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## The BG News October 11, 1986

Bowling Green State University

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# THE BG NEWS

Vol. 69 Issue 29

Bowling Green, Ohio

Wednesday, October 15, 1986

## Soviet leader says U.S. lacks determination

MOSCOW (AP) - Mikhail Gorbachev told the Soviet people yesterday that the United States lacks the political determination to reach arms control agreements and wants to "bleed the Soviet Union white economically" through an expensive arms race in space.

In a 65-minute address that was televised nationwide, the Soviet leader gave his first assessment since returning home from the Iceland summit with President Reagan on the failure of the two superpowers to agree to reduce nuclear arsenals.

He said the meeting foundered on Reagan's refusal to give up "Star Wars," the space-based missile defense system.

"After Reykjavik it is clearer than ever for everyone that SDI (Strategic Defense Initiative) is the symbol of obstruction to the cause of peace, the epitome of military schemes, of the unwillingness to remove the nuclear menace looming over mankind," Gorbachev said. "There can be no other interpretation."

The Communist Party general secretary described in detail what he portrayed as his efforts throughout the meetings in Iceland to persuade Reagan to agree to what he called "major measures which, if they had been accepted, would have ushered in a new epoch in the history of humanity, a nuclear-free epoch."

GORBACHEV SAID he remained optimistic that the superpowers have not reached the end of the road in their efforts to agree on arms control, but indicated the next step is up to the Americans.

He accused the United States

of making "two grave errors" in its approach to the Soviet Union.

The first, Gorbachev said, is tactical. The Reagan administration appears to believe the Soviet Union will "sooner or later agree to the revival of the American strategic diktat, and will accept limiting only Soviet arms."

The second mistake, he said, is strategic. "The United States would like to bleed the Soviet Union white economically through the arms race, an arms race in the most expensive, the most advanced space weapons."

"The United States would like to create all sorts of difficulties for the Soviet leadership, torpedo its plans, including its plans in the social sphere, in the sphere of improving the living conditions of our people and thereby to arouse the discontent of the people with their leadership," Gorbachev said.

HE DISMISSED what he called a Western illusion that "the Soviet Union will not ... withstand the arms race economically, will break down, and will come to the West cap in hand."

Gorbachev said, "We will always be able to stand up for ourselves," adding: "The Soviet Union has a response to any challenge, if necessary. The Soviet people know this and it should be known all over the world. We have no wish to engage in power politics."

He termed the summit useful and said, "It prepared a possible step forward for a real shift for the better provided the United States at long last adopts a realistic position and abandons its illusions in assessments."



BG News/Heidi Siemers

### Having it their way

Eric Hepner (left), freshman IPCO major and Jim Rumbarger, freshman business major, roommates in Founders Quadrangle, decided it's never too cold to have a barbecue. The two were fixing hamburgers yesterday afternoon in the walkway between Founders and the Home Economics building.

## Security boosted for Bush

But visit unlikely to disrupt Union

by Beth Thomas  
staff reporter

Vice President George Bush's visit tonight will not cause any major problems to the normal activities in the University Union, University officials said.

"We hope to disrupt the student union activities as little as possible," said Bill Bess, director of campus safety and security.

He said some areas of the Union will be tightly secured, but these will only be short-term adjustments.

"Traffic flow and pedestrian flow will be adjusted during motorcades (when Bush arrives at and leaves the Union)," he said.

Bess said there will be parts of the Union closed to the public, but those areas will be identified as the day progresses.

"We don't anticipate any major problems at all," he said. "The students of Bowling Green are mature and realize their roles and responsibilities in this kind of forum."

He said the Pheasant Room, Falcon's Nest, Prout Cafeteria and the Bowl-n-Greenery will all remain open.

All of the uniformed officers will be provided by the Wood County Sheriff's Office, Bowling Green City Police, and University Police, Bess said.

PLANS AGAINST bomb threats and other dangers to the vice president's security will follow standard procedures and will be dealt with as they arise, he said.

Phil Mason, executive assistant to University President Paul Olscamp, said his office had nothing to do with the Bush visit.

"We haven't been involved because it's not a University event," Mason said. The Lenhart Grand Ballroom, where Bush will address a 5th District Republican Party rally, was rented by the office of Congressman Delbert Latta (R-Ohio 5), he said.

Even though George Bush is vice president of the United States, he and the rally's 840 guests won't be eating a fancy dinner tonight.

"The meal in itself is going to be just like any other, but the security isn't going to be like any other meal," Inghram Milliron, director of management support services, said.

## Interest up in teaching careers

by Michelle Fisher  
staff reporter

The stereotype of teachers as underpaid and overworked hasn't influenced the students at the University. Teaching is once again becoming a popular career choice.

In the last decade the enrollment for the College of Education and Allied Professions has declined, but University President Paul Olscamp told the University's Board of Trustees last Friday that the number of freshman entering the college has climbed significantly in the past two years.

"It is a most encouraging and welcome trend that reverses nearly a decade of steady de-

cline in the numbers of the people entering the teaching profession," Olscamp said.

The number of students enrolled in the College of Education and Allied Professions jumped from a low mark of 332 new students in 1984, to 548 this fall. More than 18 percent of the new freshman are enrolled in the college, according to Roger Bennett, dean of the College of Education and Allied Professions.

The declining amount of jobs available in other fields, and the fact that the teacher education program at the University has a higher employability rate than other fields, make education an attractive career choice, Bennett said.

"THE RECENT flurry of national reports on the condition of education has helped to focus attention on the importance of good classroom teachers," Bennett said. "We still have a long way to go, but the public is beginning to realize that higher salaries and improved working conditions are necessary to attract quality young people to this profession."

Charles Mayers, assistant superintendent of Bowling Green City Schools, also said teaching as a profession is becoming popular again.

"With the states mandating minimum salary increases at a faster rate than some industries, along with increasing benefits and incentives in education, is

making teaching a profession that students feel they can go into," he said. "Also, jobs in other fields aren't as plentiful."

However, the number of students choosing teaching as a profession may not be able to meet the increasing demands for teachers.

The U.S. Department of Education predicts that by 1993, elementary and secondary schools will need 211,000 new teachers. But colleges and universities will only be graduating 133,000 teacher candidates. This is a shortage of about 37 percent.

THE SHRINKING number of new teachers and increased teacher retirements, coupled with a slight rise in the national birth

rate since 1980, has turned an abundance of teachers into a teacher shortage, Bennett said.

According to Mayers, the demand for teachers exists in all fields yet critical shortages are evident in the fields of math, science and special education.

Being situated in the same city as the University has proven favorable to the Bowling Green City School District. They haven't felt the shortage or had a lack of applicants, Mayers said.

"We had 32 new hires this year with about half of them coming from the University," he said. "They are ranked high and are well respected around the nation."

## Murray: Reagan refused best offer



Tom Murray

BG News/Dave Klemeyer

by Julie Fauble  
reporter

When President Reagan declined Soviet leader Mikhail Gorbachev's proposal at the summit meeting in Reykjavik, Iceland this weekend, he turned down the best offer he could get from the Soviet Union, Tom Murray said.

"After some 10 hours of meetings between Mr. Reagan and Mr. Gorbachev ... the world came within an inch of the most breath-taking, important, sweeping arms control agreement of the nuclear age," he said.

Murray, a Sandusky lawyer and the Democratic congressional candidate for the 5th district, which includes Bowling Green, spoke at the "Waging Peace Today" forum last night. Fr. Jim Bacik, campus minister at the University of Toledo and professor of philosophy and Joseph Perry, University professor of sociology, also spoke.

Murray said Reagan made a major mistake by not accepting Gorbachev's proposal.

"The offer made by Gorbachev was the best deal we'll ever get from the Soviet Union," he said. "It would have made the world a safer place."

MURRAY, WHO has been to

the Soviet Union three times, said Gorbachev offered some surprising concessions because the Soviets believe the United States is capable of perfecting the Strategic Defense Initiative and will be able to use it as part of a first-strike system.

"They believe that we can do it (perfect SDI)," he said. "Russians look at us as capable of doing anything we want to."

The Soviets fear the United States would be able to launch a first strike and destroy a large percentage of their missiles and that "Star Wars" would be able to destroy any remaining missiles, Murray said.

He said the Soviet Union was also willing to make concessions because they need to strengthen their economy.

"When you visit Russia, you can feel the need to get out from under the crushing burden of the arms race," he said. "They simply need relief from the arms race if they are to have a chance at all of turning their economy around."

The events at Reykjavik could be a brief set-back or a profound failure for the peace movement, Murray said, adding that an agreement may still be worked out in Geneva.

IN THE event that does not happen, the people should take

control through Congress, and Congress should refuse more funding for the testing of SDI, he said.

Perry said working through Congress may be very difficult because a small number of people are making the decisions that affect the country, but movements such as the peace movement are taken seriously.

He said the effectiveness of the anti-Vietnam movement in the '60s and '70s shows that people can have an influence on government and that the current movement is strong and gaining strength.

John Schuck, professor of psychology, disagreed with Perry.

"I would like to believe the peace movement is strong. But I can't. In my heart, I can't," he said.

The government still can make the decisions because the public is afraid of a Soviet threat, Schuck said.

"If the peace movement is going to be effective ... we are going to have to fight, maybe as our first target, fear," he said.

The forum was sponsored by the Bowling Green Peace Coalition, Social Justice Committee, International Relations Organization and the Student Organization for Social Work.

Proposed plant good for city, University

We applaud Bowling Green inventor Albert Calderon for his innovation in designing a highly efficient coal-fire electric generating plant. The plant is expected to be completed by 1990 and could possibly become the most efficient coal-burning power plant in operation.

A Bush with weak roots

by Scott Munn

When my biology class went on a short, campus-confined field trip the subject was stages of succession. "See how the moss is growing on the pavement?" The graduate assistant asked, not receiving any replies.

ous?" Another woman asked, intrigued. The assistant's voice developed a deep timbre of mystery. "That is a matter of intense speculation, especially when you consider that as early as seven years ago this Bush was located -" here he paused, obviously for dramatic effect - "approximately half a mile from where it now sits."

But this one did, in a manner of speaking. Any hypothesis as to how the impossible might have happened? "Perhaps an ideally loose soil; an unfirm stand in the first place, probably based more on versatile conviction than on solid principle. Add some heavy rains and anything is possible."

vious." Apparently none of the students thought so; none ventured an opinion. "I'll give you a hint," he tempted. "Shovel."

From dingos to penny loafers

by Mizell Stewart III

Recently, a noted Bowling Green drinking and carousing establishment changed its name. Now, that in itself may not be noteworthy, but it was one of those changes that could alter the face of this town's partying habits for years to come.

guys - typical working stiffs that went out for a beer after a long day on the job. But when the name on the front of the bar said "The Broken Boot," they looked like they were right at home.

The students absorbed this, their interest aroused. A normally timid young woman directed our attention to a shrub which was growing in relative obscurity next to and below the tree. "What's that?" she sang out.



Letters

Accepting differences

I would like to comment on Kim Jones' article "Marching to a Different Beat," which appeared on October 3, 1986. I applaud that someone has finally spoken out against the narrow-minded conservative mentality that seems to predominate Bowling Green State University.

violated - just because of their alternative choice of dress, music, and lifestyle. In other words, they did not fit into the popular preconceived picture of what is "normal." Being from California, where people are more free to express themselves, I am shocked to hear of such acts of aggression against students who want to be more than a face in the crowd.

to envelope. If we do not, I'm afraid we will suffocate in our own self-bounded minds and stagnate the flow of human interests that are freely open to us and the future students of tomorrow.

In our opinion, she contradicted her position on discrimination throughout her article because she pigeon-holed students at BGSU into one particular type of person or another. She made it seem as though the "typical" students had no talents or outside interests other than "partying" and picking up "fertile gals or studs."

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Correction

The University of Michigan hockey team's nickname was incorrectly listed in yesterday's News. U of M teams are nicknamed the Wolverines.

Respond

The BG News editorial page is your campus forum. Address or OCMB number, and telephone number, must be included in all letters to the editor.

Reverse discrimination

This is in response to the article "Marching to a Different Beat" which appeared in the Friday, October 3, edition of The BG News. Kim Jones had an adamant position in defending her "progressive" friend, but in doing so she defeated her purpose.

Correction

In her attempt to end the discrimination against the "non-typical" college student, Miss Jones ended up discriminating against what she called the "typical" college student (i.e. a Christian, pizza-eating, beer-drinking, bed-hopping, pimple-busting, rock-and-rolling, college student).

Correction

The article made one good point and that is everyone is different and special and that it does keep life interesting and informative. Our point is that everyone, including the "typical" and "non-typical" person is different and unique and no one can be, or should be, put in so generalized categories as Miss Jones proceeded to do throughout her article.

BLOOM COUNTY by Berke Breathed
WORLD'S LAST BASSELOPE FOUND
I SAW HIM PERSONALLY SLAUGHTER 63 WOMBATS AND DEVOUR A RHINOCEROS FOR BREAKFAST. REPORTS ACE REPORTER MILO BLOOM...
MILO BLOOM... When asked if the beast might not appreciate all this publicity, Bloom said that while basselopes might eat rhinoceroses... they certainly don't read newspapers.

The BG News is published daily Tuesday through Friday during the academic year and weekly during the summer session by the Board of Student Publications of Bowling Green State University.

# Registrar to take new job in Cincinnati

## Brewer concludes 21 years of service

by Beth Thomas  
staff reporter

After 21 years of working and studying in Bowling Green, Cary Brewer is leaving.

Brewer, the University's Registrar, came here as an undergraduate in 1965. On Oct. 31, he will be leaving to take the position of Director of Institutional Research at the University of Cincinnati.

He said he will miss the University, but feels it is time to move on with his career.

"I've done the things I wanted to do," he said. "Bowling Green has been very good to me, and I've tried to do a good job."

Brewer started working in the Office of Registration and Records when he was a senior majoring in biology and physical education. When he started graduate school at the University, he continued working and became the assistant director of registration and records.

"It was just a temporary thing," he said.

In 1972, he was named Director of Registration and kept that title until 1978 when he was promoted to Registrar.

THROUGHOUT HIS career at the University, Brewer has worked to improve class registration procedures. The present system of batch registration was started in 1971, allowing students to mail in their class requests instead of fighting their way through arena-style registration.

"It (registration) is a lot less painful than it used to be," he said.

Another improvement he helped implement is an on-line computerized transcript system which

allows student records to be accessed at several points on campus instead of just one place. Department offices no longer receive just stick-on labels with student grades printed on them to insert into the offices' records, he said.

The latest improvement is a software program that will help students who switch majors determine which classes they need to take to obtain their degree.

Brewer's responsibilities at the University of Cincinnati will involve studying institutional matters such as how much each course costs the University, how many students return each school year, and building renovations.

He said he hopes to be a college vice president or president someday, and the move to Cincinnati will help him achieve his goals.

"I'VE DONE what I can do here," he said. "I must have some other experiences if my goals are to be realized."

"The opportunity provided itself and I chose the opportunity."

Brewer said he will miss the friends he has made at the University.

"I've got lots of friends in the University and the community I'm going to miss a great deal," he said. "I've lived here as long as I lived in my home town, so moving is a real major change."

Brewer has been the faculty adviser to several campus organizations in his career, including Kappa Sigma fraternity, of which he was a member.

While he was a graduate student, he was the coach of the freshman baseball team, having attended the University on a partial scholarship



Cary Brewer

BG News/Heidi Siemers

for baseball.

Brewer's replacement has not yet been named. He said the University will probably name an interim director while conducting a nationwide search.

"There are capable people in key offices that will permit the office to run for a time," he said. During his 21 years at the University, Brewer

said he has seen a lot of changes. He watched the Student Recreation Center, Moore Musical Arts Center, the Math Science Building and the Life Sciences Building being built.

"The campus has changed pretty significantly during the time I've been here," he said.

Brewer, his wife and their 7-year-old son will live in Anderson, Ohio.

## Career week slated

by Judy Immel  
reporter

Students interested in discovering potential careers in marketing can find out more from the professionals during Career Awareness Week, sponsored by the American Marketing Association.

The week is designed to make students aware of different careers in business and to enhance classroom learning with advice from professionals, said junior marketing major Greg Kostura, AMA's Career Awareness Week chairman.

Kostura said the scheduled speakers are top-level people in their fields.

"You can learn from them in

four days what it takes people years to learn from experience."

Tonight, Bob Dannemiller from O'Neils Department Stores will discuss retailing at 7:30 p.m. in 200 Moseley.

Tomorrow night's speakers are Todd Thompson and Sherie Kane from Wyse Advertising, one of the top 100 advertising agencies in the world.

Kostura said business students are encouraged to attend the week's presentations no matter what their specialization.

"Students need to know all aspects of business to broaden their knowledge and help them in their specialization," he said.

## Cultural awareness events planned

by Jared O. Wadley  
copy editor

The Board of Black Cultural Activities officers are organizing activities that will enhance cultural awareness of minority students at the University, according to BBCA president Tim Davidson.

Davidson, a junior environmental design major, said minority students can expect a letter with a list of upcoming BBCA events for the school year. He said activities will also be announced in *The BG News*.

"BBCA isn't politically oriented. Its purpose is to provide social education for minority students and to give them information about their history

and traditions," Davidson said.

The first meeting will be Oct. 21 at 7:30 p.m. in the Amani Room. He said that the meetings are open to the administration, faculty and students.

Future plans, as well as what will be expected from BBCA this year, will be discussed, he said. Most of the activities are in the planning stage.

He said he would like to sponsor trips to Detroit or Chicago for football and basketball games. He said those interested will travel to "Motown" or the "windy city" in vans or carpools.

BESIDES THE trips, Davidson said BBCA and the Ethnic Cultural Arts Program will

sponsor a conference Nov. 19 featuring renowned author of *Roots*, Alex Haley.

Not only will Haley come to the University, but the Harlem Boys Choir will perform Nov. 21 at 8 p.m. in Kobacker Hall. Davidson plans to buy 30 tickets to the concert, which will be sold to students at a discount.

Davidson said the Harlem Boys Choir is a group of young people who sing classics, jazz, gospel and spirituals.

He said other planned activities include a Martin Luther King, Jr. memorial service and a trip to the leadership conference in Atlanta.

Davidson said the purpose of these activities is to spark interest among students and to en-

courage positive attitudes. Through sponsored minority events, he said, students can also gain a sense of pride and belonging on campus.

Jack Taylor, vice president of Minority Affairs, said black students should remember where they came from because "... a person without knowledge of their history is like a tree without roots: it will shrivel up."

Taylor compared this to a Sumerian legend. Taylor said, "A traveler asked an old man 'What became of the black people of Sumer, for ancient record showed that they were black?' The old man sighed and said, 'Ah, they lost their history, so they died.'"

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# USG 'Rap' session pulls low turnout

by Susan McDonald  
staff reporter

Lack of organization and a low student response characterized the Undergraduate Student Government's "Rap With Your Rep" session Monday night. The session involved 36 USG district, organizational and at-large representatives who divided into teams of three to five members to address student concerns and issues in residence halls in each of the six districts and in the Off-Campus Student Center.

Some district "Rap With Your Rep" sessions such as in District 6 (Kreischer-Ashley Quadrangle) had no students in attendance while just two students turned out for the meeting in District 5 (Harshman-Chapman Quadrangle). District 4 (Rodgers Quadrangle, Old and New Fraternity Rows and Conklin Hall) had three students in attendance. This was the first time USG members have divided up into these districts on a regular meeting night, Vice-President Jeff Slater said.

"There was a basic lack of organization. I don't think it was planned very well," he said. Representatives passed out flyers about the sessions only in some residence halls, he said.

SLATER SAID he thought the main reason for the low turnout was that students will only get involved if they believe an issue will directly affect them.

"There needs to be some kind of issue up front so student concerns can be addressed," he said.

There was no set agenda for the meetings. They were designed to provide a format for general discussion between USG representatives and students.

Slater also said students will not get involved if they do not see immediate results.

USG cannot guarantee immediate results because of the length of time it takes to research and present an issue, Slater said.

"It just takes time (for USG) to get things done. A lot of times they (students) want immediate results and almost everything we do takes preparation."

Student apathy also was a reason for the low response.

"People are generally apathetic about things they don't see how they are going to affect them," Slater said.

Chris Helmick, at-large senator, agreed.

**"STUDENTS COMPLAIN** about things on campus all of the time and when they have a chance to voice it to people whose job it is to relay student concerns, where are they?" he said.

Joe Slagle, organizational representative for UAO who was at the District 5 meeting, said apathy was responsible for the low response since 200 "Rap With Your Rep" flyers were passed out in his district and only two students came.

Jason Gray, chairman of internal affairs, who attended the District 6 meeting, said increased awareness of USG would tell students where they could turn to for their concerns.

"I think something that USG or any other organization can do is (increase) its awareness on campus. Students need to be told where they can turn to bring out issues and concerns," he said. "Students need to be told they have a voice on campus too."

He said that students do not have to come to the regular USG meetings but can call or write their concerns to the USG office.

Slater said USG is in the process of designing a newsletter which will be distributed to students within the month. It will be distributed once this semester.

# Artist carves out a house

by Nancy Erikson  
staff reporter

University students will be working with a professional artist and junior high school students from Bowling Green next month. An art project is scheduled that will include both University students and town residents alike.

Steven Finke, a carpenter and artist from Athens who specializes in sculpture, will work with junior high school students to build a two-story house in the campus art gallery, Jacqueline Nathan, the University's art exhibition program administrator, said.

He will work here Nov. 3-14. The project is being sponsored by the Ohio Arts Council.

"OAC gave the Art Department a grant to pay the artist. The grant will cover about one-third of the costs and the other two thirds will be paid by the School of Art and the (Bowling Green) Board of Education," Nathan said.

She said Finke will be working with Bowling Green Junior High School students and University art education students in regular class meetings during his

two-week stay.

"Although the artist is working mostly with the art students and the junior high students, this is not just an event for them. This is a project meant to create excitement and interest in art. We really want to encourage participation by all," Nathan said.

THE ART education students will gain experience working with both a professional artist and junior high students. The University students are from the ARTE 252 course. "Class visitation is required for the course, and the students can use the class with the junior high students for that requirement," Kristin Congdon, assistant professor of art education and art therapy, said.

The art education students will be participating in the project as Finke needs them. The University students will probably help the junior high students with the building and answer any questions they have, Congdon said.

"At the end of the project the Art education students will write a paper on the experience in the classroom with Finke and junior high students," she said.

Students will be selected to work on the project from Bowling Green Junior High School this month.

"The students are applying now for the project. We will be picking them soon," Becky Laabs, junior high art instructor, said.

She said that 18 to 20 students from the 7th, 8th and 9th grades will attend the class, which will meet eight times over the two-week period.

**"HOWEVER, WE** do have 145 students interested in art that will be able to work with Finke here in the school. They will work on the contents for the house," Laabs said.

Laabs added that all the students at the junior high will be encouraged to participate in the project when the actual class is not in session to stress the idea of a community project.

"The parents of the students were also invited to the classroom to watch and even participate in the event," Laabs said. "We are all very excited about the whole project. It will be a wonderful experience for the students and hopefully stimulate more ideas for projects such as this."

# Express connects libraries

by Amanda Stein  
reporter

Loans of books and other reference materials between libraries are more readily accomplished with the help of the Gutenberg Express II, a station wagon which transports materials and passengers between the University and the University of Toledo.

The six-passenger express, which had its first run in September 1983, serves two main purposes, according to Kathryn Thiede, administrative assistant at Jerome Library.

"First of all, the Gutenberg enhances the development of our collection, along with that of UT and the Medical College of Ohio. It also enables students to use the other library facilities," she said.

Thiede pointed out that, besides the Carlson Library on

UT's campus, students also have access to UT's Law Library. In return, Bowling Green offers the Popular Culture Library to students who travel from Toledo on the Gutenberg.

Student response to the express has not been too favorable, Thiede said. The busiest day is usually Friday, but Thiede said she thinks this may not be due to academics.

**"IDEALLY, THE** students are supposed to be using the express to profit from the other libraries. But, when a student takes a laundry bag or a suitcase to the library with him, you begin to wonder," she said.

The Gutenberg Express II derives its name from the Gutenberg press. The first Gutenberg Express, which was named for the press, originated at another university and Thiede said they just "adopted and modified the name somewhat."

The express makes two runs a day, Monday through Friday. The first trip leaves at 8:30 a.m. and returns to Bowling Green at 10:15 a.m., and the second departs at 2:45 p.m. with a return at 4:30 p.m. All trips depart from the east door of Anderson Arena in Parking Lot 14. The station wagon departs from The University of Toledo's Carlson Library.

"For the most part, the express runs all the time. Even if there are no passengers, we will still run the express with the materials. But safety is very important. If it is really icy or rainy, we won't go," Thiede said.

The Gutenberg is driven by four University students, all of them new to the job this year. Requirements for the job include a good (read, "spotless") driving record, a chauffeur's license and an outgoing personality, especially since the driver is usually the one to stimulate conversation during the 30-minute drive.

"I AM really pleased with the drivers we have this year. I think they are good because they are so enthusiastic about it and they know their responsibilities," Thiede said.

Chris Riedel is one of these drivers. The sophomore marketing major, who had just re-

turned from having the station wagon washed, said he likes the relaxing drive out of Bowling Green two days a week, but added that the time can drag when there are no passengers.

"I take the same route every day, so that gets kind of monotonous, especially when the express is empty. I look forward to getting to the destination just so I can talk to someone," he said.

Riedel is in charge of one of the busier shifts, Friday afternoon. He said there are some regular customers and usually it is not too difficult to spark conversation with his passengers.

"When they get in, I ask them their name and where they are going. Maybe I'll tell a good joke if I know one. Something to break the ice. There was one time, though, when I got a couple in who sat in the back seat and spoke a foreign language to each other the whole way. I really felt like a chauffeur then," he said.

RIEDEL SAID part of his job is to be prepared for emergencies.

"I haven't run into a flat tire yet, but I probably will. Knock on wood," he said. He said he knows how to change a tire.

Tickets for the trip, which cost \$1.50 each way to either UT or MCO, are available at the change desk at Jerome Library.




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# Elsewhere

## Job swap delayed

Differences halt Israeli power rotation

JERUSALEM (AP)Wrangling over political appointees delayed the long-planned job swap yesterday between Prime Minister Shimon Peres and Foreign Minister Yitzhak Shamir.

The two leaders failed to resolve their differences at a 45-minute meeting, and it was unclear when they would go through with their agreement to rotate positions.

The surprise delay appeared to be an effort by Peres' left-leaning Labor Party to wrest what concessions it could from Shamir's right-wing Likud bloc before ceding leadership of the government.

Shamir had been scheduled to present his Cabinet to Parliament and be sworn in as Israel's ninth prime minister. He was to hand over the foreign ministry to Peres in keeping with a September 1984 accord which followed an electoral stalemate leaving each party too weak to govern without the other.

Shamir told reporters there had been "no change" in the rival parties' positions as he emerged from the session at the prime minister's office. He declined further comment.

Uzi Bar-Am, secretary general of Peres' left-leaning Labor Party, told reporters at a news conference his party was "committed to rotation." But he accused Likud of "bad faith" in negotiations about the government appointments.

"THE ROTATION is in a state of crisis. The Likud is certain that on the eve of rotation it can subjugate Labor," Bar-Am said. He added that Peres had been trying "for weeks" to straighten out differences between the two camps.

Officials in both parties said the central dispute was over Labor's demand that a chief aide to Peres be named ambassador to Washington, in exchange for meeting Likud's demand to reinstate an outspo-

ken former Likud minister whom Peres fired from the Cabinet.

The appointment of Cabinet Secretary Yossi Beilin to the key ambassador's post would give Peres considerable leverage in U.S.-backed Middle East peace efforts when he becomes foreign minister. The position in Washington is often reserved for a person close to the prime minister.

The current ambassador, Meir Rosenne, was appointed by Likud's former Prime Minister Menachem Begin in 1983.

The two parties' differences appeared to have been resolved during the weekend and both parties were scheduled to recommend Shamir's appointment to President Chaim Herzog yesterday. Herzog would then have asked Shamir to form a government and sent him to parliament for a vote of confidence.

## Murders of nine drifters attributed to serial killer

LOS ANGELES (AP) - A serial killer apparently has begun to prey late at night on drifters and other lone men on streets throughout the city in a fast-developing case that one detective says has victims "popping up all over the place."

Homicide detectives were trying to determine whether two more bodies found Monday - including the brother of All-Pro football great James Lofton - might be the work of the same person tentatively tied to nine other killings, said police Lt. Dan Cooke.

It is the second spate of serial killings to hit Los Angeles recently. The first killer, the so-called "Southside Slayer" who also remains at large, has been targeting prostitutes in south-central Los Angeles.

There is no apparent connection between the two crime sprees which, together, have taken the lives of more than two dozen people, Cooke said.

One notable difference between the two serial killers is the rate of the deaths. The 17 Southside Slayer murders began just over three years ago and have been sporadic, with some killings separated by months of inactivity.

However, in the latest outbreak, the nine killings have all occurred in the past six weeks, beginning Sept. 4.

"VICTIMS HAVE started popping up all over the place. This is a case that's developing

quickly," said Lt. John Zorn, a 39-year-old detective who is in charge of both investigations.

While five of the victims in the latest series appear to be drifters, Cooke said four others, including a vacationer from Texas, cannot be classified as transients.

An autopsy was scheduled on the body of Emanuel "Michael" Lofton Jr., 37, said county coroner spokesman Bill Gold. The brother of the 30-year-old Green Bay Packers wide receiver was found in a small park in south-central Los Angeles where he had been sleeping, according to his father.

Lofton's father, 71-year-old Emanuel Lofton, said his oldest son had "been drifting for eight or 10 years. He just decided to do it. He didn't bother nobody in his life."

The decomposed body of the other victim, known only as John Doe No. 244, also was found Monday, under a freeway overpass near Dodger Stadium, north of downtown.

The leaders of several groups that provide services for the homeless said most of skid row's transients are not alarmed by the deaths.

"VIOLENCE ALREADY haunts their world, said Jonathan Parfrey, who works in a hospitality kitchen sponsored by the Los Angeles Catholic Worker near a downtown park used by the homeless.

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# Plant startup nuked

CLEVELAND (AP) - Opponents of the Perry Nuclear Power Plant yesterday vowed to continue their efforts to block the plant's startup, even as a federal appeals court cleared the way for the Nuclear Regulatory Commission to vote on a full-power operating license for the plant.

In a 2-1 decision, the 6th U.S. Circuit Court of Appeals in Cincinnati upheld the NRC's right to grant a license for the plant without further hearings. NRC spokesman Joseph Fouchard said he did not know yet when the commission might vote on the Perry license.

The court had blocked the NRC from voting while it reviewed the matter.

"We will continue to pursue the matter in the courts," said Dale Baich, an attorney for the Ohio Citizens for Responsible Energy.

A group of utilities headed by Cleveland Electric Illuminating Co. owns the Perry plant, located on the Lake Erie shore 35 miles east of Cleveland. The plant is conducting testing at low power levels.

CEI spokesman J. Lee Bailey said it appeared there were no unresolved safety issues that would preclude the NRC from granting a full-power license.

"WE CERTAINLY hope they do it as quickly as possible," he said.

The appeals court's majority ruled yesterday that the Ohio Citizens for Responsible Energy, which is concerned about how another earthquake would affect the plant, must await the NRC's final licensing decision before appealing.

The group contended that it was illegally denied a May 12 hearing before the Atomic Safety and Licensing Appeals Board to discuss how a recurrence of a Jan. 31 earthquake, centered 10 miles south of the Perry plant, might affect the facility.

Baich argued that the NRC acted illegally when it issued an April 18 order that effectively canceled the May 12 hearing and stopped the gathering of further information concerning licensing for the Perry plant. Baich contended that earthquake safety is a legitimate concern that should be resolved before the Perry plant is licensed to operate at full power.

Judge H. Ted Milburn, writing for the appeals court's majority, said the NRC's April 18 order is not legally a "final order" and cannot therefore be appealed. Milburn ruled that the citizens' group can legally only appeal a final licensing decision.

# Holocaust survivor receives Nobel prize

OSLO, Norway (AP) - Elie Wiesel, who survived the Nazi Holocaust to become the voice of its victims and a champion of dignity for all people, was chosen yesterday to receive the 1986 Nobel Peace Prize.

The Norwegian Nobel Committee praised the naturalized American author as a spiritual leader in an age of violence and hatred.

"Wiesel's commitment, which originated in the sufferings of the Jewish people, has been widened to embrace all repressed peoples and races," its citation said.

Wiesel, 58, lost his parents and younger sister in Nazi death camps during World War II. He has chronicled the suffering of the Jews under Hitler and their problems in the Soviet Union today.

"I have devoted my life to a certain cause, the cause of memory, the cause of remembrance, and now I feel that maybe I will have a better opportunity to say the

same words - I'm not going to change now - for more people," Wiesel said in New York, where he lives.

"I owe something to the dead... That was their obsession, to be remembered. Anyone who does not remember betrays them again."

THE COMMITTEE'S citation said: "Elie Wiesel has emerged as one of the most important spiritual leaders and guides in an age when violence, repression and racism continue to characterize the world."

"Wiesel is a messenger to mankind; his message is one of peace, atonement and human dignity. His belief that the forces fighting evil in the world can be victorious is a hard-won belief."

In 1944, Wiesel was among 15,000 Jews deported by Germans and Hungarian fascists from his native town of Sighet in what is now Romania. It was one of the last great deportations in Hitler's extermination of an estimated 6

million Jews.

The boy's mother and younger sister died in the Auschwitz concentration camp and his father died in Buchenwald. He was separated from two older sisters at Auschwitz and did not learn that they survived until after the war.

Wiesel settled in France, where he studied literature, philosophy and psychology at the Sorbonne from 1948-1951.

He also worked as a journalist, traveling to Israel to cover the foundation of the Jewish state for the French newspaper *L'Arche*. He was Paris correspondent for the Tel Aviv newspaper *Yedioth Ahronot* in 1952, and in 1956 reported for it on the United Nations.

REMAINING IN the United States, he applied for U.S. citizenship in 1956. The first of his nearly two dozen books, published in Yiddish in Buenos Aires that year, was called "And the World Has Remained Silent."

# Reunion 'bear-y' exciting

ONWARD, Miss. (AP) - It's been 84 years since President Teddy Roosevelt refused to kill a captive bear in the Mississippi Delta, and a celebration is planned to commemorate the event that launched America's love affair with the teddy bear.

"There are a lot of people who care about this history," said Sandra Desmond of Greenville, organizer of the first Bear Hunt Reunion. "I'm thrilled that something like this is finally coming together."

The reunion will celebrate a legendary bear hunt that took place Nov. 14, 1902, on the banks of the Little Sunflower River in the Delta National Forest north of Vicksburg.

Roosevelt's guide, Holt Collier of Greenville, roped a 235-pound

black bear for him, but the president refused to shoot a captive animal.

Word of Roosevelt's compassion and sportsmanship spread quickly and, two days later, Washington Post cartoonist Clifford Berryman illustrated the event and coined the teddy bear name.

ACCORDING TO legend, a Brooklyn, N.Y., couple began selling teddy bears after seeing the cartoon, and the rest is history.

But Mississippi has never officially celebrated its place in teddy bear lore.

Desmond, a transplanted Californian, decided to commemorate the event with what she hopes will become an annual trek to the Delta.

Activities during the weekend of Nov. 14-16 will be centered here at the Onward Store, where

Mississippi-made teddies are sold and exhibits illustrate the great hunt.

"The store is about two miles south of where President Roosevelt got off a train at the Smede's Plantation, where the hunting party was staying," Desmond said.

The weekend will be kicked off with the unveiling of a historical marker, purchased with \$900 in donations from businesses and private citizens, she said.

"We also hope to have a reenactment of the hunt. It will either be very authentic, with costumes, or it will be acted by Boy Scouts... I just don't know at this point."

Temporary markers will trace the path of the hunt and the Smede Plantation will be open for tours. Desmond said she also will stage a teddy bear hunt for children.

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# Davis-Besse decision delayed

TOLEDO (AP) - The Nuclear Regulatory Commission will not decide until November whether to allow Toledo Edison Co. to restart the Davis-Besse nuclear plant, a commission spokesman said yesterday.

The plant, about 25 miles east of Toledo, has been shut down since an equipment failure in June 1985. Toledo Edison Co. officials had said they hoped to restart the plant Oct. 26. The plant cannot begin generating power without NRC authorization.

NRC spokesman Russ Marabito said the commission will meet Nov. 7 to decide whether to allow the utility to restart the plant. Toledo Edison spokesman Richard Wilkins said the restart would not occur immediately if authorization is given.

"It will not be instantaneous, especially since the plant has been down as long as it has. It would have to be heated up in stages," Wilkins said. The company still hopes the plant can reach full power by the end of November, he said.

At the Nov. 7 meeting, utility officials will

present another report on improvements at the plant since the shutdown, Marabito said.

THE PLANT shut down June 9, 1985, when reactor pumps and other equipment failed, halting the flow of cooling water to the reactor. Operators restarted the pumps and kept the reactor covered with water.

The NRC, in issuing a record \$900,000 fine against the company, said lack of attention to detail in the care of equipment caused the incident, and said reactor operators were poorly trained. Twelve safety-related components and systems failed during the event, according to the NRC.

Since then, the utility has spent more than \$100 million on improvements, including reorganization, equipment upgrading, a new maintenance program, higher salaries and hiring more than 300 workers.

The NRC in July praised the improvement program, but said more work needed to be done.

# THE BG NEWS

## Careers Edition

### Monday, November 3, 1986

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 Welcomes high school students and advisers from Indiana, Michigan & Ohio to campus for the **NATION'S LARGEST** journalism workshop.

## BG golfers place second

by Dennis Cisco  
sports reporter

Playing in cold, rainy conditions is becoming commonplace for the Bowling Green women's golf team. And the way the Falcons are performing in the adverse weather, you will not hear much complaining from them.

BG placed second in the 54-hole Lady Boilermaker Invitational Sunday and Monday ending up with a team total 975 (321-328-326). The finish marks the second time this season the Falcons have taken second place in a tournament.

Purdue won the event shooting a 969 (310-333-326) on the Purdue University Golf Course in West Lafayette, Ind. Ferris State took

the third spot with a 1,031, while Northern Iowa, Notre Dame and DePauw recorded fourth, fifth and sixth place finishes respectively.

**FALCON COACH** Greg Nye was pleased with BG's consistency and top finish.

"Anytime, on a golf course like Purdue's has and the weather conditions being as it was, you keep the scores under 330, it's a good competitive score," he said. "Purdue had to play well to beat us. We averaged about 81.5 a girl and it was just a helluva team effort."

Not only was the invitational a successful one for the team, but also for some individuals.

Laura Broadbent has been on

the upswing, literally, and her tourney finish proved it. The junior captured in the tourney first place shooting a 233 (76-79-78) outdistancing the next best score, shot by a Purdue golfer, by nine shots.

"That's an incredible margin. Golf tournaments are not won by nine shots," Nye said. "She really dominated the field. She showed a lot of character on the course."

BG's Jenny Hjalquist took third place in firing a 244 (78-81-85). Teammate Sandy Ensminger also placed in the top 10 carding a 250 (84-86-80) and an eighth place finish.

"Jenny had a really good effort. She played last year (in the tournament) and her effort this

year was 10 shots better a round," Nye noted. "She has really given us a good team effort all year."

**KELLY STRICKLAND** posted the next best BG score with a 256 (91-82-83). Gloria Holmes followed with a 266 (84-87-95), while Allison Andrews finished with a 269 (83-91-95).

The Falcons were playing the tourney without starter Ingrid Lundblad. The freshman suffered an injured shoulder and was unable to make the trip.

BG will be gearing up for its next tourney at Penn State. The Falcons travel to Pennsylvania to play in the 54-hole Lady Nittany Lion Invitational on Nov. 1-3.

## Mets triumph; Carter wins it

**NEW YORK (AP)** - Gary Carter broke out of a 1-for-21 slump with a run-scoring single in the 12th inning that gave the New York Mets a 2-1 victory over the Houston Astros yesterday and moved them within a game of their third pennant.

The game-winning hit gave the Mets a 3-2 lead in games in the best of-seven playoff against Houston and sent the series back to the Astrodome for Games 6 and 7.

Carter, confused and distressed by his lack of production after a 105 RBI season,

had only a double in Game 2 and had gone hitless in his first four at-bats this time, before singling home the winning run off Houston reliever Charlie Kerfeld.

Jesse Orosco pitched two hitless innings for his second victory in relief in this series. Orosco now has worked five scoreless innings in the playoffs.

This game, however, belonged to Carter, who stayed on the field well after the game, waving to fans and raising his hands in victory.

## Netters positive

by Randy S. Maggard  
sports reporter

The Bowling Green men's tennis team enjoyed an abbreviated, but successful season this fall after competing in only two Invitational matches.

In the first match, the Falcon netters traveled to Cleveland for the Ohio Intercollegiate Invitational held at the Cleveland Skating Club. This was the only event in which all Ohio schools were invited for a match, with each team sending two singles players and one doubles team.

BG's first singles player Ken Bruce defeated Scott Mayo of Miami University 6-4, 6-0 to win the singles championship. Number two singles player Andy Sallee was eliminated in the first round after losing to Mayo. The Falcon doubles team of Rick Boysen and Mike Cansfield advanced to the finals against Ohio State but lost the match 6-3, 2-6, 6-3.

"This match shows our potential to advance in the MAC (Mid-American Conference) and effectively compete with division schools," BG coach Bob Gill said. "Rick really played an incredible match."

**THE EASTERN** Michigan University Fall Invitational saw the Falcons capture five of the nine flights from the six team field, thus concluding their season on a positive note.

In the number one singles match, Falcons' Rick Boysen defeated University of Toledo's Brad Minns 7-5, 4-6, 6-4. As a side note, Minns is the World Deaf Champion and UT's third-year first singles player. In the number five singles match, BG's Andy Sallee defeated Rick Rimiersma of Northwood Institute 6-2, 7-5. The Falcons' J.P. Green defeated Mark Rocoy in the number six singles match 6-0, 6-4.

In doubles action, BG's first team of Rick Boysen and Mike Cansfield defeated Brad Minns and Todd Dominiak of UT 6-7, 6-3, 6-2. The Falcon's third team of Ken Bruce and Kurt Hammerschmidt defeated UT's Brian Draxl and Craig Kobren 6-4, 6-3.

"We avenged losses against UT this match because they beat us in last year's conference tournament; we were the dominant team here," Gill said.

## Falcon ruggers win state title

by Andy Woodard  
sports reporter

What more could anyone have asked for?

Top-rated Bowling Green against second ranked Kent State playing for the Ohio Rugby Championships.

"It should be the best two teams," Falcon wing Rob Clark said.

Yes, maybe these were the best two teams, but in this contest number two was no match for number one.

The Falcons rolled to a 46-10 romp over the Golden Flashes in the championship game on Sunday at Bolton Airfield in Columbus to earn a berth in next spring's Midwest Universities Cup.

"It feels great to win," Falcon center Tony Konczak said. "It's about time we get it."

**AND GET** get it they did. After four years of disappointment (they last won the title in 1981 over Ohio State), the Bowling Green club walked all over KSU, but perhaps the Golden Flashes were the ones to bury themselves before the game got started.

"They made a basic error when they won the coin flip and took the wind in the second half," said Falcon coach Roger Mazzarella. "Our team is a ball possession team and will do any-

thing not to give up the ball."

In the first half, BG coasted to a 19-0 halftime lead. Captain Mark Laimbeer opened the scoring with a 50-yard penalty kick. Jeff Weemhoff then scored a try and Konczak kicked the conversion for a 9-0 lead. Laimbeer then added a try and kicked the conversion, which was followed by a Weemhoff try and the half-time whistle.

Even against the wind in the second half, the Falcons continued to score. Weemhoff opened the scoring feast with a try and Konczak followed with another conversion. Scott Ault then scored two consecutive tries on a couple strong runs and when Konczak and Laimbeer added the conversions the rout was on at 37-0. Konczak then tallied a try and another conversion to boost the lead to 43-0.

"We put the coffin together in the first half," Weemhoff said, "then nailed it shut in the second."

Although the Falcons had an easy time of it in the finals, they had anything but that in semis against Ohio State.

"It was a rough game," said Mazzarella after his team pulled out the 8-6 victory. "It got down to the point where if we would have made one more mistake the score would have been 9-8."

That one more mistake could have led to another penalty kick

by Buckeye fly half Doug Price. After the Falcons took an 8-0 on tries by Konczak and Clark, Price kicked two second half penalty kicks to close the lead to 8-6. But fortunately for BG he never got the chance.

"They took us by surprise and played pretty well," said Clark. "I'm just glad we pulled it out."

Against Dayton in the opening round Bowling Green chalked up a 28-0 victory. The Falcons built a 8-0 halftime lead on a pair of tries by Weemhoff. In the second half Weemhoff tallied a third try and Laimbeer kicked the conversion to up the score to 14-0. Laimbeer then added a penalty kick and Dan Burkholder a try for a score of 21-0.

After the championships, 10 Falcons made the All-Ohio team. They were hooker John Pugh, props Dave Cramer and Ed Cvelbar, lock Trent Tate, fly

half Mike Sylvester, fullback John Lonsert, Laimbeer, Konczak, Clark, and Weemhoff, whose six tries in the tournament now gives him 14 on the season, breaking his record of 13 which was set last year.

The B's also won their championship. They defeated Denison in the title game 25-13 behind Tom Stiberth, who tallied a try, a penalty kick and three conversions.

The D team also played. They took on Miami's B team and played to a scoreless tie, 0-0.

The clubs' record now stands at 27-2-1 and they should break the 30 win mark this weekend when the A and B squads play host to Michigan St. and the C and D teams travel to Ohio Northern. The 30 wins would be the most wins ever by a rugby club.

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IMMEDIATELY

### ATTENTION STUDENT ORGANIZATIONS

The following groups were registered as student organizations last year, but have not yet submitted a Student Organization Registration Form to re-register for 1986-87. If any of these organizations are active this year, they should contact the Office of Student Activities and Orientation, 405 Student Services Building, immediately for registration information.

<ul style="list-style-type: none"> <li>Beta Alpha Psi</li> <li>Campus Crusade for Christ</li> <li>Christians in Communication</li> <li>Council of Technology Student Organizations</li> <li>Falconettes</li> <li>Fantasy &amp; Wargaming Society of BGSU</li> <li>Health Care Club</li> <li>Industrial Education Association</li> <li>Intra-University Presidents' Council</li> <li>LeCercle Francals</li> <li>Malaysian Students Association</li> <li>Management Club</li> <li>Masters of Business Administration Association</li> </ul>	<ul style="list-style-type: none"> <li>Omicron Delta Kappa</li> <li>Operations Research &amp; Statistics Club</li> <li>Phi Kappa Phi</li> <li>Radio News Organization</li> <li>Radio/Television/News Association</li> <li>Royal Green</li> <li>Scuba Club</li> <li>Society of Manufacturing Engineers</li> <li>Students of Fine Arts</li> <li>United Christian Fellowship</li> <li>University Players</li> <li>Volleyball Club/Women's</li> <li>Water Polo Club</li> <li>WBGU Radio Organization</li> </ul>
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ZETA BETA TAU ♦ ZETA BETA TAU ♦ ZETA BETA TAU ♦ ZETA BETA TAU ♦ ZETA BETA TAU ♦ ZETA BETA TAU

### THE BROTHERS OF ZETA BETA TAU

ARE PROUD TO ANNOUNCE THEIR FALL PLEDGES

<ul style="list-style-type: none"> <li>BRYANT HEFLIN</li> <li>JERRY HETTERSHEIDT</li> <li>JOHN BARRETT</li> <li>JEFF DYER</li> <li>BRIAN FARMER</li> <li>GINO GAUAMIS</li> <li>BRIAN HANDS</li> <li>DAVE HAYNES</li> </ul>	<p>JOHN LANE CHAD LEE</p>	<ul style="list-style-type: none"> <li>CHUCK McCARTNEY</li> <li>GEORDIE McDONALD</li> <li>TERRY MICELITCH</li> <li>MARTY PERLAKY</li> <li>JOHN POLZ</li> <li>STEVE SLONE</li> </ul>
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AND THEIR NEWEST ACTIVE  
GREG WILSON

### ZETA BETA TAU

"IT'S GREAT TO BE ZEBE!"

ZETA BETA TAU ♦ ZETA BETA TAU ♦ ZETA BETA TAU ♦ ZETA BETA TAU ♦ ZETA BETA TAU ♦ ZETA BETA TAU

## Howard's club H

presents

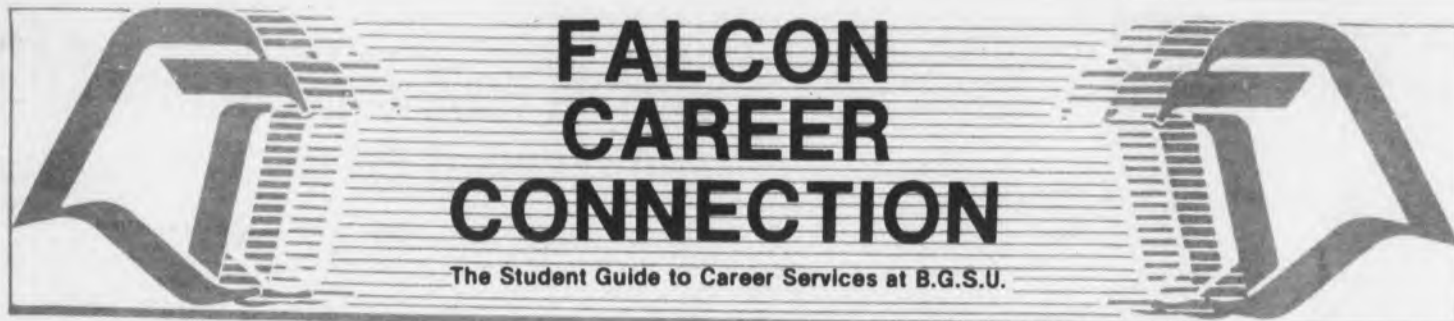
# CRUCIAL DBC

Last performance in B.G.  
Wednesday through Saturday  
October 15-18

210 N. Main      No Cover







# FALCON CAREER CONNECTION

The Student Guide to Career Services at B.G.S.U.

Bowling Green State University

University Placement Services

1986-1987

## CAREER PLANNING: TODAY'S CHALLENGE

"Butcher, baker, candlestick maker . . ." It all used to be so easy. But in the '80s, it's best to leave obsolete career ideas behind, just as you left that childhood nursery rhyme behind as you grew older.

You have to face it. The job market is changing--and fast! You've probably heard and read about the "technology explosion," a "service-oriented society," and "the baby boom problem." What do all these mean in regard to the career that you've planned to pursue since you were in high school? The "explosion" that presents some new careers also means that others are becoming obsolete.

The profound social, technological, economic, and political trends taking place now are changing the world of work. **Today, planning your career involves becoming informed about what is happening; knowing where society, technology, and education are heading; and planning with your eyes wide open, feet on the ground, and dreams in front of you. Wise planners monitor information sources and recognize opportunities and opportunity costs--all this and more as they move into the work of the future.**

The very notion of work itself is changing. The American Society for Personnel Administration's anthology, *Work in the 21st Century*, indicates that "rapid and dramatic changes have confused and bewildered some segments of the American work force." The authors agree that **"tomorrow's world of work will be one of great opportunity, freedom, and excitement, but it will almost certainly be one in which the brain, and not the bicep, reigns supreme."**

Daniel Yankelovich, President and co-founder of the Public Agenda Foundation and Chairman of Yankelovich, Skelly and White, notes the "declining value of work" in a society which formerly believed "hard-work-always-pays off." Workers now are looking for self-fulfillment along with a decent wage. But Yankelovich also says that freer attitudes about work may more easily adapt to the new economic realities than to the old acceptance of authority. He adds, "we have found an impressive shift in the core relationship to work, from work as a means of survival to work as a means of self-expression."

John Naisbett, in his book, *Megatrends: Ten New Directions Transforming Our*

*Lives*, gives insight into the new American society. He states that a definite restructuring of America is taking place and that we have changed to an economy "based on the creation and distribution of information." In fact, more than 65 percent of employed people work in information-intensive jobs in this information age. There are more white-collar workers than blue-collar workers, and the "new wealth" is "know-how."

As employers have sadly discovered, and job seekers are quick to learn, "in this literacy-intensive society we need basic reading and writing skills more than ever before." (Note to all students: **Don't neglect those important English and speech skills.**)

The greatest job growth will be in the health-care industries. Durable-goods production, hi-tech, and trade industry opportunities will also swell. Competition for entry-level jobs will ease. Service industries will outstrip goods-producing industries. Foreign trade will grow rapidly. (Don't shirk that foreign language requirement.) Rising education levels will mean more competition in many occupations. (Stay in school.)

So what does all of this mean to you as a student? With the world changing so quickly, you need to know your values and career goals. You need to do more than become educated. You also need life-survival skills because the future belongs to specialists who have a broad skill base and an interdisciplinary approach. That translates into accounting majors who are proficient in communication skills and literature majors who are familiar with the world of hi-tech. You need to know some hard facts about the market in order to make realistic career decisions.

Recruiters are looking for students with good grades, work experience, and extra-curricular activities. However, they also need workers with good attitudes toward work, good communication skills, self-confidence, and a businesslike appearance and attitude.

**Begin to prepare now!** University Placement Services helps you adapt and strengthen your skills to enter the job market. Don't abandon your dreams of the future, but nourish those dreams with a realistic appraisal of the world and its trends. Discover which occupations value the thing you do well.

Adaptation is the key. Make yourself more employable--get experience with campus clubs, co-ops, internships, and summer employment. The college degree itself is no guarantee of a career; the college degree and you are guarantees of a career.

### STUDENT AFFAIRS: A COMMITMENT TO EXCELLENCE

The Student Affairs Division exists to serve the needs of students by providing the services and creating the opportunities for them to become mature, educated, and contributing members of society. We support the academic mission of the University in many ways. Creating a positive environment which enhances the probability of self actualization is one of our goals. Opportunities for leadership, creativity, and positive social interactions assist in the development of the adult. Recognition of the specific needs of our traditional aged students, our international students, handicapped students, the minority students, and the non-traditional students is a first step in the provision of adequate and comprehensive services.

Since most students come to our campus to secure the best possible position upon graduation, it is imperative that we dedicate resources and energy to the provision of opportunities for students to explore many career options. The *Falcon Career Connection* features the career services opportunities available at Bowling Green State University. (Written by Dr. Mary Edmonds, Vice President for Student Affairs.)



### STUDENT SERVICES



## Dear Director

Dear Director:

I know how to find a job, but the job I want just isn't there. The opportunities aren't available anymore. I've tried everything, but I still can't find a good job. Unemployed

Dear Unemployed:

Job opportunities are available to those who understand the job market. Did you know that the hidden job market is where 80% of the jobs are found and where the least competition is? If you have marketable skills and use job search methods designed for the hidden job market, you will uncover the job opportunities available to you. If you need help in understanding the job market and identifying your skills, make an appointment with one of our counselors to get advice on strategies to help you find a satisfying career.

The *Falcon Career Connection* is published by the University Placement Services, Division of Student Affairs  
 Editor: Suzanne Andrews  
 Artist: Dale Dubach  
 Editor's Note: My special thanks to Jo Ann Kroll, Director of the University Placement Services, for envisioning the *Falcon Career Connection* as a way to encourage cooperation among the career services at BGSU and to highlight the career services opportunities available to students; to the assistant Directors of the University Placement Services; to Roman Carek, Bruce Smith, Barry Piersol, Deb Heineman, and Mary Edmonds for their contributions to this edition; to the staff of the University Placement Services for their patience and understanding; and to others who have read and advised me.

Dear Director:

My parents told me "if all else fails, go to graduate school; graduate school can help you become more marketable." Will graduate school guarantee my marketability?

Last Resort

Dear Last Resort:

Graduate school does not guarantee increased marketability. It can be a very good experience for you if your decision to attend graduate school is based on your desire to expand your knowledge, thereby contributing to your career goals. Talk with faculty advisors, career counselors, and others. This will help you assess how graduate education can enhance your career development.

Dear Director:

I have been in college for four years and have little work experience. I don't know where to start trying to find a job. Short in Work Experience

Dear Short in Work Experience:

You must start by ceasing to sell yourself so short! Begin by reviewing your strengths and abilities. Even if you are inexperienced, you have much to offer an employer. By assessing your interests and strengths, you can judge which jobs best suit your skills and preferences. Complete the Self-Analysis Chart in the Placement Manual. You can also begin to think of examples from your past that demonstrate certain capabilities. Recall a situation or task in which you were involved that had a positive outcome. Describe, in detail, the action you took in this particular situation and conclude with the results you achieved.

Dear Director:

Does the University Placement Services really make contact with employers? Some of my friends went to your office and they still don't have jobs! Timothy Leery

Dear Timothy Leery:

If your friends just looked at the career resource library's job opening files, it is understandable why they haven't found jobs. A very small percentage of jobs are advertised anywhere. There are other strategies your friends need to employ. Suggest that they make an appointment with one of our counselors to develop a career plan. Why don't you make an appointment for career and placement counseling, too?

Dear Readers:

If you have questions about the services available at the University Placement Services, please call 372-2356.

## GETTING YOUR ACT TOGETHER AND TAKING IT ON THE ROAD

Graduation may be months or years away, but it will sneak up on you all too quickly if you're unprepared. To make sure you're ready for the transition to a career, start the career planning process EARLY, the earlier the better. From your freshman year, there are some concrete steps you can take to maximize your chances for a satisfying career. Waiting until your senior year may limit your opportunities, so start now by following a few steps that can enhance your ability to have the career you want:

1. Be ready to take an active, assertive approach to your career planning and job search. Waiting for others to discover you or fate to take its course may leave you unemployed, underemployed, or dissatisfied with your job.
2. Take advantage of the variety of services and programs specifically targeted for you. For example, during the Fall semester, juniors may enroll in a one credit hour course, A & S 300, entitled Preparing for the Job Hunt. This course, jointly sponsored by the College of Arts and Sciences and the University Placement Services, is designed to help students clarify their career goals, and acquire the skills needed to conduct an assertive job search. Course instructors can help you identify your marketable skills; use career research and networking skills; identify potential employers; and develop

resume writing and interviewing skills. Also, each year career and professional development seminars, specifically for you, host speakers on subjects relevant to career planning and job hunting.

3. Make sure that you participate in the University Placement Services' programs, job fairs, and professional development seminars. Placement provides a variety of workshops on job search techniques, resume writing, and interviewing which provide the crucial information needed to conduct an assertive job search. Check Placement's on-campus interview schedules to see if there are any organizations with which you would like to interview. If not, conduct your own active job search with assistance from the Placement counselors.

4. Consider the advantages of forming a Job Club. A Job Club is an opportunity to provide and receive job search help from other job hunters. Some important former job hunters are BGSU alumni. The Falcon Network provides an opportunity for you to link up with these alumni from related backgrounds who may be able to help you with a long distance job search in cities across the United States. The Falcon Network coordinators serve as initial contacts or friends and help familiarize you with your targeted city and its resources. If you follow these steps, you'll be taking your act on the road to success.



## CAREER SERVICES DIRECTORY

**DIRECTOR** Jo Ann Kroll  
**University Placement Services** 360 Student Services Building  
 372-2356  
**Assistant Director** Joan Tussing  
 Arts and Sciences  
**Assistant Director** Brad Mankin  
 Business and Technology  
**Assistant Director** Louise Paradis  
 Education  
**Assistant Director** Sandi George  
 Health & Human Services

**DIRECTOR** Roman Carek  
**Counseling and Career Development** 320 Student Services Building  
 372-2081  
**Coordinator of Career Development** Rex Filer  
**Career Counselor** Cheryl Laubacher

**DIRECTOR** Bruce Smith  
**Cooperative Education Program** 238 Admin. Building  
 372-2451  
**Assistant Director** David A. Stanford

**DIRECTOR** Barry Piersol  
**Technology College Office of Cooperative Education** 105D Technology Building  
 372-7580

**ASSOCIATE DIRECTOR** Deb Heineman  
**Financial Aid and Student Employment** 450 Student Services Building  
 372-2651

### ESTIMATED AVERAGE STARTING SALARIES, BY DISCIPLINE, 1986

Academic Major	Annual Rate
Computer Science	27,060
Mathematics	24,816
Physics	24,180
Accounting	21,108
Financial Admin.	20,412
General Business Admin.	19,260
Marketing/Sales	18,432
Humanities	18,036
Communications	17,220
Social Science	17,004
Education (ten-month salary)	15,744
Home Economics	15,516

Source: 1986 College Placement Council Annual

# CAREER RESEARCH: AN EXCELLENT STARTING PLACE



The Career Resource Library at the University Placement Services and Counseling and Career Development Center is an excellent source of information which students and alumni may use during their employment search. Included among the materials are notebooks and folders of information on specific employers, which are helpful in preparation for on-campus interviews. Annual reports and recruiting brochures describe both profit and non-profit institutions, their size, structure, and the kinds of available career opportunities.

In addition, the library has directories to assist in identifying potential employers of graduates in business, education, liberal arts, and health and human services. The directories can identify prospective employers according to the company's size, geographic location, types of career opportunities, and availability of training programs.

The vertical files are helpful in looking for current job openings. Within the vertical files are job vacancy bulletins from 85 placement offices around the country. Other vacancies are classified by type and then by specific occupations. General headings include business, health and human services, elementary and secondary education, principal and supervisory positions, higher education and scholarships, fellowships, and internships.

On the shelves are books that provide information about better resume writing, planning the effective job search strategy, and interviewing questions. The following is a listing of some of the more popular publications housed in the library:

## JOB SEARCH MATERIALS

Does Your Resume Wear Blue Jeans?  
The Hidden Job Market For The 80's  
The Job Hunter's Final Exam  
Life After Shakespeare

Sweaty Palms: The Neglected Art Of Being Interviewed

What Color Is Your Parachute?  
Developing A Professional Vita Or Resume  
Everyone's Resume Guide  
How To Sell Yourself On An Interview  
Job Hunting For The College Graduate  
The Job Search Companion  
900,000 Plus Jobs Annually

## ATTENTION SENIORS AND GRADUATE STUDENTS:

CAREER ADVICE AT YOUR FINGERTIPS—Bowling Green State University's Job Search Manual (available at the University Placement Services)

## EMPLOYER DIRECTORIES

Business and Management Jobs 1987  
Career Employment Opportunities Directory, Volumes 1-4  
The Career Guide 1986  
Chicago Talent Sourcebook 1985  
Consider Your Options  
Directory of Career Training And Development Programs  
Federal Employment Directory  
Goodworks: A Guide To Social Change Careers  
Guide To Human Services  
The Handbook Of Private Schools, 65th Edition  
Madison Avenue Handbook, 1985  
The National Directory Of Addresses and Telephone Numbers  
The National Job Bank  
O'Dwyer's Directory of Corporate Communications 1985  
Ohio Educational Directory  
Patterson's American Education  
Peterson's Guide to Engineering, Science, And Computer Jobs 1987  
Social And Behavioral Sciences Jobs Handbook  
1984-85 Public Welfare Directory

The library's resources are updated as new directories, books, and job listings are published, providing BGSU with an extensive library dedicated to career planning and placement.

## EMPLOYERS' ADVICE TO STUDENTS

Many college students ask what employers want when they look for new employees. Here are a few answers from the employers themselves.

### Concerning Educational Background:

1. If you have not already taken general business classes, you may want to add some basic business or business-related courses, i.e., business administration, management, law, finance, technical writing, business communication, accounting, statistics, mathematics, computer programming, or computer literacy.

2. Strive for excellence in your coursework. A high GPA isn't required for all jobs, but it does show you're a dedicated worker who is interested in doing well.

3. Oral communication skills are an important part of any job. Take communication courses and gain experience in public speaking.



4. Computer literacy and some basic computer programming skills are a must for functioning in our information age.

### Concerning Career Planning:

1. **KNOW THYSELF!** Seek out a career counselor or go through some self-assessment in order to understand who you are in relationship to the world of work.

2. Decide what you want to do first—then seek out the best means of acquiring the necessary qualifications.

3. Know what work is all about. Research jobs and career fields by reading books, journals, and organizational literature.

4. Conduct as many informational interviews as possible with people who work in fields of interest. Find out what they do and what advice they can give to help you be successful in that career.

5. Attend on-campus career programs, employer-guest speakers' sessions, and job fairs to build your career knowledge and meet potential employers.

6. Set tentative goals and continue to evaluate and review them.

7. Consider alternatives in light of who you are, then make a decision and continue to evaluate that choice.

8. Professional goals that employers often look for in a candidate include a desire to succeed and to always improve yourself professionally. Personal goals that employers look for include self-improvement and integrity at work.

### Concerning the Job Search Process:

1. Demonstrate initiative, perseverance, self-confidence, leadership, determination, and have good communication skills.

2. Use your Placement office over and over. Attend their workshops and career fairs, talk to their counselors, and use their library resources.

3. Investigate the field—the necessary qualifications, type of work involved, etc. Compare your personal characteristics with this information.

4. Research the employer's industry and organization first and be flexible in goal development.

5. Be able to relate your training concretely to employers.

6. Use an assertive approach to job hunting. Use a variety of techniques. Develop a personal network.

7. Conduct informational interviews with employers in fields in which you would like to work. Ask what they do and get advice about the job search in their field.

8. Come prepared to work hard, get your hands dirty, and work your way up to higher positions.

9. Be confident about what you have to offer the employer. Develop 1½-minute stories about yourself that prove you possess the skills and qualities needed for the job.

10. Thoroughly analyze yourself and your goals prior to attempting to sell yourself in an interview. Be genuine, sincere, and enthusiastic about work and opportunities to contribute meaningfully to the company.

11. Write targeted resumes and cover letters that emphasize the skills you have which are related to the field for which you are applying.

12. Find channels of support—the Placement staff, friends interested in the same field, a job club, faculty, family, etc.

### Concerning Experience and Extracurricular/Community Activities:

1. Get as much experience as possible. Experience can take the form of paid or unpaid internships, cooperative education experiences, fieldwork, volunteer work, and summer jobs. Use a variety of approaches.

2. Seek summer employment in a field of interest to test how congruent that field seems to be with you and your aptitudes and interests.

3. Initiate internships by showing some interest and knocking on a lot of doors.

4. Prove your success record through work or on-campus activities.

5. Get involved in leadership roles on campus or in the community, especially in those positions that provide experience with completing projects, coordinating projects, and assuming responsibility.

6. Develop communication, interpersonal, teamwork, decision-making, and leadership skills through campus, community, and/or academic involvement.

7. Become involved with a club related to your major. Attend meetings that provide career information.

When you have taken the time to act on your career interests, you're much more impressive to employers.

PRICELESS ADVICE

ABSOLUTELY FREE!

(University Placement Services)

## EDUCATION FORECAST:

### TOMORROW'S BRIGHTER

After 15 years of some cloudy skies, the employment forecast for teachers promises a brighter future just on the horizon. During the 1970s, a large number of education graduates, combined with declining school enrollments and inadequate funding made jobs difficult to find for many beginning teachers. But the forecast is improving; up to 250,000 new teachers will be needed by 1990 and 500,000 will be needed in the next 10 years. Currently, teachers especially are needed in mathematics, physics, chemistry, bilingual education and special education for moderate, severe, and profoundly handicapped and educable mentally retarded students.

According to Rebecca Anthony's article, "Wanted: Teachers," there are many reasons for a brighter employment picture.

- First, increasing birthrates have resulted in larger school enrollments.
- Second, significant population changes are occurring in certain geographic areas. The Sun Belt, for example, is experiencing a population increase while the Frost Belt is showing a corresponding decrease.
- Third, many educators will reach retirement age by the early 1990s, creating a need for teachers to replace them.
- Fourth, fewer students nationwide are indicating teaching as a possible career. In addition, non-teaching career employment opportunities have opened significantly for women in the last 10-20 years.

The 1986 Teacher Supply and Demand Survey, published annually by the Association for School, College and University Staffing (ASCUS), indicates a demand for teachers in other subjects. This study indicates some shortage for teachers certified in learning disorders, computer science, speech pathology/audiology, earth science, general science, biology, Spanish and reading. A stable demand is forecast for school psychology, library science, French, industrial arts, German, English, instrumental and vocal music, business, journalism, and primary and intermediate elementary education. The demand is much lower for teachers in home economics, driver education, art, social science and health education, and considerably lower for physical education teachers.

Because more teachers will be needed in all areas by the 1990s, teachers need effective career planning and job search strategies. Although the forecast is for a brighter employment picture, plan for an occasional rainy day. School systems will not uniformly reflect the nationwide need for educators. Other factors, such as economic stability, birth rate, and other demographic factors can influence the availability of teaching positions within a geographic region, even in times of critical shortages.

How can you plan ahead? A corresponding trend for excellence in teaching also affects the employment outlook. That means smart teachers will:

- have double or triple certification
- consider several geographic areas
- launch an aggressive job search

If you pay attention to the forecast and plan ahead, you shouldn't run into an unexpected storm. Instead you'll have "blue skies": multiple job offers and the opportunity to choose the position you want.

## STUDENT EMPLOYMENT: MORE THAN MONEY

Students who have a job while in college are gaining invaluable work experience. Deb Heineman, Associate Director of Financial Aid and Student Employment, said "they learn to be punctual, they learn job responsibility, they learn good work habits and attitudes and much, much more. Many college students are given a great deal of latitude in their work assignments at the University. Those who are successful at responsibly executing their assignments often find that their employer will assist them in getting more hours, in contacting their academic advisor, etc."

According to Heineman, "we have students working in food service, in computer-related jobs, as flight instructors, in the library, as night guards and desk clerks in the residence halls, as models for the Art Department, with Plant Operations, as lab assistants, as writers, as life guards/instructors/assistants in the University Recreation Center, as instructors for the Continuing Education Program, as trainers in the Athletic Department, as ushers, workers at the University golf course, in academic departments, and as medical assistants (for nursing students only). In some of these positions, especially in food service, there are promotions for outstanding performance--from food service worker, to cook, host, cashier, and student manager."

Off-campus jobs are also available. The Office of Student Employment also posts off-campus jobs for delivery persons (for United Parcel Service, for fast food services, etc.), for local businesses, for babysitting, housekeeping, lawn maintenance, and other local jobs.

In the past, Student Employment personnel were involved in a summer camp day and in Cedar Point's process of interviewing for summer jobs. "This year, because the Director of Placement Services asked that we cooperate in sponsoring a SUMMER JOB FAIR, we are joining hands with Placement Services and Cooperative Education in an effort to attract a more diverse group of businesses and, therefore, broaden our students' opportunities for summer employment and work



experience," noted Heineman.

The SUMMER JOB FAIR provides an opportunity for students to meet prospective employers so they may earn money over the summer while preparing for a career. "Although summer jobs are temporary, they can help students define their interests and gain experience in the world of work, and employers find Bowling Green State University students very 'hirable,'" Heineman said.

The SUMMER JOB FAIR will be held during the first week of March, 1987, in the Lenhart Grand Ballroom of the University Union. For your convenience, it will be open for several hours during the late morning through the mid-afternoon. Early preparation is necessary if you want to get a particular job so BE SURE TO MARK YOUR CALENDAR FOR THE FIRST WEEK IN MARCH. IT MIGHT BE THE MOST IMPORTANT DATE YOU MAKE ALL YEAR.

In addition to working on these special projects, the Student Employment office provides a notebook of summer employment by region so students who want to combine travel and valuable work experience may easily locate summer employment outside their region. Cooperative Education's job list is posted in the office as well. Students who are unable to find a job through the Student Employment office are advised to seek assistance from the Counseling and Career Development office.

Heineman said that "students who work on campus have a better chance of finishing their degree on time--because of the time management skills they develop--and... they have a greater retention rate." Deb Heineman is one of the many student services professionals committed to providing as many varied opportunities as possible for students to gain work experience.

# WORKSHOPS

### JOB HUNTING TECHNIQUES WORKSHOP

Thursday, Oct. 16  
3:30 p.m.  
Ohio Suite,  
University Union

### HOSPITALITY CAREERS NIGHT

Tuesday, Oct. 21  
7:00-9:00 p.m.  
Bryan Recital Hall,  
Moore Musical Arts

### EXPLORING PLACEMENT OPPORTUNITIES

Thursday, Nov. 6  
3:30-6:30 p.m.  
Lenhart Ballroom,  
University Union

### THE GRADUATE SCHOOL OPTION

Tuesday, Nov. 18  
7:00-9:00 p.m.  
Assembly Room, McFall Center

### FIRST-CHOICE SIGN-UPS

General Sign-ups  
4:00 p.m.  
N.E. Commons  
Teacher Sign-ups  
6:00 p.m.  
Student Services Forum

### RECRUITING PERIODS

Oct. 15 for: Oct. 27 - Nov. 7  
Oct. 29 for: Nov. 10 - Nov. 21  
Nov. 12 for: Nov. 24 - Dec. 5

# IS THERE LIFE AFTER A LIBERAL ARTS DEGREE?

As a liberal arts student, how often have you been asked these questions: "Why did you major in THAT?" "How can a major in history (or whatever) prepare you for a career?" "Why didn't you major in something practical?" Maybe you could not give an immediate response. You may have even left the conversation asking yourself the same questions.

On the contrary, you should be CONGRATULATED for choosing a major in the arts or sciences! As a liberal arts student, you are building broad skills which can be used throughout your life and career. Skills typically developed in a liberal education and consistently reported as needed by employers include

- oral communication skills
- written communication skills
- analytical, problem solving skills
- ability to relate effectively to people

- ability to cope with change and unexpected situations

- flexibility, adaptability, curiosity, eagerness to learn

As society moves from an industrial to a service-oriented information age, futurists predict a need for generalists who are able to adapt to the constant state of flux within our society. CEOs of major corporations (many with liberal arts backgrounds) confirm the importance of hiring both the liberally and more technically trained graduates.

If such comments note the benefits and applaud a liberal arts education, then what is all the fuss about the "plight of the liberal arts graduate"? What many career planning and placement counselors find is that liberal arts graduates experience more difficulty in obtaining initial employment as compared with more technically trained students, but once employed, they do very

well and demonstrate skills which are needed for leadership roles at higher levels within an organization.

There are various reasons for this situation. Often both the employer and you may be under the common misconception that your major determines the types of jobs for which you are qualified. An academic major does not equate with a job or set of jobs, and a major does not guarantee that a person will obtain a job. Employers seek a set of skills and qualities which can be developed through a variety of disciplines. Many employers do not understand what you have gained from your liberal arts experience. It is up to you to translate your major into a set of skills and qualities related to career fields and to specific jobs within an organization.

As is the case with many liberal arts students, you may have chosen a major because of its broad perspective and a desire to learn for its own sake. You may not have defined a clear career path, and

you may lack knowledge of basic business principles and crucial information about career fields within the world of work. Talking to people who work in jobs of interest to you and actively seeking current career information will bring you closer to the knowledge base of a vocationally focused student.

Many talented students approach career planning and the job search process with self-doubt and anxiety. If this is your situation, you may be unaware of what you have to offer the employer and how to go about planning career goals and implementing an effective job search. Although as a liberal arts major you may have more difficulty getting started, once you assess your values, goals, interests, and skills; develop tangible career goals in light of current career information; equip yourself with assertive job search techniques; and develop a positive attitude about your future career, you will have little trouble finding and keeping an excellent job.

## A FEW CAREER PLANNING AND PLACEMENT MYTHS

A typical student has questions about his or her career future. Like many students, you may have heard at least some of the myths surrounding career possibilities and are searching for the "myth-buster" truth. Let us examine a few of these myths which may be influencing your career decision making and "demystify" the career planning process.

1. There is no point in planning or worrying about career goals because the future cannot be predicted. A college graduate is bound to find something.

The best way to achieve your career goals is by planning. The Counseling and Career Development Center, academic advisors, mentors, counselors in the University Placement Services office, professionals in your major, and faculty can assist you in establishing a plan. Planning is a process—it takes time and

needs to be continually adjusted as new information becomes available. Once you have established a plan, you must implement it. Remember, no one plans to fail, but failure to plan can result in undesired outcomes!

2. Career planning is only for students who are undecided about their major. I have a major.

Every student needs a career plan to help him/her take responsibility for the direction and course of life. The process draws upon four major activities: self-assessment, career exploration, decision-making, and job placement. Within these activities you will have an opportunity to appraise your career interests, explore various alternatives, and implement an action plan designed to achieve a predetermined set of career

goals. If you don't plan where you are going, you will probably end up somewhere else.

3. It is best to major in one of the career fields which is experiencing rapid growth, because these "growth explosion" fields guarantee job possibilities.

Choosing a career first involves determining your interests, skills, and abilities and then matching those qualities to the requirements in specific career fields. (Career choices need to be consistent with your values.) There are continual shifts in career area growth, and your own needs and expectations change as well. If you do not explore careers by matching your own interests, skills, and abilities to specific career requirements, you may find yourself out standing in someone else's field!

### COMING THIS SPRING

**Nursing Careers and Job Fair**  
Thursday, January 15  
10:00 a.m. - 2:00 p.m.  
West Campus,  
Medical College of Ohio

**Arts and Sciences Career Seminar**  
Wednesday, February 11  
3:00 - 5:00 p.m.  
Community Suite,  
University Union

**Alternatives to Corporate Employment**  
Tuesday, February 17  
7:00 - 9:00 p.m.  
Bryan Recital Hall,  
Moore Musical Arts Bldg.

**Teacher Job Fair**  
Thursday, March 5  
10:00 a.m. - 6:00 p.m.  
Lenhart Ballroom,  
University Union

### MISCONCEPTIONS ALONG THE CAREER PLACEMENT PATHWAY



YOUR ACADEMIC MAJOR PREDICTS YOUR CAREER...



CAREER COUNSELORS PROVIDE INSTANT SOLUTIONS...



AT GRADUATION, YOU WILL HAVE FEW TALENTS WHICH ARE OF VALUE IN THE WORK WORLD...



YOUR CAREER STARTS AT AGE 21 AND YOU PROCEED IN A STRAIGHT LINE TO YOUR ULTIMATE CAREER OBJECTIVE...

# GET INVOLVED — EXTRACURRICULAR ACTIVITIES PROVIDE QUALITIES EMPLOYERS SEEK

Have you ever been disqualified for a job because you lacked the experience the employer wanted? True, many employers seek candidates with experience. This fact can be a source of frustration if you lack experience in the world of work.

There are, however, numerous ways to get experience here on campus. Involvement in campus organizations provides you with qualities similar to those which employers look for in "experienced" candidates. As an officer in an organization you develop skills in organizing a group of people, setting and accomplishing goals, and promoting public relations. For example, involvement on the Orientation Board might help you develop and refine skills in planning, budgeting, and programming.

According to Dr. Adele Scheele, author of *Making College Pay Off*, successful people credit their involvement in extracurricular activities for developing personal courage, organizational savvy, and a sense of real professionalism. Involvement in extracurricular activities also provides opportunities to explore new interests, enhance your academic program, and influence the University community.

"Budgets, communications, publications, leadership, and a myriad of other responsibilities make campus activities a credible educational experience," reports the May 1982 issue of *Student Activities and Programming* magazine. Employers find these skills quite attractive and transferable from the college setting to the world of work.

You may fear that getting involved will detract from your studies, but this type of involvement may enhance your working knowledge of a subject and help you improve your grades. Participation in a professional society may also open the doors to new career opportunities.

In selecting a club or organization, it is important to know the goals and activities of the group and your reasons for getting involved. BGSU has over 150 clubs and organizations plus 40 fraternities and sororities. These groups range in scope from service to social. To find out more information on these clubs and organizations, contact Vicki Sherman in 405 Student Services Building. Questions regarding fraternities or sororities should be directed to Wayne Colvin in 425 Student Services Building.

"You can just go to class and get a degree or you can get involved with a combination of classroom and University activities and get an education," according to Gregg DeCrane, Assistant Vice President for Student Affairs/University Student Activities. Involvement in campus organizations and activities does more than just provide a break away from the books; it creates a well-rounded individual with proven skills and abilities.

The decision is yours—to get a degree or to get an education. By combining the skills you develop through involvement in campus organizations with the knowledge you gain in the classroom, you become better prepared for entrance into the world of work. Start now to build valuable and marketable skills.

## EXPLORING PLACEMENT OPPORTUNITIES

THURSDAY  
NOVEMBER 6, 1986  
3:30-6:30 P.M.  
LENHART GRAND BALLROOM

**SENIORS/GRADUATE STUDENTS:**  
Get your foot in the door with over seventy organizations. An excellent opportunity for informational interviews leading to employment possibilities.

**JUNIORS:** Look for internships, co-ops, and summer employment to test out your career choices and to gain valuable career-related experience.

**FRESHMEN/SOPHOMORES:**  
Find out what you can do with your major. Learn about new, emerging jobs of the future.

## INFORMATIONAL INTERVIEWING

Informational interviewing is an effective method for uncovering the "hidden" 75 to 80 percent of the job market. The purpose of an informational interview is to expand your knowledge about a particular field by talking to people who are actually doing that work. Your objectives in an informational interview are to: a) get advice on how to move into your field of interest; b) obtain useful information regarding your area of interest; c) develop contacts in your field; and d) discover job opportunities and leads. Exploring Placement Opportunities and other career fairs are excellent forums for informational interviewing. You can maximize these opportunities to gain exposure to people who are in a position to hire or to refer you by asking appropriate career-related questions.

Suggested questions to ask at an informational interview:

- What are the most interesting aspects of the job?
- How long does it usually take to move from one step to the next in this career path?
- What are the prerequisites for jobs in this field?
- Are there any specific courses a student might take that would be particularly beneficial in this field?
- What types of training do companies give to persons entering this field?
- What are the salary ranges for various levels in this field?
- What aspects of a career in this field do you consider particularly positive/negative?
- What special advice would you give a young person entering this field?
- How do you see the jobs in the field changing over the next two years? What can I do to prepare myself for such changes?
- What is the best way to obtain a position which will start me on a career in this field?
- What kind of college and work experiences could help me prepare for this field?
- What is typical day in this position?

There are obvious benefits to informational interviewing: practical advice, employment contacts, interviewing experience with minimum stress, and a perspective on your own career decision making.

## FROM THE DIRECTOR OF COOPERATIVE EDUCATION (Or To Co-op or Not to Co-op Should Never Be a Question)

The Cooperative Education Program is available to students from all academic areas. It is designed to enhance the student's education by integrating classroom learning with practical experience. Through participation in full- and part-time positions, students solidify their career goals.

Co-ops are also a good way to earn money for college. The pay ranges from a nominal fee up to over \$1,900/month, and 98 percent of the co-ops are paid.

All students who are placed through the Cooperative Education Office receive a transcript notation each semester they co-op, which provides recognition of the co-op experience.

Participation in BGSU's Cooperative Education Program allows employers to

draw upon the talents and skills of students with career objectives and professional interests compatible with the employer's own needs and interests. Sixty-two percent of the co-op students are offered jobs after graduation by the co-op employers.

Our goal is to provide an optimal educational experience for the students by allowing the size of the program to increase about 6-10% each year, by doing a better job with resume writing and interview training, by expanding opportunities for minority students to co-op, by doing a better job of attracting graduate students to the co-op program and by serving small businesses.

(Bruce Smith is Director of the Cooperative Education Program, 238 Administration Building.)

## FROM THE DIRECTOR OF COUNSELING AND CAREER DEVELOPMENT

What will I do with my life after college? How can I be sure I'm heading in the right direction? What will I choose as a major? What am I really suited for in the world of work? How am I going to make these decisions? Who am I anyway? Where do I start? These questions are typical as students wonder about the way all their classes fit into their career plans and their future. Talking with one of our counselors may be very helpful. Our career counselors are here to provide assistance for students as they explore and define career-related interests, skills, and values and reach decisions about a career.

Interests and personal characteristics inventories also may supply students with useful information about themselves. The Career Education Library can broaden students' knowledge about the academic offerings of the University and the world of work. Books, pamphlets, audiotapes, and a microfiche collection called COIN (Coordinated Occupational Information Network) contain information on occupations and work ideas most students may never have previously considered. Students are invited to come in and meet SIGI (System of Interactive Guidance and Information), our computerized career information system. SIGI has user-friendly, attractive color graphics and displays making career exploration an enjoyable self-learning experience.

Many students enroll in CAO 131, the 2-credit Career and Life Planning course which aids students who need help in deciding on a college major and exploring related career paths. We coordinate and teach several sections of CAO 131 each semester. Class participants determine their values, goals, interests, and skills as they relate to life and career plans. Students also learn how to gather career information through written resources and contact with people and identify personal

decision-making style and the way to use it effectively.

Finally, career-related self-exploration can be furthered by participation in group programs and workshops that are offered periodically as part of the campus career service network which includes our office, college advisors, the Office of Cooperative Education, and the University Placement Services. These programs/workshops are advertised in the weekly Green Sheet and through flyers posted and distributed throughout campus.

Counseling is also provided for a wide variety of academic and personal concerns that students may experience during their college years -- from adjusting to the University environment, meeting friends, coping with test anxiety, and learning to manage time effectively to dealing with loneliness, difficult relationships, understanding and expressing feelings, and dealing with major personal or family crises. All of these counseling services are provided at no cost and they are confidential.

In addition to career and personal counseling, the center administers both local and national testing programs. Language placement tests and tests required for admittance to the University or specific University programs are taken in this office. Tests required for admittance to professional and graduate schools and for certification in various areas are administered on Saturdays throughout the year. Special testing required for employment by specific employers can be arranged with our test monitor.

Our entire staff is here to further students' career and personal growth. Please visit us in 320 Student Services Building or call for information or an appointment at 372-2081. Office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday.

(Roman Carek is Director of Counseling and Career Development.)

**WALK-IN HOURS FOR COUNSELING**  
**1:30 - 2:30 daily**  
**University Placement Services**  
*no appointment needed*

# Northwestern Mutual Life™ The Quiet Company® Quiet Quiet

We invite you to investigate our Internship Program. It is an opportunity to gain personal development, knowledge, income and fulfillment.

For more information contact:  
419/473-2270.

## CO-OPS AND CLASSES: A SUCCESSFUL BLEND FOR STUDENTS AND EMPLOYERS

"The possibility of having a co-op student for 16 weeks at our corporation raised a number of questions and there was a lot of skepticism around the plant," said Tom Clark, President of SFC Graphics, Inc. "Would the student show up on time? Would he or she really work--or just hang around? Would the student be willing to dig in and learn from the expertise of the staff? Would the experience work well enough to be repeated?" Employers, as well as students, often wonder how a co-op works. Fortunately, in most cases, co-op experiences are very positive, for both the employer and the student.

Obtaining a co-op through the Cooperative Education Program of the College of Technology is required of all 650+ technology majors. The co-op integrates classroom learning with practical work experience. Students alternate co-ops with a semester of study on campus; they are required to participate in three semester-long work assignments (co-ops).

According to Barry Piersol, Director of the College of Technology's Cooperative Education Program, the employer sets the

rate of pay for the student, depending on the difficulty of the task and the responsibilities demanded of the student. Co-op students are required to pay tuition and they receive academic credit for the co-op experience. "Participation not only emphasizes career development; it exposes students to technological state-of-the-art equipment which academic institutions cannot usually afford to offer," said Piersol. "We refer to the cooperation between student and employer, where our students take something to industry and employers give something to students, as a technology transfer."

Piersol explained that "the earnings of the approximately 280 Technology students this summer was in excess of \$275,000. The average student earning was \$2985 for the summer."

And the answers to SFC Graphics' President, Tom Clark's questions--a resounding "yes!" Over twenty BGSU Technology students have successfully completed semester-long co-ops at SFC since 1982.



## AND FROM THE DIRECTOR OF UNIVERSITY PLACEMENT SERVICES

As Director of the University Placement Services, my long-range goal is to translate appropriate University role and mission statements into achievable objectives. Bowling Green State University is committed to "provide its undergraduate students with a 'practical liberal education' " which recognizes a need for "preparation for a career and preparation for life." The *Falcon Career Connection* is the result of one of my plans for reaching these objectives.

Frequently, students are confused about where to get the assistance they need to help them clarify career and life questions. It is my hope that the *Falcon Career Connection* will help students and their faculty advisors/mentors identify the available University career resources which can assist students in their "preparation for a career and preparation for life."

One of our objectives at the University Placement Services is to ensure that all graduates of BGSU become competent decision-makers and then translate these skills into meaningful employment decisions. This requires that we become liaisons between academia and industry; to show employers what is happening in the academic world and remind faculty what is happening in the world of work. To do this successfully, we need cooperation among the Career Services Offices, the Academic Programs, the Administration, and employers. Input from employers, in combination with the cooperative input from all areas of the University community, may have a healthy effect on the curricula of professional degree programs. Involving faculty in learning about and assisting with some of the student development activities we are sponsoring helps us cooperatively prepare students for a "career" and for "life."

The four Career Services Offices at BGSU are the Counseling and Career Development Center, the Cooperative Education Program, the Student Employment Office, and the University Placement Services.

The Counseling and Career Development Center helps students cope with social, personal, and academic concerns, and assess career choices. The Cooperative Education Program helps provide practical experience by providing full- and part-time positions to enhance students' education. The Student Employment Office provides assistance finding on- and off-campus part-time and summer positions while students attend classes.

The University Placement Services blends counseling expertise with employment realities. We provide several services: individualized programs which

involve training in critical job-seeking skills, information about adjustment from the academic world to the business world, and information about employment opportunities. We have job search seminars, on-campus interviews, job referrals, credential services, employment opportunity bulletins, mock interview training sessions, and the Falcon Network, an alumni relocation assistance program.

Our roles are evolving in new directions. The University's commitment to computer literacy has prompted the University Placement Services to implement a computerized placement management information system which will help us track students' progress, identify students whose needs are not being met, and design services that will help all students identify and satisfy their career and employment needs.

The University Placement Services and the Counseling and Career Development Center will soon combine career resource libraries in keeping with our interest to manage more effectively existing resources and to up-date our facilities.

We have increased our staff this year by hiring two graduate assistants in the Placement office, an important part of our commitment to expand the roles of graduate students. The University's commitment to the "growing numbers of 'non-traditional students' whose educational and career experience patterns, preparatory backgrounds, special qualifications, interests, and life/career aspirations require special recognition and response on the part of the University," is also important to the University Placement Services. One of our new graduate assistants is specializing in the career and life planning of the adult learner.

As part of this year's program, my staff and I will be examining training issues, staff development, debugging and streamlining our computer systems, and developing additional community services (we are interested in addressing the employment needs of small businesses, thereby enhancing the University's link with the community).

We are looking forward to meeting the challenges of serving a new and diverse student body which includes more non-traditional, graduate, minority, and international students; exploring the market demand in new careers resulting from new technology; and continuing our emphasis on promoting the highest quality education which prepares our students for a satisfying career and life.

(Jo Ann Kroll is Director of the University Placement Services, 360 Student Services Building)



## UNIVERSITY PLACEMENT SERVICES IS USER-FRIENDLY

University Placement Services is Bowling Green State University's professionally staffed resource center specializing in placement advising. Our experienced staff maintains continual contact with employers in all sectors of the employment market and can blend their counseling expertise with employment realities. We invite you to become acquainted with the staff and resources as you begin your transition from college to career.

Left to right: Louise Paradis, Jo Ann Kroll, Brad Mankin, Sandi George and Joan Tussing.



I JUST NEEDED TO USE THEIR  
TELEPHONE AND I GOT AN  
OFFER FOR \$39,000 A YEAR !!

### "DROP-IN" HOURS FOR UNIVERSITY PLACEMENT SERVICES

University Placement Services is considering sponsoring evening "drop-in" hours for non-traditional students who work during the office's regular hours.

If you are interested in a few evening hours, to ask questions or to use our career library, send us a note confirming your interest/need in evening hours.