two course credits. Interns also take a British Politics course and an elective to round out the program.

Admission: Rochester accepts a number of students from other campuses each year. Applicants need not be political science majors but they must have had at least one and preferably two or more courses dealing with European or American politics. Applications for the spring 1983 program are due on October 1, 1982. This program accepts a total of twenty students each semester.

Housing: Rochester in association with Educational Programs Abroad, Inc. of Brighton, England arranges housing in apartments, hotels, hostels, or with British families.

Expenses: \$3,700.

For more information:

write: Study Abroad Office
Lattimore 312
University of Rochester
Rochester, New York 14627
or call: (716) 275-2354

Conference Group on German Politics: Internship and Scholar-In-Residence Programs.

Institution: Conference Group on German Politics.

Program: This is a work-study program which provides the student or faculty member with an opportunity to spend two or more months in a German government office. For the Scholars-In-Residence Program participants will benefit from an intensive contact with the operations of a German governmental office.

Admission: Student applicants for the program must have completed three years of undergraduate study and must be proficient in German. Faculty applicants for the Scholars-In-Residence program must have had several years' experience studying German affairs. Application deadline for both programs for the current year is March 15, 1982.

Housing: Participants on this program are expected to make arrangements for their own housing; however, the program directors will offer some assistance.

Expenses: There are a variety of stipends or grants available for both the Internship and Scholar-In-Residence programs. Support will range between \$275-\$500 a month with travel subsidies ranging between \$250-\$500.

For more information:

write: C.G.G.P.
P.O. Box 345
Durham, New Hampshire 03824
or call: Professor George K. Romoser

Law Internships, London.

Institution: Marymount College.

Program: Students intern with London law firms. Students may choose whether they wish to work with firms emphasizing civil or criminal law or legal aid. The Marymount staff works closely with the student in finding an appropriate firm. The internship counts as two course credits, and students round out their program with two courses taught by British Faculty under the auspices of Education Programs abroad. The program is offered both semesters.

Admission: Admission is open to any interested student with good recommendations and a transcript. There is no application deadline but students are advised to apply early as enrollment is limited.

Housing: Housing is a strong point in Marymount programs. The college offers central London housing in a resident hotel, plus assistance in making meal arrangements and securing a tube pass.

Expenses: Students participating in this program are charged the same rate as Marymount College students.

For more information:

write: Mrs. Gloria Kenny, EPA Office
Marymount College
Tarrytown, New York 10591
or call: (914) 631-3200, ext. 343

Pressure Groups Internship, London.

Institution: Marymount College.

Program: Students intern with an English pressure group. The program's contacts allow a student to select among groups pursuing a wide variety of interests. The internship brings two course credits, and the student takes two other courses taught by British professors. The program is offered both semesters.

Admission: Admission is open to any interested student with good recommendations and transcript.

Housing: Housing is a special feature of the program. Marymount offers central London housing in a resident hotel and considerable help with meals and transportation.

Expenses: Students participating in this program are charged the same rate as Marymount College students.

For more information:

write: Mrs. Gloria Kenny, EPA Office
Marymount College
Tarrytown, New York 10591
or call: (914) 631-3200, ext. 343

Princeton in France: Summer Work Abroad.

Institution: Princeton University.

Program: This program offers students an opportunity to work side by side with French people, speaking their language and sharing in their daily routines.

As salaried trainees in French banks, offices, stores, hospitals, railroad stations, garden centers, factories and summer camps, students will acquire knowledge of another culture. Most jobs are for two months, from the beginning of July until the end of August. Salaries range from \$80 to \$100 a week. Camp counselors receive a stipend of about \$250 a month beyond their room and board. French law requires all counselors to attend a one-week training session during the third week of June. The cost to each student is about \$100, including room and board. This session is a valuable opportunity to meet and work with French students. This program offers a wide variety of jobs both in Paris and in regional cities and towns. Applicants are invited to specify their preferences along with their interests and skills.

Admission: The Summer Work Abroad Program is open to any undergraduate who is fluent in French and who demonstrates those qualities essential for an active representative abroad: maturity, adaptability, sensitivity, intelligence, willingness to work energetically and meet unforeseeable conditions, and of course a keen interest in France's history, institutions and people. Priority is given to juniors and sophomores. Previous work experience is desirable. The application deadline is December 15th. Students are asked to furnish a language proficiency evaluation, one letter of recommendation, and a transcript. In addition, three passport photos are suggested. Applications must be accompanied by a non-refundable fee of \$10.

Housing: Students are responsible for selecting their own lodgings in the city in which they work. A mid-June welcome reception allows students time to find lodgings before the jobs begin. A few of the jobs, such as summer camps, some hospitals and banks include subsidized housing.

Expenses: A placement of \$150 is asked of each participating student and is not due until he or she has accepted a specific job assignment. The fee is not refundable. The modest pay from the specific job usually suffices to cover basic living expenses, but additional funds are necessary to cover travel.

For more information:

write: Director: Dr. Carol Rigolot
Summer Work Abroad
Princeton University
Department of Romance Languages
Princeton, New Jersey 08540
or call: (609) 452-5404

Mount Holyoke College: International Internship Program.

Institution: Mount Holyoke College.

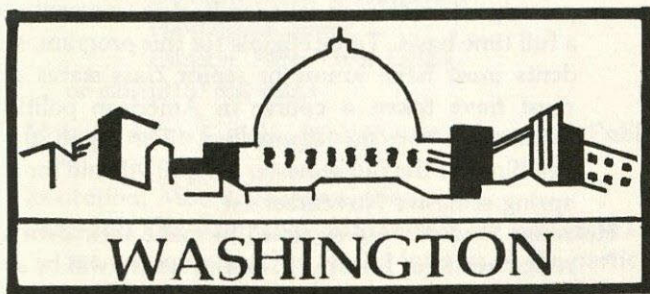
Program: This program offers students an opportunity to intern for officials in the United Nations, the U.N.'s specialized agencies and inter-governmental organizations wherever they may be located. Students may also intern abroad for officials of foreign governments, officials of the United States Missions or Embassies abroad or leaders of lobbies or groups seeking to influence foreign policies. Students will be placed on this program according to their interests and training. The program is offered during the summer as well as the fall and spring semesters. Internships are available in the United States, Canada, Latin America, Western Europe, Africa, Asia and the Pacific countries.

Admission: The program is open to students who have had some background in World Politics. Qualified non-Mount Holyoke students are welcome to apply. Deadlines for applications are: Fall semester, December 1st; Spring semester, October 22nd; Summer program, October 22nd.

Housing: The internship office takes no responsibility for the arrangement of living facilities.

For more information:

write: Norma M. O'Meara
Mount Holyoke College
South Hadley, Massachusetts 01075



Public Affairs Seminar-Internship.

Institution: Georgetown University.

Program: This program is a summer seminar which begins June 8th and will end on August 14th. The program is designed to combine a series of seminars in conjunction with an internship experience. Students are expected to attend class meetings and write a seminar length paper which should interrelate the internship experience with the academic literature. Participants in the program may seek internship placement under their own initiative; however, you may rely on the assistance of the professors. You may work with any of the following institutions: the Congress, federal agencies, interest groups, local government or political party organizations. The intern is expected to work a minimum of 12-15 hours a week at his or her specific job.

Admission: Enrollment in this program is limited to thirty undergraduate students with preference given to juniors and seniors. A good background in political science is expected and a grade point average of approximately 3.0 or better. The application deadline is may 30th with late applications being accepted on a space available basis.

Housing: There is a limited amount of housing available through the University. For more detailed information refer to the summer school catalogue.

Expenses: Tuition for this program is \$125.00 per credit hour. For information concerning financial aid refer to the summer school catalogue.

For more information:

write: Professor John Bailey
Department of Government
Georgetown University
Washington, D.C. 20057
or call: (202) 625-4521

American University: Washington Semester Program.

Institution: American University in cooperation with over 150 affiliated colleges and universities.

Program: This program offers seven different focuses: 1) American National Government, 2) Economic Policy, 3) Urban Affairs, 4) Foreign Policy, 5) International Development, 6) Science and Technology, 7) American Studies. This program is designed to combine a series of seminars in conjunction with an internship experience. Students are expected to attend seminars three days a week and to spend two full days a week at their specific internship. The curriculum is a full sixteen credit hours consisting of the seminar (two courses), a research project (one course) and the internship (one course). Students are responsible for finding their own internships; however, there is some guidance offered. This program is offered both the fall and spring semesters.

Admission: The American National Government component is only open to students from member schools. All other components are open to juniors and seniors with a grade point average over 3.0. The application deadline for the fall semester is April 16th and for the spring semester the deadline is October 25th.

Housing: Participants in this program are housed in the campus dormitories and have access to the new library and recreational facilities.

Expenses: Tuition is paid through the student's own college or university; however, dormitory charges are payable directly to the American University.

For more information:

write: Dr. David C. Brown
Executive Director
Washington Semester Program
American University
Washington, D.C. 20016
or call: (202) 686-2368

Bureau of European Affairs of the Department of State Student/Intern Program.

Institution: Bureau of European Affairs.

Program: This program is designed to provide the student with an insider's view to the workings of a bureaucratic agency which handles foreign affairs. Interns will work under the supervision of a bureau officer in an area of their choice. Students will come into contact with a variety of officers from several of the government agencies in Washington. The Bureau of European Affairs is a non credit granting institution; therefore, students must make arrangements with their own college or university in order to receive credit.

Admission: Applicants must be college juniors or seniors or recent graduates and have a grade point average of approximately 3.5. The applications must be accompanied by a statement which specifies the area of the Bureau the student would like to work in, and any relevant job experience. The application must be approved by a member of the faculty at their home institution.

Housing: Participants must make their own arrangements for housing in the Washington area.

Expenses: Students must provide for their own room and board as well as travel expenses.

For more information:

write: European Affairs
EUR/EX
Room 9424 NS
Department of State
Washington, D.C. 20502

Common Cause Internship Program.

Institution: Common Cause.

Program: Common Cause, based in Washington, D.C., is a citizen lobbying organization which employs interns as staff assistants and liaisons between the central office and the various other branch agencies. Interns may be assigned to litigation, legislation and other areas. Students are usually asked to do research projects and report drafting. This internship experience provides the participant with an understanding of the current issues as well as insight into the legislative process. Common Cause is not a credit granting institution. In order to receive credit for this internship students must make arrangements with their college or university.

Admission: Undergraduates as well as graduates are considered for admission. The application form should be accompanied by a cover letter, a resume, two letters of recommendation and writing samples. The application deadlines are as follows: fall, August 15; spring, December 15; summer, April 1.

Housing: Students must make their own arrangements for their living accommodations.

Expenses: General expenses for this program include room and board and daily transportation costs.

For more information:

write: Allan Zendle
Director of Volunteer Services
Common Cause
2030 M Street, NW.
Washington, D.C. 20036

Boston University: Washington Legislative Internship Program.

Institution: Boston University, College of Liberal Arts.

Program: This program is designed to provide students with an opportunity to test their skills and capabilities in the world of practical politics. Typical internship placements include work with members of the House of Representatives, Senators, Congressional Committees, and other related agencies and organizations. The curriculum for this program is the equivalent to four courses or sixteen credit hours. Students are expected to work approximately 30-35 hours a week in an unpaid internship. The internship program is designed in conjunction with a series of seminars in which the student will relate his/her work experience to the issues in the field. The topics discussed in the seminars will deal specifically with issues in Congressional policy-making.

Admission: Each semester (fall and spring) a limited number of internships will be available to students enrolled in other colleges and universities. These participants will be enrolled in Boston University on a full time basis. To be eligible for this program, students must have junior or senior class status and must have taken a course in American political institutions or an equivalent. The application deadline for the fall semester is April 9th and for the spring semester November 1st.

Housing: Students are expected to make their own arrangements for housing. The University will be able to provide a limited amount of housing in dormitory facilities. They will also provide a brochure which describes the various housing options in the Washington area.

Expenses: Students participating in this program are charged the same rate as Boston University students, excluding room and board. This year's brochure lists the tuition fee at \$3,587 a semester.

For more information:

write: Washington Legislative Internship Program
Office of the Associate Dean, Room 202
Boston University, College of Liberal Arts
Boston, Massachusetts 02215
or call: (617) 353-2408

Hamilton College Semester in Washington Program.

Institution: Hamilton College.

Program: The program is designed to allow students both to study the theory of American government and practice it at the same time. Hamilton's program is offered both in the Fall and Spring semesters. Students will participate in two consecutive six-week internships and will be asked to evaluate their internship experiences in a series of group discussions and papers. Participants are expected to meet in a weekly seminar in which they will relate their observations and experiences to theories of political behavior. Each student is expected to research and present an independent project on a problem related to a public policy issue. Each intern is expected to find his or her own internship.

Admission: This program is open to all Hamilton juniors and seniors with applicants from other colleges being accepted on a space available basis.

Housing: Students in the Washington Semester Program are expected to manage their own living arrangements.

Expenses: The fee consists of the regular Hamilton College tuition excluding room and board. Financial aid will be given to those Hamilton students on scholarships to help off-set the cost of living expenses.

For more information:

write: Dr. Channing B. Richardson
Department of Government
Hamilton College
Clinton, New York 13323
or call: (315) 859-4223

Mount Vernon College: Washington Semester in Public Policy.

Institution: Mount Vernon College.

Program: The internship assignments on this program are carefully matched to the interest of the participating students. Students may intern on Capitol Hill in congressional offices or with congressional committees, federal agencies, public interest groups, media organizations, and with national or international organizations. The ten week program consists of a curriculum of fifteen credit hours. Six of these credit hours apply toward the actual internship, another six apply toward the seminar in public policy and the final three apply towards the individual's research project. The seminars will cover selected issues of public policy including studies on the roles of major figures in the decision making process. An independent research project may be based on the work of the internship.

Admission: This program is designed for women undergraduate majors in political and social science. A student must have completed three semesters of undergraduate work and taken two courses in political science, economics, history or other social science courses. As of 1982 this program will only be offer-

ed during the spring semester. Enrollment is limited and students are advised to apply early.

Housing: Students will be assisted in finding housing in Washington near their internship offices or near the Mount Vernon Campus. All college facilities will be open to students participating on the Washington Semester Program.

Expenses: Current literature lists tuition for the semester at \$2,000, including course fees. This figure does not include the cost of room and board.

For more information:

write: Washington Institute for Women in Politics
Mount Vernon College
2100 Foxhall Road, N.W.
Washington, D.C. 20007
or call: (202) 331-3418

Washington Center for Learning Alternatives: Full Time Academic Internships.

Institution: Washington Center for Learning Alternatives.

Program: WCLA participants will be placed in internships in which they will work four and a half days a week. Internships include work with congressional offices, executive agencies, judicial organizations, public and special interest groups, national associations, and community programs. The internship program is designed in conjunction with a series of seminars. These seminars are designed as forums in which the student can integrate academic theory and practice. The seminars will meet once a week in the late afternoon or early evening. WCLA is not a credit granting institution. However, students participating in this internship program may receive academic credit from their home institution equivalent to a full course load. The program is offered during the following times: fall semester, winter-term, winter quarter, spring semester, spring quarter, and a summer session.

Admission: Applicants are admitted to this program on a basis of their stated goals, academic background, character, demonstrated maturity, and intellectual capacity. The application deadlines are as follows: fall semester: April 15th; winter quarter: October 15th; spring semester: November 1st; spring quarter: January 15th and the summer session: March 15th.

Housing: Accommodations are provided for WCLA interns through the organization. WCLA leases 10% of the Woodner Apartment Complex, so students will be living with other participants on the WCLA program.

Expenses: The expenses for the fall and spring semester including housing are currently \$1,575; without housing, \$750. The fee for the winter and spring quarter including room is \$1,280; without room, \$655. Finally, the fee for the summer session including room is \$1,280 without room, \$655.

For more information:

write: Washington Center for
Learning Alternatives
1705 DeSales St., N.W.
Washington, D.C. 20036
or call: (202) 659-8510

Mount Vernon College: Washington Internship Program (summer).

Institution: Mount Vernon College.

Program: This eight week program offers students throughout the country an opportunity to spend part of their summer in Washington, D.C. interning for federal agencies, public interest groups, political party organizations or Congress. Students are expected to spend five days a week at their internship offices and to attend a three hour seminar that meets one evening a week. The seminar program will focus on public policy and will feature guest speakers discussing current political and social issues. Participants in this program will be granted six credit hours from Mount Vernon College.

Admission: To be eligible for this program, students must have completed at least three semesters of undergraduate work and have taken a course in American government. The application deadline for the summer program is April 10th.

Housing: Mount Vernon College does provide housing for participants on this program in the dormitories. In addition all campus facilities are open to the students.

Expenses: The tuition and room costs for this six week program is listed this year at \$1,168. For those students who wish to live off-campus the tuition fee is \$888.

For more information:

write: Mount Vernon College
Washington Internship Program
2100 Foxhall Road, N.W.
Washington, D.C. 20007
or call: (202) 331-3418

Citizens Choice Internship Program.

Institution: Citizens Choice.

Program: This program offers students an opportunity to intern for the National Citizen's Lobbying Organization affiliated with the Chamber of Commerce of the U.S. This program is designed to provide students with a variety of practical experiences. Interns are expected to do research and analysis of current economic issues; writing and editorial work; and to do marketing projects. Interns will obtain a first hand observation of congress and the executive branch of government as well as insight into the workings of a grass roots lobbying organization. The program is offered both in the fall and spring as well as in the summer. In order to re-

ceive college credit, students must make arrangements with their specific college or university.

Admission: Internships are available for a limited amount of students. Applicants are required to be hard working students, and are advised to apply far in advance.

Housing: Students are expected to make their own arrangements for housing in the Washington area.

Expenses: Students must provide for their own room and board as well as daily transportation costs.

For more information:

write: Capri Langford
Internship Coordinator
Citizens Choice
1615 H St., N.W.
Washington, D.C. 20062
or call: (202) 659-5590

Citizen Labor Energy Coalition Student Intern Program.

Institution: Citizen Labor Energy Coalition.

Program: This summer internship offers students the opportunity to develop their analytical, verbal, writing and legal skills in a setting that is intimately connected with federal and state decision-making. Students are required to research various programs, for example, public education, state legislative procedures and grass roots organizations. Citizen Labor Energy Coalition increases citizen involvement and represents the consumer, taxpayer, and worker viewpoint in the formulation of national and state energy policy. Students will have a first hand experience in understanding how policy decisions are made. Students are expected to work approximately forty hours per week in an unpaid internship. In order to receive college credit students must make their own arrangements with their specific college or university.

Admission: Internships are available for a limited number of students. Students are advised to apply far in advance.

Housing: Students are expected to make their own arrangements for housing in the Washington area.

Expenses: Students must provide for their own room and board as well as daily transportation costs.

For more information:

write: Lauren Kramer
Internship Coordinator
1300 Connecticut Ave.
Washington, D.C. 20036
or call: (202) 857-5153

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