

6-22-1982

Innovator, 1982-06-22

Student Services

Follow this and additional works at: <http://opus.govst.edu/innovator>

Recommended Citation

Governors State University Student Services, Innovator (1982, June 22). <http://opus.govst.edu/innovator/214>

This Newspaper is brought to you for free and open access by the Student Newspapers at OPUS Open Portal to University Scholarship. It has been accepted for inclusion in Innovator by an authorized administrator of OPUS Open Portal to University Scholarship. For more information, please contact opus@govst.edu.



GSU ARCHIVES

GSUA 580-5

STUDENT SENATE BUDGETS \$149,187^{FY82~83}

PAC, SPECIAL PROGRAMS, SUPPORT SERVICES GET LION'S SHARE

By Eddy Abakporo & Thom Gibbons

The Student Senate, after ten minutes of floor discussion, voted to accept the 1982-83 fiscal year budget of \$149,187.00 as it was presented to them by the Budget Committee. The meeting was held on June 9 in Engbretson Hall. A motion to approve the budget was made by Senator Sharon Rankin (SHP) and was seconded by Senator Levi Bullock (Senate Vice-President). The motion was passed with a unanimous vote.

The budget was drawn up by the Budget committee after it conducted

organization's activities; past use of allocated funds — determined of any misuse of Student Senate funds; and, adherence — adherence to Student Senate by-laws by the organization or club.

The Senate, amid spirited discussion, questioned some of the facts and figures contained in the budget.

Out of the many organizations and clubs that requested funds for the fiscal year 1982-83, the program activities committee (PAC), received the lion's share of \$33,000.00, followed by



Members of the Student Senate in session.

Photos by Mike O'Brien

STUDENT ACTIVITY FUND

I. Collegial Support Programs		\$ 5,750.00
A. Music Department*	\$ 3,000.00	
B. Theatre*	750.00	
C. Women's Resource Center*	2,000.00	
II. Student Support Services		\$ 29,960.00
A. Student Clerical Support	\$ 8,320.00	
B. Student Resource Center	13,000.00	
C. Student Event Production Assistance	8,640.00	
III. Child Care Center		\$ 15,515.00
IV. Programming Events		\$ 33,000.00
V. Innovator		\$ 12,250.00
VI. Clubs and Student Organizations		\$ 20,000.00
A. Student Senate	\$ 6,500.00	
B. Alcoholism Science	750.00	
C. Union of African People	750.00	
D. Criminal Justice	750.00	
E. Vets	750.00	
F. Infinity	750.00	
G. Business Student Union (SAM)	750.00	
H. Public Administration	750.00	
I. GSU English	750.00	
J. Med Tech	750.00	
K. Professional Nurses	750.00	
L. Film and Video	-0-	
M. N.S.S.L.H.A.	750.00	
N. Inter-Club Council (Proposed)	4,500.00	
O. MSA	750.00	
VII. Special Programs		\$ 25,212.00
A. Stipends (PAC, Innovator, BOG, IBHF/SAC, S.S.)	\$20,812.00	
B. Leadership Training	4,400.00	
VIII. Other		\$ 7,500.00
Student Activity Assistant	\$ 7,500.00	
GRAND TOTAL		\$149,187.00

*Required to submit a plan to establish Student Advisory Committee for their area to recommend expenditure of dollars to the department.

public hearings. The various clubs and student organizations submitted requests totalling \$225,000.00. Although the administration could reassign these monies, according to Tommy Dascenzo, Director of Student Activities, he doesn't expect that this will happen. The total budget is based upon estimates of revenue to be received from the \$15 student activity fee, which is collected at the beginning of each trimester.

The Senate Budget Committee used the following factors as guidelines before allocating student activity funds to clubs, organizations and support services. These factors are: size-number of students in the organization; clientele — percentage of student population that is to benefit from the

student support services with \$29,960.00 and special programs with \$25,212.00.

The program activities committee is responsible for on-campus concerts, movies, lectures, the coffeehouse, publicity fees, bills, air fares and accommodations of guest speakers.

Item I is the collegial support programs, which appear in the budget with an asterisk. These groups must submit a plan for a student advisory committee before the funds can be used. Dascenzo expects that this will happen before the funds are available on July 15, 1982.

Included under Item I is funding for "Theatre" in the amount of \$750.00. Originally this group was denied funding, but the money was restored upon appeal.

Item II was the item which brought most of the discussion before the full senate. It is also related to Item VIII. The discussion took ten minutes and was, in fact, the only thing discussed.

II-c refers to student event production assistance and would be filled by a person on financial aid. Item VIII refers to a Student Activity Assistant, and this will be a part-time individual who must possess at least a bachelor's degree.

According to Dascenzo, this position does not have to be filled by a student. This item will require the approval of administration, because it will be either a professional or para professional position and a search committee will be established to fill it.

Item IV refers to the events that are scheduled throughout the year, such as plays, movies, entertainment, and guest speakers. These are handled through the Student Activities Center. Dascenzo needs student volunteers to advise on these events.

Item VI, clubs and student organizations receive money according to need. The budget reflects new monies that are being allocated. Many of these programs have money which is being carried over from last year's budget. For example, Dascenzo cited the film and video club, which receives no new

funds this year because it has \$1800.00 in its account.

Item VII-b is a conference that 35 student leaders will attend in October at the Woodstock Conference Center. It will feature instruction in leadership and is given in a place away from the University so that the participants will have no distractions.

On another matter, \$350.00 was appropriated for the registration and orientation of new students, which will occur in August. The money is used to provide necessary refreshments.



Tommy Dascenzo, Director of Student Activities

**BOG Appoints Curtis New
Provost, Brubaker New CAS
Dean Stories Next Issue**



Editorials

By Eddy Abakporo

Give Us A Permanent Student Center

For the past weeks efforts have been made to move the present student activities office to a permanent, spacious location to be called Student Activity Center.

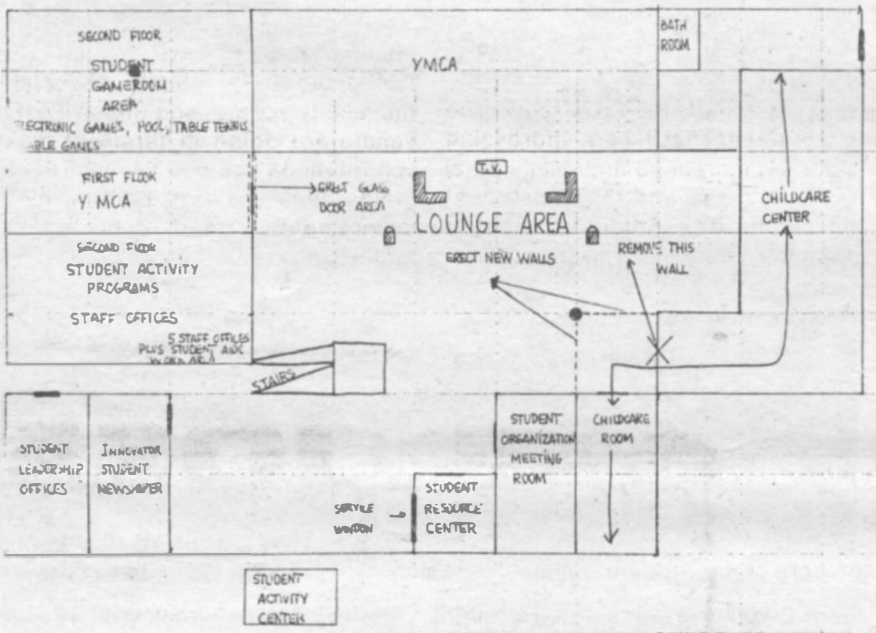
The initial plan of moving to the B Lounge area was killed by the University administration. The INNOVATOR has learned that another request to locate the center in the F building, in the areas currently occupied by CLA and BOG; has been presented to the policy makers for administrative action.

The proposed center, we have learned, will include facilities for: Child care center, student organization meeting room for all student groups, student senate offices, INNOVATOR office, T.V. lounge area, game room area for pool, table tennis, table games, electronic games, and finally student services.

the decision is to invite student rage and is tantamount to poor judgement and short sightedness.

The student center is needed because the functions and duties now performed by the student activities office have outgrown its space capabilities. Over the years, these services have been increasing in geometric progression. The INNOVATOR thinks that the need for a student center is long overdue. It is our belief that a centralized student center will promote life on campus and make the quality of academic life more enjoyable.

Moreover, the student center can aid in retention efforts through: All services and programs being available to students in a single area, resources can be shared among all student activities program areas, student life programs would have adequate facilities



The University administration should be reminded that the student center is an idea whose time has come. It is high time the administration gave us a place we can proudly call our own. THE INNOVATOR urges the president, the provost, the associate provost, and the vice-presidents for administration, research and planning to approve the transfer of the student activities office to the F building. To procrastinate on

that would impact on other facilities, and finally increasing student visibility on campus and encouraging students to stay on campus longer and identify with GSU.

Once again, the administration should be reminded that the student center is an idea whose time has come and that the ball is now in their court. The students are watching and are watching eagerly too.

counselor's corner

C.L.A. Can Help You

Most college students meet at least one course that seems too difficult to master or discover some kind of skill or information that needs to be acquired before tackling work at the upper-division level. These problem areas often have little to do with the ability of the student. One of the most important characteristics of the mature student is knowing when and how to seek assistance with academic difficulties.

GSU students have a place where they can find the help and resources they might need: the Center for Learning Assistance. As an academic support unit, the CLA gives students help in how to improve academic skills and course performance.

The CLA provides, at no cost to the student, tutorial assistance and a wide variety of instructional materials and

activities directed toward helping students learn the art of learning.

Tutors are available in basic skills and many course-related areas such as grammar, writing, research paper techniques, spelling, reading, test-taking and study skills, research design, accounting, algebra, statistics, and calculus.

The CLA also has a variety of print and non-print materials available that may be used for self-study and hand-out materials that can be taken out of the Center.

The CLA is located on F Balcony, near the YMCA. Hours are Monday through Thursday, 9:00 a.m. - 7:00 p.m., and Friday and Saturday from 9:00 a.m. - 5:00 p.m. For further information, contact CLA personnel at 534-5000, Ext. 2238.

THE INNOVATOR CREDO

Grant us the wisdom that we may learn to use our knowledge for a worthy purpose. Editorials, comments, cartoons and captions represent the opinion of the editorial board of THE INNOVATOR and do not necessarily represent the opinion of student representatives, the student body in general, adviser, faculty or administration of Governors State University. Signed editorials are opinions of their authors. The INNOVATOR recognizes fairness, therefore, welcomes rebuttals, comments or criticism.



How Students Can Perfect Their Hunt For A Job

By Robert B. Nelson

Editors Note:

Robert B. Nelson is a communications consultant and author of *The Job Hunt: The Biggest Job You'll Ever Have*. He has worked in personnel for several major corporations and has assisted numerous people in finding employment through his workshops, presentations and individual counseling on job-hunting skills. His book is available from many bookstores or may be obtained directly by sending \$3.95 to: *The Job Hunt*, P.O. Box 330082, St. Paul, MN 55175.

Most people feel they know how to get a job; few actually do. Faithfully they study the Sunday want ads or consult with search firms who promise them the position they want. They not their heads in discouraged agreement, when they hear the economy is tight and jobs are hard to find. They don't know it, but through their actions they exclude themselves from most opportunities. They become their own worst enemy in the job hunt, setting obstacles for themselves that no employer would ever dream of imposing.

ENLIGHTEN YOUR SEARCH

Enlighten job hunters on the other hand start out with very different beliefs about their ability to find a job. Never doubting that they will get a job, they instead focus their energy on getting the right job for them. Their knowledge of the job market set them apart from those less aware: They recognize that 1) there are two to four million positions open in the U.S. at any given time, and at least one million positions open in the worst of times; 2) eighty percent of all jobs are unadvertised; and 3) want ads and search firms are used as a last resort for most employers.

The person who knows how to find a job knows that the average American workers will 1) change jobs every three and one half years, 2) change careers up to five times, and 3) has only a 20 percent chance of enjoying work. This information gives the modern job hunter a new foundation from which to start.

The enlightened job hunter takes this information and builds a very different job campaign which not only results in a job, but also allows for the job hunter to maintain confidence and self-esteem in the job hunting process. The enlightened job hunter is resolved not merely to find a single job, but to learn job-hunting skills that will be

needed for the rest of his or her life. There are skills that will be used over and over again. Whether you are a seasoned job hunter or are looking for your first position, the following proven five-step method provides the essentials of what you need to know and do to get the job you want.

STEP 1: YOUR OBJECTIVE

The first step in the effective job hunt seems simple, but can be quite difficult. It is to ask yourself what you want to do. Ask yourself, because no one else can tell you what you need to be happy or successful. The more clearly you define your objective, the better your chances will be of obtaining it.

STEP II: THE RESUME

The second step is the development of a resume, a traditional document which describes your abilities and past experiences. How you present yourself in a resume can be vital. You have to be concise and selective. Concise, because the average resume receives only 5-7 seconds of viewing and you won't get a second chance to make a first impression. Selective, because you can't explain everything you've ever done or list all of your abilities. That much information would be too much for a potential employer to process. You must be discriminating in choosing the items that most relate to the position for which you are applying. A selective approach helps to hold the employer's attention and leaves him or her with a few unanswered questions. It serves to motivate the employer to want to see more of you and hence invite you for an interview. Obtaining an interview is the sole purpose of the resume...no one is ever hired strictly based on how they look on paper.

TRADITIONAL YET EXCITING

The standard resume, which is one two pages in length can be creative but must at the same time contain the basics of: 1) an objective (derived from step one above), 2) a summary of your experience, 3) a record of your education, and 4) other related activities.

The objective section of your resume is 1-2 sentences that state, as precisely as you can, what you want to do. It serves to give anyone reading your resume a general framework of your direction and interests. To avoid being too general or too specific — which many times exclude you from positions — do both. indicate the major field you

Contd. on Page 6

Campus Comments

By Eddy Abakporo



Photos by Mike O'Brien



Do We Need A Student Center ?



Mike Invergo - Senate Secretary

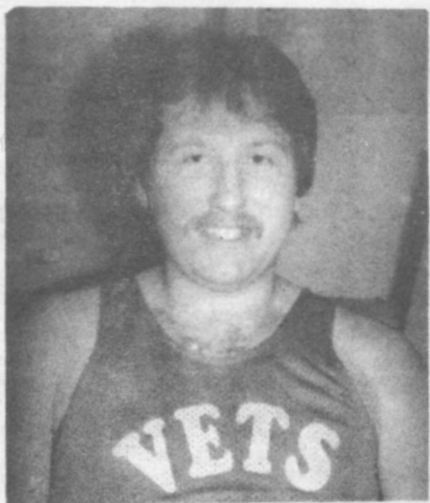
"Students should have some place that they can call their own. The present student center location is not enough. We need a permanent place the clubs and students can meet. Having a permanent and spacious student center will provide a central area for students to relax. It will also increase publicity of the different clubs on campus. Moreover, we must provide students a place to go either before or after their classes. A centralized student center will promote student life and make quality of life on campus more enjoyable. Many students don't like to sit in the cafeteria before and after classes because the cafeteria is not the central meeting place."



Ekoko Chu - Student Senator

"I like the idea of having all the services consolidated in one area because it is more practical. It cuts off a lot of time and waste which is something we cannot afford at this moment. With the limited time and the imminent budget cuts, it is better for all the services to students be consolidated in one area, such as the student center.

Not only will it save us time and money it will give publicity to other services which students have not heard of. The student center will serve as a recreational center or meeting points for students."



Sam Call - Senate President

"The student center is needed because students need a place to gather and socialize. Moreover, we need to make GSU more attractive for the community college students since GSU is seen or regarded as a feeder institution. We could change GSU into a totally productive university instead of basically a graduate university, if the various colleges will offer more day classes.

The need for a student center is long over-due. The center will give both graduate and undergraduate students a chance to meet and exchange ideas and also a place to blow off steam after a tough exam. I sincerely believe that the student center is an idea whose time has come."



Levi Bullock - Senate Vice President

"The purpose of any student government is to address students needs on campus. I think that our top priority now is to provide to the students a student center where they can relax. The students needs that we are addressing now are: (1) Increased financial aid, (2) More day classes and (3) The student union center. The Student Senate is working hand-in-hand with the Univer-

sity administration to achieve the first two needs I have mentioned. The student union center can be a reality before September with the cooperation from the University administration to provide us with the necessary space. Since the University President has expressed a high priority for students needs, I do not see any problems for the Student Senate in whatever the Senate is doing to reach its goals.

Apart from the need for a student union center, the Senate has also been addressing the problem of financial aid cuts. We have made available more than \$2,000 to help students register for the fall trimester. We are working to make more money available to the short-term loan program. What the students need to know is what the administration, the alumni association, the faculty senate, and the civil service senate are doing in terms of making contributions to these financial aid programs that are not funded by the government; instead of buying trees for the University."



Steve Bluth - Student Senator

"We need the student center because of the new games that have been ordered, color TV that has been purchased and the increasing number of students who frequent the small space now occupied by the student activities office."

JOBS

SEE JOB MART, PAGE 8

Do you have the urge to write? call INNOVATOR x 2260

"Your Resumé Is An Advertisement Of Yourself"

Advices Placement Officer By Char Tuohy

..... Even though the job market is tight now, a well-prepared applicant has a good chance of finding a suitable job.

"Try to zero in on places that are hiring. Ask who is the logical employer that is hiring and what company is booming," recommends Mary Hughes, Graduate Placement Officer during the Job Search Strategies Workshop recently.

Another question to consider is why do you want to work. "You are looking for a commitment," explained Harvey Grimsley, Counselor in the Office of Student Development. Accepting a job means a commitment from both the

employee and employer to make the job successful.

When beginning to look for a job remember the five "P's": Product (job-seeker); Purchaser (prospective employer); Packaging (resume, dress, etc.); Presentation; and Price.

As a job-seeker you need to let prospective employers know you are available for work. Composing a concise, mistake-free resume with a cover letter of introduction, xeroxing it or having an off-set printer print it, and then mailing it to areas in your field begins the process. "Your resume is an advertisement of yourself," reminded Mary Hughes. With it, doors will

open or close.

Ms. Hughes stated that forty seconds is the average time spent skimming a resume by the employer. If the most essential information isn't at the top, you've lost the job. Be concise and to the point using verbs that grab the reader. Be honest but positive. Reread your resume three or four times and have friends check it for errors. Resumes should be no longer than two pages.

The next step is the interview. When an employer calls for an interview make sure you "research your environment," cautioned Ms. Hughes. Is

Contd. on Page 6

..... The INNOVATOR is published bi-weekly. Students are responsible for the content of the INNOVATOR and views presented do not necessarily represent, in whole or in part, those of the Governors State University Administration, Faculty or Students. Columns that carry by-lines are the opinion of the author and do not necessarily represent that of the INNOVATOR.

Office hours are 9:00 a.m. to 5:00 p.m. Monday through Friday. Phone (312) 534-5000, Ext. 2260 or 2140 for news and advertising information.

The INNOVATOR is printed by the Litho Type/Midwest Community Press in Lansing, Ill.

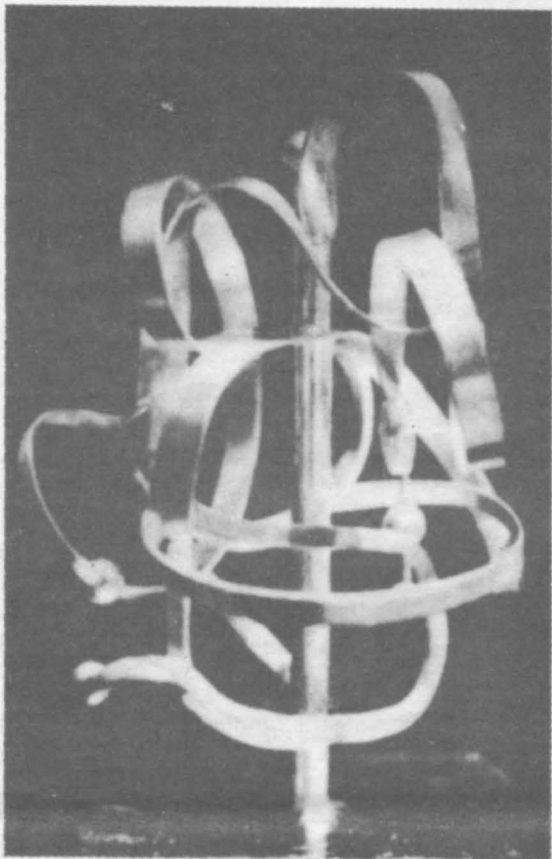
INNOVATOR STAFF

Acting Editor, Adv. Mgr. — Eddy E Abakporo, IV
 Reporter — Candy Anderson
 Reporter/Graphics — Tommy Conners
 Photographer — Mike O'Brien



GRADUATE PROJECT

By Jeffrey Jacobson



Variations of Fluidity In Silver and Gold

JUNE 17—30

Visual Arts Gallery

Art Of Common People To Be Studied At GSU

Asserting that the art of the common people as a special category is long overdue in academic circles, Dr. Arthur Bourgeois, university professor of art history, will initiate a special class to help overcome the deficiency during the final half of the current Spring/Summer Trimester.

Entitled "American Art: The Folk Traditions," the course will highlight domestic architecture and furnishings of Spanish, English, French and Dutch colonies in the New World and subsequent regional, ethnic and folk traditions.

Special lectures will range from Shaker furniture and Pennsylvania German contributions to contemporary expressions of art. Students will research and make presentations on such diverse topics as weathervanes, tobacco store sculpture, carousel figures, quilting, stoneware, tin, costume and toys.

Classes will meet from 10:30 a.m. to 12:30 p.m. on Mondays and Thursdays from June 24 to Aug. 12, and students may earn two or three hours of college credit. For further information, contact Bourgeois at (312) 534-5000, Ext. 2309.

Film Critics Siskel, Ebert To Appear At GSU

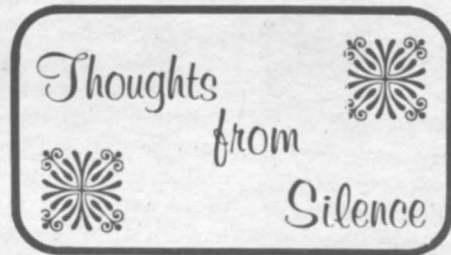
Roger Ebert and Gene Siskel, film critics for the Chicago Sun-Times and Tribune, respectively, and creators of "Sneak Previews," will host "An Evening at the Movies," at GSU on Friday, June 25, at 8:00 p.m. in the GSU Theatre.

Patterned after the award winning program they created at WTTW, Channel 11, the veteran critics will review selected films, complete with clips and quips.

Siskel has been a member of the Tribune staff since 1969 and its movie critic since 1970. He has also served as

the film critic for WBBM, Channel 2. He is a graduate of Yale University.

Ebert has written film commentary for the Sun-Times since 1967 and won the Pulitzer Prize in 1972. He reviews movies for WMAQ, Channel 5, and has taught a weekly film class in fine arts for the University of Chicago Extension for the past 12 years. He is also heard over radio station WMET-FM. A graduate of the University of Illinois, he has done graduate work at the University of Cape Town, South Africa, under a Rotary fellowship and the Graduate School of the University of Chicago.



PHILOSOPHY OF LIFE

By Liz Pletluck-Baron

The greatest things in life are friends,
the greatest joys are loves, the
greatest perfectors are hurts.
When a person lives life they must en-
counter all of these, or else they
are not living their fullest measure.
Love will never leave if you let it be, life
will not desert you if you go with
it's drift...it's flow.
If you live life you will be hurt, but you
will shine like a diamond, for all of
life buffs and polishes us and
makes us eternally perfect.
Friends also last forever if they are in-
fact true.
So Love, Live and make friends for
that's God's plan.

"PAPER AND PEN"

By Curtis Taylor

One man makes his contract,
Another breaks away,
One man writes his name,
Another has to move,
One man reads a line
Another goes to jail,
One man ponders news,
Another tells a story,
The bureaucracy of power
One man scratched a note,
Another overdosed,
In an army of fingers
One man's mail brought tears,
Another slaps his thigh,
And a fist of no regrets.

"HEY BABE"

By Ter Bear Mullins

Don't I know you
from somewhere
I think I remember
your smile
Even if we are strangers
Honey
I surely do like your style!

"SUNNY BLUE EVENING"

By Hoey McEwen

Farm dogs laid the solitude
of the spring sun.
I needed 80 miles of the
road when their dreams
didn't hear me. I heard
their sleep—rabbit chasing—
and almost lost
direction to a safe roof.
Fortunately the goof
in me
followed my feet and
right thumb.
The last ride God directed
my way saved 40 miles,
and pulled in the driveway.
3 hours later the
guys who stayed
with the job
showed up.
The work wasn't as important
as leaving
to go fishing.
Wide valley virgin creeks
gave us dusk
and food for our friends.

"ON DEATH"

By Curtis Taylor

I found out what my
death was,
that little spider
that crawls inside
and weaves, patterns itself,
delicately, shattering,
fine and with patience.

These were the nerves
that tangle in order
and hurt, entwining.



News Briefs

Library Gets Book Collection

From the mid-1920s through the early 1950s, the name of Ann Birk Kuper (1892-1975) was well known throughout the Chicago area for her solo readings of nearly every play of importance during the period.

Today, her extensive collection of books, manuscripts and memorabilia reside in the Governors State University Library, which acquired them from her husband, Joseph Kuper, Hyde Park businessman, and his family. The manuscripts and memorabilia were a gift to the University. The 227 books, of which 156 are first editions, were purchased.

According to Joseph Meredith, Library archivist who assembled the collection, it is a "remarkable representation of the genre during her most active years, notably the 1930s and 1940s."

Ann Birk Kuper developed a technique for abridging plays in such a way that she could convey an entire plot and main characterizations in one hour, Meredith states. "The formula proved popular with clubs, luncheon groups and other gatherings," he notes.

Mrs. Kuper was able to obtain scripts of New York plays almost as soon as they were performed, and she had standing orders with publishers for first printings of the trade editions. At one time, she was adapting as many as ten new plays in a year, with ten to fifteen performances a month. She appeared in a regular series at the Edge-



Joseph Meredith, University Library Archivist

water Beach and Stevens Hotels and the Lake Shore Club.

During this time, she was a familiar voice in some of the most popular early radio shows over NBC and WGN, with roles in "Just Plain Bill," "Helen Trent," "Painted Dreams," "Backstage Wife," "Bachelor Children," and many more.

A native of Michigan City, Ind., the Chicago monologist attended Northwestern University and studied dramatics under Mary Donnally Kelso in Chicago. Later, she was coached by Beatrice Ives Welles, mother of Orson Welles.

Selected items from the Kuper Collection are on public display in the showcases in the corridor outside the Library.

GSU is on Stuenkel Rd. east of Governors Hgwy. in Park Forest South.

YMCA To Offer Gymnastic Camp Program

The YMCA at GSU is offering a gymnastic camp as part of its summer program. The camp is geared toward beginning and intermediate gymnasts entering grades 2 through 12. Three two-week sessions are scheduled during June, July and August. Each camp session runs Monday-Thursday from 9:00 a.m. to 4:00 p.m. The June session is limited to high school girls only. The

July and August sessions are open to all grades. Campers are grouped according to age and ability. The daily schedule includes work on all apparatus, dance class, open workout time and recreational swimming.

Coaches of the YMCA competitive team are staffing the camp. For further information, contact the YMCA at 534-5800.

Lecturer To Discuss Feminist Approaches To Literature

Feminist Laura Doyle, a doctoral candidate in English literature at Brandeis University, will present a free public lecture on "A Criticism of Our Own: Feminist Approaches to Literature" at GSU on Tuesday, June 29, at 7:30 p.m. in Engbretson Hall.

Doyle will discuss woman's role in literature as character, author and critic. She will examine the various techniques used by feminist critics from Virginia Woolf to the present.

A graduate of Morgan Park High School in Chicago, Doyle attended

Beloit College, where she graduated with departmental honors. She was inducted into Phi Beta Kappa and won the James Leeson award for best honors paper in English.

As a graduate assistant at the University of Illinois, she created and taught a course entitled "Writing and Sex Roles." She was also co-founder of Women in English, a group of graduate women who meet weekly to discuss literature and feminism.

For further information, contact Dr. Helen Hughes at 534-5000, Ext. 2524.

Club, Agency To Hold Panel Discussion

Residents from "Stonehedge," a human service agency, in cooperation with the GSU Criminal Justice Club, will hold a panel and audience discussion on June 24 at 5:00 p.m. in Room C-3301.

The discussion will focus on court

mandated program attendance for the drug abuser and problems that females face in the courts.

Stonehedge serves the Peoria area and houses both male and female residents.



Professional Journal Launched At GSU

A new professional journal, "Insight and Hindsight: Psychology Discussion Papers," has been initiated by the Division of Psychology and Counseling at GSU.

Under the editorial direction of Dr. Barbara B. Jenkins, university pro-

papers written by students at GSU originally submitted to meet academic requirements. "For future issues," she said, "it is hoped that we will receive case studies and detailed examples which will be relevant to the professional growth of beginning psychologists as well as those with more experience in the field."

The editors are seeking manuscripts from practicing psychologists and counselors, academicians, students and others with a special interest in psychology and counseling. Manuscripts must be prepared in duplicate according to the style specifications of the "Publication Manual of the American Psychological Association" and must conform to the guidelines for the use of nonsexist language, Jenkins specified.

Manuscripts are to be submitted to Jenkins at the Division of Psychology and Counseling.

Dr. Helen E. Hughes and Dr. Addison E. Woodward are associate editors and Betty A. Kott is editorial assistant. They plan to publish two issues a year.

Subscription is \$7.00 per year. Single issues are available from the University for \$3.50.



Barbara B. Jenkins

fessor of clinical psychology in the College of Human Learning and Development, Vol. 1, No. 1 includes eight

Budget Compromise Unkind To Student Aid Programs

WASHINGTON, D.C. (CPS) — The "breakthrough" compromise federal budgets now in the U.S. Senate cut considerably less from student aid programs than President Reagan wanted, but college lobbyists say the impact on students would still be shattering if they passed.

The three new compromises effectively freeze most federal student aid programs — Pell Grants, National Direct Student Loans, Supplemental Educational Opportunity Grants, State Student Incentive Grants and College Work-Study — at current funding levels, which themselves represent huge cuts from 1981-82 levels.

One of the compromises, which was passed by the Senate Budget Committee, would cut funding for Guaranteed Student Loans (GSLs) by \$289 million, \$819 million, and \$1.9 billion over the next three years, while leaving the other programs at 1982 levels.

Another compromise budget, by Sen. Robert Stafford (R-VT) would freeze all aid programs, including the GSL.

The third, by Sen. Ernest Hollings (D-SC), would allow for 6.9 percent inflation increases for all but the GSL program, which would stay at 1982 levels.

The Senate Budget Committee proposal, which some believe stands the best chance of passage in the Senate,

"represents a 90 percent reduction in cuts" compared to President Reagan's proposed budget, says Jan Lilja, committee analyst.

Like the Reagan budget, the committee proposal has students beginning to pay interest on GSLs immediately, instead of having the government pay it while the student is enrolled, Lilja says.

But the committee would keep the interest rate at nine percent instead of the "market rate" Reagan requested, and would keep the loan origination fee at five percent, instead of Reagan's ten percent.

After the committee passed the compromise, the president announced he would support it. College lobbyists won't. "A freeze is a cut," echoes Charles Saunders of the American Council on Education (ACE). "Given the recent losses to inflation, how can students deal with a freeze along with service cuts in the GSL?" asks Miriam Rosenberg, head of the Coalition of Independent College and University Students.

The Senate compromise, she says, "is total blindness to the needs of students."

All three lobbyists are worried that the Senate proposal — or any tampering with the in-school interest sub-

Does HLD Have Delusions Of Grandeur?

By Karen Degenhart

I am in favor of upgrading the quality of education at GSU, particularly in HLD, where I am currently working towards a master's degree in Counseling Psychology. However, I fear that GSU is losing its original purpose to be an innovative and creative school, attractive to exceptional students. This is especially true for counseling psychology students who no longer have the freedom to choose their own practicum sites.

It used to be that students who had more abilities, originality, creativity and initiative have allowed some freedom to choose their own practicum sites, to take the initiative to make contacts in the community where they live, with agencies or professionals who they would like to work with, and thus have an edge toward getting a job. Of course, maybe a lot of people got away with murder, and graduated with such low skill levels that GSU's image was lowered. Well, I expect that those poor students just didn't get the good jobs or succeed in them.



Karen Degenhart Photo. by O'Brien

But now, the pendulum has reversed. Exceptional students who have several agencies willing to take them on for their practicum experience, local agencies where good job contacts can be made and poor students can afford to drive to, must face the fact that they cannot choose their own practicum site.

This is even the case if you are a straight A student in a master's program, have job experience in the field, have received an award for being an "outstanding student in the Division of Psychology and Counseling," you've been accepted into "Who's Who in American Colleges," if you edit and publish a psychological journal that is subscribed to all over the world, if you run a non-profit psychological organization, or if you have had the vi-

sion to start a school for integrated religion and psychological counseling.

I, and at least one friend of mine, are these exceptional students who have and are doing these creative things. There's just one catch: we cannot choose our own practicum site so we cannot get the exact kind of quality training we desire and need to fulfill our career goals.

What's happening instead is that even if students have agencies begging them to do a practicum with them and even if the school can't find a practicum site for the trimester that the students expect to start practicum, the students must wait for an official practicum to be lined up by the Practicum Supervisor. This is so even if a student has completed all coursework in his/her program except practicum, even if the student has straight A's, and other awards, and even if agencies are willing to take them on, but only them because of their skills and initiative.

What all this boils down to is that at least one student in HLD, needing only a practicum to graduate, and living on borrowed money and a work-study job, will have to borrow another \$1000.00 to live on until graduation all because HLD will not allow any creativity or flexibility for even exceptional students to choose their own practicum.

One agency I spoke with about the dilemma of requiring all practicum students of any given trimester to go to the same site, responded, "what?! Are they crazy? Do they have delusions of grandeur? What agency can afford the time to train three or more practicum students for free especially when we are already short staffed by fund cut backs? We might take one exceptional or selected student but not three or more."

Due to HLD's limited policy, limited creativity and the inability to find a practicum site that will take four students for summer, some students may have to borrow \$1000.00 or more and take filler classes to keep their work-study jobs because they will need its flexibility of hours when the practicum does begin.

I am one of these students being held back from achieving more and cowed to bend to the standards which are now putting the more talented students in HLD in what feels like a cramping Procrustean Bed. There is a need for flexibility in the counseling psychology program, as well as more cooperation between HLD and students on financial aid who cannot afford to wait around for an official practicum site to drop out of the sky.

JOB HUNT

Contd. from Page 2

are considering or general job category and then list your specific job title preferences. For example: "A mid-level position in product management such as New Product Development Manager or Area Sales Manager."

Your experience is probably the most important information on the resume for the potential employer. This category states what you are doing now (listed first) and what jobs you have held in the past. List the 3-4 most relevant positions. Choose which are most relevant by the following criteria: 1) How similar is the position or specific responsibilities to the one being sought? Always emphasize similarities between your past and the potential job. 2) How long did you spend in that position? and 3) How recent was the experience?

Your job responsibilities should be described from as many business angles as possible. What did you

achieve? How much responsibility did you have? Did you supervise anyone? Did you have any budget responsibility? Were you promoted? Did you work independently or as a team member? Did you take projects from start to finish or were you responsible for a specific part of a process? Did you work with customers? Did you sell any products or services? What innovations improved productivity or cost improvements did you bring to your previous positions?

These are the type of questions that provide useful information to potential employers. Using numbers, percentages, and time periods helps to quantify and qualify your past, and should be used whenever possible.

Professional organizations, committees, volunteer activities and special projects which relate to the position you are seeking should all be included in "Other Related Activities" section of your resume.

To Be Continued Next Issue

Budget Compromise

Contd. from Page 5

sidies — would wreck the GSL program.

"Lenders (under the GSL program) have depended on the in-school interest subsidy as a way of keeping costs down, and making a reasonable profit," Rosenberg explains. "Without it, lenders will have an increased cost because of administrative problems and the obligation to collect interest due immediately."

In separate interviews, both Saunders and Hanley agreed. Hanley warned "you may find that banks are unwilling to make the (GSLs) to anyone without a bank account, a minimum deposit, or a good credit rating."

As for freezing the other aid programs, Saunders says, "We're looking at the same amount of students chasing the same amount of dollars as costs go up."

Hanley contends that "at current inflation rates, a freeze amounts to a 20-30 percent cut over the next three years."

But Hanley adds that freezes are politically popular. "Everything is a freeze in Washington right now."

Rosenberg hopes that, despite the waning of the academic year, students will increase pressure on their representatives to resist the freezes. "Thank heavens it's an election year," she says.



Resumé Advertisement Of Yourself

Contd. from Page 3

the company conservative? Who is the interviewer? Is it a man or a woman? (Half of interviewers are women.)

Your speech, manners, dress all project a certain image. Harvey Grimsley suggested video-taping yourself to see the image others have of you and to see if you want to change this image. Since within ten seconds a person's image is judged, something as insignificant as using the wrong spoon for soup or crossing one's arms during an interview could cost the job-seeker a job.

If you finish the interview and are offered the job, salary will probably be the last item discussed. Be prepared to negotiate for the salary you have in mind. Know the salary range beforehand, and what you have to offer that

will encourage the employer to offer you the higher salary in the range offered. Without something of yourself to negotiate with, you will have little chance of receiving the higher salary.

Also remember trade-offs when accepting a job; \$1,000 less per year may mean little of the job is only five minutes away, added Ms. Hughes.

If the interview is over and you weren't offered the job, don't leave empty-handed. "Get feed-back. Ask why they didn't hire you, said Ms. Hughes.

Always send follow-up correspondence. If you got the job, thank the employer for the position and restate the time of commencement, salary, and position. This is important so there is no misunderstanding between you or the employer. If you did not get the job, sending a thank you letter for the interview may help in another opening.

Mary Hughes cautioned against accepting a job that "isn't right." Admitting that this position or salary was not what you had anticipated is better than accepting a job, but quitting a few days later.

Several books are available in the GSU Library and in the bookstore about the job market and searching for a job.

Further guidance or counseling on looking for a job may be done by contacting Mary Hughes, Graduate Placement Officer, or Harvey Grimsley, Counselor, in the Office of Student Development.



Mary Hughes, GSU Placement Officer

Entertainment

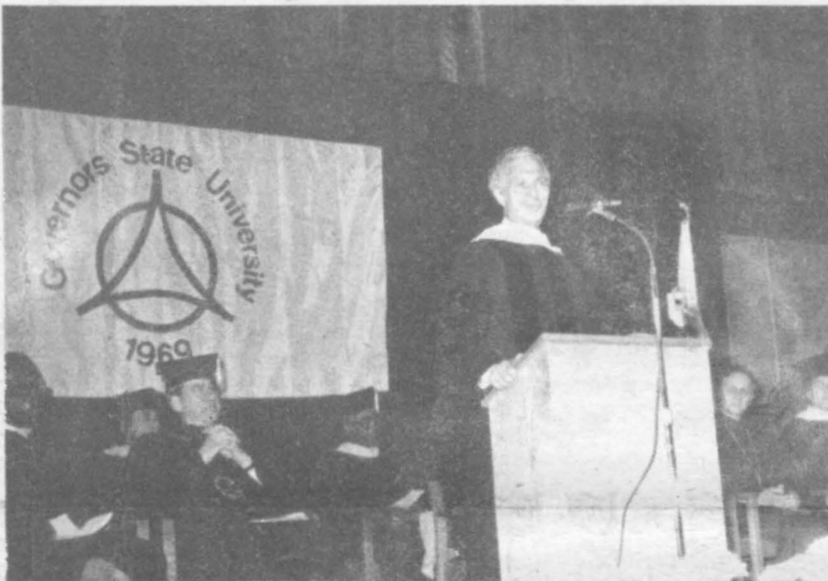
Flashback Of The 12th Commencement Ceremony Photos by ICC



GSU President, Dr. Leo Goodman-Malamuth II, addressing the 1982 graduating class.



A cross-section of the graduating students marching into the gymnasium for the ceremony.



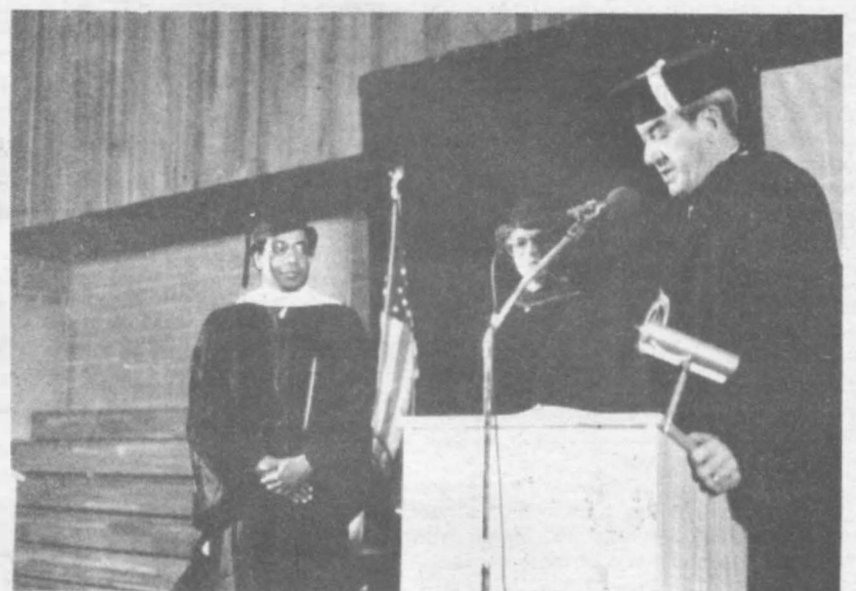
Honorable Sol M. Linowitz, who received honorary Doctor of Humane Letters, addressing the 1982 graduating class.



Cross-section of the audience standing.



A cross-section of the graduating students marching out from the ceremony.



Dr. Alvin F. Poussaint (left), who received honorary Doctor of Humane Letters, is being introduced by President Malamuth.



The homework and assignments are over! These two graduating students seem to be saying.



What's yours is mine as well! The husband of this lady seems to be saying as he congratulates her by way of kissing.

Job Mart

The postings in the "Job Mart" are for GSU students and alumni who are REGISTERED WITH THE UNIVERSITY PLACEMENT OFFICE. We will be happy to furnish information if you will come into the Placement Office and present the Job Number shown above the position in which you are interested. If you have a completed and up to date credential file in the Placement Office but it is impossible for you to get into our office during office hours, please contact Mrs. Mary Hughes at Extension 2163-4.

BUSINESS

B-ACC 157 Staff Accountant
Entry level with BA in accounting, 1-2 yrs exp prefer third party reimbursement experience in hospital environment. Chicago, IL

B-SALES 243 Sales Representative
Multiple line insurance, training provided, paid salary while in training, salary up to \$500 per week, Matteson, IL

B-MGMT 206 Business Manager
Outpatient family and mental health clinic needs person with min. bachelors degree in finance, accounting or business administration. Supervisory experience and previous finance management experience desired. Chicago Heights, IL

B-ACC 159 Entry Level Accountant
Government related agency seeks preferably minority candidate with a bachelors degree in accounting with knowledge of general accounting and/or fixed assets. Experience with Data Processing systems is a plus. Job not available until after July 1. Chicago, IL

B-CL 49 Manuscript Typist
Typist in Marketing Services/Advertising, type manuscripts, charts, and statistics from rough draft to specifications, High School education and ability to type 50 w.p.m. Glenview, IL

B-CL 50 Claims Clerk (typing)
Clerical work in the review or development of claims. Applicants are required to pass a written test in addition to having six months of general experience or high school grad or GED one year of gen exp and one yr of specialized exp. Chicago, IL Salary \$9,381-\$11,490

B-CL 51 W.P. Clerk/Product Cost Clerk/Employee Relations
Word Processing Typist (three positions available), excellent vocabulary, grammar, spelling, punctuation and organizational skills necessary. Accurate typing 65-70 wpm. Will be transcribing from dictation onto a Wang text processor. Product Cost Clerk: at least one to four years experience plus good aptitude for numbers. Employee Relations Assistant: requires top notch administrative, communications and human relations skills. Arlington Heights, IL

B-ACC 158 Entry Level Accountant
BA in accounting preferred. \$18,000 going rate for salary (negotiable). To work in company's Chicago area office in Crestwood, IL

B-SALES 242 Tupperware Salesperson
Sales experience not necessary. The company will train. No cash investment involved. Commission unlimited and you set your own hours. See Placement Office.

EDUCATION

E-HE 3178 Dean of Liberal Arts and Sciences
PhD in one of departmental disciplines, must have teaching and administrative experience at college level. Application deadline July 30, 1982. Saint Joseph, Missouri

E-HE 3179 Math Instructor
To teach elementary algebra and general math. Certified to teach math on high school level. Preference given to those with masters degree and two or more years experience. Deadline June 30, 1982. Normal, IL

E-HE 3180 Biology and Math Instructor
Must be certified to teach science/math at high school level. Preference given to those with masters degree and two or more years of experience. Deadline June 30, 1982. Normal, IL

E-EL 755 Multiple Listings
Junior High, Intermediate teacher, developmental learning program teacher, BD teacher, bilingual teacher, art teacher. See Placement Office for more information. Bensenville, IL

E-SEC 803 Dean/Asst. Dean/Auto/Music/Counseling/MathScience/Coaching
Several positions available in these areas. For 1982-83 school year. Salary depending on level of degree and experience. See Placement Office for more information. Zion, IL

E-HE 3191 Theatre
Faculty position in theatre—tenure track. Salary \$14,500-\$18,500. Costumer Publicity Director to teach 24-28 hours per semester year. Masters degree. St. Joseph, Missouri

E-HE 3192 P.E. Inst.
Full time, days, evenings, weekends. Appropriate graduate degree necessary. Candidate should possess recent and extensive teaching experience. Chicago, IL

E-HE 3177 Nursing Instructor
Minimum of masters of science degree in nursing. Responsibilities include clinical supervision of nursing students in medical/surgical areas and laboratory supervision. Beginning date August 19, 1982. Ogleby, IL

E-HE 3189 Agri-business Instructor
Masters degree preferred. Community college experience. Experience managing a non-farm agricultural business and knowledge of ag. computers desirable. Salary based upon education. Starting date August 1982. Centralia, IL

E-HE 3190 Theatre
Faculty position in theatre-tenure track. Salary \$14,500-\$18,500, MA or MFA in theatre required. St. Joseph, Missouri

E-SEC 808 Social Studies/Art/Media/B.B. Coaching
Fort Thomas, Arizona

E-HE 3195 Multiple Listings
Faculty, Research, Administrative, Financial positions available. See Placement Office for more information.

E-HE 3196 Coordinator/Community Education
Bachelors degree in education or human service area. Masters degree in adult education/community education or similar field preferred. Deadline July 6, starting date July 26, 1982. Salary \$14,000-\$17,000. Malta, IL

E-HE 3197 D.P. Instructor/Programmer
A baccalaureate degree or equivalent in data processing field. Two years of experience in field desirable. Fennimore, WI

E-HE 3198 Coordinator of Women's Services
Chicago, IL

E-EL 750 Multiple Listings
Several teaching positions available in Elementary, Secondary (Jr. High). Special ed. and instrumental music. Roselle, IL

E-EL 751 General Music
For 1982-83 school year. Batavia, IL

E-EL 752 Girls PE Teacher
Grades 6-8. Cary, IL

E-HE 3171 Multiple Listings
Supervisory, Administration, Bursar, Programmers, Analysts and Clerical positions available. See Placement Office for more information. West Lafayette, IN

E-HE 3172 Multiple Listings
Faculty, Analysts and Clerical positions available. Coral Gables, Florida

E-HE 3173 Assistant Director of Career Development Center

Two to three years direct experience in career planning and cooperative education programming. Knowledge of and experience in working with the business community. Bachelors degree requires; a masters degree preferred. Deadline June 28, 1982. Danbury, Connecticut

E-HE 3174 Health Educator
Coordinate student health aide programs, also coordinating newsletter and self-help clinics. Salary range \$13,500-\$17,500 dependent on experience. Masters level preferred in health education, counseling or nursing. Evanston, IL

E-PL 158 Multiple Listings
Chicago metro area. See Placement Office for more information.

E-EL 768 4th Grade with Coaching
Prefer individual with middle school boys coaching. Certification in Illinois to teach. Grant Park, IL

E-EL 769 Guidance Counselor/Primary
Guidance counselor must possess masters degree in guidance. Self contained primary classroom. Leland, IL

E-SEC 805 Math/Biology/Vocational Ag/CVAE Const.
Math, Sr. High, Science and math, Jr. High, P.E., and history, Jr. High, physical science/biology, Sr. High, vocational AG/Sr. High, Business, Sr. High, CVAE Const. Trades, Sr. High, English, Spanish Jr. High, and Resource all levels. Magnolia, Texas

E-HE 3186 Academic Specialist in Math and Science
Masters degree or equivalent in one subject - math or science. In science preference for major in chemistry, two years experience. Deadline June 25, 1982. Janesville, IL

E-HE 3187 Assistant in Student Affairs
Bachelors degree and admission to graduate degree program, preferably in college student personnel, or guidance and counseling. Deadline July 1, 1982. Terre Haute, IL

E-EL 757 Ld/BD/EN Teachers
Cross categorical certified teacher for the 1982-83 school year. Must have background in reading. St. Charles, IL

E-EL 758 Spanish teacher
Junior high level. Downers Grove, IL

E-EL 760 Social Studies/Band
½ time social studies and ½ time band or full time combined position.

E-EL 761 Bilingual/Bicultural Teacher
Bilingual in Spanish. For 1982-83 school year. Type 03 and 29 certificates with bilingual/bicultural background experience. Salary \$13,700 base. Blue Island, IL

E-EL 762 Elementary Guidance Counselor
Masters degree in guidance, grades 4-8, prefer one or two years of counseling experience. New Lenox, IL

E-EL 763 Math/Physical Science/Life-Earth Science/English

Junior and Senior high level. Industrial arts position, bilingual Spanish and special education positions available also. Bachelors degree salary \$15,500-\$25,679, masters \$16,400-\$27,682, \$18,218-\$30,670. Houston, Texas

E-EL 765 English/Spanish Teacher
High School level. Tonica, IL

E-EL 766 Aledo, IL

E-EL 767 School Psychologist
Masters degree or higher in psychology preferred, salary \$7,000-\$10,000. Deadline July 1, 1982. Crete, IL

E-SEC 804 Science/Chemistry/Physics
High school level. Min. salary \$13,034. San Manuel, Arizona

E-HE 3181 Faculty and Administrative Positions
Multiple listings in both areas. See Placement Office for more information. Coral Gables, FL

E-HE 3182 Instructor/Assistant Professor
MS, MBA, DBA, PhD degree. Teaching is the field of Finance (real estate/Insurance Concentration). Preference will be given to those individuals who teach in more than one field. Finance, Accounting (taxation), Business Law and quantitative methods. Salary \$18,000-\$22,000. Eunice, LA Deadline June 30.

E-HE 3183 Instructor (History)
American or European history. Masters degree in history min. One or more years of experience is preferred. Deadline July 1, 1982. Prestonsburg, Kentucky

E-HE 3186 Multiple Listings
Several listings in metropolitan Chicago area. See Placement Office for more information.

E-PL 162 Multiple Listings
Several listings in metro Chicago area. See Placement Office for more information.

E-PL 183 Multiple Listings
Metro Chicago area and those outside Illinois. See Placement Office for more information.

HUMAN SERVICES

HS-SW 627 Clinical Director
M.S.W. or equivalent with experience in mental health and/or psychology, child development, children's therapy, case management, and personnel supervision. Must be bilingual in Spanish/English. Salary \$15,500-\$18,500. Chicago, IL

HS-COUN 207 Multiple Listings
Counseling, Teaching and Social Work positions available. Chicago metro area. See Placement Office for more information.

MISCELLANEOUS

M-SUMMER 171 Camp Volunteer
5 day summer residence camp for 70 adult persons. Camp in Wisconsin Dells from Aug. 18-Aug. 20. Activities of swimming, sports, cookouts and more. For more information see Placement Office.

M-SUMMER 172 Summer Internship Program
In Research and Evaluation. Assist in collection of data and development of standardized reporting forms for program evaluation. No salary. Chicago, IL

M-SUMMER 173 Environmental Intern Program
Great Lakes internship for summer with University Circle, Incorporated, Cleveland, Ohio. BS degree or graduate degree in engineering. Preferably someone with background in solid waste management, should be familiar with science and technology. Salary negotiable with a min. of \$200/week.

M-OTHER 255 Babysitter/Housework
Single father with three boys, ages 6-14, needs assistance. Several options available: live in, just be there, share rent, or live in and do housework for free room and board. Needed from 6:30-3:30 pm. Would consider a single parent with a child. Richton Park, IL

M-OTHER 254 Field Advisor
Provide professional staff services to maintain and extend Girl Scouting. Recruitment skills, motivation of self and others, verbal and written communication skills, able to analyze, plan, advise and evaluate, college degree usually required. A car is necessary. Salary range \$11,730-\$13,080. LaGrange, IL

PUBLIC SERVICE

PS-FED 715 Professor of Acquisition Management

Bachelors degree and minimum of three years of working experience. Salary \$28,246 starting. Deadline July 31, 1982. Ohio

PS-FED 723 Systems Programmer/User Services/Graphics Software

Candidates should have the following years of related experience for these classifications. Jr. Analyst 1-3, Analyst 3-5, Sr. Analyst 5-8, Principal Analyst 8-10. Argonne, IL

PS-FED 716 Nuclear Engineer/Assistant Comp Scientist/Computer Scientist
Nuclear engineer needs PhD or equivalent, with 5 or more yrs of related experience. Assistant Computer Scientist needs MS or equivalent with up to 5 years experience. Argonne, IL

PS-FED 717 Systems Analyst, Technical Specialist/Assistant Mechanical Engineer
Systems Analyst, Sr. needs BS or MS or equivalent with experience in Bus. Adm. or computer science. 5-8 yrs exp. Several other analyst positions available. See Placement Office for information. Argonne, IL

PS-FED 719 Professor of Mgmt Systems
Salary range \$28,245 starting. Deadline July 31, 1982. See Placement Office for qualifications. Ohio

PS-FED 720 Professor of Logistics Management
Salary range \$28,245 starting. Deadline July 31, 1982. See Placement Office for qualifications. Ohio

PS-FED 721 Life Science Intern (Research)
Multiple listings. See Placement Office for more information.

PS-FED 722 Life Science Research
Multiple listings. See Placement Office for more information.

PS-LOC 382 Administrative Assistant I
Several other positions also available. Civil Service positions. See Placement Office for more information.

SCIENCE

S-NURS 92 House Day Supervisor
Psychiatric/Mental Health opportunity for masters degree candidate, weekend work, total management coverage of hospital in day shift, min of two yrs exp. Forest Park, IL

S-HA 60 Evaluator

For a psychological agency that provides full range of rehabilitative services (some with psychiatric backgrounds). Vocational evaluation work and social adjustment training with job placement. MA level evaluator opening. Exp. in vocational assessment, including Micro-Tower evaluation, as well as exp. w/other objective assessment instruments. Chicago, IL

MS-HA 61 Work Adjustment Trainer
To work for an agency that provides a full range of rehabilitative services to individuals who have a history of psychological disorders. Many have had psychiatric hospitalizations. BA work adjustments trainer to train clients in attitudes and skills necessary for employment. Chicago, IL

S-HA 62 Director in Health Services Administration
Masters degree in health services administration. To develop, implement, and evaluate services and programs provided by the Medical Center. Primary responsibility for maintaining a current physician data base analyzing utilization patterns and referral base characteristics. Peoria, IL

HS-COUN 208 Child Development Therapist
MA in social service disciplines w/ extensive emphasis on normal and abnormal child development problems and treatment. Chicago, IL